

A CONCEPTUAL PAPER ON MALAY LANGUAGE TEACHERS DISPOSITION

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ABSTRACT

This is a conceptual paper to study the Malay language teachers' disposition. The study reviews literature on concept of disposition and explains the importance of Malay language teachers' disposition towards students in the teaching and learning of Malay language in the secondary school classroom. The Malaysian National Education Philosophy focuses in forming responsible citizens who are balanced intellectually, spiritually, emotionally and physically. In order to be aligned with that, teachers should have a good disposition. Teachers should strive to develop quality character by having elements of a good disposition as teachers have a significant impact in the classroom and play an important role in educating the younger generation. Therefore, Malay language teachers play an important role to shape students during the teaching and learning of Malay language. Do the Malay language teachers have a good disposition in achieving this important aspiration? There were allegations that many Malay language teachers meet the requirements of subject content knowledge and pedagogical skills, but lack of good practice in implementing the disposition in classroom. Besides not practicing good disposition, most teachers are also not aware of the concept and importance of disposition. Teachers play the role of a model where students always see and emulate the attitude and perception of teachers. Students would make impressions on their teachers consciously or unconsciously. Clearly, the disposition of a good teacher allows students interested in the personality of the teacher and so willing to listen and follow the lesson. Therefore, this conceptual paper analyzes the importance of Malay language teachers' disposition in teaching and learning of Malay Language.

Keywords: Malay language, disposition, personality, value, professionalism

Introduction

A transformation in the education system is an important agenda for the realization of efforts to create a world class education system. Malaysian Education Blueprint 2013-2025 have been a vision of the education system and students aspiration that Malaysia both needs and deserves. The Blueprint suggests strategic and operational shifts that would be required to achieve that vision. The Ministry of Education has set goals of education aimed at developing the potential of individuals in a holistic and integrated to produce a balanced and harmony in terms of physical, emotional, spiritual and intellectual. The responsibility to enable the development of education is located in the shoulder of every educator in the country. The teacher is directly involved in efforts to implement the approach of teaching to improve the quality of education and ensure that learning outcomes acquired maximum by the school student. Consequently, the competency of teachers acting as educators should be in line with the requirements of leading world class education.

Malay Language subject plays an important role in the formation of the excellent nationality. The role of Malay Language cannot be taken lightly by the Malaysians if want to see our country move forward in tandem with other countries, particularly in the upholding of Malay Language as the knowledge at the international level. Malay language teachers' are responsible for teaching and developing Malay Language through formal education in school. Malay Language is an official language and compulsory core subject learned at school levels. The advantage of learning the Malay Language is to equip students with the skills to speak and communicate in line with its role as a language of knowledge. It also helps students to explore the field of education successfully. Therefore, Malay language teachers' plays an important role in stimulating student's interest in learning the Malay Language. If teachers fail to stimulate the student's interest, students will not be able to engage well in social interaction through conversation or discussions in the classroom that fails the accomplishment of the learning objectives.

This study is very important since many negative issues arising until affecting teachers' professionalism. Some teachers found to be always nag and scold the students roughly in the classroom (Mohd Khairuddin, Khalid, Ag & Halimah, 2014) and do not have passion or spirit to teach students (Keller, 2011; Norashid and Hamzah, 2014). Teachers without good disposition will be eliminating learning motivation among students and alienate a good relationship between teachers and students (Reichl et al, 2014). Therefore, the motivation of the study is to understand the type of disposition need to be exhibited by the Malay language teachers' and the importance of Malay language teachers' fostering outlined dispositions.

Concept Of Disposition

What is said to be disposition? Disposition means the way someone edificial behaviour. Disposition means "Qualities that characterize a person as an individual: the controlling perceptual (mental, emotional, spiritual) qualities that determine the person's natural or receiving the ways of thinking and acting" which means individual quality control of perception (mental, emotional, spiritual). Disposition is also defined as the values, ethical commitment or internal and external displayed by a person (Cudahy, Finnan, Jaruszewicz, & McCarty, 2002). Disposition is beliefs and behaviors, personality characteristics and observed behaviors (Burant, Chubbuck and Whipp, 2007). Disposition includes values, commitment, and professional ethics that influence behaviour towards the students, family, friends, and community and affect learning, motivation and development and their own professional growth as educators (NCATE, 2012).

Teachers who demonstrates positive disposition also tend to act in ways that enhance the teaching profession and teachers with positive disposition will show themselves as professional (Da-Ros & Moss, 2007). In fact, disposition includes elements of personality, values and ethics professional teacher including thoughts, perceptions, attitudes, and personality of the teacher translated through conduct. Disposition is the attitudes, values, commitment, and professional ethics that influence the behaviour of students, family, friends, and community. Research related disposition have conducted in English by researchers in overseas. Based on studies that have been conducted, the researchers are of the opinion that the study of disposition highly desirable to produce quality educators. Most of the reviews stating that there is a strong relationship between teachers disposition and the quality of their learning (Notar, Riley, Taylor, Thornburg & Cargill, 2009). Therefore, studies relating teachers disposition of Malay language teachers should be carried out in order to enhance the professionalism of Malay language teachers.

