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The Challenges of Educational Administration in Malaysia and the Role of the National Institute of Educational Management

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The Background

The Malaysian Staff Training Institute [MESTI] was established in 1979. During its formative years it operated from various premises shared with the Teacher Training Division of the Ministry of Education [1979-1980] and the National University of Malaysia in Bangi [1980-1981]. From 1981-1984, while its main campus was being built in Genting Highlands, it operated from its temporary offices in Pantai Valley, Kuala Lumpur. In 1983, MESTI changed its name to Institut Pengurusan Pendidikan Negara [IPPN] or the National Institute of Educational Management [NIEM]. In early 1984, NIEM moved to its Main Campus in Genting Highlands and started operations immediately. In 1988, the Institute was renamed Institut Aminuddin Baki [IAB] to honour the first Director-General of Education in Malaysia. A Branch Campus of the Institute started operations in Jitra, Kedah in 1990 and became fully operational in 1992. Similar Branches are planned for Sabah and Sarawak as noted in the Sixth Malaysia Plan 1990-1995. The Branch Campus in Jitra, Kedah has a residential training capacity for over 500 people at any one time and can

take additional commuting participants from the surrounding areas. Together the two campuses have the capacity to train more than 1000 participants per day. However, because of training demands the Institute finds it necessary to rent hotel and training facilities from other agencies in order to conduct courses which run concurrently. In recent years the Institute has an annual budget of over M\$25 million. It is likely that the costs for development and operations and the costs for running programmes will increase. In view of the increasing costs of training and with the implementation of the National Privatization Policy in education, the Institute must begin thinking of running programmes with full or partial recovery of training costs. If this happens it will be an exciting challenge for educational managers in Malaysia, who, hitherto, have not seen as their responsibility the challenge of recovering costs from tuitions, endowments and other sources of income. During the first thirteen years of its existence the Institute has given training to over 58,000 educational managers, educational leaders and support staff.

Functions and Clients of the Institute

Currently IAB conducts needs assessment, formulates goals and objectives, designs curriculum and implements courses for various groups of clientele. Its primary clientele are the elementary school headmasters and their assistants, secondary school principals, teachers' college principals and heads of

department in educational institutions. This group of clientele is termed "institutional leaders." Another important group of clients are the Directors of Divisions of the Ministry of Education, Directors of State Education Departments and Officers in State Education Offices. The assistants to all these personnel are also in the group referred to as the "systems managers." A third major group of clients is the "education service support staff." This group comprises all the staff responsible for providing the support services to the national educational system. The staff in this category include school clerks, financial clerks, school gardeners, hostel wardens and school laboratory assistants. Possible and emerging demands for training come from teachers trade union and professional organization leaders, Parent Teachers Association groups, university student leaders and school student leaders. Community leaders are given training by the Community Education Unit of the Institute. Another group is the top echelons of educational leaders, specifically, the top executives of the Ministry of Education. Yet another group of clientele is the University leaders, who include, the Vice Chancellors of Universities and Principals or Directors of Polytechnics, Deans of Schools, Faculties and Research Centres. To date IAB has offered and conducted international courses for school principals and other leaders from Sri Lanka, Maldives, Brunei Darussalam, Thailand and Indonesia. Since its establishment, the Institute has been involved in giving training to the staff

of the nursing school under the Ministry of Health, specifically in the areas of pedagogy and testing. This fact illustrates the point that the "extended" clients of the Institute include people outside the Ministry of Education.

Structural Level Issues

At the structural level the Institute recognizes the need to work together with various Divisions of the Ministry of Education and State Education Departments to decide on the primary areas of competitive advantage that each has. Limited resources have to be efficiently and appropriately deployed for effective use throughout the national system of education. There has to be some delineation of clientele and subject specializations and a determination on areas where duplication should be avoided and areas when duplication is permissible and even necessary. To date, for instance, we find that at least two Teacher's Training Colleges provide training to school headmasters who are considered as the clientele for NIEM. Such training was actually provided when NIEM did not have the staff and resources to meet the training demands from school principals and their respective Directors of Education. The Curriculum Development Centre, for instance, provides training for school principals on national curricular changes and innovations. What is considered "training" is actually briefing and explanation of the changes that are instructed to be implemented at the school level. One Teacher's College sees as its mission the fostering of

professional leadership. The Mission does not delineate whether its clientele are teachers, college lecturers, or systems and institutional leaders. The College then sees the "professional" as opposed to the "administrative" functions of the principals as the thrust of its focus for training. In NIEM, the emphasis is on Comprehensive, Integrated and Total Training. For instance, the Institute deals with curriculum and pedagogical management besides administrative and financial management. Clearly then, there is a need for educational leaders in various institutions to come together regularly or at least from time to time to exchange ideas and to determine the most appropriate and best areas of their contributions. Such efforts will ensure the responsible and most beneficial use of public funds in the educational sector.

Beyond the Ministry of Education

The Institute is primarily a Division in the Ministry of Education. To all intents and purposes the activities of the Institute will be targetted towards clientele in the Ministry of Education. Its Mission and Strategic Plans are designed and geared to achieve the goals and aims of education as conceived by the Ministry of Education. However, because the domain of education is wide and the goals of education are all encompassing and inclusive, it is not always possible to restrict the definitions of educational aims and educational clientele to domains which are limited to the Ministry of Education. Examples

of the wide-ranging goals of education include the goal of "life-long education", "community education" and "vocational and technical training." Such comprehensive and inclusive definitions of education become established when education is seen as a vehicle for national development. Moreover, education in Malaysia is under government control. It is also widely realized that in order for education to play the important role assigned to it, cooperation is required from other public sectors, from the private sectors, from the communities and from families and individuals. Because of the all embracing nature of education, whatever occur in education are not limited to education. While programmes run by the Institute are primarily meant specifically for Ministry of Education staff, the policy decisions and the ideas that are generated in all educational management domains spill over into private sector and public sector management domains. This situation is more likely to be so when the Institute gains in stature and generate ideas, policies and procedures of interests for wider applications in other domains.

