



UNIVERSITI PUTRA MALAYSIA

**THE REQUIREMENT FOR HIGHER EDUCATION
FOR THE OFFICER CORPS OF THE
MALAYSIAN ARMY**

BIBI ZARJAAN AKHBAR KHAN

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By

BIBI ZARJAAN AKHBAR KHAN

**Project Paper Submitted in Partial Fulfilment of the Requirements
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LIST OF ABBREVIATIONS

AFC	-	Armed Forces Council
AFCI	-	Armed Forces Council Instruction
AFDC	-	Armed Forces Defence College
AFSC	-	Armed Forces Staff College
AFTES	-	Armed Forces Tertiary Education Scheme
ASEAN	-	Association of South East Asian Nations
ASOMS	-	Army Senior Officers Management School
CEC	-	Core Education Curriculum
FPDA	-	Five Power Defence Arrangement
GCE	-	General Certificate of Education
HSC	-	Higher School Certificate
HQ	-	Headquarters
IFOR	-	Implementation Force
ITM	-	Institute of Technology MARA
MAF	-	Malaysian Armed Forces
MAFA	-	Malaysian Armed Forces Academy
MCE	-	Malaysian Certificate of Education
MINDEF	-	Ministry of Defence
MP	-	Malaysia Plan
NATO	-	North Atlantic Treaty Organisation
NUM	-	National University Malaysia
NRS	-	New Remuneration System
PETRONAS	-	Petrol Nasional (National Petrol)
PSD	-	Public Service Department
PSO	-	Public Service Officer
RMAF	-	Royal Malaysian Air Force
RMC	-	Royal Military College
RMN	-	Royal Malaysian Navy
UM	-	University of Malaya
UTM	-	University of Technology Malaysia

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**THE REQUIREMENT FOR HIBHER EDUCATION FOR THE OFFICER CORPS
OF MALAYSIAN ARMY**

By

Bibi Zarjan Akhbar Khan

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Supervisor : Associate Professor Dr Azahari Ismail

Faculty : Department of Extension Education, Faculty of Educational Studies

This paper is a study to determine whether there is a requirement for tertiary education for the officer corps of the Malaysian Army. The first objective is to examine the trends and attitudes of the Malaysian society towards higher education and their implications for the Malaysian Armed. The second objective is to look at the transformation of the Malaysian Armed Forces and the implication of the shift from counter-insurgency warfare to conventional warfare on the human resource development. Finally, the paper analyses the various opinions on elicited three major points central to the study, the 'need to possess tertiary education' by the officer corps of the Army; secondary, the 'importance of tertiary education qualification' to the officer corps; and thirdly, the 'requirement for tertiary education' for the officer corps in the Army.

The respondents of this study were 267 military officers including foreign military officers, and Public Service Officers working in Ministry of Defence. In general, the

methodology includes 5 phases namely initial insight into the Army's Education Policies, determination of participants, survey, indepth interviews, and finally data analysis.

The results of the study show that there is thus a need for the Army to look at other additional measures that could assist it in achieving its set target by year 2000. Expanding the existing terms of the various memoranda of understanding between the Ministry of Defence and the relevant universities could be one feasible approach that should be looked into. This approach involves the complete review of the syllabi of the courses at the Armed Forces Defence College, the Armed Forces Staff College and the Army Senior Officers School of Management in line with university requirements. It also involves the establishment of a core education curriculum, which protect the professional requirement of the Army. The courses at these institutions will be jointly conducted by the military and the appropriate universities. The courses are degree level courses and degrees will be conferred to successful student by the universities. The Army has to relentless pursued this requirement with the universities concerned if it wishes to realise its target by year 2000.

The study recommends that there is a requirement for higher education qualification for the Army's officer corps. Thus, the Army Human Resources planners as well as policies makers must implement corrective measures so as to realise the needs of the modern Army and awareness on the development for the officer corps of the Army.

