The Effect of Teachers' Professionalism on Students' Success

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Abstract

The teachers' professionalism is closely related to school performance, especially students' success in academic, co-curriculum or personality. Teacher competence is considered the most effective medium for educating students in schools. In context of education in Malaysia, student success focuses on three elements, namely academic, co-curriculum and personality. The study was conducted to examine the level of teachers' professionalism and students' success and the relationship between the two variables. The study roped into a sample of 374 from 85 secondary schools. They were inquired to respond to the questionnaire based on Malaysian Teacher Standard (2009) and the 2nd Wave of Malaysian Curriculum Quality Standards (SKPMg2), focusing on the fifth Standard which is Student Success. The findings showed that the level of teachers' professionalism and students' success were recorded very high. For teachers' professionalism, the sub-dimensions of knowledge and understanding scored the highest mean. It shows that there was a significant relationship between teachers' professionalism and students' success. These findings also show that the teachers' professionalism had a significant impact on students' success.

Keywords: Teachers' Professionalism, Students' Success, Teachers, Students.

Introduction

Teachers are the agent behind all school activities to drive student and school success. Teachers are the driving force that determines the success of any strategic plan developed by the school leadership. Barth (2001); Sparks (2003) and Wehling (2007) viewed teachers as the important agent of changes in ensuring that the schools are effective in which every student could obtain high quality education. As a result, principals and teachers are two important entities that complement each other to achieve the school's mission and vision from the planning, drafting and implementing the planned activities.

According to Deal and Peterson (2000) and Ghazali (2001), principals should emphasize the aspects of human development such as job satisfaction and teacher commitment. Committed teachers are the teachers who are well cared thus will strive to contribute to the school because they feel appreciated. The principal's caring attitude will strike a balance between excellent management and effective and transparent strategic leadership. These actions can provide the opportunity for sustained improvement in school performance through teachers who are committed to their school and professions. Lokman, Hamdan, Rosni, Shah, Al-Muzammil, Sanitah (2008).

Based on the stated factors that teachers are the catalyst for student success, teachers should remain committed to teaching and learning (TaL) in the classroom through inclusive teacher training. As such, Malaysian Ministry of Education (MOE) launched the Continuous Professionalism Development Plan (CPDP) in 2014 focusing on continuous training in complementing the professional development (PD) efforts specifically for teachers and school leaders in general.

In this study context, teacher professionalism is measured based on the elements of the Malaysian Teacher Standards (MTS, 2009) that had been formulated by the MOE in order to:

   i.   identifies the levels of teacher professionalism competence in the areas of teacher professionalism value practice, knowledge and understanding, as well as teaching and learning skills,

   ii.   identify the level of preparation and implementation of training requirements by the training agencies and institutions to ensure that the specified level of teacher competency is met, and

   iii. identify policies and strategies for teacher education development that need to be improved in line with the current developments and challenges in the education world.

For pupil attribute, the ministry's aspiration of the educational attainment is not only based on academic achievement, but it also involves the holistic schooling process. Aspects of student quality also need to be evaluated through the co-curricular achievement and the great personalities and moral values, not just based on academic achievement through examination results. The 2013-2025 MEBP outlined that in assessing student success; the six (6) key aspects of student attributes listed are knowledgeable, possessing thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity (Figure 1.1).

Figure 1: Dimensions of Student Success
Source : KPM, 2014

The National Education Philosophy (NEP) and Malaysian Education Blueprint (MEBP) 2013-2025 have outlined that student success is the key focus in defining excellent school performance. Students will be evaluated through the curriculum and co-curricular programs and activities conducted by the teachers and the school. Although teachers do not view themselves as leaders (Katzenmeyer & Moller, 2009), they are individuals who carry out every programs and activities planned and become leaders among their colleagues. The role of teachers is not limited to teaching in the classroom but also involves the role of interacting and collaborating with other school personnel such as principals and fellow teachers in improving educational practice for the purpose of enhancing student achievement (York & Barr, 2004).

