Faculty and Administrators' Involvement and Participation
Towards University Governance in Klang Valley Malaysia

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A research project submitted in partial fulfillment of the
requirement for the degree of

Master of Business Administration (Corporate Governance)

Universiti Tunku Abdul Rahman

Faculty of Accountancy and Management

September 2015

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DECLARATION

I hereby declare that:

(1) This Research Project is the end result of my own work and that due acknowledgement has been given in the references to all sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) The word count of this research report is 18,557.

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ACKNOWLEDGEMENT

I would like to express my gratitude to everyone that has been involve in the process of developing this research project, which has led me to a smooth completion to it.

A heartfelt statement of appreciation and gratitude is extended to my supervisor, Ms. Noreen Kong Ching Ching for her dedication supervision, advice, encouragement and guidance. I would not able to complete this research without her patience and encouragement, critical comments and constructive criticisms. Her determination and perseverance not only motivated me to do better, but also help me to overcome the problems face while conducting this research project.

I would also like to thank for the assistance, cooperation, and moral support given by my family members, lecturers, course mates and friends. I convey my deepest appreciations to all of them.

Lastly, I am grateful to the respondents who were willing to spend their time with me to participate in the questionnaire survey, which was highly significant upon the completion of this project.

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PREFACE

Nowadays, Governance is important as it is about tackling issues of weak accountability and responsiveness and improving the decision-making process. To compatible in global, every institutions have to adopt the appropriate practices of governance. This study is investigated the faculty and administrator's perception towards the preferred and actual involvement in university governance in Private Universities in Klang Valley, Malaysia.

This study aimed at exploring possible agreements and disagreements between the faculty and administrors perceptions. The studies also identified the level of existing governance, whether can fulfill the expectation and preferences of the faculty and administrators.

ABSTRACT

Governance is involved in different organizations. In Corporate world, that would be Corporate Governance. However, the "Governance" term is no longer a privileged for private sector. The need of good governance in higher education institutions is deserves a high attention (Locke, 2001).

This study explored and examined the actual and preferred degree of faculty participation and involvement in private university Klang Valley, Malaysia. The purpose of this study is to explore the level of involvement and their attitudes towards the participation in decision-making.

Four research questions were address in this study. (1) What are the highest & lowest areas of faculty and administrator's involvement in decision-making? (2) What are the highest & lowest preffered areas of faculty and administrator's involvement in decision-making? (3) What are the gap and difference between actual and preffered involvement or participation in decision-making? (4) What are the views and attitudes from faculty and administrators towards involvement and participation in decision-making.

Total 243 respondents attended this survey. Survey result indicated that faculty and administrators was preferred higher level of participation and involvement in the decision-making. This reflected the dissatisfaction of the current level of involvement and participation.

CHAPTER 1

INTRODUCTION

1.0   Introduction

The word "Governance" was well defined by United Nations Economics and Social Commission for Asia Pacific as: "The process of decision-making and the process by which decisions are implemented or not implemented" in year 2008. UNESCAP Commission further elaborate the decision-making process whereby organizations make their own important decisions and decide who will be involved and how the involve person responsible for the result from the decisions taken.

Governance is one of the elements that exist in different organizations. In Corporate world, it would call it as Corporate Governance. The broad definition of Corporate Governance is "The direction, the control of the processes of an organization within the decision making, the accountability and also the behavior" (ANAO, 1999).

Normally governance is major concerned with the structures and processes for decision-making, accountability, control by the top management of the organizations. Hence, the "Corporate Governance" may only be able to apply to the private sector. (IFAC, 2012). In the recent decades, there are so many attentions about the corporate governance; all these were fuelled by the numerous high profile corporate failures and also the corporate scandals across the global. For example, the famous Enron and WorldCom scandals in United States that happened in early 2000 and the recent years, Silver Bird Company, which happened in Malaysia.

However, the "Governance" term is no longer serve as a privileged element for the private sector. For example the jurisdictions "Government Governance" is being used for the public sector and "University Governance" for the higher educational institutions. The governance of higher education institutions is totally different with the existing governance of the organizations (Birnbaum, 1988). The need for good university governance in higher education institutions deserves high attention (Locke, Fitzpatrick and White, 2001).

There is also another term that is used to describe the governance in university. The term named shared governance. Shared governance is a term evolved from University governance that refers to the responsibilities and duties that are borne by different interest groups (American Association of University Professors, 2006). With the growing impact of globalization, universities need a high degree of governance to cope with the new challenges. According to United Kingdom University Challenges report that was prepared by Deloitte consultancy firm in year 2009, Universities in UK are facing mostly financial challenges including increasing cost and budget deficit. However, university governance is no longer a new issue for most of the universities.

Based on the past surveys that have been conducted, there are more than 70% of the higher education institutions were having their own ethics and governance codes (Rezaee, Elmore and Szendi, 2001). Although all these governance codes was implemented to the universities, but there are not much survey done to examine on whether the current code of university governance is an effective tools for the university. Hence, there is important to conduct a survey on the university governance topic.

Faculty and administrators in the higher education institutions are considered the centerpiece of the entire organization. Every one of faculty and administrators is playing an important role to the university. All the decisions they make or any of the decision-making process they are involved will bring a great impact and effect to the university which affect the performance. This showed the influence of the good governance that implemented in a university. One of the main objectives of this study

is to examine the level of involvement and participation of the faculty and administrators in the university governance decision-making process.

The literature review of the Senate's 1985 document, California State University has clearly stated that the perceptions of employees are necessary for successful governance. The concept of trust and also mutual respect were necessary conditions and components that were believed will help to produce effective decision-making. All these were found in the result of the past surveys conducted. Faculty indicated that they perceive that they are not respected and trusted by the administration. Hence, they strongly believed that the administration did not perceive them as an "equal partner" position in the governance process of the institution and the power of perceptions will affect the improvement of governance (Buck and Highsmith, 2001).

That is why it is very important to evaluate how the faculty and administrators perceive their level of involvement and participation in the university governance. By knowing the expectation and also dissatisfaction of the faculty and administrators, can help to strengthen up the current structures of the university governance. This research paper is going to provide a more detailed analysis of the involvement and participation of employees, including faculty members and administrators towards their existing university governance and the process of decision-making.

Universities are constantly developing their structure of university governance for making sure they able to apply in order to face the rapid changes from external and internal demands. With this ability, universities are able to become more efficient and effective to utilize all of the existing resources and improving the university's performance and quality. University governance has proved to be an important variable in the university's successfulness. However, some of the changes are difficult to respond to the existing structures. Faculty and administrators' participation in decision making of the university issue is part of the concern to enable good university governance. The level of actual and preferred involvement is going to be tested in this research study.

Researches have been done to evaluate the employees' perception towards university governance. It is important to determine what faculty members' regard as some of the

issues and identify any existing patterns of opinion (Atwood & Starck, 1970). Mapping the opinions and preferences of academic and administration staff on the present university governance structures is needed including their role in the governance issues. Obtaining the faculty and administrators' perceptions on the strengths and weaknesses of existing governance processes, could help to form an important background for reflections on adequate modifications in academic governance (Kovac, Ledic & Rafajac, 2003).

In addition, a new structure of university governance would imply more freedom in determining academic programmes and financial autonomy for the universities (Kovac et al., 2003). This shows that participation of employees in decision-making has become one of the important elements for good university governance.

Mapping the opinions of employees will reflect the efficiency of present governance structures. The findings of Maassen & van Vught (1996) and Altbach (1996) regarding a low level of participation in decision making by academic staff may be interpreted as a sign of a lack of faith in the academic contribution to creating a worthwhile institutional policy. By their participation, university can maintain and enhance the effectiveness and efficiency of the structure.

When employees are involved in the decision-making, they will be motivated. They are most likely to support policy implementation if they were involved in the decision-making (Thompson, Burton & Berrey, 1994). Participation of employees in decision-making is necessary because it is more likely to be accepted.

1.1   Problem Statement

Some of the surveys have conducted over the past three decades on faculty and administrators' perceptions toward campus governance. Most of these surveys have revealed a consistent theme: Faculty was dissatisfied with the quality, quantity, and outcome of their involvement and participation in the department level of the university governance (American Association for Higher Education, 1967; Ladd and Upset, 1975; Mortimer, Gunne, and Leslie, 1976; Carnegie Foundation for the Advancement of Teaching, 1982; Kovac, Ledic, Rafajac, 2003).

Examination of perceptions of university faculty members toward various issues has been the legitimate concern of educational investigators for some time (Atwood and Starck, 1970). Most of the faculty in most of the major research universities now are having certain level of expectations on the role they are acting on; however, is was not possible to fulfill all of them (Broches, Gore, Lostoski and Williams, 1987).

The growth of university was significant this has bringing a change in the roles and responsibilities of the faculty member, which has diminished his autonomy and made it impractical for him to participate and involve directly in policy making process (Dressel, Lorimer, 1969).

Despite the changing of the roles and responsibilities of the university faculty member, little argument has been made into faculty perceptions concerning university role and governance (Dressel and Lorimer, 1969). There are no clear direction to the issue of what role faculty should play in university governance and to which level of involvement that faculty should be involved in governance (Carlisle & Miller, 1998).

