Availability of Novice Teacher Professionalism: A Content Analysis

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Abstract
Novice teachers play a key role as a transmitter of information and skills to the students. They must master the latest skills and knowledge to carry out their duties. Novice teachers should improve their professionalism. Professionalism of a teacher is an improved process of experience and expertise in the teaching profession itself to increase the success and excellence in education. This process also depends on new teachers to use the existing value, knowledge and skills during teaching and learning process, and their efforts to empower themselves to achieve professionalism level that is comparable to other professions. Novice teachers with professionalism is able to produce quality teachers that form the basis excellence towards students, schools and the education system in Malaysia. Therefore, this paper is based on 20 studies that examined the level of readiness of novice teacher professionalism.
Keywords: Professionalism, Teacher Professionalism, Novice Teachers, Profession, Teaching

1.0   Introduction
The focus of the second wave of the Malaysia Education Blueprint 2016-2020 (2015) to increase the teacher professionalism in producing a quality education. To develop the teacher professionalism, the teachers need to have a self-concept to accept any changes in the curriculum (Hargreaves and Goodson 1996). The focus is on the efforts to produce the high quality teacher, which really understand the state intention and goals, have a high spirit as a fighter who will determine the integrity of religion, race and nation, have a variety of skills in terms of pedagogy, psychology, or the interpersonal, and has the noble personality and outstanding leadership qualities (Tanang & Abu, 2014).

Malaysia Education Blueprint 2013-2015 (2015) report stated that, in order to ensure that the teaching profession become a respectable career and highly regarded, the Ministry is targeting only the best candidates will be selected into the system. Conditions and more strict selection criteria were implemented to select candidates among the top 30 percent of graduate Certificate of Education (SPM) to serve as an educators. The Malaysia Ministry of Education has also shifted from the selection criteria based on duty duration into more focus on the leadership competencies to identify and determine the leadership positions. More than 1,371 teachers who choose to the leadership route managed to obtain the leadership prerequisite

standard through the National Certificate of Professionalism for Educational Leaders (NPQEL) in 2015. This change is important to prepare a more responsible school leaders in leading and spurring the schools to create an excellent learning environment to realize the student aspirations hat have been set out in the Malaysia Education Blueprint. Based on this situation, the professionalism that was formed at the beginning of the teacher profession can form the teacher leadership in the future (Katzenmeyer & Moller, 2009).

In addition, professional teachers have to show the characteristics of professionalism which is usually associated with the profession. Nowadays, the teaching profession requires teachers that are knowledgeable and have a variety of skills to meet the 21st century world education challenges. A deeper understanding about the term of teacher professionalism in teaching can give confidence for teacher in performing their tasks and role in educating students. In the context of teaching professionalism, educators must master a certain skills including learning skills, thinking skills, teaching, assessing, and communication skills. Teachers who have professionalism, their souls will always strive to produce professional work.

Research on profession and professionalism has long been studied in sociological research. It starts from the beginning of the 20th century (Evetts 2006, Crook 2008). Sociologists have tried to identify specific values that can be connected with the profession and at the same time trying to identify the criteria for separating the profession according to the type of work. As in most debates about the profession and professionalism, the profession characteristic is connected with the positive elements and highly prestigious. Many of the profession have been trying to identify the professionalism in their respective fields to be placed in the intellectual group, especially in the field of doctorate (Keng, Hoong, & Aun, 1994).

Professionalism is an important key to determine the credibility of an educator. A professional teacher must equip themselves in terms of the qualities that needed to qualify a teacher to be recognized as a dynamic and caliber (Sachs, 2015). Professionalism criteria can only be judged by the work quality according to the Teacher Education Philosophy. The teacher professionalism level needs to be improved from time to time. In education area, the level of professionalism refers to teaching and learning that is delivered by a teacher. Hoyle (2001) defines professionalism is something that has to do with the improvement of service quality and not to improve the status. Boyt, Lusch dan Naylor (2001) explain that, it refer to the achievement of high standards that can be achieved by a worker because of the attitudes and behavior influence in doing a job.

Sockett (1996) stated that professionalism is about the quality of practice and adding tasks in a job. Helsby (1995) also mentioned the same thing about the teacher professionalism that is, if the response constructed social professionalism, then teachers could potentially be a major role in building the acceptance or resist the external controls and affirms or denies their autonomy power. Meanwhile, Hargreaves (2000), Koster (2002), Evetts (2009) defines that the profession is a different category in a work and professionalism is a process in which a group of

professionals who are pursuing, developing, acquiring and retaining the profession characteristics. Referring to the professionalism definition above, when associated with the teaching profession, then it will give a specific meaning.

