

The Perspective of Special Education Teachers on Evidence Management in the Implementation of the Primary School Alternative Assessment (PAPR)

Junita Patrick., Mohd Norazmi Nordin., Salleh Amat

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

DOI: <https://doi.org/10.47772/IJRRISS.2026.1026EDU0004>

Received: 17 December 2025; Accepted: 22 December 2025; Published: 05 January 2026

ABSTRACT

The Primary School Alternative Assessment (PAPR) is a significant move by the Ministry of Education Malaysia (MOE), which intends to measure the abilities of students with special needs (SEN) in a comprehensive and impactful way. This research is about examining how special education teachers interpret the process of evidence management during the conducting of PAPR in the Padawan district, Sarawak. By means of a qualitative case study approach, the researchers interviewed semi-structured six special education teachers. They were the ones who had direct involvement in the implementation of PAPR. The researchers followed Braun & Clark's (2006) thematic analysis model in doing the data analysis. The results indicate that teachers' perceptions of evidence management, the provision of social support from school administrators and other colleagues as well as teachers' beliefs about behavioral control are some of the major factors that influence the degree to which evidence management can be implemented effectively. Besides, the availability of professional development opportunities, the availability of technology and the use of the MyALT app are some of the factors that also have a positive impact on a teacher's ability to collect and evaluate evidence. The findings of this study will be instrumental in raising the capacity of special education teachers and the gradual strengthening of inclusive and effective alternative assessment practices at the primary school level.

Keywords: Special Education, Alternative Assessment, Evidence Management, Teachers' Attitudes, PAPR

INTRODUCTION

Special education in Malaysia has been an integral part of the educational system that provides fair, quality and inclusive education to students with special educational needs (SEN). Through the implementation of the Malaysia Education Development Plan (PPPM) 2013-2025, the Ministry of Education Malaysia (MOE) has taken a variety of major steps to enhance the assessment system's effectiveness for SEN students. One of the initiatives is the introduction of the Primary School Alternative Assessment (PAPR). PAPR is a follow-up to the Primary School Alternative Assessment (PASR) that was launched in 2016. It is a more effective assessment platform as it is more holistic, authentic and student-centered (Malaysian Examination Board, 2025).

PAPR is all about evaluation of real-life situations, teacher observations, and reflection to get continuous evidence of learning. A major part of the Environment-Based Assessment Instrument (EBAI) is that it evaluates the talents of students with special needs (SEN) based on their reaction to the daily routine and real-world situations. The method puts its emphasis on the recognition of the student's potential through the ERRA (Environment, Reaction, Recognition, Acknowledgement) process, which sees skills as being developed not only by the interaction between a student and the environment but also by other factors such as awareness, understanding and social aspects. Evidence management is one of the most important things when it comes to PAPR execution as it deals with the gathering, storage as well as reporting of the learning evidence that truly reflects the students' real capabilities. The success of the whole thing depends mostly on the attitude, knowledge and skill of special education teachers. Citing Mohd Huzaimi Abdul Manap (2020), evidence management that is done systematically and accurately is the basis for valid assessments and is very helpful for teachers when they have to make instructional decisions that best suit the needs of their students. Nevertheless, within the scope of a school, teachers or educators, in general, always encounter hurdles in the shape of insufficient training,

heavy workloads, time scarcity, and also problems which arise when trying to use technology for effective evidence recording and analysis (Velerie Wheelervon Primus & Musirin Mosin, 2021).

Furthermore, factors such as the culture in a school and support from the management and friends have a great bearing on how well evidence is handled. The UNESCO (2020) publication argues that alternative assessment will succeed when staff are prepared for it and due to it being technologically infrastructure equipped. Even though Malaysia's inclusive education policy has been a great tool for PAPR execution, there are still some misunderstandings between teachers regarding the management of evidence, especially in the Padawan District, Sarawak.

