

closely investigated: (1) the roles and responsibilities of SISC+, (2) the success and challenges faced by SISC+ during the process of coaching and mentoring in the workplace, and (3) the influence of SISC+ towards the teaching and learning of the teachers. Recommendations of the study are presented for future practice and further research, and with the chapter ends with the conclusion.

7.2 Summary of The Chapters

This research focuses on coaching and mentoring by English language SISC+ in Negeri Sembilan. This section begins with discussions of chapter one. In this chapter, the researcher begins to disclose the effort of Ministry of Education to empower the national education system to the international level through the launch of the MEB (2013-2025) and the relocation of SISC+ in the PPD to provide support to the teachers. Along with this move, the researcher realises the need to address the issues involving the coaching and mentoring done by the SISC+ who are new to the educational industry. Next, the researcher formulated the research objectives and this is followed by research questions. A conceptual framework was developed, where it embraces the theory and concepts relevant to this study. Chapter 1 also presents the research significance, limitations and definitions of the terms and the conclusions to the chapter.

Next, chapter two puts forth the theories and highlights the literature review to support the notion of this study. The researcher divides this chapter into different sections to suit the needs of this research. The first section centres on the underpinning theories and models within the coaching and mentoring process. The information of Zone of Proximal Development (ZPD) derived from Vygotsky theory and scaffolding, which provides the ground to this study is central to the chapter. The information

gained from the theory is essential to this study since this research is grounded with the learning theory derived from Vygotsky. Likewise, The GROW model developed by Sir John Whitmore, Graham Alexander and Alan Fine, who was a student of Galleway, are also included. The model is significant because it is the foreground work of the coaching and mentoring process. The next section focuses on the performance of English language in Malaysia and subsequently, the performance of schools in Malaysia. This information is essential because it situates the significance of this study. The ensuing section is the description of transformation on education in Malaysia with highlights on National Education Policy, MEB and DTP. Besides, the researcher also describes the people involved in the transformation of education and the descriptions of their roles and responsibilities.

Next, chapter three presents the methodology for the study to achieve the three objectives identified in chapter one. This study is a qualitative research embedded with quantitative research. In this chapter, the researcher has identified the approaches chosen to answer the research questions and the subsequent research design. The research method and instruments, as well as the research participants, were highlighted thereafter. Six participants took part in this case study, while another 55 coachees participated in the survey questionnaires. The research context of the study is three districts located in Negeri Sembilan – Rembau, Kuala Pilah and Jempol Jelebu. The researcher explained in detail the research procedures, along with the analysis of data. The researcher also addressed various ethical considerations ensuring competence from the researcher's side. Finally, the validity and trustworthiness of the instruments, as well as the ethical considerations in completing the study, were also elaborated.

Subsequently, the researcher presented the analysis of data, findings, and discussion of this study into three different chapters, respectively; chapter 4, 5 and 6. In chapter 4, the researcher began the chapter with the profile of the participants for the interview, followed by the demographics of the participants. Next, the researcher presented the identification of themes under the research question section. For chapter 4, the researcher situated the identification of findings, followed by the discussion of the research question and then the summary of the chapter. Chapter 5 and chapter 6 followed the same manners as chapter 4 in the presentation of findings. The roles and responsibilities of SISC+ were discovered in the analysis of research question 1. The vital roles are to help and share their ideas and knowledge to the teachers so that the low-performance schools can improve their achievements. Their primary responsibilities are to provide the teachers with professional development as well as to equip the teachers with the knowledge of teaching for 21st century. As for research question two, it is found that the acceptance and cooperation given to the SISC+ are the success of the SISC+ while the hardest challenges are dealing with teachers' attitude problem the fact that the SISC+ themselves are having a conflict of roles. This role conflict is due to their delineated responsibilities by the Ministry. These responsibilities have hindered them from being a textbook instructional coach. Next, research question three discussed the influence of SISC+ towards the teaching and learning of the teachers. From the findings, although the SISC+ have to deal with the attitude problem of the teachers, they did influence the teachers to improve their lesson quality and to improve their knowledge growth.

This final chapter, chapter 7, completes the study with the overall findings of the research. This chapter also encloses some implications, contributions and recommendations to the study. This chapter is significant because it concludes the

whole research and summarises all chapters as well as the findings of all research questions. Conclusions and discussion of the findings are presented to support the recommendations for practice and further research. In the next section, the researcher presents the summary of each research question.