According to Esah Sulaiman (2003), the meaning of professionalism is a set of characteristics, knowledge, skills, attitudes and values in a particular profession. For instance, the profession as a doctor, professionalism is a skill to diagnose disease correctly or dissect the patient efficiently. In addition, there are several features that indicate a person's professionalism in their profession, such as the dedication to work and selflessness. Professionalism in teaching are qualities that every teacher should have. The appropriate qualities is whether it relates to the ability, skills, behavior and others that should be practiced as a teacher, which are managed professionally and meet teaching ethical (Sharon Feiman-Nemser, 2001).

Novice teacher is defined as a new teacher who had trained and worked in between one to three years. In teacher's education, novice teachers should remain robust and relevant to their profession. These new teachers need to be equipped with the ethical, moral and professional skills to thrive in an increasingly complex teaching environments. The research study by Ngang & Chan (2015) state that, there are seven components of soft skills ranging from communication skills, critical thinking and problem solving skills, ability to work in groups, learning and information management, entrepreneurial skills, ethical, moral and professional skills, and leadership. The quantitative findings indicate that the ethical, moral and professional skills is the second most important after the entrepreneurial skills needed in the workplace for novice teacher. However, school administrators also noted that the soft skills components are the most needed and most of the new teachers are lacking in ethical, moral and professional skills.

In the study by Tichenor & Tichenor (2005), there are five categories of professionalism that emphasized on teachers, namely, the teachers' character, teachers' commitment to change and continuous improvement, the teacher's knowledge of a subject, the teacher's knowledge of pedagogy, and the teacher work responsibilities and relationship outside the classroom. Therefore, teachers themselves have to master the latest skills and knowledge to carry out their duties. As a result, teacher who was produce on the present and future, have the competence, confidence and skills to face the challenges in education.

The results of the research study by Nieto (2000) states, three stages must be made to ensure that teachers achieve the level of professionalism that is comparable with other professions, which are improvements in terms of teacher education programs, improvement courses or training for teachers and prospective teachers are more suited to 21st century teaching and learning and the challenges of lack of students ability from diverse backgrounds. In research by Niemi (2015), there are four best practices to improve the professionalism of novice teachers towards expert teachers in Finland that is, teachers need to support the school community to collaborate with various professional bodies, teachers must establish an innovative school

community, the sustainability of teacher pre-service and in research-based service of teacher education in science, technology and mathematics (STEM), and encourages the induction for new teachers.

Besides that, one of the approaches that can be done by the school to enhance the novice's teacher professionalism is to give the opportunity to use their own teaching practices. Research by Putnam & Borko (2000) noted that, novice teachers will be evaluated by experienced teachers while they teaching. While they teach, novice teachers' actions will be recorded by other teachers. After the observation complete, they will discuss in groups and chat sessions will be recorded. Learning that given by the observed teacher is a suggestions and comments towards improving the teaching skills.

2.0   Problem Statement

Novice teachers usually feel shocked when dealing with the actual situation in schools. Sometimes novice teachers are not exposed and fully prepared to cope with the shock of transition, when they first start a job (Fantilli, R. D., & McDougall, 2009). At this time the novice teacher will seeking for a guide that can help build their self-professionalism. If failed, they will have a negative attitude towards the profession. This will leave some impression upon the teacher and also his profession.

Results from of a study conducted by Ghazali & Zakaria (2010) in 2009 found that 12.4 percent or 31 of 250 novice teachers or beginner teachers was an interview in schools around Kuala Lumpur intended to leave the teaching profession. Another study by Seng (2005) also showed that the same conditions that 29.3 percent of 262 novice teachers or beginner teachers said they would leave the teaching profession in the same period time. In terms of readiness to teach, Westerman (1991) found that expert's teachers think about learning from the students' perspective and analysis for each cognitive learning task during the planning of teaching and learning. They also fit it with the needs of students while teaching. But the novice teacher used specific learning outcomes to shape teaching and learning and they do not adapt in order to meet the needs of students during the teaching force.