Curriculum Design and Development

Typically a Needs Assessment study is carried out by a research/evaluation team before a training programme is designed for a specific clientele group. Goals, aims and objectives will be specified, and topics and content areas identified. Learning activities, learners assessment objectives and procedures and the

certification mode for the course will be proposed. The Board of Studies will decide, disapprove or approve the running of the training programme and appropriate resources will be allocated. Course project managers will be assigned to run the training programme. Expert in relevant areas to conduct the training will be identified. The Course Managers will see to the economical, efficient and effective implementation of the programme. Among other responsibilities of the Course Managers are the administrative responsibilities of publicizing the courses, offering places to prospective participants, registration of participants and record keeping. One of the major responsibilities of the Course Managers is to ensure that course participants receive pre and post course materials. The Course Manager may or may not be the main lecturer or resource person during the course. The Course Manager is also responsible in providing support services to lecturers in ensuring that appropriate learning-teaching facilities are made available. In this respect his task will be to ascertain that materials for use in the course are made accessible to participants in the red spot section of the library. Other relevant materials must also be made ready for distribution, usually in Course Packages. Throughout the course there is constant monitoring of the implementation of the programme to ensure that objectives are met and contingency plans are in place in cases when lecturers are absent or when technology breaks down. Standard Training Evaluation Instruments are administered to participants towards

the end of the course. The complete evaluation reports are given to the Management Team within a month of the running of the programme. The responsibility of the Course Manager does not end with the ending of the training course, for he may have to follow the programme through, by on-site observations of projects conducted by participants if the projects constitute part of the training programme. The Course Managers themselves and other authorities become members of Review Teams which review the course curriculum for future programmes.

International Linkages and Staff Development Programmes

The staff of the Institute receive their postgraduate training from many higher institutions of education at home and abroad. Their fields of specializations and disciplinary strengths are varied and cover the most important areas of educational concerns. Their professional experiences include teaching across all levels of education, work in many Divisions of the MOE, in many State Education Departments and District Education Offices and in various educational institutions. Although together they constitute a strong team they continue to receive further training and new professional experiences, nationally and internationally. The staff of NIEM have undergone short exchange visits and training courses in European Countries, New Zealand, Australia, Canada, the United States of America, Pakistan, India and the Arab Countries. There are institutional linkages and personal contacts between

the Institute and its staff with academicians from all the
aforementioned countries. Personal and institutional linkages
open up opportunities for the Institute to access to developments
in the world, specifically to educational development.

The Training of Trainers Programmes and Core Competencies

One of the foci of the training programmes of the Institute
is the Training of Trainers. Because of the size and the growing
number of members of the teaching profession, the Institute will
not be able to train every manager and supervisory personnel in
the system. Therefore, in order to provide training
opportunities to every member in the system, it becomes
necessary to prepare and build a corp of Trainers able to give
training at district, state or regional levels. Such a trainers'
network has been developed for training teachers in the
implementation of the Two-tier Salary Scheme and the New
Remuneration System for civil servants. However, such a system
needs further elaboration and formalization. Together with the
Training of Trainers Programmes, there are efforts to produce
Instructor's Manuals and Learner's Modules in various domains of
management knowledge. A Directory of Trainers in various areas
of specializations is being prepared and will be made available
nationwide. With the development of this system, the core
faculty in IAB [NIEM] can begin focussing on the neglected areas
of their tasks, primarily educational consultancy and research.
Staff members of the Institute have undergone training programmes

for Training of Trainers in the National Institute of Public Administration [INTAN], INNOTECH Manila, in New Zealand, the United States and in several other countries which offer special programmes in the Training of Trainers. As a Training Institute skills and competencies in the Training of Trainers are considered among the "common core competencies" the staff are required to possess in order to be eligible for selection as a member of staff in the Institute. Staff members of the Institute are drawn from the pool of highly trained education personnel who are considered leaders in their areas of specialization. Among the qualities required of the trainers in the Institute are the following: interest in ideas and a passion for reading and writing, interest in conducting research on educational phenomena with special reference on management-related research problems, ability to be good speakers or lecturers, willingness to engage in job-related travel throughout the country, ability to work alone to solve problems and conduct courses, and the ability to work harmoniously as a team member in groups.

Research and Educational Management

To date, research on educational management in Malaysia has focussed mainly on the characteristics, competencies and management styles of principals of schools, principals of teachers' colleges and of Directors of Education. Although educational management is a popular area of research, many problem areas in educational management remain unaddressed and

10

11

unstudied. In 1991, the Institute launched the First National Seminar on Educational Management. The National Seminar brought together, for the first time, researchers who have written on educational management. Over 35 doctoral dissertations on educational management in Malaysia were discussed. Relevant recommendations were elicited and disseminated to the respective authorities to whom the recommendations were of some use. The utilization of research findings on educational management has become formalized and is now well on the way to institutionalization. In November 1992 the Second National Seminar will focus on Excellence in Educational Management for the 21st Century.

The Educational Planning and Research Division of the MOE conducts macro level research in research problem areas which have policy implications. Various Divisions of the MOE also conduct their own research into problems and issues they deem important to their functions. Some of these research studies have significant relevance to IAB when they are in research problem areas related to educational management and training. One such on-going research effort sponsored and conducted by the Teacher Education Division is an ethnographic research on the Thinking of Principals of Teacher Training Colleges in Malaysia. IAB/NIEM itself has also conducted research on the number and types of meetings that are in existence in the MOE and on the involvement of education staff in the Meetings [A Study of Educational Management Policies and Practices in Malaysia 1980].

The Institute has also just completed a Study on the Status of Educational Management Training Programmes 1980-1990.

Evaluation in Educational Management

Even before the establishment of NIEM, there were various kinds and modes of evaluation of educational management policies and practices. Researchers, particularly officers from the Federal Inspectorate of Schools, have been studying and reporting on the state of educational administration in schools. For instance, a Committee was established for the specific purpose of providing a status report on educational management in schools. The Committee was named the Committee on the Quality of Educational Management in Malaysian Schools. The report of the Committee was, however, not utilized. When NIEM [then MESTI] was established, its founding members conducted a large scale Needs Assessment Study on the roles and responsibilities of school principals. Using the data from the study, various curriculum models for the training of school principals were designed and implemented. The study identified 184 major roles and responsibilities of Malaysian school principals. A Schedule of Competencies was produced as a result of the study. In the Schedule of Competencies, every one of the roles and responsibilities was elaborated in terms of tasks and activities. The tasks or activities were then detailed into three components required to implement or perform a task, specifically, aspects of knowledge, skills and attitudes. Other Needs Assessment Studies,

for instance, on the roles and responsibilities of district education officers were also conducted. Since the Needs Assessment Study on the school principals, there has not been a study on the same scale or extent of comprehensiveness, commitment and overall level of participation by educators throughout the country. Since then, Needs Assessment Studies have not been conducted as formally as when the Institute was first established. However, because the staff of the IAB/NIEM are continuously exposed to all groups and levels of management personnel as well as to recurring and emerging ideas in education, the staff do acquire and provide important feedback on "what is happening, where and how and what the problems and challenges are." The several thousand participants in training courses continually provide first hand, direct information of their training needs as do their superordinates. Every training programme is evaluated and thus routinely becomes an important source of Needs Assessment.

