The Relationship Between Teachers' Personality and Teaching Competency Among Arabic Language Teachers in Malaysia

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ABSTRACT

This study sought to establish the correlation between the teacher personality and the teaching competence amongst the Arabic language educators in the Malaysian schools. Quantitative method was taken wherein a correlational survey design was applied on 125 Arabic language teachers. The collected data was in the form of a structured questionnaire with two principal variables that included the personality of teachers of the Arabic language and competence to teach. The descriptive analysis showed that the two variables were very high to high. In the meantime, Pearson correlation analysis revealed that teacher personality and teaching competence were related with moderate but a highly significant degree (r = 0.661, p < 0.001). These results establish the confirmation that the personality of teachers has a major role in the contribution of the successfulness of the Arabic language teaching. This research has implications to ensure that personnel development of personality is incorporated as a section of the teaching career training under the global efforts to improve the quality of teaching and learning of the Arabic language in schools in the country.

Keywords: Arabic language teachers, teacher personality, teaching competence, correlation, professional development

INTRODUCTION

In today's educational landscape, the quality of teachers serves as a key determinant of the effectiveness of the teaching and learning process. The role of teachers is not limited to the delivery of knowledge but also involves shaping students' character through exemplary behavior and communication. In addition to fostering physical, emotional, spiritual, and intellectual development among students, teachers also play an essential role in nurturing commendable character and strengthening moral values to produce well-balanced and holistic individuals. Possessing good moral character is vital in shaping one's personality to interact and act professionally in various situations (Mokhtar & Zulkifli, 2024). By instilling positive values aimed at developing individuals who are balanced in both academics and morality, teachers indirectly contribute to producing students with noble character (Abdullah et al., 2018).

In the context of Arabic language education, this role becomes even more significant because the language is not merely a tool for communication but also a vast repository of Islamic heritage and a key to understanding Islamic teachings. Therefore, Arabic language teachers must possess not only mastery of knowledge and pedagogy but also a noble personality and exemplary character. A teacher with integrity and strong moral character can profoundly influence the development of students' values and identity. This aligns with the goals of Islamic education, which emphasize a balance between knowledge and practice, as well as between academic achievement and moral formation.

A teacher's personality encompasses aspects of morality, discipline, and religiosity, which reflect the very essence of Islamic teachings. In this regard, elements of interpersonal relationships such as compassion serve as an important foundation for shaping students' character. The attribute of compassion bestowed by Allah SWT upon humankind is a divine gift that underpins character formation and the development of moral values within an individual (Ismail & Mansor, 2021). Teachers with strong moral character can leave a lasting impact on students' hearts, create a positive learning environment, and instill good values within them. Apart from

personality, a teacher's ability is also assessed through their teaching competence, which complements educational effectiveness. Teaching competence includes a teacher's proficiency in planning, implementing, and evaluating instruction effectively. It also involves mastery of subject content, the use of appropriate teaching strategies, and the ability to manage communication in Arabic efficiently.

Therefore, this study was conducted to examine the relationship between teachers' personality and teaching competence among Arabic language teachers in schools. The focus of this study is based on the belief that a teacher's personality not only influences students' moral and spiritual development but also affects how effectively teachers carry out their professional responsibilities, particularly their teaching competence. A deeper understanding of this relationship is expected to provide implications for teacher training, professional development, and educational policy enhancement—especially in the context of Arabic language education in Malaysia.

LITERATURE REVIEW

The role of teachers in the education system is not limited to the delivery of knowledge but also encompasses the development of students' character and holistic human potential. In the context of Arabic language teaching in schools, teachers play a crucial role not only as language educators but also as role models of Islamic morals, culture, and exemplary character. Therefore, a teacher's personality, as well as their level of teaching competence, are essential aspects that must be emphasized to ensure the effectiveness of the learning process.

A teacher's personality is often associated with internal values that influence how teachers interact, make decisions, and carry out their professional responsibilities. Values such as trustworthiness (amanah), sincerity (ikhlas), patience (sabr), humility (tawadhu'), fairness ('adl), and consistency (istiqamah) are among the core traits emphasized in the concept of personality from the Islamic educational perspective. Personality is not limited to personal morality but also includes etiquette in dressing, communication style, emotional management, and relationships with students and the community. A study by Indana and Roifah (2021) found that students tend to respect and follow teachers who display exemplary moral behavior rather than those who are merely proficient in delivering content. Meanwhile, Hadziq et al. (2024) highlighted that teachers with good character and conduct can influence students' attitudes in instilling values such as empathy, honesty, kindness, and discipline while creating a positive learning environment.

