

UNIVERSITI TEKNOLOGI MARA

**RESPONSIVE PROGRAM
EVALUATION AS AN INTERNAL
QUALITY MONITORING
MECHANISM ALTERNATIVE AT HEI
IN MALAYSIA: A CASE STUDY**

AHMAD SARUDDIN BIN ENDUT

Thesis submitted in fulfillment
of the requirements for the degree of
Doctor of Philosophy

Faculty of Education

July 2017

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Ahmad Saruddin bin Endut
Student I.D. No. : 2011850234
Programme : Doctor of Philosophy - ED990
Faculty : Education
Thesis Title : Responsive Program Evaluation as an Internal
Quality Monitoring Mechanism Alternative at
HEI in Malaysia: A Case Study

Signature :
Date : July 2017

ABSTRACT

The exponential changes in technology and economic environment have resulted in greater changes to the educational landscape all over the world. These changes in the forms of internationalization and massification of enrolment have highlighted the growing concerns and crucial needs for quality and quality assurance in education. Proactive and responsive measures are continually in demand as important elements towards continuous improvement. Accreditations, peer reviews and quality audits are several external quality monitoring mechanisms that have been developed by quality assurance agencies with the motive to enhance accountability and improvement of quality. The first objective of this study is to take a proactive measure at an institutional level in developing an internal quality monitoring mechanism. With the motive for improvement, this mechanism is responsive to the stakeholders' need for information in its development and in evaluating the quality of educational program by taking into consideration the issues and concerns of stakeholders as advance organizers of the evaluation. The foci of quality consist of quality as exceptional or excellence, quality as transformation and quality as fitness for purpose are designed and targeted at the output and outcome dimensions of a program which will complement the existing mechanisms that targeted only on inputs and processes. This developed internal quality monitoring mechanism is conceptually framed on the Logic Model for evaluation, modified Stake's responsive evaluation approach, Bennett's Targeting Outcomes of Programs Hierachy and utilizes Logic Model's archetype indicators as its parameters. Qualitative in design and exploratory in its approach, the mechanism was piloted on an existing diploma program offered by one of *Majlis Amanah Rakyat's* educational institutions to achieve the second objective of this study. Lastly, the mechanism of evaluation is then evaluated in a metaevaluation process by sifting it through several criteria to achieve the third objective of the study. These criteria include the standards under the Area 7 of Code of Practice of Institutional Audit and Code of Practice for Program Accreditation developed by Malaysian Qualification Agency's, the Constructivist Evaluation Guidelines and Checklists, the Qualitative Evaluation Checklist, the AEA Guiding Principles and the JCSEE Program Evaluation Standards. Ultimately, the metaevaluation has shown that this newly developed internal quality monitoring mechanism has adhered to most of the guidelines, standards and checklist items in the opted criteria and has the potential to periodically be utilized to monitor, review and evaluate a program for quality enhancement and improvement. The study also has shown that this newly developed internal quality monitoring mechanism empowers the academics at institutional level and also the relevant stakeholders to proactively participate in monitoring the quality of education at institutional level.

ACKNOWLEDGEMENTS

My gratitude and thanks go to my main supervisor Professor Dr. Faizah Abd. Majid, and co-supervisors, Professor Dr. Habibah Ashari and Assoc. Prof. Dr. Abu Bakar Ibrahim. Thank you for the ideas, patience and endless support in assisting me with this thesis. It is to them I owe my deepest gratitude. My thankfulness also goes to Professor Chan Yuen Fook for his valuable comments and suggestions as an examiner.

I also would like to express my gratitude to Majlis Amanah Rakyat - MARA, for giving me the opportunity to embark on this PhD journey. My appreciation goes to Mrs. Hayati Hashim and Mrs. Shamsiah Kandar, the curriculum officers at the the Higher Education Division of MARA who provided the knowledge and assistance during the initial phase of this project and during the data collection process.

Special thanks to my colleagues at Kolej Profesional MARA Indera Mahkota, graduates and graduating students of Diploma in English Communication - DEC and also the employers of the DEC graduates for contributing your valuable insights in the evaluation process.

My loving wife, Roshaniza Hussein for her love, encouragement and sacrifice which can never be repaid and to my siblings who are there for me always.

Finally, this thesis is dedicated to the loving memory of my very dear late father Hj. Endut Chik, and mother, Hj. Halimah Hj, Ahmad for the vision and determination to educate me. This piece of victory is dedicated to both of you. Alhamdulillah.

TABLE OF CONTENTS

	Page
CONFIRMATION BY PANEL OF EXAMINERS	ii
AUTHOR'S DECLARATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.1.1 The Development of Education in Malaysia	2
1.1.2 The Quality Initiatives of Higher Education in Malaysia	3
1.1.2.1 The MQA Audit and Accreditation Process	4
1.1.2.2 Other Quality Initiatives by MQA and In Collaboration with MOE	4
1.1.3 Education and The Council of Trust for the Indigenous People	5
1.1.3.1 MARA Higher Education Division	8
1.1.3.2 MARA Quality Assurance Authority	8
1.1.3.3 MARA Quality Assurance System and Mechanism	9
1.2 Background of the study	12
1.3 The Problem Statement	15
1.4 Purpose of the Study	16
1.5 The Research Questions	17
1.6 Significance of the Study	18
1.7 The Scope of the Study	21
1.7.1 The Context and Responsive Nature of the Study	21
1.7.2 The Setting of the Study – MARA Professional College	22