

**UNIVERSITI TEKNOLOGI MARA**

**INVESTIGATING THE PRACTICE OF  
ASSESSMENT IN AUGMENTING  
CREATIVITY:  
A POSTGRADUATE PERSPECTIVE**

**JACQUELINE SUSAN ANAK RIJENG**

**MASTER**

**December 2011**

## Declaration

“I hereby declare that the work of this dissertation is mine except for the quotations and summaries that have been duly acknowledged”.



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(JACQUELINE SUSAN ANAK  
RIJENG)

Date: 5<sup>th</sup> December 2011

## Pengakuan

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”



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(JACQUELINE SUSAN ANAK  
RIJENG)

Tarikh: 5hb Disember 2011

## Abstract

The advent of creativity in the Malaysian institutes of higher education has brought significant changes to the role of assessment in higher education today. The impetus leads to major transformations especially in implementing suitable assessment approaches in the curriculum. With this in mind, a study was conducted to explore postgraduate students' perceptions of assessment and its influence on students' creativity. The conceptual framework for the present study was built based on the integration of convergent and divergent thinking (Guilford, 1950) as well as the Bloom's taxonomy (1956) that underpins the assessment approaches towards cultivating creativity. A mixed method research design was used to carry out the research which includes questionnaire surveys, interviews and document analysis. Participants involved a group of final year full-time postgraduate students ( $n=40$ ) from three different programmes in the Faculty of Education, Universiti Teknologi MARA (UiTM), Shah Alam. Findings revealed that students generally have a positive attitude towards assessment as an integral aspect in the classroom. Students' perception was indicated the highest when it comes to the transparency of assessment ( $M = 4.114$ ,  $SD = 0.648$ ). However, students reported that they lack the flexibility when dealing with the preferred assessment. Interestingly, oral presentation is perceived to be one of the best assessment methods that could enhance creative ability, suggesting various ways that presentations could be carried out creatively. Finally, the analysis of documents involving the course information and grading matrix also confirmed the emphasis given to creativity in the existing curriculum. The implications of the study include the need for curriculum development which takes into account some of the best practices across different programmes to be implemented in postgraduate education as well as giving more emphasis on self-assessment and alternative assessment. Also, curriculum negotiation is another important practice that should be considered by the faculty. It is therefore recommended that existing courses be re-evaluated by including more variation to assessment tasks as well as showing appreciation for creative expression given by students. This study could benefit instructional leaders, adult learners and policy makers in deciding the potentials of classroom assessment towards developing creativity in higher education.

## Abstrak

Pengenalan kreativiti di institusi pendidikan tinggi Malaysia telah membawa kepada perubahan yang ketara kepada peranan penilaian dalam pendidikan tinggi hari ini. Dorongan ini membawa kepada perubahan besar terutamanya dalam melaksanakan pendekatan penilaian yang sesuai dalam kurikulum. Dengan ini, satu kajian telah dijalankan untuk meninjau persepsi penilaian dan pengaruh penilaian ke atas kreativiti pelajar-pelajar pasca siswazah. Rangka kerja konsep bagi kajian ini dibina berdasarkan aspek pemikiran secara 'convergent' dan 'divergent' (Guilford, 1950) serta taksonomi Bloom (1956) yang menyokong peranan penilaian ke arah memupuk kreativiti. Penyelidikan bercorak 'mixed method' telah digunakan yang merangkumi tinjauan soal selidik, temu bual dan analisis dokumen. Responden kajian melibatkan kumpulan tahun akhir pelajar pasca siswazah sepenuh masa ( $n = 40$ ) dari tiga program yang berbeza di Fakulti Pendidikan, Universiti Teknologi MARA (UiTM), Shah Alam. Penemuan mendedahkan bahawa pelajar secara amnya mempunyai sikap yang positif ke arah penilaian sebagai aspek yang penting di dalam kelas. Persepsi pelajar berkenaan ketelusan penilaian turut mencatatkan nilai tertinggi ( $M = 4.114$ ,  $SD = 0.648$ ). Walau bagaimanapun, pelajar melaporkan bahawa mereka tidak mempunyai fleksibiliti untuk memilih kaedah penilaian yang bersesuaian dengan kehendak masing-masing. Menariknya, pelajar beranggapan bahawa pembentangan lisan merupakan salah satu kaedah penilaian yang terbaik dalam meningkatkan keupayaan kreatif, seterusnya mencadangkan pelbagai cara pembentangan yang boleh dilaksanakan secara kreatif. Akhir sekali, analisis dokumen yang melibatkan maklumat kursus dan 'grading matriks' juga mengesahkan penekanan yang diberikan kepada kreativiti dalam kandungan kurikulum yang sedia ada. Implikasi kajian merangkumi keperluan untuk menambahbaik kandungan kurikulum dengan mengambil kira beberapa amalan terbaik dari pelbagai program lain untuk dilaksanakan dalam pendidikan pascasiswazah serta memberi lebih perhatian kepada penilaian sendiri dan penilaian alternatif. Selain itu, rundangan kurikulum juga dilihat sebagai amalan penting yang perlu dipertimbangkan oleh pihak fakulti. Sebagai cadangan, kursus-kursus yang sedia ada perlu dinilai semula dengan mempelbagaikan kaedah penilaian serta menghargai ekspresi kreatif daripada pelajar. Kajian ini dapat memberi manfaat kepada tenaga pengajar, pelajar secara amnya dan juga pihak yang melaksanakan polisi kurikulum dalam menentukan potensi penilaian ke arah memupuk kreativiti dalam pendidikan tinggi.

## Acknowledgement

First and above all, I praise God, the merciful and passionate, for His abundant blessings and for making everything possible for me.

My deepest gratitude goes to the greatest individuals who have walked with me throughout this unforgettable journey. For the accomplishment of this thesis, I wish to extend my sincere appreciation to the following people for their invaluable assistance.

I wish to express my monumental gratitude and thanks to my principal supervisor and mentor, Assoc. Prof. Dr. Faizah Abdul Majid, for her phenomenal editing, useful suggestions, ongoing encouragement and expert guidance that has enormously contributed to the completion of this thesis. Thank you for providing me with the creative atmosphere, for introducing me to the reality of 'work and life' and for opening the doors for me to achieve so much throughout my studies.

My profound love and thanks to my family, especially to my dearest parents, Rijeng Jahet and Jackrina Nujip for your never-ending love, support and understanding during times when my concentration is focused on my studies. Your unconditional love has brought positivity into my life. To my amazing family members, this is the fruit of your support.

To all my fellow comrades who have been truly supportive and helpful throughout this enlightening experience, my heartfelt gratitude goes to all of you. Each of you has inspired me in many ways and your presence has been a complete joy.

Finally, my sincere appreciation also goes to every individual whom I have not mentioned but kindly contributed to the completion of this thesis. Thank you for your dedication and contribution.

The journey was challenging but the outcome is gratifying.  
I am forever indebted to all of you.