

UNIVERSITI TEKNOLOGI MARA

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

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TABLE OF CONTENTS

	Page
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