The Challenges of School Administrators in Teaching and Learning Process for Malay Literacy Subject in Primary School

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Abstract—Mastery of language literacy is crucial basic skills needed for students to ensure they can face the era of the Industrial Revolution 4.0. This study aims to explore the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school. This study was conducted as a case study using qualitative approach. The data collection is conducted through semi-structured interviews. A total of 4 school administrators were selected as a respondents. The interview data was analysed using thematic analysis. The study found 6 themes of challenges that faced by the school administrators which is student learning capabilities, classroom management, teaching aids, student behaviour, parent behaviour and also teachers' burden. The implication of this study is that systematic teaching practices and suitability content of Malay literacy module can help students to learn basic Malay literacy easily and effectively.

Keywords—challenges; literacy; Malay; module; teaching

I. INTRODUCTION

Since the first again, education is very important in building a nation. Education is for all, no matter for whom, when, where and how the process is carried out. In an International Conference on the theme of Education for All, held in Jomtien, Thailand in 1990 which was attended by 155 countries discussed about the needs of stakeholders in education to provide quality basic education. According to the main purpose of the Conference was to enlighten stakeholders that children should enjoy basic education quality in order to reduce illiteracy before the end of the 20th century [1].

Malaysia's ranking in Education Development Index for All rose to 45 from 129 countries involved in the 2009 Global Monitoring Report survey compared to 56 position achieved in 2008 to be evidence that the government is committed to a developed nation. That achievement means Malaysia among the strong supporters of the Education for All Agenda (EFA) by 2015 to realize zero illiteracy missions. In Malaysia, starting from Year 2010, the field of Success Main National (NKRA) has been targeting all students capable of mastering basic literacy and numeracy except special needs after three years of primary education before the end of 2012. It was because in

2008, there were 54,000 Year 1 students not mastering literacy skills The Ministry of Education (MOE) analysis also found that the average pupils who do not master literacy at primary level were 0.3 per cent for boys and 0.2 per cent for girls. Furthermore, statistics in 2009 show that the percentage of Year 5 pupils with no literacy skills is of great concern in Selangor 15.4%, Johor 15.9%, Sarawak 11.4%, Kedah 9.6%, Sabah 9.2%, Kelantan 8.4%, Perak 6.7%, Penang 5.8% and Pahang 5.7% [2].

Primary school students are future assets for country to continue the continuity of the nation in advancing the country and can faced the era of the revolutionary industry 4.0. Early literacy skills are important for children as these skills can help them improve learning performance in the future. Children who are left behind in mastering early literacy skills are likely to face problems with reading and writing. Consequently, children tend to accept, lack of practice and interest in reading and less prone to content knowledge, vocabulary and language skills other than the nature of children who have acquired early literacy before they are enrolled into low-grade education again. All students need to master literacy so that they are literate and succeed in education [3,4]. Mastery of literacy is mastered through a formal schooling system where educational institutions play an important role [5].

By doing so, this study was conducted to explore the views of research participants consisting of school administrator. Their views relate to challenges *faced in teaching and learning process for the students who is weak in Malay Literacy in primary school*. The findings of this study are aimed at providing guidelines for policy makers in implementing literacy programs in order to enhance student learning.

A. Purpose of the Study

The main purpose of the study was to explore challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school.

B. Research Objective

To explore the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school.

II. LITERATURE REVIEW

A. Literacy Program

Scholars recognize the mastery of literacy in individuals contributing to the progress of a nation. The major nations of the world are also concerned about the achievement of literacy among their people due to the importance of progress. Malaysia is not left behind to see the importance of literacy mastery among the people. Among the literacy studies conducted in Malaysia are by Shakirah et al knowing the level of reading comprehension of Year 1 pupils at a school in the North of Peninsular Malaysia through the LINUS Program [6]. Study on LINUS Program management practices at National Schools [7]. In addition, the study of [8] was conducted to identify the effect of teaching techniques on reading performance of LINUS student recovery skills.