Therefore, the purpose of conducting a research study is to investigate the viewpoints of special education teachers concerning the management of evidence when executing PAPR in the Padawan District. The research focused on three factors closely related to Ajzen's (1991) Theory of Planned Behavior (TPB) that teachers' thoughts about evidence management, subjective norms or social support and perceptions of behavioral control which influences their ability to execute the task. This research will reveal the factors that influence the teachers' practices of managing the evidence and how these factors can affect the PAPR implementation's performance. The objectives of this research are:

- a. To measure the impact of teachers' perception of evidence management on the efficiency of PAPR.
- b. Discover the effect of institutional and colleague support on the teachers' attitudes and practices of evidence management.
- c. Examine teachers' perception of behavioral control that determines their capability to handle the evidence if they are given a training, technologically skilled and provided with resources.

This research's results will be instrumental in formulating suitable policies and professional development programs for special education teachers, and at the same time, be helpful to the Ministry of Education Malaysia in consolidating PAPR as a just, inclusive and efficient system of student assessment.

LITERATURE REVIEW

The section is about the different theories, ideas and research results that came before concerning how to manage evidence at the Primary School Alternative Assessment (PAPR). The review of the literature serves as a base and educational background of the research, especially in getting the point of factors that influence the teachers of special education and their attitudes towards evidence management. Besides, this review unfolds how the present research is centered on Ajzen's (1991) Theory of Planned Behavior (TPB) as its conceptual framework.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) of Ajzen (1991) spells out that a person's behavior is influenced by three major factors; attitude towards behavior, subjective norms and perceived behavioral control. Attitude is the individual's beliefs and perceptions about a particular behavior while subjective norms are the influence that the society, for example, colleagues and supervisors, exert over an individual. Perceived behavioral control is an individual's estimate of their own ability to complete a certain task. TPB is a theory that is used to explain teachers' beliefs as the main factor influencing the implementation of evidence management through social support and teacher confidence in the use of technology and assessment tools. Teachers who have a positive attitude towards evidence management, thus supported by positive social norms and are confident in their skills and resources will more likely carry out evidence management in a systematic and effective way (Schmitt & Graham, 2021; Yusof et al., 2022). This theory forms a good basis for understanding how internal factors (such as attitudes and beliefs) and external factors (such as support and resources) interrelate to affect special education teachers' behavior in discharging their roles as assessors. Hence, TPB is a conceptual framework that can captivate teachers' attitudes, social norms and perceived control that influence the effectiveness of evidence management in PAPR implementation.

Primary School Alternative Assessment (PAPR)

PAPR is a project that continues the Primary School Alternative Assessment (PASR) and was introduced by the Malaysian Examination Board in 2023. The ultimate aim of PAPR is to quantify the abilities of differently-abled students in an inclusive environment. PAPR judges their development through observation and their interaction with nature, among other things. It is an approach that is more accommodating than usually held assessments, which depend heavily on logs and tests (Malaysian Examination Board, 2025). The PAPR program emphasizes the Environment-Based Assessment Instrument (EBAI) as its main method of determining students' abilities through the real-life contexts. The device uses the ERRA (Environment, Reaction, Recognition, Acknowledgement) structure, which judges potential by the extent of their relationship with the environment. The environment, reaction, recognition and acknowledgment are components through which a person's potential is assessed by watching how the person interacts with his or her surroundings. It is stated by Mohd Huzaimi Abdul Manap (2020) that the method provides a way for a more detailed assessment of students' abilities by teachers, and it is also in line with the characteristics of inclusive education. PAPR success depends on the teacher's understanding and instruction in the use of assessment instruments, as stated in the paper by Valerie Wheelervon Primus and Musirin Mosin (2021). Those educators who achieve training standards demonstrate a higher degree of ability in recording and evaluating learning evidences. A similar point is made by UNESCO (2020), which proposes the need for a flexible assessment mode and sufficient preparation for the impartial evaluation of SEN students.

