

The Role of Academic Administration in Higher Education in Malaysia

Muhammad Dhiyauddin Saharudin

Post Graduate Center, Limkokwing University of Creative Technology
Jalan teknokrat, Cyberjaya, Malaysia

Corresponding Authors: e-mail: dhiyauddin262@gmail.com

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Abstract— This paper explores significant role of administrators in higher education in Malaysia where decision-making process has an impact to cope with challenges. Effectiveness has been gained by administrations while they are able to approach effective activities simultaneously. It has brought a sound and effective discussion regarding problem statement that the administrations have faced for developing the educational system. In addition to that challenges have been analyzed like lack of development of academic curriculum, inefficiency in monitoring academic progress, and ineffective supervision regarding learning management systems. Research objectives have been discussed so that they can be met by completing this research. Significant theories have been implemented in order to cope with the challenges and problems that are experienced by administration in Malaysia. Furthermore, an effective recommendation has been given to bring solutions regarding problems significantly. Future scope has been done for reducing issues and problems in the future and that is effective to resolve critical situations for administrations in higher education as well.

Keywords— Leadership, values, and priorities, Private and public higher education institution in Malaysia, solutions, and challenges.

I. INTRODUCTION

Universities in Malaysia have faced a new challenge while they have shifted from the elite higher education paradigm to mass higher education. The administration sector of these universities has contributed significantly to cope with the issues and challenges significantly. Problems statement has been analyzed in order to bring a sound solution at the end of development of this research. Effectiveness has been gained by administration while they are able to follow the provided suggestions and recommendations. It is identified that research objectives are helpful to generate effective output by the end of this research. The analyst has brought a proper analysis regarding the literature review where a proper understanding regarding essential factors has approached. In addition to that future scope of this paper is able to play an effective role for the administration of universities in Malaysia. Critical issues and problems have been mitigated with the help of a theoretical framework and that is impactful to mitigate issues and problems.

II. PROBLEM STATEMENT

The first problem of this research study is the lack of development of the academic curriculum. The major responsibility of any academic administration includes the formulation of the curriculum for the students. As said by Alemu and Cordier (2017), the curriculum is known to be the blueprint of concepts that are taught to the students and

to help them in meeting the standards of content. As in Malaysia, the system for curriculum development is centralized and consists of the significant role of academic administrators. It is the CDC (Curriculum Development Center) who is responsible for initiating curriculum development. This body only formulates the curriculum with great importance for the preschool, primary and secondary along with higher education in Malaysia. Academic administration proves to be inefficient in case it fails to suffice the functions of regional, state and central curriculum functions in a structured manner.

The second problem of this research is the inefficiency of monitoring academic progress for students. Academic administration needs to check each of the activities properly in order to maintain the academic progress in every educational institute (Julien et al. 2018). Inefficiency in monitoring students' progress decreases the overall performance of students along with the institute. The major purpose of monitoring academic progress is to assess students' achievements. Inefficiency in any of the three assessments such as school, central and psychometric is one of the problems for academic administration in Malaysia. It is the Malaysian Examination Council (MEC) who conducts national examinations in 13 years for schooling for assessing the progress and inefficiency in any step to decrease the quality of education.

The third problem is related to ineffective supervision regarding the learning management system. In most of the higher education bodies in Malaysia, fails to use the learning management system which results in poor development in the sector of education. Supervising every step of the learning management system (LMS) is essential and effective management can lead to poor outcomes (Addie, 2017). There are several factors of ineffective LMS such as a decrease in learner's motivation, discouragement in interaction sessions, not providing support and feedback during the learning process. According to Deming and Figlio (2016), with the increase in LMS practices and its determinants, the task for its supervision is also increasing and has become an integral part of the education system in Malaysia. Several challenges are present for supervising the LMS system in Malaysia which is LMS quality assessment, evaluation and selection, maintaining the relationship between usability and learners characteristics along with LMS success.

III. RESEARCH OBJECTIVE

- This research paper will concentrate on understanding the importance of the development of the academic curriculum for higher education in Malaysian along with the role of academic administration.
- Special attention will be given regarding the knowledge about monitoring systems for academic progress and the major role of administration under the academic sector in Malaysia.
- The research paper will also try to evaluate the significance of supervising practices for learning management system (LMS) in the Malaysian educational body and the responsibilities of academic administration.