The Institute is careful not to make the mistake of assuming that all training needs can be elicited from the perceptions of the participants or trainees. If trainees cannot look beyond their immediate needs and cannot conceptualize the repertoire and hierarchies of competencies required to perform their jobs well they may not be able to provide the proactive and forward looking imperatives for educational development. While such tasks may be considered to be the tasks of the Needs Assessment researchers, the point that is being made is that clients can

only provide a partial perspective of goals, needs, processes and phenomena related to the understanding of the performance of their jobs. The understanding of megatrends and megatraumas which will change the dominant paradigms in the polity and the nature of technologies, work routines and work styles will have to come from somewhere else. The ecological dynamics of change have to be viewed both from the macro and micro perspectives. The meta-analysis of the embedded ideals and realities of the educational enterprise have to be conducted by those on the frontiers of knowledge. The answers to the questions, "What is happening?" and "What works?" have to be sought painstakingly, often beyond the self-imposed and lock-step procedures of chosen models of Needs Assessment techniques. Typically, the breadth and depth of understanding of the recurring and emerging challenges in society and in educational management would come from following and participating in the latest international Seminars, for instance, on Educational Innovations and Educational Technologies, Economic Growth in the Pacific Rim and on Revolutions in the Twenty-First Century. The up-to-date input can also be attained by scouring reputable and important national and international documents on development, with reference to educational development. Programmes in the Institute are designed not just based on the needs of the clients as identified and described in Needs Assessment Studies. There exist other programmes which are subject based and are offered to educators across all clientele groups. New programmes include

Intellectual Discourses, Executive Health Programmes, and Environmental Awareness Programmes. The Intellectual Discourses, particularly on religion, provide a clarificatory framework and a justificatory structure to influence the rationale of training programmes through normative values and through concepts which are to be introduced in programmes or to be adopted as policies and practices. Because its work procedures are standardized, the Institute is ever willing to subject itself to scrutiny from the outside and to welcome external evaluation of itself as an organization.

It has on record an impressive dossier of critically constructive and positive evaluation feedback data given by course participants as testimony to the success of the training courses. Nevertheless, except for several of its courses, it has not conducted any systematic study of the impact of its educational management courses on educational effectiveness in the country, or at least in institutions where its course participants work. This would seem to be the direction to go for research. However, because of the shortage of staff and the pressing need to do more training, the "trade-off" is not to conduct impact studies of training. There is also the strong argument that if the costs of impact studies of a particular training programme are more than the costs of the training given, then it is not worthwhile to do the impact study. A further argument is that training programmes are usually designed for individuals [including the leaders of organizations] who are

assumed to come from a relatively homogenous clientele group. Typically, the training is given in facilities away from the work site. Usually programme objectives and contents focus on general management competencies and prescriptions for problem solving in general situations. In the real work site situation there are myriads of dynamic and complex practical problems which may not be addressed by the objectives and substance of training packages. Then again, there is the assertion that not all problems can be solved by training, for there are problems related to macro-level societal and ideological issues, structural and finance problems and other legal or political problems beyond the jurisdiction or capacity of leaders at institutional levels. Management Training can best address those repertoire of competencies which deal with technocratic and professional knowledge skills and attitude. Personal development and clinical training for behavior modifications and personality readjustments are not conceived as the main functions and responsibilities of the Institute. Training institution leaders have to make the difficult decision of spending the limited resources available in programmes for more clientele or in research and evaluation projects. Under the complex and dynamic conditions of societal, technological changes, specifically in information technology and its impact on knowledge corpus, there is a clear need for Research and Development concerns and capabilities in knowledge disseminating institutions. However, Staff Training Institutions like NIEM have to constantly

distinguish their functions from the functions of institutions like academic universities, principally in the areas of their competitive advantage and their complementary roles.

Such interesting debates on the function of training or the importance of impact studies or on the appropriate methods for the training of adults lead to reconsiderations of the Case Method Approaches, the Team Approach in Training as against the focus on the Training of Individuals, Training on the School Site Approaches and Distance Education possibilities. Each of these options has to be seen in the global and the parochial contexts of the educational enterprise in Malaysia. For instance, Distance Education in Malaysia, in relation to the remote regions of Sabah, Sarawak, Pahang, Kelantan and Trengganu, may not deal with the innovations in tele-conferencing or gaming or other electronic possibilities. In Malaysia's rural areas, Distance Education leaders have to deal more with the realities of creating infrastructure for distribution of print matter for reading and audio materials for listening rather than with the issue of keeping abreast with the obsolescence of the latest sophisticated technology. Machinery and mechanisms for continuing distance education for management training based on print and audio materials have to be explored in terms of cost effectiveness. Another yet underdeveloped option for training design is the use of the Case Method. Interesting educational cases for use in Case Method Approaches in Management Training/Education are numerous. However, such cases await to be

compiled and written. For every newspaper report about an education case, and for every rumour of all kinds of conflicts and successes in schools, there are exciting possibilities of recording and writing cases as training materials. The early leaders of the Institute had planned on running some of the training programmes based predominantly on cases, and drawing upon theories and insights only and when necessary. Such possibilities are not impossible to achieve but are, for instance, now being planned by the writer and several colleagues

Consultancy Services

The professional staff of IAB often become consultants to organizations within the public service and outside public service. In the past they have become consultants to the various Divisions of the MOE, to State Education Departments, District Education Offices, to Schools and Teachers Colleges, to University Departments, to Non Government Organization Bodies, to the training wings/sections of public and private sector organizations. The staff members contribute importantly in National Committees for policy-making, for curriculum development, for training or for some kind of problem solving. Their contributions are generally in the education areas, in educational management and, specifically, in the specialized areas of their expertise. Although usually their contributions are individual contributions, they often work in teams when the demands of the consultancy services require team contributions.

For the most part, however, their contributions take the form of lecturing, facilitating, coaching or providing Educational Management Counselling Services. As they go about their jobs gaining practical experiences and expanding their repertoire of knowledge, they gain credibilities and become mature professionals. The sum of the strength of IAB is the cumulative and composite strength of its present and past staff and the associate trainers that it has trained throughout the country.

