

Perception towards SBA implementation among teachers in Malaysian schools.

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Abstract

School Base Assessment (SBA) is an assessment process done formatively in schools and is introduced into to Malaysian education system in 2011. The purpose of this study is to identify the perception of overseas trained novice teachers towards SBA utilizing the context of training and classroom instructions. The data of this study is collected using a self-developed 21 question questionnaire that uses a four point Likert Scale with a 0.934 Cronbach Alpha reliability using an online survey tool. The data is collected from 50 graduates of the IPG Kampus Bahasa Antarabangsa TESL Overseas Twinning Program. The data is analyzed using both descriptive and inferential statistics which are mean, T-test and one way Anova. The data collected resulted in a mean of 3.06. On the other hand, there is no significant difference of perception between ethnic groups. From the findings of the study, it shows that most of the respondents have positive perception on SBA. However, the implementation of SBA must be improved in terms of teacher training in order for it to be more effective.

Keywords: Perception, Effectiveness, School Based Assessment (SBA)

INTRODUCTION

Nesamalar, Saratha and Soo Choon (2005) stated that the final outcome of education in Malaysian schools is to produce holistic individuals. Assessments are put in place in order to assess students' achievement. The most prominent assessment are the three major public exams; UPSR, PMR and SPM. All of the assessments aforementioned were summative assessment which tested students on what they have learned in a certain period of time. In addition to that, Killen (2005) stated that through assessments, teachers and students both will be presented with feedbacks that will assist them in teaching and learning. However, Bhasah Abu Bakar (2003) stated that the Malaysian education is too exam oriented because teachers in school concentrate too much on getting good grades in examinations rather than using assessment as a mean to provide meaningful feedback.

This has prompt the ministry to change the assessment procedures and in 2011, the new Primary School Curriculum Standard (KSSR) along with revamped assessments in the form on "Pentaksiran Berasaskan Sekolah (SBA)" were introduced. The call for change are not recent. As according to Musa (2003), School Based Assessments (SBA) which are similar to SBA have been implemented in Malaysian schools. An example of this is the School Based SPM Oral English test (SBOE) in Malaysia which was implemented in the year 2002. The aim of school-based oral test is to assess students' ability to use the English language in everyday life (Lembaga Peperiksaan Malaysia, 2002). However, it was never given the proper emphasis as it does not contribute anything towards students' achievement results. As a result, students and teachers tend to ignore it or practice is just for the sake of documentation requirement. It was not used to provide the meaningful feedback required from a formative assessment.

Although seen as a good move forward, the implementation of SBA has received mixed reviews among teachers. Some question the haste in its implementation which brought forth criticism in the amount of planning and research done before implementing KSSR, KSSM and SBA. Heavy criticisms were poured specifically upon the implementation of SBA and the Secondary Schools Curriculum Standards (KSSR) in the secondary school level. When announced, SBA in secondary school is said to start in January 2012, which is in the beginning of the new schooling year. If SBA in secondary school has started at that time, it would be perfect timing as in SBA, all subjects taught in schools are evaluated by each lessons taught in class.

Teachers struggled to implement them (Azrul, 2011; Mohd Fadzli, 2011; Lee, 2012). Teachers who wanted to record the assessments online frequently experience server malfunction. This has considerable increase teachers workload and pressure in performing something that is very new not only to them, but to the students as well.

This research focuses on two important aspects that will be the determining factor of whether SBA, KSSM and KSSR will be successful. Rohaya (2009) stated that the effectiveness of an educational assessment is based upon its implementers' knowledge and skill on how to implement it successfully. As the scenario of education is always

changing according to time and its relevance towards the current generation, what teachers learned during their training years might not be sufficient for them to grasp and apply the concept of assessment for learning. Therefore, in knowing their perception on the training given to them on how to implement SBA and the related knowledge and the theoretical ideas related to it, the policy makers (Ministry of Education) can actually use the feedback to improve on their current training setup.

RESEARCH OBJECTIVE

The objectives of this research are to investigate teacher's perception on the implementation of SBA in the context of training and classroom effectiveness.

RESEARCH QUESTION

Based on what previously discussed, the following research questions are formulated:

1. Is there any relationship between perceptions of effective training and effective classroom instructions?
2. Does the perception on the effectiveness in training have any effect on the overall perception of effectiveness?
3. What is the relationship between the perception of effective classroom instructions and the overall perception of effectiveness?

