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Mame S. Sutoko, DEA
Institut Teknologi Bandung, Indonesia

Petrina Faustine
Institut Teknologi Bandung, Indonesia

Macro economic development of most countries in the world is dependent highly on the contributions of their private enterprises: small, medium, large sized or conglomerated companies. Research findings in developed countries revealed a fact that private enterprises contribute from 70 up to 80 percent of Gross National Products. Consequently, private sectors play important roles in professional employment, as part of the macroeconomics equilibrium.

The knowledge era drives the need to establish knowledge enterprises. Professional employment is therefore highly relevant to the availability of their embedded tacit as well as contextual knowledge. Higher education institutions, supposed to be the explicit knowledge providers, with responsibilities to design the most compatible program contents, enabling the explicit knowledge to become a functional knowledge, and later to become a tacit knowledge, while develop contextual knowledge, of their institutions' outputs.

This study utilized part of 877 research data collected in 2002, from 31 Indonesian Businesses enterprises in Java, Bali, and Sulawesi islands in Indonesia. Important indications of needs emerge for higher education to ameliorate its program content, to enable a compatibility of knowledge acquired in higher education, with the positions obtained in the employments. Results of this study are expected to trigger further systematic and in depth research, on how higher education can best serve the needs of business enterprises, and providing a better employment rate to the graduates. This will maximize macroeconomics' advantage, from the society's expenditure in higher education, in preparing for its off springs to be employed as business professionals.

Key Words: *Professional employment, knowledge enterprise, contextual knowledge, compatibility of knowledge*

The Implementation of Business Management Strategies in Extension Education in Taiwan

Ping-Yu Wang
Kuang Wu Institute of Technology, Taiwan R.O.C.

Chang Lieh-Ching
Hsuan Chuang University, Taiwan R.O.C.

To develop extension educational programs is one of Taiwanese colleges' missions. Under the concept of "Lifelong Education and Returning to School for Re-education," the Ministry of Education (MOE) in recent years has endeavoured to promote educational innovations in tertiary education by making policies more practical to adopt. Two management models, SWOT analysis model and 4'Ps analysis model will be investigated in this study.

The purposes of this study are listed as follows:
1. To introduce the policies and the plans of college extension education in Taiwan.
2. To analyze the outside opportunities and threatens of the extension educational programs in universities in Taiwan.
3. To analyze he inside strengths and weaknesses of the extension educational programs in universities in Taiwan.
4. To give practical suggestions drawing from marketing 4'Ps models.

Quality Assurance and Strategic Implementation in educational institutions: A Holistic Alliance?

Teay Shawyun
Assumption University of Thailand

Quality Assurance in education has applied the theoretical and conceptual foundations of TQM and performance and planning management as the panacea for improving education quality. The degree of success of the quality improvement is debatable as quality assurance and strategic implementation is treated as two contending rather than as two collaborative partners. This paper contends that to implement quality assurance and strategic implementation successfully, the two should be brought within the realm of a QMIPS (Quality Management, Information and Planning System). This calls for the holistic integration of the TQM, performance management models, strategic management models and the balanced scorecard model into the QMIPS.

The QMIPS has 5 perspectives covering Strategic, Financial, Stakeholders, Process and Learning and Growth perspectives and 9 sets of KPI. The key determinants in the quality process perspective in QMIPS are:

1. Operation management (KPI 2 of teaching – learning, KPI 3 of student activities, KPI 4 of research
2. Stakeholders management (KPI 9 of quality assurance and performance results
3. Innovation management
4. Regulatory and Social management (KPI 5 of academic services and KPI 6 of Promotion of Thai Arts and Cultures.

The strategic perspective (KPI 1 of Vision, Mission and Strategic Plans), financial perspective (KPI 8 of Finance and Budgeting) and learning and growth perspective (KPI 7 of Administration) are comprehensively covered and enhances the alliance of quality management as framed within the strategic implementation framework of the integrated BSC model into the holistic and integrated QMIPS.

Key words: *quality assurance, strategic implementation, key performance indicators*, *performance management, quality management*, *balanced scorecard*

IR and the Quest for Q in ODL: Managing Institutional Research and Quality at the Open University Malaysia

Hairudin Harun
Open University Malaysia, Malaysia

Institutional Research (IR) provides objective, systematic and essential information that support the institution's goals, planning, policy formation, and decision-making. At the Open University Malaysia (OUM), IR is associated with the organization, planning, coordination, collection and dissemination of information concerning the quality characteristics vital to the performance and improvement of the institution. The management of IR at OUM is under the responsibility of the Centre for Quality Management and Research & Innovation (CQMRI).

