

**Teachers' Perceptions of Shifting from Traditional Exams to Creative Student
Responses: A Study of the Bangladeshi Education System**

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Abstract

This research examines the Bangladeshi education system and compares the efficacy of traditional tests to those incorporating creative tasks. In order to concurrently collect both quantitative and qualitative data the participants (77 teachers) were administered a self-complete questionnaire followed by qualitative interviews with a sub-sample of 20 participants. To this end, the study set out to identify teachers' attitudes to both forms of assessment as well as the difficulties that are experienced when using the two assessment types. The paired sample t-test quantification responses indicated the two methods did not differ significantly in terms of perceived effectiveness ($p = 0.215$). But, it was noted that creative assessments had a meaningful positive impact on the student engagement than the traditional ones. Consequent research qualitatively revealed that dearth of resources, insufficient qualification of teachers, short time availability, and parents and students' non-acceptance as being important factors that hindered the proper use of creative assessments. This is also supported by the claims of teachers for a varied approach and encompassing the constructive and conventional styles to achieve meaningful integration between the theoretical and the practical lectures. On the basis of the research presented in this paper, the following governmental policy strategies are recommended: More funding, better training, time to plan, peer support, and community engagement. In this way, the identified barriers can be approached by policies to improve the Bangladeshi context in education to replace traditional methods with innovative and diverse assessment approaches for students' 21st-century learning.

Dedication

I dedicate this thesis to Allah the Almighty, whose countless blessings and guidance have been my source of strength and perseverance throughout this journey. I am deeply grateful to my supervisor, Dr. Glenn deVoogd, for his unwavering support and invaluable insights, and to the dedicated teachers I encountered during school visits, whose contributions and experiences enriched this research in countless ways.

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Some aspects of this thesis, including formatting and content refinement, involved the use of AI tools. All research, analysis, and conclusions are my own.

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Chapter 1

Introduction

1.1 Background of the study

Evaluation has a critical role in enhancing education systems and directing teaching and learning practices. In many other countries and Bangladesh in particular, examinations have for long been viewed as the primary means of assessment in education. These examinations that mainly focus on facts, objectives and tests that are meant to give students a limited time within which to recall information. However, in the last few decades there has been increasing pressure for new, more engaging and innovative tests, asking for problem solving and critical thinking rather than the reproduction of information. When designating creative assessments that produce project work, presentations, peer evaluations, among others, then the main objective is to give the students a deeper experience in their learning as well as assessing them based on practices that may not require rote learning.

Since the educational assessments in Bangladesh scenario based on the traditional tests and examinations, there is a great demand for assessing the creative assessments. This is a particularly pressing need as the country attempts to answer the demands of a rapidly evolving world economy and the role of the 21st-century skills including; creativity, communication and collaboration. Nonetheless, though there are possible for creative assessments to transform the educational learning environment, there are limitations towards the adoption of such an idea. These include adequate teacher training, a lack of resources, time constrains, whereas students and parents resist change from traditional methods such as exam-based models.

Since assessment occupies such a significant place in the educational process, this research aims to identify the differences in effectiveness of traditional checking and creative testing in the contexts of the Bangladeshi educational system. More precisely, the investigation focuses on the following questions: How do teachers view both forms of assessment, What are the difficulties in implementing creative assessments and what help is needed to overcome them. Consequently, the study's goal is to add to the current literature and inform future assessment reforms in Bangladesh.

Although creative assessment has now received overall acceptance, there is still a scarcity of the study of this perspective in the context of Bangladesh. Despite teachers' and policymakers' claims about embracing creativity in the assessment, applying new and more efficient ways of assessment is actually limited and constrained by, among other factors, institutional and cultural barriers. The approaches representing a predominant model for assessing students' knowledge persist in the educational culture, which suggests discussing the possibilities of creative assessment as the substitute or additional to the traditional ones.

Hence, the main research question that this study aims to answer is the following: What knowledge gap exists concerning the impact of traditional examinations as compared to creative formative and summative assessments on the learning and motivation of students in Bangladesh? This lack of understanding prevents educational stakeholders from making well-informed when it comes to matters that affect assessment reform.

1.2 Research Questions

This study seeks to answer the following research questions:

1. Which type of assessment is perceived to be more effective by teachers – traditional exams or creative assessments?
2. What are the challenges teachers face in incorporating creative assessments into their classrooms?
3. What supports do teachers need to successfully implement creative assessments in the Bangladeshi educational context?

These questions will be answered in order to provide the necessary information on both types of assessments and the factors that can impact the successful incorporation of creative assessments among teachers.

1.3 Objectives

The primary objectives of this study is to:

- Analyze and contrast the perceived efficacy of conventional paper and pencil tests and innovative forms of student evaluation as perceived by secondary school teachers in Bangladesh.
- Describe the difficulties that are likely to be faced when teachers try to incorporate creative assessments such as problems to do with resources, training, time and, stakeholder resistance.
- Identify how teachers need to be supported in order to incorporate creative assessments into the classroom through professional learning, leadership, and resource provision.

- Propose the policy solutions to enhance the enacting and using of creative assessments in Bangladesh education sector with reference to the aforementioned challenges and facilitators.

1.4 Significance of the Study

In this context, this study is important for many reasons. First, it gives a concrete understanding of the potential application or configurations of traditional exams and creative assessment in Bangladesh context. Secondly, it identifies the major issues and aids related to creative assessment ideas, and thus provides recommendations on how educational policy and practice can be forwarded. Third, by presenting the views of teachers, it also shows the possibilities of educators in implementing and changes of assessment practices, and stress the importance of focusing on teachers when providing necessary support for the successful implementation of new assessments. Lastly, the policy recommendation drawn from the study seeks to help add to the ongoing reform initiatives in the context of Bangladesh education and to give a roadmap towards the enactment of creative assessment into the national curriculum.

1.5 Scope of the Study

This study is confined only to secondary school teachers in Bangladesh. Specifically, the research aims to compare the traditional examination system and creativity-based assessment, as well as the challenges and facilitators of employing creativity-based assessment in the classroom. This study makes a contribution to understanding the Bangladeshi context, but the results can be used for other similar educational contexts.

Chapter 2

Literature Review

Evaluation is one of the critical components of learning that defines the strategies of academic interaction and students' performance. Previously, the education system in Bangladesh, like many other countries, has been dependent on tests and examinations as major means of assessment. These tests are characterized as structured and norm-referenced to obtain quantified and comparable results of the student's knowledge. However, if the main task of education is to prepare students for their future lives of work, family, and a citizen, exams are a poor measure of and poor preparation for success in life. Such assessments are characterized by daily practices that focus on drilling the factual information or knowledge that would be easily obtained using a simple internet search rather than invoking useful skills that would prepare them for future work and family livings such as useful skills that would prepare them for future work and family livings such as problem-solving or creativity skills. This, raises questions over the appropriateness of exams as tools for shaping holistic learning systems.

In regard to these issues, the world has embraced more advanced and creative (students-oriented) assessment approaches. Innovative student assignments, which are projects, portfolios, performances, and other creative undertakings, are being noticed more and more for increased effective student involvement and greater numbers of students' higher order thinking skills. These assessments are meant to increase the functionality of the evaluation process of a learner while fostering resourcefulness, analytical skills, and innovation.

Thus, it is essential to understand the teachers' perception toward this shift as the education systems in Bangladesh bring certain challenges and opportunities. In this case,

assessment largely belongs to the domain of teachers who adopt different attitudes, beliefs, and decision-making readiness to use effective methods in implementing the assessment strategies effectively and help in reformation of the education system. Although several scholars have promoted the idea of creative assessments, scholarly research on teachers' perception about this shift and how the factors influence the teachers' willingness and capacity to embrace any change has not been adequately addressed in the context of Bangladesh.

