

# **Mentoring And Peer Support In A Public Institution Of Higher Learning: A Case Of Uitm Shah Alam**

**Rugayah Hashim  
Abd. Latiff Abd. Rahman  
Wan Narita Mustapha**

## *Abstract*

*Mentoring of new or junior teachers at UiTM Shah Alam is marked by considerable variation in terms of planning and implementation strategies and priorities. The university policy on lecturer induction provides minimal direction as to the scope expected of schools and academic centers, and the policy is not backed by university funding or other support except for the usual 3-4 week induction program funded by the Training and Staff Development Bureau, UiTM. Survey results revealed that none of the 18 faculties/schools at UiTM Shah Alam have a faculty mentoring or peer support program. Only 29% percent of the mentor respondents have had a mentee while 21.2% of the mentee respondents have had a mentor. These small percentages for both the mentor and mentee showed that a faculty mentoring and peer support program is absent from all 18 faculties at UiTM Shah Alam. Furthermore, 51.5% of the mentee respondents do not want a mentor although their reaction to the survey was positive at 63.6%. Thus it can be assumed that the younger faculty members at UiTM Shah Alam would prefer not to have a mentor to guide them.*

**Keywords:** *faculty mentoring, coaching, peer support, mentoring strategy*