GOVERNANCE AND LEADERSHIP IN HIGHER EDUCATION

Editors
Munir Shuib
Sarjit Kaur
Rozinah Jamaludin
Contents

Foreword vii
Preface ix
Acknowledgements xiii
Introduction xv

THEME 1 ISSUES ON HIGHER EDUCATION POLICIES 1

1 Academic Freedom and the Changing Nature of Faculty Work in an Age of Globalisation
   William G. Tierney 3

2 The Public University Governance: The Missing Parameters
   Hazman Shah Abdullah and Sarina Othman 17

3 Relationship between Organisational Culture and Knowledge Management: Scenario of a Malaysian Higher Education Institution
   Sharimilla Devi Ramachandran and Siong Choy Chong 35

4 The Need for Arabic Language in Malaysia in the Era of Globalisation
   Lubna Abd. Rabman and Wan Azura Wan Ahmad 57

5 National Unity and Higher Education: A Case Study of Universiti Malaysia Sabah
   Vincent Pang, Amran Ahmed and Ho Chong Mun 70

6 The Role of Career Services in Facilitating Work Experience through Practical Training and Industrial Attachment in International Islamic University Malaysia
   Danial Mok. Yusof, Shukran Abdul Rabman, Hariyati Shabrina Abdul Majid, Ainol Madziah Zubairi, Saeedah Wok and Noor Azlan Mok. Noor 82

iii
Contents

7  Student Strikes and Class Boycotts as a Governance and Leadership Issue in Higher Education: Impact on Curriculum Implementation in the University of Botswana
   Joseph Thoko Matsoga
   95

8  Parental Expectation and Students’ Educational Preferences and Choices: Implications for Research and Policy
   Premalatha Karupiah
   112

9  Utilisation of Teaching and Research Spaces in the Engineering Campus, Universiti Sains Malaysia
   Linariza Haron and Hamdan Mhd. Hassan
   122

10 Mathematics for Numeracy and Technical Talent: The Nexus Among Practitioners, Researchers and Higher Education Policy Makers in Asia Pacific
    Mohan Chinnapann
    168

11 The Need for Higher Education in the Developmental State: Indonesia and Malaysia
    Georgia Lysaght
    182

12 Developing a University Model for Malaysia: The USM Story
    Mhd. Azhari Abdul Karim
    192

THEME 2  ISSUES ON HIGHER EDUCATION QUALITY

    Mhd. Anuar Mazuki, R. Ravindran and Syed Musa Alhabshi
    209

14 Estimating a Translog Cost Function for State Universities and Colleges in the Philippines
    Mitzie Irene Ponce-Conchada
    226

15 Identifying Key Performance Indicators for Governance of Public Universities in Malaysia: Issues and Considerations
    Hazadiah Mhd. Dahan, Chan Yuen Fook and Gurnam Kaur Sidhu
    254
Proiling the First-Degree Graduates' Employability: A Longitudinal Analysis
Saodah Wok, Shukran Abdul Rahman, Haryati Shabrina Abdul Majid, Noor Azlan Mhd. Noor, Ainiol Madziab Zubairi and Danial Mhd. Yusof

The Role of Values in Determining Graduates' Employability and Satisfaction of Academic Programmes
Shukran Abdul Rahman, Haryati Shabrina Abdul Majid, Saodah Wok, Noor Azlan Mhd. Noor, Danial Mhd. Yusof and Ainiol Madziab Zubairi

The Role of Higher Education Providers to Facilitate Organisational Learning and Human Capital Development in the Face of Globalisation: The Experience of INTI International College Penang
K. L. Ting Hoo, William Wong Teck Foo and Cheah Teong Keat

Investigating the Determinants of University Life Happiness in Malaysia: The Case of Universiti Utara Malaysia and Universiti Tunku Abdul Rahman
Lin Hock-Eam, Kuar Lok-Sim and Thi Lip-Sam

Studying in Australia: A Quality Experience?
Peter Kell and Gillian Vogt

Fostering Research in the Humanities, Arts, Education and Social Sciences in an Australian University: Scaling Up for Greater Impact
Sue McGinity

Contents

271

288

297

309

328

346

357

365
The Role of Values in Determining Graduates' Employability and Satisfaction of Academic Programmes

SHUKRAN ABDUL RAHMAN, HARIYATI SHAHRIMA ABDUL MAJID, SAODAH WOK, NOOR AZLAN MOHD. NOOR, DANIAL MOHD. YUSOF AND AINOL MADZIAH ZUBAIR

Introduction

The primary reason for pursuing tertiary education among some quarters is to train for a career (Isaacs and Brown, 2000). Hebel (2003) stated that universities should provide and support programmes that help adults finish a degree or that retrain them for better jobs. He said that universities should instead of only meeting the demands of preparing workforce, focus mainly on getting undergraduate students ready for careers. The respondents in Hebel’s research showed a set of expected university priorities including offering a general education to undergraduate students, preparing adults for jobs, and helping elementary and high schools to teach children better. The important component of university education should go beyond developing competencies, but also to develop responsible citizens who have respect for others, and values the need to prepare life for future generations. Zemsky (2003) pointed out that the pursuit of universities should not only be for market advantage, in that universities and colleges become the dispensers of degrees but they also must play the role of providing communities of educators who originate important knowledge, debate ideas, and impart good values to be benefited by students and others. Although some people do not encourage the business of teaching values, Petress (2003) said that values are essential to learning and it is a part of knowledge. He argued that there are three kinds of knowledge – conceptual knowledge, skill knowledge and being knowledge, in which values are a keen portion. He further added that values permeate knowing and are essential to be addressed explicitly. Teachers have the responsibility to encourage and assist students to consider values in their lives seriously. Galletti (1999) has also stated that teachers have a very important goal to achieve, that is, to ensure that students become responsible citizens.