A lot of research has been conducted on the topic of faculty participation, but a most of these researches mainly are focused on whether the faculty should have involved and participate in the university's decision making (Miller & Miller, 1996; Miller, McCormack, & Newman, 1996; Thompson, Burton, & Berrey, 1994). There are not many empirical studies, which have been conducted to explore the gaps between actual and preferred types and levels of involvement and participation, and the

differences between both faculty and administrator preferences and perceptions (Tsai, 2003).

Takekazu Ehara (1998) has conducted a study in Japan university governance. In his research finding was indicated that many faculty desire improvement in the existing communication level with administrators. Only 38 percent of faculty indicated that they are kept informed by the management about what was going on at their institution. Overall, 44 percent believe communication between the faculty and administrators is poor. However, it is not necessarily that creating more opportunities for faculty involvement and participation would help to increase their satisfaction level. For instance, while faculty considers expanding the room of participation is important for the university's management and administration, there is also resentment that too much of their time is spent in this way.

On some of the previous empirical studies on university employees' participation were conducted in very different settings. According to Nead (1994), faculty and administrators perceived faculty to have the highest level of involvement in academic affairs and personnel policies, and the lowest level in student affairs. According to a research study that conducted in 10 community colleges in Tennessee found that faculty has the highest level of participation in curriculum and instruction decisions (Anderson, 1980).

Despite the large amount of research conducted in the topic of faculty participation within America (Research conducted towards North America Country Belize), there is lack of research about faculty participation, which has been done in other countries and region.

Besides that, there is also lack of research conducted in Malaysia. The higher education system in Malaysia is very much a state controlled system (Sufean and Soaib, 2010). All the public institutions in higher education sector are fully funded and also regulated by the state or federal regulators. Similarly, all of the private higher education institutions were required to register with the Ministry of Higher Education. The Minister of Higher Education holds the ultimate administrative and political

authority over all these higher education institutions. Generally, the state and federal will sanction most of the proposed academic appointments.

The development of higher education sector in Malaysia was controlled and manipulated by some of the internal forces for example like the social demands and some other external forces as like the international arena (Lee, 1994). However, based on the past studies, the British model had permeated and dominated the higher education system in Malaysia in terms of its university structure, academic programmers, and assessment of standards. But in recent years, there are problems arise on the allocation of power, which there is competition on the interest of control party accountability and university autonomy (Sufean and Soaib, 2010).

The traditional idea of academic governance emphasized on the importance of autonomy, and higher education institutions will normally insulate themselves from direct control by external agencies. However, too much accountability might lead to a higher education institution being unable to respond to society and lastly this would destroy the necessary academic ethos. According to Berdahl (1990), there is some significant relationship found between academic freedom and university governance, however, there are not synonymous.

1.2   Research Question

In order to achieve the goals of the study, the research questions for this study are as follows:

1.   What are the highest & lowest areas of faculty and administrator's involvement in decision-making?

2.   What are the highest & lowest preferred areas of faculty and administrator's involvement in decision-making?

3.   What are the gap and difference between actual and preferred involvement and participation in decision-making?

4.   What are the views and attitudes from faculty and administrators towards involvement and participation in decision-making.

1.3   Research Objectives

In order to answer the research questions as stated above, this study carries the following objectives:

The main objective of this study is to examine the actual level of universities governance provided. This study will explore the level of involvement and participation of the faculty and administrators in the university's decision-making process. Next objective would be examined the level of perceptions on the participation and awareness of the faculty and administrators involvement in the university governance. Perceptions are not the same as values, but the two are interrelated. The three components of a perception are cognition, affect and behavior. The area of faculty and administrators' perceptions in general and the most focal faculty and administrators attitude in particular – job satisfaction: (1) the causes of faculty and administrators perceptions (2) the results of positive or negative job satisfactions, and (3) how to measure and influence faculty and administrators attitudes perceptions in the process of decision making. The study was aimed at exploring the degree of preferred involvement and participation of the employees of the structure of governance in the higher education sector in Malaysia.

1.4   Research Framework
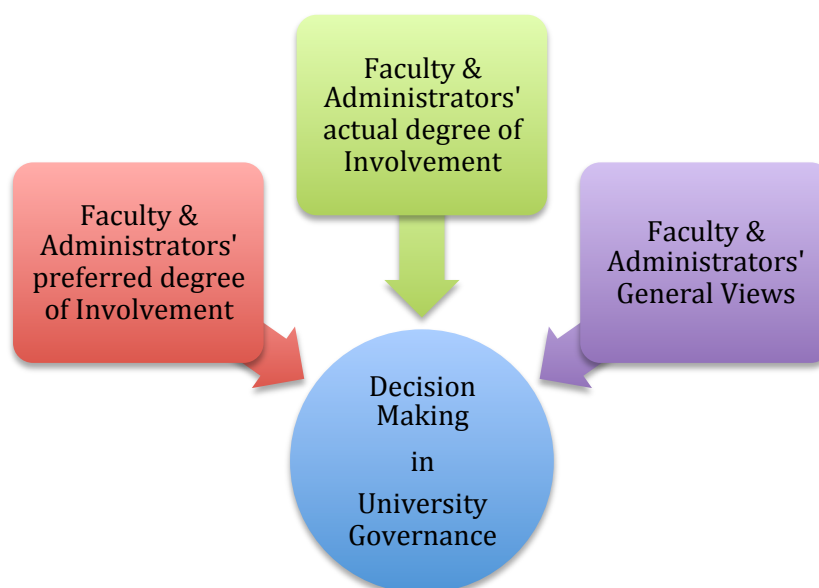
1.5   Significance of the Study

This research study is emphasizes on the perceptions of the faculty and administrators toward the level of involvement and participation in the university governance. By collecting the opinions and feedback from the faculty and administrators level of involvement in the governance decision-making process and their perceptions on strengths and weaknesses of the current governance processes, it will present the universities about the state of their governance structure and arrangements that fulfill the faculty and administrators' expectation. This also will reflect that whether the private universities in Klang Valley, Malaysia needed to have any improvements on governance context. In chapter 2, some of the empirical studies would show that by improve the faculty and administrators' satisfaction it will lead to an improvement on level of effectiveness, efficiency, function of integrated management and transparent accountability relationships.

Most of the previous research is more focus on the corporate governance. There is not much in depth analysis and research study conducted on university governance. Although most of the universities having their own code of conduct and university governance structure, but there is lack of research to evaluate the structure existed. It is important to have a research that trying to find out the faculty and administrators' level of involvement in university governance. The result of this study can be an indicator to the university to examine their current governance structures and also formulated recommendations for the university to improve the current university governance structures.

Little research been done on the university governance in Malaysia. One of the significance of this study is to conduct a research among Malaysia universities in the area of university governance. This is important to carry out the faculty and administrators' perceptions among Klang Valley Private University to assess towards their perceptions on the existing university governance. This can identify the level of existing governance, whether can fulfill the expectation and preferences of the faculty and administrators.

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1.6   Summary and Conclusion

As mentioned above, most of the researches are focused on the corporate governance and little was done on university governance. There are the study done on Malaysia University, it would be a great encouragement to conduct this research study.

There are not much studies has conducted in Malaysia for the university governance. Not much research or survey has done on the preference and actual level of faculty and administrators' involvement. Hence, this research study is aimed to examine the actual and preferred level of the participation in University in Klang Valley, Malaysia.

The research study will be organized into five chapters whereby the Chapter 1 discussed the introduction of the study, problem statement, research questions and research objectives and significance of the study.

The remainder of this study is structured as follows. In the chapter 2, the study reviews the literature on university governance and the faculty and administrators' involvement. The following section provides a discussion on hypothesis development, which involves the feedback and general views from the faculty and administrators on the university governance arrangements. In the chapter 3 will explains the methodology that are adopted to conduct the survey and analysis of study. Chapter 4 reports the results of the study, analysis of the data collected and lastly chapter 5 will present the conclusion of the implications and limitations of the study.

CHAPTER 2

LITERARURE REVIEW

2.0   Introduction

This chapter will provide a review of the relevant literature from other researchers especially on the area of university governance. This chapter will begin with the definition of few important elements in this research study, which will include university governance, and the establishment of the theoretical framework. This is to provide a clearer picture on the research model. Next, there will be the review of the prior empirical studies, which will provide a review on faculty and administrators' involvement and participation in university governance. Last but not least, this chapter will include the empirical discussions on the impact and issue on the university governance.

2.1 Definitions and Theoretical Foundation

2.1.1 Definition of Governance

Governance is defined as the structure and process which forms all the decisions in the higher education institutions (Sporn, 2006)

Governance is a political word, according the Sufean and Soaib (2010). It was defined that governance was an engagement of several of resources including power by different interest parties in a jurisdiction area.

2.1.2 Definition of University Governance

According to Edwards (2003), university governance is concerned with few elements. First is the determination of values inside universities. This was referring to the university systems on the decision-making process and also on the resource allocation part.

Next, was concerned in the mission and purposes, the current university patterns of authority and hierarchy. Lastly, was focused on the relationship of universities. As a higher education institutions, need to focus on the interaction to the different academic worlds and the worlds of federal and state government, business and community without.

Marginson and Considine (2000) define university governance as: *"Encompass internal relationship, external relationship and the intersection between both."*

University Governance would refers to share governance, which required the shared responsibilities between administrators and faculty in the decision-making process during the development of the university policy (Flynn, 2005).

