

**UNIVERSITI TEKNOLOGI MARA**

**TEACHING METHODOLOGY IMPACT ON  
STUDENTS' UNDERSTANDING AND KNOWLEDGE  
RETENTION: STUDENTS' PERSPECTIVE**

**NUR ADILA BINTI NASIR**

Dissertation submitted in partial fulfilment of the requirements for the Degree of Bachelor of

Pharmacy (Hons.)

**Faculty of Pharmacy**

**2012**

## **ACKNOWLEDGEMENT**

All the praise and glory to ALLAH ALMIGHTY who blessed me with good health and strength to complete my final year project and thesis writing accordingly. Foremost, I would like to express my sincere gratitude to all those who gave me possibility to complete this thesis.

I am deeply grateful to my supervisor Mr. Chin Ken Lee, Lecturer in Clinical Pharmacy, Faculty of Pharmacy, Universiti Teknologi MARA for the continuous support of my bachelor degree research, for his patient, kindness, supervision, helps and guidance through his comments, suggestions, and encouragements throughout this project. Without his supervision, I would not be able to complete this project to this extend.

Special thanks also to all respondents who participated in this study for the valuable time completing the survey. I would also thank to my colleagues for their continual support and sharing their knowledge. Finally, my deepest gratitude goes to my family for their support throughout my life; this dissertation is simply impossible without them.

## TABLE OF CONTENTS

	<b>Page</b>
TITLE PAGE	
APPROVAL SHEET	
ACKNOWLEDGEMENT	
TABLE OF CONTENT	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii
CHAPTER ONE (INTRODUCTION)	
1.1 Introduction	1
1.2 Problem statement	3
1.3 Objectives	3
1.4 Hypothesis	3
1.5 Significance of the study	4
1.6 Purpose of the study	4
CHAPTER TWO (LITERATURE REVIEW)	
2.1 Teaching methodology: Implication on students' understanding and knowledge retention	5
2.2 Myers-Brigg Type Indicator (MBTI)	9

## CHAPTER THREE (METHODOLOGY)

3.1	Methodology	10
3.2	Location	11
3.3	Sample size	11

## CHAPTER FOUR (RESULT)

4.1	Reliability test	12
4.2	Part A: Respondents' Demographic Information	12
4.2.1	Questionnaire distribution	12
4.2.2	Gender	13
4.2.3	Age	14
4.2.4	Highest education	15
4.2.5	Latest Grade Point Average (GPA)	16
4.2.6	Why choose pharmacy program	17
4.3	Part B: Students' perceptions on effective teaching methods	18
4.3.1	Perspective on effective teaching methods in clinical year	19
4.3.2	Factor analysis	25
4.4	Part C: Impact teaching methodologies on students' understanding and knowledge retention	27
4.4.1	Implication of teaching methods	28
4.4.2	Factor analysis	36
4.5	Myers-Briggs Type Indicator (MBTI)	38

## **ABSTRACT**

The present study explores final year pharmacy students' perception on teaching methodology's implications towards their understanding and knowledge retention. The purpose of this study is to evaluate which teaching methodology is preferred by students where they feel can enhance their understanding and knowledge retention. In this study, Cumulative Grade Point Average (CGPA) was used to objectively measure knowledge retention. A cross sectional quantitative surveys were conducted amongst UiTM final year pharmacy students with a self developed questionnaire and Myers-Brigg Type Indicator (MBTI). The results showed that effective teaching methods in the clinical course was best defined by problem based learning (PBL) / case based learning (CBL) and different teaching methods, whereas practical based and small group tutorials were most frequently provides impact on students' understanding and knowledge retention. These findings can provide guidance for lecturers to design better strategies for more effective clinical teaching for undergraduate pharmacy students. It is hope that the results from this study will be a catalyst for future academic effort in bringing current clinical teaching to a new paradigm.

**Keywords:** Teaching methodology, knowledge retention, pharmacy, final year, clinical teaching