According to Sparks (2003) teachers are important change agents in establishing high-performing schools. The ability of teachers as agents of school change enables public education to provide better opportunities in ensuring that every student has access to high quality teachers (Katzenmeyer & Moller, 2009; Wehling, 2007). Teachers as agents need to be an important agenda in the transformation of national education in order to enhance student academic achievement. In this regard, the effort to identify the relationship between teacher professionalism and student academic achievement is significant as it is one of the goals of school and country reform that is to improve student academic achievement (KPM, 2013; Burr, 2003). Furthermore, empirical evidence on the impact of teacher professionalism on students' academic achievement is still limited and has varied findings (Leithwood & Jantzi, 2000; York-Barr & Duke, 2004; Neumerski, 2012).   In Malaysians context, student's performance in public education are vary. There are many curious questions can be answered with this research.

This study is to identify the level of teacher professionalism, its relationship and contribution to student academic achievement. The specific objectives of the study are:
1. Identify the level of teachers' professionalism.
2. Identify the level of students' success.
3. Identify the relationship of teacher professionalism and the students' success.
4. Identify the contribution of teacher professionalism toward students' success.

Literature Review
Teacher Professionalism

The ever-changing educational system requires the professionalism development for educators. According to Wideen (1992), the school's internal change plan must be supported by teacher professionalism. Changes and innovations in the area of education require educators to constantly develop themselves in order to be relevant and effective, which directly impacts student learning.

The Malaysian Teacher Standards document (MTS, 2009) is the standard of professional teaching competency for teachers in Malaysia. The MTS contains three standards - the Standard 1 practice of teaching professionalism, Standard 2 knowledge and understanding, and Standard 3 teaching and learning skills (T&L). Idris and Hamzah (2013) stated that the MTS model is a standard that can serve as a benchmark for teachers and prospective teachers in Malaysia to produce good quality services. The MTS document in the Ministry of Education Malaysia (2016) outlined the professional competencies that teachers must meet and the requirements that must be provided by the training agencies and institutions to help teachers achieve the specified level of competence. Therefore, intensive preparation and training should be emphasized to enhance the quality of teacher competence and to realize the teaching and learning (T&L) objectives. As such, elements within the MTS should serve as a guiding principle in teacher planning and training (Tamuri, Ismail, & Jasmi, 2012). The details of MTS are as follows:

S1. Teacher Professionalism Value Practice

Standard 1: Teacher Professionalism Values Practices are based on the culture of the Teacher Education Institute (IPG), Professional Teaching Ethics, values in the school curriculum, core values in the Public Service, the core principles of the KPM Working Ethics, and the Twelve Principles. This standard has three main domains:

S1.1 **The Personal Domain**. This domain refers to the existing self-esteem of teachers that should be developed so that teachers can contribute more effectively to the teaching profession in achieving the goals of the national education system. Values focused on this domain are belief in God, trust, sincerity, knowledge, love, patience, kindness, fairness, consideration, resilience, competitiveness, durable, fit, active and healthy, have interpersonal and intrapersonal skills, passionate, and efficient.

S1.2 **The Professional Domain**. This domain refers to the grasp of value that a teacher should have such as being transparent in carrying out his or her duties as a professional teacher. The values emphasized in this domain are love of the profession, competent, integrity, exemplary, teamwork, proactive, creative and innovative.

S1.3 **The Social Domain**. It serves as the socializing agent and human capital generator in the community. The key values that teachers should practice are harmony, social skills, community spirit, patriotism and environmentally friendly.

S2. Knowledge and Understanding

Standard 2: Teacher Knowledge and Understanding. Mastery of knowledge can enhance teaching professionalism, efficiently and effectively perform tasks, and be more creative and innovative. The areas of knowledge that teachers should possess are as follows:

S2.1 The philosophies, goals, and objectives of education are central to the implementation of teaching and learning.

S2.2 The philosophy, goals, objectives of the curriculum and co-curriculum, the learning outcomes, as well as the teaching and learning needs of the students.

S2.3 The content of the subjects taught.

S2.4 The content of Educational Knowledge

S2.5 The Information and Communication Technology (ICT), educational media and resources in the implementation of the curriculum and co-curriculum.

S2.6 The strategies for creating a conducive learning environment.

S2.7 Methods of assessment and evaluation, and action research to improve teaching and learning practices.

S2.8 The students' potential and ways to develop it holistically and integrally.