2.1.3   Private University in Malaysia

In the 1960s, under the Malaysia University and College Act 1969, there were few public universities. The first was University of Malaya, it was established in year of 1962. Currently, there were more than 20 public Universities in Malaysia. Wong and Hamali (2006) stated that Malaysian higher education sector has been separated into two systems in the mid of 1990s, which is public and private system. This happened mainly is due to the movement into a knowledge based society. The society is recruiting more knowledge talent and professional, hence the increase demands of the university. With the limited public university in Malaysia, it was unable to cater the demand. Private university in Malaysia become another option or as an alternative for the students who could not get into the public university.

As mentioned, the Private University arose due to the growth of the knowledge based in the society. However, the Private University was a transformation from a private college. In 1980s, there was a group of faculty and administrators who came from University of Malaya and Institute of Technology MARA with initiative to offer an Undergraduate course in the institute other than the public university (Tan, 2002). Lastly they established a private college, Taylor College in year 1969.

In the 1990s, there were more and more establishment of private college. However, all these private colleges were not allowed to offer any bachelor degree to the students (Shahabudin, 2005). The demand for private college still remained high and still booming, to maintain a systematic and stable growth for the private higher education sector, there is a need to develop a private university in Malaysia. In 1997, the first Malaysian Private University - Multimedia University, was established. After that, there were more Malaysian Private Universities were established by providing a wide range of courses.

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Ayob and Yaakub (1999), concluded that there are main 3 reasons for the rapid growth of the demand of private colleges and universities in Malaysia. Firstly, is the number of students that graduated from higher schools were increased compared to 1980s. Secondly, the overall household incomes of Malaysian were increasing due to the country's development. Last but not least, cost of public university are also getting higher, compared to the cost of private university in Malaysia.

2.1.4   Organizational Theory

Organizational theory was defined as the organizational structure with elements of power, control, duties, procedures and the organization responsibilities for the decision-making process (Kezar & Eckel, 2004). Both researchers stressed on the application of the structural and organizational theory in the governance process, as they were believed the implementation of the theory will increase the effectiveness of the overall governance process.

Organizational theory was evolved in 1950s since the application of the new theory - open system theory perspective into the higher educational sector. (Scott, 1981). In the past half century, more and more attention drawn on this as mostly all of the non-profit organization including university and colleges was applied with a "top-down" decision-making process which forming the organization structure. However, during the governance decision-making process, conflict was still raised due to the political motive hold by difference interest groups and parties.

2.1.5   Political Theory

Political theory was examined by Bolman and Deal (1991). The assumption of this political theory was in a context that involved different parties with different type of interest, resources allocation will become imbalance and the conflicts

will raised from different opinion, hence, power and control is become the key of the victory in the context.

According to Baldrige (1971), the political theory was consisted of three fundamental theories, which are community power theory, conflict theory and also the interest group theory. Different parties and different persons that involve will become the main focus of the context as they play as a critical role in the whole communication process. Hence, University is an organization that is fill with different parties with different personal interest. University governance requires a proper application of political theory to avoid higher level of conflict of interest arise.

2.1.6   Open System Theory

Open system theory was assuming that an entity was responded to its external environment (Kezar & Eckel, 2004). This theory was applicable to university as a large entity that was require to exchange information and resources with their external environment. As an entity in higher education sector it was unable to isolate itself from the external environment. Especially during the development period, university requires the resources from external party and also need to provide feedback to the external influences. The main objective to apply this theory to university is to mitigate the challenges and risk that faced by the university. An isolated university or a slow responsive university was unable to achieve the mission and vision of the university; this is due to the ineffectiveness and inefficiency of the process.

2.2   Governance in Universities

Governance in universities is defined as a duty and also as a responsibility that is bear by the faculty, administrators and board of directors or council of the university (American Association of University Professors, 2006).

This section will explore the past literature of the governance on the universities. The literature will focus on the governance structure that would influence the involvement and participation of the faculty and administration in the university governance decision-making process. Not only that, this section will further discuss on the difficulties of the faculty involving development of the universities governance.

University governance started growing in far from early of 1970s; the literature showed the faculty was participated and involved in the development of university governance (Wolotkiewicz, 1980). Before the development started, most of the time administrators are the main party who makes the decisions. According to Wolotkiewicz (1980), in 1970s there participation was more on the decision-making process. The universities governance structure also become more decentralized, getting more complex in 1960s due to the expansion of the size of universities.

University governance is an element that affecting the whole institutional (Lee, 1991). Governance is an important issue for the universities; it was because faculty and administrators in universities was playing a role in the decision-making process (Birnbaum, 1991). The decision made will bringing a great impact that influence the university regulations, mission, vision and values. The university governance is different with the governance in the corporate world; even the decision-making process in the universities is also different from others (Birnbaum, 1988).

Morphew (1999) stated that the decision made by the faculties is very important because it would affect the whole policies of the universities. Due to the comprehensive nature of the universities, there is a requirement of the expertise by the faculties and administrators. Therefore, university governance is becomes an important element and could allow the faculties to make quality decisions.

Cohen and March (1974), argued that the decision-making process in the universities are complicated. The complexity is mainly because the classic model of decision-making is ambiguous and problematic for the faculty and administrators. Therefore, to face the challenges, a higher degree of cooperation among the faculty and administrators was needed.

Another argument stated that the development of universities governance helped to build a higher-level university and also respected throughout the world (Gerber, 1997). Not only that, Powers (2012), also emphasized that the universities governance was accepted by most of the faculty and administrators, is was because most of them are perceive this should be the correct way for the university to operate and perform.

In the view of Birnbaum (1988), stated that, there is conflict arise between the roles of faculty and administrators especially in the decision-making process. The different perspective and environment issue raise their conflict. However, this kind of conflict may cause and lead the university to a successful stage. "If there is involvement and participation of the faculty, the university can become more responsive and effective; on the other hand, if the faculty does not involve and participate, university would become sterile" stated by Birnbaum (1988).

Kennedy (1997) argued about the importance of faculty in university. He is of the opinion that the university delegated the academic power to the faculty; they can fully participate in the legislative task and help to form the university policies.

Morriss (1998) conducted a research through an open-ended questionnaire to seven individuals from Singapore and United States. The result reveled that all respondents agreed that the faculty and administrators participate in the university governance.

In recent years research conducted in Malaysia by researcher Sufean and Soaib (2010) was highlighted that University Governance is important as it was in place to lead the University forward to achieving their own mission as well as their vision. In their research it was emphasized that University governance was not solely about the control application but more focused on giving choices, resources and chances to the

stakeholders in order to allow them to develop the university in a sustainable position. University autonomy was defined in their research as level of independence. They're claiming that the autonomy and freedom of decision-making in academic areas is the index to evaluate the level of the independence. If a university was highly influenced by political issue, then the university will act as a distressed institution.

University governance was giving a clearer picture on the elements of power in the university, according Minor (2004). There was competition on the power and control between the management and the faculty. Besides that, third parties for example like the country regulations and the other stakeholders also influenced university governance. University governance is changing from decades to decades. The changes were in tandem with the developments the country as well as the global community.

In sum, there were empirical studies on the university governance supported the participation of faculty in the university governance. Although there are a lot of difficulties to implement this concept (Gappa, 1993), however the participation of faculty in university governance did help to make a better quality decision that will benefit to the university (Birnbaum, 1988).

2.2.1   Impact of different parties on University Governance

There is a research study has been done Pavel (2008) by the researcher on the analysis of impact brought about different bodies on University Governance. As mentioned in the research study, University Governance evolved from the old topic, which was University Autonomy. University autonomy was more on the self-governance part. However, university governance was totally different with the old topic. Today, university governance was linked with the internationalisation of the nation higher education sector. The shift of the focus is mainly due to the adaption of emerging with the global higher education section. Most of the university are aiming to be one of the global universities.

In the 1990s, awareness over expanding the system in the nation higher education sector was increased as well as the level of internationalisation in the higher education sector. The whole changing processes lead the internal university autonomy to global university governance.

In the discussion part of the study, Pavel (2008) have discussed the impacts for different parties in the university governance system. There are four parts in the discussion.

(1) Board of Governance

There are two kinds of governing boards explored in this research. First is the internal governance board in the university and second governing board is the authority board that are from state or federal government. Researcher takes an example from Europe country, those universities will treat as the entities owned by the state government. Hence, there is active participation and involvement from the state with the purpose of strengthening the level of accountability of the university.

(2) Management of the University

In this context, the management of the university may refer to the chancellor, vice-chancellor as well as the president of the university. The changes in university governance may be impact the overall management team as well. Now, there are more and more pressure coming from external environment to the management team especially on the issues of academic performance and the commercial enterprise performance. Management team need to be more careful when they executing their tasks within the governance system.

(3) Faculty

Compared to the management of the university, the faculty does not require involve into activities that relating to the commercial benefits of the organization. The participation and involvement in university governance normally come from the grass roots of the university. Hence, the faculty generally build a direct influence to the academic performance. However, it was difficult to maintain a balanced involvement from the faculty. There are two

types of unhealthy and extreme scenario that will build poor governance systems. First is decentralised system that has no bonding and interaction among the faculties and other parties. Second scenario is centralized which all power are making within the faculty. Striking of balance was required for the faculty participation.

