

THE EFFECTS OF COACHING AND MENTORING ON METACOGNITION KNOWLEDGE AMONG MALAY LANGUAGE TEACHERS IN SABAH, MALAYSIA

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ABSTRACT

This study was conducted to examine the relationship between coaching and mentoring guidance and the level of metacognition among Malay language teachers. In 2013, the Ministry of Education Malaysia implemented the District Transformation Programme as a pilot project before it was expanded nationwide in the following year. This step was taken to empower teachers through the School Improvement Specialist Coaches (SISC) programme that develop the teachers' competencies, metacognition and expertise. Using a quantitative approach, the study analysed data were collected from 186 teachers in the Tuaran district, Sabah. Study data were analyzed using descriptive and inference analysis. Overall, the findings show that the level of coaching and mentoring is high, thus illustrating that teachers are ready to receive coaching and mentoring guidance in order to develop metacognition ability as well as to improve their teaching and learning performance. Although not entire coaching and mentoring items have a significant relationship in terms of teachers' metacognition, there is a significant relationship between coaching and mentoring guidance and teachers' metacognition in terms of declarative knowledge element.

Keywords: Coaching and Mentoring, School Improvement Specialist Coaches Programme, Education System Malaysia, Teachers' Metacognition.

INTRODUCTION

The District Transformation Program (DTP) (2015) was introduced under the Malaysia Education Blueprint (MEB) 2013-2025 to empower District Education Officers (DEOs) so that they could guide and provide supports to accelerate the improvement of school performance. In 2013, DTP was implemented as a pilot project in the states of Kedah and Sabah and then was expanded nationwide from January 2014. This scheme was implemented to empower teachers through the School Improvement Specialist Coaches (SISC) programme to develop competencies, metacognition and expertise among teachers to enable them to carry the trust as the main driver of educational transformation.

The role of SISC experts is as a transformation agent for the implementation of teacher professionalism development programmes in schools. The best education system in the world has shown that professional development practices will continue to be more effective if led by educators themselves compared to those provided and driven by the organisation. Educators should realize that the development of professionalism is not an option, instead it is a requirement that must be met to remain relevant as a professional educator who can have an impact on student achievement (Malaysia Education Blueprint, 2013).

In this regard, the Ministry of Education Malaysia (MoE) hopes that coaching and mentoring guidance by SISC experts should be able to provide metacognitive changes among coachees who have undergone coaching and mentoring training. The SISC programme is a school-based Training for Teachers that using coaching and mentoring approach to encourage and enable collaborative learning among subject panel heads, teachers and other school communities.

RESEARCH BACKGROUND

The MoE's initiative in introducing the SISC programme to guide teachers is seen to be able to produce highly skilled educators in-line with current developments that is focusing on the 21st century learning environment. Coaching and mentoring guidance is implemented as a training and education programme designed to develop the potential of a person or group of people who lack knowledge and experience. This step is challenging because SISC experts are required to guide teachers to understand their responsibilities, to familiarize themselves with techniques, share experiences, meet personal needs and care about all aspects of pedagogy and teaching (Harun, 2016).

SISC expert is a new position created under the MEB to achieve the objectives of the DTP and it is among the principal position in the District Education Office (DEO). The task of SISC expert is to provide coaching and mentoring services to teachers in implementing interesting, creative and innovative pedagogy to provide a more effective impact. They serve as buddy who are help to convey information about MoE's policies and to strengthen teaching standards towards 21st century pedagogy, including information technology skills and life skills.

Coaching and mentoring is a process of guidance and monitoring that involves healthy communication relationships, leading towards behavioral changes or improved metacognition of guided teachers related to school pedagogy and curriculum. Therefore, the field of coaching and mentoring as well as two-way feedbacks between SISC experts and the guided teachers will then encourage the sharing of content knowledge and pedagogical knowledge. By having a

good understanding, SISC experts could guide the teachers more effectively. In addition, SISC experts will make observations and provide support to teachers who are not meeting their performance target, so that the classroom learning and teaching process is more effective. SISC experts will act as mentors while teachers as mentees. Reporting will also be made by SISC experts to the head of DEO after going through the observation process as well as coaching and mentoring the teachers. Follow-up actions and interventions also will be carried, for example through the Professional Learning Community (District Transformation Programme, 2015).

