



Assoc. Prof. Dr. Narina Binti A. Samah
Faculty of Educational Sciences and Technology

BIODATA

Dr. Narina A. Samah is an associate professor at the Faculty of Educational Sciences and Technology, Universiti Teknologi Malaysia (UTM) Johor Bahru. She obtained her Bachelor of Human Sciences in Psychology (Hons) from the International Islamic University Malaysia (IIUM) in 1997, and her Master of Human Sciences in Psychology from the same university in 2001. Dr. Narina received her Doctor of Philosophy (PhD) from the University of Bristol, United Kingdom in 2011 and was later awarded a Graduate Certificate in Tertiary Education Management from the University of Melbourne, Australia in 2015. Between 2011 and 2013, she was one of the developers and researchers for a Module Development Project - ACELT Leadership Development Training Program in Scholarship of Teaching and Learning (SoTL) for MOHE's Higher Education Leadership Academy (AKEPT). Dr. Narina then served as a trainer and facilitator for the AKEPT Strategic Leadership Development Program (A-SLEAD) in Learning and Teaching: Scholarship of Learning and Teaching (SoTL) (Level 1) from 2013 to 2015. She currently teaches cognitive psychology and research methods in education, with a focus on qualitative methodology, especially on narrative inquiry. Her research interests encompass the cognitive aspects of learning and teaching, with a great emphasis on critical reflection, reflexivity, epistemic cognition, metacognition, complex problem solving, and brain functional connectivity during the learning process, in addition to SoTL research exclusively.

PERSONAL DETAILS

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RESEARCHER DETAILS

Web of Science ID: V-5292-2017 (WOS/ORCID)

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Academia.edu: <https://teknologimalaysia.academia.edu/NarinaASamah>

ACADEMIC QUALIFICATIONS

Year	Degree	Discipline	University
2015	Graduate Certificate of Tertiary Education Management	Higher Education	University of Melbourne, Australia
2011	Doctor of Philosophy (PhD)	Educational Psychology	University of Bristol, United Kingdom
2001	Master of Human Sciences (Psychology)	Psychology	International Islamic University Malaysia (IIUM)
1997	Bachelor of Human Sciences in Psychology (Hons.)	Psychology	International Islamic University Malaysia (IIUM)

FIELDS OF SPECIALISATION

Educational psychology; Qualitative inquiry, Scholarship of teaching and learning (SoTL)

TEACHING ACTIVITIES

UNDERGRADUATE COURSES:

- SPP1012 Educational Psychology
- SP1002P/SHPP1002 Philosophy of Education
- SPP 2002 Foundation of Pedagogy
- SPF 3212 Test and Measurement
- SPP3014/SPPP3042 Research Methods in Education
- SPP 4302/4502 Guidance and Counseling
- SPF 4702 Foundation of Guidance and Counseling
- SPF 4112 Adolescent Development and Personality

POSTGRADUATE COURSES:

- MHPE1123 Cognitive Psychology
- MPF 1143 Advanced Educational Psychology
- MPF100 Contemporary Issues in Education
- MHPU1014 Research Methodology and Data Analysis in Education
- MHPU1024 Research Methods in Education
- UHPP6013 Research Methodology
- YHPP1013 Foundations of Education
- YEET1013 Fundamentals of Engineering Education

RESEARCH AREAS

- Cognitive aspect of learning: critical reflection, reflexivity, epistemic cognition, metacognition, complex problem solving, brain functional connectivity during learning process.
- Teacher education/higher education: Narrative inquiry, practitioner research, scholarship of teaching and learning (SoTL).

RESEARCH GRANTS (PRINCIPAL INVESTIGATOR)

No.	Year	Title of Research Project	Types of Grant/Amounts
1	01/04/2022 – 31/03/2024	Examining epistemic cognition through personal reflexivity among student teachers of Malaysian public universities.	Others Ref. No. PY/2022/00639; Cost Center No. R.J130000.7353.4B767; Budget approved RM5,000
2	01/04/2022 – 31/03/2024	4B767 - Examining epistemic cognition through personal reflexivity among student teachers of Malaysian public universities.	Matching Grant Scheme Ref. No. PY/2022/02955; Cost Center No. Q.J130000.3053.03M89; Budget approved RM5,000
3	01/11/2020 – 30/04/2023	Framework for critical reflective thinking based on neuroeducation approach.	Fundamental Research Grant Scheme (FRGS) Ref. No.PY/2020/05256; Cost Center No. R.J130000.7853.5F289; Budget approved RM56,200
4	01/02/2018 – 31/01/2020	A study on undergraduates' performances of game-based problem-solving task by using brain functional connectivity.	Research University Grant (RUG) Tier 1 Ref. No.PY/2017/01815; Cost Center No. Q.J130000.2501.20H48; Budget approved RM30,000
5	01/10/2014 – 30/09/2016	Re-examining the "soul" of Universiti Teknologi Malaysia (UTM).	UTM Flagship Ref. No. PY/2014/03750; Cost Center No. Q.J130000.2401.02G67; Budget approved RM33,333
6	16/12/2013 – 15/06/2016	A model of cognitive pattern in complex problem solving for engineering undergraduates.	Fundamental Research Grant Scheme (FRGS) Ref. No. PY/2013/01241; Cost Center No. R.J130000.7831.4F342; Budget approved RM39,800