Abstrak projek penyelidikan yang dikemukakan kepada Jabatan Pendidikan Pengembangan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia, sebagai memenuhi sebahagian daripada keperluan Manusia)

KEPERLUAN PENGAJIAN TINGGI BAGI PEGAWAI-PEGAWAI TENTERA DARAT, ATM

Oleh

Bibi Zarjaan Akhbar Khan

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Fakulti Jabatan Pendidikan Pengembangan Fakulti Pengajian Pendidikan

Kertas kerja ini adalah kajian untuk mengenalpasti sejauh mana keperluan pengajian tinggi kepada pegawai-pegawai Angkatan Tentera Malaysia (ATM). Objektif pertama adalah menilai arah aliran dan pandangan umum masyarakat Malaysia terhadap pengajian tinggi dan implikasinya kepada Angkatan Tentera Malaysia. Objektif yang kedua pula adalah untuk melihat perkembangan sumber manusia yang dihadapi oleh Angkatan Tentera dan implikasinya dalam menghadapi perubahan konsep peperangannya dari peperangan di hutan belantara ke peperangan terbuka. Akhir sekali kajian juga menganalisa pelbagai pendapat berkenaan tiga perkara utama yang diutarakan dalam penyelidikan ini. Pertama, "keperluan memperoleh kelulusan pengajian tinggi oleh pegawai-pegawai tentera", kedua, "kepentingan mempunyai kelulusan pengajian tinggi oleh pegawai-pegawai tentera" dan yang ketiga "kehendak pengajian tinggi oleh pegawai-pegawai tentera darat".

Seramai 267 orang pegawai tentera telah terlibat sebagai responden dalam kajian tesis ini termasuk pegawai-pegawai tentera dari luar negara dan pegawai-pegawai Awam kerajaan yang bekerja di Kementerian Pertahanan. Secara amnya, metodologi kajian terbahagi kepada 5 fasa, antaranya menyelami kedudukan polisi pelajaran di dalam tentera, pemilihan responden, hasil kajian, temuduga terperinci dan akhir sekali kajian data.

Keputusan kajian menunjukkan Angkatan Tentera memerlukan langkah-langkah tambahan untuk mencapai sasarannya tahun 2000. Perkembangan meluaskan memorandum persefahaman (MOU) yang sedia ada di antara Kementerian Pertahanan dan universiti-universiti tempatan adalah antara pendekatan yang sihat dan seharusnya diambil perhatian. Pendekatan ini merangkumi kajian semula mata pelajaran kursus-kursus di Maktab Turus Angkatan Tentera, Maktab Pertahanan Angkatan Tentera dan Sekolah Pengurusan Pegawai Kanan Tentera Darat supaya sealiran dengan keperluan dari universiti-universiti. Ianya juga melibatkan perubahan kurikulum teras pelajaran yang mana melindungi keperluan profesional ATM. Kursus-kursus di institusi-institusi tentera akan dilaksanakan bersama di antara tentera dan universiti yang terlibat. Kursus-kursus ini bertaraf ijazah dan ijazah akan dianugerahkan kepada penuntut yang berjaya oleh universiti. Angkatan Tentera seharusnya menunjukkan kesungguhannya memenuhi keperluan universiti bagi memenuhi sasaran yang telah ditetapkan bagi tahun 2000.

Kajian ini juga mencadangkan bahawa pengajian bertahap yang lebih tinggi amat diperlukan dalam Angkatan Tentera. Dengan ini adalah menjadi tanggungjawab staf perancangan sumber manusia, Tentera Darat dan pihak yang menggubal polisi melaksanakan perubahan yang membina supaya merealisasikan pemodenan tentera dan kesedaran tentang kepentingan pengajian tinggi untuk pembangunan intelektual pegawai-pegawai ATM.

CHAPTER 1

INTRODUCTION

Background of the Study

The requirement for tertiary level education for officers in the Malaysian Armed Forces (MAF) has long been recognised. In the 1960s there was some form of tertiary education programme for selected officer cadets as well as young officers in the Engineer Corps and Electrical and Mechanical Engineer Corps of the Malaysian Army and corresponding branches in the Royal Malaysian Navy (RMN) and the Royal Malaysian Air Force (RMAF). However, due to the absence of clear policy guidance and directives from the Armed Forces Council (AFC), which is the highest governing body of the MAF, the programme unfortunately was haphazardly administered and experienced many problems. This led to the introduction of the Armed Forces Tertiary Education Scheme (AFTES) in 1980 with the following objectives: first, to meet the MAF requirement for qualified officers in the professional, managerial and technical fields; and second, to raise the general level of academic education of military officers so that the quality of military professionalism can be improved.