(4) Students

Generally, there is belief that the students should have no interaction with the university governance. However, this traditional belief now is rejected by the active involvement from the student representative party. The student representatives contributed a lot in the overall university structuring process especially in the university governance process. In Europe, they are accepting these new changes as the student parties were bringing in a wider aspect on the university governance development. The university would be a better place for the students to practice in the democratic environment before they getting to the societies.

There are different types of university governance structures in different universities. All of these structures are comparable and compatible. However, the university governance was still sticking with different type of problems and dilemmas. Hence, discussion and communication should remain open in order for all the parties to keep a good way continue contribute in the development process.

2.3   Review of the Prior Empirical Studies

University governance practices are widely applied in different regions and in different university. Therefore, there are arising arguments and debates on this issue all the while. All of these pressures have increased the awareness over the faculty and administrators' involvement and participation towards universities. Some past empirical studies, which are related to this study, will be discussed in the following sections.

2.3.1   Faculty's perceptions towards University Governance

This is a research study that focuses on faculty's perceptions of its governance role and was conducted by Williams, Gore, Broches and Lostoski (1987) in the United States. This main objective of this study is to examine the perspectives of the faculty members' hold toward university governance. This research study interviewed 24 colleagues; all of them are in the faculty and administrative roles.

The findings for this study was summarized and divided into three parts. The first part was asking the participant on whether they are agreed that the faculty and administrators should involve and participate in the developing process of the university governance. This statement was agreed by totaled ninety-three percent of the respondents. The second part was asking on the faculty and administrators on whether the main duty of the faculty is to enhance and bringing a higher level of performance of the university. A total of eighty-eight percent participants agreed to this statement. Last but not least, the third part was asking the participants whether the involvement and participation of developing the university governance framework should be part of their academic duty and the reward systems shall be adjusted according to the framework. Only sixty-seven percent of the participants were agreed on this part statement. Overall, the participant believed that an enhanced reward system will help to encourage the faculty participation and involvement in the university governance process. In addition, the respondents were strongly supported and believed that the further

level of involvement and participation in the faculty senate is going to enhance the overall governance framework.

In the conclusion of the study, researchers stated that some respondents expressed that faculty should only remains in their own duties in teaching and conducting research, the administrative works and the university operations shall mostly rely on the administrators. On the other hand, the study argued that there was certain level of difficulty to encourage the faculty to participate in the university governance decision-making process; it was because they have a perception of the administrators would still reserve the decision-making power to themselves. Faculty would rather to spend their time in academic areas for example like publishing academic journal or for the research activity that will provide them better rewards in the future. Majority of the respondents were have a high preference to involve and participate in the decision-making process but this was only happened when there is with the time and interests permit.

2.3.2   Faculty's attitudes towards University Governance

This is a study regarding the faculty attitudes toward university role and governance. This research study was conducted by Atwood and Starck (1970). This study aimed to determine how faculty members perceive certain selected issues that are centering on the university's role in the society, the regulation and control of the university. The questionnaire survey was included twenty-nine Likert-type statements that developed for a probability sample of 220 faculty members. The purpose of the questionnaire survey is to examine their perceptions toward the role of higher educational institutions and their governance system. In addition, multiple linear regressions were used to evaluate relationships between opinion types and demographic characteristics such as age and type of job.

From the result of the study, the faculty members looking forward to showed more faculty representation on the university's governing board. However, there are still some of the faculties were disagreed with the statement. They were stated that a faculty member who does not put more focus on their academic

research will becomes "less qualified" to teach a subject. Hence, they are strongly felt that the value of the PhD is overemphasized in recruiting new faculty. On top of that, the faculties were expressed that they should not be subject to administrative reprisal for expressing their opinions freely. Not only that, the faculty think they should have access to university communication channels for example like the student newspaper in order to make its thoughts known. Nevertheless, some faculty members believed and supported that faculty should have the right to express their opinion freely on any issue through university communication channels.

The findings from this research study make it clear that faculty members were use a variety of concepts and categories of concepts in considering questions about the governance of the university. Thus, extensive study needs to be taken to examine the attitude of administrators towards the participation in the university governance in today's rapidly changing structure of higher education especially in academic, non-academic and financial affairs.

2.3.3   Perception of participation in Executive Governance

Next is a research study entitled "The perception of participation in executive governance structures in Dutch universities" that was conducted by Huisman, Boer and Goedegebuure (2006). The main purpose of this research study is going to examine and evaluate the faculty involvement and participation in the university governance decision-making process and role of different interest parties including administrators, faculty and student in the governance structure in their own respective university.

Besides that, this research study is going to focus on the changes that made in university governance, which is increasing the university's own autonomy by allow interest parties to participate in more decision areas. The purpose of the changes in university governance structure is aimed to build a transparent autonomy structure that is allowing a higher level of participation of the faculty

and administrator in the university in order to generate a higher effectiveness decision-making process.

In this research study, the researchers are going to collected primary data from a total of 13 Dutch universities through a questionnaire survey. The questionnaires contained two parts. First is the "Governors" part, and second is the "Governed" part. Total of 4426 of the respondents participated in this questionnaire survey.

The study results shows that all the participants giving a "pass" score (M = 6.38, N = 1277) to their own current governance structure. Noted that there is a lot argument on the interpretation of the result as it may be different when it was interpret by different parties. However, more than 80% of the participants are giving a more than a score of 5.5 would show that such argument is not exist.

Based on the result, the participants were holding different views on the higher level of participation. In the academics decision is, the scores of the ''governed'' party were significantly lower. Research was stated that the personal demographic information for example age, position was not fully reflecting the difference in academics' decision-making involvement level. Hence, the analysis shows the low score by ''governed'' party, this was mainly due to the poor university governance framework that unable to deliver their opinion in a proper channel.

In addition, in this research study also found out that the participants' position may change their own perceptions towards the governance framework. The parties that have higher level of involvement in university governance decision-making process would have a more positive perception. There is a significant differences compared to the party that is not actively involve in the decision-making process. Last but not least, in the end of the part of study was claiming that the party in university which is less involved and participated or with less information provided will lead to a perception of non-performing.

2.3.4 Non-Academic staff participation in University Governance

A research study conducted by Alan, Dorothy (1992) in university governance, which is slightly different with the others empirical study. This study was targeted on the non-academic staff participation. In the introduction part of the study, both of the researchers are stated that there are many studies and reviews in the university governance but mostly all of these studies and reviews are covered the involvement, interest and influence by some popular parties – boards of directors, faculty and administrators', that involved in the process of decision-making.

This research study was focused on the perceptions on the participation and involvement of the non-academic staff in the process of decision-making in university governance. There are few areas of decision-making that was included in this study. These areas are financial area, personnel affairs area, student affairs area and last but not least academic area. The faculty is expected to deliver different kind of perceptions when the non-academic staff involved in different areas that mentioned above.

This research study was not focused in the involvement and participation arrangement and also the structure of the university governance. The main objective still remain as to examine the faculty's perceptions towards the non-academic staff involvement and participation in university governance process.

A questionnaire survey was conducted for this research study. The questionnaire was going to ask the faculty on the proper participation in the few decision-making areas. Five questions on the academic affairs area, twelve questions on the financial and personnel areas, nine questions on the institutional affairs area and lastly five questions on the student affairs area. There are totaled 31 questions will be asked.

As per the research result, researched able to identify and stated that there was a significant differences among the faculty's perceptions on the non-academic staff involvement and participation in university governance process. Generally, the

faculty was acknowledged the non-academic staff to involve in the decision-making process of the financial area and personal affairs area. They stated that it would be acceptable for the non-academic staff involves in this two particular areas.

However, a lower score which represent a higher level of disagreement on the non-academic staff involvement in the decision-making process of the academic area and student affairs area. It was noteworthy that higher position faculty view that the need of non-academic staff participation and involvement is lower compare to the other faculty.

In conclusion, the overall participants had similar perception on the involvement and participation of non-academic staff in university governance decision-making process. Lower acknowledgement was found for the non-academic staffs participate in the decision-making process of the student affairs area. Negative feedback was found for the non-academic staffs participate in the academic affairs area. Researchers stated that the reason of less support from the faculty on the involvement and participation of non-academic staff might due to the current power allocation structure of the university.

Generally, the faculty was believed that there will become more complex when there is involvement and participation from another new party who may bring in the conflict of interest. Non-academic staff 's involvement and participation may be lead to a significant restructuring; the current power and control distribution may also need to be rearranged.

Power reallocation definitely will affect the current resources distribution. Hence, the findings of this research study were suggested that only allow the non-academic staffs have a marginal involvement and participation in the university governance. The main decision-making power and authorities shall still reserved and maintained at the faculty level. Without the application of open system theory in a university, the equal involvement from different respective parties was critical.

2.3.5 Faculty Involvement in Institutional Governance

In Jones (2011) study with titled of Faculty involvement in institutional governance was shows the faculty influence in the decision-making process and the relationship between the university governance and university performance in American higher education sector. In this study, the researchers were emphasized on the importance and the increased interest in understanding the decision-making process in the university. The study was provided a better understanding on the matters that what has been discussed and yet to discuss in university governance.

In the first part of this study, was started with a brief description on the structure of American universities. It their university system, was started with an appointment of chancellor as a chief executive of the university by the board of trustees. The chancellor and his own administrators will play a role as final decision makers with the participation and involvement from faculty.