Coaching and mentoring tasks are given to SISC experts who have undergone courses and trainings, and assigned to monitor and guide the teachers in low performing schools and those are in band 4 to band 7 groups. Within a year, they need to return to the school they are supervising at least three times for the purpose of identifying problems faced by the school involved and also to think of intervention/rehabilitation programmes that can be carried out at the school with the cooperation of administrators and teachers (Abdul Razak, 2014).

Under this initiative, supports and assistance to improve teachers' metacognition and also its impact on students' performance can be identified strategically and be more focused. In the meantime, school leaders such as headmasters, senior assistants and school organisations also need to act as mentors, develop and use best practices in order to meet the professional standards to be achieved (Ministry of Education Malaysia, 2014).

The relationship between coaching and mentoring practices is supported by cognitive-based theories. The principles articulated by Bandura (2013) which explains that an individual's mental ability in understanding what is learned in a learning programme could enhance the self-confidence to improve individual's behavior, especially psychosocial aspect. In the context of coaching and mentoring practices, these cognitive theory explains that communication and participation are learning techniques that are capable of enhancing the new knowledge, skills and abilities to improve academic performance.

PROBLEM STATEMENT

This study focuses on the relationship between coaching and mentoring guidance on the teachers' metacognition. Researcher examined the relationship between coaching and mentoring and the level of metacognition among the teachers who teach Malay language. Although the programme has been implemented for almost five years, the targeted level of teaching and learning is still not successfully realised in-line with the MoE's inspiration towards 21st century learning (Ministry of Education Malaysia, 2014).

Although there are basically many other factors that can be examined related to the aspects of coaching and mentoring, but the metacognition of school teachers is seen as more potential to be studied because the need for teachers' way of thinking is very important in determining the academic achievement of schools. In addition, this study is also carried out to examine whether there is any relationship in terms of gender and teaching experience on the level of teachers' metacognition as a result of coaching and mentoring guidance among the Malay language teachers in primary schools in Tuaran district in Sabah, Malaysia.

These two constructs are also believed to be interrelated with each other and are predicted to provide a clear picture of the study related to coaching and mentoring guidance as well as metacognition of the teachers. The study looked at the overall guidance of coaching and mentoring effect on the metacognition level among teachers who teach Malay language.

Researcher think that coaching and mentoring will be able to have a positive impact and it is very important to identify and confirm the relationship between coaching and mentoring and

teachers' metacognition. According to Ismail and Ridzuan (2013), the development of work process as well as interpersonal skills of teachers will be enhanced with the availability of integrated and structured guidance. It also acts as a tool to build the potential of individuals or groups in carrying out responsibilities or learning new things.

Therefore, the objectives of this study are:

- To determine the level of coaching and mentoring practices among Malay language teachers in the Tuaran district.
- To determine whether there is difference in terms of the level metacognition based on gender among Malay language teachers in the Tuaran district.
- To assess the relationship between metacognition level and teaching experience among Malay language teachers in the Tuaran district.
- To assess the relationship between performance of coaching and mentoring guidance, and metacognition level in terms of elements of declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring and evaluation among Malay language teachers in Tuaran district.

IMPORTANCE OF THE STUDY

Since this study involves a number of important aspects of coaching and mentoring guidance, it is researcher's hope that the findings could have an impact on the increase of metacognition among Malay language teachers. It is hoped that this study will be able to provide benefits to various parties, especially to the MoE which has created the position of SISC experts in order to help subject teachers to strengthen the 21st century learning environment. The State Education Department, DEO, principals, headmasters, committee heads, subject panel heads as well as interested members of the public could utilise the findings as a reference. In addition, the role of SISC experts is expected to assist the teachers in improving students' performance. Teachers are also expected to use the outcome of the study to help towards improving the knowledge and metacognition of teachers.

RESEARCH METHODOLOGY

In-line with the purpose of the study, this is a descriptive survey and suitable for use because the concepts of the study can be expressed using questionnaires (Chua, 2006; Creswell, 2012; Mokhtar, 2011). Researcher used quantitative method and therefore, relied on questionnaire form as an instrument, by sending it to the respondents for them to fill out. The population of study consisted of a total of 330 teachers who teach Malay language in six zones in Tuaran district: Mengkabong (75), Sulaman (50), Kiulu (59), Tamparuli (60), Tenghilan (58) and Nabalun (28). The district consists of 73 primary schools. The significance level of this study is $p < .05$ with reference to the sample size determination table of Krejcie and Morgan (1970). Systematic random sampling was used to select sample where this selection only requires a list of names of the population and it does not necessarily require a Random Number Table as mentioned by Chua (2006). The researcher retrieved the survey forms after a few weeks. A total of 234 sets of questionnaires were returned and since the study only required 186 samples, the total set of questionnaires required was randomly selected for analysis purpose.

