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EXPLORING THE IMPLEMENTATION OF A PROFESSIONAL LEARNING COMMUNITIES IN MALAYSIAN'S SCHOOLS

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Abstract: *Part of the Malaysian Education Blueprint 2013-2025 outlines teachers' transformation into their profession of choice. To enable this transition, Professional Learning Communities (PLCs) has been established to assist in developing high quality teachers who can achieve their full potential. One of the key elements of PLCs is peer coaching. However, even though the implementation of PLCs spans a large number of schools across the country, findings show shared values and practice dimensions contained within peer coaching as a core element only show moderate to low levels of engagement among teachers (Abdullah et al., 2014; Ismail et al., 2014). Therefore, this ongoing study will investigate whether peer coaching benefits teachers and contributes to their professional development. This mixed method approach study will consider teachers' perspectives on peer coaching implementation, commitment and self-efficacy using questionnaires (Mowday et al, 1979; Rajab, 2013; Schwarzer et al., 1999). Teachers' observation on the implementation of peer coaching will be collected through semi-structured interviews with the teachers to explore the role of supporting the peer coaching programme in schools and to consider how the findings relate to the use of peer coaching as a PLCs strategy. This study will also explore how peer coaching is practised by secondary school teachers and focus on the impact of teachers' commitment and self-efficacy. Results from this study will be useful for policy makers both at school and at national level in supporting PLCs and retaining quality teachers.*

Keywords: *Professional Learning Communities, Peer Coaching, Commitment, Self-efficacy, Professional development*

Introduction

The Ministry of Education (MOE) outlined the Malaysian Education Blueprint 2013-2025 which indicated 11 changes that are to be facilitated by educators all over the country (MOE, 2012). One of the changes is to transform teaching into the profession of choice. To ensure this change, it is posited that the quality of teachers' Continuous Professional Development (CPD) needs to be upgraded in order to enable them to achieve their full potential in the teaching profession. In the Malaysian education hierarchy, the Teacher Education Division is responsible for providing this CPD programme to the teachers. Therefore in 2014, 'the manual of CPD plan' was launched by the Teacher Education Division team (MOE, 2014). The major aims of the plan are to upgrade teachers' learning and skills, and develop teachers' potential, quality and performance to achieve the standard of developed countries in education. There are several activities outlined in the plan and the major one is to implement PLCs in schools. Thus far, the implementation of PLCs is comprehensively spread among the schools across the country with an approach based on school based professional development.

According to the Malaysian Education improvement strategy (MOE, 2014), peer coaching is an aspect that plays a role in teachers' PLCs (Eng et al., 2012). Meanwhile, the ethos of PLCs has been embedded in 1548 schools in Malaysia since 2011 as part of the schools' CPD strategy to improve teachers' professionalism (MOE, 2015). The main idea of PLCs is to engage with the notion to develop the potential of every person including all of staff and students that contribute to school improvement (Stoll et al., 2006). Therefore, collaboration among teachers as peers in a school environment is essential to create the opportunity of sharing, coaching and cooperating towards school improvement (Morel, 2014).

Time constraints to implement the new concept of PLCs in schools mean that teachers' acceptance is still in doubt (Keong et al., 2016). While peer coaching is an activity of PLCs that supports teacher collaboration and learning from each other (Stoll et al., 2006), the effectiveness of the implementation in a Malaysian environment is still uncertain. The findings on peer coaching in secondary schools are still lacking, as peer coaching is a new strategy introduced to teachers. Although there is anecdotal evidence that it affects a teacher's commitment and self-efficacy, the evidence is still not strong enough to accept this as a positive way forward. In addition, the enforcement of the PLCs by the Ministry of Education on the teachers will also affect teachers' views and perspectives as they already have large amounts of planning, marking and administration. Therefore, this research investigates the implementation of peer coaching as a PLCs strategy and its impact on teachers' commitment and self-efficacy among secondary school teachers.

Literature Review

Professional learning communities

Early research demonstrated that PLCs were influenced by the concepts of learning organization development introduced by Senge (1990). Hord (1997) took the initiative of adapting the idea of learning organizations and submitted a new model, which conveyed clear signal to leaders and educators about the changes to the culture of lifelong learning in schools. The model of learning communities by Hord (1997) implemented five dimensions; shared and supportive leadership, shared values, and vision, collective learning and its application, shared personal practices, and supportive conditions (see Table 1).

