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## SYNOPSIS

Continuous improvement in teacher performance is the key to enhancing the quality of education. Teacher performance must be monitored and evaluated by school administrators to provide constant feedback and to assist teachers in achieving the common goals of educating individuals in schools. The purpose of the study was to investigate how administrators in national primary schools carried out teacher evaluation practices and to ascertain the influence of the evaluation process on teacher performance. The qualitative case method examined the purpose of teacher evaluation; the methods and instrument used; the utilization of findings; and the contextual factors that affected the implementation of the school-based teacher evaluation practices. Data obtained through interviews, observations and document analysis were managed using the NVivo 7 computer software program. A comparative analysis of the data provided an interpretation of the phenomenon in the four cases. First a within-case analysis was conducted for each case and this was followed by a cross-case analysis using a pattern matching strategy to build an explanation about the findings which emerged from the four cases.

The findings revealed that there was no clear policy on establishing a comprehensive school-based teacher evaluation system in the selected national primary schools. Furthermore, the administrators and teachers had diverse views on the reasons for evaluating teacher performance in school. The administrators indicated that the school-based teacher evaluation system was implemented to improve instructional practice and to reward teachers who performed well in schools. On the contrary, the teachers considered the evaluation system as a checking and controlling mechanism to penalize those who were not performing according to the administrator's expectations. The most prevalent theme that emerged from the study was that the school-based teacher

evaluation practices had very little influence on teacher performance in schools. This was because the school administrators had sole control over decisions pertaining to teacher evaluation practices and the teachers were not involved in the designing of the school-based teacher evaluation system. Several other causes included the lack of transparency in the methods of evaluation, inadequate instruments, minimum feedback, limited professional development based on evaluation and underutilization of evaluation findings. It was evident that the teacher evaluation practices in the four schools were carried out to meet administrative requirements rather than to improve overall teacher performance. The implication of this study indicated that if the school-based teacher evaluation system intends to be a more meaningful and effective system to improve teacher quality, then there must be clear policies on establishing a well-designed teacher evaluation system based on a collaborative effort between the Ministry of Education, school administrators and teachers.

## **PELAKSANAAN AMALAN PENILAIAN GURU BERASASKAN SEKOLAH DI SEKOLAH RENDAH KEBANGSAAN DI MALAYSIA**

### **SINOPSIS**

Penambahbaikan secara berterusan dalam prestasi guru merupakan elemen utama bagi meningkatkan kualiti pendidikan. Pentadbir sekolah perlu memantau dan menilai prestasi guru untuk memberi maklumbalas kepada guru-guru supaya mereka dapat mencapai matlamat bersama, iaitu, mendidik setiap individu di sekolah. Tujuan kajian ini adalah untuk menyiasat bagaimana amalan penilaian guru berasaskan sekolah dilaksanakan di beberapa sekolah rendah kebangsaan yang dipilih.

Kaedah kes kualitatif digunakan untuk menyelidik rasional bagi penilaian guru; kaedah, instrumen dan kriteria yang diguna untuk menilai prestasi guru; dan faktor-faktor yang memberi kesan ke atas pelaksanaan sistem penilaian guru berasaskan sekolah. Data yang dipungut melalui temu bual, pemerhatian dan analisis dokumen diuruskan dengan menggunakan perisian komputer Nvivo 7. Teknik perbandingan berterusan telah digunakan untuk menganalisis data dan memberi interpretasi fenomena yang dikaji di empat kes. Perbandingan dalam kes dijalankan untuk setiap kes dan ini diikuti dengan perbandingan antara kes menggunakan strategi penyesuaian bagi menerangkan dapatan kajian di empat kes.

Dapatan kajian menunjukkan bahawa amalan penilaian guru berasaskan sekolah tidak dibentuk dengan sempurna di empat sekolah yang dikaji disebabkan kekurangan polisi yang jelas mengenai penubuhan sistem penilaian prestasi guru berasaskan sekolah yang komprehensif. Selain itu, pihak pentadbir dan guru mempunyai pandangan yang berlainan mengenai rasional bagi menilai prestasi guru. Pentadbir sekolah menyatakan amalan penilaian guru berasaskan sekolah dilaksanakan bagi meningkatkan proses pengajaran dan memberi ganjaran kepada guru yang telah menunjukkan prestasi yang

baik di sekolah. Sebaliknya, guru pula menanggapi sistem penilaian prestasi sebagai satu mekanisme bagi mengawal guru dan mengambil tindakan terhadap mereka yang tidak menjalankan tugas mengikut jangkaan pentadbir.

Tema yang lazim timbul dari kajian ini menunjukkan amalan penilaian guru berasaskan sekolah kurang mempengaruhi prestasi guru di sekolah. Ini disebabkan pihak pentadbir sekolah membuat semua keputusan berkaitan amalan penilaian guru berasaskan sekolah dan guru tidak dilibatkan dalam perancangan sistem penilaian guru berasaskan sekolah. Beberapa sebab lain untuk keadaan ini adalah kekurangan ketelusan dalam kaedah penilaian, penggunaan instrumen yang kurang sesuai, maklumbalas yang terhad, kekurangan program pembangunan profesionalisme keguruan berdasarkan penilaian dan kegunaan dapatan kajian yang terhad. Dapatan kajian menunjukkan amalan penilaian guru di keempat-empat sekolah dilaksanakan bagi memenuhi keperluan pentadbiran dan bukan untuk meningkatkan prestasi guru secara keseluruhannya. Implikasi kajian menunjukkan bahawa amalan penilaian guru berasaskan sekolah boleh menjadi satu proses yang lebih bermakna dan berkesan untuk meningkatkan kualiti guru sekiranya terdapat polisi yang jelas mengenai penubuhan sistem penilaian guru berdasarkan satu kolaborasi antara Kementerian Pelajaran, pihak pentadbir sekolah dan guru.