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SBATA MODEL: AN INVESTIGATION ON MALAYSIAN PRIMARY SCHOOL CLASSROOM ASSESSMENT

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ABSTRACT

This study aims to propose the school-based management and teachers autonomy assessment (SBATA) model in Malaysian primary school classroom. Four research objective were set i.e to identify the variables level, differences based on respondent demographics, correlation among variables dimensions and the relationship between SBATA. Understanding the relationship between school-based management and teacher autonomy (SBATA) in Malaysian primary school assessment is critical to identify the effectiveness and feasibility of the latest educational policy transformation. This study employs a quantitative approach with surveys method using questionnaires as a data collection instrument. A total of 115 primary school teachers in east Malaysia participated and data then analyzed with SPSS ver 25. The results suggest a significant influence of school-based management on teachers autonomy in Malaysian primary school classroom assessment. Overall, SBATA is at a high level although there were no significant differences in SBATA based on gender and school locality. But there are significant differences in teacher autonomy based on educational level and teaching experience as well as age in school-based management. Accordingly, the researcher suggested the SBATA model as one of the outcomes in this study.

Keywords: Teachers Autonomy, School-based Management, SBM, Autonomy, Classroom Management

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INTRODUCTION

Transformation in Malaysian curriculum especially in the evaluation area through the abolition of biennial examinations for level one students and replaced by solely classroom assessment starting 2019 (MOE, 2018) sparks concern in education communities. Furthermore, recent research by Mohd Isa et al. (2020) in one of the districts in east Malaysia found that 53 % of teachers are still using biennial examinations as part of classroom assessment. This is due to the examination-oriented education system has become a learning culture in Malaysia that contribute to the reluctance of various parties to stop mid-year and end-of-year examinations (Hussein, 2014; Idris, 2016). This situation leads to an increase in the workload of teachers by carrying out two types of assessment on students which are an all year classroom assessment and biennial examinations (Raman & Yamat, 2014; Othman & Md. Omar, 2014; Maskan, 2013).

Based on this concern, teachers play a crucial role and should have ample autonomy in choosing the form of assessment to be carried out in the classroom assessment. However, the level of teachers autonomy in Malaysia is found to be lower than teachers in developed countries such as the United Kingdom and Finland (Mansor & Suliman, 2018; Paulsrud, 2018; Paulsrud & Wermke, 2019) due to the practice of guided autonomy conducted in Malaysia (Ismail & Abdullah, 2014). It is also influenced by the differences in autonomy in policy planning with autonomy during the implementation of policies in the classroom (Ulas & Aksu, 2015). Other issues on teachers autonomy in classroom assessment are lack of knowledge and skills due to non-option, lack of training on assessment content that affects biased and unfair assessment results (Md-Ali & Veloo, 2017). The concept of teachers autonomy has received less attention among previous researchers (Vasile, 2013) especially in Malaysia where most past studies related to autonomy only revolve around cluster school in north peninsular (Ali et al., 2019; Ismail & Abdullah, 2014; Varatharaj et al., 2015; Varatharaj, 2015).

Classroom assessment and autonomy is part of the school management. Currently, school-based management (SBM) is a new paradigm in educational reform that maintaining a balance of authority between the government and the school to increase school independence, responsibility, and accountability, as well as an autonomous decision-making centre (Arar & Nasra, 2018; Bandur, 2012, 2017; Barrera-osorio et al., 2009; Caldwell, 2005; Moradi et al., 2012; Tansiri & Bong, 2018). According to Alyami and Floyd (2019), the level of decision making in the education system can be determined through the extent of autonomy by the school to be able to make decisions regarding curriculum, staff, and strategic planning processes. However, the number of SBM study in Malaysia is still scarce and mostly done only in cluster school and high performing school in peninsular Malaysia and non in Borneo (Mansor & Suliman, 2018; Bhattacharyya, 2019; Jeyasushma et al., 2017; Hashim, 2017; Suseela & Faizah, 2011; Tan, 2018; Thilagavathy, 2014; Varatharaj, 2015).

Understanding the relationship between school-based management and teacher autonomy (SBATA) in Malaysian primary school assessment is critical to identify the effectiveness and feasibility of the latest educational policy transformation. The findings of this study hope to contribute to related fields and parties including policymaker and school manager.