The questionnaire consists of three parts, namely Part A (demographic of respondents), Part B (Coaching and Mentoring Guidance) and C (Teacher Metacognition). Section B represents 20 items where answers are measured using eight questions that were modified from the mentoring system literature and 10 questions were adapted from coaching and mentoring

instruments in education, concepts, roles and processes (Abdul Razak, 2014). Meanwhile, in Section C, respondents were asked to answer questions related to teachers' metacognition which includes six items, namely declarative knowledge, knowledge procedures, conditional knowledge, planning, monitoring and evaluation. The questions were adapted from the Metacognitive Awareness Inventory for Teacher (MAIT) questionnaire, developed by Schraw and Dennison (1995) and redeveloped by Bacikanli (2011). For the purpose of instrument reliability, researcher reviewed the questions with the help of experts from the Aminuddin Baki Institute, an agency under the MoE. For items related to metacognition that was adapted from MAIT Journal, the items were translated "back to back" by linguists from Universiti Malaysia Sabah. Some questions related to the metacognitive aspect had to be dropped because it did not fit the philosophy and value of education in Malaysia.

Taking into consideration of Cohen (2004) and Creswell (2012), a pilot study was carried out among Malay language teachers in five primary schools in the nearby district of Kota Kinabalu. This selection was made based on the location and environment of the schools as they are close to the actual respondents of the study. A total of 30 teachers were involved in the pilot study. The findings of the pilot study show that validity and reliability are very important aspects and should be considered in the development of research instrument.

FINDINGS

General Information

Of the 186 respondents who were analyzed, 68 people (36.6 percent) are male teachers and the remaining 118 people (63.4 percent) are female. It shows that the number of female teachers who are teaching Malay language is more than male. The unbalanced scenario may be due to the number of female teachers in Tuaran district more than twice compared to male teachers. It is also possible that male teachers are more interested in less stressful subjects. In terms of basic teaching training qualification, a total of 18 or 9.7 percent respondents have a Malaysian Diploma in Education (DPM), 16 or 8.6 percent of the respondents have attended Postgraduate Teaching Course (KPLI), 39 or 21 percent have a Diploma in Postgraduate Education (DPLI), 113 or 60.8 percent are Bachelor of Education (B. Ed) holders. In short this development shows that teachers are also concerned about their academic improvement as they are preparing to adapt with the changing educational ecosystem at present. It also shows that teachers selected by the administrator to teach Malay language subject are those who hold a degree, at least a bachelor degree. A total of 149 or 80.1 percent of respondents are teachers who are majoring in language studies and the balance 37 or 19.9 percent are those majoring in social science studies.

Item Analysis

Coaching and Mentoring Guidance

Item analysis on coaching and mentoring guidance shows item No. 11: "Does the mentor choose the mentoring methods that suit the teacher", has recorded the highest mean value of 10.00 with a standard deviation value of 0.00 while the item that recorded the lowest mean value is item No. 3: "Does the mentor give exposure to the concept of continuous learning to the coachee" with a mean value of 9.12 with a standard deviation value of 0.517. The high mean value indicates that the item is an option to the respondents of this study. In this study, the questionnaire uses a distance scale (interval) which represents 10 scales, starting with 1 to 5 means "strongly disagree" and 6 to 10 means "strongly agree". The purpose of using the distance scale is to measure from one point to another. The distance scale is a numerical scale where we know that

not only the data are arranged in sequence, but also the exact differences between the values (Steve, 2017).

Table 1 shows with respect to the analysis on item No. 1, where there are no respondents who marked scale 1 to 6. However, two respondents marked scale 7, while 17 respondents (9.1 percent) have chosen scale 8. A total of 27 teachers marked scale 9 representing 14 percent of total number of respondents. These findings as a whole indicate that teachers agree that mentors can help improve their knowledge on the classroom teaching. On the other hand, a total of 140 respondents marked a scale of 10 representing 75.3 percent. This shows that the respondents expressed agreement that the presence of mentors in the school is not a form of interference, but rather a kind of support that can improve the knowledge of the supervised teachers. The mean value result for this item is 9.64 and the standard deviation value is 0.693.