This literature review examines teachers' attitudes toward shifting from traditional exams to creative student responses in the Bangladeshi educational context. It identifies key issues, barriers, and solutions. The review begins with theories of assessment practices, discusses challenges of traditional assessments, and explores the strengths and weaknesses of creative responses. It then analyzes teachers' attitudes based on comparative studies and case descriptions. Finally, it offers recommendations for integrating creative assessments in Bangladesh and suggests future research directions. This analysis aims to inform discussions on educational reform in Bangladesh.

'As constructivist experts have suggested, knowledge should not be put in the learner's head as a seed, ready to grow; knowledge should be constructed through learning experiences and activities' (Hajal Chibani, 2017, as cited in Oanh & Nhung, 2022). This is in contrast to conventional approaches that assume students are passive recipients of the knowledge being passed to them. In constructivist classrooms, students engage in practical learning through completion of practical assignments, working in groups and solving new problems on the basis of prior knowledge.

Assessment for Learning (AfL) includes formative assessment as part of the learning process, in which the use of assessment is directed towards improving the student's performance.

Some of the AfL strategies are as follows, offering timely and specific feedback, promoting peer- and self-assessment and making learning outcomes, criteria, and standards transparent to students. According to Black and Wiliam (1998), 'Assessment for Learning is the use of assessment in order to promote learning and develop young learners' acknowledgement'.

When it comes to the current context of Bangladesh and especially given the fact that traditional examinations dominate the country's learning culture, incorporating AfL through creative form of assessment is helpful in providing a more stimulating environment for the students to learn. These methods share constructivist thinking which allow students to continually reflect and self-assess. This provides the student with some control or agency over their learning and it is very important for acquisition of higher order thinking skills.

Student-centered strategies focus on students' needs and abilities enabling them to control the process of learning. These approaches are closely connected with constructivist paradigm as they encompass encouraging big ideas, supporting the students' questions and valuing their opinion. Constructivist teaching is defined as teaching and learning that is built on the epistemology that learners are constructors of their knowledge, meaning that they build the knowledge from their experiences and interaction that is new knowledge (Brooks & Brooks, 1999). Implementing student-centered techniques will change the current conventional model of teacher-centered classrooms in Bangladesh and thus enhance critical thinking, creativity, and problem-solving abilities. Thus, standardized test score orientation has often resulted in rote learning prevalent in Bangladeshi education system. The theories that have been described concerning this subject bring a good foundation for the shift to creative assessments thus advocating for a change in the traditional learning system to one that focuses on a range of social and cognitive abilities

Conventional forms of evaluation especially those that apply tests have been especially prominent in the education systems all across the globe. These exams have a very long history, being established as far back as civil service examinations in Imperial China, the purpose of which was to select candidates for officials' positions showing their knowledge and the level of their intelligence. (Buzzetto-More & Alade, 2006)

In due course, standardized assessments were introduced in different educational settings and appear in the present form as the multi-faceted instruments used to measure students' achievement, to inform instruction process, and to assess school performance. Nonetheless, much as these exams have become common, they have been subject to a lot of criticism. According to Buzzetto-More and Alade (2023), standardized exams were initially designed to prevent "bias and subjectivity in students' assessment. However, they have been known to perpetuate 'a culture of symbolic learning among students' which encourages 'facade of cramming and passing of examinations' as opposed to grasping of concepts.

Research conducted on the efficacy of traditional tests shows that this conclusion is somewhat complicated. On the positive side, while doing their research some scholars have noted their usefulness in assessing the results of the students' performance quantitatively, while other research has revealed drawbacks. For example, multiple choice tests are known to be "poor in providing information on other important aspects such as higher order thinking skills, creativity, and problem-solving skills" (Buzzetto-More & Alade, 2006). Further, the associated contests which include these examinations are likely to put pressure and too much stress on the learners, distracting them from learning.

Therefore, it can be argued that, although traditional methods of assessment such as standardized assessments have become constants of educational assessment, their drawbacks

require a careful scrutiny for recommendations for improvement or replacement by modern and more effective modes of creative assessments that address the present-day education goals.

Creative assessments in education offer numerous benefits but also present challenges. They can increase student engagement, provide real-world context, and reduce cheating opportunities (Troy et al., 2022). These assessments support different learning styles and foster personal and academic growth (Lima, 2016). However, evaluating creativity poses difficulties due to its elusive nature and the risk of stifling students' creative flow (Rohwer, 1997). This is a testimony to the fact that it is difficult to encourage creativity particularly within frameworks that are marked with formality such as assessments. Despite these challenges, assessing creativity is crucial for demonstrating learning and program growth (Rohwer, 1997). Effective approaches include using the Creative Achievement Questionnaire, reflective journals, and rubrics (Schmidt & Charney, 2018). All these point towards the fact that this strategic planning is crucial for the implementation of creative assessments. Administrators should consider what changes to make, in what order, and how to consult with instructors when implementing creative assessments (Troy et al., 2022). Cross-disciplinary integration, such as combining art and science, can promote a deeper understanding of scientific concepts and models (Lima, 2016). More importantly it promotes learning and also goes to an extra mile in proving the effectiveness of cross over between different disciplines.

Education system of Bangladesh has witnessed a lot of changes due to political transformations of the country. According to Mousumi & Kusakabe (2020), "Bangladesh's education system has undergone significant changes due to its complex political history." Although the country has registered some progress in educational enrollment and participation, challenges still exist in the teaching and assessment of student learning outcomes. Traditional

methods, such as Oral questioning remain the most common form of classroom assessment; most of which do not facilitate critical thinking in the students since they focus on reproducing facts. According to M. M. Rahman (2018), these methods "encourage rote learning." Efforts to introduce formative assessment models like School-Based Assessment (SBA) have faced obstacles, including "insufficient teacher training, large class sizes, and lack of integration with public examinations" (Rahman et al., 2021), indicating a need for systemic support and resources. The education sector in Bangladesh is influenced by its colonial past, affecting curriculum planning, teaching practices, and policy-making. To improve educational quality, there is a need to shift towards more diverse assessment strategies, such as self and peer assessment, and focus on assessment for learning (Rahman, 2018), which could foster a more holistic learning environment.

Recent studies have examined the shift towards creative education in Bangladesh's secondary schools. While the new system aims to "reduce memorization and enhance critical thinking" (Chowdhury et al., 2021), implementation challenges persist. Teachers generally perceive classroom assessment as summative, with their practices often not aligning with stated perceptions. As Rahman (2018) observes, "teachers' practices often do not align with their stated perceptions." Students find the new system both enjoyable and challenging, citing reduced memorization but increased difficulty in understanding exam questions. According to Yasmin et al. (2020), "students cite reduced memorization but increased difficulty in understanding exam questions," reflecting a need for better alignment between teaching methods and assessment formats. Teachers, while welcoming the change, face obstacles such as "inadequate training and dependence on readymade question papers" (Yasmin et al., 2020). There's a growing recognition of the need for "student-centered instruction to promote interactive and effective learning" (Jony,

2016). Recommendations include introducing well-researched textbooks, improving classroom learning, controlling coaching businesses, and increasing teacher training to effectively implement the creative education system, highlighting the importance of comprehensive support for educational reform (Yasmin et al., 2020; Chowdhury et al., 2021).