Faculty involvement and participation in university governance decision-making process has become a norm in the American higher education sector. Faculty believed that it was important that the structure of shared governance in university and they value the level of involvement in the university governance. However, while faculty generally agreed the needs of involvement in university governance, they are still generally dissatisfied with the existing level of actual involvement.

Researchers emphasized that an effective structure of shared university governance is request a higher level of cooperation and communication. All these were only happen with the appearance of the trust element. Most of the past empirical studies agreed with this statement. There is a need of effective communication between faculty and administrators.

This study also examined the most and the least areas that faculty was involved and participated. Traditionally, the faculty involvement and participation is

mostly in the academic and curriculum areas. This statement was supported by most of the past studies which claiming that the faculty participation and involvement was mostly concentrated at the academic areas.

Nevertheless, faculty was still willing to involve and participate in the decision-making areas that are out of the academic curriculum areas. However, the result was shows that faculty was holding the least influence in all these areas for example like financial decisions area. The result of least influence is mainly due to the faculty was allocated with limited power and duty in these areas.

Again, there are criticisms that the capability of faculty to involve in the university governance decision-making process. Hence, in the last part of this study was examining the relationship between the faculty participation and the university performance. Although there is no significant relationship shows but the researcher found that the higher level of faculty involvement and participation was bringing a positive impact to the university performance. Hence, the researchers were suggested a further research study in this area is required, in order to determine the performance outcome from the faculty participation.

There are few of the conclusions for the researcher highlighted this research study. First, the importance of faculty's involvement and participation in university governance process was acknowledged. Second, the faculty was request for higher level of involvement and participation as they are dissatisfied with the current actual level. Last but not least, faculty is ready to play as a role with greater responsibility in the decision-making process.

2.3.6   Faculty Participation in University Governance and Effects

A study was titled "Faculty Participation in University Governance and Effects on University Performance" has been conducted in United States by William (2001). This study was carried a main objective which is to determine the relationship between the faculty participation and involvement in the university

decision-making process and the effects of the university. The research was provided an in depth analysis on the effects that from a optimal level of participation of the faculty as current study mostly are arguing that higher level of decision-making involvement will led to better performance of the university.

This research started with a statement that there is a growing of concern over the role of a stakeholder in organizational governance. University as a non-profit organization would have a sufficient ground for the governance application. However, the university governance involved and participated by several interest groups. Hence, a complete university governance system becomes a need for the purpose of mutual monitoring.

Besides that, in this research study also stated that faculty's participation was important in university governance. If the power of making the decision was gathered and concentrated on the faculty's side, was believed that a higher quality decisions will be produced. There are rising expectations on the faculty to have a higher influential on the academic and curriculum issue, while expected administrators have a higher level of influence over the financial area or any other decision-making areas.

This study was planning to provide a detailed and in depth analysis of the faculty involvement and participation in the university governance. The predictions of the research findings are performance of the university can be improved when the faculty has a more information and a higher decision-making power over the participated areas. There are total 31 decisions concerning issue to be examined that are grouped in 7 decision groups. The seven decision groups are APT decisions, curriculum decisions, faculty governance decisions, organizational decisions, financial decisions, individual performance decision and student governance decisions.

Result of this research study shows that highest level of involvement and participation is the curriculum decisions are and this is following by faculty governance decisions. The least concerning decision group was found is the financial decision group. In this study, was claiming that there is no surprise on

the results shows. The result was under the researchers expectation. Generally, the faculty is playing an important role in the academic decision area compared to the financial decision area.

The findings and conclusion of this study is the higher level of the faculty participation and involvement in the decision-making process, especially in the academic areas will associate with the higher level of the university performance. However, another interesting result highlighted that higher level of participation and involvement in the organization management and financial decision group will leading to a poorer university's performance.

2.3.7   Governance in Public Universities in Malaysia

In recent years, there is a research study in Malaysia that focus on the governance in Malaysian Public University that conducted by Sufean and Soaib (2010). This research study was major discussed about the issue arising from university governance in Malaysia and also focus on the developmental of the autonomy in public university Malaysia. The study was analyzed in detail on the above-mentioned issues in Malaysian public university.

In this study was stated that university governance was mostly relying on the higher-level management in the university. It was a common scenario that Malaysian higher education institutions will limit the power of decision-making of the participants and concentrated in several persons who sit in higher position and invite them to act as university governors.

In the research findings on the University Governance in Malaysia, researchers summarizes that:

a) There were some issues arising started in year 1960 as Malaysia was still in a developing country position, there is more and more university established. However, during this period, two majors issues was raised. First is the racial issue and second is the financial issue. Political crisis was slowing down the

development in the higher education sector until 1980s the development resume. In 1990s, the awareness for the accountability and the financial control over university began in place.

b) In the developing period mentioned above, there is involvement of different interest groups in the developing process for example government, politicians as well as the public community.

c) There are several of models for the university governance in the public universities in Malaysia. There could be the political model, corporate model or academic and shared university governance model. The reason of there are different models and applications in the higher education sector in Malaysia is due to the university was established in different context of environment. They required different kind of applications that is more suitable the university's development stages.

d) Most of the public universities in Malaysia are trying to apply some of the common university governance model as well, as it was applicable and obey the regulations frameworks. The university governance that applied was still need to remain some room of freedom in order to allow the participation from the faculty and administrators. This is to assured that the university was on the track of developments. There are few governing bodies with the duty of review the university governance framework to avoid the direct involvement from the government or the political parties.

e) Although there is certain level of freedom remained for the faculty and administrator, however, their power was still limited. They can only continue play a minor role in the university governance process. These two parties were desperate to play a more important role in university, as they believe they could bring a bigger influential and impact towards the university development. Faculty and administrators was trying to involve in the university decision-making process, however, their effort was not being appreciated. Such involvement is mostly treated as interferences in the university daily operations.

This study highlighted the recent global forces was emphasizing on the freedom of involvement in university governance. The university ranking is more and more competitive as the development process of the university is faster compared to previous decades. Hence, public university in Malaysia was required to define a university governance model that able balance the power of decision-making that ensure the development of all public and private university is on track.

2.3.8 Enhancement Shared Governance in Malaysian Public University

There is another research study for university governance in Malaysia titled "Enhancing Shared Governance in Malaysian Public University" was conducted by Asimiran and Hussin (2007). In this paper, researchers were examined the power allocation and the execution of power by the board of directors and top management in the public university.

In the first part of the study, researchers defined that the university governance is the allocation of powers to the board of directors and also the appointed bodies. The appointed parties were tried their own best to exercise the allocated powers wisely and prudently in the university development process. A proper application of university governance was able to maintain a certain level of sustainability and effectiveness of the development. Hence, University Governance all the while is with the structure of shared responsibility from the faculty and administrators.

In this study, researchers found that university governance was applied through different model in different entity. Hence, there are few types of university governance model were discussed in this research paper. First type of the mode is the linear model of shared governance that introduced by Lapworth (2004), this model was giving a higher level of flexibility compared to other models. Linear model is emphasizing the relationship between the council and faculty in university governance. This theory proposed that three types of relationship in

the university governance structure. The three types is (a) close relationship as critical friend, (b) passive relationship and (c) a distance relationship.

Second theory that discussed in this paper is a model that offers a greater complexity relationship and this model was introduced by Bargh, Scott and Smith (1996). This theory was proposed a triangle relationship that consisted of three parties, which is, faculty, administrators and board of governors in the university governance.

Assumption made in this theory that all the three parties were also having a significant power to influence the decision-making process in the university governance. The power and ability in the decision-making process will shift from one party to another party by time to time, depends on the issues. It might shift to one direction and lying on a certain party when they hold the strengths and power on the issue.

An interview with a semi-structured questionnaire survey was conducted in this study with participations from the board of directors and management team from the public university.

In the discussion part, researchers have addressed the university governance arrangement in public university. In Malaysia public university system, the university governance process is centralized in a committee. This means only the delegated person will participate and be involved in the decision-making process. The committee may form by members that having different background, values and interest.

All these committees will play a role as an independent party in the university governance decision-making process. Noted that there will be some conflicts in the discussion, hence, negotiations and communications was required until the committee able to came out with a compromised decision. Researchers suggested that apply the Lapworth's linear model by combining the current university governance framework so that able to gather more strength among all the parties.

In conclusion, the public universities in Malaysia have open up to a global external environment since year 1997. Hence, they definitely required a shared university governance structure that is built with collaboration from the faculty and administrators.

2.4   Faculty and Administrators Perceptions and Preferences

Faculty and administrators are having the major roles and responsibilities in university governance (Miller & Seagren, 1993). A research has been conducted by Gilmour (1991), is reported that the higher involvement and participation rate from the faculty and administrators in the universities is found out they did make the universities become more effective. However, Birnbaum (1988) is support on the argument that there is not doing well for most of the universities in the governance part.

Miler and Seagren (1993) studied those universities leaders' ideas how to improve the governance process in the university. Their research has included 30 leaders who were came from 20 reputable universities. The improvement areas include the specific responsibilities for faculty and administrators and policy change to adopt a formal reward system. The result shown the improvement of the governance helped to develop a more productive relationship between faculty and administrators.

