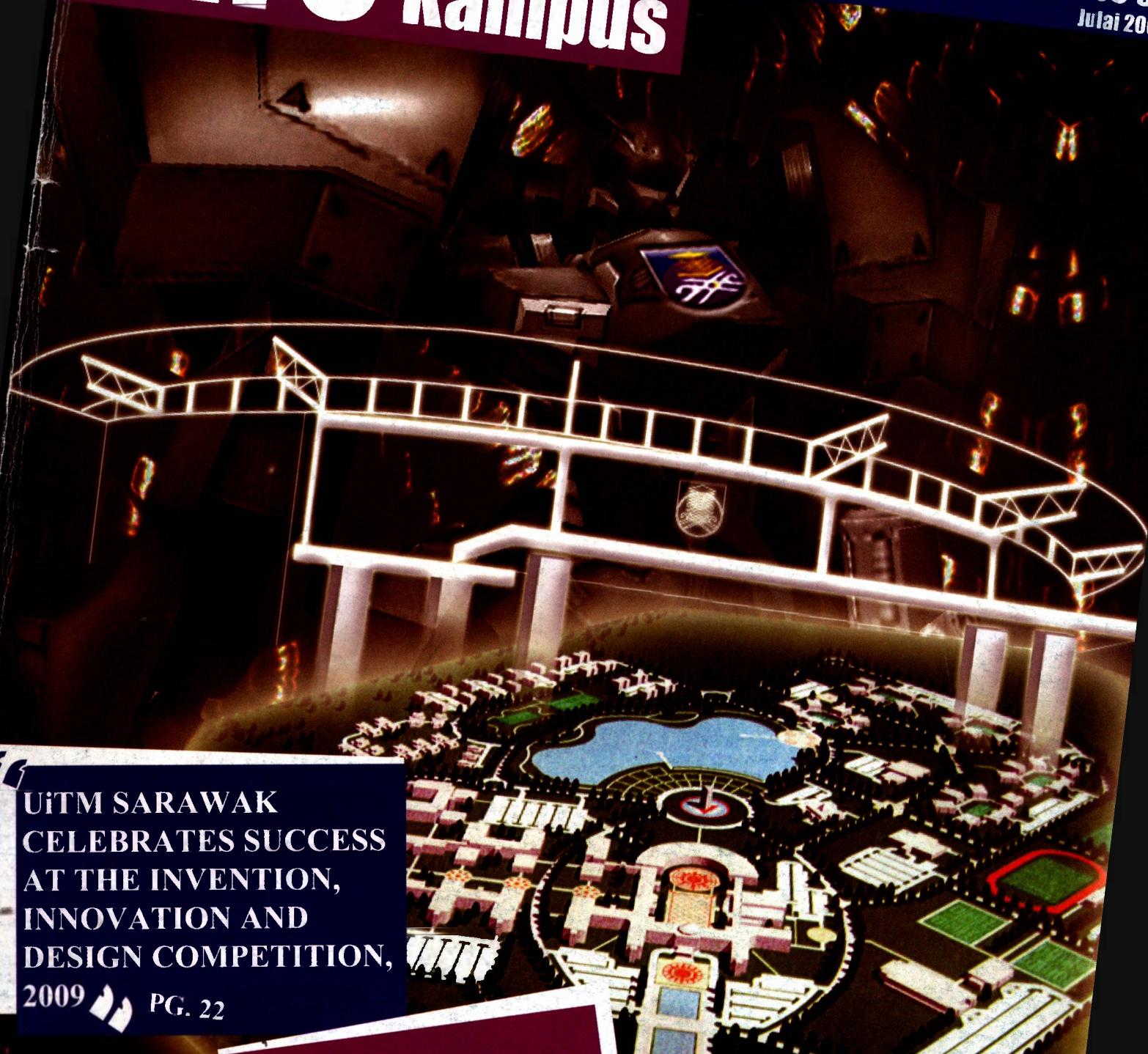


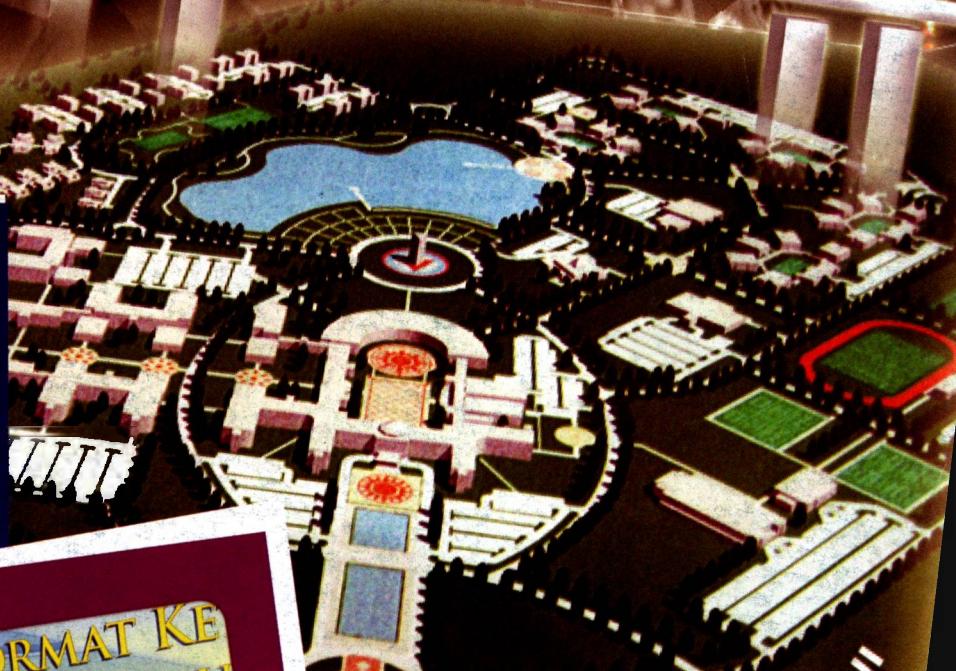
# INFO BULETIN UiTM Sarawak Kampus

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AT THE INVENTION,  
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DESIGN COMPETITION,  
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■ Diploma Show:  
Pelajar Grafik  
PG. 34

■ UiTM Sarawak At  
The International  
Level PG. 40

PG. 7



Majlis Perasmian Masjid  
Al Qarrawiyyin Oleh YAB  
Pehin Sri Ketua Menteri

PG. 10



Forum Pasca Pilihan Raya  
ke 12

Samarahan II

# My Teacher, My Friend

By Yuthandy



Numerous studies have been carried out to examine the impact of out-of-class faculty interaction with students on student satisfaction and success in higher education. One such study was recently carried out by Ibtesan Halawah at Ajman University in Abu Dhabi, U.A.E. Her report entitled 'The Impact Of Student-Faculty Informal Interpersonal Relationships On Intellectual And Personal Development' was published in the College Student Journal, Sep 2006, Vol 40, Issue 3

The following are some extracts from this article.

\* 'Most experts in higher education agree that students' informal interactions with faculty members have a positive relationship to personal growth as well as academic achievement. Successful students consistently rated teachers as friends, helpers, and assistants. Informal interaction of college students and faculty affects students' academic achievement, satisfaction with college, and intellectual and personal development (Lamport), 1993.'

\* 'According to Hopkins (1993) successful students consistently rated their teachers first as friends, second as helpers, and third as teachers. He concluded that the students who primarily saw their teacher as friends made the greatest overall progress and displayed a strong level of commitment of course work.'

