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RESEARCH ARTICLE

STUDENTS ACCEPTENCE ON SCHOOL IMPROVEMENT SPECIALIST COACHES (SISC+) COACHING

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Abstract

This conceptual paper to study the students acceptance based on School Improvement Specialist Coaches (SISC+) Coaching. The SISC+ program was introduced to reduce the leakage of information in the delivery of the curriculum and improve teacher professionalism. However, there is an issue of impact on students performance in their learning. The factors outlined in the paper are analyzed using Sociocultural Theory by Lev Vygotsky's and Cooperative Learning Theory will be the basic for the theoretical framework. A survey were conducted among 50 students from secondary school at Kapit, Sarawak. Findings were collected through a questionnaire. The findings showed that SISC+ coaching received a positive acceptance from students. Conclusion from the literature stated that SISC+ coaching plays a positive roles in students acceptance, but the roles and process of SISC+ coaching should be taken into consideration. The paper ends with suggestion on future research on how SISC+ bring a major impact towards school performance.

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Introduction:-

The Malaysian education system has enforced its efforts to become a centre of success for education within the Asian region and at international level in the twenty first century. Especially, there are voluminous improvement and total quality management programs enforced to clinch that Malaysia obtains a world category education within the eyes of the planet. academic revolution and transformation have taken place in varied aspects of the first and school. In 2013, the Education Ministry introduced the college Improvement Specialist Coach and (SISC+) as associate initiative beneath the District Education Workplace Transformation Program that was enforced piecemeal in Malaysia. The most intention of SISC+ was to scale back the amount of low playacting faculties (band four, 5, half dozen and seven) in Malaysia to zero.

Hence, this study aim to identify the impact of SISC+ coaching upon students. As this study is conducted in a form of Action Research, it also seeks roles and process that conducted through SISC+ coaching on students.

The educational world these days is way more difficult than within the previous decades. lecturers these days have to be compelled to be additional proactive, systematic and strategic in conspire all out there resources within the teaching and learning method. Teacher operating alone behind closed schoolroom doors are some things of the past as this has been found to be less productive (Lanich, 2009).

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Much literature has conferred that lecturers operating collaboratively manufacture larger leads to terms of job satisfaction, quality of labor and most significantly students accomplishment (Fougere, 2014; Bingham, 2011; physicist, physicist &Tschannen, 2007).

Contemporary education demands teaching continuous and active involvement in invigorating the tactic and approaches to boost their educational practices. this is often to make sure the action of the national aims and philosophy of education. the most purpose of the Malaysian education system through its holistic and integrated approach is to provide people UN agency are balanced and harmony in intellectually , spiritually, showing emotion and physically (The National Education Philosophy of Malaysia, 1987).

General studies are printed within the Malaysian Education Blueprint 2013-2025 (MEB) to underpin the mission. The Blueprint sets provision for up-skilling programs like continuous skilled development for academics so as to reinforce student learning. The up-skilling programs embody the need for sixty one,000 English academics to pass the Cambridge Placement take a look at among 2 years, Intensive up-skilling is given to people who have however to satisfy this normal (MEB 2013-2025, 2013). The up-skilling program includes teachers' continuous skilled development which may take several forms. one among the methods is to own on-the-scene teacher employment program enforced below the program referred to as college tutorial Specialist Coach and (SISC+) (MEB 2013-2025, 2013).

The SISC+ program contributes support to teachers in their teaching and learning tasks in the classroom by providing quick fix to help them to upgrade the quality of their teaching and eventually, bringing success to the school. Therefore, this study conducted to identify the impact of teaching and learning process that had been implemented by those teachers under SISC+ coaching program upon students.

Teacher play a vital role not only in the forming of society, but also in the development of the nation. The SISC+ program was introduced to reduce the leakage of information in the delivery of the curriculum and improve teacher professionalism. However , there is an issue of impact on students performance in their learning.

It is simple that teacher did their best serving to students to know higher in what they'd learned. Teacher conjointly had Associate in Nursing initiative to use it in room , however a number of it perhaps not effective enough for college students. This has evidenced to own a short-run impact within the implementation of best practices learned throughout the coaching, and so have an effect on the standard of scholars learning (Fougere, 2014 ; Cornett & Knight , 2008).