Research on alternative assessment methods in schools reveals generally positive attitudes among teachers, despite some challenges in implementation. Teachers believe these methods improve students' higher-order thinking and creativity (Demir et al., 2019). This is an implication of the perceived importance of encouraging critical thinking and creativity through the use of more effective strategies of assessment. Factors contributing to successful adoption include administrative support, parental involvement, collaboration with universities, teacher ownership, and flexibility (Kamen, 1996). All these elements emphasize the need for organizational and collective support for the achievement of desired test practices. Small class sizes, district-sponsored training, and sufficient time for planning and reflection also enhance teachers' knowledge and practices in alternative assessment (Culbertson & Yan, 2003). This underlines the need to enhance professional development and implementation tools to increase the chances of putting these into practice. Teachers view alternative assessment as comprising various techniques, with formative and summative approaches used to create comprehensive classroom evaluations (Sulaiman et al., 2019). It also makes sure that the assessment methods are balanced to supplement the student's learning and development. Successful implementations have included science logs, performance assessments, creative drama, scrapbooks, and interviews (Kamen, 1996). The above-mentioned approaches used in class are capable of cultivating a variety of learning needs and help in the enhancement of comprehension of content. However, some teachers still feel less competent in using these methods, indicating a need for

further professional development (Demir et al., 2019). This should further serve as a reminder of the ongoing need for increased training and support to improve teachers' comfort and capability in implementing more effective and equitable methods of assessment.

Research suggests that assessment methods significantly influence student learning approaches and outcomes. According to Chamorro-Premuzic (2006), creative thinking is a better predictor of performance on dissertations and open-ended tasks, while conscientiousness correlates more with exam and continuous assessment results. It's evident from Scouller's (2000) findings that students tend to adopt surface learning approaches for exams and deeper approaches for assignment essays, generally preferring the latter for assessing understanding. Alternative assessment methods like creativity exercises, as noted by Trigwell and Sleet (1990), may test different aspects of knowledge compared to traditional exams, potentially encouraging deeper learning. According to Reynolds et al. (2013), the integration of creative tasks into various learning areas can improve students' attentiveness and comprehension of class material as the students consider creative assignments to be useful and effective in learning. Thus, the results of the study show how and why different forms of assessment can explore not only critical thinking and creativity but also promote more profound levels of learning in higher education.

"Research on English language assessment in Bangladesh reveals a disconnect between policy intentions and actual practices, hindering the quality of secondary English education" (Nur & Islam, 2018). Despite curriculum reforms, "ineffective assessment methods contribute to the failure of English language learning in the country" (Islam et al., 2021). However, "innovative approaches incorporating creativity, criticality, and translanguaging in assessment design show promise in higher education, though implementation faces challenges" (Rafi, 2023).

To address these issues, "teacher education programs are essential for developing assessment literacy and expertise among educators" (Islam et al., 2021). A study on primary school teachers implementing active learning methods found that "professional development, networking, and access to resources were crucial factors in facilitating teachers' confidence and competency" (Park, 2012). These findings "highlight the importance of aligning assessment practices with curriculum goals and providing adequate support for teachers to implement innovative pedagogical approaches in Bangladesh's education system." Implementing these innovations could be supported by developing partnerships between educational institutions and professional organizations, enhancing curriculum flexibility to accommodate diverse assessment methods, and investing in ongoing teacher training programs focused on creative and critical assessment practices.

The literature reviewed underscores the critical importance of transitioning from traditional exams to creative student responses in the Bangladeshi education system. Traditionally, assessment in Bangladesh has been dominated by standardized exams, which, while offering quantifiable outcomes, often fail to measure higher-order thinking skills such as creativity and problem-solving effectively (Buzzetto-More & Alade, 2006; Rahman, 2018). This approach, characterized by rote learning and memorization, has been critiqued for its limited ability to prepare students for real-world challenges (Nur & Islam, 2018).

In response to these limitations, there is a growing consensus among educators and researchers that incorporating creative assessment methods such as projects, portfolios, and performance tasks can enhance student engagement, critical thinking, and innovation (Troy et al., 2022; Reynolds et al., 2013). These methods align more closely with constructivist learning

theories, which advocate for active student participation and the construction of knowledge through meaningful activities (Brooks & Brooks, 1999; Rohwer, 1997).

However, the literature also highlights several challenges to implementing creative assessments in Bangladesh. These include insufficient teacher training, resistance to change among educators, and the need for robust institutional support to align assessment practices with educational goals (Islam et al., 2021; Rahman et al., 2021). Despite these challenges, studies indicate positive teacher attitudes towards alternative assessment methods once they receive adequate support and training (Demir et al., 2019; Sulaiman et al., 2019).

This literature review identifies significant gaps in current research, particularly the need for more empirical studies focusing on teachers' perceptions and experiences with creative assessments in Bangladesh. There is also a dearth of research exploring the impact of cultural and contextual factors on the adoption of these methods.

My research aims to fill these gaps by investigating how Bangladeshi teachers perceive and adapt to creative assessment strategies. By conducting interviews and surveys with educators, I seek to provide insights into the factors influencing their acceptance and implementation of these innovative approaches. The findings will contribute to the existing literature by offering practical recommendations for policymakers, educational leaders, and curriculum developers to effectively integrate creative assessments into the mainstream educational practices in Bangladesh.

In conclusion, while challenges remain, the shift towards creative student responses represents a crucial step towards fostering a more holistic and effective educational system in Bangladesh. By embracing these innovative assessment methods, educators can better prepare

students for the complexities of the 21st-century workforce, promoting not only academic excellence but also creativity and lifelong learning.

Chapter 3

Methodology

This study used both quantitative and qualitative research methods to assess the Bangladeshi secondary-level teachers' perception towards changing from traditional assessment to creative students' work (George, 2021). The study's methodology is detailed below:

3.1. Research Design

The study used cross-sectional data and a sequential explanatory mixed method design in which the quantitative phase consisted of a survey followed by the qualitative phase of interviews. This design was adopted first to categorize trends and patterns of the perception of the teachers and, next, to conduct interviews with the purpose of elaborating on the general findings.

3.2. Participants

The target population of the present study was a range of secondary school teachers, with a few high school and primary school teachers teaching in different schools in Bangladesh. Convenience sampling was employed to identify teachers who had experience in regular assessments as well as creative ones. The sample size was initially 90, with 10 discarded from the dataset to avoid missing data. Out of them, 15 teachers were subsequently purposely selected for interviews, given their consent to give more details.

3.3 Data Collection Methods

3.3.1 Surveys

A structured questionnaire was used to collect quantitative data from participants. The survey utilized closed-ended questions as well as Likert scale questions aimed at assessing the level of preparedness, perception and barriers concerning change from traditional tests to creative responses from the students. The survey was conducted both online and face-to-face, allowing teachers from all four geographical zones of Bangladesh to be involved.

Survey Content:

Demographic Information: Gender, years of teaching practice, course taught.

Perceptions of Creative Assessments: Assessment-related questions touched on the teachers' self-stated perceptions concerning creative assessments' boosting of learning, creativity, and critical thinking I.Qs.

Challenges Faced: Items measuring the perceived difficulties in implementing creative assessments, such as lack of resources, training, and time constraints.

Support and Training: Questions assessing the availability and adequacy of professional development and institutional support for transitioning to creative assessments.

3.3.2 Interviews

In addition to the survey questionnaire, survey participants were asked to complete a semi structured interview. These interviews sought to have a further understanding of the notions and perceptions of the teachers as they transition towards creative assessment. The interviews were face-to-face and by video link based on the participation of the respondents.

Interview Content:

Experiences with Creative Assessments

Impact on Student Engagement

Institutional Support and Training

Suggestions for Improvement

3.4. Data Analysis

The quantitative data collected from the conducted surveys were analyzed through the use of descriptive and inferential statistics. Qualitative statistics involved the use of frequency tables to give general information on teachers' perceptions about creative assessments while quantitative statistics such as analysis of variance (ANOVA) tested for significance between demographic variables and teachers' attitude towards creative assessments.