RESEARCH HYPOTHESIS

The hypotheses of this research are based on the objectives mentioned above. The hypotheses of this research are as follows;

- ^{Ho1} There is no relationship between effective training and effective classroom instructions.
- ^{Ho2} There is no relationship between effective training and the overall effectiveness of PBS implementation
- ^{Ho3} There is no relationship between effective classroom instructions and the overall effectiveness of PBS implementation

LIMITATIONS OF RESEARCH

The limitation of this research is that the sample only represents the population of IPG-KBA's Cohort 5 TESL-Twinning Program. Therefore, findings in this research do not represent the overall perception of the Malaysian population. Results in this research can only be used as an exploratory finding for a broader research to be done.

METHODOLOGY

This research is a quantitative research that uses questionnaire to collect data from respondents. The procedure in this design involves conducting a pilot study, collecting data using questionnaire and statistically analyzing the data as well as testing the research question and hypothesis (Cresswell, 2012). The sample of this study represents the population of COHORT 5 IPG-KBA TESL-TWINNING PROGRAM graduates which consist of 110 graduates which has been posted early 2012. Purposed sampling is used in this research (50 respondents).

There are three options for obtaining an instrument to use. A researcher can develop one, locate one and modify it or used the instrument entirely as it is (Creswell, 2012). For the purpose of this research, a questionnaire is used as a method for data collection. A pilot study which consists of 20 respondents from a similar population was done. As a result, the reliability of the items in the questionnaire is Cronbach Alpha 0.934. The questionnaire was also proof read linguistically by an expert. The scale in the questionnaire uses the 5 point Likert scale in which 1 indicates strongly disagree, 2 indicates disagree, 3 neutral, 4 agree and 5 strongly agree.

Table 1: The Effectiveness of the Implementation of SBA in the aspects of Training Provided to Teachers Before and During the Implementation of SBA

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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Item	1 No (%)	2 No (%)	3 No (%)	4 No (%)	5 No (%)	MEA N	SD
1) I am trained by experts/specialist in the field of school based assessment and PBS.	3 6.0%	15 30.0%	13 26.0%	19 38.0%	0 0.0%	2.96	.968
2) From the training provided, I have a clear idea of what needed to be done.	0 0.0%	10 20.0%	20 40.0%	19 38.0%	1 2.0%	3.22	.790
3) The duration of the training is sufficient for me to understand the concepts of PBS.	5 10.0%	17 34.0%	14 28.0%	13 26.0%	1 2.0%	2.76	1.021
4) The people who trained me are well versed in the new curriculum (KSSR/KSSM)	4 8.0%	9 18.0%	22 44.0%	13 26.0%	2 4.0%	3.00	.969
5) Training done are carefully planned and well executed.	0 0.0%	19 38.8%	20 40.8%	10 20.4%	0 0.0%	2.82	.755
6) From the training provided, I have a clear idea of how to grade my students (Band).	0 0.0%	14 28.0%	15 30.0%	20 40.0%	1 2.0%	3.16	.866
7) Modules provided during the training are useful.	0 0.0%	3 6.0%	23 46.0%	21 42.0%	3 6.0%	3.48	.707
8) I am trained on how to use the modules provided in my lessons.	0 0.0%	8 16.0%	18 36.0%	21 42.0%	3 6.0%	3.38	.830
9) I am clear about the band descriptors used in grading my students.	1 2.0%	7 14.0%	18 36.0%	20 40.0%	4 8.0%	3.38	.901
10) Training provided by the authorities are effective.	0 0.0%	10 20.0%	33 66.0%	7 14.0%	0 0.0%	2.94	.586
Average						3.11	

Based on table 1, “Modules provided during the training are useful (Q7)” is the item with the highest mean which is 3.48. Meanwhile, “The duration of the training is sufficient for me to understand the concepts of PBS (Q3)” is the item with the lowest mean average which is 2.76. The final item, “Training provided by the authorities are effective (Q10)” which is the concluding item for Section B have an average mean of 2.94.

Table 2: The Effectiveness of the Implementation of SBA in the Aspects of how the Implementation of SBA Contributes Towards Instructional Effectiveness.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Item	1 No (%)	2 No (%)	3 No (%)	4 No (%)	5 No (%)	Mean	SD
11) PBS has helped me to identify students with special needs (weak students, remedial, enrichment and etc.)	0 0.0%	2 4.0%	13 26.0%	31 62.0%	4 8.0%	3.74	.664
12) Students are more motivated to learn.	2 4.0%	9 18.0%	28 56.0%	9 18.0%	2 4.0%	3.00	.833
13) It is easier to manage the class as unwanted behaviours among students have decreased.	7 14.0%	21 42.0%	19 38.0%	2 4.0%	1 2.0%	2.38	.855
14) Students responded better to questions and instructions.	2 4.0%	6 12.0%	27 54.0%	14 28.0%	1 2.0%	3.12	.799
15) Resources and Modules provided are teacher-friendly and student-friendly	0 0.0%	6 12.0%	25 50.0%	18 36.0%	1 2.0%	3.28	.701
16) SBA provide students with feedback that assist them in improving.	1 2.0%	5 10.0%	24 48.0%	20 40.0%	0 0.0%	3.26	.723