Even though several existing researches have disclosed the positive impacts work has had on teacher skilled development and students action (Sumner , 2011 ; Bruce & Ross, 2008; Graham Greene, 2004) studies on teacher cooperative learning culture that relate to teach effectiveness are still underdeveloped. Therefore, this study intends to identify the impact of effectiveness on students in learning.

The purpose of this study are to identify students acceptance on SISC+ coaching and this research aims to determine the impact of SISC+ coaching on towards students. This study can contribute to the development of education in design not solely during this school however additionally in different type of school across the country. I hope that this analysis can encourage the education system and additionally the teachers to be drawn to the current new methodology of teaching.

Literature Review:-

In the second wave of the Government Transformation Program, GTP2.0 , full time Specialist Coaches were placed in district education offices. The creation of the SISC+ posts was to satisfy the sixth shift inside the state Education Development 2013-2025, that is to empower the state education departments and district education offices. The SISC+ officers square measure responsible to guide teachers in pedagogical aspects, school-based management, info and provide direct link from the Ministry to the varsity. This chapter can build a case for regarding the theoretical framework and abstract framework that will be used for the study.

In this research , Sociocultural Theory by Lev Vygotsky's and Cooperative Learning Theory will be the basic for this theoretical framework. Originally , Bulgarian monetary unit Vygotsky's social development theory of learning focuses on the role of community and culture within the learning method , and on the interaction of learner with

somebody World Health Organization is taken into account a lot of competent. The neoVygotskian more extends the models of instruction to radio-controlled learning and psychological feature berth (Brown & Palincsar, 1989; cited by Bonk & Kim, 1998). The speculation highlights six vital ideas within the adult learning method: Zone of proximal Development, internalisation, system, inter-subjectivity, psychological feature berth and power-assisted learning (Bonk & Kim, 1998).

Deliberately, Cooperative Learning theory is associated with previous ideas in education that have seen a considerable revival in academic analysis and practices in an exceedingly past few years. The term refers to room techniques within which students work on learning activities in little teams and receive rewards or recognition supported their cluster performance. Laboratory analysis on the results of cooperation on performance and alternative variables was already underneath approach within the 1920's (Maller, 1929), however solely recently have the principles of cooperation been created into sensible programs to be used in colleges and evaluated intrinsically. This paper presents a general theory and assortment of cooperative learning, reviews the analysis on sensible cooperative learning programs and attracts implications from this research for a brand new model of room instruction supported cooperation as a dominant educational mode.

Cooperative learning is a collection of teaching methods directed at encouraging learners to collaborate on academic assignments. The aim of this research is to provide learners with high-quality support to achieve accomplishment in their study. This idea in the study alignment.

Methodology:-

In this section, the student questionnaire is provided. There are 200 students in Form 4 at SMK Kapit No 2, SMK Kapit and SMK Selirik will be selected for this study. 200 students are selected specifically for this action research. The selected sample size is small to effectively monitor the impact of SISC+ coaching toward students. As highlighted by Creswell (2012), the choice of instruments for knowledge assortment primarily looking on the kind, aims and therefore the objectives of a probe. The event associated degree of preparation of an instrument should even be completed before the implementation of analysis to ease its administration method (Martínez-Mesa, González-Chica, Duquia, Bonamigo & Bastos 2016).

This form consists of 4 sections and can be measured by student exploitation Likert scale. Likert (1932) developed the principle of measurement attitudes by asking individuals to reply to a series of statements a couple of topic, in terms of the extent to that they trust them, then sound into the psychological feature and emotive parts of attitudes.

The data from form are going to be send into The applied mathematics Package for The science Version twenty five (SPSS Version 25) to induce statistical analysis of knowledge. The findings of the survey form also will be analyzed through SPSS Version twenty five for descriptive statistics involving share and mean.

The researcher distributed the questionnaire which was given to the English teachers in the participating schools. They were given 30 minutes to complete the survey and sent in their responses through the same teachers.