The problem of literacy and numeracy is still occurring among Primary School students in Malaysia and overseas [6]. According to their study, Bruner's Learning Theory shows that children have the symbolic ability during Year One if exposed to an effective Teaching and learning process. They examine the potential and effectiveness of learning reading skills through song and computer-based music in our country. In this study, they have proven that the reading skills of reading skills through songs and music are very effective in helping to overcome the problem of mastering reading skills. This Tasir study was used as a benchmark in the qualitative study of LINUS Program Implementation analysis. This study identifies what proved by [6] in its study was also effective in this study.

Besides that, the research conducted by another country also showed the various challenges towards reading literacy. According to [9] was analysed the implications of the Media Literacy Education (MLE) program in Turkey by analysing the Primary School Curriculum in terms of MLE comparisons in Turkey, Ireland and Finland. In that study, the Finnish and Irish curriculum was chosen because the country was the pioneer of MLE, [10] has studied the Teacher Training program for Adult Literacy Class in Saudi Arabia. The findings show that the government recognizes that teachers play an important role in ensuring the successful implementation of education programs. Therefore comprehensive attention must be given to the preparation of teachers to be competent enough to fulfil their career demand as a child's basic teacher. The role of literacy is important to help individuals gain an opportunity to understand the teaching and learning [10]. He also emphasized that literacy can help the economy to increase the productivity of new literate individuals, individuals working in illiterate-related organizations. According to him, literacy is a key necessity for progress.

In addition, [11] also study the effectiveness of additional interventions among literacy-related 3rd and 4th students. In their study, they compared the progress in reading and spelling of 256 children in 11 classes in nine primary schools in Grade 3 and 4 and some samples from 126 children who received additional literacy support for one year. Among other studies abroad by [12], their study is about literacy programs in Philadelphia, Pennsylvania run by Youth Education for Tomorrow (YET). At this YET centre, qualified teachers and volunteer assistants help children who master literacy by using various techniques. Their findings show that the YET implementation process is very complex, difficult and challenging.

A study conducted by the [13] reports that 92% can read but 50% or more of them do not understand what they read. This is confirmed by the report of [14] which states that one of the issues that is currently considered serious and the topic of discussion among researchers in America is that primary, secondary and high school students lack the skill or tendency to read comprehensively with the material they say. Following this recent study (ibid) in reading teaching demonstrates significantly that this situation can be improved during early childhood teaching and learning lessons should be taught to children to provide them with basic knowledge of reading. Exposure from the RAND Reading Study Group [14] study also shows that the achievement of reading of primary school pupils in America for the past 30 years is still in the horizontal level and the reading achievement of secondary school students has dropped sharply. This achievement is said to be lower than students from the Philippines, Indonesia, Brazil and other developing countries.

Many studies have been conducted internally and internationally on the implementation of literacy education programs. It can be concluded that mastery in literacy is an important for ensure the students can develop their self.

B. Reading Problem Factors

Reading problems are not a new issue. In fact, this problem occurs in all societies in the world. For example, the United States in the 1930s themselves had a critical illiteracy problem among their younger generation. During the year, the percentage recorded nearly 40% of their young generation experienced problems unable to read at the proper level. That is why the field of reading became a discipline in their education system after the 1950s. Because of this problem, the United States is also an explorer and a cornerstone in the field of reading knowledge around the world today.

There are two factors that contributed to the problem of reading namely internal factors and external factors [15]. Internal factors consist of physical factors that affect vision, hearing, and speech. In addition, internal factors also arise from neurological factors involving brain damage problems, and neurological malfunctions. Furthermore, heredity and emotional factors are also contributing to reading problems. In addition to internal factors, external factors have also contributed to reading problems among children. External factors include socio-economic factors, instructional, motivational and genetic factors.

