

**THE USE OF SOCIAL MEDIA AMONG  
ENGLISH LANGUAGE SISC+ IN ENHANCING  
PROFESSIONAL DEVELOPMENT OF  
COACHEES IN MALAYSIA**

**YUSNITA BINTI MD YUNUS**

**UNIVERSITI SAINS MALAYSIA**

**2019**

**THE USE OF SOCIAL MEDIA AMONG  
ENGLISH LANGUAGE SISC+ IN ENHANCING  
PROFESSIONAL DEVELOPMENT OF  
COACHEES IN MALAYSIA**

by

**YUSNITA BINTI MD YUNUS**

**Thesis submitted in fulfilment of the requirements  
for the degree of  
Doctor of Philosophy**

**December 2019**

## ACKNOWLEDGEMENT

Thanks to Allah, the Almighty for giving me the strength, endurance, and courage to accomplish my Ph.D. despite all the tests of life.

It gives me immense pleasure to express my sincere gratitude to Prof. Tan Sri Dato Dzul kifli Abdul Razak who always inspires me with his humbleness and taught me the value of learning is the learning itself. Admiring his immense knowledge and sensible ideas, I would also like to express my gratitude to Prof. Dr. Nordin Abd Razak who showed me that there are no boundaries in learning.

I would like to express my thanks to my supervisor, Prof. Dr. Muhammad Kamarul Kabilan Abdullah for opening the door to the world of Ph.D., without his able guidance and valuable suggestion, this thesis would not have been possible. My thanks also go to my co-supervisor, Dr. Amelia Abdullah.

It is a genuine pleasure to express my deep sense of thanks and gratitude to my mentor, Dr. Karwan Mustafa Saeed for always being there for me. Throughout my thesis-writing period, he provided encouragement, sound advice, good teaching, good company, and lots of good ideas. I would have been lost without him.

Last but not least, I truly would like to extend my sincere gratitude to my beloved family members, Madam Saridah Mohamad Affendi, Mr. Zubir Mohamad, Muhammad Khairul Na'im, Nur Alya Liyana, Nurul Ain Nabihah, Atikah and Masthura for their never-ending support, love, and patience. Also, thanks to Zaharah Ibrahim and Norafiza Che Bashah as well as to all concerned colleagues and friends.

Yusnita Binti Md Yunus

November 2019

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF ABBREVIATIONS</b> .....	xii
<b>ABSTRAK</b> .....	xiii
<b>ABSTRACT</b> .....	xv
<b>CHAPTER 1 INTRODUCTION</b> .....	1
1.1 Introduction .....	1
1.2 Background of the Study .....	2
1.3 Statement of Problems .....	5
1.4 Rationale of the Study .....	8
1.5 Purpose of the Study .....	9
1.6 Objectives of the Study .....	10
1.7 Research Questions .....	11
1.8 Conceptual Framework .....	11
1.9 Significance of the Study .....	14
1.10 Limitations of the Study .....	18
1.11 Operational Definition of Terms .....	19
1.12 Summary .....	21
<b>CHAPTER 2 LITERATURE REVIEW</b> .....	23
2.1 Introduction .....	23
2.2 Theories Underlying the Study .....	23
2.2.1 Social Learning Theory .....	24
2.2.2 Cognitive Behavioural Theory .....	26
2.2.3 Media Richness Theory .....	28

2.2.4	Social Presence Theory .....	33
2.2.5	Communities of Practice Theory .....	35
2.3	Social Media.....	45
2.3.1	Social Media for Education .....	51
2.4	Coaching .....	54
2.5	E-Coaching.....	63
2.6	Coaching Models .....	65
2.6.1	GROW Model.....	65
2.6.2	OSKAR Model .....	68
2.6.3	STRIDE Model.....	69
2.7	Professional Development .....	72
2.7.1	Content Knowledge .....	75
2.7.2	Pedagogical Knowledge .....	76
2.7.3	Pedagogical Content Knowledge.....	77
2.7.4	Technological Knowledge.....	78
2.7.5	Technological Content Knowledge .....	79
2.7.6	Technological Pedagogical Knowledge .....	80
2.7.7	Technological Pedagogical Content Knowledge.....	80
2.8	Online teacher professional development (oTPD).....	84
2.9	School Improvement Specialist Coaches (SISC+).....	86
2.10	Previous Studies .....	90
2.10.1	Previous Studies on Communities of Practice (CoP) .....	90
2.10.2	Previous Studies on Online Coaching .....	91
2.10.3	Previous Studies on Online Teachers Professional Development (oTPD) .....	94
2.11	Summary .....	96

<b>CHAPTER 3</b>	<b>METHODOLOGY .....</b>	<b>98</b>
3.1	Introduction .....	98
3.2	Research Design and Site .....	98
3.3	Population and Sampling Technique .....	101
3.4	Research Instruments .....	105
3.4.1	Questionnaire .....	105
3.4.2	Interview Protocol .....	108
3.5	Pilot Study .....	109
3.5.1	Validity .....	110
3.5.2	Reliability .....	114
3.6	Data Collection Procedure .....	115
3.7	Data Analysis .....	119
3.7.1	The Issues of Trustworthiness .....	120
3.8	Data Interpretation .....	121
3.9	Research Matrix .....	121
3.10	Summary .....	123
<b>CHAPTER 4</b>	<b>DATA ANALYSIS AND FINDINGS .....</b>	<b>124</b>
4.1	Introduction .....	124
4.2	Demographic Data and Findings.....	125
4.3	Which types of social media platforms do English language SISC+ use for coaching? Why? .....	128
4.3.1	Why WhatsApp .....	130
4.3.1(a)	Convenient.....	131
4.3.1(b)	Widely used .....	132
4.3.1(c)	Cost effectiveness .....	132
4.3.2	Why Not Twitter.....	135
4.3.2(a)	Unused Medium .....	135
4.3.2(b)	Unpopular Platform .....	136