In the context of Arabic language teachers, personality plays an even greater role because they not only teach the language but also act as ambassadors of the Islamic values embedded within it. rabic is the language of divine revelation, the language of the Qur'an and Hadith, as well as the language of worship used in prayer and supplication. Hence, students often assess the credibility and authenticity of Arabic language teachers based on how they conduct themselves, speak, and align their teachings with their actions. Awad (2023) emphasized the importance of possessing a noble and virtuous personality among Arabic teachers, which includes values such as patience, kindness, and integrity. These qualities serve as a moral example for students while fostering a positive educational environment inspired by the Prophet's teachings. This indicates that the personality of Arabic language teachers not only reflects personal values but also reinforces students' understanding of Islam through behavior and character consistent with the knowledge being imparted.

Apart from personality, teaching competence is another key factor that determines teacher effectiveness. Teaching competence generally encompasses content knowledge and pedagogical skills. It also includes the use of appropriate instructional strategies, proficiency in communicating in Arabic, and the ability to assess student learning. Competent teachers can deliver lessons clearly, encourage active student participation, and ensure that learning objectives are successfully achieved. A study by Alsubhi et al. (2023) asserted that high levels of competence among Arabic language teachers play a significant role in determining students' understanding and mastery of the language, especially when interactive and communicative teaching methods are used.

Several other studies have also shown that teachers who adopt student-centered approaches, utilize modern technology, and develop appropriate teaching aids can enhance students' motivation to learn Arabic. In a study

by Abdulhafid et al. (2024), it was found that students who participated in interactive learning activities such as role playing in Arabic showed a marked improvement in their speaking proficiency. Furthermore, research by Azhar et al. (2022) demonstrated that active classroom interaction in Arabic, supported by vocabulary mastery and grammatical understanding, significantly contributed to students' readiness to communicate in the language. These findings indicate that teachers' linguistic competence plays a direct role in shaping a learning environment that fosters language acquisition.

Research has also revealed a strong connection between teachers' personality and their level of competence. Teachers with noble character often exhibit high professionalism, greater openness to self-improvement, and stronger commitment to their duties. Çetin et al. (2020) stated that internal values such as honesty, patience, and responsibility have a direct impact on teachers' readiness to plan and implement lessons systematically and effectively. Additionally, studies have shown that teachers who integrate Islamic value-based management principles demonstrate better classroom management and can adapt their teaching approaches more effectively (Rahman & Smith, 2024). This suggests that personality is not merely a complementary element but serves as a foundation for building strong competence.

However, most existing studies have examined personality and teaching competence separately. Research that directly explores the relationship between the level of teachers' personality and their teaching competence remains limited, particularly in the context of Arabic language teachers in schools. Moreover, past studies have tended to focus more on teachers in religious schools or higher education institutions. Therefore, this study is conducted to specifically investigate the relationship between personality and teaching competence among Arabic language teachers in schools, with the hope of filling the existing research gap and providing practical implications for teacher training and professional development in Arabic language education in Malaysia.

METHODOLOGY

This study employed a quantitative approach using a field survey design in the form of a correlational study. The research involved several schools in Malaysia that offer Arabic language subjects under the Ministry of Education Malaysia. This design was chosen to allow the researcher to obtain real data directly from actual educational settings in the field. A total of 125 Arabic language teachers were selected as respondents using the snowball sampling technique. This method was employed to enable identified respondents to recommend other suitable colleagues to participate in the study. However, the findings of this study are exploratory in nature and are not intended to be generalized to the entire population of Arabic language teachers, particularly those in schools with more specific types or backgrounds. The research instrument consisted of a structured questionnaire developed based on the identified constructs, namely teachers' personality and teaching competence. The questionnaire used a five-point Likert scale encompassing several dimensions for both constructs. The collected data were analyzed using SPSS software version 27. Descriptive analysis was conducted to determine the levels of teachers' personality and teaching competence, while Pearson's correlation analysis was performed to identify the relationship between the two variables studied.

FINDINGS AND DISCUSSION

Arabic Language Teachers' Personality

The level of personality among Arabic language teachers was measured based on the mean scores analyzed using an interpretation scale specifically developed by the researcher. The scale outlines five measurement levels ranging from Very Low to Very High, as shown in Table 1 below.

Table 1: Interpretation of Mean Scores

Mean Score Range	Interpretation
1.00 – 1.80	Very Low
1.80 – 2.60	Low

2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Based on this scale, Table 2 presents the descriptive analysis of ten items related to the personality of Arabic language teachers. Each item was evaluated based on mean scores and standard deviations, indicating the level of consistency in responses among participants.