Morriss (2008) emphasize that faculty was believe there is a necessity of involvement and participation, they are willing to play a significant role in the decision making process. Miller and Miller (1996) is conducted a research of 30 faculty who were represented 30 different universities; research is collect the data on their role in governance. The 27 usable responses showed their highest degree of agreement on the faculty should clarify their roles and know which of the roles description was omitted in the policies. Not only that, the respondents is also mentioned that they insist the rights and responsibilities on the governance roles.

There is another research study who are conducted by Miller, McCornack and Pope (2000) on the faculty' perceptions about the role of faculty in governance process. Researchers believed the involvement and participation in the university governance could build an ideal governance process. Data for the research were collected from the full time faculty members. There were total of 713 faculty members who participated in this survey. The results showed the participants believe that they must encourage and support the faculty and administrators in order to take the active role in the decision making process.

2.5　　　Areas of Faculty and Administrators' Involvement and Participation

Previous part of the literature review discussed the faculty and administrators' perceptions and preferences towards the participation of the university governance. Here, this section will discuss the actual and preferred level of faculty and administrators' involvement and participation in different levels and different areas.

The research carried out by Al-Kinani in year 1986, studied the desired level that the faculty and administrators of Iraqi universities were involved and participated in. The sample size of the research was 300 faculty and 52 administrators. Lastly, there were only 179 faculty and 46 administrators completed the questionnaires survey. The result from the research study indicated that the faculty and administrators was also desired for the higher level of involvement and participation compared to the current level. However, there is a difference in the actual faculty and administrators' involvement and participation. Administrators report to the higher actual level involvement than the faculty did. Researcher Al-Kinani highlighted in the conclusion part that the faculty and the administrators have the similar role and aspect; hence, they should make the level of faculty participation higher.

Anderson (1980) is conducted a survey on the 10 universities in Tennessee on the six policy areas - curriculum and instruction, finance and business management, personnel, student personnel, physical plan and university relations. In all these six areas, the highest level of participation was in the curriculum and instruction area. Faculty mentioned that they had the lowest participation in the finance and business management area.

Dimond (1991) is conducted a research on the structure and powers of the academic staffs and the administrators' attitudes towards the university governance. The study is focus on the 400 universities in United States. The result of the study is showed the faculty is involved and participated in the development of the university governance and policies. The involvement areas included the admission area, hiring or evaluation areas. The study found out there is less participation in the financial issues.

Nead (1994) is conducted a survey to the community university in United States about the perceptions of faculty and administrators towards the preferred decision-making in the following areas: personnel policies, student affairs, academic affairs and financial affairs. The sample size is 240 faculty and administrators from 20 universities. The result showed they have a lower level participation than they perceived. In the result, was found out that the lowest level of the participation area is the student affairs area. Academics affairs, financial affairs are the most preferred area, which the faculty and administrators want to participate and involve in. Findings showed that have a higher involvement in personnel area compared to the other decision-making areas.

2.6   Summary

This chapter is present the review of literature from some of the past empirical studies on the topic of university governance. Here some of the reviews indicated that faculty and administrators desired higher level of involvement and participation. Their involvement in the decision-making process was treated as a part of their roles and responsibilities. By the active involvement and participation, can lead to a better decision.

There are also some empirical studies, which proved that there differences or gaps between the faculty and administrators' preferences. The differences are mainly on the level and area of participation.

CHAPTER 3

RESEARCH METHOD

3.0 Introduction

The purpose of this chapter is to outline the research methodology, which was implemented in this study to identify the degree of involvement of faculty and administrators in decision-making of university governance. This chapter will focus on research methodology, research design, data collection methods, sampling design, operational definitions of constructs, measurement scales, and methods of data analysis.

3.1 Research Design

This descriptive research was designed to examine and answer the four research questions about the faculty and administrators' perceptions and preferences of the level of participation and involvement in decision-making processes of the university governance.

The four research questions are as follows: -

(1) What are the actual degree (Highest & Lowest) of faculty and administrator's involvement in decision-making?

(2) What are the preferred degree (Highest & Lowest of faculty and administrator's involvement in decision-making?

(3) What are the differences between actual and preferred involvement and participation in decision-making?

(4) Do faculty and administrators hold different views towards involvement and participation in decision-making?

3.2　Data Collection Method, Sample and Sampling Procedures

Primary data collection method was adopted for this study. For the data collection part, questionnaires survey was used to obtain data. The questionnaires survey was sent to the faculty and administrators and exporters via e-mail. The target sample for this study will be the faculty and administrators from the private universities located in Klang Valley, Malaysia. All of these universities are listed in the Listing of Private Higher Educational Institutions published by Malaysian Qualifications Agency (MQA), which established by the Ministry of Education Malaysia.

As mentioned, the survey was sent via email. Hence, only those private universities which provide the faculty and administrators' email in their official website were selected. Based on the Private Higher Educational Institutions Listing published by Malaysian Qualifications Agency, there are total of 32 private universities located in Klang Valley, Malaysia. However, 14 out of total 32 private universities did not disclose their faculty and administrator's email addressed. Hence, the email survey invitations were send out only to the faculty and administrators from the selected private universities.

After compiling the all email address from this total faculty and administrators, there were totaled number of 6972 faculty and administrators come from this 18 private universities. A total of 2500 faculty and administrators respondents were selected out the total number based on a random basis. An email invitation was sent to the respective faculty or administrators.

In the email, the main purposes and objectives of the study were addressed and explained. Participants were briefed of the main definitions and terms used in the research to provide some further understanding to the study. This could prevent any possible misunderstanding or any miscommunication issues during the survey. In addition, all of the respondents do not need to use their own emails to answer the questionnaires, as there is a survey links were attached in the email. This survey link will lead our participants to the survey platform, which is Google Doc for the respondents to answer the questions. Results of the online surveys will be straight

away converted into Excel format. The respondents' answers and information provided in the survey would be strictly confidential. Questionnaire for this study is adapted from Tsai, (2003). This questionnaire will be segregated into two sections.

A total of 2,500 emails send out to the faculty and administrators from the selected 18 Private Universities located in Klang Valley Malaysia. Total 243 respondents for the questionnaire survey. This questionnaire survey has a return rate of 9.72 percent. The timeline for the whole data collection process from the selection, email distribution and collection was took approximately five weeks.

Table 3.2

	Name of Private Universities
1	HELP University
2	International Medical University (IMU)
3	Limkokwing University
4	MAHSA University
5	Malaysia University of Science and Technology
6	Management and Science University
7	Monash University Malaysia
8	Multimedia University Cyberjaya Campus
9	Open University Malaysia
10	SEGi University
11	Sunway University
12	Taylor's University
13	The University of Nottingham
14	UCSI University
15	UNITAR International University
16	Universiti Tenaga Nasional (UNITEN)
17	Universiti Tun Abdul Razak (UNIRAZAK)
18	Universiti Tunku Abdul Rahman (UTAR)

Notes: List of Klang Valley Private Universities with staff email provided

3.3   Variables and Measurement

Questionnaire survey as a primary data collection method is used in this research. The questionnaire was adapted from a research conducted in Taiwan from Tsai (2003). The variables in this survey were actual and preferred faculty involvement in different decision area and their attitudes toward the faculty involvement.

In this survey questionnaire there will be separated into two sections. In the first section mainly covered the demographic information. There would be five questions were asked in this section A to obtained the demographic information of the selected faculty and administrators who attend this survey. Information gathered is (1) Gender, (2) Age, (3) Position in University, (4) Total years of working in higher education sector, (5) Total years of working in current institution. For Gender, Age and Position part, there will be drop down selection for the participants to select.

In the second section, the instruments will be divided into two parts. There are two items going to address and measure in the first part. (i) The actual level of the faculty and administrators' involvement and participation in the University decision-making process. (ii) The preferred level of the faculty and administrators' involvement and participation in the University decision-making process. The actual involvement refers to the faculty and administrators actual current involvement in the University decision-making process. The preferred involvement and participation is refers to the faculty and administrators suggestion that the level of involvement in the university. The actual involvement and participation is based on their past involvement experience in the decision-making process.

The purpose of second part of section B in the study addressed the general attitude and level of agreement from faculty and administrators toward the participation in decision making.

In the whole section B of questionnaire survey is using the interval scale, which is Five Points Likert Scale. There is different interpretation of Five Points Likert Scale for first and second part. In first part, it will represent as (1) Never involved, (2)

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Seldom involved, (3) Sometimes involved, (4) Usually involved, (5) Always involved. In this section B it will interpret as the degree of agreement. There are total five decision-making areas going to measure in the study: Personnel Decisions, Academic Decisions, Selecting Leader Decisions, Financial Decisions and Developing General Policies Decisions.

Five decision-making areas were emphasized in past empirical study and literature. All of the five decision-making areas are described as below; the descriptions were adapted from the study in Taiwan from Tsai (2003).

Personnel Decisions: This area is refer to the faculty and administrator's involvement in deciding the appointment and non-reappointment of the faculty and administrators, promotion and increment of the staff and position allocation of the faculty member and administrators and lastly is the recruitment of the faculty member and administrators.

Academic Decisions: This area is refer to the faculty and administrator's involvement and participation in deciding the graduate's candidates, admission of candidates, selection of the semester courses and program or any others academic changes including the selection of textbooks and study material.