Evidence Management in Alternative Assessment

PAPR can be more effective if the proof is managed properly and the tracking is given due consideration. It is one of the major factors that determine the reliability of student evaluations. It consists of three components, which are collecting information, storing it in a proper manner and then sharing the results at a later time. Teachers who specialize in the needs of the differently-abled children observe and record what the children do during the actual lessons. Research conducted by Mohd Huzaimi Abdul Manap (2020) reveals that a significant problem is raised, such as ensuring that the notes taken correspond to each learner's real skills are the result of honest efforts and are suitable for the given task. Moreover, the tightly packed schedules and heavy workloads are factors that slow down the handling of the evidence. Besides, according to Khoo and Lim (2020), tools like the MyALT application enable educators to record proof more quickly, in an efficient manner and also more accurately. In the case of special education, the best way to handle the records is when the instructors are not only tech-savvy but also have the right mindset and are devoted to the student support. Those who are proud of their work are likely to track the data in a responsible manner and even ethically (Alharthi, 2020). That shows why personal drive and core beliefs really shape how honestly PAPR gets put into action.

Factors Influencing Teachers' Attitudes Towards Evidence Management

Teachers' attitudes towards evidence management in PAPR are dependent on several factors. These factors are mainly professional training, social support from the school, technological skills and workload. As per the report of UNESCO (2020), continuous professional development can make teachers more confident in the implementation of alternative assessments. The aim of such training should be the understanding of the assessment instruments, the strategies for the collection of evidence and using the technology for data management. Furthermore, the social support coming from the school administrators and the colleagues is the most important factor that influences the teachers' attitudes towards evidence management. Research by Ng and Chia (2021) revealed that the support and advice from the administration department enhance teachers' energy and at the same time, they feel less nervous when it comes to the execution of assessment tasks. Teachers in cooperative schools are more willing to exchange expertise and to solve problems related to the use of instruments for assessment. Moreover, the behavioral factor affecting teachers is their Perception of Behavioral Control. Basically, it is related to their confidence in their skills and the resources that they have access to. A paper led by Aziz et al. (2021) concluded that educators proficient in technology, e.g., MyALT application, demonstrate stronger behavioral control resulting in better evidence management practices. This review shows that managing evidence in the PAPR is a difficult task that can be influenced by factors not only from inside but also outside. The Theory of Planned Behavior (Ajzen, 1991) is a major conceptual model that elucidates the influence of attitudes, social norms, and perceived control on staff behavior related to the management of

evidence. Previous studies have focused mainly on the significance of in-service training, organizational support and the use of technology as means of achieving efficient and accurate evidence management. Nevertheless, a few studies have explored the PAPR context in Malaysia, specifically in the remote areas of the Sarawak region. Therefore, this study is highly valuable in the field of special education and contributes to the knowledge base regarding alternative assessment practices in Malaysia.

METHODOLOGY

This research uses a qualitative approach with a case study design to understand the views of special education teachers regarding evidence management in Primary School Alternative Assessment (PAPR). The design is about getting a deeper understanding of the real-life situation of the special education teachers who are the most affected by the PAPR. The qualitative approach is preferred here because it opens to the researcher an opportunity to understand the views, the perceptions, and the challenges faced by the teachers in a complete and natural manner. According to Creswell (2014), qualitative research designs are suitable when the researchers' main goal is to understand the experiences and meanings of people in their natural environment. This method opens an opportunity for detailed and rich data collection, unlike quantitative data which is generally limited to numerical analysis. A case study design helps the researcher to comprehend the issue in its real-life context, which in this case, is the handling of evidence for PAPR by special education teachers in a particular district, Padawan, Sarawak. The research was carried out in Padawan District, Sarawak, which is an area with several primary schools that have adopted the Integrated Special Education Program (PPKI) and are actively engaged in the PAPR implementation. This place was selected because PAPR is a relatively new matter and the execution in this area has not been the subject of numerous studies. The study population comprises special education teachers who teach in primary schools and are involved in evidence management for PAPR. These teachers are those who play the most important roles in the entire process of gathering, recording and reporting learning evidence for students with special educational needs (SEN). Purposeful sampling helped to find those participants who have the hands-on experience and the profound knowledge of the subject - evidence management in PAPR. There were six special education teachers from six different schools in Padawan District selected as participants in total. The choice of the six participants was considered enough for a qualitative study since it permits a deep exploration without losing the different perspectives' dimension (Creswell, 2014). Although the study was confined to one district, but it represents a context with limited infrastructure, making it an information-rich case for understanding PAPR implementation challenges in similar settings. Every participant has had an experience of at least one year in the PAPR implementation and has been the primary assessor for SEN students at their respective schools. Semi-structured interviews were the main data-gathering tool. This study primarily relied on interview data. However, interview questions were informed by PAPR policy documents to ensure alignment with official assessment practices. This layout enabled the researcher to get the answers to already prepared guiding questions and yet, the respondents had full liberty to share their ideas, experiences, and reflections. The interview guide was prepared based on Ajzen's (1991) Theory of Planned Behavior (TPB), which suggests three essential aspects: attitude, subjective norms, and perceived behavioral control. Interview questions were formulated to delve into:

