

**LECTURERS' PERCEPTIONS
OF TEACHING OBSERVATION IN
MARA UNIVERSITY OF TECHNOLOGY,
SARAWAK BRANCH,
SAMARAHAN CAMPUS**

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Dear Associate Professor,

**FINAL RESEARCH REPORT “TEACHERS’ PERCEPTIONS OF TEACHING
OBSERVATION IN MARA UNIVERSITY OF TECHNOLOGY, SARAWAK
BRANCH, SAMARAHAN CAMPUS”**

With reference to the above, enclosed are three copies of the Final Research Report entitled, “Teachers’ Perceptions of Teaching Observation in MARA University of Technology, Sarawak Branch, Samarahan Campus” done by a group of researchers from UiTM Sarawak Branch, Samarahan Campus.

Thank you.

Yours sincerely,



SANDRA SIM PHEK LIN

Leader

Research Project

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ABSTRACT

The main objectives of this study were to review the process of teaching observation conducted by Heads of Programmes and Co-ordinators in MARA University of Technology, Sarawak Branch, Samarahan Campus (UiTMCSKS); to gather lecturers' perceptions on how teaching observation should be conducted; to gather lecturers' perceptions on the necessary skills needed by an observer; to gather lecturers' perceptions on the usefulness of students' feedback in enhancing the effectiveness of the teaching-learning process; and to propose improvement measures for the process of teaching observation.

The respondents were 64 lecturers from 10 different faculties and departments in UiTMCSKS. Quantitative and qualitative data were collected from the subjects through the use of questionnaire. The findings of the study are as follows:

- (a) The majority of the lecturers agreed to the suitability of the items and the 4-point evaluation scale used in the present teaching observation form. However, many lecturers felt that the 'Preparation/Delivery', and the 'Commitment and Encouragement' criteria need to be split into 4 separate headings. Many lecturers also suggested the inclusion of 'teaching pedagogy', 'teaching strategy' and 'time management' as criteria for teaching observation.
- (b) The majority of the lecturers were informed earlier of the teaching observation but not many of them were informed about the criteria for the observation. Most of them were given the opportunity but not enough time to reflect on their performance and to discuss the outcome of the observation. Generally,

CHAPTER 1

INTRODUCTION

The main goal of education is to provide high quality educational experiences for students. As such, educators have been searching for effective ways to achieve this goal. It is undeniable that “teachers’ knowledge about teaching is considered a fundamental component in the improvement of teaching” (Johnson, 1998, p. 23). However, quality teaching requires “not only a teacher who is merely knowledgeable or skilful but is also able to integrate and apply whatever knowledge and skills needed for effective learning to take place” (Schalock, Sciahlock and Myton, 1998). In view of this, to ensure quality teaching, MARA University of Technology, Sarawak Branch, Samarahan Campus, (UiTMCSKS) started to officially conduct teaching observations for all the teaching staff since June 1999. The objective of the teaching observation is to promote professional growth and development among staff in the teaching profession.

1.1 Background of the Problem

The number of times a lecturer was observed varied from faculty to faculty in UiTMCSKS. Some Heads of Programmes or Co-ordinators conducted the teaching observation once a year and some twice a year. Some of them conducted the teaching observation alone, while others engaged the help of some senior lecturers from the