Selecting Leader Decisions: This area is referring to the faculty and administrator's involvement and participation in selecting the faculty and university leaders for example President, Deans, Department head and Program head.

Financial Decisions: This area is refer to the faculty and administrator's involvement and participation in deciding the financial budget plans, department financial plans and allocation of fun and cost budget plans and supervising the implementation on all these financial plans..

Developing General Policies Decisions: This area is refer to the faculty and administrator's involvement and participation in deciding the policies and guidelines for the university, faculty and student including the building and public relations policy.

3.4 Data Analysis

The data analysis of this study will be included the reliability test, factor analysis, descriptive analysis and last but not least the multivariate analysis of variance.

3.4.1 Reliability Test

Reliability test is the extent to measure the consistency and stability of the result. This test will carry out with the rules of thumb of the Cronbach's Alpha Coefficient size. Cronbach's Alpha reliability coefficient is used to evaluate the level of reliability of the data that has been gathered form questionnaires survey. The acceptable alpha for the study is more than 0.6. It was important to conduct reliability test as it can ascertain the result of the research study was valid and reliable.

Alpha Coefficient Range	Strength of Association
< 0.60	Poor
0.60 to < 0.70	Moderate
0.70 to < 0.80	Good
0.80 to <0.90	Very Good
> 0.90	Exellent

Table 3.4.1: Rules of Thumb of Cronbach's Alpha Coefficient Size

Source:Hair,Samouel, & Babin (2003).Essential of Business Reseach Method.

3.4.2 Factor Analysis

Factor analysis was performed to confirm the factorability and normality of variables. By performing the factor analysis test, it able to examine the variability among all variables. This able to discover the relationship among the variables and test on any unexplained factors that influence the variation.

3.4.3 Descriptive Analysis

Data analysis was involves the use of descriptive statistics to describe and address the sample characteristics. Mean and standard deviation was calculated to test the most and least areas involvement for faculty and administrators.

3.4.4 MANOVA

Multivariate analysis of variance (MANOVA) was one of the types of ANOVA which MANOVA is with several dependents variables. It was conducted by using two or more dependents variables. Multivariate analysis of variance (MANOVA) was conducted to examine differences between the actual and preferred level of involvement and participation from the faculty and administrators. Multivariate analysis of variance (MANOVA) also was conducted to examine the significance level between the actual involvement and participation and the preferred involvement and participations by the faculty and administrators.

3.5 Conclusion

This chapter has described the methodologies were used in this research. This research study was conducted to examine the faculty and administrator's involvement and participation in the decision-making process in private universities in Klang Valley, Malaysia. Two sections questionnaire survey that involves five decision-making areas to examine the actual and preferred level of involvement and participation of the faculty and administrators in decision-making process.

There are total of 243 respondents are attended this questionnaire survey. Data and answer for 22 questions will be gathered to measure the actual and preferred level of involvement and participation. Second part of section B questionnaire will examine the level of agreement and attitudes toward the participation in university governance. The next chapter will present the patterns of the results and analysis of the result.

CHAPTER 4

RESEARCH RESULTS

4.0   Introduction

The purpose of this chapter is to analyze and present the data collected from faculty and administrators.   This research is to examine the faculty and administrators' perceptions, actual level and preferred level of involvement and participation in decision-making processes of the university governance in Klang Valley, Malaysia. The analysis in this chapter includes descriptive analysis, reliability test of the questionnaire and factor analysis. The fourth research question will be answered in this chapter by conducted multivariate statistical test.

4.1 Demographic Profile of Respondents

4.1.1 Gender of Respondents

Table 4.1.1

Gender	Frequency	Percentage (%)
Male	105	43.21
Female	138	56.79
Total	**243**	**100.00**

Figure 4.1.1
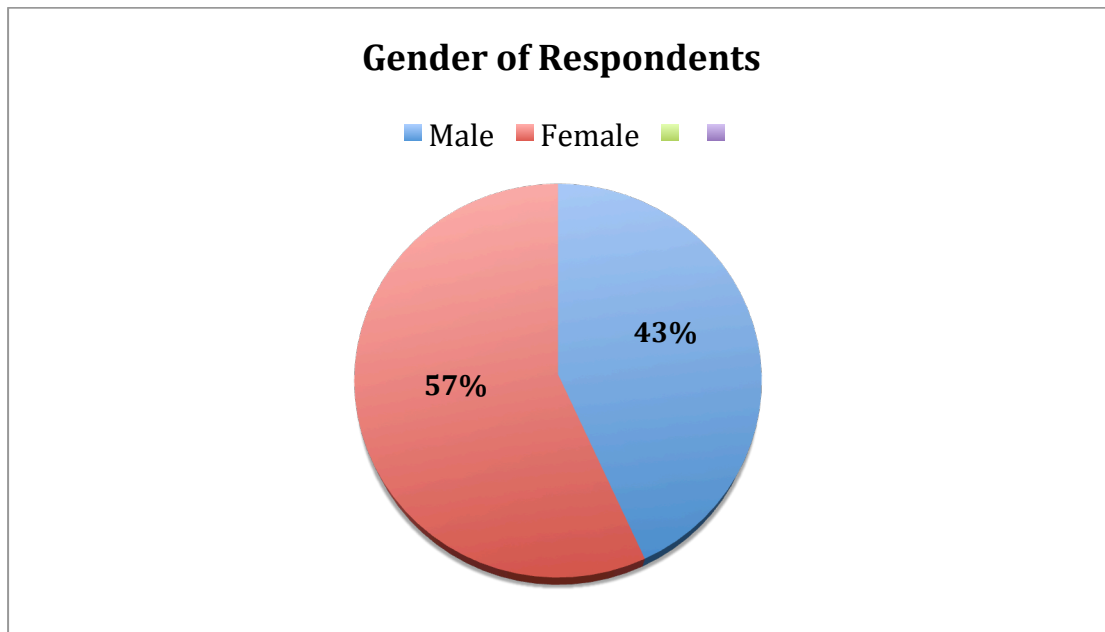
Table 4.1.1 shows the gender of all the respondents. In this research, there are total of 243 faculty and administrators participated. All of them are from the Private Universities in Klang Valley, Malaysia. Total 43.21% of the respondents are male which consists of 105 while the remaining 56.79% are female equal to 138 respondents.

4.1.2 Age Group of Respondents

Table 4.1.2

Age	Frequency	Percentage (%)
Below 25 Years Old	2	0.82
26 – 35 Years Old	143	58.85
36 – 45 Years Old	54	22.22
46 – 55 Years Old	21	8.64
Above 55 Years Old	23	9.47
Total	**243**	**100**

Figure 4.1.2
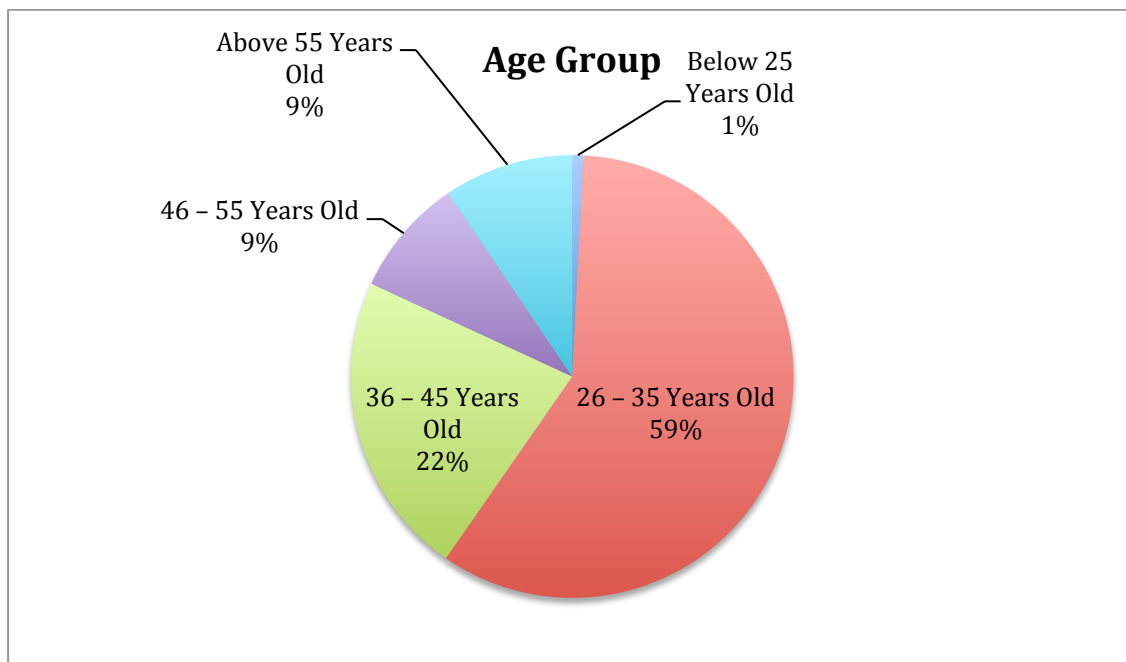
Table 4.1.2 above presents the age group of all the respondents. Most of the respondents come from the age region of 26 – 35 years old, there are totaled of 143 respondents that equal to 59%. Respondents with the age region of 36 to 45 years old takes the second highest place which total of 54 respondents or equal to 22%. Next, age region of 45 to 55 years old and above 55 years have 21 (equal to 8.64%) and 23 (equal to 9.47%) respondents respectively. Last but not least, for age group below 25 years old only have 2 respondents, which is only equal to 0.86% of the total respondents.