Table 1: Dimensions of a Professional Learning Community (Hord, 1997, 2008)

Professional Learning Community Dimension	Brief Description
Shared and Supportive Leadership	School administration and teachers both lead the school through shared decision
Shared Values and Vision	All stakeholders embrace the values and vision.
Collective Learning and its Application	Stakeholders continuously and collaboratively engage in the inquiry process.
Shared Personal Practice	Colleagues review teachers' professional behavior and practice in a non-evaluative manner.
Supportive Conditions	The physical conditions of the school and the human capital of those involved ensure the success of professional learning communities

Furthermore, PLCs assist teachers to plan their own professional development by collaboratively resolving the problems they face in their classrooms and improving their instructional practice through site-based inquiry (DuFour et al., 2010). Meanwhile, Mindich et al. (2012) found that the successful PLCs are comprised of teachers from the same school who have autonomy to choose their own learning outcomes and have gone through training on how to collaborate. Therefore, agreement in collaboration in PLCs is the key to a rewarding career that will attract and retain highly skilled professionals, resulting in higher-impact teaching and deeper student learning (National Commission of Teaching and America's Future, 2012).

In the National Staff Development Council (NSDC) report, Darling-Hammond et al. (2010) stated that the implementation of PLCs among school's teachers in the United States has made some progress in certain areas, such as the accessibility of induction and mentoring programmes for new teachers and an increased emphasis on building teachers' content knowledge. Similarly, European countries including Denmark, Finland, Hungary, Italy, Norway, and Switzerland showed their commitment on PLCs ethos with dedicated time for regular collaboration among teachers (Darling-Hammond et al., 2010). Teachers in these countries work together to discuss issues of instruction such as planning and developing curriculum or are encouraged by schools' management to share materials and give feedback to one another (Darling-Hammond et al., 2010).

In the meantime, in Asian countries, Japanese teachers developed the concept of research lessons as prevalent activities with PLCs ethos (Akita et al., 2015). The Japanese teachers run group observations, lesson study, and public research lessons for their professional development process. These programmes are highlighted to refine teachers' individual lessons by receiving feedback and consult based on colleagues' observations of their classroom practice. As the result, the teachers accomplish learning new approaches and building a collaboration culture that emphasizes continuous improvement (Barber et al., 2010). Besides, the authority of Singaporean's education implemented PLCs among teachers through Teacher's Network project established in 1998 with the vision of "Thinking Schools, Learning Nation" (Tan et al., 2014). Instead of aiming to produce life-long learners by making schools as learning

environment, its mission served as a catalyst and support for teacher-initiated development through sharing, collaboration, and reflection (Salleh et al, 2015).

In Malaysia, the PLCs programme officially started to be implemented among school teachers from 2011 (MOE, 2014). The implementation now encompasses all schools across the country. Supporting the PLCs, MOE (2015) accredited PLCs in Malaysian Education Development Blueprint 2013-2025 as educational reform to encourage collaboration among teachers in order to improve the quality of teaching and learning practices. In order to achieve the vision, MOE (2015) insisted the sort of activities that were being implemented, such as the sharing of knowledge and expertise, teamwork and cooperation. Enhancing the implementation of PLCs in Malaysia, Abdullah (2009) found that Malaysian schools were classified as high-readiness in implementing PLCs dimension. Hence, PLCs were being directed by the MOE to improve the quality of education as one of the changes in the blueprint (MOE, 2014).

Peer coaching

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace Robbins (2015). Supporting the definition of peer coaching, Zepeda (2017) identified peer coaching as a strategy where one or more teachers form a partnership with one another for the purpose of observing, recording, and providing feedback of teaching behaviours. The idea of peer coaching is related to the collaboration between two or more colleagues who are engaged in the same position and work, sharing their own objectives, views and experiences in certain tasks (John, 2016). Although the process involves observations and examining the practices of others, peer coaching is not kind of supervision and evaluation (Nameghi et al., 2016). Furthermore, the use of peer coaching as method of professional development has been explored across many areas of practice, such as health, business, and education (Zhang, 2016).