Table 1. Item Analysis for Coaching and Mentoring Guidance Study Tools

Item 1 on Coaching and Mentoring Guidance	Strongly Disagree					Strongly Agree					Min	S.P
	1	2	3	4	5	6	7	8	9	10		
Can mentors help to improve knowledge of teaching in the classroom?	0	0	0	0	0	0	2	17	27	140		
	0.0	0.0	0.0	0.0	0.0	0.0	1.0	9.1	14.0	75.3	9.64	0.693
	%	%	%	%	%	%	%	%	5%	3%		

Inference Analysis

For inference analysis, the researcher has used the correlation test to see the relationship between experience and teachers' metacognition level and also to see the relationship between coaching and mentoring and teachers' metacognition. In the meantime, independent sample t-tests were used to identify the variables involved according to the order of the study questions.

- Objective: To determine whether there is difference in terms of the level metacognition based on gender among Malay language teachers in the Tuaran district.

The results of the independent sample t-test showed no significant differences with respect to teachers' metacognition level by gender ($t = 1.763, p > .05$). This indicates that there is no difference in terms of gender in determining changes or improvements in the metacognition of teachers who have received coaching and mentoring guidance (Table 2).

Table 2. Teacher Metacognition Differences by Gender

Gender	N	Min	Standard deviation	T	Sig.
Male	68	220.41	1.797		
Female	118	219.88	2.072	1.763	0.080

- Objective: To assess the relationship between metacognition and teaching experience among Malay language teachers in the Tuaran district.

Table 3. Relationship Between Teachers' Metacognition and Teaching Experience

Metacognition of Teachers Attending Coaching and Mentoring Guidance	
Pearson Correlation	0.119
Sig. (2-tailed)	0.106
N	186

The results show that there is no significant relationship between teachers' metacognition and teaching experience ($r = 0.119$, $p > 0.05$). These findings indicate that experience is not an important factor in the improvement or change of teachers' metacognition (Table 3).

- Objective: To assess the relationship between performance of coaching and mentoring with teachers' metacognitive elements of declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring and evaluating among Malay language teachers in the Tuaran district.

The findings show that there is a significant relationship between aspects of coaching and mentoring guidance and teachers' metacognition in terms of declarative knowledge element ($r = .161$, $p < 0.05$). Relationships are positive and weak. Therefore, the results of the study found that if the coaching and mentoring guidance score increases, then the teachers' metacognition level from the perspective of declarative knowledge element will also increase and vice versa (Table 4).

Furthermore, the results of the study also show that there is a significant relationship between the elements of coaching and mentoring guidance and metacognition of teachers in terms of conditional knowledge element ($r = 0.144$, $p < 0.05$). This relationship is also positive and weak. Thus, if the coaching and mentoring guidance scores increase, then the teachers' metacognition scores for the conditional knowledge element will also increase and vice versa.

In addition, the results of the study show that there is a significant relationship between aspects of coaching and mentoring guidance and metacognition of teachers in terms of monitoring element ($r = 0.221$, $p < 0.01$). Relationships are positive and weak. However, the results of other elemental studies indicate that there is no significant relationship between coaching and mentoring guidance on the teachers' metacognition from the perspectives of knowledge procedure element, planning elements ($r = 0.137$, $p > 0.05$) and evaluating element ($r = -0.011$, $p > 0.05$).

Table 4. The Relationship Between Coaching and Mentoring Guidance From the Perspective of Various Elements in Teachers' Metacognition

Metacognition of Teachers Attending Coaching and Mentoring Guidance		
	Pearson Correlation	0.161*
Declarative knowledge	Sig. (2-tailed)	0.029
	N	186
	Pearson Correlation	.b
Knowledge procedures	Sig. (2-tailed)	.
	N	186
	Pearson Correlation	0.144*
Conditional knowledge	Sig. (2-tailed)	0.049
	N	186
	Pearson Correlation	0.137
Planning	Sig. (2-tailed)	0.063
	N	186
	Pearson Correlation	.221**
Monitoring	Sig. (2-tailed)	.002
	N	186
	Pearson Correlation	-.011
Evaluation	Sig. (2-tailed)	.877
	N	186

p<0.05*

p<0.01**

DISCUSSIONS

This study was conducted to identify the level of coaching and mentoring guidance among new teachers, identify metacognition level differences based on demographic factors and examine relationship between coaching and mentoring guidance on teachers' metacognition in terms of declarative knowledge, knowledge procedures, conditional knowledge, planning, monitoring and evaluation elements among the Malay language teachers in the district of Tuaran, Sabah.