- a. Teachers' attitudes on the need and implementation of evidence management in PAPR.
- b. Social support that the school and colleagues provide for the proper conduct of assessments.
- c. Teachers' perceptions of behavioral control concerning their skills, training and resources that are available to them for the effective management of evidence.

Trustworthiness of the Study

To ensure the rigor and trustworthiness of this qualitative case study, several strategies were employed in accordance with established qualitative research standards. Member checking was conducted by sharing interview summaries with participants to verify the accuracy of interpretations and to confirm that the findings reflected their intended meanings. Peer debriefing was also undertaken through discussions with experienced qualitative researchers to review the coding process and emerging themes, thereby minimizing potential researcher bias. In addition, a clear audit trail was maintained through systematic documentation of data

collection, transcription, coding, and analysis procedures. These strategies enhanced the credibility, dependability, and confirmability of the study findings.

FINDINGS

The results in this part are based on semi-structured interviews with six special education teachers from Padawan District, Sarawak. The data analysis employed thematic analysis as suggested by Braun and Clarke (2006). These three themes are connected and show the comprehensiveness of how special education teachers handle evidence in PAPR.

Teachers' Attitudes Towards Evidence Management

The majority of teachers were favorable to the management of evidence in PAPR and acknowledged its significance in the assessment of the abilities of students with special educational needs (SEN). Teachers considered the gathering and recording of evidence not merely as a bureaucratic job but also as a necessary means for getting to know the growth of their students.

"I see evidence management not just as collecting proof, but as a way to deeply understand my students' development." (R1)

This idea shows how teachers see collecting proof as key when checking student growth overall. Yet, a few mentioned heavy tasks and tight schedules made it tough to keep records strong because deadlines piled up while duties added more stress without extra help since energy ran low whenever demands increased even though they tried hard despite limited hours due to classroom needs pulling focus away from detailed tracking.

"We understand its importance, but time is very limited. Sometimes, after class, we still need to fill in and upload evidence into the system." (R3)

Even though there were practical and technology issues, they stayed motivated because they believed in careful record-keeping. That matches what Alharthi found back in 2020, when teachers feel good about testing methods and digital tools, new kinds of assessments tend to work better.

Social Support and Subjective Norms

The support that the school administration, colleagues, and peers provided socially to the teachers was recognized as the main factor that impacted teachers' willingness to do evidence management. Teachers highlighted that working together and having good communication with colleagues in special education was the way to make the sharing of best practices and the solving of problems in the use of assessment instruments more efficient.

"When the school provides time and space for us to discuss and review evidence together, the work becomes easier and more organized." (R5)

Moreover, the involvement of school administrators in backing up PAPR execution was a key factor in lifting the spirits of the teaching staff. Teachers pointed out that their principals were very supportive, frequently motivating them to communicate difficulties and providing help in managing time and resources.