IV. LITERATURE REVIEW

1. Developing academic curriculum

In academic institutions, administrators act as a pivotal part in maintaining an effective educational procedure. An instrumental component of this would be the development of relevant academic curriculum activities. Modern institutions have been observed to be concentrated on the development of their students and learning enthusiasts. In order to ensure an effective learning procedure, it is critical for these institutions to implement relevant academic ideas. It has been observed that in an education context, academic administrators are often responsible for developing learning modules for students to follow. It has been further supported by the author Katiset al. (2018), who has indicated that selection of an effective academic curriculum is critical to the development of students. Furthermore, it can be associated with the growth possibilities of an individual studying under a certain institution. This nature of impact on the learning and

development capabilities of students and learners makes academic curriculum a vital element of educational establishments.

It has been observed that implementation of an effective academic module often boosted the effectiveness of a learning procedure. Academic administrators in an institution are usually responsible for developing such activities. However, the extent of impact of these academic curriculums on the administration's role is somewhat debatable. As contradicted by Zuckeret al. (2019), selection of a relevant academic curriculum is critical for educational institutes. Moreover, effectiveness of these modules is often determined by different influencing factors, unrelated to Academic administration. Despite its relevance to the subject, this idea has further been opposed by Badau (2017), who has stated that implementation of correct learning modules is instrumental to the success of an academic institute. Henceforth, it is necessary for its administration to be responsible for developing relevant educational curriculum activities. This has been further supported by Kopchaet al. (2017), who has indicated that the success of such a learning module is highly dependent on the capabilities of its developer. Moreover, its impact on higher education makes it a critical factor that is often taken care of by administrations of an institute.

2. Monitor students' academic progress

Development in learning capabilities is critically dependent on the interpersonal conception of students and their ability to connect to an academic module. It has been further identified as one of the critical factors of educational facilities that determine that level of success for a learning program. In this context, monitoring student's growth and academic progress become increasingly crucial as it can provide information regarding the effectiveness of current modules. As opined by Molnár and Csapó (2019), monitoring the student process is a necessary element of academic institutions that need to be taken care of by its administrations. It has further been observed that it's a crucial responsibility of academic administration that often determines the effectiveness of an educational curriculum. Leading institutes have been seen to be concentrating on evaluating the growth of their students. The rate of growth and their ability to perceive new subjects enables these institutes to understand the effectiveness of its existing learning modules.

Academic administrators in higher education are critically focused on providing students with a positive learning environment. It has been identified as one of the critical elements that determine the success of a student. However, as contradicted by Lembergeret al. (2018), academic administration solely cannot completely perceive the extent of impact that an academic module can have on students. This requires the administration to closely monitor student behavior and their process in relation to institutional goals. In this context, Aithal and Kumar (2016) have stated that student performance is often determined by the nature of the education procedure practiced in a given institute. In order to maintain positive growth among students, academic administrators need to consider different educational

variables. Henceforth, monitoring student performance levels and their academic growth can become a critical element of administration in functioning more effectively.

3. Supervising learning management systems

The modernized educational context has given rise to an increasingly competitive learning environment among leading institutions. In order to ensure positive growth among students, many of the leading institutions have been observed to be focused on implementing new technologies and learning tools. Learning management system is one such idea, which is widely implemented among leading educational facilities. As stated by Ülker and Yılmaz (2016), learning management systems and its ability to ensure academic success has made it an instrumental tool of modern institutes. In addition to this, it has been widely accepted by different institutions in effectively managing their student segments. However, it has been observed that the effectiveness of these tools is highly dependent upon Academic administrations. Despite its ability to manage a wide student segment and their learning capabilities, the Learning management system is still a tool that needs to be implemented adequately. It is identified as an instrumental element of modern higher education; however, its effectiveness can vary significantly.

It has been observed that these learning management systems and related educational ideas have significant influence over higher educational procedure. These have often been identified as critical elements of academic programs that provide students with an ability to learn closely. However, the author, Rani *et al.* (2016), has provided a contradictory idea regarding this. According to the author, implementation of a learning management module can be considered necessary, given the current circumstances; however, it fails to provide students with a connection to their studies. This idea has further been observed in different pieces of literature, which indicated that success of these tools is specifically dependent on certain situations. Administrations in educational institutes are often responsible for selecting a relevant academic idea. As stated by Findik-Coşkunçay et al. (2018), success of a learning campaign is especially dependent on administrations in an institute. In addition to this, administration is often responsible for implementing various learning management systems in a higher education system. Furthermore, students' ability to adapt to these changes is determined by administration in an academic body. Henceforth, it is considered to be a critical element of modern educational institutions in providing their students with proper learning opportunities.