Research objectives

The main purpose of this study is to propose the School-based Management and Teachers Autonomy (SBATA) Model in Malaysian primary school classroom assessment. The investigations between variables consist of four dimensions in SBM (leadership, planning, resource management and evaluation) and two dimensions in teachers autonomy (curriculum autonomy and general autonomy). Thus, the objectives of the study are:

- a) To identify the level of school-based management and teacher autonomy (SBATA)
- b) To identify school-based management and teacher autonomy (SBATA) differences based on respondent demographics
- c) To identify the correlation among school-based management and teacher autonomy (SBATA) dimensions



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- d) To identify the relationship between school-based management and teacher autonomy (SBATA)

LITERATURE REVIEW

Classroom Assessment

In this study, SBATA Model is investigated in the context of primary school classroom assessment. It's introduced as part of student evaluation methods in the Malaysian Primary School Standard Curriculum since 2011 (MOE, 2010), an initiative to replacing existing assessments to make schooling less exam-oriented (Idris, 2016). According to Rahman (2014), classroom assessment involves two main processes, namely measuring and evaluating that occur simultaneously or in stages and over and over again to obtain accurate and authentic information. Two types of assessment are summative assessment (exam-oriented) and formative assessment (assessment carried out throughout the whole year during the teaching and learning process in the class). However, summative assessment involving biennial examinations (mid-year and final year examination) for primary school level one student (student in year 1, 2 and 3) repealed starting 2019 (MOE, 2018). Thus, evaluation for the said student is based on formative assessment with standard guidelines by the education ministry.

This form of assessment is to get an idea of the development and progress of learning, identify the strengths and weaknesses of students so that appropriate follow-up action to improve or improve student learning can be taken immediately while providing feedback on the effectiveness of teacher teaching (Acar-Erdol dan Yildizli, 2018). Thus, it can be seen that teachers are given full autonomy in assessing planning to report and intervention (Ali & Veloo, 2017; Varatharaj et al., 2015). A person is considered autonomous if they freely choose the direction, set goals, choose materials, methods and tasks, exercise options in carrying out tasks and develop criteria for assessment and evaluation (Cubukcu, 2016).

However, some of the issues that arise concerning classroom assessment are teachers or administrators implement the policy selectively, that is, aspects that are agreed only (Hussein, 2014). In this case, some school are still held examination twice a year and modified the data to match the formative assessment report. Other issues include bias and unfairness in scoring (Ali & Veloo, 2017), workload, a large number of students, as well as outside interference, make classroom assessment less effective (Sani & Yunus, 2018) as well as rigid assessment management issues. Thus, the researcher found the need to investigate classroom assessment based on the management area and teachers autonomy.

School-based Management

School-Based Management (SBM) defined as the responsibility of the school administrator (headmaster) to exercise his or her autonomy in making decisions on all matters regarding the school organization includes administration, curriculum, co-curriculum, and student affairs, with involvement from the staff (teachers), clients (parents and students), and collaboration with local communities. This ideology was first discussed in the 1970s and 1980s in developed countries, followed by developing countries (Barrera-osorio et al., 2009a; Caldwell, 2005; Varatharaj, 2015) in the 2000s such as Indonesia (Bandur, 2012b) and Philippines (World Bank, 2013) focusing on improving the autonomy of local government, district education offices, and schools (Barasa, 2014).

SBM practice has shown positive outcomes in various aspects of the school including student attendance, academic achievement and school management (Arar & Nasra, 2018; Bandur, 2012; Barrera-osorio et al., 2009; Caldwell, 2005; Grauwe, 2005; World Bank, 2013). For example, SBM in Indonesia, a significantly positive effect on student learning outcomes since it was started implemented in 2002 (Chen, 2019) while in the Philippines it has resulted in improved school performance within three years (2006-2009) of implementation (World Bank, 2013). Based on these affirmative results, more countries adopt SBM practices after it sparks interest among educators and policymakers including Malaysia.



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Despite the implementation of SBM in various country, the practice of SBM in each country is different depending on the circumstances and culture of education. However, it has the same goal to improve the quality of education. Hence, comprehensive research needed to examine the impact of SBM practices, especially among teachers.