"Our headmaster is very supportive of PAPR implementation. He always asks us to share our challenges and helps us with time and equipment." (R2)

Such an environment, as a collaborative and mutually supportive work atmosphere is evidently a prerequisite for proper evidence management. Yusof et al. (2022) and Ng and Chia (2021) established that organizational and social support has a significant influence on the change of teachers' attitudes towards the new assessment system. Nevertheless, certain educators mentioned that in some schools, there might not be enough resources and time allocated for carrying out assessment tasks.

"If there are other meetings or school activities, time for managing evidence is often compromised. Sometimes, we have to do it after work hours." (R4)

This suggests that the level of organizational support is not uniform across schools and can impact the effectiveness of PAPR implementation.

Teachers' Perceptions of Behavioural Control

Training, tech-savviness, and the resources around them were the factors that determined how teachers perceived their capability in handling evidence. A number of teachers expressed that the trainings organized by the Malaysian Examination Board and the District Education Office were very useful as they facilitated their comprehension on the organization and the annotation of PAPR.

"After attending the PAPR workshop, I feel more confident using the MyALT application and know how to record evidence properly." (R6)

Those teachers who had advanced technological skills appeared to have a greater sense of control and were able to handle the evidence more effectively. On the other hand, a few teachers reported encountering problems with the MyALT application and mentioned that their internet connection was not stable and they had trouble using the platform.

"The main problem I have is with using MyALT. Sometimes the internet connection is unstable, and the applications cannot be accessed." (R1)

It underlines the fact that educators' views of their capability to handle data are shaped not just by their competence and positive mental attitude but also by certain factors beyond their control for example, the school's facilities and the availability of technological devices. This discovery corroborates the research of Aziz et al. (2021) whose findings suggest that digital skills and training are indispensable instruments to teachers' ability in managing assessment data. Moreover, quite a few teachers revealed that self-motivation for instance, a feeling of accountability and compassion for SEN student was the main impetus that made them indorse the managing of evidences as a method of facilitating education.

"Even though the system is a bit complicated, I feel it is important to do it correctly because it determines the true ability of our students." (R2)

This statement reflects the professional responsibility and ethical commitment teachers have towards their students despite the challenges they face in managing evidence.

DISCUSSION

This study explored special education teachers' perspectives on evidence management in the implementation of the Primary School Alternative Assessment (PAPR) using Ajzen's (1991) Theory of Planned Behavior (TPB) as the guiding framework. The discussion synthesizes the findings around the three core TPB constructs teachers' attitudes, subjective norms and perceived behavioral control while situating the results within existing literature and the Malaysian special education context.

Teachers' Attitudes Towards Evidence Management

The findings indicate that special education teachers generally hold positive attitudes toward evidence management in PAPR and perceive it as an essential component of holistic and authentic assessment for students with special educational needs (SEN). Teachers viewed evidence management not merely as an administrative requirement but as a meaningful process that enables them to better understand students' developmental progress and learning potential. This aligns with the attitudinal component of TPB, which posits that favourable beliefs about a behaviour increase individuals' intention to perform it (Ajzen, 1991). Consistent with previous studies (Alharthi, 2020; Ahmad & Halim, 2020), teachers' positive perceptions were associated with stronger commitment to maintaining accurate and ethical assessment records. However, despite these positive attitudes,

teachers reported challenges related to heavy workloads, time constraints, and competing responsibilities. These structural constraints often limited their ability to document evidence in a timely and systematic manner. These findings echo prior research highlighting that administrative demands and time pressures can undermine the effective implementation of alternative assessment practices, even when teacher attitudes are favourable (Velerie Wheelervon Primus & Musirin Mosin, 2021). Thus, while positive attitudes are a necessary condition for effective evidence management, they are insufficient without adequate systemic support.