IR is managed as one of the three major categories of research that CQMRI facilitates and coordinates. One of the core businesses of the CQMRI is constantly seeking answers to how OUM in general can effectively harness research in the quest for increased quality, and in particular how IR can improve quality of the institution's services and products. Indeed, by creating a common centre in CQMRI that synergize both quality management and research management, OUM has provided an organizational answer.

However, the latter is hardly all the answer, the more demanding challenge is to ensure that research management systems and research outputs are efficiently and seamlessly translated into quality inputs at the service and decision making levels. Although at OUM, individual academic and administrative units, such as the faculties, the registrar office, the student affairs and ODL units may be actively involved in IR, it is the CQMRI that coordinates and leads the resource in realizing quality initiatives and the parameters of quality assessment.

Thus, optimum management of research, particularly IR provides the institutional intelligence required for informed decisions that can influence the maintenance and improvement of quality, imperatives that are critical to fulfilling OUM's mission and vision in democratizing education and maintaining leadership in ODL.

Costs and effectiveness of wireless LAN in higher education

Peter Ling, Richard Constantine, Geoff Arger and Raj Sharma
Swinburne University of Technology, Australia

Wireless solutions allow service providers to quickly deploy high quality data links to deliver Internet services as well as bypassing wireline networks or expanding their existing fibre, cable or DSL plants. Wireless technology, however, not only offers IT service providers an alternative to traditional copper and cable access-loop infrastructures but has a potential to influence users behaviours, including the learning behaviours of higher education students.

Swinburne University conducted a pilot project into the use of wireless LAN with a view to exploring its technical and economic feasibility as a means of extending IT infrastructure in a manner that would not be detrimental to learning activities. Students were loaned wireless cards to use with their own computers as well as wireless-equipped laptops. The project allowed wireless-equipped laptop computers to access the Swinburne network, including video-on-demand, and the Internet from the library, cafeterias, coffee lounges and the grounds as well as in some regular learning and teaching facilities.

The pilot was evaluated. Evaluation criteria were developed against the Swinburne Flexible Learning and Teaching Strategic Development Plan as well as against technical and economic considerations. The investigation involved observation, questionnaires and focus groups. It involved multivariate analysis. Findings suggested, amongst other things, that students found the facility offered greater flexibility in time and place of study, facilitated group interaction and enhanced motivation. Network difficulties were experienced but few users expressed concern.

MBA Student perceptions: Learning, teaching, entrepreneurial and intrapreneurial skills

Adela J McMurray
Monash University, Australia

Raj Sharma
Swinburne University of Technology

Universities of the 21st century must ensure that entrepreneurial and intrapreneurial knowledge and skills pervade its management learning and teaching programs. This multi-method study reports on 53 current MBA students' perceptions of learning, teaching and skills acquisition in their MBA program.

Chi-square analysis revealed significant relationships between independent demographics variables such as age, gender and country of domicile i.e. Southeast Asia and Australia and dependent variables of teaching and learning. In relation to preparedness for post-educational activities, statistical testing suggests that male students were more likely to engage in intrapreneurial activities, whilst younger MBA students and MBA students who are not working were more likely to start a new business.

Overwhelmingly, the results showed that the majority (83%) believed the MBA program should develop both entrepreneurial and intrapreneurial skills. The study suggests refinements be made to MBA curricula based on the research findings.

Academic Staff's Perception of Valuing and Rewarding Good Teaching: A comparative study

Wu Jing
Wenzhou University, P.R. China

Ng Gan Che
Australasian Consultants, Australia

Raj Sharma
Swinburne University of Technology, Australia

Yan Jun
Wenzhou University, P.R. China

Past researches indicate that good teaching in universities tends to be undervalued, particularly in comparison with research (Ramsden et al., 1995). These studies reveal that academics do not

believe their universities really value and encourage good teaching. However, such investigations have largely been undertaken in major western countries, vis-à-vis the dearth in Asia.

To fill this gap, a survey was undertaken at Wenzhou University to explore academic staff's perception towards valuing and rewarding good teaching. The survey questionnaire in the study was adapted from a research commissioned by the Australian Committee for the Advancement of University Teaching.   This adaptation allows comparisons to be made between the Chinese and Australian findings.

The present study compares and contrasts survey results across the two countries and explores differences in perceptions between the two study groups.

Notes on Contributors

Geoff Arger is Director of Learning and Teaching Support, Swinburne University of Technology, Melbourne Australia. He co-authored the national report on the effectiveness of flexible provision of higher education. He has extensive experience in open and distance learning, and in advising on the use of learning technologies in Asia.

Chang Lieh-Ching (MBA and PhD in International Business Management) is Associate Professor in the Department of Business Administration at Hsuan Chuang University, Taiwan R.O.C. She won the best paper award of the Journal of American Academic Business, Cambridge in 2002. Her email address is lieh962.lieh962@msa.hinet.net

Richard Constantine is a staff member of Swinburne University of Technology, Australia.