Publications and Distance Education

Since its establishment, the Institute has produced its Annual Report without fail. The Annual Report is a document of its public accountability of all its recurrent and development expenditure. In addition NIEM has produced scores of Proposal Papers for the expansion of the Institute and the development of its various programme areas. Fortnightly, it produces its Newsletter for internal circulation only. The Newsletter carries all news of its staff and participants and the professional and social goings-on during the current week. It also produces Warta which is published twice a year and distributed widely within the Ministry of Education. The Warta highlights the major news and educational issues which are of interest to the MOE and the Public Service. The Institute has now produced a Journal of Educational Management published quarterly. The Journal has proven to be very popular with academicians and scholars and is distributed nationwide. The

Institute has also now come out with its Prospectus which outlines its various course offerings and programmes for the current and immediate training years.

IAB/NIEM is one of the institutions in the country which generates and disseminates a large number of articles on educational management and on knowledge fields related to educational management. There are volumes of Course Materials which await to be perused. Hundreds of articles produced during the past decade await to be catalogued. Scores of video-recordings of lectures, forums and discourses also need to be edited and catalogued. The challenge in this area is to select the best of the articles and the best of the video-recordings for dissemination. Also, the challenge is to ensure that there is the fostering of higher order thinking in the articles and discourses and that there is quality in the production of materials, whether in print or on tape. When NIEM publishes the collections of papers for its National Seminars, when it publishes its research reports and its various specialized modules, and when it produces its Monographs, the Institute would make yet other landmark contributions to the field of educational management in Malaysia.

New Ventures in Training Foci and Training Modes

In recent years the Institute has boldly ventured into new areas of training and development. One of the main contributions of the Institute is its Community Development Programme. This

programme constitutes an outreach to clients who are neither educational managers nor people who are employed by the Ministry of Education. Nevertheless, this clientele group is a group that is directly involved with education in many of its domains. The client group comprises grass-root level community leaders. Through its Community Development Programme, the Institute is able to reassert the notions of life-long education and the fostering of a learning community supportive of national development and educational development efforts.

Another new programme is the Peer Counselling Programme. Through this programme IAB has created in Malaysian schools a philosophy and a mechanism for student peer counselling. The programme on the Enculturation of Technology in the Education System attempts to prepare Malaysian educators to be familiar with technological innovations and to be at ease with the technological onslaught by business and industry. One of the earliest ventures on Training Materials Production by IAB was a feature training movie. The film which traces the management trials and tribulations of its protagonist was entitled "Syeikh Tadbir bin Syeikh Urus [literally: Administration, son of Management]. The possibilities for the Institute to produce training management movies/videos are indeed many and enormous. If the Institute goes towards this direction of materials production, it is likely that it will be a leader in the area.

Yet another one of the programmes of the Institute was the creation of opportunities for education leaders to write their

Professional Memoirs. In the early 1980s, educational leaders, prior to retirement were invited to write their memoirs. A professional mentor from the Institute was matched with the educator and a Contract was signed between all the parties involved. The justification for the project was that it was based on an important and established notion of the "reflective practitioner." The professional autobiography could become a learning resource for the younger generation of educators and educational managers. The materials produced by the Resident Writer could also be used as Case Studies in programme areas related to the theme or subject of the professional memoirs. Such a programme could be revived and could be fused with programmes for Resident Fellows. The Programme for Resident Fellows is one which acknowledges the significant contributions of educational leaders. The recognition is given by making the resources of the Institute available to these leaders for purposes of reading, writing and lecturing. In addition to the above programmes, for instance, the Institute has plans to invite educational leaders to give their "Inaugural Addresses" which could mark or symbolize the culmination and syntheses of their ideas and experiences in the field of education.

With the announcement of the New Remuneration Scheme by the Government and the implementation of the Induction Programme related to the Scheme beginning in 1992, IAB has been entrusted to run Induction/Orientation Programmes for all personnel in the Ministry of Education. The successful completion by the

participants in the programme after taking the appropriate examinations, will determine whether they will be confirmed in their service or otherwise. That this enormous and important task is entrusted to IAB underlines that it is an institution held in high regard by the authorities in public service. The Institute itself has designed a Training Programme to be made available to all MOE staff towards the end of their careers. The programme being planned and implemented is known as the Pre-Retirement Programme. The main goal of the Pre-Retirement Programme is to provide MOE staff with the information, conceptual knowledge, stable values and practical tools for life adjustment after serving as professional educators or education support staff anywhere between twenty two and thirty five years or more. It is significant to note that IAB plays an important role when an officer enters his first year of service and that the Institute plays an equally important role when the officer prepares to leave service. The mapping out of the career paths of individuals in the education service and providing appropriate training, education and development programmes across the career-span for approximately 300,000 individuals [50,000 of whom are educational administrators of some kind] are indeed onerous tasks. In order to prepare educational management personnel to achieve the goals of a developed nation status, the Institute must take a leadership role in Staff Development Planning. There are indications that NIEM can comfortably and efficiently take the functions of staff development and placement in the MOE.

Currently, the Scholarships Division of the MOE focuses on the functions of selection and placement of pre-service scholars and in-service personnel in local and foreign institutions of higher education. The Service and Establishment Division of the MOE functions as the Division which executes all the placement orders of individuals to work places in the national education system. It keeps all service records of individuals and all other administrative records related to personnel services. NIEM functions as the Staff Development Agency of the MOE. There is a clear and urgent need for the three Divisions to work very closely towards the effective and efficient realization of the goals of career-charting and career development within the MOE.

The Search for Ideal Institutional Models and Professional Soul Searching

The Institute is one of the most exciting places to work in, at least in the MOE. While all members of its staff are kept busy, the challenge to every member is to make sense of the plethora of activities they are engaged in and to find the inner good and the inner meaning of all the endless business of training. At least once a month, there is the Professional Staff Meeting. And within the month there are all kinds of meetings which address routine as well as critical non-routine matters. At least once a year, the members of the Institute [both the professional group and the support group] get together to reflect on all aspects of their roles and responsibilities. The

reflections do not just focus on professional and job related matters, or on interpersonal interactions in the organization, but may go beyond work-place issues to deal with life views and life issues across the life-span.

While the training staff of the Institute hold many theoretical positions or perspectives regarding all aspects of educational management and while they will suggest all kinds of problem-solving procedures and innovations, the single most important question that the professional staff ask is "What works?" Innovations must make sense, problems must be solved, role models and models of organizational excellence must be found. On the one level the Institute looks for the models of excellence of institutions and of educational leaders "out there" in the real world, outside the classroom. All kinds of criteria and modes of identifying the role models and the institutional models of excellence are employed to capture the essence and meaning of excellence. Models of great educators and educational managers are drawn from the past and the present and also from some foreign lair. Models of the institutions of excellence are searched for from the primary schools right across to the tertiary institutions of education. Urban and rural models are looked for to illustrate that excellence can be achieved under different constraints, circumstances and contexts. On another level within the Institute itself efforts are not spared to attempt to find the best model for training. To this end the debates regarding pedagogy, androgogy and "synergogy" pervade

discussions on training methods in the Institute. The Institute is well aware of its conservativeness and its weaknesses in such areas as the Action Training Method, the Case Method, and the use of sophisticated technology in training, for instance, teleconferencing and computer simulation. These are areas that must be looked into as IAB faces the future. The quest for the Golden Chalice, the Holy Grail, the Best Method and What Works Best goes on and must go on!