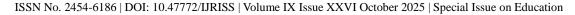**Table 2:** Descriptive Analysis of Arabic Language Teachers' Personality

Item	Mean (M)	Std. Deviation (SD)	Interpretation
1. I am patient when students take time to understand the lesson content.	4.43	0.614	Very High
2. I do not easily give up when dealing with weak students.	4.42	0.625	Very High
3. I always maintain proper manners and language when interacting with students.	4.36	0.653	Very High
4. I practice moral values in my daily school life.	4.39	0.646	Very High
5. I strive to understand students' problems from their point of view.	4.40	0.635	Very High
6. I show compassion toward all students.	4.39	0.659	Very High
7. I accept feedback and suggestions with an open heart.	4.42	0.650	Very High
8. I always seek opportunities to improve my personal competence.	4.50	0.604	Very High
9. I am confident in my abilities as an Arabic language teacher.	4.35	0.710	Very High
10. I motivate and inspire students to stay enthusiastic in learning.	4.46	0.654	Very High
4.41	0.535	Very High	

The analysis shows that all items related to teachers' personality recorded mean scores within the Very High category, with an overall average of 4.41. This indicates that the Arabic language teachers in this study demonstrated a strong and consistent level of personality, particularly in aspects such as patience, perseverance in dealing with weak students, the practice of moral values, and continuous efforts toward self-improvement.

Furthermore, the relatively low to moderate standard deviation values (ranging from 0.53 to 0.71) suggest a high degree of consensus among respondents. This means that the positive perception of teachers' personality is not an isolated opinion but a widely shared view among participating teachers. Such consistency enhances the reliability of the findings and suggests that personality is a shared and consistently practiced value within the context of Arabic language teaching.

The high mean scores reflect the characteristics of responsible and ethical teachers, which are crucial for creating a conducive learning environment and supporting student success. Positive attitudes such as patience, openness to feedback, and a commitment to continuous self-improvement not only enhance teaching quality but also foster harmonious and respectful relationships between teachers and students.

Overall, the very high level of personality among Arabic language teachers provides a positive picture of their role in strengthening the Arabic learning process. It also reinforces the effectiveness of teaching in educational

institutions and underscores that the development of teachers' personality should remain a key focus in efforts to improve the quality of Arabic language education.

Teaching Competence of Arabic Language Teachers

The level of teaching competence among Arabic language teachers was assessed based on the mean scores analyzed using the same interpretation scale as presented in Table 1. To illustrate the descriptive analysis of the twelve items that measure the level of Arabic language teaching competence, Table 3 below presents the mean scores, standard deviations, and corresponding interpretations for each item.

Table 3: Descriptive Analysis of Arabic Language Teaching Competence

Item	Mean (M)	Std. Deviation (SD)	Interpretation
1. I have a strong mastery of Arabic language content.	4.03	0.740	High
2. I understand the underlying structure of the Arabic language topics I teach.	4.14	0.755	High
3. I plan lessons based on students' levels of ability.	4.30	0.648	High
4. I use various methods to attract students' interest in learning Arabic.	4.31	0.712	Very High
5. I reflect on the effectiveness of my teaching after each session.	4.18	0.766	High
6. I modify my teaching based on self-reflection and students' feedback.	4.22	0.706	Very High
7. I use digital platforms or interactive media in Arabic language teaching.	3.97	0.879	High
8. I record my lessons to analyze their effectiveness later.	3.82	0.942	High
9. I ensure that the classroom environment is conducive to Arabic learning.	4.25	0.726	Very High
10. I identify and address students' learning needs effectively.	4.23	0.686	Very High
11. I regularly attend training or courses related to Arabic language teaching.	3.68	1.097	High
12. I constantly seek new reading materials or sources to enhance my knowledge.	4.22	0.779	Very High
4.11	0.578	High	

The findings indicate that most aspects of teaching competence recorded mean scores within the High and Very High ranges, with an overall average of 4.11. This suggests that the Arabic language teachers involved in

this study demonstrated a strong level of mastery and capability across various teaching dimensions, including content knowledge, effective lesson planning, and the use of diverse instructional strategies and teaching aids.

Items 4, 3, and 9, which emphasize the application of multiple teaching methods, the creation of a conducive classroom environment, and lesson planning based on students' abilities, recorded the highest mean scores of 4.31, 4.30, and 4.25 respectively. This shows that teachers not only focus on content delivery but also prioritize effective instructional strategies and a supportive learning atmosphere that fosters students' overall success.