Thus, the analysis of the collected qualitative data, constituted of interviews, was conducted using a thematic analysis approach. This involved analyzing interview data and getting some factors on teachers' beliefs, changes, and difficulties that cropped up regarding creative assessments. The qualitative data which was obtained was further merged with the previous quantitative data analysis so as to have a wider view of the findings of the research questions.

3.5. Ethical Considerations

The authorities for the work of the study were received from the respective ethical-committee for research. The subjects were briefed on the details and intent of the study, and consent to participate was received from all the subjects. Participants were assured of their anonymity and confidentiality, and they could pull out of the study at any time without any reason being asked.

3.6. Limitations

While the mixed-methods approach provided a robust framework for exploring teachers' perceptions, the study had certain limitations. The sample was limited to teachers willing to participate, which may introduce self-selection bias. Additionally, the findings are based on self-reported data, which may be subject to social desirability bias.

Chapter 4

Findings and Discussion

4.1 Quantitative Analysis

Table 1

Table 1 highlights key demographic details and teaching practices of the sample group, including teaching levels, years of experience, and the use of creative assessments. It provides insights into the distribution of educators across primary, secondary, and higher secondary levels, as well as their familiarity with and frequency of implementing innovative assessment methods.

Frequency Distribution of Demographic and Other Variables

Variable Name	Categories	Percentage
Teaching Level	Primary	4.30%
	Secondary	90%
	Higher Secondary	5.70%
Experience in Teaching	0-5 Years	38.60%
	6-10 Years	32.90%
	11-15 Years	10%
	16 Years or More	18.60%
Implementation of Creative Assessment	Yes	77.10%
	No	22.90%
Frequency of Using Creative Assessment	Regularly	70%
	Occasionally	30%

From Table 1, it can be seen that majority of the respondents, 90%, are involved in secondary education, indicating that secondary school teaching is the dominant level among the sample group. A smaller percentage, 4.30%, are engaged in primary education, and 5.70% teach at the

higher secondary level. Regarding the experience, 38.60% of teachers have 0-5 years of experience, suggesting a significant proportion of relatively newer educators. 32.90% of the teachers have 6-10 years of experience, marking the second largest group. 10% have 11-15 years of experience, and lastly, 18.60% of teachers have 16 or more years of experience, representing a veteran group who likely have substantial expertise in teaching.

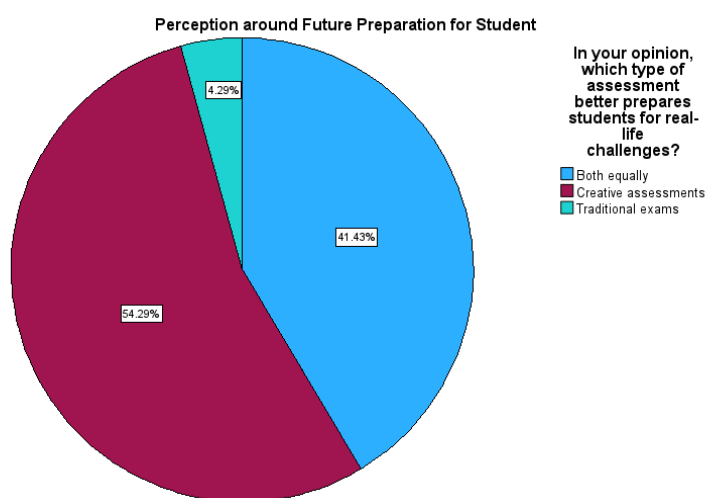
Again, a significant portion of the teachers, 77.10%, reported that they implement creative assessments in their teaching practices, which indicates a widespread adoption of creative assessment methods in the classroom among secondary school teachers, regardless of their experience. On the other hand, 22.90% of teachers do not use creative assessment strategies, suggesting that while most are embracing more dynamic approaches to assessment, a sizable minority still follows traditional methods.

Among the teachers who utilize creative assessment in their classroom, 70% reported to be using it regularly. However, 30% use creative assessment occasionally, suggesting that while they do employ it, it is not a consistent part of their teaching strategy.

Figure 1

Pie Chart on Teachers' Perception of the Students

Figure 1 presents teachers' perspectives on the effectiveness of different assessment methods in preparing students for real-world challenges. The data emphasizes varying viewpoints on the roles of creative, traditional, and combined assessment strategies in fostering critical skills and knowledge.



As expected, the majority of respondents, 54.29%, believe that creative assessments are more effective in preparing students for real-life challenges. This suggests that more than half of the teachers surveyed favor innovative, flexible assessment methods, which may include project-based tasks, problem-solving assignments, or other non-traditional approaches.

According to the interviews, some asserted that these type of assessments encourage critical

thinking, adaptability, and practical problem-solving skills, all of which are highly valued in real-world scenarios.

Again, 41.43% of the respondents feel that traditional assessments, such as written exams, standardized tests, or quizzes, are better suited for preparing students for real-life challenges.

While this is a smaller proportion compared to those supporting creative assessments, it indicates that a significant number of educators still see value in traditional methods. Traditional assessments are often seen as more structured, objective, and measurable, offering a clear way to assess knowledge retention and the understanding of core concepts. One participant mentioned, *“These assessments provide students with the ability to perform under pressure and recall important information, which are valuable in certain real-life situations.”*

Finally, a small minority, 4.29%, believe that both creative and traditional assessments contribute equally to preparing students for real-life challenges. The participants suggest that a balanced view, where both approaches are seen as having unique advantages that complement each other. One participant asserted, *“Creative assessments develop problem-solving and collaboration skills, while traditional assessments could reinforce core knowledge and test-taking abilities”*.

Table 2

Descriptive Statistics of Key Variables

Table 2 summarizes the descriptive statistics, including the mean and standard deviation, for variables measuring the effectiveness and engagement of traditional exams and creative assessments. It provides a comparative overview of how these assessment types are perceived by educators in terms of their ability to engage students and evaluate their skills effectively.

Variable Name	Mean	Std. Deviation
Effectiveness (Traditional Exams)	3.43	1.001
Effectiveness (Creative Assessments)	3.61	0.839
Engagement (Traditional Exams)	3.34	0.899
Engagement (Creative Assessments)	3.80	0.809

The table provides the descriptive statistics for key variables related to the effectiveness and engagement of traditional exams and creative assessments. These variables include the mean and standard deviation for each assessment type.

The mean score for the effectiveness of traditional exams is 3.43, which suggests that traditional exams are viewed somewhat positively in terms of their effectiveness, but not overwhelmingly so. The standard deviation of 1.001 indicates moderate variation in responses, meaning that while most teachers find traditional exams moderately effective, there is some disagreement or variation in how different educators perceive their effectiveness.

The mean score for the effectiveness of creative assessments is 3.61, which is slightly higher than traditional exams. This means that, on average, teachers find creative assessments to be more effective than traditional exams in terms of preparing students or measuring their abilities.

The mean score for engagement in traditional exams 3.34 indicates that traditional exams are seen as somewhat engaging, but less so than other forms of assessment. On the other hand, the mean score for engagement in creative assessments is 3.80, which is notably higher than traditional exams, suggesting that creative assessments are perceived as more engaging for students.

Comparative Analysis

Here, to measure if a difference exists in how the teachers rate traditional and creative assessments, I have run t-test. t-test is a statistical method used to compare the means of two groups and determine if there is a statistically significant difference between them. In the case of a paired sample t-test, the test compares two related groups or measurements taken from the same subjects (e.g., comparing teachers' ratings of traditional exams and creative assessments). The Null Hypothesis of Paired t-test is that there is no difference between the groups. So, if the p-value is greater than 0.05, we fail to reject the Null and can conclude that no significant difference exists.