First, the findings show that the coaching and mentoring sessions could reduce the level of work stress among the teachers because they have experts who can help to provide ideas and solve problems in the teaching and learning process, especially to teachers who teach Year Six, which is the year of examination. The teachers agreed that the SISC experts applying appropriate methods for the betterment of the teachers. This is in-line with the fact that teachers are able to improve work skills related to job performance due the exposure to teaching methods of cooperative learning, collaborative and entertaining learning. According to DTP (2015), the job of SISC experts is to help and guide the teachers so that they will apply interesting, creative and innovative pedagogy in the hope that it will have an effective impact. Through this study, guided teachers are in dire need of SISC experts in strengthening their duties, but due to time constraints, visits to schools could not be carried out more regularly. Some teachers who were guided found that the coaching sessions provided were not implemented continuously to the teachers involved. This is because there are 74 schools in

Tuaran that need to be given guidance by SISC experts. The issue of time constraints and rotation in each supervised school are the most obvious reasons why coaching sessions could not be held continuously. Overall, the study also shows that the SISC experts have been able to assist teachers in providing appropriate methods to be used in teaching and learning sessions. In addition, their presence also have contributed to reduce the feeling of stress among teachers because they have the supports of experts in the field of pedagogy from time to time, unlike in the past where knowledge gained only through courses or even while studying at the teaching training institutions.

Second, independent sample t-test results show that there is no significant difference between teachers' metacognition by gender ($t = 1.763, p > 0.05$). This indicates that there is no significant difference in the metacognition of teachers whether they are male or female. Regardless of gender each teacher is able to accept changes in terms of knowledge or metacognitive knowledge skills after being exposed to coaching and mentoring guidance. Perhaps other factors can be considered if one wants to see the differences in teachers' metacognition. Previously, the study of Memnun and Akkaya (2009) also showed that gender factors do not play any significant role in determining the improvement of a person's metacognitive level. In addition, these findings are also in line with the study of Dilek and Memnuna (2009).

Teachers' metacognition is more prominent with a change in a teacher's knowledge, knowledge sharing as a result of coaching and mentoring. In the current era of information and communication technology, a teacher's metacognitive knowledge depends on the individual's ability to gain new knowledge and prepare to improve their respective metacognition. Several factors have been identified, among them the determination of teachers to acquire knowledge and skills, but not due gender factor of teachers. The teachers involved are taking such steps to improve their knowledge and skills as drastic changes are needed to cope with the 21st century PdP environment, and not because they are male or female teachers.

Third, the correlation test shows that there is no significant relationship between teachers' metacognition and teaching experience ($r = 0.119, p > 0.05$). In-line with the results of Ananda (2009) study, the findings of this study indicate that the relationship is insignificant and the positive level is weak. It is clear that teaching experience has nothing to do with teachers' metacognition. Whether they are a new teacher or an experienced teacher as all teachers are ready to receive coaching and mentoring guidance towards changing or improving the metacognition level. Researcher found that effective teachers need a variety of techniques or methods to identify the strengths and weaknesses of their students, plan various activities for students from various backgrounds and understand their needs. This finding coincides with the opinion of Kram and Chandler (1991) that teachers are able to improve work skills related to job performance because with the exposure to cooperative learning methods, collaborative and entertaining learning. Only the skills and diversification of methods that are a strength for the improvement of teachers' metacognition. This is in contrast to the opinion of Brown (1987) who said that teachers will be more adept at using their metacognitive knowledge as they serve longer.

Finally, there are three elements of metacognition that have a significant relationship to coaching and mentoring guidance namely declarative knowledge, conditional knowledge elements and monitoring elements. The results of the correlation test analysis showed that there is a significant relationship between coaching and mentoring guidance and teachers' metacognition in terms of declarative knowledge elements ($r = .161, p < 0.05$). Relationships are

positive and weak. Declarative knowledge means knowing what is being done in more detail (Shraw & Dennison, 2001). This includes the individual's acceptance of the work structure, cognitive purpose and abilities. This significant relationship indicates that teachers know what is being done in the classroom as a result of receiving coaching and mentoring guidance from SISC experts. Teachers know the skills they need to become capable teachers. This is also reinforced by Darling-Hammond et al. (2007). Theory which says that all these types of intelligence work together in complex, evolving through education, a meaningful environment and that intelligence can be learned, shaped, enhanced and constantly changed throughout life. In conclusion, teachers' metacognition can be developed through the guidance of experts who often come to school to guide teachers. Thus there is a significant relationship between coaching and mentoring guidance on the metacognition of declarative knowledge element.