In addition, the study found that among the factors contributing to the problem of reading among government primary school pupils in Brunei Darussalam is due to individual factors, psychology, factor of teaching method,

teaching time, environmental factor, and reading textbooks used [16]. Meanwhile, the study by [17] on the problem of reading and writing skills of Malay language students in primary school in rural areas found that there was a problem in the students to master reading and writing skills in Malay, among them the basic knowledge of reading and writing , teacher's environment and teaching methods. The findings of the reading problem in reading skills indicate that the failure of the pupils to understand the contents of the information in the text read (min = 3.40; sp = .71) and did not understand the meanings of the readings (min = 3.24; sp = .60). While the findings of the problem of writing skills indicate that students cannot distinguish upper or lower case letters through identification (min = 3.62; sp = .62), in addition, recognize punctuation (min = 3.42; sp = .80) . In addition, according to Abd Rahim Talib (1993), the contributing factors of this kind of failure are due to their lack of comprehension skills.

III. RESEARCH METHODOLOGY

This section includes information on the design used in the research, population and sample, instrument, data collection, and data analysis.

A. Research Design

The philosophical basis for conducting this study is based on a constructivist approach. The constructivist approach is appropriate to this study which uses qualitative methods as it explores the view of a diverse background of research participants. This approach is called ontology, the view of the study participants with their own experiences and communication activities with the community. In order to ensure a high degree of axiology, the researcher involved in the subject of research for data collection purposes. This effort is called epistemology that seeks to increase the level of validity and reliability of the study data. Implication, this research process forms a bottom up pattern. This statement was explained by [18] that a study using a constructivist approach was able to form a research process that began from the viewpoint of the study participants and the theory to the overview. The form of research used is case study.

B. Population and Sample

Selection of participants in this study is randomly and in the form of purposive sampling was aimed at among the school leaders. The number of selected is 4 school leaders. The sample size involved was four of the respondents who looked at the views of [19] which stated that there was no specific rule to determine the size of the sample in qualitative research as long as the researcher achieved the objective of the study. The size of the qualitative study participants is at least two people [20]. Similarly with [21] views that the sample size for a qualitative study should not be too large to avoid difficulty analysing data. To determine the criteria of the study participants, the researcher has set out the following features: (a) engage in literacy management and literacy learning, and (b) participate in this study voluntarily.

C. Instrument

This study uses semi-structured interview protocols in the form of open-ended questions. With this instrument format, independent research participants expressed their views based on the questions provided.

D. Data Analysis

Data interviews need to be analysed and summarized to be easy to understand. Lacey and luff described the situation as to the implications of finding a qualitative study capable of assisting policymakers for decision-making and dismantling findings of uncertain earlier studies [22]. Hence, to achieve desire. This study uses a thematic analysis method introduced by [23] to analysis the data. The method is suitable for research in social science to obtain specific information, findings or recommendations [22]. The following is a procedure to analyse the interview data: (a) the researcher examines the data contained in the instrument, (b) identify the theme is a process that requires the researcher to identify the content in relation to the purpose of the study and abandoning unrelated content, (c) coding requires researchers to adopt the developed theme. The coding process uses certain numbers or texts to differentiate one theme with another theme, (d) developing charts means researchers use a diverse theme to create a chart to facilitate readers to see the findings as a whole, and (e) mapping and interpreting require the researchers to know the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school. The findings are presented in the form of a diagram.

IV. RESEARCH FINDINGS

Every students have their own learning abilities. The different academic capability of a student generally dictates the pace at which he or she can learn. A student with lower ability is by no means an indicator for future failings. So the teachers must aware to be creative in their teaching strategies. Besides that a student with a high learning ability score may not present any immediate concerns for teachers or parents, but teachers must ensure this type of learner doesn't become complacent and keep the students to continue to learn. Teaching students on different learning levels is one of the challenges that mention by the informants. The informant 2 was mentioned that level of students to remembering are low.

Challenges. Challenges, we teach the kids but they don't remember. Train again train but can't remember. Next day come also can't remember.
Cabaran. Cabaran kita ajar-ajar budak tak masuk tak ingat. Train lagi train lagi tak ingat jugak. Esok datang pun tak ingat jugak. (I2, 357-359)

Besides that, according to Informant 4 and Informant 1, the students are not capable to identifying letters and can't say the correct syllable as mentions below.