In their research on peer coaching, Lofthouse et al., (2010) found that most coaching programmes are strongly influenced by clinical supervision, psychotherapy and counselling (e.g. Goldhammer et al., 1993; Watkins, 1997). Zhang (2016) agreed with the finding when he pointed out that the concept of peer coaching was derived from Goldhammer's clinical supervision, which insisted on a cycle of observation. The desired clinical supervision was essentially teacher-initiated and consistent with liberated and self-supporting action (Fullan et al., 2014). In the model framework of supervision with developmental approach, Glickman et al. (2014) put peer coaching as direct assistance strategy that practices three basic cycles of clinical observation; pre-conference, observation and post conference. Nevertheless, Shower et al. (1996) argued that teachers who have experienced bad clinical supervision complained of being pressured by their coaches to go beyond technical feedback that was evaluative or was perceived as evaluative which thus did not meet the meaning of peer coaching.

Additionally, Cox et al. (2014) suggested that the idea of peer coaching was paralleled by Vygotsky's (1978) socio-cognitive learning approach which stated development as a social process, contending that the construction of meaning occurs first as an exchange between individuals, and as a result of social interaction and discussion, active learning evolves. As supporter of socio-constructivism approach, Vygotsky (1978) believed that students are capable of performing at higher intellectual levels when asked to work in collaborative situations "with more capable peers" than when asked to work individually. At that point, he introduced Zone

of Proximal Development (ZPD) to give new concept of student learning, beginning with what the student can learn on his own until what he can learn collaborating with peers (Vygotsky, 1978).

In the educational environment, peer coaching involves a teacher observing another teacher colleague, then using the results of that observation to collaboratively set an informal goal for developing or improving instructional skills, strategies and techniques (Marzano et al., 2011; Zepeda, 2012). It involves a partnership between teachers in a non-judgemental environment built around collaborative and reflective dialogue (Scott et al., 2008). According to Rice (2012), peer coaching developed voluntarily in situation in which teachers agree to participate without being forced to do so by the others. It is based on the belief that peer coaching provides a learning opportunity which allows teachers to develop and shared their professional skills, knowledge and understanding (Darling-Hammond et al., 2011). Moreover, Robbins (1991) categorized peer coaching activities into two types of activities, which are formal and informal practices. Diagram 1 shows the activities of peer coaching according to Robbins (1991).



Diagram 1: Peer coaching activities (Robbins, 1991)

At the beginning of teachers' development training in the 1970s, research revealed that only ten percent of the participants implemented what they had learned (Shower et al., 1996). The reasons for this poor implementation can be, at least in part, attributed to the lack of studies on how people learn and how schools successfully distribute innovation (Shower et al., 1996). Then, Joyce et al. (1983) conducted studies focused on classroom implementation and analysis

of teaching, especially student feedback in a regular seminars and training situations. The outcomes of the studies showed the importance of careful implementation of strategies and concluded that teachers who were aspirant teachers should form small peer coaching groups that would share the learning process (Joyce et al., 1983). The results were paralleled by the findings of Bush (1984), which reported that when coaching is added to a professional development programmes, the implementations rate jumped to 95 percent (Elder et al., 2011).

Gradually, peer coaching began as a strategy to improve the degree of implementation of new curriculum and instructional skills (Shower et al., 1996). The studies on peer coaching commenced by focusing on the improvement of teachers' development from being alone and isolated in expanding their repertoires to had a coaching relationship who shared aspects of teaching, planned together, pooled their experiences, trained new skills and strategies more regularly, and applied them more properly (Shower et al., 1996). At that time, the modelling practice under simulated conditions and practice in the classroom combined with feedback was the most productive training design (Shower et al., 1996). Meanwhile, Bush (1984) identified five levels of training including; presentations of theoretical base, modelling, practice in controlled situations, feedback and coaching in the dimension of training on how staff development was operating.

Teacher commitment

Teachers' commitment is prevalent in literature on teachers' perspectives (Allen et. al, 1990; Mowday et al., 1979; Porter et al., 1970). It varies according to different approaches of definitions. Huberman (1993) found that teacher commitment was one of the major features of the successful schools. The discussion about teacher commitment is frequently related to teachers' work performance and their capability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, and having an important influence on students' achievement, and attitudes towards school (Firestone, 1991; Graham, 1996; Louis, 1998; Nias, 1981). The level of teachers' commitment is considered to be as a key factor in the achievement of current educational reform agenda as it comprehensively influences teachers' willingness to engage in cooperative, reflective and critical practice (Crowell et al., 2004).