Teachers Autonomy

Teachers autonomy definition consists of two components; freedom and control. Freedom for teachers to make decisions while carrying out work, choosing methods or materials, choosing materials, evaluating results, problem-solving, and being responsible for the decisions made (Tehrani & Mansor, 2012; Ulas & Aksu, 2015) affecting teachers work environment (Worth & Brande, 2020) within the set of resources and regulations (Silva & Mølsted, 2020). While control means teachers' belief that they can control certain aspects of their work life. This type of control allows teachers to feel free to speak critically in making decisions related to the educational environment (Ananthan, 2016; Ipek, 2017; Rudolph, 2006). This is in line with Duyen (2019) research where teachers in Finland define teachers autonomy as professional responsibility and independence and willingness with the character of autonomous teachers that is self-reflection, open to professional and personal development, competent, independent, and responsible.

Several studies have explored the effects of teachers autonomy and found that autonomy is an important factor needed especially in teachers professional careers (Paulsrud & Wermke, 2019; Ulas & Aksu, 2015; Varatharaj, Abdullah, & Ismail, 2015; Deci & Ryan, 2008). The advantages of having teacher autonomy such as contributing to school best practices, enhance in commitment, job satisfaction, reducing disciplinary problems, burnout, and teacher absences (Zhou et al., 2019; Esfandiari & Kamali, 2016). Its also increased motivation (Lennert da Silva & Mølsted, 2020; Zhou et al., 2019; Gwatney, 2012; Pearson & Moomaw, 2005), self-efficacy (Farjami & Kazemi, 2018), school effectiveness (Southern, 2018), student achievement (Gurganious, 2017) and accountability (Tan, 2018).

Overall, it was found that teacher autonomy has a direct positive impact on various aspects of education. Meanwhile, low levels of autonomy are feared to have the opposite effect such as demotivation, lack of self-confidence, low self-esteem that contribute to de-professionalism in teachers (Paulsrud & Wermke, 2019). Thus, investigations on teachers autonomy level and its relationship with management in certain context are needed to get a clear picture of teacher autonomy in schools.

Conceptual framework

In this study, school-based management is the independent variable and teachers autonomy is the dependent variable. The conceptual framework of the present study constructed as in Figure 1.