Okay the student learning problem in reading they cannot correctly pronounce the syllable (I1, 315-316)

okey masalah pembelajaran murid dalam membaca mereka tak boleh nak menyebut suku kata dengan betul (I1, 315-316)

Standard 1, the student so weak so it can't, standar1, yes it can identify the letter but can't read
darjah 1 memang tak boleh budak lemah ni memang tak boleh, darjah 1, ni memang tak boleh dia kenal huruf tapi tak boleh membaca aaa (I4, 279-280)

Besides that informants 4 also mention about student different abilities. As a teachers, they need to know their student abilities and it can help them to strategies their teaching and learning session. The views are mentioned below.

The student's phase is same as the student's phase is neither slow nor fast (I4, 188-189)
fasa murid ni dia tak sama kan aaa fasa murid ni tak sama ada lambat ada cepat (I4, 188-189)

Furthermore, according informant 2 and informant 4, students can identifying letters can't understand the question. It always happen when the students take the exam and the result was so disappointed. The views are mentioned below.

He can mastering, identify but can't understand aaaaa example question… easy question but he don't know how to express our need (I4,183-185)
dia boleh menguasai kenal tapi tak faham aaaa contohnya soalan ...soalan yang mudah dia tak boleh nak, nak bagi balik apa kehendak kita (I4, 183-185)

I like when I look at it as easily as I can see in the assessment. His students are weak in his literacy when his examinations are the same as we do not differentiate students with weak literacy but that's when they look at long papers of those verses. Haa they dont want to answer (I2, 547-550).
macam saya kan bila saya tengok yelah kita dah mudahkan macam bila saya tengok dalam penilaian d. Murid LINUS dia bila peperiksaan soalan dia sama kita tak bezakan murid LINUS nih tapi itu lah bila tengok kertas peperiksaan yang panjang-panjang ayat-ayat tu. Haa diaorang tak nak jawab (I2, 547-550).

Next views that mentions by informants 1 and informants 4 is learning disability. A learning disability is a neurological disorder. Students that have a learning disability have a difference in the way a person's brain is "wired." Children with learning disabilities are as smart as or smarter than their peers. But they may have difficulty reading, writing, spelling, and reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways. So it makes hard for the teachers to teach them because the learning disabilities student, their parents must send their children to special education school. Their views mentioned below.

the construction of 1 to the construction of 2 poor children who have not mastered this literacy that does not control it, does not mean that he will have a learning problem, right then, when our learning problems have diagnosed (I4, 65-68)
betullah konstruk 1 hingga konstruk 2 budak LINUS tak menguasai ini yang tak menguasai ni bila tak menguasai, bermaksud dia akan ada masalah pembelajaran, kan betul kan, nnti bila masalah pembelajaran kita dah diagnosis dia dah (I4, 65-68)

Because of that, maybe from the aspect of that student in terms we cannot have us as a teacher we want to know you're stupid, we cannot just do it. So we know when he is not so he has a learning problem he cannot recognize the letter aaaa mentioned overturned (I1, 328-331)
sebabnya mungkin juga dari aspek murid tu dari segi kita tak boleh kita nak sebagai seorang guru kita nak aaa bagitahu awak ni memang budak tak pandai, kita tak boleh macam tu kan. Jadi kita kenal pasti bila dia tak begitu dia ada masalah pembelajaran lah dia tak boleh kenal huruf aaaaa sebut pun terbalik (I1, 328-331)

Further, the second challenge faced in implementing the teaching and learning of Malay literacy is Classroom Management.

A. Classroom Management

The second theme for challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school is classroom management. On the other hand, classroom management is a rather difficult mastering skill despite the many theories and techniques learned by the trainee teacher at the university. Classroom management was an important to make our teaching and learning successful. A total of 4 informants involved have different views about the challenges faced in the class management theme.

It's not an easy for the teachers to teach different student abilities in one class. That is because the combination of weak and clever students in a teaching session will make a teachers hard to make a strategies and it will make time constraints. Teachers must achieve their objective drafted but it will be hard if the student was combined. Here are informants' views regarding the theme.