In this study, commitment refers to an organization which has been conceptualised by early researchers as principally a function of individual behaviour and willingness of individuals to give their energy to the organization through actions and choices over time (Nagar, 2012). According to Kanning et al. (2013), the Organizational Commitment Questionnaire (OCQ) compiled by Porter et al. (1970) is the most frequently used measurement related to the affective domain and counts. Allen et al. (1990) explained that organizational commitment is a psychological state that shapes personnel's relationship with the organization and has an effect upon whether or not the staff should continue their organizational membership. In detail, organizational commitment can be distinguished into three forms, which are; affective commitment, normative commitment and continuance commitment (Allen et al., 1990). Affective commitment expresses the emotional attachment of the employees, while normative commitment reflects on their moral-ethical obligation towards the organization. The continuance commitment results from motivation to avoid impending costs that would be linked to a possible change of employer (Allen et al., 1990). Diagram 2 showed three forms of organizational commitment according to Allen et al. (1990).

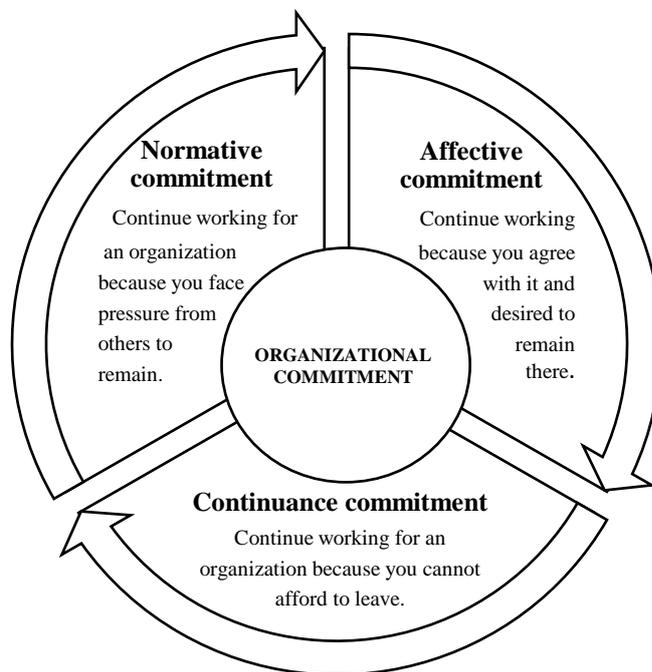


Diagram 2: Three forms of Organizational Commitment (Allen et al., 1990)

Seymen (2008) described organizational commitment as an employees' desire to stay in an organization and commitment to organizational objectives and values. According to Hausman et al. (2001), forming a community of learners for teachers is a powerful strategy for enhancing teacher commitment. Hausman et al. (2001) believed that teachers who feel sense of collegiality and have opportunities to develop learning in their communities are most committed to their school. Hence, this study will explore how peer coaching as PLCs element in teachers' development process, can affect teachers' commitment to an organization in school.

Teacher self-efficacy

Self-efficacy is defined as belief in one's capabilities to organize and to execute the course of action required to produce the given achievements successfully (Bandura, 1994). Similarly, Gürcan (2005) defined self-efficacy as the function produced by people's capabilities as well as by all of their judgments that they can execute using their skill. The self-efficacy beliefs determine how people feel, think, motivate themselves and behave, that produce these diverse effect through four major processes; cognitive, motivational, affective and selection processes (Bandura, 1997). In the meantime, Friedman et al. (2002) suggested a broader definition of self-efficacy as teacher's perception of his or her ability to (a) perform required professional tasks and to regulate relations involved in the process of teaching and educating students (classroom efficacy), and (b) perform organizational tasks, become part of the organization and its political and social processes (organizational efficacy).

Additionally, Tschannen-Moran et al. (1998) pointed out that self-efficacy theory applied in the educational realm, has sparked a rich line of research into how teacher's self-efficacy beliefs are related to their actions and to the outcomes they achieve. Newman et al. (1991) referred

teacher's efficacy as the perceptions that their teaching is worth the effort and can lead to success for students. Focusing on teacher's perspective, Ebmeier (2003) interpreted Bandura's self-efficacy which developed by four main source of influence; mastery experiences, physiological arousal, vicarious experiences provided by social models, and verbal persuasion. Table 2 shows the attributional interpretation of self-efficacy sources on teacher's perspective.