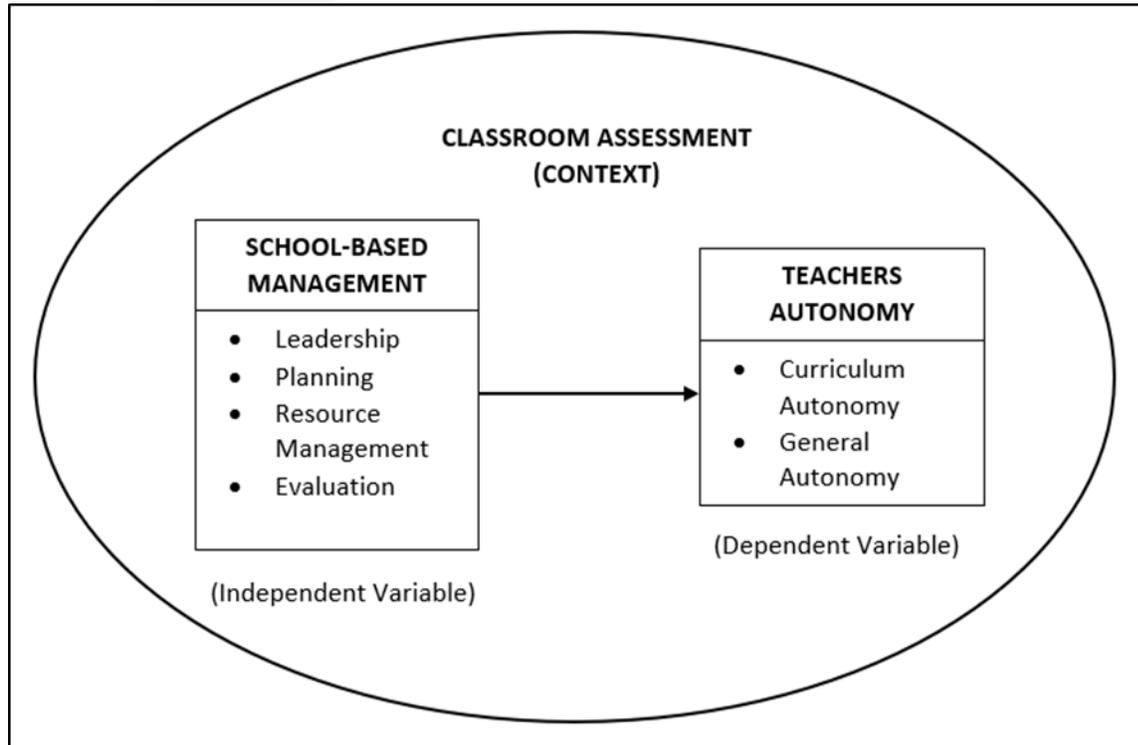


Figure 1. Conceptual Framework for SBATA Model

METHODS

Research Design

This study employs a quantitative approach with a survey method using modified questionnaires as a data collection instrument. Collected data then analyzed using IBM SPSS version 25.

Population and Sampling

In this study, the study population had a total of 1776 primary school teachers. Based on the determination of the samples size by Bartlett et al. (2001), the minimum number of respondents required is 112. Respondents were then selected using a random sampling procedure. The google form link was forwarded through the headmaster to the school Whatapps or Telegram group. A total of 115 primary school teachers in Sandakan, Sabah, Malaysia participated voluntarily. Figure 2 shows respondent characteristics based on demography.

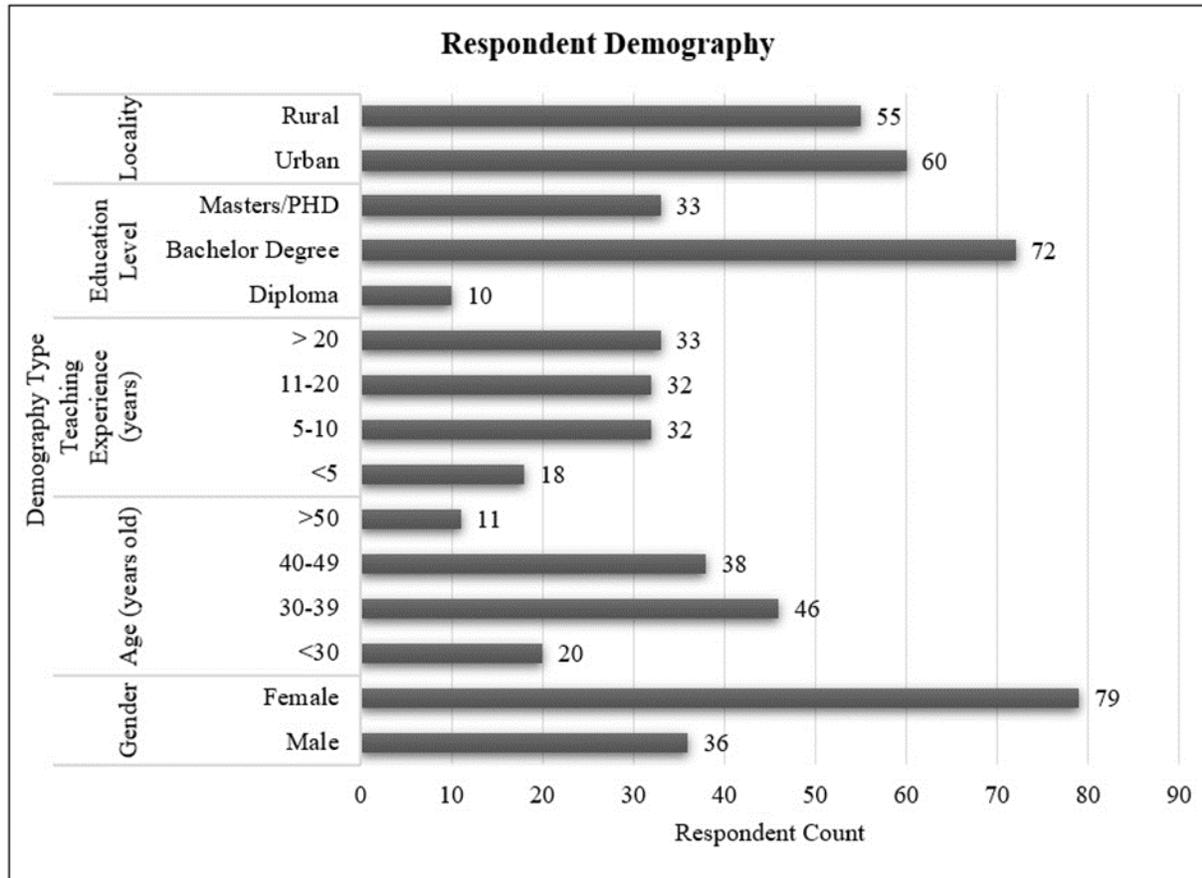


Figure 2. Respondent demography

Data Collection Technique

Questionnaires distributed online using google form after obtaining approval from the Education Research Application System (ERAS) at the Ministry of Education, Sabah State of Education Department, ETHICS university, and school headmaster.