The standard deviation values, ranging from 0.58 to 1.10, indicate a generally high level of agreement among respondents. However, slight variations were observed in certain areas, particularly in Item 11, which highlights participation in regular training programs. The higher standard deviation of 1.097 suggests differences in the frequency and opportunities for professional development among teachers.

Overall, these findings reveal a high level of teaching competence among Arabic language teachers, demonstrating their ability to deliver lessons effectively and adapt teaching strategies to students' needs. Such competence is essential for ensuring that the learning process remains smooth, engaging, and competitive in addressing the challenges of contemporary education.

The Relationship between Arabic Language Teachers' Personality and Their Teaching Competence

A Pearson correlation analysis was conducted to examine the relationship between Arabic language teachers' personality and their teaching competence. In this analysis, the correlation coefficient (r) and the significance value (p) play an important role in determining the strength and significance level of the relationship between the two variables. The interpretation of the correlation coefficient was based on the guidelines by Yan Piaw Chua (2012), while the interpretation of the significance value (p) referred to Padam Singh (2013). Tables 4 and 5 present the interpretation guidelines used to determine the strength and significance level of the correlation results.

Table 4: Interpretation of Correlation Coefficient (r)

Correlation Coefficient (r)	Interpretation
0.00	No Correlation
0.01 – 0.30 or -0.01 – -0.30	Very Weak
0.31 – 0.50 or -0.31 – -0.50	Weak
0.51 – 0.70 or -0.51 – -0.70	Moderate
0.71 – 0.90 or -0.71 – -0.90	Strong

Table 5: Interpretation of Significance Value (p)

Significance Value (p)	Interpretation
p > 0.05	Not Significant
p ≤ 0.05	Significant
p ≤ 0.01	Highly Significant
p ≤ 0.001	Very Highly Significant

Based on the interpretation guidelines in Tables 4 and 5, the relationship between the two variables can be identified in terms of strength and statistical significance. Accordingly, Table 6 presents the results of the Pearson correlation analysis conducted to determine the relationship between Arabic language teachers' personality and their teaching competence.

Table 6: Correlation Analysis between Arabic Language Teachers' Personality and Teaching Competence

Correlation Coefficient (r)	Significance Value (p)	Interpretation
0.661**	< 0.001	Moderate and Very Highly Significant

Based on Table 6, the findings indicate a moderate and positive relationship between Arabic language teachers' personality and their teaching competence, with a correlation coefficient (r) of 0.661. The significance value obtained was less than 0.001 (p < 0.001), showing that the relationship is statistically very highly significant. This implies that the higher the teacher's level of personality, the higher their level of teaching competence.

This result clearly demonstrates that improvements in teachers' personality aspects directly contribute to enhanced teaching competence in Arabic. Teachers who possess commendable personal traits such as patience, responsibility, honesty, and fairness tend to be more dedicated in planning, implementing, and evaluating their lessons. Furthermore, teachers who are attentive to students' needs and can adapt their teaching strategies professionally according to classroom situations are more likely to deliver effective and meaningful instruction.

This finding aligns with Carl Rogers' Humanistic Theory, which emphasizes that effective teaching depends not only on cognitive abilities but also on personal qualities such as empathy, honesty, and unconditional acceptance of learners. According to this theory, a conducive learning environment is cultivated when teachers display positive attitudes, actively listen to students, and appreciate them as unique individuals (Habsy et al., 2023). In this context, teachers' personality acts as a catalyst for positive teacher–student relationships, which in turn supports effective teaching. The integration of strong moral and personal values indirectly fosters trust among students, encouraging them to be more open, motivated, and confident in their learning process.

In conclusion, these findings underscore the importance of developing teachers' personality as part of their professional development, especially in the teaching of Arabic. The significant relationship between teachers' personality and teaching competence highlights that efforts to enhance educational quality should not solely focus on pedagogical training but must also include the cultivation of character and moral values within educators themselves.

CONCLUSION

Overall, this study demonstrates that there is a significant relationship between teachers' personality and the level of teaching competence among secondary school Arabic language teachers. Teachers with commendable personal qualities tend to exhibit higher levels of teaching professionalism, including efficiency in lesson planning, implementation, and evaluation. These findings not only emphasize the importance of personal values in Arabic language teaching but also strengthen the argument that the development of teachers' personality should be given equal emphasis as pedagogical training in teacher education.

Therefore, stakeholders such as teacher education institutions and the Ministry of Education Malaysia are encouraged to integrate personality development elements into teacher training modules and continuous professional development programs for Arabic language teachers. This holistic approach is expected to enhance the quality of Arabic language teaching and learning, ultimately nurturing a generation of students who excel not only in language proficiency but also in moral and personal integrity.

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