Table 2: The attributional interpretation of teacher's self-efficacy (Ebmeier, 2003)

Sources of Self-efficacy	Attributional interpretations
Mastery experiences	The extent to which a teacher has the opportunity to experience success in a given endeavor. Successful experiences raise efficacy beliefs, which contributes to expectation that performance will be proficient in the future.
Physiological arousal	The extent to which performances can be attributed to internal or controllable causes, not simply luck. The level of arousal, either of anxiety or excitement, also plays an important role.
Vicarious experiences	The extent to which a teacher has learned by observing the performances or skills of others and can identify with the performer.
Verbal persuasion	The extent to which the teacher has received specific performance feedback from a supervisor or colleague. Receiving encouragement to the extent that it boosts risk-taking performances increases efficacy.

Previous studies have demonstrated that teacher self-efficacy perception affected teaching and learning, particularly teachers' classroom practices (Schmitz et al., 2000). Hausman et al. (2001) found that teachers with high sense of efficacy are more likely to feel committed to their schools because they are more likely to invest in their profession and their students. Finding by Goker (2006) suggested on how peer coaching can be a vehicle to develop self-efficacy among teachers. Consequently, this study aims to explore teacher's self-efficacy affected by peer coaching as a tool of development process.

Methodology

This ongoing research is a mixed method study utilising a sequential explanatory strategy approach that is concerned with understanding the ways in which peer coaching is implemented amongst teachers. Cresswell (2009) insisted that sequential explanatory strategy is a popular strategy for mixed method design that often appeals to researchers with strong quantitative learning. Tashakkori et al. (1998) explained the steps of sequential explanatory by forming categories of themes through quantitative (QUAN) analysis, and then confirming these categories with the qualitative (qual) analysis of other data. Therefore, the researcher uses the sequential explanatory strategy by collecting and analysing quantitative data at the first stage to identify the components of a construct through factor analysis of quantitative data. Then, from these components, the researcher collects qualitative data to validate the categories and to expand upon the available information (Tashakkori et al., 1998). Diagram 3 demonstrates the research design according to Cresswell (2009).

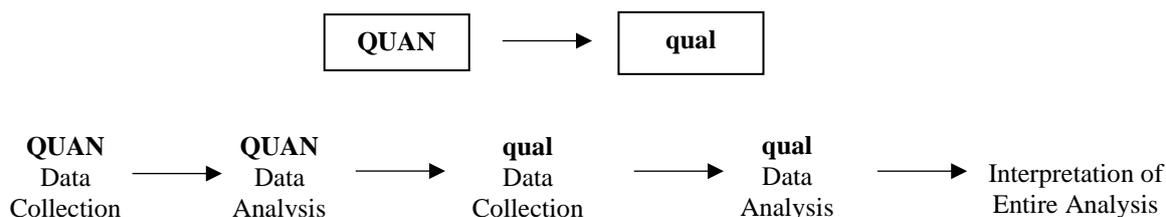


Diagram 3: Sequential Explanatory Design (Cresswell, 2009)

This research uses quantitative material derived from questionnaire surveys to reach a large number of participant and employs qualitative interviews to provide insights into the depth of the practice of peer coaching in the secondary schools. According to Creswell (2009 p.203), "there is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself," and the researcher posits that their combined use provides an expanded understanding or research problems. To make this clear, Table 3 illustrates the method and instruments related to the research question that being used in this study:

Table 3: Summary of research questions and methods to be used in the study

Research Question	Method and Instruments
How do teachers use peer-coaching process as an element of educational change in school?	Quantitative and Qualitative data (Survey and Interview)
How significant effectiveness of peer coaching on teacher's commitment and self-efficacy to engage in PLCs?	Quantitative and Qualitative data (Survey and Interview)