4.4	What are the practices of English language SISC+ on the use of social media for coaching?.....	139
4.4.1	The Power of Communication.....	141
4.4.1(a)	Increasing Communication.....	143
4.4.1(b)	Building Rapport .....	144
4.4.2	Establishing Networking, Sustaining Relationship .....	149
4.4.2(a)	Bridging the Gap .....	151
4.4.2(b)	Mutual Respect and Understanding.....	151
4.4.3	Building Trust, Strengthening the Bond.....	155
4.4.3(a)	Truthfulness .....	156
4.4.3(b)	Competence .....	157
4.4.3(c)	Borderless .....	158
4.4.3(d)	Complicated.....	159
4.4.4	Transmitting Information .....	162
4.4.4(a)	Information Sharing.....	163
4.4.4(b)	Face-to-face Needed .....	164
4.5	How do the practices on the use of social media contribute to English language SISC+'s coaching?.....	166
4.5.1	Supporting Face-to-face Coaching .....	166
4.5.1(a)	Better Management.....	168
4.5.1(b)	Effective Coaching .....	168
4.5.2	Promoting Online Coaching .....	171
4.5.2(a)	A Practical Approach.....	171
4.5.2(b)	A Possible Solution .....	172
4.5.2(c)	An Alternative Tool.....	174
4.6	What kinds of coaching support do English language SISC+ provide to coachees via social media? .....	178
4.6.1	Kinds of Support.....	180
4.6.1(a)	Supporting Needs .....	181

4.6.1(b)	Collaborative Practices .....	182
4.6.1(c)	Expanding Resources .....	184
4.7	How does the coaching support provided by English language SISC+ via social media improve coachees' teaching practices? .....	192
4.7.1	Coachees' improvement .....	193
4.7.1(a)	Improved.....	193
4.7.2	Coachees' Feedback .....	198
4.7.2(a)	Positive Feedback.....	199
4.8	What are the experiences gained by English language SISC+ in using social media for coaching? .....	202
4.8.1	Challenges and Issues .....	202
4.8.1(a)	Internet Connection .....	202
4.8.1(b)	Irresponsiveness.....	203
4.8.1(c)	Unawareness and Unreadiness .....	205
4.8.2	Coachees' Concerns .....	207
4.8.2(a)	Willingness .....	207
4.8.2(b)	Disinclination.....	208
4.8.3	Coachees' Expectations.....	210
4.8.3(a)	Coach as a Provider .....	210
4.8.3(b)	Coachee as a Fast Learner .....	211
4.8.4	Recommendations .....	212
4.8.4(a)	Uplifting oTPD.....	213
4.8.4(b)	Upgrading Facilities .....	214
4.8.4(c)	Unbeatable Face-to-face Approach .....	215
4.9	Summary .....	223
<b>CHAPTER 5 DISCUSSION, IMPLICATION, AND CONCLUSION .....</b>		<b>225</b>
5.1	Introduction .....	225
5.2	Discussion .....	225



5.2.1	WhatsApp as a Preferred Social Media Platform .....	226
5.2.2	The Use of Social Media for Coaching .....	229
5.2.3	The Contribution of Social Media for SISC+'s coaching .....	233
5.2.4	Providing Coaching Support via Social Media .....	235
5.2.5	Coaching Support via Social Media Improves Teaching Practice .....	236
5.2.6	Exploring Experiences of the English language SISC+ in Using Social Media for Coaching .....	237
5.3	Implications of the Study .....	239
5.3.1	Implication for the Practice of Blended Coaching .....	239
5.3.2	Implication for implementation of online or e-Coaching Workshop.....	241
5.3.3	Implications for the Improvement of the Practice .....	243
5.3.4	Implication for Awareness Programmes with MCMC.....	244
5.4	Contribution .....	245
5.4.1	SISC+ as an Online Coaching Agent .....	245
5.4.2	Introducing Blended Coaching Model of ICOS2P.....	246
5.4.3	Designed Instruments .....	247
5.5	Recommendation for Future Research.....	248
5.6	Conclusion .....	250
5.7	Summary .....	251
	<b>REFERENCES</b> .....	253
	<b>APPENDICES</b>	

## LIST OF TABLES

	<b>Page</b>
Table 2.1 Differences between Coaching and Mentoring Relationships.....	55
Table 2.2 Comparative Coach and Mentor Roles.....	60
Table 3.1 Number of District Education Offices and State Education Departments.....	101
Table 3.2 Interview Participants' Sites and Pseudonyms.....	104
Table 3.3 Details of the Construct Measured .....	107
Table 3.4 Content Validity Index .....	112
Table 3.5 Research Questions and Associated Interview Questions .....	117
Table 3.6 Research Matrix.....	122
Table 4.1 Demographic Characteristics of Participants ( <i>n</i> =162).....	126
Table 4.2 Descriptive Analysis of Social Media Platforms Used by English Language SISC+.....	130
Table 4.3 Why WhatsApp?.....	133
Table 4.4 Why Not Twitter? .....	137
Table 4.5 Respondents' Level of Agreement to the Practices in Using Social Media for Coaching.....	139
Table 4.6 The Power of Communication.....	146
Table 4.7 Establishing Networking, Sustaining Relationship .....	153
Table 4.8 Building Trust, Strengthening the Bond.....	160
Table 4.9 Transmitting Information.....	164
Table 4.10 Supporting F2F Coaching.....	169
Table 4.11 Promoting Online Coaching .....	175
Table 4.12 Respondents' Level of Agreement to the Kinds of Coaching Support Provided via Social Media ( <i>n</i> =162).....	179
Table 4.13 Kinds of Support.....	186
Table 4.14 Coachees' Improvement.....	196

Table 4.15	Positive Feedback .....	200
Table 4.16	Exploring Experiences .....	216

## LIST OF FIGURES

	<b>Page</b>
Figure 1.1	Conceptual framework..... 14
Figure 2.1	Stages of development in community of practice..... 41
Figure 2.2	Different types of social media networks. .... 47
Figure 2.3	The honeycomb of social media. .... 49
Figure 2.4	The fundamental of trust..... 58
Figure 2.5	Qualities of a coach. .... 61
Figure 2.6	The GROW model..... 66
Figure 2.7	OSKAR model for coaching..... 69
Figure 2.8	The STRIDE model. .... 72
Figure 2.9	The two circles representing content and pedagogical knowledge..... 76
Figure 2.10	The two circles of content and pedagogical knowledge are now joined by pedagogical content knowledge..... 77
Figure 2.11	The three circles represent pedagogy, content, and technology knowledge. .... 79
Figure 2.12	Pedagogical technological content knowledge..... 81
Figure 2.13	The framework of coaching..... 90
Figure 3.1	Explanatory sequential mixed methods design..... 100
Figure 4.1	Mean scores of social media platforms used for coaching ..... 129
Figure 4.2	A visual representation of overall responses to the practices in using social media for coaching ..... 167
Figure 4.3	A visual representation of overall responses to the kinds of coaching support provided via social media..... 192
Figure 5.1	The blended coaching model of ICOS2P ..... 247