\* 'Flannelly (1990) concluded from his study that students' scores on academic quality of effort scales vary directly with the degree of faculty contact. He found that high levels of student-faculty contact coincide with high student scores on quality of effort measures. The students who reported higher levels of faculty contact also reported

exerting more effort in their studies and greater use of educational resources.'

\* 'According to Aluko (1994) teaching goes beyond transmitting knowledge to students. Faculty members, therefore, must help to develop their students emotionally. It is important that faculty members interact with their students, not only in the classroom but outside the classroom as well.'

\* 'Students who were defined as successful by both college standards and self-report tended to report good relationships with faculty. In contrast, students lacking either college-defined or self-reported success reported few friendships positive for growth and lack of a strong relationship with at least one faculty member. It was concluded that success or failure was, in large part, based on the interactions between faculty and students (Peglow and Walleri, 1990).'

\* 'It is widely held that, as far as the educational activities of universities are concerned, close personal relationships between staff and students play a major part in fostering the intellectual development of students and help to make the teaching activities of academics more satisfying and rewarding. As noted by Endo and Harpel (1981) faculty-student interactions have an important impact on student outcomes. In addition, Iverson, Pascarella, and Terenzini (1984) concluded from their study that the frequency of informal faculty-student contact focusing on academic topics has a significant positive influence on students in higher education.'

(Full text of this article is available on the Proquest online database)



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