A Case for Illuminative Evaluation in the Implementation of Kurikulum Bersepadu Sekolah Rendah in Small Primary Schools of Sarawak

Adi Badiozaman Tuah

This short paper is aimed at presenting a case for illuminative evaluation in the implementation of Kurikulum Bersepadu Sekolah Rendah (KBSR) as a complimentary and supplementary evaluation strategy to that of the present method employed by the Ministry of Education in providing relevant and important information about the implementation processes, the effects and the product of an educational innovation. Departing from the traditional objectives paradigm, and taking a stand of social anthropological perspective to evaluation approaches and methodology illuminative evaluation, a naturalistic approach in evaluation emphasises on the thoroughgoing and detailed exploration of innovation-in-action, looking at the 'instructional system' and the 'learning milieu' – examining its background, its organization, its practices, its teething problems, its success stories, and the improvements devised at the context of practice. It is argued that evaluation of the implementation of KBSR in rural schools of Sarawak through an illuminative approach will be able to provide important and a more comprehensive information for decision making toward improving instruction and learning in difficult educational contexts.

Paradigms for Adult Continuing Education

Devadason Robert Peter

This paper discusses the status of adult continuing education within four paradigms; Broadcast Information, Correspondence Study, Extended Classroom and Virtual Classroom. These paradigms are discussed with reference to instructional, media and cost variables. Currently, broadcast and correspondence paradigms appear to be the most popular for adult continuing education. The author suggests the need for a shift towards a higher paradigm and argues that the extended classroom model, though suitable for universities, may not be so for adult continuing education. Rather, virtual classroom is seen as the realistic alternative to the correspondence study paradigm currently dominating this mode of education. Implications for teacher training institutions are also briefly discussed.

Relationship between Burnout and Intention to Quit Among Technical School Teachers within Kuching District

Chua Lee Chuan

The purpose of this study was to examine the inter-relationship between intention to quit and burnout among technical school teachers in order to provide a better understanding of these two phenomena invading the field of education and to enable the authorities concerned to generate concrete measures to subdue conditions leading to burnout and intention to quit. Intention to quit was measured using 3 statements adapted from Weisberg and Sagie's model (1999) whereas 22-item statements adapted from the Maslach Burnout Inventory were used to measure burnout which comprised of three dimensions (emotional exhaustion, depersonalization, and reduced sense of personal accomplishment). Burnout was further correlated with intention to quit using Pearson Product Moment Correlation Coefficient. It was found that burnout and all the three dimensions of burnout, were positively and significantly related to intention to quit. To measure the degree of contribution attributed by the dimensions of burnout on intention to quit, a multiple regression analysis was used. Only emotional exhaustion significantly explained 12% of the variance in intention to quit.

Keberkesanan Bimbingan Fasilitator Ke Atas Penghasilan Pakej Pembelajaran Matematik untuk Sekolah Bestari

Lai Kim Leong

Kajian Tindakan ini adalah untuk bertujuan untuk mengkaji keberkesanan kaedah-kaedah bimbingan fasilitator ke atas penghasilan pakej pembelajaran matematik oleh 12 guru-guru sekolah yang menghadiri kursus sekolah bestari di maktab selama 12 minggu. Tumpuan khusus adalah kepada penghasilan pakej pembelajaran matematik yang merupakan salah satu daripada empat mata pelajaran perintis dalam memperkenalkan sekolah bestari. Hasil penyelidikan menunjukkan bahawa kaedah bimbingan fasilitator secara individu lebih berkesan untuk membantu guru-guru dalam penulisan pakej pembelajaran jika dibandingkan dengan kaedah bimbingan secara kumpulan.

Journal Writing as a Tool for Teacher Trainees' Reflection on Teaching

Manogaran Subramanian

Teacher trainees at Batu Lintang Teachers' College, Sarawak, Malaysia, keep daily or weekly journals during practicum for the purpose of reflecting on their teaching experiences. The present study was aimed at identifying the focus and the reflective categories and the levels of reflectivity of the teacher trainees. Journals of ten teacher trainees who volunteered to participate in this study were analysed using the grounded theory's strategy of the constant comparative method (Glaser & Strauss, 1967). The data were also deductively coded for Van Manen's (1977) levels of reflectivity. Through the inductive analysis of the data, categories for both the core categories of focus and reflection were generated. In the core category of focus, seven categories were discovered. They include self, student, teaching, school, supervision, learning and preparation. The categories that were generated from the data for the core category of reflection comprise of description, analysis and suggestion categories. The study also revealed that, while journal writing could be used as an effective tool for reflection, teacher trainees who participated in this study demonstrated only the first and the second levels of Van Manen's (1977) levels of reflectivity. They did not show any ability to reflect at the third level.

Self-Efficacy: How Confident Are You That You Will Succeed?

Mary Wong Siew Lian

The purpose of this paper is to provide a better understanding of self-efficacy, a form of self-referent thought that mediates knowledge and action. The role of self-efficacy beliefs in regulating human functioning is first discussed, followed by clarification concerning the conceptual difference between self-efficacy and other expectancy beliefs such as self-concept and self-esteem. Next, development of self-efficacy beliefs and the various sources of self-efficacy information that contribute towards shaping an individual's self-efficacy are discussed. An explanation concerning how self-efficacy beliefs are assessed is also included. Research findings concerning self-efficacy beliefs are then presented followed by suggestions for further research.