## **LIST OF ABBREVIATIONS**

BPSH	Daily School Management Division
CK	Content Knowledge
CMC	Computer-mediated communication
CoP	Communities of Practice
DTP	District Transformation Programme
F2F	Face-to-face
GTP	Government Transformation Programme
HOTs	Higher Order Thinking Skills
ICT	Information Communication and Technology
MEB	Malaysia Education Blueprint
MIM	Mobile Instant Messaging
MoE	The Ministry of Education
NKRA	National Key Result Areas
oTPD	Online Teacher Professional Development
PCK	Pedagogical Content Knowledge
PK	Pedagogical Knowledge
SISC+	School Improvement Specialist Coaches Plus
SKPMg2	The Second Wave of Malaysian Education Quality Standard (SKPMg2)
SNS	Social Networking Sites
SOP	Standard Operating Procedure
SPM	Malaysian Certificate of Education
TCK	Technological Content Knowledge
TK	Technological Knowledge
TPCK	Technological Pedagogical Content Knowledge
TPK	Technological Pedagogical Knowledge
UPSR	Primary School Achievement Test

**PENGUNAAN MEDIA SOSIAL DALAM KALANGAN SISC+ BAHASA  
INGGERIS DALAM MENINGKATKAN PEMBANGUNAN  
PROFESIONALISME GURU DIBIMBING DI MALAYSIA**

**ABSTRAK**

Seorang guru yang berkecukupan selalu diminta untuk memberikan pendidikan yang berkualiti. Melalui program pembangunan profesional, guru boleh meningkatkan pengetahuan dan kemahiran mereka untuk mencapai standard kualiti. Sebagai salah satu unsur perkembangan profesional, bimbingan dapat mencungkil potensi guru, membuat penambahbaikan, dan mencapai standard. Mengenai mutu guru, Kementerian Pendidikan telah memperkenalkan Pembimbing Pakar Peningkatan Sekolah (SISC +) untuk memberikan bimbingan kepada guru di sekolah. Oleh sebab kekangan masa dan jarak, SISC + tidak dapat berkunjung ke sekolah dengan lebih kerap. Kesan daripada masalah ini telah membina jurang antara SISC + dengan guru dibimbing dan menjejaskan komunikasi antara mereka. Oleh itu, SISC + telah memulakan penggunaan media sosial dengan tujuan untuk menyokong bimbingan secara bersemuka. Dengan penggunaan media sosial bimbingan boleh dilakukan secara bersemuka. Kajian ini bertujuan untuk menyiasat jenis media sosial yang digunakan dan alasan penggunaannya, amalan SISC + terhadap penggunaan media sosial, sumbangan media sosial kepada penambahbaikan, jenis sokongan bimbingan yang disediakan melalui media sosial dan sumbangan media sosial kepada bimbingan. Kaedah gabungan penerangan digunakan dengan mengumpul data kuantitatif daripada soal selidik yang dilakukan kepada 162 orang SISC+ Bahasa Inggeris. Data kualitatif pula diperolehi daripada sesi temu duga yang dibuat secara e-mel daripada 15 orang peserta. Peserta temu

duga ini dipilih secara sukarela. Data kuantitatif yang diperoleh ini dianalisis dengan menggunakan SPSS Versi 24 untuk mendapatkan statistik deskriptif, manakala data kualitatif dianalisis menggunakan analisis tematik untuk kod dan tema. Daripada dapatan, ia menunjukkan bahawa WhatsApp merupakan media sosial pilihan kerana media ini mudah digunakan, digunakan secara meluas dan menjimatkan kos. Dengan menggunakan platform ini, SISC + dapat mewujudkan rangkaian dan meningkatkan komunikasi yang boleh menyumbang kepada pengurusan yang lebih baik dan bimbingan yang berkesan. Oleh itu, bimbingan dalam talian didapati sebagai pendekatan yang lebih praktikal untuk penyelesaian masalah yang mungkin wujud. Guru yang dibimbing juga disokong melalui aktiviti perkongsian, amalan kolaboratif, pengembangan sumber, motivasi, dan galakan. Walau bagaimanapun, melalui pengalaman, didapati bahawa terdapat dua halangan awal yang perlu dihadapi sebelum aktiviti lain dapat dijalankan, iaitu capaian internet dan sikap guru dibimbing. Halangan ini perlu diatasi terlebih dahulu sebelum aktiviti dijalankan. Walau bagaimanapun, guru dibimbing yang berfikir positif menggambarkan kesediaan mereka untuk belajar. Disebabkan kerelevanan penggunaan talian untuk bimbingan dalam era komunikasi, kajian ini telah mencadangkan bimbingan teradun daripada hanya bimbingan bersemuka. Implikasi kajian ini mencadangkan latihan kemahiran komunikasi dalam talian malah bengkel e-bimbingan kepada SISC + juga perlu dilaksanakan.

**THE USE OF SOCIAL MEDIA AMONG ENGLISH LANGUAGE  
SISC+ IN ENHANCING PROFESSIONAL DEVELOPMENT  
OF COACHEES IN MALAYSIA**

**ABSTRACT**

A qualified teacher has always been a demand to provide quality education. Through professional development programmes, teachers could upgrade their knowledge and skills to reach the quality standard. As one of the elements of professional development, coaching is capable at unlocking teachers' potential, making improvement, and reaching the standard. Concerning the quality of teachers, the Ministry of Education has introduced School Improvement Specialist Coaches (SISC+) to provide coaching to teachers in schools. Because of time and distance constraints, SISC+ are unable to have frequent visits. Consequently, the situation has built a gap and affected communication between SISC+ and their coachees. Therefore, SISC+ have initiated the use of social media to support their face-to-face coaching. The study was aimed at investigating social media platforms used for coaching and the reasons for the preferences, practices on the use of social media and contributions to coaching, and supports provided and coachees' improvement from the support. It was also aiming at exploring experiences of SISC+ in using social media for coaching. An explanatory sequential mixed methods design was employed, in which, quantitative data were collected from questionnaire responded by 162 English language SISC+ while qualitative data were collected from 15 email interviewees selected on the voluntary basis. Quantitative data were analysed using SPSS Version 24 to obtain descriptive statistics, while qualitative data were analysed using thematic analysis for codes and themes. From the findings, it was revealed that



WhatsApp was the preferred social media because of its convenience, widely used, and cost-effectiveness. Using the platform, SISC+ were able to establish networking and improve communication contributing to better management and effective coaching. Thus, online was found to be a practical approach and possible solution for the aforementioned constraints. Coachees were supported through sharing activities, collaborative practices, expanding resources, motivation, and encouragement. However, experiences learnt that there were two initial issues that needed to be attended with before other activities could be carried out: Internet connectivity and attitude of coachees towards the new form of coaching. Nevertheless, the positive minded coachees portrayed willingness to learn. Due to the relevancy of online with coaching in the communication age, the study has recommended blended coaching instead of only face-to-face coaching, which implicated the needs for online communication skill training and e-coaching workshops to SISC+.