7.3 Summary of Discussion For Research Question 1

Based on the findings, most of the participants agreed that the roles and responsibilities of SISC+ are to help and share their knowledge with the coachees. The findings also revealed that SISC+ are responsible for providing 21st-century teaching and learning knowledge to the teacher as well as organising the professional development and professional learning community to the teachers. The findings emerged from the analyses of different instruments - semi-structured interviews, observations, document analysis, and questionnaires. It is essential for the SISC+ to help the coachees, but as a coach they only help the coachees to arrive at their own solutions for their problems. Coachees are guided to identify their strengths and weaknesses, and these can be achieved through the sharing of knowledge and information during the professional development and professional learning community.

The researcher discovered that the SISC+ view coaching and mentoring as providing help and sharing their knowledge to their coachees. Their interpretations of their job as a coach are consistent with the job specifications in the Buku Pengurusan DTP 3.0. The coachees on the other hand view their SISC+ as a knowledgeable person and this link to the conceptual framework whom they can rely on for new information or new knowledge. The findings also revealed that the SISC+ sometimes

provide suggestions to overcome the issues or problems, but the fact is, the best solution always lies within the coachees themselves because in coaching and mentoring it is not about spoon-feeding them or overcoming their problem but more on helping them to realise their own strength and then maximising the potential within them. This link to the conceptual framework discussed in Chapter 2(Figure 1.1). As mentioned in the chapter, the process of transformation does not occur independently because it is a social behaviour that requires engagement of two or more people in a practical activity and in this research it refers to the SISC+(coach) and the coachees(teachers/learners). Following the GROW Model closely, as a coach, the SISC+ is not a problem solver but as a facilitator to help the teachers to identify their own strength and ways to overcome any specific issue.

7.4 Summary of Discussion For Research Question 2

Research question two addressed the success and challenges of SISC+ in completing their responsibilities. In research question two, five potential sub-themes emerged from the analysis of data then the researcher analysed the data following the Braun and Clarke's (2006) thematic analysis technique to look for the actual sub-themes. Two sub-themes received great emphasis from both participants – the SISC+ and their coachees. The sub-themes are 'acceptance of teachers' and 'improvement of teaching quality'. On the other hand, from the thematic analysis for the challenges faced by SISC+ during the process of coaching and mentoring in the workplace, sub-themes 'attitude problem' and 'role conflict received considerable emphasis.

From the analysis of data, the researcher found out that being accepted by their coachees is considered as an achievement to the SISC+. The acceptance received was demonstrated in the interview with the SISC+ as well as in the questionnaires given to

the coachees. The coachees accepted the presence of SISC+ in their school as an initiative of the Ministry of Education to improve their school performance. Thus, to be accepted by their coachee, the first thing that they did is establishing a good relationship with their coachees. This method is successful because good coaching is not built from force; instead, it is built from trust. As a coach, the SISC+ have an important role that is to coach the teachers under their supervision, so among the qualities that they need to have is to build a good rapport with their coachees because this healthy relationship will help ease the coaching and mentoring process.

From the findings, success was seen in improving both the lesson quality and knowledge growth. Through coaching, the coachee learned how to put learning into practice and apply it to their teaching and learning. It also opens the door to individual goals and it guides teachers on how to be creative and innovative as mentioned in the conceptual framework (Chapter 1;refer 1.7). The coach evaluates the performance, needs and abilities of the coachees, role models skills, encourages learning, provides specific individualized feedback and devises a plan to achieve the goals. (Krishna et.al, 2019)

Besides the coaching and mentoring by SISC+, they were also facing challenges in completing their jobs because their clients are teachers; thus, in other words, they have to deal with adult learners. This view is supported by Knight (2008) that instructional coaches face many challenges while working with adult learners to improve their instructional practices; however, providing support for teachers poses a different type of challenge (Knight, 2008). This is because each coachee has a different attitude and a different problem. This finding is in line with what Knight (2008) pointed out, that one of the most significant challenges for coaches is establishing a partnership with teachers who are reluctant to change.