PUBLICATIONS

EXAMPLES OF PUBLICATIONS ON QUALITATIVE RESEARCH

Samah, N.A. (2024). I didn't see it coming: navigating an uncomfortable episode during doctoral research fieldwork. *The Qualitative Report*, 29(3), 846-861. <https://doi.org/10.46743/2160-3715/2024.6465>. (WOS/Scopus)

Jiang, Y., & Samah, N. A. (2024). Experiences of Chinese rheumatoid arthritis patients who chose western medicine, traditional Chinese medicine, and a combination of treatments: a study based on

interviews and thematic analysis (Letter). *Patient preference and adherence*, 2107-2108. (WOS/Scopus)

Jiang, Y., **Samah, N. A.**, & Zhou, H. (2024). Assessing the knowledge and awareness of obstructive sleep apnea among patient families in Saudi Arabia: a qualitative study analysis (Letter). *International Journal of General Medicine*, 4537-4538. (WOS/Scopus)

Jiang, Y., **Samah, N. A.**, Zou, F., Liu, J. Y., & Zhang, Y. Y. (2024). Post-epidemic period construction of professional identities of elementary school pre-service teacher mentors in China. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 7(1), 1-16. (WOS/Scopus)

Jiang, Y., **Samah, N. A.**, & Zhou, H. (2024). Adolescent patients' experiences of mental disorders related to school bullying analysis (Letter). *Journal of Multidisciplinary Healthcare*, 4491-4492. (WOS/Scopus)

Xiao, Z., Jiang, Y., & **Samah, N. A.** (2024). Understanding the support needs and challenges faced by family caregivers in the care of their older adults at home analysis (Letter). *Clinical Interventions in Aging*, 1607-1608. (WOS/Scopus)

Xiao, Z., Jiang, Y., & **Samah, N. A.** (2024). Motivation and barriers to postoperative rehabilitation exercise in type 2 diabetic patients with rotator cuff injuries: a qualitative study analysis (Letter). *Patient preference and adherence*, 1829-1830. (WOS/Scopus)

Xiao, Z., Jiang, Y., & **Samah, N. A.** (2024). Building resilience: a qualitative analysis of bullying among children with disabilities on parental and teacher's perspective analysis (Letter). *Journal of Multidisciplinary Healthcare*, 4335-4336. (WOS/Scopus)

Xiao, Z.S., Zhou, H., Jiang, Y.L., **Samah, N.A.** (2024). Embracing the complexity of lived experiences in psychiatry research: Reflexivity, cultural sensitivity, and emergent design. *World Journal of Psychiatry*, 14(12): 1793-1796. (WOS/Scopus)

Tahir, L.M., **Samah, N.A.**, Anis, S.N.M. & Ali, M.F. (2024). Implementing teacher leadership in Malaysian schools: exploring secondary principals' perspectives. *Management in Education*, 38(2):089202062110530; <https://doi.org/10.1177/08920206211053099>. (WOS/Scopus)

Arjumandi, S., **Samah, N.A.** & Jaffri, H. (2024). Special education teachers' competency and challenges in teaching children with intellectual disabilities: narratives from Afghanistan. *Malaysian Journal of Qualitative Research*, 10(1), 5-15. (Non-citation indexed journal)

Tahir, L.M., **Samah, N.A.**, Kadir, W.M.N.W. & Omar, W. (2023). Leadership training and succession planning in higher education institutions: insights and suggestions from Malaysian academic leaders. In Sharifah Hafizah Syed Ariffin & Rose Alinda Alias (Eds.). *Malaysia Higher Education Institution Leadership Insights*. Penerbit UTM Press. pp.115-158. ISBN 978-983-52-1996-2. (Book chapter)