Table 3

Paired Sample t-test Report

Table 3 presents the results of a paired sample t-test comparing teachers' perceptions of engagement between traditional exams and creative assessments. The table highlights the mean difference, standard deviation, t-value, degrees of freedom, and significance levels, indicating whether the observed differences are statistically significant.

	Mean	Std. Deviation	t	df	One-Sided p	Two-Sided p
Engagement (Traditional Exams) - Engagement (Creative Assessments)	-0.457	0.943	-4.055	69	0.000***	0.000***

*** $p < .001$

Since the p-value is less than 0.001, the difference in engagement between traditional exams and creative assessments is statistically significant. This means that the likelihood of this difference happening by chance is extremely low. We can confidently reject the null hypothesis and conclude that creative assessments are significantly more engaging than traditional exams.

Table 4

Paired Sample t-test Report

Table 4 provides the results of a paired sample t-test comparing the effectiveness of traditional exams and creative assessments. It includes the mean difference, standard deviation, t-value, degrees of freedom, and p-values, offering statistical insights into whether educators perceive a significant difference in the effectiveness of these two assessment methods.

	Mean	Std. Deviation	t	df	One-Sided p	Two-Sided p
Effectiveness (Traditional Exams) - Effectiveness (Creative Assessments)	-0.186	1.243	-1.25	69	0.108	0.215

The one-sided p-value of 0.108 suggests that, in one direction, the difference between traditional exams and creative assessments is not statistically significant at typical significance levels. The two-sided p-value of 0.215 confirms that there is no statistically significant difference between the effectiveness of traditional exams and creative assessments, as the value is well above the common significance threshold of 0.05. So, it can be concluded that the difference in effectiveness between traditional exams and creative assessments is not statistically significant.

The observed mean difference of -0.186 could have occurred due to random chance, so we fail to reject the null hypothesis. This indicates that, based on this data, there's no strong evidence to suggest that one assessment type is more effective than the other.

Nonetheless, the qualitative analysis report suggests that this might be explained by the challenges teachers face while incorporating creative assessment. In the subsequent section, I conduct a thematic approach to identify the common themes and challenges teachers face in incorporating such assessments in the classroom.

4.2 Qualitative Analysis

This study conducted a qualitative analysis using Nvivo to identify the challenges, supports and perceptions associated with implementing creative assessments in educational settings. Initially, I performed a thematic analysis of the survey data to identify the challenges faced by educators and the supports they require. Subsequently, I analyzed the interview data to uncover common themes regarding teachers' perceptions.

4.2.1 Challenges

I followed a thematic approach as identified by Perera (2023). This approach enabled a detailed examination of participants' responses, uncovering patterns of meaning and significant themes. The study utilized an inductive, data-driven approach to ensure that the findings authentically reflected the participants' experiences and insights, offering valuable insights into the challenges around applying creative assessment within the educational environment.

Key Issue	Frequency (%)	Explanation/Details
Lack of Resources or Support	54.35%	Teachers lack teaching materials, classroom facilities, and technical support necessary for creative assessments.
Resistance from Students and Parents	43.48%	Students and parents prefer traditional methods due to familiarity, making creative assessments harder to implement.
Time Constraints	32.61%	Teachers struggle to find time to plan, execute, and grade creative assessments amidst busy schedules.
Difficulty in Grading	9.78%	Creative assessments often require subjective grading, making evaluation inconsistent and challenging.
Fixed Mindsets/Conservative Attitudes	2.17%	Traditional attitudes and resistance to modern teaching methods hinder the adoption of creative strategies.
Lack of Variety in Assessments	1.09%	Teachers rely heavily on traditional assessments due to the limited variety of available methods.

4.2.2 Supports

The data for this section was collected and analyzed using a standard approach to qualitative analysis known as thematic analysis. Thematic analysis is the process of finding patterns (themes) in the data, then analyzing such patterns, and reporting the findings. Braun and Clarke (2006) define thematic analysis as an approach that embraces flexibility as organizes data into themes and categories for interpreting them validly. One advantage of this method is that it provides rich information on the participants' experiences and hence useful when studying issues with high levels of detail.

In this particular research, thematic analysis was used in response to qualitative questions posed to the teachers: with this approach the paper aims at identifying main supports required to facilitate creative assessments. The process included data familiarization, code development, theme search, theme revisiting, theme definition and naming as well as final report writing.

By this approach the program highlighted the main types of support which can be given to schools, namely professional development, resource, and administrative support. Results of this study are presented in this section in terms of numbers and discussed as to how these needs can be met to assist educators to deal with implementation challenges while getting the best out of creative assessments.

Key Support	Frequency (Number of Teachers)	Explanation/Details
Professional Development or Training	43 teachers (49.56%)	Training on creative assessment design, implementation, and strategies to address resistance is critical.
Access to Teaching Materials	41 teachers (46.74%)	Providing sufficient teaching materials helps reduce the resource gap.

Administrative Support	37 teachers (42.39%)	Policy flexibility and resource allocation from school administration are vital.
Collaboration with Other Teachers	36 teachers (41.30%)	Teachers benefit from sharing strategies and experiences with peers.
Time for Planning and Grading	32 teachers (37.23%)	Adequate time allocation allows teachers to plan and grade creative assessments effectively.
Classroom Setup and Resources	8 teachers (8.70%)	Providing well-equipped classrooms fosters a conducive learning environment for creative assessments.

4.2.3 Cross-Variable Links

The following table illustrates the relationship between key challenges and their corresponding supports as identified in the thematic approach:

Challenge	Description	Support	Description	Cross-Variable Link
Lack of Resources or Support	Insufficient resources hinder implementation.	Access to Teaching Materials	Adequate resources enhance creative assessment practices.	Providing resources directly addresses the lack of materials.
Resistance from Students and Parents	Traditional methods are preferred, leading to resistance.	Professional Development or Training	Training helps teachers handle resistance and communicate the benefits of new methods.	Training can help mitigate resistance by equipping teachers with communication strategies.
Time Constraints	Limited time for planning and grading.	Time for Planning and Grading	Sufficient time allocation reduces stress and improves implementation.	Efficient time management can overcome this challenge.
Difficulty in Grading	Creative assessments are harder to grade.	Administrative Support	Policies and resources guide teachers in grading effectively.	Administrative support reduces ambiguity in grading practices.
Fixed Mindsets/Conservative Attitudes	Conservative attitudes resist change.	Collaboration with Other Teachers	Peer support helps teachers adopt innovative approaches.	Collaborative discussions can help overcome resistance to change.
Lack of Variety in Assessments	Over-reliance on traditional assessment methods.	Collaboration with Other Teachers	Sharing innovative strategies introduces diverse assessment methods.	Collaboration fosters creativity in assessment approaches.

In summary, the lack of statistically significant differences in the effectiveness of traditional exams and creative assessments aligns with the challenges reported by teachers. In qualitative findings, many teachers expressed concerns about inadequate training, limited resources, and time constraints in implementing creative assessments effectively. These challenges may have contributed to the similarity observed in terms of effectiveness, as creative assessments weren't really implemented to their fullest potential. Thus, teachers' perceptions indicate that while creative assessments have the potential to enhance student learning, the lack of sufficient support and resources might pose significant barriers.

4.2.4 Thematic Analysis of Interview Responses on Creative and Traditional Assessments

This study explored teachers' perspectives on creative and traditional assessments within the context of Bangladesh's education system. Through thematic analysis of interview responses, several key themes emerged, including the support for creative assessments, challenges in their implementation, and recommendations for a balanced approach.

Support for Creative Assessments

Creative assessments were largely supported by participants for their ability to foster critical thinking, creativity, and practical knowledge. These assessments, unlike traditional ones, are seen as more engaging, as they allow students to practice and demonstrate their skills in various ways.