Furthermore, from the findings, the researcher found out that the SISC+ also have conflicting roles. As mentioned in the preceding section, the SISC+ are the ones who give suggestions and overcome the teachers' problems. Their interpretation of coaching and mentoring is that they must help the teachers by giving answers to questions, providing all sorts of information, not to mention solving the coachees' problems. In coaching and mentoring, the solution should lie within the coachees because a coach's mission is to guide the teachers to overcome their own problems and then maximise their potential. This might be due to the lack of knowledge and understanding not only among the SISC+ but also at Ministry level surrounding the issue of coaching and mentoring. The findings exposed that the SISC+ were restricted by the job specification listed in the *Buku Pengurusan* DTP 3.0 where the Ministry should closely look into it, and this will be further explained in the implication section. Therefore, these findings confirm that coaching and mentoring is a challenging task for SISC+. Hence, to overcome this problem, coaches in SISC+ need to be equipped with enough support and necessary training. This will be discussed thoroughly in the recommendation section.

7.5 Summary of Discussion For Research Question 3

Coaching and mentoring is significant because it helps to encourage the transfer of knowledge from the coach to the coachee. The transfer of knowledge also occurs between the coachees during their professional development. This is supported by Lindblom (2007), who stated that organisations need to create a culture that is supportive of coaching to ensure the on-going application and role modelling of coaching skills. Coaching not only supports personal development but importantly, it can also influence behavioural and strategic changes throughout the organisation.

In research question three, the researcher attempted to answer how coaching and mentoring by the SISC+ influences the teaching and learning among English Language teachers. The researcher utilised the data gathered from the semi-structured interview with the coachees, observations and document analysis. The input received from the semi-structured interview with the coachees is essential in removing any doubt for this question because the coachees are the ones who are being coached by the SISC+. In the same veins, answers from the questionnaires are also beneficial for this question because they enable the researcher to measure the influence of the SISC+ in teaching and learning among English Language teachers.

As mentioned in the analysis of the document, numerous communication channels have led to leakage in the MOE delivery system (MOE, 2012). Thus, the SISC+ are responsible for coaching teachers and monitoring the effectiveness of such implementation (MOE, 2013). From the findings, SISC+ influenced the teachers in two different ways. The first one is through the improvement of lesson quality, and the second one is through knowledge growth. For the former, the SISC+ succeeded to help their coachees improve their teaching quality through the suggestions they made.

According to the GROW Model, the SISC+ are not supposed to give suggestions or provide solutions, but in measuring the influence of SISC+, the SISC+ successfully influenced their coachees to improve their lesson quality as well as their knowledge growth. The transition of knowledge happened during the professional development or PLC. During PLC and professional development the transfer of knowledge was between the SISC+ and the coachees as well as between the coachees themselves. Thus PLC and professional development are important substances because of the ability to enhance the knowledge and eventually allow the transformation of education to take place.

As a whole, from the findings of research question three, the researcher found that it is related to research question one and two because studying the influence of SISC+ brought to the roles and responsibilities and also the success of SISC+. Once the coachee understands the roles and responsibilities of SISC+, only then room for improvement will be possible. Teachers need support to not only survive but also thrive, grow professionally, and build their capacity to maintain and sustain their well-being (personal and of others), including through support systems such as teacher induction and mentoring programs (Kutsyuruba et al., 2019). Understanding the role of an instructional coach and how this role plays its part in student achievement is vital, hence they will feel less threatened and gain the benefit of the service offered (Steiner & Kowal, 2007). Therefore, from the findings of this third research question, the SISC+ succeeded in influencing the coachees in their own ways. To measure the influence, views and opinions of the coachees were relevant and they conformed to the findings.

7.6 Implications of the study

Above all, this study, being an investigative and explanatory in nature, raises several opportunities for future research in terms of - (1) enactment of policy, (2) conceptual development, and (3) practical implementation. In this section, the implications for a dimension of policy, conceptual development and practical implementation, are discussed as suggestions for promoting effective coaching and mentoring behaviours among SISC+ that improve low-performance schools and increase student achievement.

7.6.1 Enactment of policy

SISC+ is a new post in the Malaysian education setting. It is the effort of the Ministry to create the post in order to accelerate the transformation of education in Malaysia. The implementation of this post seeks to provide direct coaching to the teachers in low-performance schools, and the coaching is tailored to the specific schools based on the needs. The implications from the results of this study indicate the need for a clear outline of the concept of coaching and mentoring at the Ministry of Education level. Nevertheless, from the findings, the concept of coaching is not well comprehended by the individuals who are involved in the coaching and mentoring by SISC+. This study offers the opportunity to refine and validate the concepts and constructs that emerged from the coaching and mentoring of the SISC+. As new posts, their roles, responsibilities and functions should be clearly defined and followed. The roles and responsibilities of the SISC+ that have been outlined by the Ministry should be clearly defined and followed so that their competency would be undisputable by others. Ideally, coachees and coaches engage as partners through interactive activities such as planning, acting, reflecting, questioning, and problem-solving (Pfund et al., 2016). This requires the ability of the SISC+ to transfer the competencies necessary to meet the goal of coaching.