Social Support and Subjective Norms

The findings further underscore the critical role of social support, particularly from school administrators and colleagues, in shaping teachers' evidence management practices. Within the TPB framework, subjective norms refer to perceived social expectations and pressures that influence behaviour. Teachers in this study emphasized that encouragement, guidance, and collaborative practices within their schools significantly enhanced their motivation and confidence in managing assessment evidence. Supportive leadership, especially from school principals, was identified as a key enabling factor. Teachers reported that administrative support in the form of time allocation, access to resources, and open communication reduced stress and fostered a collaborative culture around PAPR implementation. This finding aligns with previous studies demonstrating that organizational and collegial support positively influence teachers' engagement with assessment reforms (Ng & Chia, 2021; Yusof et al., 2022). Nevertheless, the findings also revealed variability in the level of support across schools. In some cases, competing school activities and limited institutional resources reduced the time available for evidence management, forcing teachers to complete assessment tasks outside official working hours. This uneven distribution of support highlights the importance of school-level organizational culture in shaping assessment practices and suggests that effective PAPR implementation depends not only on individual teacher commitment but also on consistent institutional backing.

Teachers' Perceptions of Behavioral Control

Teachers' perceptions of behavioural control defined as their belief in their capacity to perform evidence management effectively were strongly influenced by access to training, technological competence, and infrastructural resources. Teachers who had attended PAPR-related professional development workshops reported higher confidence in using assessment tools, particularly the MyALT application. This finding supports the TPB assertion that perceived behavioural control enhances both behavioural intention and actual behaviour (Ajzen, 1991). In line with Aziz et al. (2021) and Khoo and Lim (2020), technological proficiency emerged as a crucial determinant of effective evidence management. Teachers who were more technologically skilled were able to manage assessment data more efficiently and experienced less difficulty navigating digital platforms. Conversely, technical challenges such as unstable internet connectivity and limited access to devices reduced teachers' sense of control, even among those with positive attitudes toward PAPR. Importantly, the findings also revealed that teachers' perceived behavioural control was not solely shaped by external resources. Many teachers demonstrated strong intrinsic motivation, professional responsibility, and ethical commitment to ensuring fair assessment outcomes for SEN students. From a teacher agency perspective, these findings suggest that teachers actively negotiate systemic constraints and exercise professional judgment in implementing assessment practices. Rather than acting as passive policy implementers, teachers functioned as key agents who adapted assessment processes to meet students' needs, reinforcing the central role of teacher agency in educational reform.

Integration of Theory and Practice

Collectively, the findings affirm the applicability of the Theory of Planned Behaviour in explaining special education teachers' evidence management practices within the PAPR context. Attitudes, subjective norms, and perceived behavioural control were found to interact dynamically, shaping teachers' intentions and behaviours. Positive attitudes toward evidence management encouraged engagement, social support reinforced motivation, and perceived control shaped by training and resources enabled effective practice.

Beyond TPB, the findings contribute to the broader literature on alternative assessment and teacher agency by highlighting how teachers' professional values and ethical commitments sustain assessment practices despite

systemic limitations. These insights extend existing research by demonstrating that successful implementation of alternative assessments such as PAPR requires not only well-designed policies and tools but also sustained investment in teacher capacity building, infrastructural support, and collaborative school cultures.

CONCLUSIONS

This research was designed to delve into the opinions of special education teachers concerning the management of evidence in the Primary School Alternative Assessment (PAPR), which was based on Ajzen's (1991) theory of planned behavior (TPB). From semi-structured interviews with six special education teachers from the Padawan District, Sarawak, the study revealed that teachers' attitudes, social support and their perception of behavioral control were the three major factors that not only influenced the effectiveness of evidence management in PAPR but also contributed to the successful implementation of the same. In general, teachers expressed a positive attitude towards the management of evidence and acknowledged that it was a necessary part of the comprehensive assessment of students with special educational needs (SEN). Although they were time-pressed, overloaded with work and faced some technological problems, the teachers still didn't give up their commitment to performing their duties. This finding, therefore, suggests that the success of the PAPR implementation would depend not only on the policies and instruments used but also on the competency, motivation and support of teachers who are directly involved. This research has two parts, theoretical and practical, and its contribution spans both areas. Its theoretical contribution lies in the fact that it helps to consolidate and broaden the scope of the application of Ajzen's Theory of Planned Behavior (TPB) in the field of special education and alternative assessments in Malaysia. The study revealed that the core elements of TPB, ie. attitudes, subjective norms and perceived behavioral control, are equally significant and co-relate to bring about changes in teachers' behavior concerning evidence management for PAPR. Moreover, the study points to the significance of teachers' self-motivation, particularly professional responsibility and empathy, as contributors to their behavior in evidence management, thereby, it extends the literature in this area. On the practical side, the results emphasize a continuous need for teacher education especially for special education teachers to be proficient in the use of assessment instruments, as well as technology, like MyALT. Their schools, on the other hand, should provide a conducive environment for collaboration and support where teachers could exchange their good practices and get advice from their leaders. It is equally important for the Malaysia Ministry of Education (KPM) to strategically plan more organizational support that would include such things as enhanced digital infrastructure and provision for flexible working hours so as to lighten the teachers' workload and speed up the PAPR implementation process.