Instruments

SBATA questionnaires used in this study are adapted from the Teachers Autonomy Scale (Pearson & Moomaw, 2005) and School-Based Level of Practices Assessment Tools used by Tapayan et al. (2016). Both construct measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Teachers autonomy constructs contain 17 items with two dimensions; curriculum autonomy and general autonomy while school-based management constructs consisted of 20 items spread evenly onto four dimensions; leadership, planning, resource management, and evaluation.

Construct Validity and Reliability

Confirmatory Factors Analysis (CFA) was performed to obtain the validity of the SBATA construct. Results for 18 items in teacher autonomy showed that Kaiser-Meyer-Olkin (KMO) (0.74) and Bartlett test of sphericity ($\chi^2=960.13$, $df=136$, $p<0.00$) while the results for 20 items SBM obtained is KMO (0.74) and Bartlett test of sphericity



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($\chi^2=1566.92$, $df=190$, $p<0.00$). Based on Field (2018), significant KMO value ≥ 0.50 mean sample adequacy measures are reasonable and factor analysis was deemed to be suitable with all items.

Table 1
SBATA Principal component analysis: Varimax rotation

Teachers Autonomy			School-based Management				
No Item	Factor loading		No Item	Factor loading			
	1	2		1	2	3	4
A6	0.87		B7	0.86			
A9	0.79		B9	0.84			
A4	0.79		B8	0.75			
A1	0.77		B6	0.63			
A10	0.71		B10	0.56			
A11	0.71		B17		0.84		
A3	0.69		B16		0.81		
A5	0.69		B19		0.80		
A8	0.62		B18		0.56		
A7	0.56		B20		0.51		
A2	0.55		B1			0.84	
A17		0.76	B2			0.77	
A14		0.69	B4			0.70	
A15		0.66	B5			0.64	
A12		0.65	B3			0.52	
A16		0.64	B12				0.80
A13		0.52	B14				0.77
			B11				0.54
			B15				0.53
			B13				0.46
Eigenvalues							
Total	7.75	3.92	Total	3.63	3.52	3.47	3.09
% Varians	45.57	23.05	% Varians	18.15	17.6	17.35	15.45

SBATA Principal component analysis (PCA) using varimax rotation result in table 1 shows that teacher autonomy obtained 2 components with a percentage of the variance of 68.62% while SBM obtained 4 components with a percentage of the variance of 68.55%. Factor loading value ≥ 0.3 and eigenvalues ≥ 1 . This result confirms that 2 components in teachers autonomy are curriculum autonomy (11 items) and general autonomy (6 items). SBM 4 component are leadership (5 items), planning (5 items), resource management (5 items), and evaluation (5 items).

Table 2 shows the reliability test for each construct. Based on Field (2018), Alpha Cronbach value; $\alpha \geq 0.7$ moderate, $\alpha \geq 0.8$ high, and $\alpha \geq 0.9$ very high. The alpha value for both constructs ranged between $\alpha = 0.71-0.85$, thus concluded that the reliability is high.



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Table 2
Construct reliability

Construct	Dimension	Item	α	Decision
Teachers Autonomy	Curriculum Autonomy	11	0.81	Reliable
	General Autonomy	6	0.71	Reliable
SBM	Leadership	5	0.85	Reliable
	Planning	5	0.77	Reliable
	Resource Management	5	0.81	Reliable
	Evaluation	5	0.86	Reliable

Data Analysis

Data analysis was conducted descriptively and inferentially using IBM SPSS version 25.0 software and a significant level taken at $p < 0.05$. Mean and standard deviation in the descriptive analysis used to determine variable level in SBATA. Inference analysis such as independent t-test and one-way ANOVA was done to analyze respondents' differences in demography. While correlation Pearson used to examine the correlation among teachers autonomy and school-based management dimensions. Multiple regression was done to analyze the relationship between SBATA.