We should separate ourselves to facilitate the process of teaching our weak students because of the different ways students are weak and clever (I2, 455-456)
Sebaiknya kita asingkan supaya memudahkan juga proses untuk kita ajar murid yang lemah sebab cara berbeza murid lemah dan pandai ni (I2, 455-456)

example in class yes example in class not all pupils who we said LINUS okay for us aaa in one teaching and learning session we have, student of example there are 20 students, 5 students weak literacy so in 15 people we have given the title

we've taught is five more than just a book of old material (I1, 306-309)

contoh dalam kelas ya contoh dalam kelas tak semua murid yang kita kata LINUS kan okey bagi kita aaa dalam satu sesi teaching and learning kita dah, murid yang contoh ada 20 orang murid, 5 orang murid LINUS jadi dalam 15 orang lagi tadi kita dah beri tajuk yang kita dah ajar yang lima lagi ni hanya ada buku tadilah bahan bacaan (I1, 306-309)

Informant 1 and Informant 2 mentioned their view about time constraint that bother them in teaching session. It is because the student who weak in literacy need more attention and the teachers must give an extra focus to teach them.

Yes, it was because teaching literacy, we spend time more to students, we need to give attention..aaaa (I2, 413)

Iya sebab LINUS dia banyak menghabis masa dekat pelajar, kena tumpu aaaa (I2, 413)

Yes, in normal class we need to give time to literacy student.. (I1, 423)

ya, ya dia mana dalam waktu dia PdP dia kena ambil masa untuk yang LINUS ni (I1, 423)

Furthermore teaching aids aspect is one of the challenges faced in implementing the teaching and learning of Malay literacy. Here are the findings in the teaching aids aspect.

B. Teaching Aids

These finding showed that teaching aids is one of the aspect of the challenges. Teaching aids like modules is very important to make a teaching and learning process going smoothly. Informant 2 was mentioned the views as below.

Supplied the module is not the same as the uneducated student. For the year 1la it. Because I'm teaching year 1 if it's 3 years old she already knows how much we can give to linus students if the first year of the boy has not mastered yet the supply for that module is for him to have a school here for 15 years. Our class there are 5 here for the teacher who is five people who teach bm three three three three three. Here I choose exactly who needs three tuh. (I2, 224-230)

Dibekalkan modul tu tak sama dengan murid yang tak capai. Untuk tahun 1la nih. Saya sebab saya ajar tahun 1 kalau macam tahun 3dia dah tahu kiraan itu berapa boleh kita bagi kepada murid linus tu kalau tahun 1 nih awal-awal budak memang belum menguasai lagi jadi bekalan untuk modul tu dia bagi kalau sekolah sini dia bagi 15 je. Kelas kita ada 5 saya kene bagi untuk cikgu yang lima orang nih yang mengajar bm nih tiga tiga tiga tiga tiga. Saya kene pilih betul-betul siapa yang memerlukan tiga tuh. (I2, 224-230)

Besides that informant 4 also mentioned that challenges that happen was the lack of facilities for learning and teaching process.

provide back LCD but right in the modern internet world of the new era we need LCD in class (I4, 93-94)

sediakan balik LCD tapi betul dalam internet yang moden ni zaman org baru ni apa ni kita perlukan LCD dalam kelas (I4, 93-94)

This statement show that the uses of media as teaching medium is an important as a strategies in teaching to ensure students can mastery literacy. Next, students behaviour aspect is one of the challenges faced in implementing the teaching and learning of Malay literacy. Here are the findings.

C. Students Behaviour

Attitude and behaviour of a child in learning at school was an important factor need to considerate to ensure them master the literacy. It was because if they have a negative attitude, it will make their lazy, unwilling to learn and can make other friends join them. It can be described as informant 2 and informants 4 views below.