S3. Teaching and Learning Skills

Standard 3: Teaching and Learning Skills: This standard focuses on teachers' ability to plan, implement and evaluate teaching and learning in academic and co-curriculum settings. The skills that all teachers should have are as follows:

S3.1 Skills to prepare the teaching and learning plans based on the Student Syllabus and the timeline considering the differences in abilities, existing knowledge, and expectations of student achievement.

S3.2 Skills in teaching and learning using a variety of approaches, methods and techniques as well as integrating thinking skills, learning skills, information and communication technology skills, facilitating skills and assessment and evaluation skills.

S3.3 Monitoring, assessing and evaluating the effectiveness of teaching and learning aimed at improving teacher teaching and improving student achievement.

S3.4 Classroom management skills; involves managing human relationships, time, space, and resources to achieve meaningful and effective learning.

Standard	Domain / Field / Skills
Teacher Professionalism Value Practice	Personal Domain Professional Domain Social Domain
Knowledge and Understanding	Philosophy, goals, and educational objectives Learning outcomes, as well as teaching and learning needs The content of the subjects taught The content of educational knowledge Information Technology and Communication A conducive learning strategy Methods of assessment and evaluation Student potential
Teaching and Learning Skills	Skills in developing lesson and learning plans Skills in conducting teaching and learning Skills to monitor, assess and evaluate the effectiveness of teaching and learning Classroom management skills

Figure 2: Malaysian Teacher Standards Content Matrix
Source: Teacher Education Division, MOE (2009)

Guskey and Sparks (1991) defined the development of teacher professionalism as a multidimensional process that includes aspects of training, preparation, practices, guidance and follow-up and support. Craft (2000) on the other hand, defines the development of teacher professionalism as all forms of learning participated by pre-service teachers.

In the field of education, continuous professional development is gaining recognition as a core component of any change in education and efforts to improve school performance. Guskey (1997) proposes alternatives based on four (4) principles to guide the development of effective teacher professionalism, namely, i. Clear focus on learning, ii. Focus on individual and organizational changes, iii. Initiate changes on a small scale but lead to great insights, and iv. Provide effective professional development. The studies of Ferguson (2008), Harwood & Compton (2007) and Jones (2003) found that through the development of professionalism, teachers can master new technological skills for effective T&L. The knowledge gained through the involvement in the T&L in schools can be enhanced if teachers practice the use of new knowledge and skills and reflect on these practices professionally and ultimately improve student performance.

Student Success
Student success is the Fifth Standard in the Second Wave of Malaysian Education Quality Standard (SKPMg2). Student success is defined as a holistically educated student in an effective school environment who can reach their full potential in mastering the knowledge and skills, personality, virtuous, responsible and able to achieve personal well-being.

Student success is assessed in three (3) key areas, namely academic, co-curriculum and personality. The assessment based on these aspects aimed at assessing students holistically from the aspect of physical, emotional, spiritual and intellectual as embodied in the National Philosophy of Education (NEP). Student success report is not only on academic, but it is balanced across all components and emphasizes mastery of student skills as well as their ability to respond to questions that require Higher Order Thinking Skills (HOTS).

Central Assessment Evaluation (PPP) is one of the methods used to measure students' intellectual ability. Classroom assessment (PBD) is an instrument for measuring the practices, values and spirituality that are embedded in the learning process. While the Physical, Sports and Co-Curricular Activity Assessment (PAJSK) aims to measure student physical fitness and the findings show that the majority of students in the country have satisfactory fitness level. Psychometric assessment (PPsi), on the other hand is used to measure students' aptitudes to indicate student potential or talent whether they are interested in communication, entrepreneurship, art or research (MOE, 2013).

Holistic assessment can provide a solid foundation in nurturing the potential and talent in the secondary level. Therefore, secondary school teachers will have a clear picture of the profile or background of the students they will receive. Early preparation can develop the potential of pupils. For example, students who are technical and vocational learners can be encouraged to continue their education on the Vocational Basic Education (PAV) route offered at the lower secondary level. On the other hands, students with an interest in science can be encouraged to further their studies in Science, Technology, Engineering and Mathematics (STEM) fields.