V. THEORETICAL FRAMEWORK

In order to understand the role of academic administration, the Critical educational administration theory is taken into consideration. This theory assumes the existence of objective as well as subjective knowledge of a particular objective along with the understanding of reality. Reality is seen as benign at a particular state of change (Wilkinson and Brooks, 2018). This theory helps in

providing school leaders to understand and distance themselves from several external and internal factors that can be imposed on educational approaches. The theory attempts to understand people's consciousness towards their living along with working conditions with the implementation of logic and debate. Furthermore, scientific management theory can also be used for understanding the role and responsibilities of academic administration in the Malaysian education system.

As said by Paramboor and Ibrahim (2018), this theory helps in finding out best methods for performing each job of an educational administrator such as the selection of employees with the help of scientific process, division of labor, and protocols to be followed for maximizing output by fixing the performance and standards for each job. There are certain principles under this theory which are scientific job analysis, selection of personnel, management and supervision of employees.

4. Role of Academic Administration

For any academic administration, it is essential to understand the role and responsibilities of serving and providing better facilities to the educational systems. As suggested by Aleixo et al. (2018), academic administrators are the ones who facilities, plans, execute the various activities for the uplift-ment of the educational body. Academic administration is important as it allows the teachers to focus more on teaching. Additionally, it helps to enhance the accountability of the selected school. In the context Ribner et al. (2017), proper administration informs the decisions and enhances the school leadership teams. An active administration system was successfully able to extract and analyze key data and information to help in the development of strategies in the area of education. The major roles of academic administration are listed below:

- Formulating academic programs and activities for the students
- Responding and resolving issues and challenges with proper strategic implementation
- Coordinating with the teachers for developing an academic curriculum
- Monitoring progress of students and their performances
- Supervising and improvising the learning Management systems (LMS)
- Developing along with implementing essential academic performance metrics
- Ensuring stimulating classroom learning experiences

These responsibilities and roles are essential to be followed to increase the productivity of the overall academic system in Malaysia. For instance, Jiang and Smith (2017), stated that in higher education, the system of teaching and its practices changes. Thus maintenance of those changes and needs are guided by the academic administrator. Additionally, with the increase in the level of competition around the globe, it has become mandatory for the academic administrator to keep pace with the advanced technology for

providing best of the services to the students and teachers. Barba-Sánchez and Atienza-Sahuquillo (2018), introduced that it is important for maintaining standards in academic activities and functions which is one of the significant job roles of academic administration in Malaysia. Around 2 public Universities in Malaysia have been tagged with research university status along with funding for R&D and commercialization of the research (Mascarenhas et al. 2018). The maintenance of academic administration and its role is assured by the Malaysian Qualification Agency (MQA) and it incorporates Malaysian Qualification Framework.

VI. RESEARCH METHODOLOGY

In order to complete this research study, relevant research ideas have been implemented. These methods and approaches have been selected based on their relation to the research process and chosen topic. A descriptive research design will be followed through this research, which will relate to quantitative information sets. In addition to this, primary research method will be implemented in this study.

VII. DATA COLLECTION INSTRUMENT

SPSS has been used for analyzing the data in an appropriate way. Accurate output has been generated by the help of this tool.

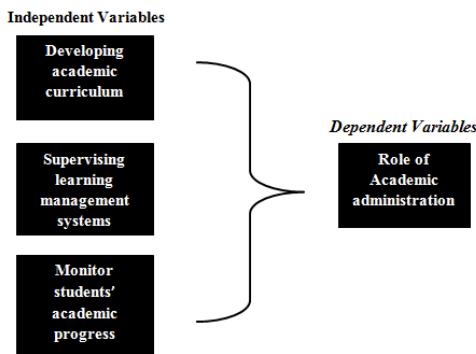


Figure 1: Research Framework

VIII. DATA ANALYSIS & FINDINGS

In this chapter, a critical analysis of research findings and their implications on the study has been provided.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	20	40.0	40.0	40.0
	Male	27	54.0	54.0	94.0
	Others	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 1: Frequency

It is identified that the female frequency is 20% whereas the male frequency has generated as 20%. 3% is the frequency rate for others and that is effective to bring a proper analysis of these data.