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Introduction**

The reformation and transformation of education are meant to provide quality education for all. When the education provided meets the purpose, it becomes meaningful and has its own quality. It is important to understand that education is not only about transferring knowledge from generation to generation but more on preparing them with knowledge and skills that can fit the needs of the future and far better than what older generations received it during their era. By nature, education is dynamic and progressive and has been constantly changed to meet the needs and requirement of the world (Matherson & Windle, 2017). This is what it meant by quality education, in which, it has become the major concern of today's world; whatever learned is not only for today but also for the future (Leicht et al. 2018). Therefore, it has become one of the 17 goals listed by United Nation Sustainable Development Goals (SDGs). SDG 4 on a new global education goal is aiming to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2019). In order to ensure education for sustainable development, teachers are responsible to provide quality education.

Teachers do not only have to master their subject in terms of content and pedagogical knowledge, but they also have to demonstrate their understanding of their knowledge through their teaching practice. (Shulman,1986). Teaching has become a challenging and demanding profession (Kieschke & Schaarschmidt 2008; Loughran 2013; Malmberg 2008). Apart from being knowledgeable and skillful,

teachers also need to have other qualities. Speaking of other qualities, Tompkins et al. (2014) claim that teachers have to be intelligent and innovative, besides having professional persistent, and endurance. Teaching has to be balanced between seriousness and playfulness (Tompkins et al. 2014) so that students would experience fun learning. Learning is a serious matter, but learning in a fun way would be even meaningful, and this is very much related and depended on teachers' creativity and innovation (Jackson, 2011; Loughran, 2013). Teaching in today's world requires teachers to master the elements for 21st-century classroom, in which, teachers facilitate learning by providing opportunities for students to communicate, collaborate, think critically, and creatively (Partnership for 21st Century Skills, 2016). Clearly, teachers need to learn, unlearn, and relearn (Klein, 2008) about teaching in this century.

## **1.2 Background of the Study**

The world demands for teachers who are not just teaching but also building up the nation. Because of the demands, the concern has been expressed about teachers' qualification (Leask & Younie, 2013) and how they are lack of knowledge and skills to transform (Albion, Tondeur, Forkosh-Baruch and Peeraer, 2015), in which teachers are expected not only to be experienced but also knowledgeable and effective (Guerin & Thompson, 2004). Equipping schools or any teaching institutions with qualified teachers are fundamental; therefore, SDG has targeted that by 2030, there will be more qualified teachers who have undergone proper pre-service or in-service teacher training, to be sent to schools (United Nations, 2019). Providing qualified teachers is one of the enablers to provide quality education.

Thus, to make sure teachers are always up to the standard to be qualified teachers, knowledge, and skills should be upgraded through professional development. Professional development, which refers to a process of learning, has been a persistent process for teachers to improve the existing practice and to develop new knowledge and skills for better achievement in order to be better teachers.

Professional development provides knowledge transfer and knowledge management mechanisms, expertise and technologies and their use and application (Megele, 2012), which means that professional development gives teachers an opportunity to be updated and upgraded with knowledge and skills in order to be proficient and competent. Burton (2002) points out that the principle of professional development is to learn and to expand the scope of practice. While Megginson and Whitaker (2017) discover that professional development is a process of learning in which people take control of it; what do they learn, why do they learn, and how do they learn. As a consequence of professional learning, teachers understand that knowledge gained is to be used in their teaching, and when the learning is applied in their teaching, the learning becomes purposeful and the teaching becomes meaningful.

Considering teacher professional development, Yoshikawa et al. (2015) suggest that one of the significant elements of teacher professional development is a coaching component. According to Veenman and Denessen (2001), coaching is about supporting new and inexperienced teachers in their classroom whereby they are given feedback on their teaching and they are encouraged to do their self-reflection and self-analysis so that they can improve and produce effective teaching. It is important to understand that coaching facilitates change and improves outcomes (Conway, 2006), as well as enhancing academic performance (Onchwari &

Keengwe, 2010). Therefore, coaching is needed not only by novice teachers but also experienced teachers. Together, it is a process of learning in order to improve skills, knowledge, and experience, and all these are to be learned and applied. Consequently, there is a need for teachers to continue learning and one of the forms of professional learning for teachers is through coaching.

According to Fielden (2005) and Whitmore (2009), coaching is centered on unlocking a person's potential to maximize his or her own performance. Coaching is nothing new; however, it was still something uncommon in Malaysian education context until 2012. Later in 2013, Under Malaysia Education Blueprint 2013-2025 (MEB, 2013), the Ministry of Education Malaysia (MoE) has introduced teacher coaching with the intention to raise teaching standard of teachers in schools. For this purpose, School Improvement Specialist Coaches (SISC+) were appointed to coach teachers through tailored on-the-ground coaching. Through coaching, professional development can be effectively implemented due to the understanding that important of new knowledge, improved skills and the development of personal qualities. As a result, coachees would develop professional qualities in them, which can be seen through improved teaching practice to meet the requirement of today's world and the needs of the future.

The idea of this study began with the emergence of the use of social media by both SISC+ and coachees, and how social media for coaching has been used to enhance professional development. Social media has become the most used channel of communication in society (Lee, Sooria & Wong, 2015). The platforms are used to suffice any lack of support and to bridge the gap (Qualman, 2010), and cater at all levels for different purposes (Almadhoun et al., 2011). It is used as a tool for teaching and learning as well as for coaching (Jackson, 2011). Professional learning

through knowledge transformation on social media supports continuing professional development of any practitioners (Megele, 2012). Thus, there is a need to survey of social media platforms used for coaching, SISC+'s practices in utilizing social media for coaching, and kinds of coaching support provided to coachees via social media. Apart from that, there is a need also to understand how the use of social media contributes to coaches' coaching, improves teachers' teaching based on SISC+ perspectives, and experiences revelation in using social media for coaching to enhance the professional development of coachees.