Research by Senom, Razak Zakaria, & Sharatol Ahmad Shah (2013) found that novice teachers have a high concern in the first year of teaching at the school. It found that the majority of research highlighting the concerns of novice teachers with different in research methods or sample of participants. Among the 12 concerns of novice teachers is a classroom management, which is obtaining information about the school system, teaching materials and resources, planning, organizing, and receive instruction from the administrator or another teacher and other professional responsibilities, evaluate students and evaluate student performance and student's motivation. The study also adds the novices teacher concerns include the use of effective teaching, dealing with students who have problems, interests and different needs, communication skills, together with the administrators, fellow teachers, parents and the community as well as the appropriateness of the school environment for teaching and learning.

A teacher is responsible for helping students learn worthwhile content, they must be the first to know and understand the subjects they teach. Scholars have identified three aspects that novice teachers need to prepare for teaching and learning. Learn concepts, theories, and procedures of the subject, explaining and organizing knowledge about the framework of the subject or a related field and knowledgeable about the subject and related areas with evidence and facts. In addition to knowing the subject and content areas are taught, novice teachers need to understand the content knowledge and inquiry in different fields (Shulman, 1986). But the study found, the novice teacher has a problem with getting a willingness to teach subjects or fields that are not on the same field while studying at university or college.

Khalid Johari (2009) was conducting a study on the Efficacy Pattern Novice Teachers School and found that the efficacy of novice teachers are at moderately high levels. The novice teachers seem to be more focused on classroom management. The findings also showed that the efficacy of teachers is significantly different by gender, type of teacher training and teaching the subject. Type of novice teacher training was more important in contributing to the efficacy differences than gender and subject teachers teaching. This study suggests that novices were given more space in improving the professionalism of teachers.

According to Mohd Salleh (2000), there are some elements that can affect the teacher's professionalism. Among the workload on teachers is not only to teach, but to control aspects of the management of students and classes such as collecting fees, handling student records, and textbook loan scheme and report student performance. The various tasks devote teacher's attention, time and energy to various types of commitments that may affect teaching and professional development.

Korthagen (2004) in his study shows that novice teachers are faced with a variety of responsibilities including writing report cards and long-term planning in the management of schools. Even novice teachers have explained that they receive some stage during pre-service training, but it is limited and not sufficient to meet their needs at the beginning of the year they enter the teaching profession. With the approval of the observations reported by Meister and Melnick (2008), it reported that the issues of behavior, meet the diverse needs of students, time constraints, heavy workload, and lack of communication skills when dealing with parents in difficult situations is a major concern.

The study by Johari Ismail Osman, Othman (2009) suggested that novice teachers should be given the opportunity to teach in a positive environment to enable these novice teachers build a positive teacher efficacy. Teachers who had been teaching for seven years was statistically different in efficacy than teachers with less teaching experience. Regarding on this matter, the novice teacher is available to adapt to the school environment and smart in playing the role of a new teacher to shape a positives attitudes and practices.

In the case that is relevant to novice teachers leave the teaching profession at the start of the school placement has long been discussed. A study by Hanushek, Kain, and Rivkin (2004) showed that 20 percent of teachers leave the novice or new teaching profession after three years of service and 30 per cent after five years of service. According Hanushek et al., (2004), these novice teachers leave the profession due to the placement located in rural or remote areas. A different school culture and environment make them feel no fun to teach.

3.0   Methodology

The method used in this study is a systematic review (systematic review). A systematic review is a process to identify all the reliable evidence about clinical problems. It usually involves several steps: 1) consider the question that can be answered, 2) identify the database to be searched, 3) develop a clear search strategy, 4) selecting a clear title, abstracts and manuscripts based on the selection criteria, and 5) observe the data in the appropriate format. In this systematic review study, the main focus of the study is to obtain information about the level of professionalism of novice teachers published in the electronic search such as SAGE Publications, Google Scholar and ProQuest. The search focused on the production of journals from 2000 to 2016. There are 30 articles in the search but only 20 are used to study the topic. Yet another article title used to support the research. Keywords searched is 'novice teacher', 'skills', 'profession' 'teaching' and 'development' with regard to the level of professionalism.

Data were collected through the articles were divided thematically. The first theme is the study of the methods used to conduct a study related to novice teachers in the teaching profession. The second theme is to evaluate the articles by title research on novice teachers' readiness level of professionalism. These topics are categorized into four sections: 1) Issues and Challenges Teachers Novice 2) Novice Teacher Professional Development 3) Novice Teacher Mentoring Program and 4) Novice Teacher Training Courses.