RESULTS

SBATA Level

The results of the descriptive analysis of the SBATA shown in table 3 include the mean values and standard deviation of 115 respondents. Based on the table, it can be observed that both teacher autonomy and school-based management are at a high level with a mean value of 4.14 for teacher autonomy and 4.24 for school-based management with a standard deviation of 0.37 and 0.38.

Table 3
Variable level in SBATA

	Teachers autonomy	SBM
Mean	4.14	4.24
N	115	115
Standard deviation	0.37	0.38



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Demographic Differences in SBATA

Table 4 shows the results of inference analysis of independent t-test (gender and school location) and one-way ANOVA (age, teaching experience, and education) on SBATA. The results of the independent t-test analysis found that the significant level in gender and school locality was 0.47 above the significant level of $p < 0.05$ which indicates that there is no significant difference in SBATA based on gender and school locality.

One-way ANOVA analysis of age for teacher autonomy is 0.51 higher than the significant level of $p < 0.05$ which means there is no difference in teacher autonomy based on age. However, the significant level in school-based management is 0.04 below $p < 0.05$, indicating that there are differences in school-based management based on age. The highest mean value contributed from teachers with age more than 50 years old. And the lowest is from age 40-49 years old.

Table 4
Demographic Differences in SBATA

Demography	N	Teacher Autonomy				School-based Management				
		Mean	Standard Deviation	F	Sig.	Mean	Standard Deviation	F	Sig.	
Gender	Male	36	4.05	0.39	0.5	0.47	4.21	0.42	0.5	0.47
	Female	79	4.17	0.36			4.25	0.37		
	Total	115								
Age	< 30 years old	20	4.11	0.39	0.8	0.51	4.24	0.40	2.9	0.04*
	30-39 years old	46	4.14	0.43			4.26	0.36		
	40-49 years old	38	4.10	0.24			4.14	0.36		
	>50 years old	11	4.29	0.48			4.51	0.41		
	Total	115	4.14	0.37			4.24	0.38		
Teaching Experience	<5 years	18	4.12	0.39	2.8	0.04*	4.17	0.31	1.1	0.33
	5-10 years	32	4.22	0.42			4.26	0.40		
	11-20 years	32	4.00	0.30			4.17	0.35		
	>20 years	33	4.21	0.35			4.33	0.42		
	Total	115	4.14	0.37			4.24	0.38		
Education Level	Diploma	10	3.77	0.15	8.3	0.00*	4.03	0.19	2.0	0.12
	Bachelor Degree	72	4.12	0.38			4.28	0.38		
	Masters/PHD	33	4.28	0.34			4.21	0.41		
	Total	115	4.14	0.37			4.24	0.38		
Locality	Urban	60	4.19	0.36	0.0	0.90	4.26	0.42	2.5	0.11
	Rural	55	4.07	0.38			4.22	0.35		
	Total	115								

Meanwhile, based on teaching experience, teachers autonomy result shows that the p-value is 0.04 below the significant level of $p < 0.05$ which means there are significant differences in teachers autonomy based on teaching experience. Teacher with teaching experience between 5-10 years contributes the highest mean value compared to the others. The significant level in school-based management is 0.33 higher than $p < 0.05$ shows that there are no significant differences in school-based management based on teaching experience.

In terms of education level, in teacher autonomy, teachers with a diploma contribute the lowest mean value while the highest is from teaches with masters and PhD. The significance value for education level is 0.00 below the significant level of $p < 0.05$. Thus, indicating there are significant differences in teacher autonomy based on



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education level. Meanwhile, the p-value in school-based management is 0.12 above the significant level of $p < 0.05$, which means there are no significant roles in school-based management based on teaching experience.

Overall, independent t-test and one-way ANOVA analysis on SBATA found that there was no significant difference based on gender and school location. However, age shows significant differences in school-based management but not in teacher autonomy while teaching experiences and education level have a significant impact on teacher autonomy but not in school-based management.

Correlation Among SBATA Dimensions

Table 5 shows the results of Pearson correlation analysis between dimensions in SBATA for 115 teachers. The result shows that all correlations are statistically significant at the level $p < 0.01$ (2-tailed). In general, positive correlations between SBATA dimensions shows that school-based management leadership, planning, resource management and evaluation have a strong impact on curriculum autonomy and general autonomy.

