

ABSTRACTS

1. **“The Relationship between the State and the Autonomous University in Higher Education Administration”** by Suthasri Wongsamarn (Office of the National Education Commission, Sukothai Road, Bangkok 10300, Thailand)

The purpose of this study was to examine the current relationship of public higher education institutions and the Ministry of University Affairs, particularly with reference to its ongoing status and problems. It also recommends an appropriate relationship between the State and future government higher education institutions under government supervision based on the provisions of the National Education Act of 1999.

It was found that it was imperative to develop and improve the relationship between the State and public higher education institutions not under the Thai civil service system (the autonomous university), both at the national level and institutional level. Areas that needed to be considered were the transformation from state control to state supervision, the methods of budget allocation as well as the support for higher education institutions to enhance its income from its operations.

The Government should improve the mechanisms relating to quality and quality assurance in higher education. It should give greater autonomy to higher education institutions to choose the system that is most appropriate for their institutional philosophies and missions, while still maintaining the power, through an independent body, to set a national standard. The Government should also evaluate all higher education institutions, both public and private, to ensure strict conformance to the required national standards, if they were to maintain the recognition and accreditation for institutional operations.

At the same time, higher education institutions should strive for excellence through good governance, appropriate devolution within the institution and more autonomy in the handling of financial, personnel and academic affairs within the boundaries of accepted philosophy, roles and functions of higher education.

2. **“Educational Identity: A Case of Universiti Teknologi MARA Malaysia”** by Rosmimah Mohd Roslin and Rashidah Abd. Rahman (Universiti Teknologi MARA, Malaysia)

The focus towards R&D in Malaysia is reflected in the efforts of both the private and public sectors. Institutes of Higher Learning (IHL) are also encouraged to participate and be more aggressive in their R&D efforts. The Malaysian government realizes that R&D activities are needed to boost the nation's competitiveness in the global arena and as such is investing a substantial sum in R&D. Yet, for some IHL such as Universiti Teknologi MARA (UiTM), the effort towards enhancing research activities among the academics has been a slow but steady process. The infrastructure required for effective research needs to be established firmly first and while this is still in progress, the issue of educational identity may have to be addressed effectively to allow more positive steps in changing present mindset of academics towards R&D. This is what this study seeks to clarify.

3. **“Do Satisfied Academic Staff understand their Students better?”** by Mahadzirah Mohamad (Lecturer in Marketing at Kolej Universiti Sains and Teknologi Malaysia, Mengang Telipot, 21030 Kuala Terengganu, Terengganu) and Wan Norhayati

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The competitive situation within the Malaysian education industry is becoming more intense as the number of public and private higher education institutions has increased. As competition intensifies, perhaps the most useful weapon to distinguish one institution from others is through the contact personnel. They deemed to be the important source of product differentiation in many service organizations. It is said that satisfied employees would deliver satisfactory service because they are able to understand customer better -- customer focused. Therefore the main aim of the research is to examine whether satisfied academic employees in higher learning education industry are customer focused. The study, using the service perception gap to measure customer-focused, proves that employees who are satisfied with their job role may not necessarily be customer-focused. Though, satisfied with their job role, however they are not able to understand customers' needs better. The research provides a useful insight for further research on customer-focused. In addition, the findings of the study suggest that the management of the university needs to develop an appropriate service mindset especially among lecturers that instil the idea of providing quality service is worthwhile and rewarding. Once all the necessary efforts are undertaken by the management, probably the staff service quality maturity level will improve and providing quality service will become a culture within the organization.

4. **“Generic Skills Assessment in a Malaysian Tertiary Institution: A survey of Stakeholders’ Perceptions”** by Enn Ong (Head of Studies, Swinburne Sarawak Institute of Technology), Raj Sharma (Associate Director, Resource Planning & Analysis, Swinburne University of Technology) and Ken Heskin (Deputy Vice-Chancellor and CEO Swinburne Sarawak Institute of Technology, Sarawak, Malaysia)

The impetus for the greater focus on generic skills development in tertiary education internationally has its roots in documents such as the Dearing Committee Report published in the UK in 1997. What are generic skills? Which ones are important to students, academic staff and potential employers? This study considers such issues from the perspective of various stakeholders of a Malaysian tertiary institution. Areas of convergence and divergence of stakeholder viewpoints are considered. Academic policy implications of the findings of the study are considered in the context of a South East Asian country.