Databases and Norm-Driven Improvement

Since its establishment there have been serious discussions of the need to have a database of the educational management information system. The Institute has two personnel positions for computer programmers. The Ministry of Education itself has various Computer units. A lot of work has been put into the goal of having a database and many reminders were given by all parties that duplication of efforts would be costly. Under the circumstances of cautious development into the computer age in the context of fast changing computer hardware market and the obsolescence of software, the Institute has not yet found clear directions regarding databases for training. To date the Institute has attempted to develop an information database regarding all its trainees. The work is slow, erratic and not fully functional or successful. There are several reasons which may explain why progress in this area seems to be difficult and slow. Among the reasons are the lack of management initiatives

and commitment, and the lack of expertise, staff and resources to carry the job through. This area of development gap is certainly a challenge the Institute has to face squarely. Steps are now being taken to face this challenge by cooperating with all other Divisions in the MOE which have done similar database development for their programmes.

Future Challenges

With the rapid speed of national development and the challenges and changes in the configurations of world politics, the Malaysian polity begins to map out its strategy to face the future. A controversial and inspirational imperative which now becomes the strategic direction for development in Malaysia was articulated by the Prime Minister in 1991. Vision 2020 is now the overarching frame of reference for development for the nation. Vision 2020 asserts that:

By the year 2020, Malaysia can be a united nation, with a confident Malaysian society, infused with strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient.

In order to be what the nation can be, it was further asserted that:

There can be no fully developed Malaysia until we have finally overcome the nine central strategic challenges that have confronted us from the moment of our birth as an independent nation.

The nine strategic challenges are as follows:

The first of these is the challenge of establishing a united Malaysian nation with a sense of common and shared destiny. This must be a nation at peace with itself, territorially and ethnically integrated, living in harmony and full and fair partnership, made up of one "Bangsa Malaysia" with political loyalty and dedication to the nation.

The second is a challenge of creating a psychologically liberated, secure, and developed Malaysian Society with faith and confidence in itself, justifiably proud of what it is, of what it has accomplished, robust enough to face all manner of adversity. This Malaysian society must be distinguished by the pursuit of excellence, fully aware of all its potentials, psychologically subservient to none, and respected by the peoples of other nations.

The third challenge we have always faced is that of fostering and developing a mature democratic society, practising a form of mature consensual, community-oriented Malaysian democracy that can be a model for many developing countries.

The fourth is the challenge of establishing a fully moral and ethical society, whose citizens are strong in religious and spiritual values and imbued with the highest ethical standards.

The fifth challenge that we have always faced is the challenge of establishing a matured liberal and tolerant society in which Malaysians of all colours and creeds are free to practise and profess their customs, cultures and religious beliefs and yet feeling that they belong to one nation.

The sixth is the challenge of establishing a scientific and progressive society, a society that is innovative and forward-looking, one that is not only a consumer of technology but also a contributor to the scientific and technological civilization of the future.

The seventh challenge is the challenge of establishing a fully caring society and a caring culture, a social system in which society will come before self, in which the welfare of the people will revolve not around the state or the individual but around a strong and resilient family system.

The eight is the challenge of ensuring an economically just society in which there is a fair and equitable distribution of the wealth of the nation, in which there is full partnership in economic progress. Such a society cannot be in place so long as there is the identification of race with economic function, and the identification of economic backwardness with race.

The ninth challenge is the challenge of establishing a prosperous society, with an economy that is fully competitive, robust and resilient.

Education has a central function in developing human resources to prepare and meet contemporary and future challenges. Policy-makers, managers, knowledge leaders, and the elites as well as the masses have participative roles to play in order to achieve the vision. The knowledge leaders in all sectors now have the responsibility of interpreting and elaborating the 2020 Vision. The challenges must be articulated into plans, programmes, projects and activities in the education sector. Educational policy-makers and managers have the tasks of translating and refocussing educational policies towards the 2020 vision. The Institute has the important role of ensuring that education personnel are trained and are prepared to contribute, through the education sector, to achieve the goals enunciated in the vision. In the face of broad and multiple national and educational goals and objectives, the Institute faces many challenges which stretch the competencies of its staff. To make sense of the rapidity of form/content changes in the milieu and to discover the management implications for such changes take a lot of experiential, theoretical and practical understandings.

30

Hence, only with serious and honest reflections coupled with personal integrity and professional insights can educators in the Institute design appropriate and relevant programmes for its clientele.

Knowledge Sharing and International Dissemination of Knowledge

To share the corpus of management knowledge and insights with the outside world means that selections of the most universally relevant materials produced or generated in the polity must be translated. To date no such systematic efforts have been made regarding the corpus on educational management. Arrangements are, however, being made to translate several Educational Management Modules from Malay into English. From time to time the Institute does produce materials in that international language. More often than not, such materials constitute the working papers of its staff presented during international Seminars, Conventions or Conferences. It is hoped that the time will come when the Institute will generate important contributions in the field of educational management to the extent that such materials will be in demand and will be translated into Japanese, Arabic, Chinese and other languages. If the Institute is able to generate management knowledge which has universal import, relevance, interests and applications, then it would fulfill one of the important reasons for its existence.