Therefore, the MOE outlined the model of student success through the fifth standard in the second wave of Malaysian Education Quality Standard (SKPMg2) as shown in Figure 2.3.
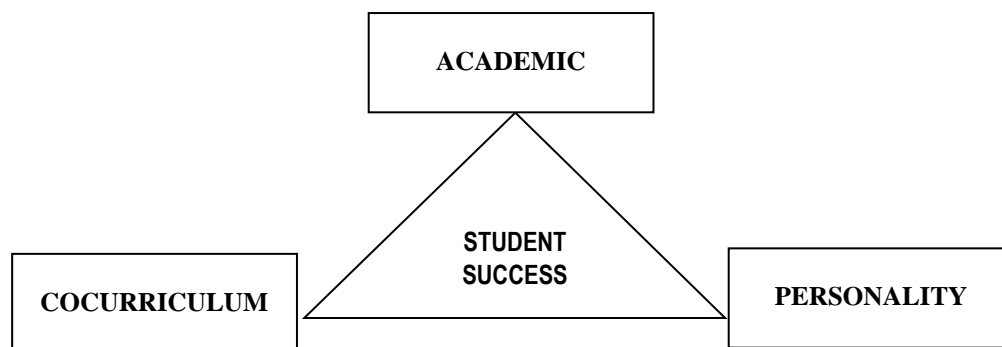
Figure 3: Student Success Model
Source : MOE, 2014

Student achievement is not only measured in academics, but students also need to be active in the co-curricular activities such as the uniform units, clubs or sports. Zainal (2016) found that student behavior, personality and emotional changes were affected by co-curricular activities. The co-curricular activities also help students complete and strengthen the learning process in the classroom. In the worst situation, not only does the importance of the curriculum was neglected, but teachers also sometime engage in unappealing co-curricular activities that cause students to feel that attend the co-curricular activities as a burden. This causes the increase of absenteeism in the co-curricular classroom. In this regard, SKPMg2 Standard 5 has outlined in detail the pupils that teachers need to pay attention to. Each evaluation should be performed on a student to ensure that the student's academic, co-curricular and personal performance is balanced.
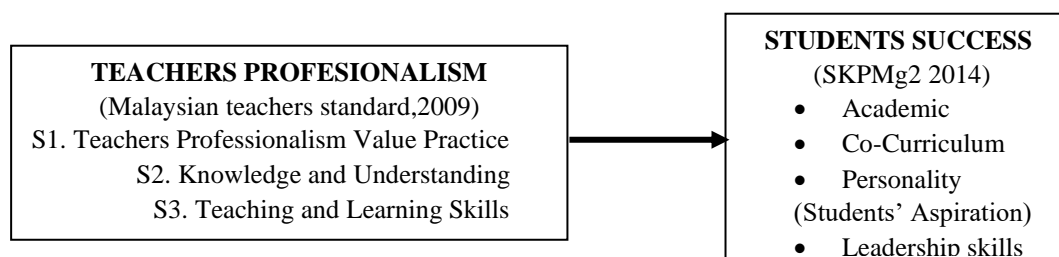

Figure 4: The conceptual framework linking the dimension of teacher's professionalism and student's success.

Methodology
Sampling
This is a quantitative research which was conducted by using a survey design. The population of this study was secondary school teachers in one of states in Malaysia. The sample was selected using simple random sampling method involving a total of 374 respondents consisting of senior administrative teachers from 85 secondary schools in the state of Negeri Sembilan, Malaysia.

Table 1
Demographic data of Respondents

Demographic Data	Frequency	Percentage
Gender		
Male	123	32.9
Female	251	67.1
School Location		
Urban	90	72.58
Rural	24	27.42
School Type		
A	91	73.39
B	33	26.61

Instrument
The data were collected through questionnaires Malaysian Teacher Standards Instrument (MOE, 2009) and SKPMg2 Standard 5(2014). This study used construct validity and content validity to measure the validity of the construct and that the content can measure the true value of the concepts in this study. The questionnaire was divided into 3 categories: (i) Demographics; (ii) Teacher Professionalism; and (iii) Student Success.