Literature Review On Disposition

The term disposition has been used by many researchers (Katz, 1993; Wascisko, 2002) to describe the attitudes, abilities, perceptions and beliefs that form the basis of behaviour. Based on research (Pajares, 1992; McCombs, 2001), teachers disposition influence themselves, pupils, teaching and learning and their professional development. Many researchers, practitioners and educators always considers the carriage of teachers disposition as one of the most important variables to facilitate or hinder the process of teaching and learning (Wascisko, 2002).

Diez & Murrell (2010) proposed dispositions as a way of orienting oneself to the work and show responsibilities of teachers which include sensitivity to learners as individuals, use of moral reasoning, and sense of responsibility for meeting learning needs. Many researchers suggested that formation of the idea of disposition to teach is the key driver to develop a sense of professional identity (Carroll, 2012). Literature has proven that disposition for teaching is necessary to create effective teachers besides being knowledgeable and skilful. Neill, Hansen and Lewis (2014) found that disposition is considered as commitment to meet the needs of all students in increasingly diverse classrooms.

Murrell, Diez, Feiman-Nemser and Schussler (2010) suggest disposition as an important practice among teachers to enhance teaching as a moral practices. Feiman-Nemser and Schussler (2010) has a different view on disposition. Feiman-Nemser and Schussler consider conceptualizing disposition as a process because it is the end product. The reason is because relational and intellectual work of developing a shared, moral vision within and across programs need to include by the teachers. Disposition is commonly regarded as an ethical and moral obligation for anyone who wishes to be a teacher. Disposition can guide teachers to apply and enact the knowledge and skills that are sensitive and effective for students (Neill, Hansen and Lewis, 2014).

Disposition is believed to be an important element in fostering effective teacher. This has been proved in a study conducted by Splichal (2012) that exposure on disposition as an important element in forming an effective teacher. Therefore, he has conducted research on prospecting teacher in eleven universities in the United States to obtain certainty whether disclosure of disposisi given to them. The findings of his research proves that most universities have started to train and provide early exposure on disposisi to prospective teachers who will serve. The findings of this study show that the importance and role of teachers disposition in teaching and learning has been realized and acknowledged up to prospective teachers given exposure before moving to the school in order to become an effective teacher.

In addition, the ability of disposisi to produce effective teachers also proven through studies done by Anderson and Brydges (2011) the ability of the disposition among teaching professionals to improve the performance of the troubled teachers. This study aimed to see the difference between the attitude of the teacher candidates who were considered at high risk because of a poor attitude shows compared to the attitude of a successful teacher. The researchers found that the disposition is able to improve the performance of teachers with problems. Distressed teachers performance among prospective teachers need to overcome before starting to serve as regular teachers to produce effective teachers. Whitley (2010) also noted that disposition is the qualities of effective influence behaviours exhibited by effective teachers during teaching and learning in the classroom.

Based on the literature review, it is important that Malay language teachers show good disposition as disposition has a significant relationship with the students achievement. This is based on the findings by Katleen (2012) found that teachers with positive disposition have a significant relationship of the achievement of students. Significant positive relationships also create confidence in students against the ability of teachers to teach all students. Disposition is very important to showcase Malay language teachers as a positive role model and can be emulated by students. Students often make up his character based on behaviors exhibited by teachers. The importance of this is evident based on Onoshakpokaiy (2011) findings that found students follow and form the respective behaviour based on the disposition displayed by their teachers.

Malay language teachers who owns disposition able to showcase democratic features naturally compared teacher selfless disposition. This statement is proven to be based on the findings by Jana (2013) found that disposition not only forms the basis

for shaping the nature of teachers' leadership even allows teachers focused learning-centered disciples. Disposition also develops enthusiasm in teacher to teach effectively. The findings of Keller, Hoy, Goetz and Frenzel (2015) study show that teachers who have a positive spirit is able to produce students that are better quality. Study of also shows that there is a significant relationship between the spirit of positive teacher education students. Positive spirit is also found to have a significant relationship with the Involvement Of Students In Learning.

Importance Of Malay Language Teachers Disposition

Human capital development quality depends on the quality education in order to produce individuals with strong, competent self-noble, knowledgeable and highly skilled to fill the needs of developed countries. Malay language teachers need to exhibit good disposition in order to be an effective teacher and enhance good relationship with students. Good disposition also help teachers to be a quality teachers. The question is what type of disposition does the Malay language teachers need to exhibit and why is it so important for Malay language teachers to display those dispositions? The suggestion given in this study is adapted from teachers disposition criteria outlined by Gino, Johnston, Henriott & Shapiro (2012) in a dispositions assessment.