In the 1980s, the need for the officer corps to pursue tertiary education was felt more than ever. The end of the communist insurgency in Malaysia in 1990 saw the MAF undertaking a paradigm shift in its strategic outlook. The MAF started to embark on an ambitious modernisation programme with a view to transforming its capabilities from that of counter-insurgency to that of conventional warfare to meet the challenges of the 21st century. This modernisation programme not only involves the introduction of high-technology weapon systems but also sophisticated information, communication, intelligence and surveillance systems which requires officers with appropriate academic qualifications and the training to manage them. The Malaysian Army recognises that the complexities of modern warfare will require officers not only to possess the knowledge and skills of the art of war and the 'management of violence' (Huntington, 1957) but also in-depth analytical capabilities to face the command challenges of the 21st century. The Malaysian Army's leadership is of the opinion that officers with tertiary education qualifications will be able to meet these requirements. This led the Chief of the Malaysian Army to set a target whereby 30 percent of the officer corps should possess tertiary education qualifications by year 2000 and all officers by year 2020.

Education has always been featured prominently in Malaysia's five-year development plans. It is expected that it will continue to be so as to enable Malaysia to become a 'clever - country' in order to realise the goals of 'Vision 2020', which is Malaysia's long-term plan of becoming a fully developed and industrialised country.

To strengthen that commitment, the Malaysian Government introduced the new Education Act 1995 with the expectation to add more vigour to the development of education in Malaysia in preparation for the challenges of the 21st century.

The significance of tertiary education qualifications is also strongly felt by the Public Service Department (PSD) whose officers virtually run the entire government department in the country. In the Public Service, the level of academic qualifications determines the rate of pay. The introduction of the New Remuneration System (NSR) in 1991 (Malaysia, NSR 1991) further strengthened this requirement. The MAF has been advised to adopt this system. If this system becomes a reality, it would of course favour those with tertiary education qualifications.

In terms of economic development, the 21st century is expected to witness economic prosperity in the Asia-Pacific region including Malaysia (Malaysia, Economic Report 1995). The Malaysian Armed Forces has to prepare itself to be credible enough to provide the security that the environment requires for the country to pursue its 'Vision 2020' objectives, hence the plan to modernise and transform itself into a conventional-structured military force. In order to face these great demands, the officers in the MAF must be properly prepared both military and academically.

Modern warfare is not only about the destruction of the enemy's combat power, but it also encompasses among other factors social and political elements, diplomacy, technology, finance, material and human resource management which are all essential both to win a war and manage the aftermath of the war. This will require commanders to be physically and mentally robust and also technically competent. Similar if not more complex wars that involve high technology armaments and systems are expected to be fought in the 21st century. This will have significant impact of the command and control systems and of course the officers those manage and man them.

Taking into consideration all these elements, this may be justification for the MAF to review the officers corps education and training system to keep abreast with changing times. The education philosophy seems to be still relevant. In relation to the national education philosophy, the MAF education philosophy should be able to support the overall national effort to realise the goals of Malaysia's 'Vision 2020'.

Statement of the Problem

The minimum academic qualification requirement for entry into the Royal Military College (RMC) is a Division 3 pass in the Malaysian Certificate of Education (MCE) examination which is equivalent to five Ordinary Level passes of the General Certificate of Education (GCE) examination. The RMC conducts a two-year officer

cadet training programme and is a non-degree awarding institution. The normal entry qualification to pursue a first-degree course at most universities in Malaysia is the Higher School Certificate (HSC). However, the University of Technology Malaysia does take in students with a Division 2 pass in the MCE provided they obtain a minimum of five credits in the required science subjects for the intended course including mathematics and Malay language. The majority of officer cadets at the RMC, especially those on the Short Service Commission course, possess only a Division 3 MCE qualification, which does not satisfy the enrolment conditions for any of the universities. The RMC conducts three type of courses namely, the Regular Commission, the Short Service Commission and the Graduate Commission.

In June 1995, the Malaysian Armed Forces Academy (MAFA) was established. It conducts a four-year degree awarding education programme in science and engineering in co-operation with the University of Technology Malaysia. Its first intake of officer cadets will graduate and be commissioned in June 1999. With MAFA's establishment, RMC will cease to train regular officer cadets. MAFA will now be the only source of regular commissioned officers for the Armed Forces. MAFA, for the moment, is housed temporarily at the RMC complex and is expected to have its own campus in 1998. When the new MAFA campus is completed, the number of cadets per intake will increase from 170 at present to 300. Up to year 1997, the Army's share of the total number of officer cadets is only 100 annually but

from 1998 onwards it is projected that the Army will be allocated 180 cadets annually.