Table 2
Dimension of Teachers Professionalism

Teachers Professionalism Components	Nu. Item	Total
Teachers Professionalism Value Practice	P1- P9	9
Knowledge and Understanding	P10-P16	7
Teaching and Learning Skills	P17- P24	8
	Total	**24**

Analysis descriptive yang melibatkan min dan sisihan piawai dijalankan untuk menginterpretasi tahap Amalan

Profesionalisme Guru (APG). Tahap amalan profesionalisme guru ini dinilai berdasarkan standard nilai
profesionalisme guru, pengetahuan dan kefahaman serta kemahiran pengajaran dan pembelajaran. Bagi
menjawab persoalan kajian pertama dan kedua iaitu tahap amalan profesionalisme guru sekolah rendah di
semenanjung Malaysia dan tahap amalan profesionalisme guru (APG) berdasarkan standard nilai
profesionalisme guru, pengetahuan dan kefahaman serta kemahiran pengajaran dan pembelajaran di sekolah
rendah di semenanjung Malaysia akan dianalisis dan di interpretasikan dalam bahagian ini. Untuk menjawab
persoalan kajian tersebut, skala skor min seperti Jadual 1 digunakan.

Table 3
Dimension of Students Success

Students Success Components	Nu. Item	Total
SKPMg2	J1 – J7	7
Entrepreneurship	J8 – J11	4
Resilient	J12 – J14	3
Emotional Intelligence	J15 – J20	6
Communicative Skills	J21 – J24	4
	Total	**24**

The Cronbach' s Alpha (α) values were obtained in a pilot study to determine the reliability values Hair, Black, Babin, & Anderson (2014) stated that higher degree of Cronbach's Alpha value shows the consistency of an item and thus, qualified its use in the field study. The reliability of the two instruments used in the present study is displayed in Table 4 and 5. Alpha (α) values for the dimensions of teacher's professionalism was .97; whereas alpha (α) value for students' outcome was .91. A 5-point (1=Very Low and 5=Very High) as proposed by Jainabee and Jamil (2009) was used for the measurement of constructs for both teacher's professionalism and student's success.

Table 4
The Reliability of Teachers Professionalism Questionnaire

Construct/ Dimension	Number of Item	Cronbach's Alpha Value
Teachers Professionalism	**24**	**0.97**
Teachers Professionalism Value Practice	9	0.99
Knowledge and Understanding	8	0.98
Teaching and Learning Skills	7	0.98

Table 5
The Reliability of Students' Outcome Questionnaire

Construct/Dimension	Number of Item	Cronbach's Alfa value
Students' Outcome	**24**	**0.91**
SKPMg2	7	0.95
Entrepreneurship	4	0.93
Resilient	3	0.93
Emotional Intelligence	6	0.92
Communication Skills	4	0.92

Data Analysis
Data analysis was performed with IBM Statistical Package for the Social Sciences (SPSS) version 25.0. The significance level was taken as p<0.05. Descriptive statistics were described with mean and standard deviation (Creswell, 2014). Mean values were calculated for each construct. In addition, inference analysis was generated through Pearson's correlation test that examined the relationship between teacher's professionalism and student's success.

Regression analysis was used to determine the predictive factors in the dimension of teacher's professionalism leadership towards student's success.

Findings
The Level of Teacher Professionalism

Table 6
The Level of Teacher Professionalism

Dimension/ Construct	Mean	Standard Deviation	Level
The Professionalism Values Practice	4.37	.310	Very High
Knowledge and Understanding	4.38	.301	Very High
Learning and Facilitating Skills	4.34	.333	Very High
Teacher Professionalism	**4.36**	**0.251**	**Very High**

*1.00-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (medium), 3.41-4.20 (high), 4.21-5.00 (very high)

Table 6 presents the results of the analysis showing that teacher professionalism was very high with a mean score of 4.36 and a standard deviation of 0.251. Teacher professionalism had three main dimensions and the results were very high. The practice dimension of teacher professionalism recorder a mean score of 4.37 and a standard deviation of 0.310, the knowledge and understanding dimension recorded a mean score of 4.38 and a standard deviation of 0.301 and the learning and facilitation (T&L) skill dimension recorded a mean score of 4.34 with a standard deviation of 0.333. Although all dimensions of teacher professionalism were at a very high level, the results showed that the knowledge and understanding dimensions had recorded the highest scores. This showed that the dimensions of teachers' knowledge and understanding were given priority and that teachers master these standards in ensuring professionalism in their teaching career. However, the mean score recorded did not differ much. In other words, the teachers managed to attain a very high level of the standard and mastered all the elements in MTS.