### **1.3 Statement of Problems**

Ideally, coaching is not a one-off approach, SISC+ have to visit schools more than once and provide coaching as much as their coachees need it. This is to ensure the sustainability of improvement of the performance. However, time, distance, and lack of communication have become constraints that affected SISC+ in providing coaching to coachees in coached schools.

One of the problems facing by SISC+ in providing frequent face-to-face coaching is time constraint, which has made it impossible for the coaches to coach teachers in schools. Joyce and Showers (1982) also have highlighted the issue of time in their study. Similarly, Barrett (2017) argues that teachers are unable to receive coaching consistently because of time constraint. This problem also affects SISC+ because they are not able to provide on-site training on a regular basis for coachees; even though, they understand that for some reasons some coachees need more time to improve. Coachees need enough contact hours of being coached; however, time constraint is a challenge for SISC+ to carry out coaching process. It is

found that implications for coaching practice include balancing time between four components to effective coaching: “instructing for specific content, modeling techniques, and instructional practices, observing teacher practices, and consulting for reflection” (Shidler, 2009, p.459). Time is the key to be successful in coaching Holliday (2001), and if the time is limited, it will affect the quality of the coaching (Killburg & Hancock, 2006).

Another problem facing is the distance constraint. Distance is related to geographical areas of the schools, in which coachees are attached to. The schools in the districts sometimes could be as near as 100 metres, in which, the schools are near to the office and as distant as 100 km or more. Because of the distance problem, the concern has been raised about consistency, readiness, and availability of in-person coaching (Barret, 2017), in which Kabilan and Veratharaju (2013) reveal that distance constraint is one of the reasons teachers are being left out is due to their distance. Sales (1999) claims that teachers who are in remote areas cannot even reach the training centre because of the distance problem. Thus, coaching is made impossible for teachers who are living far especially in rural areas.

Communication is a prominent factor in establishing a relationship between coaches and coachees. A constant meeting helps them to communicate and this result in a successful relationship. Through effective communication, trust can be built, respect can be earned and sincerity can be felt (Killburg & Hancock, 2006). In this context, since SISC+ are not able to meet their coachees consistently, communication only happens when they meet. In building rapport, communication is something very fundamental, SISC+ may build a coach-coachee relationship, but to maintain and sustain relationship needs time, which is already a mentioned problem. Borggreffe and Cachay (2013) highlight that communication is a precarious element

in any relationship. According to Armstrong and Cole (2002), “communications were often fragmented, with gaps and misunderstanding among distant group members” (p.167) which capable of creating “misunderstandings in communication, and strangely escalating conflicts” (p.168). It is always important to understand that, what are coaches without coachees; therefore, it is needed for SISC+ to build a good rapport with coachees.

Communication is always regarded as an act of interaction (Skog, 2005); therefore, SISC+ have to handle it with care because it can “make or break”. Knight (2011) draws on attention that “when coaches and teachers interact equally as partners, good things happen” (p.1). Allowing coachees to make a decision, instead of giving direction is the sign of trust built, and believe that coaches have on their coachees, and collaborating and reflecting on the practice will contribute to the enhancement of coachees’ performance and professional development (Killburg & Hancock, 2006). When both communication and coaching are combined together, it will give a sense of achievement not only to coachees but also to coaches.

Overall, based on the above discussion, constraints have affected coaching. Previous studies have shown that time and distance constraints, and also lack of communication were the major concerns of incapability of providing coaching to teachers who needed it. This indicates a need to study and understand the solution to problems that exist. To bridge the gap and connect the dots, the main focus of this study is to measure the alternative way to maximize time, distance, and communication barriers by investigating the use of social media as a tool for coaching, to support face-to-face coaching and on-site training.



## **1.4 Rationale of the Study**

Referring to MEB (2013) under school improvement programs, SISC+ are expected to go to schools, meet coachees face-to-face, monitor and observe coachees' teaching practice, give feedback, and provide on-site training in order to improve coachees' performance so that they will be able to maximize their students' learning and upgrades their schools' band. However, because of the time and distance barriers, coaching cannot be provided every day or even every week, in other words on a regular basis. Nevertheless, coaching still has to be carried out and barriers should be minimized so that teachers can be coached continuously. Therefore, the study will rationalize the use of technology and the Internet for coaching in order to support on ground coaching so that SISC+ are able to "develop high potentials, act as a sounding board, and address derailing behavior" (Choutu and Kauffman, 2009, p.2)

The study is taking the world of ICT in Malaysian education to the next level, in which it is not only for teaching and learning but also for coaching. Introducing subjects like ICT (TMK) and Design and Technology (RBT), as well as Science, Technology, Engineering, and Mathematics (STEM) education to students indicates that the MoE has been very supportive to promote the use of technology in education. Rahim (2017) has pointed out that the MoE encourages teachers to use ICT and the Internet to assist them in teaching and learning as well as moving towards digital community. In a similar context, with the burgeoning of technology, the accessibility of the Internet coverage, and the use of social media, coaching can also be taken up to the next level, as Martens (1996) describes coaching on a face-to-face basis cannot be thought as the only way, because communication has been improved with "an array of social media," (p. 101) offering better interaction

between users which is not just limited via websites but also mobile applications. Thus, communication between coaches and coachees can be improved since interaction can happen constantly.

Another reason rationalizing the study is to correct the mistaken notion about coaching. Coaching is not only restricted to certain skills or applied in certain courses, but it can also be in many useful ways (Wilson, 2011). Coaching as one of the forms of professional learning helps to enhance the professional development of teachers. Kabilan (2004) has found that teachers participate in online professional development activities and programmes have gained much of the knowledge and skills. Therefore, it is hoped that the study will initiate ideas for online communities of practice, which support teachers with professional learning.

### **1.5 Purpose of the Study**

The purpose of the study is to investigate the types of social media platforms used for coaching among English language SISC+ and the reasons for using the platform, what are the coaching practices provided using their preferred platforms, and how do social media contribute to the coaching practice itself. The study is also to investigate what kinds of coaching support provided to coachees via social media, and how did the support help to improve coachees' teaching practice from the perspectives of SISC+. The study is also aiming at exploring the experiences of English language SISC+ in using social media for coaching. It is hoped that the findings of the study will contribute to the literature on the use of social media for coaching to enhance the professional development of teachers. Apart from that, it is

hoped that the use of technology and the Internet via social media platforms will be considered as part of coaching practice in Malaysia.