Strengths and Weaknesses of Educational Management Understandings

Educational management in Malaysia derives a considerable base of its strengths from the public sector, specifically on public management policies and instructions issued by the Public Services Department. This is because the Education Service is under central control and is part of the public service in the country. Such policies and instructions were initially based on the British colonial system which itself derived principles based on trial and error experiences in Commonwealth countries. The values bases of the system stem from the democratic British tradition of government and from the British public service. Since Independence many of the policies and instructions were reviewed, retracted or reissued with amendments in line with post independence policies. Recent examples of public service initiated policy imperatives which illustrate the innovativeness and vitality of public administration in Malaysia include the following documents: Guidelines for the Improvement of Counter Service Quality; Guidelines for Quality Control Circles; Guidelines on Work Procedures Manual; Guidelines on the Implementation of the Privatization Policy; and Guidelines on the Integrated Scheduling System. The overarching Guidelines are the General Orders and Financial General Orders. In 1990, for instance, the Prime Minister's Quality Award was introduced. The Award constitutes the highest recognition and acknowledgement given by the nation to agencies in the public sector, or in the private sector or to social organizations which have achieved the

highest or most excellent management of quality. The Award creates an awareness of quality issues, fosters healthy competition among agencies and publicizes strategies regarding quality practices that have proven successful. In addition to such documents, are various other Excellence Awards. The education sector itself disseminates various materials which include the following: Guidelines on School Discipline, Administrative Circulars for the Education Service, Professional Circulars, Guidelines for the Implementation of the New Primary School Curriculum, and Guidelines for the Implementation of the Secondary School Curriculum. From these documents emerge and can be elicited a plethora of ideas on management, with possibilities for applications in educational management. Educational management in Malaysia, therefore, operates within the context of incentives, provisions and challenges from the public sector. The education sector benefits immensely from the cumulative principles and practice wisdom of governance and human civilizations embodied cumulatively in documents recording workable and testable bureaucratic and technocratic experiences. While legal and bureaucratic rules may transmit irrelevant, archaic or narrow principles, rules and regulations, they do also transmit the best of principles and practices of governance in order to maintain some kind of continuity for stable political, social and bureaucratic order. The best kind of civil service or educational bureaucracy is one which would uphold the enduring and universal principles of justice while being responsive to the

demands, needs, realities of the time and also while appropriately addressing the vagaries and transient political will of the time.

In recent times a lot of attention has been given to innovations and leadership by the private sectors. The Malaysian Institute of Management, for instance, plays a very important role in ensuring the growth of management knowledge and skills in the private sector. In recent times too there have been joint efforts between private and public sector management, for instance, in holding Seminars and Courses on Issues for Malaysian Futures. Private sector education now plays a more important role in the provisions of post-secondary and of tertiary level education in the country. Educational management in Malaysia, therefore, has to keep pace with developments in management strategies in the private sector as well. Within the broad framework of contributions by other sectors of the human enterprise, the professional staff of the Institute attempt to develop the corpus of knowledge, skills and attitudes considered relevant to educational management. While doing so, there is constant soul searching and process analyses of the directions and contents of what the field is all about. During the last decade for instance, the Institute has collected and developed a large repertoire of materials and instruments containing a variety of concepts and approaches to the study of leadership. In many of the courses offered by NIEM, leadership, specifically educational leadership becomes one of the core subjects. This

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is evidently one of the strengths of the Institute in terms of the available management knowledge corpus. The Institute has, however, neglected the subject of organizations and organizational behaviour. There is a dearth of original materials written by educational management scholars and practitioners in this area of management in Malaysia. The Institute must, therefore, take steps to overcome this weakness; and fill in the gaps of knowledge in this area. If efforts are seriously taken to overcome omissions in course programmes and if constructive criticisms are used as motivation for advancement, then the Institute would be well on the way towards healthy organizational maturity.

The Challenges of Institution Building

While NIEM expands all its efforts and resources to provide training, research and consultancy services to its clientele, there has to be commensurate resources deployed towards its own institution-building efforts. Institution-building does not merely focus on the physical expansion and development of resources. Equally or perhaps more importantly, it involves the total quality development of the institution with its artifacts, sociofacts and psychofacts. The efforts in institution-building involve the cultivation and institutionalization of policies and practices, procedures, regulations and rules which are the landmarks of institutional ethics, norms of excellence, efficiency and effectiveness. Institution-building in NIEM means

the sharing of visions, missions, goals, aims and objectives among those in the organizational community. It also involves the fostering of positive myths, the appropriate use of ceremonies and formal decorum and paying serious and meticulous attention to organizational rituals and symbols which create an inspiring and unique identity for the institution.

NIEM is situated on the Mountain Resort of Genting Highlands at 3,000 feet above sea level. From its formative years one of its challenges has been to take full advantage of its favoured situation and beautiful natural landscape to give added value to its training attraction. NIEM had embarked on a long-term programme of the conservation of nature to arrest the damages done to the upland environment by rapid and irresponsible development and to attempt to enhance and restore to the environment some of its "original" and natural resources. To this end, in its reafforestation, landscaping and beautification programmes for its Main Campus, NIEM cooperates with the Forest Research Institute of Malaysia, the World Wide Fund for Malaysia, the Malaysian Nature Society and other like organizations. The Main Campus of the Institute is now one of the sites for the Outdoor Environmental Programme of the Ministry of Education which has as its main goal the appreciation and understanding of nature with all its flora and fauna in natural balance.

In the design, delivery and evaluation of its programmes and services, NIEM has embarked in efforts to standardize practices of excellence. Such practices include the management of its own

offices, counter services, accomodation and food services, communications and transport, recreational facilities and services, and all aspects of the quality of life at the work place. It is taking steps to ensure "zero defect" in various aspects of its operations, including such things as the quality of its hand-outs and transparencies. The Institute upholds the notion that meticulousness to details and doing things right the first time would be worthwhile ideals to strive for. Cutting across all the blueprint details and activities for institution building are the cherished ideals of justice at the organizational site. The work ethics being fostered among its staff are work ethics related to intrinsic motivation, self responsibility and "empowerment ideals" with appropriate reduction of tight supervisory control by management and middle level supervisors in the organizational hierarchy. The organization would like to share the ideals of ensuring that in the execution of tasks and responsibilities, its staff will imbibe the goal of doing the right thing in the first place and then ensuring that things are done rightly. NIEM aims to be a model educational institution which practices what it preaches. Its staff members share the vision that one day the institution will receive the coveted Prime Minister's Quality Award.

The Seedbed of Ideas

The educational management field has now become accustomed to such ideas as quality control circles, real time data, project management, the one minute manager, management by crisis, management by objectives, management by walking around, theories X, Y, K and the human and technological sides of enterprise, the 'Iqra community and the Tauhidic Paradigm. As private education comes to play a more important role in the national education policy, new jargon in popular usage include the following: market segmentation, zero defect management, management information system, education management information system. Other popular notions in the educational management register include: leadership effectiveness training, team-building, managerial grid, strategic thinking, proactive leaders, accountability in management, financial management initiatives, performance management and target setting, integrated planning and control system, reactive and proactive decision-making, boundary management, delegation, total quality management, economy, efficiency and effectiveness. Techniques such as the Pareto techniques, SWOT Analysis, Force Field Analysis, gantt charts, flow charts and all varieties of matrix charts have come to be familiar jargon. Manpower planning and human resource development are favorite notions as are futures scenarios, best case, worse case and probable scenarios, projections, estimates and forecasts. From the education field are such notions as human potentialities, personal and all round development, the

ideal model of man, the Insan Kamil, elitist education and the democratization of education, equal educational opportunities, opportunities for the handicapped and for the culturally disadvantaged, competency-based training, mastery learning, neurolinguistic programming, accelerated learning, effective schools, pedagogy of the oppressed, holistic education, integrated learning, remedial education, enrichment learning, teacher and parent empowerment, et cetera.