Again. Even the attitude. Student's attitude. Sometimes she's lazy. We are the sighing. Sometimes two words BAJU BAJU will not remember. Until I'm okay remember BA BA remember the BA word near here ok JE. Join what. Forget what that is. Though two words of je je (I2, 368-371)

Lagiii. Sikap pun yang jugak. Sikap murid nih. Kadang diaaa malas. Kita yang cikgu yang bersungguh. Kadang-kadang dua perkataan BAJU BAJU takkan tak ingat. Sampai saya ok ingat BA BA ingat perkataan BA dekat sini ok nie JU. Gabungkan jadi apa. Lupa jugak yang itu apa. Padahal dua suku kata je tu (I2, 368-371)

aaa student attitude, some are lazy (I4, 356)

aaa sikap murid, ada yang malas tu (I4, 356)

Furthermore, parents behaviour aspect is one of the challenges faced in implementing the teaching and learning of Malay literacy. Here are the findings for that aspects.

D. Parents Behaviour

Pupils are able to improve their learning if parents pay more attention to their lives. Parents need to collaborate to motivate students to learn. Hence, the school requires parents' involvement ensuring that students are aware of the standards of school and home achievement to be achieved. However, the situation is challenging when the parents cannot cooperate and also do not give support to the teacher's efforts. This is likely because both parties lack the time to collaborate or make each student a mediator in delivering information. The implication is that they will misunderstand, not trust each other and less respect for the views that cause them to blame each other in any matter.

An overview of the above discussion is reflected in the following participants. The informants described like below.

Sometimes parents don't give attention at homes (I2, 348-349)

Kadang-kadang ada ibubapa yang tak tengok kat rumah (I2, 348-349)

The view of informant's studies stated the attitude of parents who do not cooperate in the management of learning. When they do not cooperate with the teachers, the students will get problem on their future. The description of the above statements is stated by informant 4.

When the 1st year he was a student phase he was not the same as the student's phases, it was not as slow as I was as fast as he said when he could not diagnose him that they had a problem with learning to send to the PPUM. Student must sitting in the mainstream again because the parents cannot send them to special education school which is the only problem they do not want their kids to be labelled, because he has a card ... he does not want to have him label less clever I have labelled her son what the name of dyslexia, all the dyslexia, so she sits here ... we're sitting here, who brought them, there's a joke that I think we're burden aaaa (I4, 188-196)

bila tahun 1 tu je dia fasa murid ni dia tak sama kan aaa fasa murid ni tak sama ada lambat ada cepat macam saya kata tadi dia bila dia tak dapat kita diagnosis dia bahawa mereka ni memang ada masalah pembelajaran kita hantar ke PPUM, lepas tu kenapa budak ni duduk aliran perdana lagi sebab mak bapak tak boleh nak hantar mereka ke sekolah yang ni masalah satunya mereka tak nak di anak dilabelkan oku , oku, sebab dia ada kad oku ....aaa, dia tak nak anak dia label kurang pandai, tak nak labelkan anak dia apa nama disleksia kan, disleksia semua tu jadi dia duduk sini ... dah duduk sini kita lah yang membawa mereka tu, kat situ jelah yang rasa kita terbebanlah sikit kat budak ni aaa (I4, 188-196)

Besides that, another challenges stated form the informant was parents don't give supports for teacher's effort. The description of the above statements is stated by informant 4.

but as I said it was the book I used to use time because I used to do extra classes I don't get support from parents I sent me early so slowly buses do not want to take aaa so how we want to, we use books That's why I made a letter to my parents saying that I do not want to take my children early in the morning, so I cannot, so that's okay, my teacher might have an initiative as well, then we call the parents from LINUS parent students for us to talk just 5 coming , and he is not supportive and he is ashamed to admit that the child is slow (I4, 303-311)

tapi macam saya kata tadi tu lah buku tadi ada nak guna masa bila pakai sebab saya pernah buat kelas tambahan tak de sokongan daripada parents nak hantar awal saya buat lambat bas pulak tak ada nak ambil aaa jadi macam mana kita nak, kita nak gunakan buku tu kan , saya buat surat utk parents saya kata tak de sapa nak ambil anak ptg pagi pulak tak de sapa nak hantar awal, jadi tak boleh , jadi pending kat situ, cikgu saya mungkin lah ada inisiatif juga nak buat , lepas tu kita panggil parent dtg murid2 LINUS parent dtg utk kita bagi

talk 5 org dtg , dan dia tak de sokongan dan dia malu nak mengaku bahawa anak ni lembap (I4, 303-311)

So in order to make a student master in literacy the parent must give a support and cooperation to the teachers. Not only that, they also need to teach or give more attention to their kids at home. They cannot just hope for teachers only.