Furthermore, the results of the study show that there is a significant relationship between coaching and mentoring guidance and the level of metacognition of teachers for the perspective of conditional knowledge element ($r = .144$, $p < 0.05$). In addition, the results of the study also show that there is a significant relationship between coaching and mentoring guidance with teachers' metacognition in terms of monitoring element ($r = .221$, $p < 0.01$). According to a study of coaching and mentoring conducted by Ismail (2009), the practice of communication between mentors and mentees done actively, planned and honest will be able to form positive individual attitudes and behaviors. Teachers who are always mentored in the field will be more receptive to change and easier to communicate with mentors. Teachers who are always mentored by SISC experts will be more receptive to change and easier to communicate with mentors. The monitoring carried out by experts is more of a supervisory and guidance and not aimed at monitoring and evaluating the teachers involved. This approach makes teachers feel comfortable when experts come to the school and carry out monitoring or even guidance in the classroom. According to Ramizi (2005) that guidance is a form of assistance given to an individual to determine short-term and long-term goals, plan ways to act and improve attitudes and behaviors in necessary aspects. Teachers are ready to be monitored because they think the help and guidance needed can help in implementing the goals of the education system effectively.

In conclusion, there are three elements that have a significant relationship on the coaching and mentoring guidance, namely the declarative knowledge, the conditional knowledge and the monitoring elements. Overall, the findings have shown the presence of experts have an impact in terms of increasing knowledge and skills of metacognition Malay language teachers in Tuaran.

IMPACT OF RESEARCH FINDINGS IN TERMS OF MODELS AND THEORIES

The most important coaching and mentoring-related model in this study is GROW, which is a specific model that shows the steps taken by a mentor so that the session presented is effective. GROW is an original coaching model pioneered by Whitmore (2009). The findings show that the question of experience does not have a significant relationship on the metacognition of teachers although in Western countries the experience of teachers plays an important role and has a significant relationship on the metacognition of teachers. The Flavell (1992) model divides metacognition into metacognitive knowledge and metacognitive experience. According to the findings of the study, the relationship of coaching and mentoring with metacognition found that only the declarative knowledge and conditional knowledge are elements that have a significant relationship on the coaching and mentoring aspects.

This development shows that teachers are easily overwhelmed by the knowledge of coaching and mentoring and have an impact on teachers' metacognition. Meanwhile, according to the Flavell (1992) Model, a person's ability to perform learning activities is influenced by the metacognitive experience used in a teaching and learning and metacognitive knowledge. Through the findings of this study, the correlation test on teacher experience also shows that there is no significant relationship of experience to teachers' metacognition. The findings of this study seem to refute the opinion in the Flavell (1992) Model. It is possible that these findings are no longer relevant to the model that has existed for a long time and the results of these findings also indicate that a new thing where experience has no significant relationship on the teachers' metacognition. In fact, the experience or how long a teacher has been teaching may no longer matter because teaching strategies are becoming more sophisticated, where the education system requires creative and innovative teachers.

SUGGESTIONS FOR FUTURE STUDY

This study has provided a fairly interesting and dynamic finding. Even so, researcher hope that further studies will examine coaching and mentoring items, especially items that record the lowest mean value, including aspect related to "does the mentor give exposure to the concept of continuous learning to the coachee". Research should also be seen on metacognitive items, especially from the point of view of the element that recorded the highest mean value, namely the second element - "knowledge procedure". Future studies should also avoid districts where the researchers are the SISC experts to ensure the integrity of the data collected. Further studies should also cover secondary schools or other institutions of higher learning to see the improvement of teachers' metacognition at their environment.

CONCLUSION

This study shows that the level of coaching and mentoring guidance is at a high level. This illustrates that teachers are ready to receive coaching and mentoring guidance to develop teachers metacognition, while being able to improve teachers' teaching and learning performance. Although not all coaching and mentoring items have a significant relationship in terms of teachers' metacognition, there is still a significant relationship between coaching and mentoring guidance with the level of metacognition in terms of declarative knowledge.

For teachers of Malay language in Tuaran district specifically for those participated in this study, the finding of the existence of a significant relationship between mentoring and coaching and mentoring teachers metacognition in terms of declarative knowledge element indicates the importance of knowledge in order to improve teachers' metacognitive abilities. Accordingly, the relationship should be taken into account in planning and teaching program that aims to enhance the ability of metacognition among Malay language teachers in Tuaran in the future.

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