Malay language teachers are required to demonstrate professionalism in order to exhibit good disposition. As a professional, teachers need to demonstrate professional appearance. Teachers need to wear appropriate clothing and keep the hair neat as students emulate the teachers (Anuar, 2012). Malay language teachers also need to exhibit regular punctuality to class. Some teachers are late for genuine reasons but few other teachers are habitual late comes to classroom (Yahya dan Saidi, 2010). Malay language teachers should be punctual to classes as it reflects self discipline and show passion towards work. The teachers personality greatly influence the students, therefore teachers should be punctual so that students also learn to value the time. Malay language teachers also need to answer question asked by the students. Answering students question is important as it shows that the teacher care for them and being responsible to solve problems. It also will encourage students to ask questions and lead students in thinking skills.

Malay language teachers are also suggested to demonstrate positive and enthusiastic behaviour. Malay language teacher should always embraces hard work and avoid boredom. Teachers should use multiple teaching technique and new approach such as using technology in language teaching to enhance intellectual capacity and creativity among students (Chun, Smith and Kern, 2016). Interaction between teachers and students is an important aspect in learning process. Therefore, Malay language teachers are required to initiates interaction with the students. Two ways communication between teacher and student need to be encouraged by Malay language teacher in engaging students to learn (Wentzel, 2016). Interaction also develops good relationship between teacher and student and create positive learning environment. Positive and enthusiastic behaviour can be displayed by Malay language teachers by intrinsically motivated to succeed. Intrinsic motivation helps teachers to promote creativity and indicate that more students are intrinsically motivated (Alencar and Fleith, 2016).

Demonstrating effective oral communication skills is also important for Malay language teachers. Communication skills are important to create interaction and make contact with students by sharing thoughts, feelings and ideas (Karthikeyan et.al, 2016). Teachers need to attempt to speak well in front of the students in the classroom to display great confidence as a teacher. Malay language teacher need to make sure that a standard Malay Language is used when communicating in classroom as students follow the same pronunciations and standard used by the teachers (Anuar, 2012). Good use of tone and pitch also need to be considered as too high tone or inappropriate intonation can distract oral interaction between teacher and student (Nor Shafrin, Fadzilah and Rahimi, 2009). Malay language teachers should also deliver teaching and learning effectively. Effective teaching have a direct influence in enhancing students learning and increase students achievement (Tucker and Stronge, 2005). Teachers should dedicate extra time on instructional preparation and reflection to perform effective teaching. Refrain from profanity is also compulsory in order to be a good teacher. Malay language teachers should never use inappropriate language, racial insults or swearing at students like cursing or cussing them. Profanity will reflect badly on teacher character and the students will also emulate the teacher's word. Teachers supposedly praise students with appropriate words to keep them motivated in learning.

Good disposition also exhibits an appreciation and value for diversity. Value for diversity is important in enhancing the effectiveness and motivates students to interact with teacher in classroom (Nancy, 2015). Malay language teachers need to embrace all differences such as culture backgrounds and students learning style. Teachers must be aware that culture identity influences the education of students (Graham, 2011). Therefore, teachers should meet students' need by modelling a concerned attitude towards diversity. Malay language teachers must show care and concern by creating caring environment and in turn, students are expected to respond positively to the teacher who understands the culture diversity in classroom. Teachers' genuine care will encourage students to build a respectful rapport with the teacher. Malay language teachers are also suggested to create a safe classroom with zero tolerance of negativity to other cultures. As a subject teacher, knowing students learning style is important as every student's have respective learning styles. Teachers are also responsible in creating positive school experience for students. Positive learning environment can bridge the gap between the teacher and student (Clark & Beck, 2016).

Malay language teachers must also prepare to teach and learn in classroom. Teachers need to be receptive to constructive criticism made by students and need to adjust teaching style according to constructive criticism received. Knowledge is also an essential element to be a good teacher. Subject matter knowledge helps teachers to improve classroom teaching experiences (Nixon, Campbell and Luft, 2016). Malay language teachers need to have a rich understanding of the Malay Language subject and command specialized knowledge of the way to convey and reveal the subject matter well to students. Malay language teachers should always integrate national standard knowledge during teaching. Successful teachers are always dedicated in making knowledge accessible to all students. Giving importance to reflection is also considered as an important method to learn ((Lin and Lin, 2016). Practice students to give reflection after learning process to identify the positive and negative impact from the learning. The quality of teaching can be improved by learning and adjusting from reflection. Malay language teachers also

must always be a good example by appears to be striving to do the best in teaching. Showing the best in teaching also encourage students to emulate and show their best in learning of Malay Language.