## **1.6 Objectives of the Study**

The research objectives of this study are formulated as follows:

1. To determine the types of social media platforms English language SISC+ use for coaching and to understand the reasons for using the platforms
2. To identify the practices of English language SISC+ on the use of social media for coaching
3. To describe the contributions of the practices on the use of social media to English language SISC+ coaching
4. To identify the kinds of coaching support provided to coachees via social media by the English language SISC+
5. To describe in what way does the coaching support provided via social media improve coachees' teaching practices from SISC+ perspectives
6. To explore experiences of English language SISC+ in using social media to support coaching

## **1.7 Research Questions**

The current study attempts to address the following research questions:

1. Which types of social media platforms do English language SISC+ use for coaching? Why?
2. What are the practices of English language SISC+ on the use of social media for coaching?
3. How do the practices on the use of social media contribute to English language SISC+'s coaching?
4. What kinds of coaching support do English language SISC+ provide to coachees via social media?
5. How does the coaching support provided by English language SISC+ via social media improve coachees' teaching practices?
6. What are the experiences gained by English language SISC+ in using social media for coaching?

## **1.8 Conceptual Framework**

Basically, a conceptual framework guides to set the research objectives and research questions of the research and theories that draw the line of the study within a broader context of the current knowledge. Put differently, the conceptual framework assists the researcher to carry out the research utilizing the current knowledge as a learning point to carry out a new study (Damro, 2015). Another explanation from Miles and Huberman (1994), is that a conceptual framework is a visualize graphic of the overall idea of the research. The study conducted is to

explain what and how research be carried out by referring to research objectives and research questions.

The conceptual framework below is developed based on theories underpinning the study. The conceptual framework works like a storyboard, in which the researcher uses to direct and present the study. In other words, the framework represents the combination of literature to explain the actions required in the study. The following Figure 1.1 has been illustrated to explain, define, and interpret the relevant variables, including how they might relate to each other. It is important to understand the fundamental of the framework is to explain how coaching of coachees using social media platforms by SISC+ enhances the professional development of the coachees.

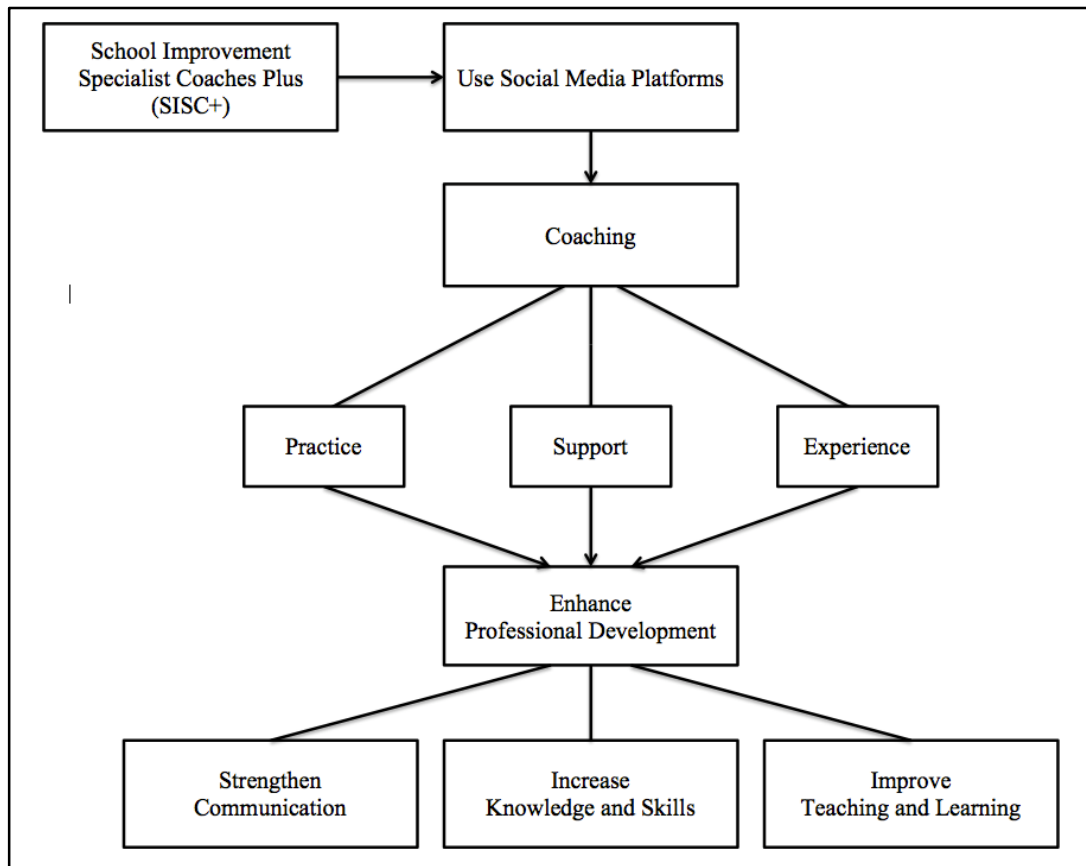
SISC+ are responsible coaching (MEB, 2013) to help coachees unlock their potential to their maximum (Whitmore, 2009) so as to enhance their professional development. SISC+ are expected to provide coaching to coachees under three dimensions that are curriculum, assessment, and pedagogical aspects (MEB, 2013), in which in this study, these three dimensions are regarded as coaching support provided. It involves knowledge and skill support by SISC+. Based on the knowledge and skills received, coachees learn, make changes, and improve their teaching practice (Locke & Latham, 2002). Apart from knowledge affects the behaviour, the feelings or emotions towards the knowledge learnt also contributes to the action taken (Heslin & Latham, 2004).

Because of the time and distance constraints, SISC+ are not able to meet their coachees frequently. Consequently, SISC+ cannot provide coaching on a regular basis. Researchers in previous studies also have made their concerns over these two

constraints. Coaching needs time (Holliday, 2001); therefore, inconsistent and insufficient coaching will affect the quality of coaching (Barret, 2017; Killburg & Hancock, 2006). Distance also makes it impossible to have more contact hours for coaching (Barrett, 2017; Kabilan & Veratharaju, 2013). Due to limited meetings between SISC+ and coachees, lack of communication is another causal effect.

The advancement of technological devices and telecommunication networking, have given an opportunity to SISC+ to support F2F coaching. Media richness theory explains that individuals have variants of media to communicate (Daft & Lengel, 1986). The new media particularly digital media is also considered as one of the ways people use to communicate and the effectiveness of the media depends on how they are used (Oregon et al. 2018). The characteristics of new media have made possible for the coaching process to happen.