Mengenal Pasti Pengetahuan Kemahiran Prosedural Sains di Kalangan Guru Sains PKPG 14 Minggu di Maktab Perguruan Batu Lintang

Tan Ming Tang

Kajian ini bertujuan untuk mengesan pola pemikiran dan tahap pengetahuan kemahiran prosedural sains di kalangan guru-guru sains di negeri Sarawak yang dipilih untuk mengikuti Program Khas Pensiswazahan Guru (PKPG) semasa mereka menganalisa keputusan sesuatu eksperimen sains. Kajian awal ini menunjukkan bahawa lebih kurang separuh guru sains ini masih belum mempunyai pengetahuan kemahiran prosedural sains yang mantap terutamanya yang berkaitan dengan aspek-aspek seperti pengulangan, menginterpretasi data, kesahan interpretasi dan kebolehpercayaan eksperimen. Implikasi dapatan ini ialah lebih bengkel perlu dirancangkan di mana guru-guru sains sekolah rendah didedahkan dengan pelbagai rekabentuk eksperimen yang membolehkan mereka memeriksa, menganalisa dan seterusnya membetulkan pengetahuan sedia ada dan tanggapan masing-masing tentang pengetahuan prosedural sains.

Peranan Sistem Maklumat dalam Pengurusan Maklumat Pendidikan: Kes Pelaksanaan Sistem SiMPeL di Maktab Perguruan Batu Lintang

Tee Seong Beng

Maklumat merupakan sejenis sumber yang penting kepada mana-mana organisasi. Penggunaan sistem maklumat dalam pengurusan maklumat mempunyai kepentingan yang strategik dalam dunia perniagaan (Somogyi, E. K & Galliers, R. D, 1987), dan ia telah digunakan dengan begitu meluasnya. Pada 1997, Maktab Perguruan Batu Lintang melaksanakan sistem SiMPel untuk mengurus maklumat peserta kursus maktab. Kertas kerja ini menghuraikan pelaksanaan sistem SiMPel dalam satu rangkaian setempat. Fokus diberi kepada faedah-faedah yang diperolehi daripada sistem SiMPel dan peranan SiMPel sebagai satu sistem pengurusan maklumat yang lebih cekap dan sistematik. Berdasarkan pengalaman yang diperolehi daripada pelaksanaan sistem SiMPel, satu tinjauan mengenai peranan sistem maklumat dalam pengurusan maklumat pendidikan serta cabaran-cabaran yang dihadapi telah dibuat.

Measuring Practicum Student Teachers' Reflectivity: The Reflective Pedagogical Thinking Scale

Toh Wah Seng

The purpose of the original study was to investigate practicum student teachers' reflectivity. This paper describes the use of a revised version of the Reflective Pedagogical Thinking Scale (Sparks-Langer, et al., 1990) to measure reflectivity. The original scale was used by the developers to assess reflectivity through a structured interview. The present study employs a revised version of the scale to assess reflectivity based on student teachers' weekly journal writings. The participants consisted of 223 student teachers from Batu Lintang Teachers College who were undergoing their first phase of their student teaching practicum of six weeks. Student teachers' practicum journals were collected at the end of the practicum and each participant's level of reflectivity was assessed through the use of the revised reflective pedagogical thinking rating scale. Results of the analyses indicate that student teachers were hardly reflective, exhibiting very low levels of reflectivity based on van Manen's classification of levels of reflectivity. Interpretations of the results and recommendations are discussed in relation to the context of the study.

Self-Regulated Learning: The Learner's Role as a Proactive One

Mary Wong Siew Lian

Siow Heng Loke
University of Malaya

This paper is a review of the literature on self-regulated learning (SRL), a new concept inherent in current views of learning. The learner is viewed as playing a proactive role behaviorally, metacognitively, and motivationally in the learning process. In this paper, various researchers' definitions of SRL and the characteristics by which self-regulated learners can be identified are discussed. The findings of studies on how student factors, classroom contextual factors, self-regulatory processes, and performance outcomes are related to SRL are presented.

Clarifying Action Research Perspectives during Interview: Reflection of an Action Researcher

Chuah Kim Hwa

I would like to share part of my experience in conducting action research as a researcher and facilitator and relate how these experiences played a generative role in developing my understanding about action research. There were many issues and areas that I could have discussed such as the method itself, important elements needed in the formation of relationship among action research participants whom I refer to as critical friends, ethical and pedagogical dilemmas I experienced in this journey of discovery. However, in this paper, I would like to solely discuss methodological issues and dilemmas which I encountered when using interview as one of the techniques in collecting action research data. This sharing of experience is drawn from my personal experiences thus a form of reflection on the action researches that I have participated in. In other words, the boundary of this study is the researcher herself. Even though Shulman and Colbert (1989) in Merseth (1996) proposed cases as a form of self-reports of individual experience, I would like to draw your attention to case study as stated by Stake (1980) in Lim (1997, p. 245) that is "case studies…may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization." I hope that discussions can be generated towards the construction of knowledge on the possibility of clarifying action perspectives via discussion among participants, and not merely interview if interview is to be used as one of the techniques in collecting AR data, through "opening" of the insider's door in relation to interview in AR to outsiders.

Pupils' Academic Achievement and its Relationship to the School Environment

Toh Wah Seng

This study investigated the relationship between the school environment and pupils' academic achievement. The School Level Environment Questionnaire (SLEQ) of Rentoul and Fraser (1983, 1991) was pilot tested before administering to 223 student teachers attached to 40 schools during their student teaching practicum. Data on pupils' SES, school size and pupils' academic achievement were gathered from the school authorities. Pearson Product-Moment Correlations were computed to determine the relationships between the variables and stepwise regression analyses were performed to investigate the predictability of pupils' academic performance. Results indicate that pupils' SES was the most powerful predictor of pupils' academic achievement. The school environment was also found to have a small but significant relationship with pupils' academic achievement.