Next, teachers burden aspect is one of the challenges faced in implementing the teaching and learning of Malay literacy. Here are the findings.

E. Teachers Burden

Nowadays, we can say that be a teachers are more challenging. The main task of a teacher is to teach but today many teachers spend a lot more time doing many things other than teaching. The list of tasks teachers have to do is endless. The informant 4 was stated that teachers need to fulfil the key performance indicator besides the main task to teach. Below are the views given.

the lack .... aaa deficiency, hehee, ok records mostly teachers my teachers say last just do for LINUS because the reason we have government agenda which is NKRA but in terms of modules like I speak just now its wasted and in terms of key in marks, it so invisible effect (I4 , 373-376)

kekurangan dia..aaa kekurangan aaa, hehee, ok rekod kebanyakannya cikgu cikgu saya kata LINUS ni buat tapi yelah sebab kita NKRA kerajaan punya agenda kita buat tapi dari segi modul macam saya cakap tadi dia membazirlah dari segi pengisisan markah tu sangat ni, tak nampak kesannya (I4, 373-376)

Next, informant 2 was stated that teachers ' commitment towards administrative work

Administrative also need to do…so we are burden… (I2, 412)

Kerja pentadbiran pun kene buat so memang terbeban…(I2, 412)

So we can concluded that teachers nowadays have to do many jobs besides their main task to teach. It can be challenges to take care many task in one time.

F. Conclusion

In summary, findings on the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school are as follows.

Student learning capabilities
- Different student ability
- Students have learning problem

Classroom management
- The combination of weak and clever students in a teaching session

- Time constraints

Teaching aids
- Insufficient quantity of modules supplied
- Lack of facilities

Student behaviour
- Negative attitude

Parent behaviour
- Students don't get attention from family
- Parents don't give cooperation and supports for teachers effort

Teacher's burden
- Teachers need to fulfil the key performance indicator
- Teachers ' commitment towards administrative work.

V. DISCUSSIONS

This study was to explore the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school. The discussion for every aspect as below.

A. Student Learning Capabilities

The problem of mastering reading and writing skills makes students poor and not interested in Malay language subjects is the result of their inefficiency in mastering them [24]. Reading problems in the student are mistakenly recognizing uppercase and lowercase letters when reading, not sounding correctly and accurately, cannot pronounce spelled words and often leave words that do not know the meaning or fail to sound them. This creates a crawling reading pattern and certainly makes the students not understand the meaning and meaning of the material. In addition, the pupil is also weak and is not interested in finding the information contained in the diagram or stimulus provided by the teacher

Besides that, a study conducted by the [13] that showed 92% students can read but 50% or more of them do not understand what they read. So it was aligned with the findings.

According to [23], there are two factors that contributed to the problem of reading namely internal factors and external factors. Internal factors consist of physical factors that affect vision, hearing, and speech. In addition, internal factors also arise from neurological factors involving brain damage problems, and neurological malfunctions. Furthermore, heredity and emotional factors are also contributing to reading problems. In addition to internal factors, external factors have also contributed to reading problems among children. External factors include socio-economic factors, instructional, motivational and genetic factors.

B. Clasroom Management

Classroom management, was refers to how a teacher achieves order in his or her classroom, and it has two dimensions: instructional management and behaviour management [25,26]. Besides that classroom management also

can be divided into two which is proactive and reactive strategies [27]. Language skills are fundamental skills that are essential and should be emphasized in the teaching and learning process in the classroom [28]. Teachers as curriculum executives should care about the objectives of the curriculum being drafted to enable the government's desire to achieve.

Besides that there are many other cases that describe the struggles that teachers have to face which have caused time consuming and tedious teaching preparation and lesson planning as well as difficulty in applying theory to practice [29].

As a conclusion, classroom management is very challenging to take care. It is because, the teaching and learning process can be successfully achieved if the classroom management conducted well by the teachers.