Table 5
Correlations Analysis between SBATA

Correlations		Leadership	Planning	Resource Management	Evaluation	SBM
Curriculum Autonomy	Pearson Correlation	0.54**	0.54**	0.30**	0.45**	0.55**
	Sig. (2-tailed)	0.00	0.00	0.001	0.00	0.00
General Autonomy	Pearson Correlation	0.52**	0.49**	0.38**	0.49**	0.57**
	Sig. (2-tailed)	0.00	0.00	0.004	0.00	0.00
Autonomy	Pearson Correlation	0.59**	0.58**	0.38**	0.52**	0.63**
	Sig. (2-tailed)	0.00	0.00	0.000	0.00	0.00

**Significant at the 0.01 level (2-tailed).

Relationship Between SBATA

Based on table 6, the total variation in SBM explains 38.6% of the total variation in curriculum autonomy and 35.2% of the total variation in general autonomy. The model is a good fit ($p = 0.00$) for both dimensions in teacher autonomy. However, three out of four SBM dimensions (i.e planning, resource management and evaluation) are significantly influenced curriculum autonomy while only one dimension (evaluation) significantly influenced general autonomy. Only one SBM dimension (leadership) did not have any significant influence on both dependent variable dimensions. Overall, multiple regression analysis has shown that there is a significant influence SBM on teacher autonomy which proves there is a relationship in SBATA.



Table 6
Regression Analysis between SBATA

School-based Management	Teacher Autonomy		General Autonomy	
	Curriculum Autonomy (β)	p	Autonomy (β)	p
Leadership	0.21	0.06	0.19	0.09
Planning	0.35**	0.00	0.21	0.06
Resource Management	-0.18*	0.05	-0.03	0.73
Evaluation	0.24**	0.00	0.26**	0.00
R	0.622		0.593	
R Square	0.386		0.352	
Adjusted R square	0.364		0.328	
F	17.315		14.913	
Sig F	0.00		0.00	

* Significant at the 0.05 level

**Significant at the 0.01 level

DISCUSSION

In this study, SBATA is at a high level in the context of primary school classroom assessment in Malaysia contradictory to previous studies that the level of both school-based management (Ali et al., 2019) and teacher autonomy (Varatharaj, 2015) are moderate. This is probably due to the implementation of classroom assessment which gives more autonomy to teachers. Besides, the concept of granting autonomy in school-based management transferred power from policymakers directly to schools with the involvement of teachers. Incline with Núñez et al. (2015), where autonomy-supportive climates endorse the satisfaction of the basic psychological needs of autonomy. Teacher autonomy played an important role in the teaching profession and that not only was teacher autonomy beneficial to teachers themselves, but also their students (Duyen, 2019).

On the other hands, SBATA did not differ according to gender and school locality. These findings contradict the study by Ismail and Abdullah (2014) who found that there is a significant difference in teacher autonomy from the aspect of school locality that is the level of autonomy of teachers in rural areas is lower than teachers in urban areas. This difference may be due to the government's efforts in bridging the education gap in the latest Malaysian education policy.

Differences based on the level of teacher education and teaching experiences in teachers autonomy is a unique finding in this study. Teacher with master and PhD tend to feel confident in exercising their autonomy compare to those with a bachelor degree and diploma. Dissimilitude in teaching experience might be influenced by various aspects such as the status of novice and experienced teachers, well-being and role in school management. It is well acknowledged that teachers' well-being has an impact on teachers' work and play a deciding role in the achievements and improvement of both students and schools (Mohd Yusuff & Tengku-Ariffin, 2020). These can be seen in the differences in school-based management based on age that shows the young novice teacher and senior teacher both share high value in school management. This proves that education, experiences, and age influences the level of confidence among teachers in carrying out their accountability.

The strong and positive correlation among the dimensions of SBATA meets the initial expectations where the management aspect affects teachers autonomy. These findings are in line with Dou et al. (2017) statement that



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teachers' perceptions of autonomy may be influenced by school management policy. This relationship was also proved through regression tests that showed the influence within SBATA dimensions. However, contrary to the previous study, leadership did not influence teacher autonomy in this study. This situation may be due to the high level of autonomy among teachers resulting in less influential leadership on the part of school leaders. Yet a larger number of respondents with a wider population may give different results. Besides, in school-based management practices, the leadership aspect is a major factor influencing the effectiveness of the school. The more effectively the principal plays his/her role, the more effectively the school vision and mission implemented and the more efficient human resource management being managed (Vally & Daud, 2015). According to Somech (2016), the principal should create a work environment that enables teachers to develop a sense of control and ownership of their work. Leaders voice the need for unwavering varied engagement and motivational sessions despite financial and individual challenges as the way forward in attaining the said educational excellence in both academic and non-curricular activities (Bhattacharyya, 2019). Thus, leadership will remain considered in its importance as part of school-based management.