Sampling and population

Alhija et al. (2010) have noted that learning communities can be collected either heterogeneously or homogeneously based on grade level taught, subject matter department, school type, and/or school district. As Manning et al. (2009) stated that homogeneous groups of individuals who share common experiences may be more relevant and useful for participants, this study focuses on peer coaching as professional development that occurs in Arabic language teachers in National Religious Secondary Schools (NRSS) and Government Aided Religious School (GARS). The importance of mastering this language is not just a religious basis, but Arabic language is becoming one of the most popular languages spoken all over the world. For student's future careers, it is an advantage to learn this language besides English as an International language around the world. Arabic language is offered in four types of school, which are regular schools, fully residential schools, NRSS and GARS. From these type of schools, two of them, NRSS and GARS are managed fully under the Islamic Education Division, Ministry of Education. Hence, Arabic language is compulsory in both types of school whilst it is optional in the other two schools, regular and fully residential.

Consequently, the population of this study is the Arabic language teachers in NRSS and GARS in two states (Perlis and Kedah) of the Northern Peninsula Malaysia. Both states are known to strongly implement Islamic culture and education related to the Arabic language. As the position of both states are adjacent to each other, it allows the study to be conducted efficiently within the recommended period. At the same time, there are various types of NRSS and GARS schools level in the states such as lower, intermediate and excellent schools as well as urban

and remote area schools that contribute to the study. According to MOE (2016), there are six NRSS and 29 GARS in the population with approximately 300 Arabic language teachers.

Data collection

During the first phase of research, a quantitative approach has been undertaken to view teachers' perceptions of peer coaching. At the same time, the survey also identifies the application of peer coaching in schools. Moreover, this study also focuses on teacher's commitment and self-efficacy in developing their knowledge and skills in teaching. For the process of peer coaching, the researcher uses a questionnaire developed by Rajab (2013) who investigated the element of peer coaching in Dubai. It includes four sections, which are background information, peer coaching, peer observation as a tool of PLC and teacher's training skill experience. Meanwhile the instruments of the Organization Commitment Questionnaire (OCQ) developed by Porter et al. (1970) and Teacher Self Efficacy Scale (SES) by Schwarzer et al. (1999) has been used to measure teacher's commitment and self-efficacy. A Likert scale employing a one to four scale is used to gather the data in these questionnaires. The Likert scale is chosen because it can show clearly teachers' perceptions without being passive when answering the survey (Osman, 2009). All of these instruments have been tested and used by several researchers (Osman, 2009; Rajab, 2013; Stegall, 2011; Wan Ismail, 2011; and, Ismail et al., 2015).

Qualitative data collected through semi-structured in-depth interviews. The participants selected randomly from the sample and focus on teachers' experiences with peer coaching and the potential barriers, problems, issues and recommendations related to the implementation of peer coaching in schools.

Theoretical framework

The research is analysing the practice of peer coaching approach in PLCs programme, which has been implemented in teachers' development strategy. The research is conducted based on the theory of socio-cognitive learning by Vygotsky (1978) that supported collaborative learning, as well as theory of adult learning by Knowles (1989), which assumed the most potent motivations for adult learners are internal rather than external. At the meantime, the researcher adapts part of instructional leadership on supervision model by Glickman et al. (2014) that utilised the peer coaching as direct assistance task. This part of supervision development task influences the organizational goals, and teachers need to improve student learning (Glickman et al., 2014). Diagram 4 demonstrates how the research relates to an underpinning theoretical framework.