Via social media, SISC+ practise coaching, provide support, and share experiences. The practice, support, and experiences gained through coaching help coachees to enhance their professional development. Coaching via social media helps coachees to strengthen communication between SISC+ and coachees, increase knowledge and skills, and improve teaching and learning skills. Through online coaching, coachees are able to engage in professional learning and they are expected to make improvement in their practice.



*Figure 1.1.* Conceptual framework.

## 1.9 Significance of the Study

The study makes several noteworthy contributions to the current literature by providing a significant opportunity to advance the understanding of the use of social media to support F2F coaching, overcome the constraints, improve communication, enhance professional development, promote a blended coaching mode, and contribute to the literature with the designed instruments.

The study has demonstrated that a social media platform is used as a tool by SISC+ to support their F2F coaching in order to bridge the gap. It has always been a great challenge to change a viewpoint that coaching should not happen only during a F2F session and that professional development does not only happen occasionally:

during seminars, talks and courses attended. It is also prominent that coaches to be realistic: understand and accept the fact that it is impossible for them to be in the same school, coaching the same teachers every day.

The study has also offered the understanding of the use of social media to overcome the constraints facing by SISC+ in terms of time and distance. At times when a coachee needs them the most, they might not be able to be with him or her because they need to coach another coachee or could be due to other duties assigned to them. Onchwari and Keengwe (2008) reported that coaches had to do other duties and it was difficult to focus on effective coaching when at the same time, they had to other duties. Handling wide-range of other duties would restrict coaches' capability in providing excellent support to their coachees (Piper & Zuilkowski, 2015). Therefore, this study is significant because it would bring about a different perspective that coaching can be provided in any forms and it can also happen anywhere and at any time.

Another key strength of this study is for better understanding of the use of social media platforms in coaching to improve communication between SISC+ and coachees. Relatively speaking, a coach-coachee relationship between SISC+ and coachees can also be improved through effective communication. Social media allows interactions to happen naturally and regularly even though they do not meet frequently. What important is that social media helps SISC+ to connect with their coachees, share information, and discuss among each other for the purpose of improvement. Hence, the professional development of teachers will be enhanced.

The study also provides additional evidence with respect to the initiative taken by SISC+ to minimize the barriers between them and their coachees. The



findings will highlight the practice of SISC+ on the use of social media for coaching in order to support professional learning of their coachees. Together, it also helps to enhance professional development of their coachees.

Even though, SISC+ have not made compulsory to use ICT or Internet to support their coaching, the findings show that SISC+ have been using their preferred social media as a platform to support their F2F coaching to their coachees. Because this has been an initiative and alternative way taken by SISC+, it has no fixed platforms, or structured module to use in providing coaching. Therefore, the study should make a significant contribution to the field of coaching in Malaysia particularly in promoting a blended coaching mode. It is important for the MoE to consider having a convergence of F2F and online coaching in line with the growth of online education with social media as a hybrid. This will exhibit support to the emergence of the Fourth Industrial Revolution, which revolve around the advancement of online learning (Kuruczleki, Pelle, Laczi & Fekete, 2016), and at the same time will keep upholding the National Education Philosophy of Malaysia to continuously develop potentials of every Malaysian holistically.

Social media is a very broad field and there has never been an exhaustive research on social media. Many research studies in relation to social media have been carried out particularly pertaining to social media in education in Malaysia; however, none of the research focused on providing coaching to teachers via social media platforms in Malaysia. The instrument to collect quantitative data were designed and validated whereas for qualitative instrument, the items were derived from quantitative data so as to further explain the quantitative data. The study demonstrated, for the first time, the use of the aforementioned instruments to obtain

findings. The implication of the study will highly contribute to the knowledge of designing instruments.

In this context, the use of technology and the Internet via social media platforms can be a tool for SISC+ to support face-to-face coaching and enhance the professional development of coachees. Jackson (2011) states that “Internet is the new entrant” in the world of coaching (p.240). According to Dawes, Cresswell, and Pardo (2009), it is useless to focus on technology as a silver bullet. It means that it is improper to take social media as a magical method. Through social media, people build social networking, and it is seen as a growing phenomenon because it does not only involve interaction. According to Said, Tahir, and Ali (2014), it also gives a greater impact in teaching and learning and it has been said to have potential in delivering positive tool if it is appropriately utilized. In a way, the views have highlighted the possibility of using social media for coaching which can be done online. Brooks and Gibson (2012) agreed that face-to-face can never be replaced; however, technology-mediated learning offers personalization, practice-focused, and professional learning community.

Fielden (2005) has highlighted several forms of coaching delivery and one of them is online coaching. Coaching via online is something that can be made possible even though, SISC+ have not made compulsory to have other forms of coaching delivery apart from face-to-face coaching such as telephone coaching and online coaching. It is because the MoE has taken initiatives at improving the Internet access and virtual learning environment, sharing online content and maximizing use of Information Communication and Technology (ICT) among teachers (MEB, 2013). As a result of all the initiatives taken, all teachers of Malaysia are expected to be ICT literate. In this century, social media has burgeoned into one of the most used

channels of communication in society (Lee, Sooria & Wong, 2015). Social media has long been used as a tool for teaching and learning among teachers in schools, as well as for coaching (Jackson, 2011). Therefore, it is important that the medium is used in coaching and enhancing the professional development of coachees. With all the facilities provided for teachers, this can be a great opportunity for SISC+ to use social media to coach via online in order to support face-to-face coaching.

### **1.10 Limitations of the Study**

The scope of investigation looked into social media platforms without separating them into social networking sites (SNS) and mobile instant messaging applications (MIM). Basically, SNS offers computer-mediated communication (CMC), while MIM application is compatible with the smartphone operating system. However, since there are more users in favour of both platforms, more options are given to a user to choose: SNS mobile version and MIM desktop version. Even though, both SNS and MIM serve the same purposes such as sending and receiving messages, interaction, information sharing, users have their preference whether to use SNS or MIM or both together. The study did not examine the differences between both to understand if they have affected the practice to support coaching.

There is also a limitation in the study in which the study only considered the perspectives of English language SISC+ to understand how coaching via social media has improved coachees' teaching practice without determining performance and exploring feedback of coachees. Reporting findings focused only on a mentioned scope of an investigation, rather than looking at the effectiveness and efficiency of coaching via social media.