Petrina Faustine (MM, MSc.) is a lecturer in Strategic Management, MBA Program at the Institut Teknologi Bandung, Indonesia. She is also the Coordinator of ROISAP-UNESCO at Widyatama University Bandung, Indonesia

Hairudin Harun is currently Professor at the Faculty of Science and Foundation Studies as well as the founder Director of the Centre for Quality Management and Research & Innovation (CQMRI), Open University Malaysia. He earned his B.Sc from the University of Malaya and his Masters and Doctorate degrees from the University of London.
He was formerly the Professor of Science and Technology Studies at the Faculty of Science, University of Malaya and has held numerous academic and senior management posts. He has also been involved in a number of high profile consultancies including with the Malaysian-Industry Group for High Technology (MIGHT), a policy advocate and working group of the Science Adviser's Office of the Prime Minister of Malaysia.

Peter Ling is Senior Educational Development Advisor, Learning and Teaching Support, Swinburne University of Technology, Melbourne Australia. He has undertaken national research projects on flexible provision of higher education, resource-based learning and competency-based assessment. He is co-author of *delivering digitally: managing the transition to the knowledge media*, Kogan Page, 2002. He can be contacted at:

Learning and Teaching Support, Mail 56
Swinburne University of Technology
PO Box 218, Hawthorn, 3122, Australia
Telephone +61 3 9214 5712
Fax   +61 3 9214 8637
Email   pling@swin.edu.au

Adela J McMurray (BEd, BSocSc, GradCertTeach, MA (Org Comm), PhD) is Associate Professor of Organizational Behaviour at Monash University, Melbourne. Adela has both academic and industrial experience gained through her research and consulting activities in manufacturing and service industries.

Dr McMurray has published over 50 research papers in prominent international journals and conferences in the areas of action research and organisational behaviour. Her areas of expertise include Innovation, Organisational Communication, Organisational Culture/Climate and Work Commitment, and teaching through the medium of Action Research in the Learning Organisation. Adela's latest book is entitled 'Research: A commonsense approach' and her second book entitled 'Action Research in the Learning Organisation' is due for international publication in 2005.

Dr McMurray won the 2004 SUT Vice Chancellor's Teaching Excellence Award for her flair, creativity and innovation in the development and teaching of organisation and leadership, and research methods to both university and executive education clients. Dr McMurray is a member of the editorial panel of the Action Research International Journal, and she is also the Advisory Board Member for Australia of the Human Resource Development International Journal.

Ng Gan Che (Cert. Ed., BA Hons, MA, PhD) is principal of Australasian Consultants, Melbourne, Australia. He was a founding member of AAIR and founding editor of JIRA. His field of research and publication includes higher education management, environmental management, tourism, urbanization and Chinese philosophy. He provides consultancy services in higher education management, business intelligence and development and environmental management to clients in Australia, China, Malaysia and Thailand.

Raj Sharma (B Sc, Dip Ed, Grad Dip Op Res, M Ed Admin, Ph D) is the Associate Director Resource Planning and Analysis and Senior Research Fellow, Australian Graduate School of Entrepreneurship at Swinburne University of Technology

He has had professional experience over three decades in higher education management, and undertaken teaching and research in Australian universities. Raj has received several national research grants to undertake system wide studies of Australian higher education.

Raj was the Foundation Chairman, Management Committee, Australasian Association for Institutional Research (1988 – 1990) and its Inaugural President (1990 – 1994). Also, he is a Founding Member of the South East Asian Association for Institutional Research (2000). Raj is also serving on the Editorial Boards of the European AIR and Australasian AIR journals. His contact address is:

50 Wakefield Street, Hawthorn, Victoria 3122
Phone + 61 3 9214 8658
Fax +61 3 9214 8636
Email: rsharma@swin.edu.au

Teay Shawyun (PhD) is Assistant Professor and Deputy Director of the College of Further Education as well as Dean, School of Business, College of Internet Distance Education in Assumption University of Thailand.

Mame S. Sutoko, DEA (PhD in Engineering) is the Rector of Widyatama University at Bandung, Indonesia. She is also a lecturer in Industrial Engineering at the Institut Teknologi Bandung, Indonesia.

Ping-Yu Wang (MSc and PhD in Education) is Assistant Professor at the Department of Applied Foreign Languages, Kuang Wu Institute of Technology, Taiwan R.O.C. Her email address is **pywang@mail.kwit.edu.tw**

Wu Jing is a lecturer in the School of Management at Wenzhou University, China.

Yan Jun (BA, MBA) is a lecturer in the School of Management at Wenzhou University, China.