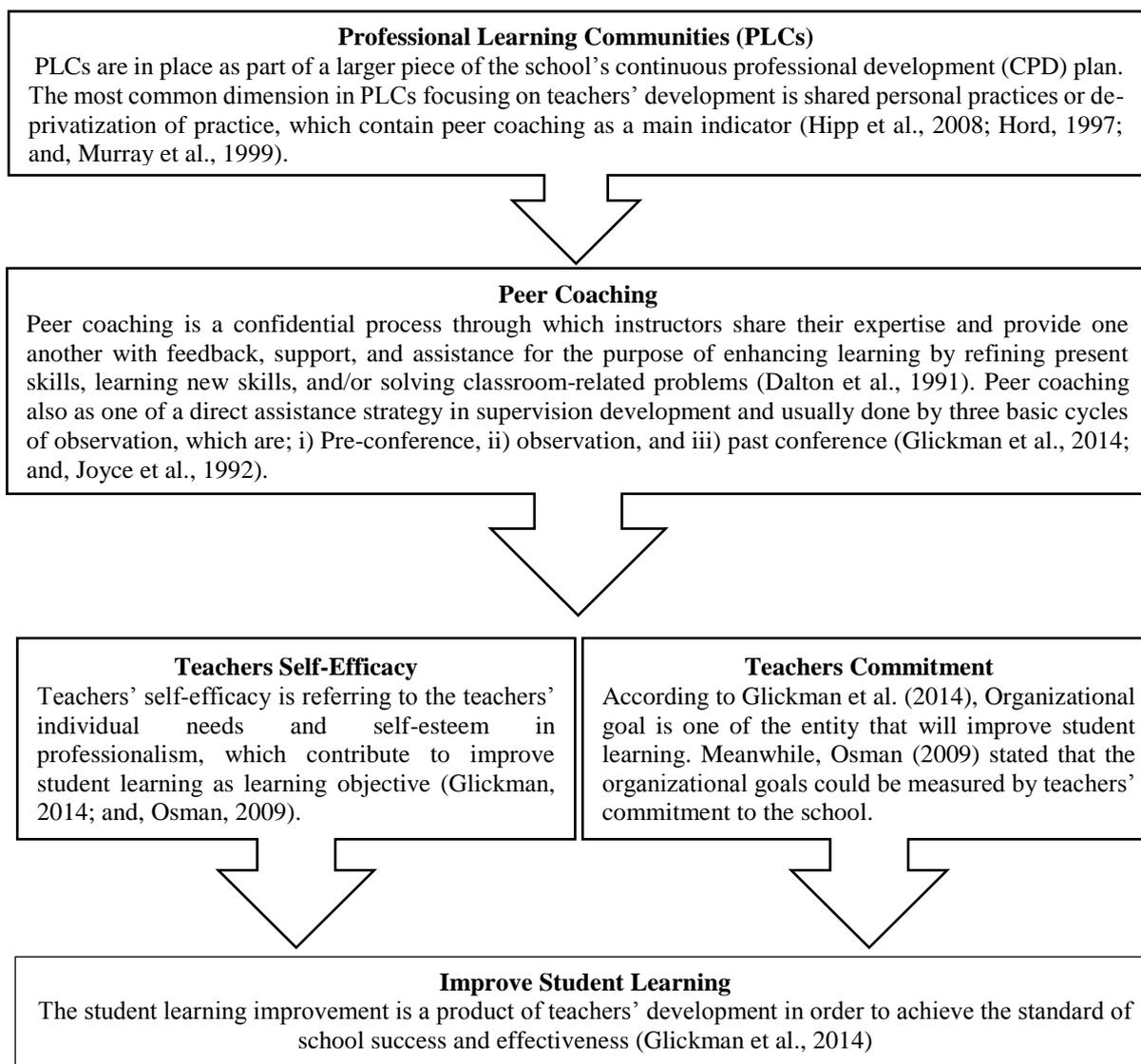


Diagram 4: Theoretical framework of the research

Data Analysis

According to Walliman (2005), the critical part of the research is data analysis as every part of data collected will affect the result. Therefore, the researcher needs to carefully analyse the data to avoid missing important findings. In addition, the researcher uses content analysis for data coding. Content analysis contains aspects of qualitative and quantitative methodology as it also focused on word meanings, such as metaphors to provide the cultural context in which texts are produced and this gives it qualitative features (Paisley, quoted in Holsti, 1969). The quantitative data collected from the questionnaires recorded and analysed using assisted software Statistical Package for Social Science (SPSS) version 22.0. There are two types of quantitative data that has been collected in the first phase of research which are teachers' perspectives on peer coaching and effectiveness of peer coaching on teachers' commitment and self-efficacy. For the teachers' perspectives, data will be analysed by percentages and Chi-Square test. Meanwhile, correlation and regression test analysis will be used to investigate the relationship and effect of peer coaching upon teachers' commitment and self-efficacy.

Subsequently, the qualitative data collected through interviews recorded and analysed by using Nvivo 10 software, after setting the key themes based on the research questions. According to Creswell (2012), qualitative data analysis involving various steps, from data preparation, differentiated data analysis, going deeper to understand the data, data presenting and widely interpreting of data. Therefore, the researcher will follow these steps in analysis to gain valid data.