An ideal mentoring, on the other hand, is the support given to the mentee that facilitates the accomplishment of the mentee to be at par with the mentor (SISC+). Thus, the policymakers need to carefully identify and examine the roles and responsibilities of SISC+ to determine if the necessary skills and knowledge are being specified and if not, determine what changes need to be made in the future to support the implementation of the posts of SISC+. These findings are significant in the enactment of the policy so that suitable considerations can be taken into account to

enhance the roles and responsibilities of SISC+. Their presence is important because they can become the middleman of the Ministry in delivering the new curriculum, pedagogies and assessment to the school. In other words, SISC+ are relevant in the transformation of education in Ministry provided that the understanding of their job specification is comprehended by every player in the education industry.

7.6.2 Conceptual Development

The result of the findings indicates that coaching and mentoring is a useful tool to build the capacity of knowledge of the teachers. Based on the results, the researcher found an effect on the level of knowledge for the teachers. Coaching helps the expansion of knowledge among the teachers in terms of the curriculum, pedagogies and assessment along with the changes in the current curriculum of Malaysia. Coaching can be considered as a vehicle for the transfer of knowledge. It provides room for application and maintenance of newly acquired knowledge and skills.

Coaching also helps to reduce the number of tiers in the dissemination of the curriculum to the teachers in Malaysia through professional development (PD) and the professional learning community (PLC). In this study, through various professional development opportunities within the teachers in the districts, it makes a positive change in teaching practices and teacher efficacy because the cooperation between the SISC+ and coachees as well as amongst the coachees helps to create on-site support. The findings highlight that professional development, PLC and continuous professional development are the right strategies for sharing information or disseminating knowledge among teachers. These opportunities, such as the support during professional development sessions, in-class, and on-site support and the benefits of cooperation and collaboration, contributed to the idea of improving the

low-performance school. Professional development can also be enhanced so that everyone benefits from it.

7.6.3 Practical Implementation

On the other hand, in terms of practical implementation, the study could also be extended in a longitudinal way. The idea of adequate knowledge needs further refinement and elaboration, in terms of both its component elements and its internal dynamics so that a clear set of aspects related to instructional coach can be constructed. The SISC+ should have access to a certified leadership and instructional courses and continue to participate in coaching professional development training. In addition, as the role of the SISC+ changes from the way they used to be (teachers), they should be given the opportunity to learn about the real demands and expectations of the coaches.

Thus, future research should include specific requirements and consideration in selecting the SISC+. The researcher views that additional training beyond the scope of common knowledge is what is really needed by these coaches. They must be equipped with particular knowledge on “how to coach” so that the intended intention of the Ministry to transform the education system in Malaysia can be achieved. A coaching support programme must also address the level of support that is needed in terms of the type of knowledge and skills needed.

Given these differences, coaching support programmes must be tailored to address these crucial issues. Focusing the SISC+ professional development, as described in this study, will provide the much-needed support to SISC+ who are tasked with building strong relationships, implementing new ideas, working collaboratively, and connecting to stakeholders in the external environment. This form

of professional development will expand their skills as they work with their colleagues towards the common goal of optimising the coaching experience for their coachees. Further research could elaborate and ask if the work of SISC+ has significantly changed in skills and attitude of the teachers and eventually improves the results of the students to enable them to take part in the global exams such as PISA and TIMSS and this information would provide valuable information to the Ministry in the planning of the next Educational Blueprint.

7.7 Contributions of the study

Added to the implication, the present study also offers significant contributions. The present research contributed to the methodological aspect of research, by linking both qualitative and quantitative analyses within the case study. Within the qualitative part, a multiple case study approach was applied with three case studies classified, which covered a broad spectrum for coaching and mentoring phenomenon in the recent move of the Ministry of Education. In this situation, other research methods are embedded within the case study research (Yin, 2008). The study contributed to existing works by including survey questionnaires, which were not common in prior studies in the domain of coaching and mentoring. This holistic analysis is added to existing research by identifying the roles and responsibilities of SISC+, their success and challenges as well as to what extent that they influence their coachees.