Student Success Level

Table 7
The Level of Student Success

Dimension / Construct	Mean	Standard Deviation	Level
SKPMg2	3.82	0.587	High
Student Aspiration	3.62	0.571	High
Student Success	**4.33**	**0.316**	**Very high**

*1.00-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (medium), 3.41-4.20 (high), 4.21-5.00 (very high)

Analysis of the study data showed that student success constructs were at a very high level with a mean score of 4.33 and a standard deviation of 0.316. Likewise, every dimension that is embodied in student success also results in high levels of achievement. The dimensions of the Second Wave of Malaysian Education Quality Standard (SKPMg2) recorded a mean score

of 3.82 with a standard deviation of 0.587. The student aspiration dimension recorded a mean score of 3.62 and a standard deviation of 3.62. The results of the data analysis could be explained in Table 7.

The Relationship between Teacher Professionalism and Student Success
Table 8
Pearson Correlation Analysis of the Relationship between Teacher Professionalism and Student Success

Correlation		
		Student Success
Teacher Professionalism	Pearson Correlation	0.678**
	Sig. (2-tailed)	.000
	N	374

**. Significant correlation at 0.01 (2-tailed).

Table 8 showed the results on the relationship between teacher professionalism variables and student success. The researcher had used the correlation coefficients and interpretation by Lodico, Spaulding and Voegtle (2006). This study had shown that teacher professionalism had a significant correlation with student success with a correlation coefficient of 0.678.

The contribution of Teacher Professionalism to Student Success
Table 9
Linear Regression Analysis of Teacher Professionalism and Student Success

Model Summary[b]			
Model	R	R^2	Adjusted R^2
1	.678[a]	.460	.459

a. Predictor: (Constant), Teacher Professionalism
b. Dependent Variable: Student Success

A simple regression analysis was used to answer the research questions related to the contribution of teacher professionalism to student success. The model summary had shown that the correlation value (r) between teacher professionalism and student success was 0.678. The analysis showed that there was a significant relationship between the two variables as shown in Table 9. While the determination coefficient or the R square (R^2) value was 0.460. This showed that the teacher professionalism influenced the students' success for about 46.0 percent. The results of the analysis showed that there were still 54.0 per cent of student successes affected by other factors. This showed that teacher professionalism was not a major factor in influencing student performance in school. There were other elements that enhance student performance such as principals, student attitudes, school environment and infrastructure as well as parents and community that contribute to improving student success.

Table 10

The Regression Analysis of Teacher Professionalism and Student Success

Model		Total square	df	Mean Square	F	Sig.
			ANOVA[a]			
1	Regression	17.162	1	17.162	316.967	.000[b]
	Residual	20.142	372	.054		
	Total	37.304	373			

a. Dependent Variable: Student Success

b. Predictors: (Constant), Teacher Professionalism

The ANOVA test was also used to determine whether there was a positive effect of teacher professionalism on student success. If the significant value or P-Value is <0.005, it indicated that there was a strong correlation between teacher professionalism and student success at school. Whereas if the value of Sig or P-Value is >0.005 then it indicated that there was no influence of one variable to the other. Table 10 showed that the Sig or P-Value obtained was 0.000 which was <0.005. Therefore, it can be concluded that there was a significant influence of teacher professionalism on student success in schools. ANOVA analysis revealed that teacher professionalism affects student success in schools.

Table 11

Regression Coefficient Tests between Teacher Professionalism and Student Success

Model		Non-standard coefficient		Standard coefficient	t	Sig.
		Coefficient [a]				
		B	Standard Error	Beta		
1	(Constant)	.595	.210		2.834	.000
	Teacher professionalism	.855	.048	.678	17.804	.000

a. Dependent Variable: Student Success

For the analysis of coefficients between the variables of teacher professionalism and student success, the study results showed a regression model at Y = 0.595 + 0.855X. The constant value of 0.595 indicates that without the teachers' professionalism, student success was 5.95 percent. A slope value of 0.855 indicated that each increase of 1 per cent of teacher professionalism could increase the level of student success in schools by 8.55 per cent (Table 11).