Finding and Discussion

As the research is still at the first phase, the researcher attempts to explore the possibility of the analysis and basic finding through the pilot test. According to Blaikie (2011) the analysis is to answer the research questions and to get the insight view of the research objectives. Truthfully, the pilot test data is not going to be as essential as real data but the important thing about it is how the researcher can evaluate it as a basis analysis to compare with the real data that will be carried soon.

Based on the survey (23 respondents) and interview (one participant) conducted in the pilot test, the researcher seeks to answer the first research question: *“How the participants use the peer coaching as an element of educational change?”* The researcher analysed the data by using content analysis which extracting major themes regarding to the research question. Some of the themes coded as the beneficial of peer coaching, administration overwhelming, and time constrain. The themes are discussed as followed.

Beneficial of peer coaching

The research shows most of the participants agreed the benefit of peer coaching in PLCs. The positive responses are highlighted as being motivated, sharing expertise, and contribute to developing process. To approve the statement, the interviewee stated, *“they are a lot of benefit in peer coaching, for instance if we are doing wrong and missing some element in our teaching session, our friend will advise us as our teaching improvement.”* Supporting the finding, Rajab (2013) insisted that motivated teachers are accepting the peer coaching concept as their teaching development process.

Administrative work overwhelming

Beside the positive responses of peer coaching, the participants emphasized the challenge in the practise as they already overwhelmed by administrative task, which not related directly to teaching professionalism. From the survey, almost 70 percent of the participants agreed that the administrative work overwhelming their real task to teach in the class. Meanwhile, the interviewee recorded as said, *“teachers nowadays have been burdened by the clerical task, like to prepare the paperwork for school’s event and provide the budget and expenditure of the committee and so many. It seems to be as teachers’ excuse from involving in the peer coaching programme.”* Meanwhile, Manson et al. (2012) stated that the overload of task and work is one of difficulties to adapt the peer coaching in Malaysian environment.

Time constraints

Considering the importance of time management, half of the participants decided that the practice of the peer coaching constrains their instructional time. However, the other half perceived to disagree the statement which means they still believe the practice of peer coaching does not interfere their instructional time. However, in case of the interviewee which considering the difficulties of managing time to implement peer coaching by said, *“It seems possible but the only challenge is how to manage teacher’s timetable for pre observation meeting, the observation and the feedback session. Sometimes it does not happen. Very difficult to be done.”* Consequently, Murray et al. (2009) identified that one of the roadblocks of the implementation of peer coaching is time schedule that should be more flexibility for daily routine and more time for observation and conference.

As it is still in an early phases of research, an enormous of data is required to bring more understanding about the research. The real data that will be collected in the next stage is expected to contribute the finding related to research objective and research questions addressed.

Conclusions and Recommendations

The data gathered will demonstrate the actual situation of the peer coaching practise among secondary school’ teachers in Malaysia recently. Moreover, teachers’ understanding and perception about PLCs and peer coaching can be explained from the survey. Furthermore, data from interviews conducted will explain in depth about the actual school management culture and teachers’ behaviour toward the practice of peer coaching and PLCs. The finding also estimated to provide such a sufficient evidence to fill the lack of peer coaching research in Malaysian secondary schools. In extensive sight of the peer coaching evolution, the research is expected to enhance new knowledge of peer coaching specifically when it was implemented in different culture of education environment. At the same time, the finding also will contribute to list the potential challenge and barrier, which insulate the improvement of peer coaching practise. Then, the participants’ recommendations and opinions to improve peer coaching and PLCs programme also will be discussed as development strategy in teachers’ CPD.

The research was also initiated to explore the practise peer coaching in PLCs through the supervision development perspective as direct assistance when relate it to teachers’ commitment and self-efficacy. These two variables are known as the supervision development functions that influence the successful school. While there is insufficient research relate the PLCs with the teacher’s commitment and self-efficacy in Malaysia, this research will enhance the finding that contribute to school improvement and achievement. This study also will assist all levels of educators to develop modules based on professionalism in teaching development especially in peer coaching knowledge, skills and techniques. Through this approach, those who are involved in the area will be provided with the suitable knowledge, skills and techniques that should enhance their professional development. Likewise, it is hoped the outcomes of this study will provide important information on the effectiveness of peer coaching in improving teacher’s professionalism within a PLCs.

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