The education management field draws freely and eclectically from all disciplines. As different lecturers, knowledge elites or knowledge managers disseminate their concepts and opinions, there tends to be too many overlapping and unclarified ideas. Mature knowledge gets disseminated as effectively as tentative notions and untested ideas are also effectively disseminated. The consumers and recipients of management ideas sometimes accept ideas without much reflection and without evaluation of their applicability in the education management sector and without assessing their applicability in specific context of the educational management effort. The new challenge for the Institute would be to make sense of the multiplicity of management ideas and to suggest what best ideas to be used in which contexts. The challenge to educational management would be to identify what ideas work where and why, then to disseminate the best models of innovations or problem-solving strategies in the education management sector. The educational management thinker must seek for the best and most

potential to be the leading Centre for Educational Management,⁴ its Odyssey towards that end has just begun. Much needs to be done. If that goal is to be achieved, its leaders at the institutional and national levels must not distract the organization from its mission by assigning functions and goals which are not consistent with the main reasons for its establishment. In order for it to continue to focus on its goals and objectives, the organization needs to have a core of highly trained personnel in the management related sciences. It needs to have the resources to carry on its tasks and face the challenges of training the management personnel in the educational system to meet the challenges of the 21st century.

Today the Institute is a Centre for management ideas generation, ideas testing and ideas dissemination. Its personnel and associate staff go about their tasks often with missionary zeal. If the Institute errs, it errs because of its enthusiasm and because it may unwittingly disseminate the mistaken certainties of its staff and other associate members. In order to keep pace with revisionist ideas in politics and in education, in order to cope with new social demands and be in command of scientific and technological advances, the professional staff of the Institute must be involved and engaged in all the various developments that are occurring within the country and in the world at large. In order for IAB/NIEM to contribute to ensure that Malaysian educational leaders are up-to-date in their competencies and abreast with the latest

appropriate, the most harmonious and consonant of management policies and practices from the public, business and even industrial and military sectors. The applicability of such ideas to the education sector must be assessed in order to ensure the dynamism of educational management practices. The challenge to the educational management thinker is to draw together all the multiplicity of ideas and notions into a framework and to map out their relationships in their respective domains, specifying their similarities and differences, their areas of necessary overlap and of unnecessary and wasteful duplication. The challenge is to untangle ideas which confuse layman and specialists and to unravel and identify relationships which have, hitherto, not been seen to exist. The challenge includes the practical task of clarifying embedded assumptions and taking steps to discard spurious relationships between educational ideas and educational management ideas. A challenge not any less important than any of the other challenges is that of maintaining the integrity, authenticity, honesty and credibilities of the staff of NIEM who deal in data, information, knowledge and practice wisdom which can be used for education, indoctrination or propaganda. The Institute does not have a conscience for it is not a thinking, feeling, living, breathing thing. The humans in the Institute are breathing, alive, thinking and feeling and, therefore, do grapple with problems of personal and professional consciences, beliefs and ideologies. The educator concerned with the pursuit of Truth must be as conscientious in effectively and efficiently

guarding against disseminating misinformation, falsehood, mistaken certainties and other kinds of intellectual and values errors as they are conscientious and enthusiastic in transmitting information, knowledge and practice wisdom.

The Terra Incognita in Educational Management

There has not been much in-depth thinking on the uniqueness of educational management in relation to public and private sector management philosophies and paradigms. One area of commonalty among the sectors may be an idea which is manifested somewhat differently in each of the sectors: the idea of copyright in the private sector, the idea of official secrets or government property in the public sector and of plagiarism in the education sector. All three sectors can understand and uphold similar values when talking about property, specifically "intellectual property." The private sector and the education sector can share common understandings when dealing with the notion of marketing of ideas whether to paying customers or to pupils. On the other hand, the public sector and the education sector can communicate effectively when talking about public service goals. All three sectors have their own unique perspectives and have the ideals and realities of their domains to attend to. Each has a need to preserve the integrity of its domain and define the nature of the work ethics and motivations in its domains. If the dominant values, mode of operations, procedures and rules of the other domains are to be imposed on

any other, it is possible that the ideals integral to the functions and behaviors of the subjugated domain[s] may be displaced. In a national education system which is centralized and funded by public funds, and in a context where private education entrepreneurship begins to play increasingly important roles in the society, the educational domain, specifically, educational management, has to find, define and claim its "territory". It would seem that there is much in educational management that can fall under the domain of "Terra Incognita." Is there a mature knowledge that can be termed an educational management corpus, intrinsically relevant to educational management and universal in nature?

Knowledge Paradigms and Knowledge Corpus on Educational Management

The paradigms and assumptions regarding the nature of knowledge as held by the established knowledge elites are being challenged by Third World and Islamic thinkers and activists. The corpus of management knowledge being disseminated is undergoing redefinitions and reformulations. The demands and imperatives for review come in the wake of challenges from Third World and Islamic critiques. The current, once dominant western forms and substance of knowledge are now subject to alternative and competing definitions and contents. In the Malaysian context, there are many articles being written which offer new perspectives on the nature of knowledge. Such articles

constitute the new articulations regarding the meaning of leadership, management, team-building and individual and organizational behaviors. While many of these articles are often refreshing and inspiring, they are for the most part based on the opinions of the writers who often quote and interpret other Islamic thinkers, whether contemporary or from the past. References and quotations from the Quran and the Hadiths [Prophetic Traditions] are brought to bear upon contemporary management issues and challenges. In a sense, many of these reinterpretations in the domains of management are the Islamic embodiment of the religious perspectives of works by authorities such as Carl Rogers, Dennis Waitley or Dale Carnegie.