Discussion
As a whole, the study found that the level of teacher professionalism was very high with the element of knowledge and skills recorded the highest mean compared to the first element that was teacher professionalism value and the third element that was teaching and learning skills. Teachers master and practice all elements of the Malaysian Teacher Standards (MTS, 2009). In this study, teachers as respondents of the study made self-assessments of the extent to which they met MTS and identified the level of professionalism that they needed to master in their work at school whether inside or outside the classroom. The results showed that all

respondents had the potential as a professional teacher who achieved MTS. This study found that the level of professionalism of teachers based on MTS elements among respondents was very high. They agreed that they need to meet the three MTS standards, namely Standard 1; the teacher professionalism value practice, Standard 2; knowledge and understanding, as well as Standard; 3 teaching and learning skills (T&L).

This finding was in line with Katzenmeyer and Moller's (2009) opinion through the Teacher Leadership Development Model, which stated that a teacher needed to build professional learning in order to develop their potential in leadership by understanding themselves, collaborating with colleagues and working with schools through knowledge, practice and the skills they have to apply in the work environment (at school) that aim to improve school performance especially improving student performance in all three areas, namely academic, co-curriculum and personal.

The findings of this study were in line with the study conducted by Mohd Aizat Abu Hasan and Kamaruddin Musa (2019) which found that the level of teacher professionalism practice was high. However, this study which also aimed to identify the level of teacher professionalism practice based on MTS 2009 recorded the highest score on the teacher professionalism practice. Although the dimensions with the highest level differed, it was sufficient to prove that mastery of all three elements were crucial to demonstrate the degree of excellence of a teacher.

Studies by Koellner and Jacobs (2015), Yoon, Duncan, Lee, Scarloss and Shapley (2007), Wilson, Floden and Ferrini-Mundy (2001) and Hurricane Husin (2008) in Habibah @Artinie (2017) had also proven that student performance had a relationship with teacher professionalism because when teachers did not perform their duties and functions, the students would not be able to learn well and achieve success. This clearly showed that professionalism of teachers was a critical condition for success in teaching and learning processes. According to Habibah @Artinie (2017) it was very important for teachers to master all the aspects that were linked to teaching skills and knowledge so that they could fully apply every change in the curriculum.

This clearly indicated that mastery of the professional aspects of teachers would have a significant impact on student performance. The Islamic Education Teacher Professional Model based on 'Riadhah Ruhiyyah concept' developed by Habibah @ Artini (2017) particularly for the Islamic Education Teacher (IET) emphasized teacher professionalism in fulfilling one's responsibilities as a teacher. These requirements referred to professional characteristics in the 'Riadhah Ruhiyyah' aspect, teaching and learning skills and professionalism aspects.

This study also found that teachers agreed that the dimensions of teaching and learning skills were the key factors in determining the level of teacher professionalism. Through the dimensions of teaching skills, teachers were found to implement practices such as planning lessons skills, teaching and learning skills, monitoring skills, assessing and evaluating teaching and learning effectiveness skills and classroom management skills. The study of Barth (2001) and Norashikin, Ramli Basri, Foo Say Fooi (2015) agreed that teaching skills were an important element of teacher professionalism. The greater the teachers' skill level, the greater their professionalism could be seen, and they would become a teacher leader who were professional and capable of improving student achievement.

This study had found that the relationship between teacher professionalism and student performance was moderately strong. Nonetheless, the findings showed that all three dimensions of teacher professionalism showed a positive and significant relationship

preceded by the dimensions of 'knowledge and understanding', followed by the dimensions of 'teacher professionalism practice' and 'teaching and learning skills'. A study by Berry, Daughtrey and Wieder (2010) also found that one of the factors that were closely related to student achievement was teacher professionalism. The study revealed that experienced and qualified teachers who mastered the values, responsibilities and best practices of teaching and learning would produce a great number of outstanding students not only academically but also in co-curriculum and personality. They also found that for students with less experienced teachers but with the help and support of principals and more experienced teachers could also improve their performance. This showed that if a teacher could master every aspect of teaching skill, they could help students in addition to also guiding their fellow teachers especially for senior teachers to guide novice teachers.

The studies of teacher professionalism were closely related to teacher leadership. This was because professional teachers should be able to lead themselves, their students and their peers in achieving school excellence in addition to the leadership aspirations of the school's top leaders. A study by Foster (2004) on leadership in Canada showed that teacher leadership contributed to school success especially in the student performance. Accordingly, scholars found that effective teachers were teachers who had knowledge and skills in the subjects they taught which in turn had a positive and significant relationship with student achievement in academic, co-curricular and personal aspects (Stronge, Ward & Grant, 2011). This study supported that teachers who mastered the elements of knowledge and understanding would surely be able to teach and educate excellently.