One teacher noted: "Creative assessments encourage students to think outside the box, engage all four skills (not just written assessment), and require interaction, fieldwork, presentations, and reports". And , another participant emphasized the long-term benefits of creative assessments for student retention: "Creative assessments help students retain information longer. They create a

more effective curriculum and allow students to relate to their own experiences and knowledge” (Interviewee 3). Moreover, creative assessments were highlighted for their ability to improve speaking and listening skills: “Creative assessments help improve speaking and listening skills as students have the opportunity to practice them” (Interviewee 2).

Challenges with Implementing Creative Assessments in Bangladesh

However, while highlighting the effectiveness and implementation of creative assessments, the participants were articulate several challenges to the use of creative assessments in education in Bangladesh. One major issue was a definite lack of structures, provides, and teacher education pertinent to the use of these methods.

Interviewee 3 stated that creative assessments did not work because when introduced, they lacked proper infrastructure, and study resources, the required materials or even trained teachers. Another participant, Interviewee 4, highlighted the fact that Bangladesh lack the environment that supports the shift to such a system, saying “There was inadequate training facilities, teaching and learning materials, equipment or resources to facilitate the implementation of such a system”.

Another question of course was the absence of special teachers and comparatively better school facilities that should have been provided to the students. According to Interviewee 5, qualified ICT teachers are scarce, so the resulting creativity cannot be implemented optimally. Further, Interviewee 6 also mentioned that although some creativity had been initialised “There were inadequate and quack classrooms and other structures that needed to enhance such practices.”

Resistance from Stakeholders (Parents, Teachers, etc.)

Resistance to creative assessments was observed mainly among parents and teachers who preferred conventional rote learning type of assessments. Some of the views stated that such groups prefer more the traditional styles of assessment such as examinations. Interviewee 7 said that this was not okay to parents due to the fact that they are use to with their children doing it traditional way by cramming instead of doing projects and presentations. Likewise, Interviewee 6 noted a lack of training for the teachers specifically: “In an ideal world teachers are not trained, then they don’t know how best they can apply the creative assessments.”

Interviewee 8 noted that some of the parents rejected creative assessments because they considered them as ‘inefficient’ to make students ready for exam competition. Furthermore, Interviewee 8 admitted that “Teachers received the changes with overwhelmed since they are not used to the methods and feel that those methods consume a lot of time.”

Preference for a Mixed Approach

The large majority of the participants expressed agreement regarding the use of creativity in assessment, although a considerable number of respondents expressed the need to use both conventional and creative assessments in order to engage theoretical knowledge with practice. For example, Interviewee 9 stated that the effective combination of different types of assessments is an 80/20 ratio of creative to traditional memorization methods.

Altogether, Interviewee 10 said, “I believe 70% of creativity and 30% of arisen traditions are necessary to obtain balanced learning.” As for the viewpoint, Interviewee 11 added, “A combination of liberal and formal approaches will be better in assessment mode.” The teacher training and support is one of the significant aspects for addressing the existing concerns.

Another key message pointed out by participants concerned the lack of teacher preparation as well as their insufficient guidance in fulfilling creative forms of assessment. Facilitators stated their concern that they required more support and knowledge in order to observe and undertake creative ideas for assessments. Interviewee 12 said, “Teachers they have to know what creative assessments are and where to find it.”

Interviewee 13, suggested to call for the government to provide the budget to help supply all the teaching needs, saying, “The government must increase the possibility of offering all the teaching materials and equipment.” Altogether, Interviewee 14 emphasized that planning opportunities that require constant practice to improve the understanding of new forms of creative assessments:

Limited Resources and Infrastructure

The lack of teaching and learning resources, texts and electronic resources, as well as the absence of e-learning systems were identified as constraints to creative skills assessments. The small number of participants and quality or textbooks as well as the lack of teaching aids were mentioned as major challenges. As Interviewee 15 mentioned: “Many schools are staffed inadequately, there are lacks of teachers and books including

supplementary ones, and the environment cannot be considered appropriate for the creation of an e-learning system.”

Interviewee 16 elaborated: Ideally, the content of current textbooks is adequate; nevertheless, the quality of the materials is poor, thereby limiting students’ interactions with what is being taught.

Effect of the implementation of the criteria for Redc on students’ experience and their rates of attrition.

The creation of quasi-creative assessment was seen as a better approach for the students and testing showed that it enhanced long term retention. They pointed out that these methods enable learners to participate in the process of learning in various ways. Interviewee 17 noted that, “Creative assessments facilitate student involvement, enhance students’ participation and boost attendance standards.”

Interviewee 18 also noted, “Creative assessments are more effective to the LMS and Flanders’ claimed that students retain content for longer periods if it is taught creatively.” Another participant, Interviewee 19, made the following comments about these methods: “Students appear more curious and willing to achieve more and study when they actively participate in designing what they think not only makes them smile and learn, but what they want to learn.”

Most of the information available in this scholarly article has been derived from the limitations of traditional assessment.

Following traditional paradigms of evaluation based on memorization were considered as not useful for preparing for future tasks. Interviewee 20 also stressed that “Traditional tasks focus on the acquisition of explicit knowledge and does not probe all the skills; speaking and listening included.”

Interviewee 21 elaborated: ‘Out-of knowledge’ tests are nothing more than rote learning in as far as critical synthesis or analysis goes. They hinder students’ capacity to reason or use information to solve problems.”

Practical Issues (time and teacher-student ratio)

Teacher time and scarcity of staff to students ratio also posed a challenge with regard to implementing creative assessments. Interviewee 22 also mentioned that “The ratio of teacher to student does not allow full implementation of creative assessments as it is a herculean task for one teacher”.

Interviewee 23 also pointed out, “The time factor was challenging for behind, average or not brilliant students to answer the Multiple Choice questions within the time scaled allowing the middle performers to get left behind.”

Government Role and Resource Allocation

To what extent did the participants envisage the government as instrumental in offering the requisite support and credit facilities? Regarding the key ideas, the participants stressed the fact that the implementation of the creative assessments will not be successful

in the absence of government support. Interviewee 24 said that “The government could not avail what was needed to make this method efficient.” Interviewee 25 emphasized: “It requires the government to make corrections and ensure that appropriate implementation of creative assessments is enforced. This is done through provision of enhanced resources and also through changes of policies.”

Chapter 5

Policy Recommendations for the Adoption of Creative Assessments in Bangladesh's Education System

Based on the findings from the interview and thematic analysis, the following policy recommendations are proposed to address the challenges and leverage the supports identified in the study. These recommendations aim to improve the adoption and effectiveness of creative assessment methods in Bangladesh's education system.

5.1 Increase Resource Allocation and Institutional Support

5.1.1 Recommendation:

Improve readiness of schools with updated teaching aids, technological equipment, and structures to enable improved, creativity and effectiveness in assessment activities. The use of technology in teaching and also the provision of what may be needed for different types of assessment can greatly minimize the effects of working under low resource situations.

Create resource-sharing initiatives: Promote the idea of having resource centres and exchange resources between schools and district for teachers to have similar quality materials.

5.1.2 Rationale:

Lack of resource was deemed the greatest hindrance (54.35%), it was clear that if teaching resources were availed in sufficient quantities then creating teachers for the purpose of innovative form of assessment would be easier. Instead of dealing with

curriculum content, the schools can help teachers to create diversity in assessment by offering infrastructure such as computers and internet connections, as well as multimedia resources.

5.2 Invest in Professional Development and Training

5.2.1 Recommendation:

Promote and conduct extensive professional development strategies required to enhance teachers' capabilities for designing, executing and evaluating creative assessments. These programs should include:

A tutor training on how to design and evaluate creative tasks.

Meetings and discussions in the form of workshops for effective approaches to teaching and learning.