As explicit by physiologist (2018), dependability is outlined because the stability AND consistency of scores from an instrument. AN instrument with a decent level of dependability "produces identical knowledge time when time on every occasion that it's used" (Denscombe 2010 : pp.326).

The survey kind and observation list on the alternative hand are set to look at and live the pupils' comprehension on the coaching of homophones. consistent with royalty, Gibson and politician Revised abstract Model of academic Success, a learner is booming inside the learning, training and the academic methodology once they're able to attain 5 important elements of educational or learning action, satisfaction in learning, persistence in finishing a given task, acquisition of skills and attainment of learning objectives" (York et al. 2015).

Mean	Variance	Std. Deviation	N of Items
50.0800	3.381	1.83881	30
50.0800	3.381	1.83881	30

Figure 3.5.1:- Impact of school improvement specialist coaches (SISC+) coaching on Form 4 students in Continuous Writing:

Pilot study had been conducted at one the secondary school in Kapit. Based on the data illustrated in the table , it showed that SISC+ coaches coaching bring a positive impact towards students in studying continuous writing better, and this study should be further extend.

Full regard to the study , the scientist can initial decide the subject of analysis in reference to researcher purpose of read. Then , scientist can raise permission from the school to conduct the analysis. Once the permission is granted , then scientist proceed with choice of analysis participants. As a result , the target participants that contains two hundred students were selected to the information assortment procedure.

Finding:

To explore the impact of school improvement specialist coaches's (SISC+) coaching on Form 4 students in continuous writing, the survey questionnaire was administered. This research hired a total of 50 participants and used a quantitative method to collect the information. The names of the respondents are pseudonyms, in keeping with the researcher's policy of guaranteeing anonymity. With respect to the demography of the sampled participants, their genders in this research had no effect on the level of assessment.

The investigator delivered the questionnaires to the research participants at the school personally by hand. The survey was conducted to identify the impact of SISC+ coaches coaching on Form 4 students context. Their answers are provided in the chapter below:

Section A :

Demographic information

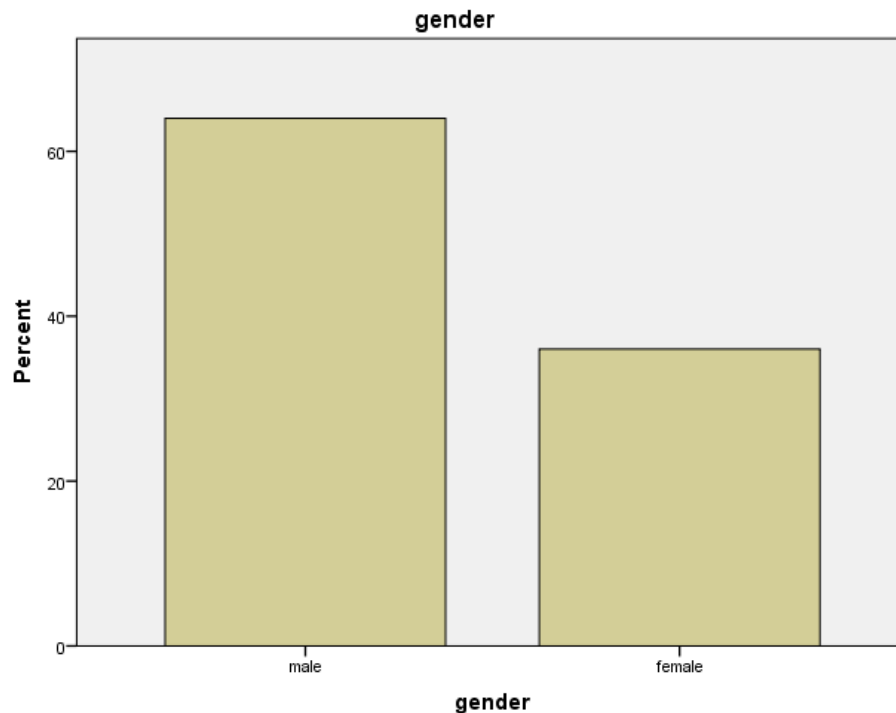


Figure 4.1:- Demographic information (gender).

