

**AN ANALYSIS OF TEACHERS' PERCEPTIONS ON  
TEACHING EVALUATION QUESTIONNAIRE AND QUALITY TEACHING IN  
AN INSTITUTION OF HIGHER LEARNING IN MALAYSIA**

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This small-scale qualitative study was carried out to investigate the English teachers' perceptions towards the teaching evaluation practice in Universiti Tun Hussein Onn Malaysia (UTHM). Questionnaires were distributed to them and their responses were followed-up by electronic mail (e-mail) interviews. They were asked to write about their reactions after receiving results of student feedback, the purposes and uses of it, their thoughts about the content of the teaching evaluation questionnaire (TEQ) and their belief of what good teaching is. The results showed that teachers have mixed feelings (positive and negative) of being evaluated by students. Positively, the evaluation was useful in helping them to improve their teaching performance, provided that the aspects in the evaluation questionnaire were relevant to the English teaching and learning processes. On the other hand, teachers were concerned with the fact that a factor of students' personality, attitude, and age may not produce accurate judgements on teaching effectiveness.