

# **THE RELATIONSHIP BETWEEN PROFESSIONAL LEARNING COMMUNITY AND PEER COACHING AMONG ENGLISH TEACHERS IN LOW PERFORMING SCHOOLS IN SABAH, MALAYSIA**

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# Introduction

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## RESEARCH BACKGROUND

- Challenges of the 21st century learning
- The need for quality teachers
- Educational reforms as in PLCs for improvement in schools and students

## PROBLEM STATEMENT

- English teachers in low performing rural schools are exposed to SISC+ programs where peer coaching is implemented
- Lacking in research focus to relate PLC practices and peer coaching in low performing schools

## RESEARCH OBJECTIVES

- determine teachers' perception on PLC practices
- determine teachers' perception on peer coaching (PC)
- determine the relationship of PLCs and PC

Teachers are vital components of education, determiners of success in curriculum implementation. Therefore, quality teacher who can play multiple roles are necessary.

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## **PROFESSIONAL LEARNING COMMUNITY (PLC)**

*.....a collaborative professional learning where teachers reflect on their instructional practices, determines the effects of their teaching on students and implement insights from the collaboration.*

*..... based on the VYGOTSKY SOCIAL DEVELOPMENT THEORY and LAVE AND WENGER'S COMMUNITIES OF PRACTICE (CoP)*

## **SOCIAL DEVELOPMENT THEORY**

- Zone of Proximal Development
- More Knowledgeable Others
- Influences of the Socio-cultural environment

## **COMMUNITIES OF PRACTICE**

- Joint enterprises
- Mutual Engagement
- Shared Repertoire

# CONCEPTUAL MODEL OF PLC

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# RESEARCH METHODOLOGY

A quantitative approach using survey that distributed questionnaires via purposive sampling to 134 English teachers in Sabah's low performing schools under SISC+ mentorship

## Research Instruments:

- 62 item 5-point Likert scale PLC questionnaire (Zuraidah et al., 2012)
- 19 item 5-point Likert scale Peer Coaching questionnaire (Miller, 2011; Shields, 2007; Britton, 2006)

## Analysis Method

- IBM SPSS Statistics Version 23
- Descriptive and inferential statistical analyses

Table 1. Profiles of the Respondents

Demographics Characteristics	Frequency (n)	Percentage (%)
<b>Gender</b>		
Male	35	73.9
Female	99	26.1
<b>Age Range</b>		
Below 30 years old	13	9.7
30 - 45 years old	104	77.6
46 - 55 years old	15	11.2
More than 55 years old	2	1.5
<b>Length of Experience</b>		
Less than 3 years	16	11.9
3 - 5 years	20	14.9
6 - 10 years	28	20.9
More than 10 years	70	52.2

# DESCRIPTIVE ANALYSIS RESULTS

# KEY FINDINGS

Table 2. Result of Descriptive Analysis for Professional Learning Community Practices

Dimensions	Mean	Standard Deviation	Level
Shared Values and Vision	3.902	0.516	High
Supporting Structure (Human Relations)	3.719	0.434	High
Supporting Structure (School Structure)	3.867	0.382	High
Supportive and Shared Leadership	3.963	0.359	High
Collective Learning and Its Application	3.735	0.389	High
Shared Personal Practices	3.860	0.381	High
Overall PLC	3.844	0.297	

**PLC**

Table 3. Result of Descriptive Analysis for Peer Coaching

Dimensions	Mean	Standard Deviation	Level
Attitude and Belief on Mentor's Role in Peer Coaching	3.631	0.626	Moderate
Perception on the Relationship with Peers	3.696	0.576	High
Overall Peer Coaching	3.669	0.569	Moderate

**PC**

# INFERENTIAL ANALYSIS RESULT PEARSON CORRELATION

## KEY FINDINGS

**Table 4. Pearson Correlation Analysis Result between PLC and Peer Coaching**

PLC	Peer Coaching		
	Attitude and Belief on Mentor's Role in Peer Coaching	Perception on the Relationship with Peers	Overall Peer Coaching
Shared Values and Vision	0.476 (p = 0.000)	0.384 (p = 0.000)	0.445 (p = 0.000)
Supporting Structure (Human Relations)	0.333 (p = 0.000)	0.359 (p = 0.000)	0.364 (p = 0.000)
Supporting Structure (School Structure)	0.296 (p = 0.000)	0.335 (p = 0.000)	0.333 (p = 0.000)
Supportive and Shared Leadership	0.396 (p = 0.000)	0.436 (p = 0.000)	0.439 (p = 0.000)
Collective Learning and Its Application	0.476 (p = 0.000)	0.451 (p = 0.000)	0.437 (p = 0.000)
Shared Personal Practices	0.422 (p = 0.000)	0.492 (p = 0.000)	0.484 (p = 0.000)
Overall PLC	0.540 (p = 0.000)	0.567 (p = 0.000)	0.582 (p = 0.000)

The correlations among the variables are small to moderate, but significant

# DISCUSSION

and

# Conclusion

## Highest Perception for PLC:

- Supportive and shared leadership
- Supporting structure (school structure)
- Shared values and vision
- Overall Perception on PLC:  
**HIGH**

## Perception for PC:

- Relationship with peers: **HIGH**
  - Attitude and belief on mentor's role in PC: **MODERATE**
- Overall Perception on PC:  
**MODERATE**

## PLC CORRELATION WITH PC: **MODERATE**

...positive perception of PLC helps to ensure success of peer coaching among the teachers

...this study supports the current notion of nurturing a community of practice that promotes collaborative learning among the teachers.

## LIMITATIONS AND SUGGESTED FURTHER STUDIES

LIMITATION : consists of two variables only : PLC and PC

FURTHER STUDIES : determine the moderating effects of demographic properties (age, length of experience)