This exploration of coaching and mentoring by SISC+ is also a contribution to the methodological ground because of the richness of the data. The source of data was taken from the semi-structured interview participated by both the SISC+ as well as their coachees. For each of the SISC+, one coachee was selected as the participant of

the semi-structured interview. Apart from that, these coachees had also taken part in the observations. Next, data were also taken from the analysis of documents involved.

In terms of the quantitative analysis, data were supported by the survey questionnaires. Seventy-five questionnaires were distributed to each of the coachees under the supervision of the three coaches from SISC+. The data from the questionnaires were important to this study. As the third research question is looking for the influence of the SISC+, the viewpoints of the people who received direct coaching from the SISC+ are important. Hence, the quantitative analysis is vital as an accompaniment to the qualitative analysis.

The holistic analysis combining the qualitative and quantitative analyses within this case study has brought to the qualitative approach chosen here intentionally to assist the researcher to gain rich in-depth data. The portion of the quantitative approach in this study is small, but necessary as an added value to the qualitative approach to gain more understanding of the case. Additionally, the researcher applied the survey method to gain holistic, more statistically significant information about the influences of coaching and mentoring towards the teaching and learning of the teachers. The researcher recognises the need for descriptive statistics to outline the coaches' influences in the teaching and learning of the coachees. The descriptive statistics and a simple graphic analysis are used to describe the basic features of the data in a study and in this study they refer to the influences of SISC+. Through the questionnaires in the survey, the participants answered the questions based on the themes to measure the influences of the SISC+ towards the teaching and learning of the teachers. In addition, the existing research often separately conducted qualitative and quantitative studies. Within the researcher's knowledge, combining the

qualitative analysis and quantitative analysis in a case study regarding the coaching and mentoring phenomenon by SISC+, has not been done before.

Another significant contribution in this study is, it utilised standardised themes for the semi-structured interview, observations and document analysis. It is important because the questions in the interview and questionnaires should be tailored depending on the participant's knowledge or vocabulary. Lack of proper tailoring may limit the researcher's capacity to obtain all the relevant information. This aids the researcher to obtain the required information for each research question. In most cases; there are various themes into which the interviewer can explore. However, the questions should be focused on a particular answer so that the exploration and investigation of this phenomenon can be interpreted within the guided research objectives. Therefore, a standardised interview, observations and questionnaires have significant methodological contributions in this study.

In addition the semi-structured interview and questionnaires were an adaptation from The California Reading First Year 5 Evaluation Report (Haager et.al 2008). This contributed to the existing research on the phenomenon of coaching and mentoring by SISC+ through applying, validating, and extending the standardised research instruments. All of the instruments in this study were validated by a reliable person in the Coaching and Mentoring Department from Institut Aminudin Baki. Besides, the researcher also conducted a pilot study to verify the questions. Likewise, the themes that emerged from the analysis were also validated by the interviewee in the member's checking process of triangulation. The triangulation of sources and methods also contributed to the validation of this study. In conclusion, the presence of standardised survey questions in quantitative methods as well as standardised

interviews and observations in qualitative methods has provided different contributions to this study.

In the aspect of novelty, this study could offer a novel literary contribution to SISC+ literature. This study is not governed by any strict rules so anything that captures the realism of SISC+ is considered to be very helpful. The creation of the post of SISC+ is an effort of the Ministry as one of the tools to accelerate the transformation of education in Malaysia. Thus, this study has provided additional insight into the field of knowledge. The study was an exploration of the coaching and mentoring phenomenon in which all the data sources are taken from qualitative and quantitative data sources. The researcher utilised data from an interview whereby the interview was between the coaches and the coachees. It provides lengthy information from the lens of SISC+ and their coachees. To make it more valuable, the researcher also gathered information from observations and document analysis.