At present, the two main sources for the Malaysian Army to obtain graduate officers are from the Graduate Officers Scheme, which started in 1991, and the Armed Forces Tertiary Education Scheme (AFTES). The Graduate Officers Scheme commissions recently graduated university graduates into the Army as lieutenants. The intake is about 40 per year. The AFTES facilitates serving officers to pursue tertiary education at both local and foreign universities. The majority of the officers under the AFTES are majors whose academic and military qualifications are acceptable for entry into by the appropriate local and foreign universities. However, due to the limited financial allocation for the AFTES, and the limited number of academically qualified officers, the number of officers who can benefit from it is relatively small. Under the provisions of the AFTES, only regular commissioned officers with a minimum of seven years commissioned service and whose age do not exceed 40 years are eligible to apply for tertiary education (AFC Instruction 7/80). The AFTES however, only covers courses leading to a diploma and post-graduate courses leading to a master degree or doctorate. It does not provide for courses leading to a first degree (AFC Instruction 1/73) and neither does it specify the academic disciplines nor the types of courses that can be applied for.

With effect from 1995, the Armed Forces Staff College (AFSC) which conducts a one-year staff course, includes a "Strategic and Defence Studies" module conducted by the University of Malaya into its curriculum. Successful course members are awarded a Diploma in Strategic and Defence Studies by the University of Malaya. On average, 90 Army majors pass the AFSC course annually. As at January 1996, 915 officers or about 15 percent of the officer corps of the Malaysian Army possess tertiary education qualifications with 9 percent holding diplomas, 5 percent first degrees and one percent post-graduate degrees. However, these figures include both the General Duty officers such as those in the combat, combat support and services (administration and logistics) support units and Professional Duty officers such as doctors, engineers and teachers. For General Duty officers, only 75 percent possess diplomas, 19 percent first degrees and 6 percent post-graduate degrees.

Table 1 below gives the breakdown of officers possessing tertiary education qualifications in the Malaysian Army. This makes the Army the Service with the lowest number of university qualified officers in the MAF (RMN 19 percent and RMAF 21 percent) which is still far from the desired target. Thus, there is a need for the Army to take a paradigm shift in the development of its officer corps. This indicates the necessity for a study on the need of tertiary education for the advancement of the Army's officer career.

Table 1: Breakdown of Officers with Tertiary Qualifications in the Army

EDUCATION LEVEL	GENERAL DUTY	PROFESSIONAL DUTY	TOTAL
Diploma	565	-	565
First Degree	146	152	298
Post-Graduate Degree	37	15	52
TOTAL	748	167	915

Source: Malaysian Armed Forces Headquarters

Objectives of the Study

The objective of this study is to determine the perceptions of respondents on the necessity of tertiary education for Army's. Specifically, the objectives of the study are:

1. To determine whether the Army can achieve its target of 30 percent of the officer corps possessing tertiary education qualifications by year 2000.
2. To examine whether possession of a university degree qualifications is more appropriate for the officers corps of the Army.
3. To determine whether there is a requirement for the officer corps of the Army to have a core education curriculum in collaboration with universities.

Significance of the Study

There is wisdom in the Malaysian Army's aim of having university qualified officer corps to lead it through the 21st century. However, it is felt that its target of 30 percent of the officer corps possessing tertiary education qualifications by year 2000 may be overly ambitious. Nevertheless, the aspiration of Army's top management should be acknowledged as it sets the platform for the development of the officer corps.

The outcome of this study will contribute significantly to the intellectual development of the Army's officer corps so as to face the challenges of the 21st century. The product of this research is potentially useful as a basis for the Army's Human Resource Planners, for its long-term implementation plan in achieving the Army's top management aspiration on the intellectual development of the officer corps. In addition, the product of this research necessitates the review of the Armed Forces Tertiary Education Scheme, which was introduced in 1980 as well as well as the need to establish a core education curriculum.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter reviews the various literature related to study available. The sources of the literature are the Fifth, Sixth and Seventh Malaysia Plans, Education Reports, the Armed Forces Human Resource Development Reports and the Armed Forces Plan 2000. Reports of tertiary education of Armies in ASEAN countries are also quoted.

In discussing the trends and attitudes of the Malaysian society towards higher education, the increasing interest of Malaysians toward university education, particularly for degree course, will be highlighted. Statistics from the Fifth Malaysia Plan (5th MP) and the Sixth Malaysia, Plan (6th MP) will be used to indicate this growing trend. This will also be able to give a general impression as to the attitudes of Malaysians towards the possession of university qualifications. The implications of these trends and attitudes for the Armed Forces and the Army in particular, will support the needs for its officer corps to follow suit and improve its qualification which requires 'brains but not muscles'.

The challenges of the 21st century and the restructuring of the Malaysia Armed Forces, particularly the Malaysian Army, will be the major focus in discussing the transformation of the Malaysian Armed Forces. The discussion will highlight the modern