Contributions

This study identifies the use of TPB as a best fit model to explicate the professional behaviors of teachers whose main focus is on managing evidence in a special education context and using alternative assessments in Malaysia. The research, which is based on attitudes, social support and perceived behavioral control, opens up new issues for the theory and gives more profound insights into the behavior of teachers in the education system. The findings offer many practical suggestions to the Ministry of Education Malaysia (KPM), the Malaysian Examination Board (LPM) and special education schools. Some of the most significant suggestions are the enhancement of the professional development program for special education teachers, the promotion of a collaborative environment in schools, the provision of sufficient technological resources and the facilitation of systemic organizational support. These steps are crucial to the success of PAPR as an assessment system that is both inclusive and effective.

Limitations

Several limitations of this study should be acknowledged. First, the small sample size and focus on a single district limit the generalizability of the findings. However, the study provides in-depth insights that may be transferable to similar rural or under-resourced contexts. Second, the study relied primarily on interview data and did not incorporate data triangulation through classroom observations, assessment records, or document analysis. Future research should employ multiple data sources to enhance the depth and credibility of findings. Despite these limitations, the rich qualitative data generated offer meaningful contributions to understanding evidence management practices in PAPR implementation. The absence of data triangulation through classroom

observations or assessment documents limits the depth of contextual validation. Future studies should integrate multiple data sources to enhance credibility.