Correlations					
		IV1	IV2	IV3	DV
IV1	Pearson Correlation	1	.975**	.984**	.974**
	Sig. (2-tailed)		.000	.000	.000
	N	50	50	50	50
IV2	Pearson Correlation	.975**	1	.980**	.974**
	Sig. (2-tailed)	.000		.000	.000
	N	50	50	50	50
IV3	Pearson Correlation	.984**	.980**	1	.966**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50	50	50
DV	Pearson Correlation	.974**	.974**	.966**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	50	50	50

Table 2: Correlation

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.980 ^a	.961	.958	.58819	.912

Table 3: Model summary

It can be seen from the above table that the variable of this research process is co related with each other and are normally distributed.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	390.586	3	130.195	376.325	.000 ^b
	Residual	15.914	46	.346		
	Total	406.500	49			

Table 4: ANOVA

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta				Lower Bound	Upper Bound
1	(Constant)	.197	.223		.886	.380		-.251	.646
	IV1	.594	.181	.568	3.277	.002	.229	.959	
	IV2	.522	.151	.526	3.451	.001	.218	.827	
	IV3	-.109	.196	-.108	-.557	.580	-.504	.286	

Table 5: Coefficient

The values for this research process can be seen from the above table, which has been developed according to the requirements of study.

Option	Responses	Percentage
Male	25 Respondents	50%
Female	22 Respondents	44%
Others	3 Respondents	6%
Total	50 Respondents	100%

Table 6: Gender

Moreover, it can be seen from the above table that majority of the responses from the survey belonged to male gender. This amounted to 50% of the population size. Furthermore, 44% of the populations were females.

IX. RECOMMENDATION

It is identified that critical situations and problems have been faced by the administrations of universities to cope with significant changes that have been brought in the educational system. Significant initiatives are able to bring effectiveness to these problems while administrations have to follow these properly. As stated by Davys (2017), it is essential to approach different training processes regarding mass higher education. It is able to play a vital role to cope with the changes that have been shifted from elite higher education. Particular and expected output is being achieved simultaneously with the help of a proper training process (Mohammadi and Al-Fuqaha, 2018). Effectiveness has been gained by the administration where they will be able to

introduce a new and effective curriculum for coping with the problems.

It is also recommended to change the curriculum as per requirement in order to cope with advancement and improvement. It is identified that HE is able to attract the attention of scholars and where challenges are not expected to provide them a positive and appropriate education (Brown, 2017). In addition to that, educational infrastructure has to be developed so that they can ensure an appropriate education for the students. As opined by Zhao and Eskenazi (2016), institutional accountability has to be approached on the basis of this while effectiveness will be gained by the administrations. Managerial reforms have an impact on an educational structure where it is essential to follow in an appropriate way. It is essential, to be honest, and transparent while dealing with others where behavior has been rated by academics in Australia, New Zealand, and Malaysia accordingly.

International issues of HE have to be studied significantly in order to avoid risk factors while monitoring processes are being enhanced particularly. In association with that supervision regarding the learning management system has to be approached positively (Baron and Saffell, 2017). It is essential to ensure positive outcomes both from the administrations and organizations at a time. It is considered a good idea to approach collaboration, partnership, and interdisciplinary among the administration (Cox *et al.* 2017). It is effective to increase transparency among them and that is significant for reaching objectives and goals simultaneously. It is identified that transitional roles for academic leaders have the impact to create effectiveness in order to reduce the challenges among administrations (Kelchen and Li, 2017). Critical educational administration theory needs to be followed to understand the role positively and that is helpful to ensure a sound educational system.

X. FUTURE SCOPE

This paper is able to generate effective scope for educational organizations significantly where difficulties will be solved to ensure a sound educational system. It is identified that educational organizations are able to know the issues regarding individualism and external loyalties at a time where it is impactful to resolve problems as well. As opined by Erdağ and Karadağ (2018), problems and challenges regarding university governance have been reduced with the help of this study. It is essential to follow the solutions by administrations in order to cope with challenges and problems that have been faced by administration of universities in Malaysia (Hickey and King, 2016). Work priorities and demonstration of routine activities will be approached simultaneously by following this paper.

XI. CONCLUSION

It can be concluded from the above study that significant roles of the administration are effective to reduce the issues

and challenges in universities in different countries like Malaysia and Australia. Effectiveness has been gained by the administration while they are able to follow the solutions that have been provided by the analyst. Problem statement of this research is helpful to bring a sound and effective solution regarding the problems. In addition to that literature review is able to play an effective role to understand different factors that are associated with the topic. Issues and problems have been solved by adopting the theoretical part simultaneously. Critical situations and problems have been resolved by approaching the research objectives in an appropriate way. The role of administrators has been understood with the help of research scope where future opportunities have been identified significantly

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Authors Profile

[1] Muhammad Dhiyauddin Saharudin

[1] Post Graduate Center, Limkokwing University of Creative Technology Jalan eknokrat, Cyberjaya, Malaysia