Data in Figure 4.1 show that 64% of the participants that take part in this survey are male and the remaining 26% are female. All of them are Form 4 students.

Section B:

SISC+ coaching roles in Continuous Writing.

There are ten questions provided for this section. The questions specifically design to identify the impact of SISC+ coaches coaching teachers to play their roles during teaching and learning session at school. That ten questions are:

1. Teacher explained to me what is Continuous Writing.

2. Teacher taught me the suitable techniques in Continuous Writing.
3. Teacher encouraged me to score better in Continuous Writing.
4. Teacher guide me to answer essay in Continuous Writing.
5. Teacher motivated me to do better in Continuous Writing.
6. Teacher pay attention to my questions.
7. Teacher give me suggestions.
8. Teacher attentively listen to my opinion.
9. Teacher help me to develop my ideas.
10. Teacher give me opportunity to share my ideas.

Teacher help me to develop my ideas.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	39	76.5	78.0	78.0
	agree	11	21.6	22.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.2.1:- Teacher help me to develop my ideas.

From section B , Figure 4.2.1 Teacher help me to develop my ideas show the most dominant result which is 76.5% respondent strongly agree that teacher help them to develop their ideas specially in continuous writing.

Teacher attentively listen to my opinion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	51.0	52.0	52.0
	disagree	24	47.1	48.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.2.2:- Teacher attentively listen to my opinion.

The data from this figure 4.2.2 Teacher attentively listen to my opinion shows the highest record for disagreement. This data reveal that , teachers maybe lack of paying attention to their students. In this case , teachers perhaps should pay attentively to student while they explaining their opinions or thoughts.

Section C: SISC+ coaching input in Continuous Writing.

The survey questions that design for this section specifically to acknowledge how far the impact of SISC+ coaches coaching teachers in giving input to students. It is to identify if the students able to digest what teachers had thought them. There also ten questions provided for this survey , such as :

1. Teacher taught me the format of Continuous Writing.
2. Teacher explained to me the strategies to answer Continuous Writing.
3. Teacher gave me enough exercise on Continuous Writing.
4. Teacher discussed with me what should I improved in Continuous Writing.
5. Teacher gave me extra practice for Continuous Writing.
6. Teacher told me types of continuous writing.
7. Teacher told me how many suitable paragraphs for Continuous Writing.
8. Teacher thought me to manage my time while answering Continuous Writing essay.
9. Teacher cover topics for Continuous Writing essay.
10. Teacher thought me to do draft before start answering my Continuous Writing essay.

From this ten questions , there are two dominant data collected for this section. This will show the comparison of the highest and the lowest percentage of the data.

Figure 4.3.1:-Teacher taught me the format of Continuous Writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	50	98.0	100.0	100.0
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.3.2:- Teacher told me types of continuous writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	50	98.0	100.0	100.0
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.3.3:- Teacher thought me to do draft before start answering my Continuous Writing essay.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	50	98.0	100.0	100.0
Missing	System	1	2.0		
Total		51	100.0		

The data from figure 4.3.1 , figure 4.3.2 and figure 4.3.3 shows that SISC+ gave a positive impact towards students in format , types and draft of continuous writing with 98% respondent strongly agree that teachers had thought them that.

Figure 4.3.2:- Teacher covers topics for Continuous writing essay.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	17.6	18.0	18.0
	agree	27	52.9	54.0	72.0
	disagree	14	27.5	28.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.3.2 Teacher cover topics for Continuous Writing.

Data from figure 4.3.2 Teacher cover topics for Continuous Writing illustrated the most highest percentage of disagreement that is 28%. It is proof that teacher unable to cover all the topics for continuous writing even though with the help of SISC+ coaches coaching.