Offering information regarding the types of assessment that are likely to foster creativity, critical thinking abilities and problem-solving skills.

Include creative assessment strategies in teacher preparation programs: Unfortunately, this type of evaluation strategy is still not widely used, so the principles and methods of creative assessment should be incorporated into pre-service teacher education curricula more actively, as it prepares the future educators for diverse assessment environment.

5.2.2 Rationale:

The other important support mentioned by the participants was professional development and training, 49.56%. Pre- and in-service teachers wanted more direct instruction as they sought guidance in changing from tests and quizzes to conceptually elaborate, constructivist, student performance based assessments. Training will also respond to possible anxiety with grading of creative assignments and handling of defiance in class.

5.3 Provide Time and Administrative Support for Teachers

5.3.1 Recommendation:

Allocate specific time for planning and grading creative assessments: Practical suggestions include changing the teachers' workload to allow for the time to prepare lessons in detail, to think creatively about assessments and to mark them. This would mean reconsidering class timetables or assigning pinch hitters for routine lessons so that typical teachers could concentrate on tests.

Empower school leadership to support teachers: Researchers need to educate school administrators on the kind of support teachers require, in terms of time and morale, to develop and administer creative formative assessments. It is also recommended that administrators participate in giving feedback and encouraging the development of creativity in the assessment.

5.4 Address Community and Parental Resistance Through Awareness

Campaigns

5.4.1 Recommendation:

Implement pilot awareness campaigns to pass out respective details of more creative assessments to the students, parents, other communities, and other stakeholders. Instead, these programs should explicate how and why creative forms of assessment enhance critical thinking skills, problem solving and superior order learning outcomes as opposed to rote learning.

Engage parents in the assessment process: It is important that schools inform parents about the importance of choosing nontraditional methods of evaluation by holding meetings or workshops. Engaging the parent in the conversation will reduce resistance and change the whole community attitude towards embracing creativity.

5.4.2 Rationale:

Lack of enthusiasm from students and parents making up 43.48% is one of the key factors which stand in the way of creative assessments. Therefore, the community and parents' attitude needs to change in order to support these methods. To this effect, awareness program shall play a major role in dispelling doubts which have led to a lack of uptake of new reforms in assessment practices.

5.5 Foster Peer Collaboration and Knowledge Sharing Among Teachers

5.5.1 Recommendation:

Promote collaborative networks among teachers within and across schools to share best practices and resources related to creative assessments. This can be done through: Regular teacher forums, workshops, and online platforms for teachers to exchange ideas and experiences. And, encouraging mentorship programs where experienced teachers guide others in implementing creative assessments.

5.5.2 Rationale:

Other support that teachers receive in the process of implementing creative assessments was collaboration with other teachers (41,30%). Collaboration with peers increases engagement and motivated learning that can assist the teachers against such barriers as resistance, ignorance and time.

5.6 Align National Curriculum with Innovative Assessment Practices

5.6.1 Recommendation:

Maintain consistent improvements of the national policies and curricula in education with concerns to creative assessment approaches. Competencies that can be developed in school and can be measured through other means include creativity, critical thinking ability, and other interpersonal skills which should be an important part of the curriculum.

Introduce flexibility in assessment types: The system of education must set guidelines for different kinds of assessments; project assessments, portfolio assessments, oral assessments, peer assessments, as legitimate forms of the students' knowledge assessment.

5.6.2 Rationale:

Teachers are confined to the traditional approaches of testing and simplification of assessments reducing freedom in creative assessments. Integrating the curriculum with creative assessment will afford teachers the institutional support they require in order to experiment and implement innovative methods, whereas, exposing the students to different assessment experiences where the curriculum conforms to the creativity assessment practices.

5.7 Ensure Adequate Teacher Compensation and Recognition

5.7.1 Recommendation:

Examine the current structure of the compensation for teachers and offer incentives for the teachers who are preparing professional development and using effective and innovative kinds of assessments. We could give smart salary schemes or incentives for producing innovation in assessing the schemes could go a long way to encouraging the teachers to adopt such practice.

Publicly award innovative practices at the school or district level, seeing how this fuels a culture of innovation in the practices of teaching and even assessing.

5.7.2 Rationale:

The following organisational incentives were identified as factors that encouraged teachers: teacher compensation (6.52%). The implementation of creative assessments will be given attention if compensated with adequate pay and recognition.

Chapter 6

Conclusion

This study explored the effectiveness of traditional exams and creative assessments in the Bangladeshi education system, combining quantitative and qualitative data to understand their impact and the challenges teachers face in implementing them. The quantitative findings revealed no statistically significant difference in the perceived effectiveness of traditional exams and creative assessments, as evidenced by a paired sample t-test. This suggests that, in their current form, teachers perceive that creative assessments do not demonstrate a clear advantage over traditional methods, likely due to implementation challenges. However, significant differences existed in engaging students, as creative assessment was found to be contributing more to student engagement than the traditional ones.

The qualitative data provided crucial context, uncovering several barriers to the successful adoption of creative assessments. Teachers reported inadequate training, insufficient resources, time constraints, and resistance from both students and communities as major obstacles. Additionally, systemic issues such as an exam-focused curriculum, lack of collaboration opportunities, and limited professional support were identified as key factors hindering the effective implementation of creative assessments. Despite these challenges, many teachers recognized the potential benefits of creative assessments, such as fostering critical thinking and enhancing student engagement, if these barriers could be addressed.

For the successful implementation of creative assessments in Bangladesh, policy initiatives must address both the barriers and the supports identified in this study. By providing adequate resources, investing in professional development, offering time for planning, addressing

community resistance, fostering collaboration, revising the national curriculum, and ensuring fair compensation, policymakers can help teachers transition from traditional exam-based assessments to more innovative and effective forms of evaluation.

With these policy changes, the education system in Bangladesh can better prepare students for the demands of the 21st century, promoting critical thinking, creativity, and a deeper understanding of learning. This approach will enhance educational outcomes and contribute to broader socio-economic development by equipping students with skills crucial for success in today's global economy.

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Appendices

Survey Questions for Teachers

1. Background Information

- What is your current teaching level?
 - Primary
 - Secondary
 - Higher Secondary
- How many years have you been teaching?
 - 0-5 years
 - 6-10 years
 - 11-15 years
 - 16+ years
- Have you received any formal training in creative assessment methods?
 - Yes
 - No
- Which subject(s) do you teach?

2. Perceptions of Traditional Exams

- How effective do you believe traditional exams are in assessing students' understanding of the material?
 - Very Effective
 - Effective
 - Neutral

- Ineffective
- Very Ineffective
- What are the primary benefits of traditional exams in your opinion? (Select all that apply)
 - Easy to administer
 - Provide quantifiable data
 - Widely accepted
 - Motivate students to study
 - Other (please specify)
- What are the primary drawbacks of traditional exams? (Select all that apply)
 - Encourage rote memorization
 - High-stress for students
 - Limited scope of assessment
 - Do not promote critical thinking or creativity
 - Other (please specify)

3. Experience with Creative Assessments

- Have you implemented creative student response assessments (e.g., projects, presentations, portfolios) in your teaching?
 - Yes
 - No
- If yes, how frequently do you use creative assessments?
 - Regularly (in most units)
 - Occasionally (in some units)

- Rarely (in few units)
- Never
- What challenges have you faced when implementing creative assessments?
(Select all that apply)
 - Lack of resources or support
 - Difficulty in grading
 - Resistance from students or parents
 - Time constraints
 - Other (please specify)

4. Comparing Traditional and Creative Assessments

- In your experience, how do creative assessments impact student engagement compared to traditional exams?
 - Significantly higher engagement
 - Somewhat higher engagement
 - No difference
 - Somewhat lower engagement
 - Significantly lower engagement
- How do creative assessments impact student learning outcomes compared to traditional exams?
 - Significantly improved outcomes
 - Somewhat improved outcomes
 - No difference
 - Somewhat poorer outcomes