SBATA Model

Therefore, based on the results of this study, the researcher suggested the SBATA Model that aims to improve student achievement through increasing teacher autonomy with the improvement of school management practices. This model is shown in the form of an archery targets ring where the main target in the middle is student achievement obtained after classroom assessment. Working outward, the second ring is both dimensions in teacher autonomy and the outer ring are school-based management dimensions. The dimensions of school-based management, namely leadership, planning, resource management and evaluation are the main elements that influence the internal factors of the school, especially teacher autonomy. Aspects of human resource management such as gender, age, teaching experience, education and school locality should be handled professionally and with integrity to produce teachers who are autonomous, accountable and have high self-efficacy. SBATA Model can be used by various parties, especially policymakers and school managers such as headmasters in planning to improve teacher professionalism through increased autonomy.

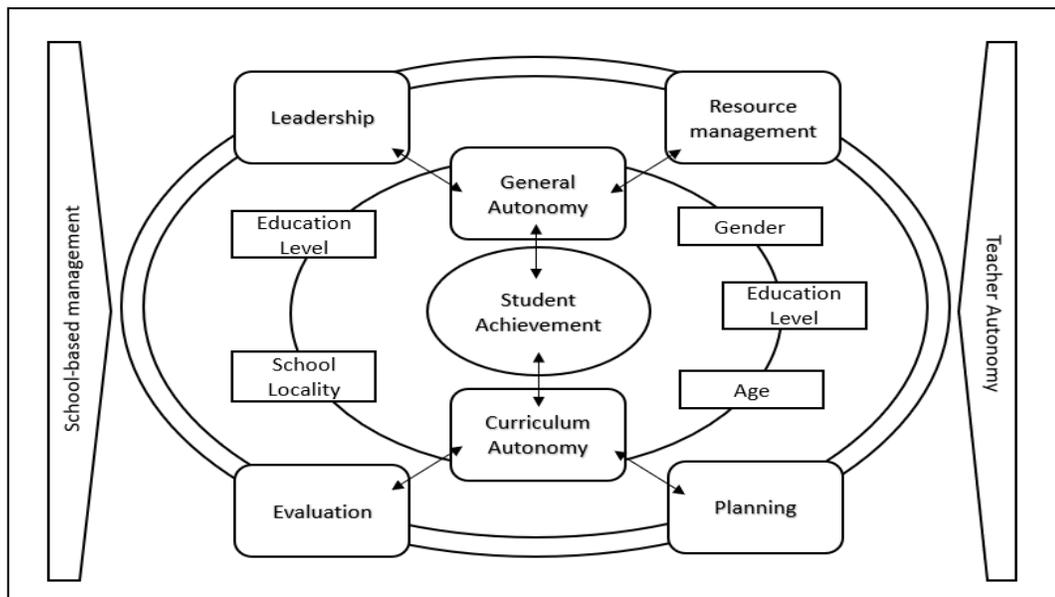


Figure 3. The Proposed SBATA Model



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Limitation and Future Perspective

The limitations of this study can be seen in the aspect of the population of respondents, that is, the respondents involved only 115 people and come from only one district in the state of Sabah, Malaysia. Thus, the generalization of the study only covers the population of the district. Extensive studies covering the whole of northern Borneo with a higher number of the respondent, for example, will define the SBATA even better. Researchers would also like to suggest further studies not only include SBATA but other elements such as empowerment, organizational behaviour and distributive leadership to further develop descriptions related to SBATA.

CONCLUSION

In conclusion, SBATA is at a high level although there were no significant differences in SBATA based on gender and school locality. But there are significant differences in teacher autonomy based on educational level and teaching experience as well as age in school-based management. The relationship is proved by strong correlations and significant influences between SBATA dimensions. Accordingly, the researcher suggested the SBATA model as one of the outcomes in this study. It is hoped that this study can contribute to knowledge related to the field of educational management.

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