C. Teaching Aids

The findings of teaching aids that mentioned by the informants was insufficient quantity of modules supplied and lack of facilities. Media use aimed at facilitating teachers and students interacting or bilateral relationships that can entice the recipient to respond and it can help the learning process become more success [30].

Furthermore the study by [16] found that among the factors contributing to the problem of reading among government primary school pupils in Brunei Darussalam is due to individual factors, psychology, factor of teaching method, teaching time, environmental factor, and reading textbooks used.

So its means that teaching aid can become challenging if the quantity or equipment not supply well or can't be use.

D. Student Behavior

Based on the findings of the study, student have negative attitude which is they are lazy to learn or uninterested to learn. Attitude plays an important role in achieving success in a matter or effort. When a person fails in a matter, many people will say they have a wrong attitude. At school, teachers often state that the failure of the students is caused by their negative attitudes such as laziness, dislike and so on. According to this attitude is shaped from one's experiences and perceptions on a subject or phenomenon [31].

Besides that children who an uninterested to learn and who make little effort with school work are presumed to be poorly motivated. Motivation theories generally explain low motivation in relation to the learning environment, arguing that children's inherent motivation for mastery should be sustained and enhanced when features of the environment are addressed [32,33]. So to ensure the students mastery the literacy, they have to change their attitude to make their successful in education.

E. Parent Behavior

Attitude and behaviour of a child in learning at school has a dependency on high support from his family environment. The influence of a family environment is very meaningful for the formation of parents' aspirations and expectations to the

excellence of child education. The role of the parents especially is important in shaping aspirations and high expectations of the child. Aspiration and Parental expectations of children allow parents engage in various educational practices can affect the achievement of children education.

Most of the previous studies found by researchers that the role, aspirations, expectations and parental involvement in child education. As For example, the study of [34] proved that parents aspirations and expectations can influence children in achieving success in their education. Research from [35] also proves that the trust of a child to achieve success in school increased consequences if the parents give high involvement. Research [36] found the parents who involved in child education can develops a high level of aspiration of their children education.

So it can concluded that parents take a very important role to ensure the children can successful in education. Children also spend more time at house, so as a parents they can discuss with a teachers in how their children performance at school and it can help the parents to take the further action.

F. Teachers burden

Teachers' role had changed due to globalization, advanced technology, and change of education [37]. Apart from teaching, apart from teaching, teachers are also burdened with clerical duties, be a facilitator, motivator, planner, advisor curriculum advisor or club leaders, sports coaches, manage student data, manage student discipline and many more.

Teachers only plan and prepare lesson including assessing students to check their understanding [38]. However, nowadays, literacy teachers are getting more overloaded job to be fulfilled as compared to the other teachers which affects the teaching and learning process such as they need to key in the marks and for them it's just waste their times.

Besides that another research that align with the findings was done by fellow students from UiTM, Terengganu, which discussed on the responses from the teachers mentioning that they are burden with so much clerical work such key in and sorting students' data in the system and the system also were very slow [39].

A study conducted by [40] in the EDUCARE journal for educational studies there is a significant relationship between pressure faced by teachers with stress at work. For example, teacher stress in ensuring that their students can pass through the screening test and be able to achieve literacy skills permanently.

VI. Conclusion

Teaching literacy have many challenges that faced by school administrator and also teachers. It has been found in this study that those children portrayed different types of learning disabilities. Generally, the majority of them faced difficulties in spelling, reading complex words, and write sentences. Besides of that, lack of teaching aids also was one of aspects that challenges faced mentions by the informants. Teaching aids is one of an important aspect need to be considered to ensure students can master the literacy. Another challenges that found

in this study is a students and parents behaviour. Parents must involve to their student education and give a good cooperation to the teachers so it can help the students to master literacy well. Next challenges is teacher's burden. It was because the teachers need to do administrative work and also have another KPI to achieve. To overcome these challenges, the teaching and learning done by literacy teachers should achieve the best quality of teaching profession so that literacy education can be a platform that can help to increase the potential of students experiencing problems in reading skills.

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