- Significantly poorer outcomes
- In your opinion, which type of assessment better prepares students for real-life challenges?
 - Traditional exams
 - Creative assessments
 - Both equally
 - Neither

5. Overall Perceptions

- Do you believe there should be a shift from traditional exams to more creative student response assessments in your educational institution?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- What support or resources would you need to effectively implement creative assessments in your teaching?
 - Professional development or training
 - Access to teaching materials
 - Administrative support
 - Collaboration with other teachers
 - Time for planning and grading
 - Other (please specify)

- On a scale of 5, how effective are traditional assessments in the classroom?
 - On a scale of 5, how effective are creative assessments in the classroom?
 - On a scale of 5, how much would traditional assessment get in terms of engaging students in the classroom?
 - On a scale of 5, how much would traditional assessment get in terms of engaging students in the classroom?
-
- Would you be willing to participate in a short follow-up interview regarding your responses?
 - Yes
 - No"

Interview Questions for Teachers

1. Can you share your experience with traditional and creative assessment methods? What do you see as the benefits and drawbacks of each approach? Based on your experience and understanding, which method do you believe would be more effective for application in the future? Additionally, if creative assessment methods were to be integrated into the curriculum again, what changes or upgrades would be necessary to ensure their successful implementation?

Interviewee participants:

1. I would recommend creative assessment types in future curricula because they do not depend on rote memorization and also include experience-based knowledge. The drawback of traditional methods is that they put a lot of pressure on students and emphasize memorization. The resources and content are harder to grasp without hands-on experience. Creative assessments encourage students to think outside the box, engage all four skills (not just written assessment), and require interaction, fieldwork, presentations, and reports. This approach helps students retain information longer. However, in Bangladesh, creative assessments failed because they were introduced without ensuring proper infrastructure, study resources, necessary materials, or teacher training. The government could not provide what was needed to make this method effective. In other situations, it didn't work out, but it would definitely work if other necessary resources were provided.
2. I would recommend a mix of both traditional and creative assessment types, like 80% creative and 20% traditional memorization. I think both practical and theoretical knowledge are needed for a student to be well-rounded. Implementing creative assessment did not work immediately because the environment in Bangladesh was not ready for such a modern assessment approach. There wasn't enough training, infrastructure, materials, or resources to implement it effectively. In the current situation, creative assessments are not recommended, but in the future, if the necessary arrangements are made, they will surely bring positive results.
3. I would recommend creative assessment because students can relate it to their own experience and knowledge. Creative assessments have an updated system where questions are made similar to textbook knowledge and ask students how they would compare the

content with what they learned from the textbook. This encourages them to think critically and use their creativity. It helps students move away from rote memorization and creates a more effective curriculum. However, since the method was briefly introduced in the curriculum and then reverted to traditional methods, I cannot speak about its final results. Creative assessments were introduced suddenly without proper teacher guidance on how to implement them effectively. Parents were also uncomfortable with the new approach because they preferred their children to study in the traditional way, memorizing content instead of engaging in projects and presentations. Memorization may seem like learning, but it doesn't promote long-term retention. I would recommend a mix of traditional and creative assessments, with more emphasis on creative assessment. But before that, teachers need to understand what creative assessments are and how to implement them correctly.

4. I support traditional assessments to some extent because they provide theoretical knowledge to students, but not entirely, as they heavily depend on rote memorization. Another concern is that the teacher-student ratio is not ideal for applying creative assessments. It is difficult for one teacher to handle it alone. There are not enough teachers, textbooks, or supplementary materials, and the environment is not suitable for creating an e-learning system. There is also a lack of specialized ICT teachers, which are needed to apply creative curricula effectively. The government should increase the budget to supply all the necessary resources. Since Bangladesh is still developing, teachers are not properly trained, so creative assessments cannot be applied effectively at the moment. Other setups are necessary to achieve fruitful results. The content of recent textbooks is appropriate, but the quality of the materials is subpar, which makes it hard for students to engage with the content. The low-quality printing of textbooks causes students to lose interest, and even teachers dislike the quality. I believe

students deserve better-quality books. Creative assessments engage students, encourage interaction, and increase attendance rates. Traditional assessments had much lower attendance and interaction rates. I think 70% creative and 30% traditional assessments are needed.

5. The traditional curriculum assessment included 70 marks for 7 creative questions, each with 4 sections, which took about 3 hours to complete, plus another 30 marks for answering 30 multiple-choice questions in 30 minutes. The time pressure made it difficult for students who were not quick or brilliant to answer the multiple-choice questions in time, which was unfair to middle-performing students. For writing the 28 questions, the 7 creative sets required equal brain power and writing speed. However, most students are at an intermediate level, so this traditional assessment approach was not appropriate. I would recommend 30% traditional and 70% creative assessment as a mix, because gaining only theoretical knowledge is not ideal. Learning should also be enjoyable; otherwise, students will only memorize to pass exams and forget what they learned afterward.
6. Among creative and traditional assessment types, we teachers definitely favor creative assessment. Creative assessments align better with the newest generation. As the world is evolving, so are educational methods. To match the pace of modernization, creative assessment is best suited for students. Not all students learn the same way, but traditional assessments only encourage memorization and regurgitation without deeper understanding. If some students are good at memorization, this type of assessment favors them. However, creative assessments allow students to use their creativity and express what they have learned in their own unique way. The problem is that educational institutions are not well-supported to introduce creative assessments yet. There is a lack of infrastructure, resources, and teacher

training. Students need creative assessments to keep up with the times. Creative assessments are effective, but they require proper implementation. Most countries use creative assessments, and Bangladeshi students are falling behind if they are not introduced properly. Therefore, I think creative assessments should be introduced in the future with all the necessary resources.

7. I recommend traditional assessments because they help students learn. In the new system, students did not have much written assessment, so they didn't need to study theoretically. There is a positive side to creative assessments if they are mixed with traditional theoretical exams.
8. I want a mix of both traditional and creative assessments. I want students to enjoy learning. We didn't have enough time to figure out what creative assessments were, as they were quickly changed again. However, from what we saw, it was only partially effective due to a lack of time, support, resources, and training.
9. We all know there are four skills in English, but in the traditional method, only two skills—writing and reading—are assessed. There is no assessment of speaking and listening in this approach. In creative assessments, all four skills are included. Even if a student gets 90% in the traditional method, they are not considered skilled in English because they don't get to practice or assess their speaking and listening skills. I think creative assessments help improve speaking and listening skills as students have the opportunity to practice them. A mix of creative and traditional assessments would be better as an assessment approach.
10. I think creative assessments are definitely better because students don't just memorize; they also interact with teachers and apply their knowledge in creative ways. I have used creative methods, and I find them effective. Students get a chance to relate to their knowledge in a

practical way. Whether creative assessments are better or not also depends on the teacher—how they create the content, implement the teaching, and assess it. If the teacher makes the content easier for students to learn, it becomes fruitful for students to learn and perform well in assessments.

11. In traditional methods, assessments heavily relied on rote memorization. Teachers would mark certain answers to be memorized, and students would memorize and write them in their exams. In creative assessments, students have the opportunity to show their creativity and think beyond what is written in the textbooks.
12. I think creative assessments are better because students get to learn things that are not limited to textbooks. They go beyond the "book shell" and get to explore their creativity while relating their knowledge. Moreover, traditional assessments resulted in one-sided interactions in class where only the teacher spoke. In creative assessments, through projects and presentations, students use their creativity, experiences, and share their knowledge with the entire class in a meaningful way. So, I definitely recommend creative assessments.