Lazim, N.A.M, Abdullah, R.A., Ariffin, S.H.S., Hassan, S.A., Jaffri, H., Jamal, M.H., Jusoh, S.N. & **Samah, N.A.** (2023). Students' perception towards teaching practices among lecturers with professional engineer certification: a qualitative approach. *Malaysian Journal of Qualitative Research*, 9(1), 87-98. (Non-citation indexed journal)

Mohd-Yusof, K. & **Samah, N.A.** (2022). From micro to macro levels of practice: A showcase of a SoTL journey within and beyond classroom experiences. *Scholarship of Teaching and Learning in the South*, 6(2), 7-32. <https://doi.org/10.36615/sotls.v6i2.279>. (Scopus)

Samah, N.A. (2021). "It is not easy to be a housewife, student and teacher at the same time": stories of struggles among Malaysian female teachers as postgraduate students during the Covid-19 pandemic. *Malaysian Journal of Qualitative Research*, Special Issue December 2021, 39. (Non-citation indexed journal)

Nawawi, A., **Samah, N.A.**, Osman, S. & Jaffri, H. (2020). The practice of entrepreneurship education in a Malaysian higher education institution: a single case study. *International Journal of Psychosocial Rehabilitation*, 24(5), 188-195. (Non-citation indexed journal)

Said, F.M., **Samah, N.A.**, & Jaffri, H. (2020). A study of emotional intelligence among Malaysian medical students in a public university in Egypt. *International Journal of Psychosocial Rehabilitation*, 24(5), 722-727. (Non-citation indexed journal)

Samah, N.A. (2019). Who am I in my story of teaching? Confronting puzzle of practice through narrative inquiry. *Qualitative Social Sciences*, 1(1), 1-21. (Non-citation indexed journal)

Nagamuthu, V., **Samah, N.A.**, Jaffri, H. & Tahir, L.M. (2019). Juvenile delinquents' learning experiences in school within prison: narratives from the Malaysian context. *Universal Journal of Educational Research*, 7(12A), 109-120. (Scopus)

Wong, Y.H. & **Samah, N.A.** (2019). Exploring hands-on activity among student's science learning. In Yeo Kee Jiar (Ed.). *Classroom Management and Learner Difference*. Penerbit UTM Press. pp. 63-80. (Book chapter)

Samah, N.A. (2018). Battling bad weather along the way: meaning making in narrative inquiry and its challenges. *International Journal of Business & Society*. 19(2), 205-218. (WOS/Scopus)

Samah, N.A., Jaffri, H., Sha'ameri, A.Z., Sheikh, U.U., Azli, N.A. & Tahir, L.M. (2016). Engineering students' pattern of metacognition during complex problem solving at Digital Signal Processing Laboratory. *CEE Book Series*. Centre for Engineering Education, pp.92-102, ISBN: 978-967-0194-65-3. (Book chapter)

Samah, N.A., Jaffri, H., Nawawi, A., Tahir, L.M., Sha'ameri, A.Z. & Sheikh, U.U. (2016). Examining the practice of scaffolding during problem/project based laboratory, *Man in India*, 96(1), 311-321. (Scopus)

Samah, N.A., Yaacob, A., Hussain, R.M.R., Yusoff, N.M., Ngeow, Y.M., Othman, R., Bakar, A.A. & Lim C.H. (2016). Exploring the perception of scholarship of teaching and learning (SOTL) among the academics of Malaysian higher education institutions: Post training experiences, *Man in India*, 96(1), 433-446. (Scopus)

Jaffri, H., **Samah, N.A.**, Tahir, L.M. & Yusof, S.M. (2016). A single case study on the practice of scholarship of teaching and learning, *Man in India*, 96(1), 255-265. (Scopus)

Kosnin, A.M., **Samah, N.A.**, & Khan, M.U. (2016). Entering university experience and self-regulated learning among undergraduate students, *Man in India*, 96(1), pp.457-467. (Scopus)

Bahri, N.A.S., Azli, N.A. & **Samah, N.A.**, (2016). Determining the elements of problem solving strategies in project based laboratory (PBLab) course. *International Journal of Engineering Education*, 32(1), pp.409-423. (WOS/Scopus)

Samah, N.A. (2013). Seeing with new eyes: becoming a narrative inquirer in higher education practice. In S. Trahar (Ed.), *Contextualising Narrative Inquiry: Developing Methodological Approaches for Local Contexts*. Oxon: Routledge, pp.89-107. ISBN 978-0-415-53638-7 (Paperback)/ 978-0-415-53637-0 (Hardback). (Scopus indexed book chapter)