REFERENCES

1. Abdullah, S., & Yusof, R. (2021). Pengaruh latihan profesional terhadap penggunaan teknologi dalam pengajaran guru pendidikan khas. *Jurnal Inovasi Pendidikan*, 8(1), 72–83.
2. Ahmad, M., & Halim, H. (2020). Pelaksanaan pentaksiran alternatif dalam kalangan guru pendidikan khas: Satu kajian kualitatif. *Jurnal Pendidikan Khas Malaysia*, 10(2), 33–45.
3. Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
4. Alharthi, M. (2020). The Impact of Teachers' Attitudes on the Use of Educational Technologies in the Classroom. *Journal of Educational Technology Systems*, 48(4), 451-469.
5. Aziz, R., Tan, J., & Ismail, A. (2021). The Role of Technology in Enhancing the Effectiveness of Evidence Management in Educational Assessments. *Journal of Educational Technology*, 45(2), 184-199.
6. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
7. Cameto, R., et al. (2010). Teacher Perspectives on School-Level Implementation of Alternate Assessments for Students with Significant Cognitive Disabilities. *Institute of Education Sciences*.
8. Chakraborty, S., & Kaushik, N. (2024). Teachers' Perceptions of Formative Assessment for Students with Disabilities in India. *Journal of Special Education*, 21(4), 211-227.
9. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
10. Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
11. Halim, N., & Nor, M. (2020). Sokongan rakan sejawat dan kolaborasi profesional dalam meningkatkan keberkesanan pentaksiran alternatif. *Jurnal Kepimpinan Pendidikan*, 7(1), 55–68.
12. Hawley, M. (2013). Teacher Perspectives on the Use of Florida's Alternate Assessment for Students with Significant Cognitive Disabilities. *Florida Education Research Journal*, 4(2), 1-11. Diperoleh daripada <https://digitalcommons.usf.edu/etd/4689>.
13. Khoo, E., & Lim, C. (2020). Impact of Institutional Support on Evidence Management in Educational Settings. *International Journal of Educational Administration*, 38(4), 67-80.
14. Koh, J., & Siti, N. (2020). Exploring Teachers' Views on the Use of Technology for Managing Evidence in Assessment Systems. *Journal of Educational Technology & Society*, 23(2), 89-102.
15. Lembaga Peperiksaan Malaysia. (2023). Dokumen Pentaksiran Alternatif Pendidikan Rendah (PAPR) Tahun 2025. Lembaga Peperiksaan Malaysia, Kementerian Pendidikan Malaysia.
16. Lembaga Peperiksaan Malaysia. (2025). Garis Panduan Pentadbiran PAPR Edisi Ketiga. Lembaga Peperiksaan Malaysia, Kementerian Pendidikan Malaysia.
17. Mahat, A., Mohamed, A., & Kamarudin, M. (2024). The Importance of a Comfortable Interview Environment in Enhancing Data Quality in Qualitative Research. *International Journal of Qualitative Studies*, 16(1), 45-59.
18. Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd ed.). SAGE Publications.
19. Mohamad, F., & Sulaiman, R. (2021). Empati dan fleksibiliti guru dalam menilai murid berkeperluan khas. *Malaysian Journal of Special Education*, 11(3), 101–112.
20. Mohd Huzaimi Abdul Manap. (2020). Pengurusan Pentaksiran Alternatif dalam Pendidikan Khas: Keberkesanan dan Cabaran di Malaysia. *Malaysian Educational Review*, 5(3), 45-58.
21. Ng, H. H., & Chia, K. W. (2021). Factors Affecting the Management of Educational Evidence in Inclusive Education Settings. *Journal of Inclusive Education*, 31(2), 134-146.
22. Noraini, M., Zaiton, A., & Razali, H. (2022). Cabaran pelaksanaan pentaksiran berdasarkan teknologi dalam kalangan guru sekolah rendah. *Jurnal Penyelidikan Pendidikan*, 23(1), 55–67.
23. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation

Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.

24. Schmitt, N., & Graham, M. (2021). The Role of Teacher Training in Using New Educational Tools. *International Journal of Educational Research*, 56(3), 212-223.

25. Stufflebeam, D. L. (1971). The CIPP Model for Evaluation. In *Evaluating Educational Programs: The CIPP Model Approach*. Jossey-Bass.

26. Tuck, A., & Mason, L. (2020). Exploring Teachers' Views on the Use of Technology for Managing Evidence in Assessment Systems. *Journal of Educational Technology & Society*, 23(2), 89-102.

27. UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and Education – All Means All*. Diperoleh daripada <https://unesdoc.unesco.org/ark:/48223/pf0000373718>

28. Velerie Wheelervon Primus & Musirin Mosin. (2021). Pengurusan Pentaksiran Bilik Darjah Murid Berkeperluan Khas dalam Program Pendidikan Inklusif di Sekolah Rendah. *Journal of Special Education*, 20(3), 1-14.

29. Yates, J., & Maher, M. (2018). Teacher Perceptions of Assessment and Evidence Management in Special Education. *International Journal of Special Education*, 33(1), 34-49.

30. Yusof, I. J., & Abdul Rahim, F. E. (2022). Preliminary Study of Teachers' Formative Assessment Perceptions in Special Education in Malaysia. *International Journal of Advanced Research in Education and Society*, 4(4), 140-146.

31. Yusof, N., Ahmad, S., & Rahman, Z. (2022). The Effectiveness of Evidence Management in Special Education Assessment: A Case Study on PAPR. *Special Education Journal*, 22(1), 33-45.

32. Zakaria, M., & Rahman, H. (2021). Tekanan kerja dan sokongan organisasi dalam kalangan guru pendidikan khas. *Jurnal Psikologi Pendidikan Malaysia*, 35(2), 45-59.