4.0   Findings

4.1   Previous research studies on the Novice Teacher Professionalism

Survey method is a research methods that are commonly used in the research related to the readiness level of professionalism of teachers novices. A total of 18 studies (90%) were identified using the same methods out of 20 studies that have been investigated. There are other research methods that are used in the study related to novice teachers' readiness level of professionalism. Other research methods that are also used in the study related to novice teachers are experimental study (Table 1).

4.1.1   Survey

Survey is one of the non-experimental research methods are often used in various fields. The study by David & Ambotang (2014) involving 400 primary school teachers are novices in the state. In this study, sampling was most suitable for each primary school was divided according to zones. From the zones, the novice teachers from schools was selected randomly. This study uses the 5-point Likert scale questionnaire. The data collection is adequate using the

questionnaire only. This study was conducted to assess the professionalism of novice teachers in Sabah especially in the aspects that related to knowledge management, willingness to teach, and higher order thinking skills (HOTS) on the implementation of teaching in schools.

Barrett et al., (2002) using survey method in the form of observation. The study examined classroom practices and beliefs of two novice teacher, Anne and Rachel. Both are in the first year of their careers and their involvement in the project PRIME professional development project. The study also analyzes the challenges faced by the new teachers. Anne and Rachel were needed to join the PRIME project to improve their professionalism. In the PRIME program, they are given a range of guidance and cooperation between expert teachers when teaching as well as the question and answer session. Data were collected from four sources, namely through a tape recording of two teaching sessions video per teacher, notes field full of six sessions, information interviews with students related to six sessions of teaching in each semester (two groups of three days in a row) and the results of student work.

In examining expertise between novice teachers and teacher specialists S. Feiman-Nemser (2001) using survey methods that in the form of interview and observation. The time taken for an interview is for 10 hours and observation for 20 hours. The results of this study found that teachers already have specialist expertise and can act as a mentor to novice teachers. At the same time, the mentor can also maintain the standard of teaching practices and strengthen the norms of individualism and not to intervene in the management of novice teachers. How mentor define and enact their role, what kind of preparation and support in doing, whether mentors have time to be a mentor, and whether teaching culture reinforces their work all affect the character and quality of mentor and influence on the achievement of novice teachers.

4.1.2 Quasi-Experimental

Quasi-experimental studies are commonly used to assess the effectiveness of a program when respondents are not distributed randomly. In the study Montemayor, Silvey, Adams & Witt (2016) using the pre-test and post-test on two groups of students who followed the Master of Music Education Music Education Management. These students have completed a period of study and waiting to be placed in schools. These students are given courses and programs related to the management of music education in different ways before being placed on the school as a novice teacher. The implications of these findings suggest that the program of music education, prospective teachers must have leadership skills, including the willingness of music and social capabilities to bring about a change in the students, thereby, when they become a novice teachers at school they have to be prepared and have knowledge in music education so that students can interested and understand what is being taught by a novice teacher.

359

Table 1 Frequency of Study Related To Availability of Novice Teacher Professionalism

METHOD	PERCENT	NUMBERS
Survey	90%	18
Quasi-Experimental	10%	2
Total	100%	20

4.2 Identifying topics Novice Teachers Frequently Consulted

4.2.1 Issues and Challenges of Novice Teachers

Table 2 shows that there are seven journals relevant to the issues and challenges faced by novice teachers while in the first three years of service. Issues and challenges faced by novice teachers in various aspects.

Table 2 Issues and Challenges of Novice Teachers

NUM	TITLE	JOURNAL	AUTHOR	YEAR	FOCUS
1	Organizational expectations of the novice teacher	Social Psychology of Education	Isaac A. Friedman	2004	Negative response of Novice Teachers to the school organization
2	A Study of Novice Teachers: Challenges and Supports in the First Years Ontario Institute for Studies in Education, University of Toronto	Teaching and Teacher Education	Robert D. Fantilli & Douglas E. McDougall	2009	A Challenges of Novice Teachers and readiness of administration to support Novice Teacher at school
3	Novice teachers' experience of teaching: A dynamic aspect of burnout	Social Psychology of Education	Bella Gavish & Isaac A. Friedman	2010	Pressure level of Novice Teachers in working environment at schools
4	Early career teachers' quit intentions: implications for teacher education	International Journal of Educational Management	Raju Pamu, Mohan	2010	Causes of the Novice Master terminate the service as a teacher in the early years of

