

Chapter 14

A Survey on the Impact of Digital Transformation on NPQEL Training in Institute of Aminuddin Baki: A Boon or Bane Training Structure of NPQEL 2021 – A New Landscape

Nor Hazimah Ismail

Institute of Aminuddin Baki, Malaysia

Noraisah Md Yusof

Institute of Aminuddin Baki, Malaysia

ABSTRACT

This study aims to identify the strengths and drawbacks of the fully DT of NPQEL training 2021 and secondly to probe opinions on how to improve the quality of the training. A mixed mode research was administered with a set of questionnaires adopting the Sloan-C Five Pillars for Quality Online Education Model via Google Forms and interviews of 1026 NPQEL respondents. The results disclosed intriguing information; despite the blessings, they perceived DT as a bane. Apparently, participant gender had no significant effect on their perceptions; however, age factor influenced their preferences on blended mode and face to face. Various challenges were examined: (1) equity and accessibility, (2) technical challenges related to participants' digital literacy, (3) psychological factor and personal health disputes. Overall, three of the five pillars of the Sloan-C model in terms of respondent satisfaction, scale, and faculty satisfaction were received well. The findings present several suggestions for increasing satisfaction to improve the online learning experience post COVID-19.

DOI: 10.4018/978-1-6684-3595-3.ch014

INTRODUCTION

The National Professional Qualification for Educational Leaders (NPQEL) is an in-service training program for leadership and management initiated by the Ministry of Education (MOE) Malaysia through its educational management and leadership institute, IAB (Institut Aminuddin Baki). Beginning July 2014, the NPQEL becomes a mandatory requirement for aspiring headteachers who want to be appointed into headship. This program, stemming from the earlier National Professional Qualification for Headship (NPQH) program which was modelled after the NPQH in England. The program, which was introduced in 1999, then went through some structural changes and in 2011, the new mode NPQEL was introduced which adopted the blending learning approach. Research on the NPQH and the NPQEL is also presented, and these informed the formulation of the new mode NPQEL in 2011, and the NPQEL 2018 version or NPQEL 2.0. Eventually the fully online training was implemented in 2021 due to the outbreak of pandemic COVID-19.

Singh (2019) asserted that the shortage of NPQEL certified aspiring heads currently due to the posts left vacant by retiring headteachers is at stake. On average, about 10 percent of the 10,000 school heads leave the system each year on mandatory retirement at 60 years or some even earlier. Therefore, the intake of NPQEL participants should be increased from the normal intake of about 1000 per year to about 1500 per year beginning in 2015 with blended learning mode into fully digital transformation in 2021. Thus, to ensure the continuity of IAB functions in general, it's the right time courses were offered and implemented fully online to cater the needs. Since the course is being implemented fully online for the first time, it is an important ground rule that the evaluation of the training program must be conducted to foresee to what extent the set training objectives can be achieved, the level of readiness of participants, trainers, and the ecosystem.

Technology will not replace great teachers but technology in the hands of great teachers can be transformational. (George Couros, 2022)

Development of the National Education Blueprint 2013-2025 places great emphasis on the use of information technology and transformation of the delivery of the teaching and learning process. This plan placed the seventh shift of level online learning global for the transformation of the education system by leveraging information technology to improve the quality of learning in Malaysia. This also coincides with Education 4.0 which highlights 21st century skills that are very important to apply in education. This seventh shift was brought into drastic action when on March 11th, 2020, World Health Organization WHO declared the 2019 Novel Coronavirus COVID-19 a global epidemic (Duong et al., 2020; Gardner et

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/a-survey-on-the-impact-of-digital-transformation-on-npqel-training-in-institute-of-aminuddin-baki/320549

Related Content

"Struggle" for Trust – Unintended Consequences of an "Integration Project"

Markéta Levínská and David Doubek (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 14-27).

www.irma-international.org/article/struggle-for-trust--unintended-consequences-of-an-integration-project/231471

Discourse Analysis for Intercultural Competence Development

Phyllis Bo-yuen Ngai (2021). *International Journal of Bias, Identity and Diversities in Education* (pp. 17-30).

www.irma-international.org/article/discourse-analysis-for-intercultural-competence-development/281659

Public Perception Towards the Acid-Burned Women in Bangladesh: A Proposal for Reconstructing the Attitude From Intersectionality and Ecosystem for a Harmonized and Sustainable Society

Tahmina Islam, Siti Hajar Abu Bakar Ahand Noralina Omar (2023). *Handbook of Research on Exploring Gender Equity, Diversity, and Inclusion Through an Intersectional Lens* (pp. 100-117).

www.irma-international.org/chapter/public-perception-towards-the-acid-burned-women-in-bangladesh/324447

Engineering Education for All: Increasing Access to Engineering Education for Men and Women Across the World Through Distance Learning

Roofia Galeshi (2019). *Gender and Diversity: Concepts, Methodologies, Tools, and Applications* (pp. 1280-1294).

www.irma-international.org/chapter/engineering-education-for-all/209034

Dealing With Mavericks in the Workplace

Lucinda Blue (2023). *Perspectives on Women in Management and the Global Labor Market* (pp. 275-300).

www.irma-international.org/chapter/dealing-with-mavericks-in-the-workplace/322179