Collaboration with students and their parents is also considered as an important way to display disposition. Teachers need to keep in touch with the students' parents and work together to improve the student's performance. Discussion with parents can guide teachers to get better understand about the student's background and behaviour. Collaboration between teacher and students can create a positive school culture and improve student performance (Young, Hill, Morris and Woods, 2016). Harmonious interaction between teacher and parents or students can build great understanding and enhance relationship. Good relationship with students and their parents significantly help teachers to provide appropriate teaching approach to students. By using collaborative learning, Malay language teachers will be able to increase students' engagement in learning and students are more likely to pay attention during the lesson if teachers were supportive and cared about them (Akey, 2006 ; Heller et al., 2003). Besides collaboration, Malay language teachers should also be a self regulated learner and takes initiative in learning and teaching. Teacher must be able to recognize own weaknesses and find a support or ways to overcome those weaknesses. Teacher must take initiative to ask questions proactively to understand their strength and weaknesses. The question should be asked to the students or other teachers to get reflection about the teaching and take action accordingly. Knowing each and every student in classroom is a responsibility of a teacher. Therefore, Malay language teachers must take initiative to know the students strength, weakness, learning style and their background. Personal relationship will be established between teacher and student as they feel that the teacher is very caring and responsible (Dean, 2007).

Malay language teachers also need to exhibit emotional intelligence to promote stability in personal and educational goals. Teacher need to display appropriate maturity and self regulation when discussing sensitive issues. Malay language teachers should have emotional maturity as it exhibit responsibility, self discipline and able to meet genuine needs and achieve goals (Malik and Kapoor, 2014). Remain calm during discussing sensitive issues is important to refrain teachers from anger and misunderstanding. Clear classroom rules need to be set to prevent sensitive issues raised. Teachers should also avoid bringing personal problems to class and should never use them as excuses for not teaching in classroom. Malay language teachers should always have beautiful smile on face throughout the day. Even if teachers face battles of own personal life, all the problems should be left behind before step foot into the classroom and only bring in positive energy (Lam, 2014).

Teacher should leave the entire personal problem faced before entering the classroom in order to focus on teaching and learning. Teachers should not over react when criticized but the criticism should be considered in a rational way (Werner, 2012). Even taking criticism can be a difficult thing, but it provides opportunity to learn about own behaviour. It not only helps teachers to avoid bad practices but also to work towards good practices and build the strength. Good disposition is also exhibited by showing respect to peers, students and parents. Any disagreement with others should be done in a professional way. It is important to be flexible to avoid disagreement in an effective way (Song, Sparks & Wang, 2016). Teachers need to have good practice in listening to what the students or parents are saying. Listening can help teachers to avoid misunderstanding and enhance effective communication. Malay language teachers also must try to maintain a respectful tone at all times to keep situation under control. Asking questions with a tone of respect, humility and genuine desire can guide teachers to learn the way other person reached his or her conclusion (Lee, 2016).

Conclusion

The profession of teaching aims is to form students with perfect and balanced in terms of intellectual, spiritual, emotional and physical. The Malay language teacher should have a good disposition so as to guide pupils towards the right path in order to enjoy a meaningful life. Malay language teachers should strive to form a personality quality by having the elements of good disposition. Elements of dispositions owned by the Malay language teachers' can create an attractive personality, values, and ethics of professionalism while performing duties as an educator.

In overall, disposition was found to have a significant relationship with the students achievement (Katleen, 2012) and has become the most important components to produce an effective teaching and learning (Whitley, 2010). Effectiveness of disposition cannot be contradicted because of its capability to improve the performance of troubled teachers (Brydges & Butler, 2012). Due to the importance of disposition that is so widespread, all teachers should try to exhibit required disposition as outlined in this study. Every aspect of disposition displayed by teachers has significant impact on students and teaching effectiveness. This study has successfully identify the type of dispositions need to be exhibited by Malay language teachers and highlighted the importance of every element of disposition.

Therefore, it is suggested that Malay language teachers to be aware of the importance of disposition in enhancing the quality and create effective teaching. Therefore, Malay language teachers should strive to gain greater knowledge on disposition. Disposition elements should be practiced in the classroom by every teacher in order to experience its effectiveness in reality. Although the study has reached its goal by revealing the types of disposition to be owned by Malay language teachers and its importance, however this study has its limitation because this in a conceptual paper. Therefore, it requires review and extensive reading to acquire in depth understanding of the teachers' disposition. It is also recommended that researchers endeavour to expand the study on disposition in the field of education in Malaysia in order to provide wider exposure on the effectiveness of disposition.

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