A study by Siti Aida (2011) also found that knowledge and understanding practices were related to teacher professionalism, which included the aspects of philosophy, goals and educational objectives thus enhanced the effectiveness of teaching and learning, especially in the classroom. Similarly, the study of Khuzaimah, Yusof, and Sahlan (2019) found that the mean level of competency element (TaL) of SKPMG2 and the level of student success were high. In addition, the findings indicated that there were a moderate and significant positive relationship between the Teacher Competency Practice Element and student achievement levels. The increase in student success was indirectly influenced by the increase in the SKPMG2 that was teacher competence (TaL).

Elements of teacher value practice focused on three domains - the Personal Domain, the Professional Domain and the Social Domain which means the teacher need to be able to communicate well. Good communication was when the teacher demonstrated listening skills, communication skills, verbal or written and presentation skills when interacting with others such as principals, colleagues, students or parents (Katzenmeyer & Moller, 2009). Effective communication between teachers was fundamental to effective education (Simsek & Atinkurt, 2010). This had been proven by Farell (2004) in a case study conducted in Hong Kong, Thailand, Indonesia, Japan, South Korea and Malaysia. The findings showed that effective communication enhanced students' understanding which led to improved student academic achievement.

A study by Arlestig (2008) found that a successful school was a school with principals who regularly communicate with their teachers and discuss issues related to teaching and learning. A study conducted by Gunbayi (2007) on the process of organizational communication in schools found that teachers perceived the effectiveness of organizational communication in schools at a high level. Therefore, good communication between these school children can support long-term educational activities towards achieving positive school goals (Arlestig, 2008: Gunbayi, 2007) in Norashikin, Basri, Fooi (2015).

Conclusion

The analysis of the findings also showed that students' success was greatly influenced by teacher professionalism. However, teachers should look for approaches and strive to improve their professionalism especially in terms of skills, knowledge and expertise. They also need to take more proactive measures in identifying the aspects that pupils need in line with the development of the education world. Teachers should also be sensitive to factors that can impact their academic, co-curricular and personality aspects. These tests show that the level of professionalism of teachers in schools can influence the students' success on a large scale. Therefore, teachers should take steps to improve their professionalism by increasing their knowledge, skills and expertise in line with the needs of pupils. Quality learning and facilitation (TnL) processes can improve students' academic performance and thus enhance school performance. The appropriate approaches and methods taken by teachers in improving the quality of co-curriculum and addressing students' personality problems can provide better results for the overall incident.

The findings of the study have shown that teacher professionalism is an important variable in determining student performance in school. Moderately relationship suggests that the practice of teacher professionalism should be taken seriously because MTS's knowledge and practices among teachers are crucial in ensuring that educational objectives are met. The MTS model developed by the MOE has become the standard for school teachers to enhance their professionalism and ensure the quality of teaching and learning is translated into the students' achievement (Mohd Aizat, Kamarudin 2019). Based on the findings, teachers need to improve their skills and knowledge in information and communication technologies, as education resources and information could be easily accessible online in the modern age of technology. Increasing teacher professionalism requires time and effort. Although the findings showed that teachers have a high level of professionalism, they need to remain dynamic in order to remain professional. This is achieved by maintaining the three standards set in the MTS, namely the teacher professionalism values, knowledge and understanding as well as teaching and learning skills.

According to Mohamad Sahari Nordin (2009), in order to enhance the professionalism of student-centered teachers, teachers need to be given opportunities to enhance teaching competencies. This can only be done through a strategic plan for teacher competencies development. In this regard, the strategic plan should be comprehensively planned and implemented by developing together the domain of educational policies, infrastructures and information, effectiveness of leadership, support systems, and the teacher continuous education. It is only with the goal of enhancing the professionalism of educators that enables students to really learn. As a result, the principals, assistant principals and committee members should always do the intervention in their schools to address any concerns that may have disrupted teacher professionalism. This study will certainly provide information and references to stakeholders and will be followed by subsequent researchers with different variables and respondents, but with one goal, to increase the wealth of knowledge in Malaysia and the world.

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