### **1.11 Operational Definition of Terms**

The variables in this study are defined conceptually and operationally. According to Bernard (2012), “conceptual definitions are abstractions, articulated in words that facilitate understanding” (p.35). In other words, the definitions are denotative, in which they are understandable in the context of an everyday conversation. While operational definitions focus on the context of the study, in which “consist of a set of instructions on how to measure a variable that has been conceptually defined” (P.35). They are to demonstrate variables in this study specifically.

#### **Coaching:**

Coaching is being seen as fundamental at assisting teachers to reach certain standards in education. Coaching enhances professional development as through coaching, teachers learn, change and improve their teaching practice (Rhodes & Beneicke, 2006). Coaching helps teachers to unlock and maximize potential (Whitmore, 2009), through questions and answers that involve two-way communication (Mutjaba, 2007). The word coaching can be varied in definitions depending on the scope and context of coaching. However, it is clearly explained by Whitmore (2009) that coaching is not teaching, but focused guidance and support and “support can come in many different forms” (p. 87). There is no fixed definition of support because it depends on how it is interpreted. The support here refers to assistance that coaches provide to improve teachers’ teaching practice.

#### **Professional Development:**

Professional development provides knowledge transfer and knowledge management mechanisms, expertise and technologies and their use and application

(Megele, 2012). The consequences of having professional development can be seen through teachers' capability in reflecting and improving their teaching (Black et al. 1994). This is very much in line with objectives underlined in the MEB (2013) that education is to improve the quality of the school as well as to develop the individual. Basically, it is the process to improve skills, knowledge, and experience, and all these are to be learned and applied.

### **School Improvement Specialist Coaches:**

School Improvement Specialist Coaches (SISC+) are coaches appointed from master teachers in their fields with the aim to improve school performance by providing coaching to teachers based on three dimensions that are curriculum, pedagogy, and assessment. Based on the SOP, SISC+ are responsible to provide face-to-face (F2F) coaching to either on a one-on-one (coachee) or a group of coached teachers (coachees). SISC+ is expected to provide on-site coaching which means that SISC+ have to be with teachers in schools: to observe and give feedback on the observation for the purpose of improvement (MEB, 2013). The standard operating procedure (SOP) underlined in the blueprint explains how SISC+ should provide coaching to teachers in schools as one of the initiatives taken by MoE to improve the performance of teachers. SISC+ have numbers of coachees for them to coach and the numbers vary from one SISC+ to another, depending on the needs and requirement of the schools. They are responsible to hone teachers' proficiency and competency to enhance the professional development of teachers in schools (MEB, 2013). Attanasio (2016) explains that coaching is about supporting individual's either personal or professional development for improvement to reach their goals in life or career. To assure teachers' efficiency and effectiveness, SISC+ are stationed in every district education office (PPD) throughout the country to provide coaching. Kowal

and Steiner (2007) assert that coaches are people who have the pedagogical knowledge, content expertise, and interpersonal skills. Therefore, SISC+ are expected to carry out their roles and responsibilities based on the personalized professional and social support.

### **1.12 Summary**

To summarize professional development is the key for transformational change that marked the change in the form of behavior that can be seen from their teaching practices based on knowledge gained, thought shared and appearance shown. A coachee would remain the same without the increase of knowledge and skills. In today's world of challenges, teachers must be sustainable in their profession. In order to keep one's sustainability, it is necessary to always be in sustainable development. In this context, the Ministry of Education Malaysia has taken such a tremendous effort by introducing SISC+ to help teachers to improve by providing coaching.

Considering Morin's (2014) statement that change does not happen overnight, it is clearly explained that change cannot be drastic and it takes gradually to completely transform. Therefore, SISC+ have to always keep in track and are ever ready to offer assistance at any time. Nevertheless, due to constraints, it has made impossible for coaches. SISC+ have to be pragmatic that they cannot be at the same time in many places. Primarily, this has been the reason for SISC+ to start using social media to be "close" to coachees. Coaching can be carried out anywhere anytime at one's own pace apart from stipulated time with less time consuming and SISC+ do not have to travel long distance. Therefore, it is pertinent that the study is

carried out to investigate whether social media are capable of tightening the loose nuts, to bridge the gap and to make something impossible, possible to happen.

Specifically, the study investigates the practice among English language SISC+ only; hence, future study should be carried out pertaining to this context to SISC+ of other subjects. In consequence, a relevant management system can be considered to utilize for the purpose of coaching.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Generally, users including education practitioners have felt ubiquitous influence of technology and Internet. There has never been an exhaustive research on the social media as the field is very broad; therefore, it is not made difficult to have fully comprehensible researches on the field (Ngai, Tao & Moon, 2015). This chapter provides an overview of related theories and previous study to shed light on the title of this research paper and it also brings together deep understanding of the literature to make connection between social media and professional development. It introduces an essential supporting structure for this study that includes the main focus of the research represented in this thesis.

#### **2.2 Theories Underlying the Study**

The theories underlying in this study are meant to establish an understanding of the key points within a discipline, explained through theoretical definitions, theory domain, relationships of variables, and predictive claim made specifically (Wacker, 1998). In general, this study has been based on five theories: social learning theory, cognitive behavioural theory, media richness theory, social presence theory, and communities of practice theory. What follows is a detailed elaboration on the theories underlines the study.



### **2.2.1 Social Learning Theory**

In general, learning makes changes in actions and actions are the result of learning. This is very much rooted from Bandura's social learning theory as it explains how a person behaves the way he or she behaves. According to Bandura (1977), a person behaves based on what he or she has learned. In other words, what performed is what acquired. In his work, Bandura (1977) distinguishes between acquisition and performance as he stresses that behaviour is learned. Simply, it explains that that human behaviour is the result of the interaction between knowledge that they received, actions that they perceived, and also because of the environmental factor which has impacted the process (Bandura, 1977).

It is important to understand that a person can be reflected from what and how a person learns whether it is in a positive or negative situation. Clearly, what learned is demonstrated his or her way of thinking, what he or she practises in life, or even habits that he or she possesses (Schatzki, 2017). To further explain, Bandura (1977) has drawn the attention to how knowledge is learned before it is transformed into an action, in which he explains that people learn through modeling: a learner observes not only with attention, but also with retention, later follow with motor reproduction, and motivational process. In the same vein, Connolly (2017) regards this knowledge acquired through observation as a cognitive form of learning. Apart from observing and imitating, Bierman and Motamedi (2015) include that responding and giving feedback also help to explain how a learner transforms their understanding of knowledge into behaviour.

Modeling has been a part of the process to improve a teaching practice because it helps a coachee to understand what to do and how to do based on attentive