

**STUDENTS' PERCEPTION OF THE
CONTRIBUTION OF UiTM KELANTAN
ACTIVITIES IN PREPARING FOR QUALITY
GRADUATES**



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Tuan,

**LAPORAN AKHIR PENYELIDIKAN 'STUDENTS' PERCEPTION OF THE
CONTRIBUTION OF UiTM KELANTAN ACTIVITIES IN PREPARING FOR
QUALITY GRADUATES'**

Merujuk perkara di atas, bersama ini disertakan tiga (3) naskah laporan akhir penyelidikan bertajuk 'STUDENTS' PERCEPTION OF THE CONTRIBUTION OF UiTM KELANTAN ACTIVITIES IN PREPARING FOR QUALITY GRADUATES' oleh kumpulan penyelidik UiTM Cawangan Kelantan untuk perhatian pihak tuan.

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ABSTRACT

One of UiTM missions is to produce quality graduates to meet the country's manpower needs to support economic development and growth. However, with the academic and non-academic programs and activities being provided by UiTM Kelantan so far, we do not know to what extent the institution manages to produce quality students. Therefore, the perception from a total of 336 UiTM Kelantan graduating or final semester students (May 2003) from diploma levels (DBS, DIB, CS, AC, AD and IS) way up to degree programs (namely Marketing and Finance) are evaluated to reveal some insights to the problems. The independent variables in this study are UiTM Kelantan (HEA and HEP) programs and campus environment. Primary data were collected via questionnaires and focus group interviews. Person correlation, multiple regression and moderated regression analysis show that students perceived the UiTM program and the campus environment have a very weak, influence or impact on their personality development and academic performance. They also perceived that their personal and family background do not enhance the relationship between the UiTM program and the campus environment with either personality development or academic performance. The qualitative findings seems to be quite parallel with the quantitative method when it is revealed that the students have conflicting views on the influence of the UiTM program and campus environment, whether positive or otherwise, on their academic performance and personality development along the years 1999 to 2003.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an important agenda of any country and it is an irreplaceable engine for economic growth. It contributes in different ways to a country's well-being. The primary contribution to business is its capacity to transform business's greatest resource – people – into human capital. Its second contribution is to help business raise people's aspirations for self-improvement. And third, it accelerates the diffusion of scientific and technical knowledge (Harmon, 2001). Drucker (1999) feels that knowledge obtain from education is crucial by saying that in the knowledge society, the knowledge-based is the foundation of the economy.

A study by The National Economic Action Council (NEAC) emphasizes the need for a re-look at the national education system. It suggests a more relevant education system, from the pre-school to tertiary levels, is needed to ensure more quality graduates, who are marketable and able to secure jobs much easier, even in difficult times such as the current economic situation (NST, 2002). Government and public demand for accountability from higher education institutions has steadily increased over the past decade (Brennan, Fedrowitz, Huber, and Shah, 1999).