17) PBS provide me feedback that helps in improving my teaching approach.	1	5	23	19	2	3.32	.794
	2.0%	10.0%	46.0%	38.0%	4.0%		
18) Students gave positive feedback after my lesson.	0	8	32	9	1	3.06	.652
	0.0%	16.0%	64.0%	18.0%	2.0%		
19) Through PBS, my lessons' outcomes and objectives are achieved.	1	7	22	19	1	3.24	.797
	2.0%	14.0%	44.0%	38.0%	2.0%		
Average						3.16	

Based on table 7, “PBS has helped me to identify students with special needs (weak students, remedial, enrichment and etc.)” is the item with the highest mean which is 3.78. Meanwhile, “It is easier to manage the class as unwanted behaviours among students have decreased.” is the item with the lowest mean average which is 2.36. The final item, “Through PBS, my lessons' outcomes and objectives are achieved.” which is the concluding item for Section C have an average mean of 3.24.

Table 3: Overall perception of the effectiveness of the implementation of SBA

Q20	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
Item	1 No (%)	2 No (%)	3 No (%)	4 No (%)	5 No (%)	Mean	SD
The implementation of PBS in Malaysian school, especially in the context of teacher training and instructional effectiveness, is EFFECTIVE	1 2.0%	11 22.0%	23 46.0%	14 28.0%	1 2.0%	3.06	.818

OVERALL PERCEPTION of the EFFECTIVENESS of the IMPLEMENTATION of SBA

It can be seen from table 3 that most of the respondents took a neutral stance on their overall perception on the effectiveness of SBA implementation in Malaysian schools. Therefore, no conclusion can be devised from the result of this item as most of the respondents chose to be indifferent.

Hypothesis 1: There is no relationship between effective training and effective classroom instructions.

Table 5: Pearson Correlation Analysis on the relationship between effective training and effective classroom instructions.

Effective Training	Effective Classroom Instructions		
	N	Pearson Correlation	Significant (2-tailed)
	50	.469*	.001

*Correlation is significant at the 0.01 level (2-tailed).

The value of 'p' obtained is similar to the significant value defined which is also 0.01. It shows that there are significant relationships. Therefore, Hypothesis 5 is rejected.

Hypothesis 2: There is no relationship between effective training and the overall effectiveness of SBA implementation

Table 6: Pearson Correlation Analysis on the relationship between effective training and the overall effectiveness of SBA implementation.

Effective Training	Overall Effectiveness Perception		
	N	Pearson Correlation	Significant (2-tailed)
	50	.433*	.002

*Correlation is significant at the 0.01 level (2-tailed).

The value of 'p' obtained is slightly higher to the significant value defined which is also 0.01. Therefore, Hypothesis 5 is partially rejected.

Hypothesis 3: There is no relationship between effective classroom instructions and the overall effectiveness of SBA implementation

Table 7: Pearson Correlation Analysis on the relationship between effective classroom and the overall effectiveness of SBA implementation.

*Correlation is significant at the 0.01 level (2-tailed).

The value of 'p' obtained, 0.00 is lower than significant value defined which is 0.01. Therefore, Hypothesis 7 is accepted.

DISCUSSION AND CONCLUSION

In conclusion, the findings of this research have proven that the effectiveness and the success of the implementation of SBA, KSSM and KSSR are influenced by the effectiveness of training and classroom instruction. The findings are based on the perception of teachers who are directly involved with the implementation from the very beginning; from training to implementation and to results. The findings were coherent with Rohaya (2009) who stated that there is a lot of past research that reported on assessment for learning that contributes to the effectiveness

of instructional period. However, in order for that to happen, Rohaya (2009) stated that it relied heavily on factors such as teachers' attitude, orientation of the subject matter, teachers' knowledge of the assessment procedure and their skills in implementing the assessment procedure itself. This means that teachers must therefore be properly trained and given meaningful and relevant input in regards of the new assessment. Killen (2005) seconded by saying that it is very important for teachers to understand what they are doing and why they are doing it. In doing so will ensure the quality of teaching and learning process in classroom. Not only that, teachers must also be made clear of the demands of the new procedure; what it wanted students to achieve and what criteria that display students have actually achieved mastery.

This research however fails to find any relationship between the aspects of this study and the demographic factors related. This is as explained previously is mainly because of the scale of the sample which does not actually reflect the larger population of teachers. Further improvements that can be done in order to obtain a more precise results that reflect of the larger population is for this research to acquire more respondents from various ethnic backgrounds and genders so that the findings obtained are able to reflect upon the larger population thus increasing the validity and reliability of the actual findings.

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