IAB/NIEM does not hold all the corpus of knowledge and experiences on educational management in the polity. The institution does not monopolize the knowledge corpus that is integral to educational management. Many of the local universities, notably the University of Malaya, had, since the early 1970s offered courses on educational management and had begun their library collections on educational management very early. Many individuals, private educational institutions and professional organizations had contributed to the analysis of educational management issues before the Institute began its contributions. The National Institute of Public Administration had, in fact, been established almost a decade earlier than IAB. Throughout the country now, in the private sector as well as in the public sector there are many Staff Training Institutes,

several very large indeed. Smaller organizations in both sectors would typically have a Training Department if they do not have Staff Training Colleges. A substantial sum of the budget may be allocated for training purposes. NIEM has fostered good relations with many of these Staff Training Institutions and Departments both in terms of institutional linkages and also in terms of personal and professional contacts. Among the institutions are the National Institute of Public Administration [INTAN], the National Productivity Centre [NPC], the Malaysian Institute of Management [MIM], the Telecommunications Department Staff Training School, the National Electricity Board Staff Training School, the Customs Department Staff Training School, the Evaluation Department Training School and the National Petroleum Corporation Staff Training Institute. Many of the above organizations have historical, financial and many other kinds of advantages when compared to IAB/NIEM.

Notwithstanding the head start of these other institutions it can be said that IAB/NIEM now holds the largest collection of books on educational management in Malaysia. The development of a specialist library is, in fact, the function of NIEM's Resource Centre. The Centre, for instance, holds journals such as the Journal of Educational Administration; Australian Journal of Education; School Organization; Human Resource Management; International Journal of Educational Research; Harvard Educational Review; Comparative Education; and Group and Organization Studies. While IAB has the competitive edge and the

educational ideas and the latest technology, in order to ensure that Malaysian schools are prepared for the realities of today and tomorrow, school leaders must be trained continuously and quickly. It is clear then, that in the planning and implementation of its programmes IAB must not only attend to the training needs of its designated clientele but must also take a broader view and a broader perspective of its mission. It must not only execute its role and functions in preparing educational leaders through training, education and development programmes. It must, in addition, and equally important, be an agent of change. IAB/NIEM must not be merely a consumer of packaged knowledge. It must itself be a generator and producer of knowledge. Whatever the fad in the language register of training, IAB/NIEM must keep up with developments in the related fields of knowledge relevant to education and specifically, relevant to educational management.

46

NOTES

1. The contents in this paper are the ideas and thoughts of the writer and do not reflect the official views of organizations to which the writer is affiliated.
2. The acronyms MESTI, NIEM, IPPN, IAB and the term "Institute" are used interchangeably throughout this paper.
3. The Appendices in this paper provide the background information on the Organizational Structure of the Ministry of Education and the Current Organizational Structure of the National Institute of Educational Management.
4. This paper is a reflective paper based on the experiences and observations of the writer as an active participant in the educational enterprise for over twenty five years.
5. The writer was one of the members of the Task Force/ Professional Team formed in 1979 to establish the Malaysian Education Staff Training Institute [MESTI]. He was the Head of the Department of Educational Development in MESTI. During the last thirteen years he was directly and actively involved in all the major programmes of NIEM/IAB. The writer is the longest serving member in IAB; his five other colleagues in the Task Force Team have all retired from government service. Currently, he is the Deputy Director of the Institute.

APPENDIX 1

A LIST SHOWING SAMPLES OF COURSE OFFERINGS IN IAB IN 1992

Programmes and courses offered range from two to three days to three months. At the completion of the various courses participants are given attendance certificates, Pass-Fail Certificates and Achievement Certificates. The following list exhibits a sample of the course offerings in IAB in 1992:

Main Programmes

- Management Course for Headmasters
- Management Course for Principals of Secondary Schools
- Management Course for Senior Assistants
- Management for Principals of Vocational and Technical Schools
- International Course for School Principals and Headmasters
- Management for Principals of Islamic Religious Schools

[Variations of the courses are based on State needs, for instance, Sabah and Sarawak or based on special circumstances, for instance, remote schools or residential schools]

Three-Month Training Programmes

- Computers in Education
- Testing and Measurement
- Educational Evaluation
- School Based Evaluation System
- Training of Trainers
- Cost-Effectiveness Analysis and Educational Financing
- Training of Trainers for Peer Counselling Programmes
- Curriculum Management for School Leaders
- Co-curriculum Management and Educational Leaders
- Pedagogical Management
- Supervision of Teaching and Learning
- Creativity in Educational Management
- Educational Planning
- Educational Policy Making
- Formulation, Implementation and Evaluation of Public Policy
- Planned Change
- Knowledge Culture in Education

Seminars and Workshops

- National Seminar on Educational Management
- Seminar for Higher Education Management
- Seminar for Strategic Management
- Seminar on the Infusion of Technology in Education
- Workshop for Excellence in Schools
- Workshop for Question Formulation and Item-Building

Elective Courses

- Early Intervention of Children with Special Needs
- Educational Research
- Advanced Counselling Techniques
- Organizational Consultation
- Planning and Implementation of Training Programmes
- Resource Centre Management
- Teachers Centre Management
- Secretariat Management
- Community Education for Grassroot Leaders
- Islamic Civilization Course for Non-Muslims
- Leadership Effectiveness and Organizational Management
- The Training of Trainers for Outstanding and Active Teach
- The Training of Trainers for In-House Training
- The Training of Trainers for Professional Development
- The Training of Trainers for the New Remuneration System
the Public Services
- Public Relations for Educational Support Staff
- Educational Services Management for School Laboratory
Assistants
- Hostel Management
- Educational Clerical Service

Special Programmes

- Special Programmes for Executive Health
- Special Programmes for Pre Retirement Staff
- Pension Regulations
- Portraiture in the Social Sciences; The Writing of
Educational Autobiographies
- The Brain, the Mind and Thinking
- Futures Problem Solving
- Educational Thought
- Thinking in Educational Management
- Women in Educational Management
- Educational Innovations

Research Programmes and Activities

- Research on Leadership and Management at School Level
- Research on Management Practices in District Education
Offices
- Research on Management Practices of School Clerks

ORGANIZATIONAL STRUCTURE OF
THE NATIONAL INSTITUTE OF EDUCATIONAL MANAGEMENT (NIEM)
INSTITUT AMINUDDIN BAKI
MINISTRY OF EDUCATION, MALAYSIA
1992

1. Department of Educational Development
2. Department of Educational Management
3. Department of Institutional Management
4. Department of Curriculum and Pedagogical Leadership
5. Department of Educational Planning and Educational Research
6. Department of Training Research and Evaluation
7. Department for Support Staff Services and Administration
8. Resource Center and Publications Unit
9. Department of Training Technology
10. Special Unit for Community Education
11. Special Unit for Computer Education
12. Administration Unit
13. Coordination Unit for Courses/Programmes and Hostel Services

FIGURE 2

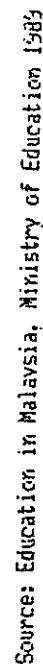


FIGURE 2 (A)