360

5	Keeping an eye on learning: Differences between expert and novice teachers' representations of classroom management events	Journal of Teacher Education	Charlotte E Wolff, Niek Van Den Bogert, Halszka Jarodzka & Henny P. a. Boshuizen	2015	services Differences Between Novice Teachers and Expert Teachers in Class Management
6	A Content Analysis of Images of Novice Teacher Induction : First-Semester Themes	Journal of Educational Research and Practice	Jennifer R Curry, Angela W Webb & Samantha J Latham	2016	Concerns of Novice Teachers against students, school administration, parents and the community
7	Teacher vision: expert and novice teachers' perception of problematic classroom management scenes	Instructional Science	Charlotte E. Wolff, Halszka Jarodzka, Niek van den Bogert, Henny P. A. Boshuizen	2016	Problems experienced by the Novice Teachers in classroom management

4.2.2   Professional Development of Novice Teachers
Table 3 shows that there are four journals related to the Novice Teacher Professional Development. Various programs are being made to develop the professionalism of the Novice Teacher. The study have more than one main focus of the study.

4.2.3   Novice Teacher Mentoring Program
Table 4 shows that there are five journals related to Novice Teachers Mentoring Program.

4.2.4   Training and Courses Novice Teacher
Table 5 shows there were four journals related to the Training and Courses Novice Teacher. This study have more than one main focus of the study.
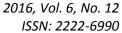
Table 3 Professional Development of Novice Teachers

NUM	TITLE	JOURNAL	AUTHORS	YEARS	FOCUS
1	Implications for Programs for New Teachers	Journal of Teacher Education	Sharon M Chubbuck, Renee T Clift, Joanne Allard & Jane Quinlan	2001	The effectiveness of the Professional Development Program. Novice Teacher Support Project (NTSP)
2	Working with Novice Teachers : Challenges for Professional Development	Mathematics Teacher Education and Development	Jeffrey Barrett, Graham Jones, Edward Mooney, Carol Thornton, JoAnn Cady, Patricia Guinee & Jo Olson	2002	Professional Development Program PRIME applied to the Novice Teacher
3	Teacher efficacy issues in the practice of novice teachers	Educational Research Quarterly	Laura L Onafowora	2004	Effectiveness of professional development program for novice teacher. L-TAPL Program
4	Profesionalisme Guru Novis dalam Pengurusan Pengetahuan, Kesediaan Mengajar dan Kemahiran Berfikir Aras Tinggi (KBAT) Terhadap Pelaksanaan Pengajaran di Sekolah	Seminar Kebangsaan Integriti Keluarga 2014	Caroline @ Lorena David & Abdul Said Ambotang	2014	Management of knowledge, willingness to teach, and higher order thinking skills (HOTS) on the implementation of teaching in schools.

Table 4 Novice Teacher Mentoring Program

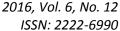| NUM	TITLE	JOURNAL	AUTHORS	YEARS	FOCUS
1	Helping Novices Learn to Teach: Lessons from an Exemplary Support Teacher	Journal of Teacher Education	Sharon Feiman-Nemser	2001	The role of the teacher as a mentor in the form of expert Novice Teacher
2	Novice teacher growth and personal models of mentoring: choosing compassion over inquiry	Mentoring & Tutoring: Partnership in Learning	Janet R. Young, Robert V. Bullough, Jr., Roni Jo Draper, Leigh K. Smith & Lynnette B. Erickson	2005	Making a mentoring program as one step to help the Novice Teacher
3	Supporting the supporters of novice teachers: An analysis of mentors' needs from twelve European countries presented from an English perspective	Research in Comparative and International Education	Marion Jones	2009	Making Program (Teacher Induction Supporting the Supporters of Novice Teachers in Europe) as a program to help novice teachers
4	Administrative context and novice teacher-mentor interactions	Journal of Educational Administration	Ben Pogodzinski	2015	School administration gives support to novice teachers in implementing a mentoring program

5	Mentoring as a Supportive Way for Novice Teachers in Foreign Language Teacher Development: A Case Study in an Ethnic College in China	Journal of Language Teaching & Research	Ru Li	2016	Mentoring Program can enhance the Novice Teacher teaching skills