Section D:

SISC+ coaching process in Continuous Writing

The survey questions for this section will identify the impact of SISC+ coaches coaching process that teachers implement in class that help students to study continuous writing better. This part also provide ten particular questions, such as :

1. Teacher encouraged me to do Continuous Writing in paired work.
2. Teacher conduct “2 stay 3 stray” activity in classroom.
3. Teacher rearranged our seating according to 21st Century learning term.
4. Teacher implement “Round Table” technique in class for Continuous Writing.
5. Teacher gave students opportunities to share their ideas in Continuous Writing.
6. Teacher divided us into groups for discussion.
7. Teacher used “traffic light cards” to measure our understanding.
8. Teacher implemented “Think, Pair , Share” method in class
9. Teacher asked us to present our points to the whole class.

10. Teacher appraised us whenever we successfully answered any questions.

From this ten questions , there are two dominant data collected for this section. This will show the comparison of the highest and the lowest percentage of the data.

Figure 4.4.1:- Teacher rearranged our seating according to 21st Century learning term.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	50	98.0	100.0	100.0
Missing	System	1	2.0		
Total		51	100.0		

Figure 4.4.2:- Teacher divided us into groups for discussion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	50	98.0	100.0	100.0
Missing	System	1	2.0		
Total		51	100.0		

The data in Figure 4.4.1 Teacher rearranged our seating according to 21st Century learning term and Figure 4.4.2 Teacher divided us into groups for discussion stated the highest percentage in particular result that are 98%. This proof that teachers really implemented what did they learn in SISC+ coaches coaching into classroom for teaching and learning session in school.

Figure 4.4.3:- Teacher conduct “2 stay 3 stray” activity in classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	11	21.6	22.0	22.0
	disagree	31	60.8	62.0	84.0
	strongly disagree	8	15.7	16.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

Data in Figure 4.4.3 Teacher conduct “2 stay 3 stray” activity in classroom shows that teachers not 100% implemented the techniques to enhance SISC+ effectiveness among students to learn better in continuous writing. This been reveal with the 16% of respondents answer strongly disagree in the survey questionnaire.

Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
gender	50	1.00	2.00	1.3600	.48487
explain	50	1.00	3.00	1.7800	.67883
techniques	50	1.00	3.00	2.1000	.67763
encourage	50	1.00	2.00	1.7400	.44309
guide	50	1.00	3.00	1.4000	.60609
motivate	50	1.00	2.00	1.3000	.46291
attention	50	1.00	2.00	1.4800	.50467
suggestion	50	1.00	1.00	1.0000	.00000
listen	50	2.00	3.00	2.4800	.50467
develop	50	1.00	2.00	1.2200	.41845
opportunity	50	1.00	2.00	1.5200	.50467
format	50	1.00	1.00	1.0000	.00000

strategy	50	1.00	3.00	1.9600	.60474
exercise	50	1.00	2.00	1.1400	.35051
improve	50	1.00	2.00	1.6800	.47121
extra	50	1.00	3.00	1.6800	.81916
types	50	1.00	1.00	1.0000	.00000
suitable	50	1.00	2.00	1.7400	.44309
time	50	1.00	2.00	1.2600	.44309
cover	50	1.00	3.00	2.1000	.67763
draft	50	1.00	1.00	1.0000	.00000
paired	50	1.00	2.00	1.4200	.49857
twostay	50	2.00	4.00	2.9400	.61974
twentyfirstcentury	50	1.00	1.00	1.0000	.00000
roundtable	50	2.00	3.00	2.6800	.47121
share	50	1.00	2.00	1.5400	.50346
groups	50	2.00	2.00	2.0000	.00000
trafficlight	50	2.00	3.00	2.8200	.38809
presentation	50	1.00	2.00	1.7800	.41845
appraised	50	1.00	3.00	1.9600	.78142
Valid N (listwise)	50				

Case Processing Summary:

		N	%
Cases	Valid	50	98.0
	Excluded ^a	1	2.0
	Total	51	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics:

Cronbach's Alpha ^a	N of Items
-1.153	30

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions.

Scale Statistics:

Mean	Variance	Std. Deviation	N of Items
50.0800	3.381	1.83881	30

Summary:

The result shows that , SISC+ coaches coaching really help teachers to teach better and this coaching should be carry forward.

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