Title	Teaching Science and Technology in English for the Global Knowledge Economy: A Case Study of the Higher Education Policy-Making Process in Malaysia
Author(s)	Zaaba, Zuraidah binti
Citation	
Issue Date	2012-03
Type	Thesis or Dissertation
Text version	publisher
URL	http://hdl.handle.net/10119/10393
Rights	
Description	Supervisor: Professor Katsuhiro Umemoto, ,

Abstract

Keywords:

Policy-making process, agenda setting, policy formulation, and knowledge perspective

The purpose of this research is to clarify knowledge process during policy-making process of higher education policy in the context of teaching science and technology in English at PHEIs. The literature review on policy study is mainly from the political, legal, social, economic, and historical perspectives. Our research aims to analyze the policy-making process, i.e., agenda setting and policy formulation from the knowledge perspective. The policy-making process literature emphasizes on the stages, actors, and the influence of environment in public policy. There is an attempt to identify knowledge in the policy process on the utilization of research knowledge and the difficulties of knowledge to be utilized in the policy-making process. As a result, this has created a gap in the study of knowledge process in the policy-making process.

In order to accomplish the objectives, we conducted a case study. In the first stage of the case study, we analyzed the historical overview of the language policy in Malaysia from the colonial period until 1993. In the second stage, we conducted a case analysis of higher education policy-making process from 1993 to 2011.

All through the analysis, the major research question is, "How has the policy of teaching science and technology in English been made in Malaysia?" The subsidiary questions are (1) How has higher education policy been made in Malaysia?; (2) How have actors from different backgrounds make policy together?; and (3) What are the problems of the policy in itself and in the policy-making process?

The result showed that colonial knowledge and societal knowledge have influenced the policy-making process in the early independence. Lately, political knowledge, knowledge economy, administrative knowledge, legislative knowledge, socio-cultural knowledge, research knowledge, and external knowledge are utilized in the policy-making process. The policy-making process goes through four processes, .i.e., choice of issues, research, consolidation, and discussion before

policy is formulated i.e. knowledge is created. Various policy actors are involved in the policy-making process.

Concerning theoretical implications, we are able to build a theoretical model that illustrate the knowledge sharing, utilization, acquisition that lead to knowledge creation in the policy-making process. The policy-making process goes through four phases of knowledge process. The first process begins with issues selected from government and non-government channels by knowledgeable senior researchers. The selected issues that are pertinent to related policy are approved by a committee that has administration and academic knowledge. The second process is for appointed research group to explore/study the selected issues. The research report required approval from other committees whose task is to foresee the research group is fulfilling the terms of reference and the frames of reference respectively. The third process is the research reports findings and recommendation, with reference to national policy, and communication with stakeholders to be integrated to become final policy draft/plan of action/ document/ report/law by a working committee. This is also need to obtain approval from a committee who has knowledge on current related policy and national policy. The fourth is deliberation process in the Cabinet/ Parliament whose members are knowledgeable in national policy and in constant communication with the society before the policy/plan of action/document/report/law is developed to become the next policy/plan of action/ report/ document of related policy.

Regarding the policy implications, the policy itself is multi-faceted and inconsistent. In addition, the policy-making process is complex because there are committees, divisions and groups whose roles as decision makers, policy administrators, and researchers. All of them have different jurisdictions, authorities, and tasks. There members' are only representative of few sectors. The possible solution is to enhance the existence of coordination function.

Finally, in order to understand the complexity of the policy-making process, our future research will conduct more interviews with high-ranking officers of relevant ministries, academics, members of Parliament, the industries and NGO. These interviews will be able to understand their perspectives on and contributions to this issue.