This research could become a supportive material for the Ministry to prepare the next Educational Blueprint. The rich data sources were obtained from the semi-structured interview, observations, document analysis as well as questionnaire. Thus, the findings could be a valued means to enhance the current resources on SISC+. In addition from the findings, the researcher found a lack of support and training for the SISC+. They have a wide scope of job because besides coaching and mentoring teachers in school they were also responsible for providing training, support and workshop to the teachers through professional development and professional learning community to the coachees. Hence they need to be equipped with the necessary knowledge, so they are well competent to be the educational coaches that can guide teachers. As a concluding remark, this research has different contributions to enhance the existing study about coaching and mentoring at another level. The study

contributes to the existing case study research by including structured and standardised quantitative and qualitative data that included the different lens of participants, which were often not done in prior studies in the domain of coaching and mentoring by SISC+.

7.8 Recommendations for future research

Considering the limitations and lack of research mentioned in this study, the following future directions are recommended. First, future research must determine the length of time for building the rapport between the SISC+ and the coachees as well as determine the coaching time. This is important because from the findings, positive relationship promotes a healthy relationship between a coach and coachee. It is important to determine the amount of available ordinary planning time, the degree to which teachers feel accountable to one another for their work, and the amount of trust teachers place in school. When designing future research, the higher authority should also consider training to support the development of rapport, trust, and commitment. A similar study should be conducted to determine whether or not the coachees would be able to put in place following their coaching experiences and the sustainability of the changes they might have done.

Secondly, SISC+ should be given more professional development training to increase their knowledge and skills to become more skilful coaches. This is because from the study, it shows that the SISC + they lack the knowledge and experience. SISC+ need more training, and professional development to enhance their own understanding of the job as an instructional coach. They should be equipped with as much as knowledge and information as an instructional coach to avoid having conflicted roles. It is recommended for future research to create professional

development models that are different from typical workshop-driven models that support curriculum implementation, instructional change and the integration of technology.

Thirdly, it is suggested that a larger study of the coaching and mentoring by SISC+ should be conducted across the nations to determine if the findings from this study apply to all types of coaches and schools in the county. One of the limitations of the present case study is that the research had only involved teachers in Negeri Sembilan. A similar study focusing on the experiences of the SISC+ and the coachees all over the nation should be conducted to determine if the findings of the study are consistent with the current study.

Next, future research should examine and compare the coaching and mentoring on new and experienced teachers. The two groups have different needs and they have different experiences in working with people from SISC+. Thus a future study should be conducted to determine the different supports required for each group's professional development with relevant knowledge and instructional practices.

Also, it is recommended for future research to shed light on the new job scope of SISC+. Currently, according to the new mapping of School Management Division at the Ministry of Education, the SISC+ no longer coach the teachers based on their subjects. Their job has evolved and they are required to coach the Middle Leaders Team regardless of the subjects taught. Thus, future research is needed to see if, with the change in the role of the SISC+, the new role that they have to play is still relevant to the initial purpose of appointing the SISC+.

7.9 Concluding remarks for Chapter 7

This research aims at investigating the phenomenon of coaching and mentoring by SISC+ in Negeri Sembilan. 3 SISC+ and 3 coachees were interviewed while

another 75 coachees had answered the questionnaires. Data from this semi-structured interview were collected to complement the data from the observations as well as document analysis. The rich data from four different methods were thoroughly analysed to answer all the three research questions. This study chose to employ the qualitative method with an embedded quantitative method to gain in-depth knowledge about the phenomenon.

This chapter marks the end of a study but not documenting the journey of the SISC+. It is easy to see throughout this work that coaching and mentoring are important for the teachers. Coaching is a method that will help the teachers to maximise their own potential. They discover their own solutions to their problems through the questions given to them (The GROW Model). Mentoring, on the other hand, is useful because a teacher needs to have a guideline as a sample or example for them to follow. And to achieve this change the SISC+ need to lead the change in which it can be done through professional development, continuous professional development and professional learning community.

SISC+ are not consultants. Also, SISC+ as an agency, is not developed to be therapy for teachers. That does not mean a coach from SISC+ cannot lend an ear when a teacher just needs to talk; instead, they should focus on professional learning and developing new skills. As an educational coach, the SISC+ should focus on their primary goal to enable teachers to implement new learning strategies that help them improve their teaching and learning for students and eventually help to achieve the goal of the Ministry, which is to transform the education. Each teacher in a school has individual strengths and weaknesses. As coaches, SISC+ should identify the areas where teachers need assistance and design professional learning to help teachers perform at a desired level. This study, overall, is significant as it emphasises on the

implementation of SISC+ to materialise the transformation of the education system in Malaysia.