Table 5 Training and Courses Novice Teacher

NUM	TITLE	JOURNAL	AUTHORS	YEARS	FOCUS
1	Preparing novice teachers to develop basic reading and spelling skills in children.	Annals of dyslexia	Louise Spear-Swerling & Pamela Owen Brucker	2004	Develop basic reading and spelling skills in children through a preparatory course for novice teacher
2	Pola Efikasi Guru-Guru Novis Sekolah Menengah	MJLI	Khalid Johari	2009	Higher Education Institutions responsible for ensure the Teacher Education Training more proactive
3	Teaching Performance of Novice Teachers: Its Relationship with Academic Achievement and Teacher Testing	The Online Journal of Quality in Higher Education	Rosemarievic V. Diaz	2015	To show the relationship between academic achievement and teacher training to the novice teacher

| 4 | Effects of Internal and External Focus of Attention During Novices Instructional Preparation on Subsequent Rehearsal Behavior | Journal of Research in Music Education | Mark Montemayor, Brian A. Silvey, Amy L. Adams & Kay L. Witt | 2016 | A special program for Music Education subject to the novice teacher when posting at school |

5.0   Discussion

Increasing a novice teacher professionalism have a positive impact on the school directly or indirectly as well as give an additional value to the novice teacher themselves. In education, the role and function of novice teachers is an important factor to reflect the teaching profession. Teachers are the most important channels in the process of teaching and learning, particularly in implementing an effective teaching and learning. The availability of a novice teachers is important to handle new teachers' conflict in shaping the personality of the teacher leadership itself. Reilly, Dhingra, & Boduszek (2014) stated that, the role conflict and role ambiguity in the first year of novice teacher working in schools is worrying and shows the low level of professionalism. Furthermore, if the novice teacher are not doing work that coincides with professionalism in teaching, this will reduce the level of job satisfaction, especially in teaching and learning (Hunter & Thatcher, 2007).

Woods & Weasmer (2009) also states that the experience by a novice teacher in the first year of service can affect the effectiveness of teaching and the attitude will be adopted during his tenure. The experience will also influence the decision to remain in the profession or leaving the profession. These findings are consistent with the findings by Tschannen-Moran & Hoy (2007) which also found that there are a negative relationship between role conflict, role ambiguity and job satisfaction of a teachers. In general, teachers are more comfortable if their tasks are clearly stated. Administrators need to understand the work and explained that novice teachers need to be given more time to understand assignments. At the same time, the administrators or the school should ensure that there is no duplication of tasks and roles (Tickle, Chang, & Kim, 2011). The support from the learning community and appreciate the ideas and experiences of all members of society to enable novices through the adjustment phase in the early stages of service successfully. Because if it happens, it will cause dissatisfaction and tension in carrying out the mandate given (Skaalvik & Skaalvik, 2010).

6.0   Conclusion

Novice teacher faced challenges in the teaching profession in schools today required them to play a more progressive role to developed professionalism. They need to find opportunities to express themselves and take the initiative to promote the teaching profession. Programs

involving novice teachers has been designed. Innovation and implementation of a program involving all stakeholders should be continued. School management also needs to make these novice teachers as an important focus and not to lose sight of their needs. The present professional development of teacher education in Malaysia has undergone many changes and progress. Teachers from all levels, ranging from novice teachers to outstanding teachers need to understand the underlying concepts of the profession and are ready to face the challenges of the 21st century education.

Professionalism in teaching should be a priority in the career planning of each teacher. The challenges faced by teachers today and future was still increasing. The issue is not just a problem faced by students and equipment, but beyond that including challenges to the ability of teacher competence to face knowledge-based society and identity in facing issues of global values. The teaching profession is constantly challenged by a variety of educational issues. Today's teacher may not be able to survive and maintain their credibility without showing the characteristics of professional competence as other professions. In addition, teachers also need to equip with knowledge to appreciate the history of education in this country. With this historical background, the teacher professionalism in Malaysia will be in line with the philosophy and spirit of the people of Malaysia. In addition, the undeniable importance of all teachers to follow the current developments in all fields and constantly improve their knowledge and skills.

In addition, teachers also need to take the initiative and peering opportunities to develop themselves forward to do a lot of reforms that can contribute to a quality and excellence education for the country's future. Every teacher must aim to be a professional teacher. This is because education today is not only requires teachers to complete their duties and responsibilities in ensuring that each student master the skills of writing, reading and arithmetic but also master new knowledge and skills. Therefore, the novice teacher must have a high awareness that any barriers that prevent, must be eradicated in addition to making changes in the approach, strategies and techniques as well as how to think positively towards increased professionalism in teaching.

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