Samah, N.A. (2012). Embracing practitioner research in higher education: a story from a doctoral journey. In Lokman Mohd. Tahir & Hamdan Said (Eds.). *Educational Issues, Research and Policies*, Penerbit UTM Press. pp.153-174. ISBN 978-983-52-0881-2. (Book chapter)

Samah, N.A. (2011). Seeing with new eyes: insights from an inquisitive journey. In S. Trahar (Ed.), *The Doctorate: International Stories of the UK Experience*. University of Bristol: EsCalate. pp.63-69. ISBN 978-1-907207-28-0 April 2011. (Book chapter)

EXAMPLES OF OTHER PUBLICATIONS

Said, F.N., **Samah, N.A.**, Jaffri, H., Sha'ameri, A.Z. & Al-Naimi, T.M. (2024) The use of functional magnetic resonance imaging (fMRI) and electroencephalogram (EEG) during self-reflection: a scoping review, *Malaysian Journal of Fundamental and Applied Sciences*, 20(2024), 165-178. (WOS/Scopus)

Lazim, N.A.M, Abdullah, R.A., Ariffin, S.H.S., Hassan, S.A., **Samah, N.A.**, Jamal, M.H., Jusoh, S.N. & Jaffri, H. (2023). Validation assessment of a relationship between teaching practice and professional engineer certification: a pilot study and survey evaluation. *Asean Journal of Engineering Education*, 7(1), 1-11. (Non-citation indexed journal)

Al-Naimi, T.M., Naidu, S.C.S., Sha'ameri, A.Z., Safri, N.M. & **Samah, N.A** (2022). Enhancing PDC functional connectivity analysis for subjects with dyslexia using artifact cancellation techniques. *Advances in Electrical and Electronic Engineering*, 20(4), 592-609. (WOS/Scopus)

Said, F.M., Al-Naimi, T.M., **Samah, N.A.** & Sha'ameri, A.Z. (2022). Examining teachers' brain functional connectivity during reflection: a preliminary study. *2022 IEEE International Conference on Teaching, Assessment and Learning for Engineering (TALE)*, Hung Hom, Hong Kong, 2022, pp. 453-459, doi: 10.1109/TALE54877.2022.00080. (Scopus)

Naidu, S.C.S., Al-Naimi, T.M., **Samah, N.A.** & Sha'ameri, A.Z. (2022). Using brain functional connectivity pattern to examine the effectiveness of a reading intervention for children with dyslexia. *2022 IEEE International Conference on Teaching, Assessment and Learning for Engineering (TALE)*, Hung Hom, Hong Kong, 2022, pp. 1-8, doi: 10.1109/TALE54877.2022.00009. (Scopus)

Naidu, S.C.S., Al-Naimi, T.M., **Samah, N.A.** & Sha'ameri, A.Z. (2021). Examining the brain functional connectivity pattern of children with dyslexia during rapid naming tasks: a preliminary study. *2021 IEEE International Conference on Engineering, Technology & Education (TALE)*, 2021, pp. 1106-1111, doi: 10.1109/TALE52509.2021.9678895. (Scopus)

Chong, C., Sheikh, U.I., **Samah, N.A.** & Sha'ameri, A.Z. (2020). Analysis on reflective writing using natural language processing and sentiment analysis. In *IOP Conference Series: Materials Science and Engineering* (Vol. 884, No. 1, p. 012069). IOP Publishing. (Scopus)

Tahir, L.M., **Samah, N.A.**, Yusof, S.M., Ali, M.F., Atan, N.A. & Yasin, M.A. (2019). Do demographics matter? A study on administrative staff's satisfaction level towards their high education institutions. *Indian Journal of Public Health*, 10(09), 89. (Scopus)

Safri, N.M., Sha'ameri, A.Z., **Samah, N.A** & Daliman, S. (2018). Resolving gender difference in problem solving based on the analysis of electroencephalogram (EEG) signals. *International Journal of Intergrated Engineering*. 10(7), 90-101. (WOS/Scopus)

Samah, N.A., Sha'ameri, A.Z., Daliman, S., Safri, N.M. & Qusai, S.Z. (2018). Using electroencephalogram signals to determine differences in brain functional connectivity during game-based problem solving task. *2nd International Conference on BioSignal Analysis, Processing and Systems (ICBAPS 2018)*, Kuching Sarawak, UTM Razak School of Engineering and Advanced Technology. (WOS/Scopus)

Singh, M.K.K. & **Samah, N.A.** (2018). Impact of smartphone: A review on positive and negative effects on students. *Asian Social Sciences*. 14(11), pp.83-89. (ERA)

Note: Data as of 22 January 2025