5. **“A Socialisation Model for Information and Communication Technologies: Towards the Professional Development of Teachers”** by Judith Guevarra Enriquez (School of Engineering, Curtin University of Technology, Riam Road, Miri 98000, Sarawak, Malaysia)

This paper suggests a socialisation model that may serve as a guiding framework for the formulation of educational policies that relate to the employment of information and communication technologies (ICT) in teaching, and towards improved quality assurance in educational institutions. The model is derived from the analysis and investigation of the cultural aspect that influence and to some extent control the integration of technology into ‘teacher teaching’. It investigates the conditions for effective professional development of the teaching practices of teachers whose roles and functions have been changing. Teachers play a central role in influencing the level of technology use by students for their learning and of educational institutions in general. Issues of the conditions of the professional development of teachers also point to contextual factors that determine the level of integration of ICT into the classroom, which are technical, personal and social in nature. It is within the interplay among these conditions, and contextual factors of ICT integration into actual teaching practice that a socialisation model of

technology is presented, and within which educational policies and quality assurance in terms of ICT use may be guided.

6. **“A Development of the Global-Mindedness Scale in Thai Socio-Cultural Context”**
by Nuttaporn Lawthong (Faculty of Education, Chulalongkorn University, Bangkok, Thailand)

The purpose of this research was (1) to develop conceptual framework of global-Mindedness by reviewing literature and interviewing experts, (2) to develop a global-mindedness scale in Thai socio-cultural context, and (3) to compare how fit three measurement models of global-mindedness between and among American and Thai contexts. The sample consisted of 1,739 undergraduate students at four public universities. The research instruments were the global-mindedness scale built by Hett (1993) and the global-mindedness scale developed for Thai socio-cultural context. Confirmatory factor analyses were performed to determine the construct validity through LISREL. Pearson's product moment correlation coefficients were examined to determine the criterion-related validity. Cronbach's alpha internal consistencies were estimated for the reliability of the scales.

The results indicated that the global-mindedness scale developed for Thai socio-cultural context contained 43 items representing 4 factors, including (a) acceptance of different cultures, (b) care in the world's problems, (c) interconnectedness and peace, and (d) world citizenship. The global-mindedness scale in Thai socio-cultural context correlated significantly with Hett's global-mindedness scale at $p = 0.01$ ($r = 0.70$). The internal consistency reliability of the global-mindedness scale in Thai socio-cultural context is 0.84. Three measurement models of global-mindedness were consistent with the empirical data. The model of global-mindedness scale in Thai socio-cultural context accounted for 86 percent of variance in the global-mindedness variable. The model validation of the best-fitted model provided a chi-square goodness-of-fit test of 1.40, $p = 0.24$, $df = 1$, $GFI = 1$, $AGFI = 1$, and RMR of 0.

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7. **“A Development of Activity Organizing Pattern for Developing Moral in Vocational Education Industrial Education students based on Cognitive Behaviour Modification Approach”**
by Wallapa Chantpen (Photharam Technical College, Ratchuburi, Thailand)

The purposes of this research were (1) to develop the activity organizing pattern for developing moral of vocational industrial education students based on Cognitive Behaviour Modification Approach; and (2) to compare moral behaviour by using activity organizing pattern based on cognitive behaviour modification approach with conventional approach.

The development process of activity organizing pattern consisted of five steps, namely, (1) studying, collecting, analyzing and synthesizing basic data for the construction of activity organizing pattern; (2) drafting and improving the activity pattern based on cognitive behaviour modification approach prior to the experimentation; (3) constructing the instrument; (4) testing pattern by implementing it in Photharam Technical College; and (5) Evaluating and revising the pattern.

The experiment was divided into three phases according to the ABF design, which composed of the baseline phase, the treatment phase, and the follow-up phase. The moral behaviours (diligence, responsibility discipline) of all subjects were observed and recorded through their behaviour within and outside classroom daily on campus during the experimentation. Self-report test scores on the moral behaviour were collected prior treatment, immediately after treatment, and two weeks after treatment.

The activity organizing pattern for developing moral behaviour of vocational industrial education students based on cognitive behaviour modification approach was composed of four stages, namely, (1) cognitions management, (2) thinking skills for self-control, (3) Rational -Emotive-Behaviour Therapy and (4) Application.