4.1.3 Respondent's position in university

Table 4.1.3

Position	Frequency	Percentage (%)
Administrator	51	20.99
Tutor	14	5.76
Lecturer	120	49.38
Assistant Professor	38	15.64
Associate Professor	8	3.29
Other	12	4.94
Total	**243**	**100**

Figure 4.1.3

Table 4.1.3 presents the position that respondents held in their own university. 51 of the respondents are work as an administrator in the university while 192 of the respondents are work as an academic staff. Among the 192 academic staffs, 120 of it, which equal to 48.38% are work as a lecturer and 14 of them work as a tutor in the university. 46 of the respondents are holding a assistant and associate professor title in their university. The remaining 12 respondents was place in others position category.

4.1.4   Years of Working Experience

Years	Years in Higher Educational Sector		Years in Current Institution	
	Frequency	Percentage (%)	Frequency	Percentage (%)
1 to 5	135	55.56%	172	70.78%
6 to 10	62	25.51%	61	25.10%
11 to 15	22	9.05%	10	4.12%
16 to 20	14	5.76%	-	-
21 to 25	6	2.47%	-	-
26 to 30	4	1.65%	-	-
Total	**243**	**100**	**243**	**100**

Figure 4.1.4
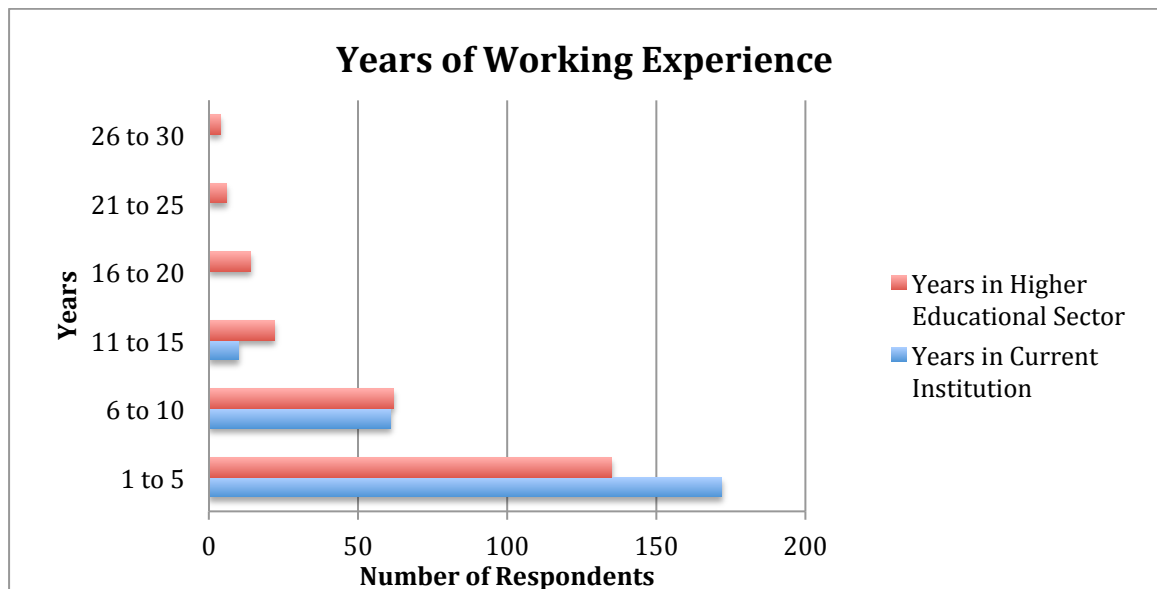
Table 4.1.4 shows that the years of working experience for all the respondents. Total 135 respondents, which are 55.56%, were working for 1 to 5 years in the higher educational sector. 62 respondents (equal to 25.51%) and 22 respondents (equal 9.05%) were working 6 to 10 years and 11 to 15 years in higher educational sector respectively. Remaining 24 respondents have more than 10 years working experience in the higher education sector.

There are 172 respondents working more than not more than 5 years in their current institution, this is equivalent to 70.78% of the total respondents. 61 respondents are working for 6 to 10 years in their current institution and remaining 10 respondents are working more than 10 years in their existing higher education institute..

4.2   Reliability Test

Reliability test is conducted in this study in order to generate the conbrach's alpha. The result of conbrach's alpha was used for the evaluation on the reliability of data that gathered from survey. In order to facilitate the test interpretation, acceptable degree of the reliability shall not smaller than 0.60.

In this reliability analysis, Cronbach's alpha was employed to examine the internal reliability of the 22 items that had used for the 5 subscale areas. Refer to table 4.2; Personnel Decision area has the highest level of Cronbach's alpha, which is 0.917 for actual involvement and 0.883 for preferred involvement.

Second subscale is academic decision area, which is measured by 4 items. Cronbach's alpha for actual involvement and preferred involvement was 0.779 and 0.841 respectively. Next is following by selecting leaders decision are, there are 4 items to measure this subscale and the Cronbach's alpha for this subscale is .0817 for actual involvement and 0.862 for preferred involvement.

Next, Financial decision area, this subscale is measured the involvement in financial decision-making process. Totaled six items were used to measure and the Cronbach's alpha for this area was 0.898 for actual involvement and 0.887 for preferred involvement. Lastly is the developing general policies are, three items was used in this subscale and the Cronbach's alpha was 0.843 for actual involvement and 0.805 for preferred involvement.

Table 4.2
Reliability test for Actual and Preferred level of Involvement

Decision Areas	Number of Items	Cronbach's Alpha	
		Actual	Preferred
Personnel Decision	5	0.917	0.883
Academic Decision	4	0.779	0.841
Selecting Leaders Decision	4	0.817	0.862
Financial Decision	6	0.898	0.887
Developing General Policies Decision	3	0.843	0.805

4.3   Factor Analysis

Factor analysis was conducted in this research study and the analysis was performed on the 22 questions that carried out in the survey. The 22 questions are to examine and measure the administrators and faculty involvement participation in the university governance decision-making process.

The purpose of performing the factor analysis is mainly to detect the relationship structure between the items in questionnaire. Factor analysis was conducted using varimax rotation method. It can be an effective tool that allows researcher to determine the total number of factors that actually underlying in the subscales.

Total there are five factors tested in this factor analysis. In the first factor, there are five questions that are related to the personnel decision area. These five questions was included developing personnel policies, deciding who can get the promotion, who to hire as new faculty member, who can take leave of absence and deciding on non-reappointment of faculty member. In the Second factor, it was related to the academic decision. In this area was included selecting textbook for the course, deciding who should graduate and admitted in program and decision on the required and elective course. In the third factor, there are four questions. The third factor is related to the selecting leaders. The four questions are about selecting the department chair, division directors, college deans and university president.

Factors number four; the financial decision is was total involved six questions. The six questions are making institutional budgets, determining department financial needs, allocation of the financial resources, supervising the department financial system and institutional budget plan implementation. Lastly, there are three questions involved in the last factor that is on the general policies area. The three questions are, developing guidelines for student organization, developing the policy for university building and also public relations policies.

In the factor analysis conducted for the actual level involvement, there is 71.8% of total variance of these 21 variables was explained by five factors that mentioned

above. Result of the factor analysis for the preferred level of the involvement is similar. 70% of the total variance of these 21 variables was explained.

Table 4.3.1

Factor analysis of Actual Involvement and Participation

Questions	Factor	Extraction
Developing personnel policies	I	.517
Deciding who gets promotion	I	.845
Deciding who to hire as new faculty member	I	.807
Deciding who can take leave of absence	I	.805
Deciding on non-reappointment of faculty member	I	.862
Selecting textbooks for your courses	II	.525
Deciding who should graduate	II	.604
Deciding required and elective course	II	.729
Deciding who should be admitted to the program	II	.583
Selecting departments chairs	III	.504
Selecting division directors	III	.815
Selecting the university president	III	.806
Selecting college deans	III	.652
Making institutional budget plans	IV	.760
Determining the department financial needs & plans	IV	.808
Allocating financial resources among departments	IV	.778
Deciding who should get financial aids	IV	.284
Supervising department budget plan implementation	IV	.802
Supervising institutional budget plan implementation	IV	.610
Developing the guidelines for student organizations	V	.736
Developing the policy for use of university building	V	.770
Developing policy for public relations	V	.779

Factor I   = Personnel Decision
Factor II = Academic Decision
Factor III = Selecting Leaders Decision
Factor IV = Financial Decision
Factor V = Developing General Policies

Table 4.3.2

Factor analysis of Preferred Involvement and Participation

Questions	Factor	Extraction
Developing personnel policies	I	.486
Deciding who gets promotion	I	.741
Deciding who to hire as new faculty member	I	.770
Deciding who can take leave of absence	I	.661
Deciding on non-reappointment of faculty member	I	.759
Selecting textbooks for your courses	II	.535
Deciding who should graduate	II	.688
Deciding required and elective course	II	.822
Deciding who should be admitted to the program	II	.690
Selecting departments chairs	III	.535
Selecting division directors	III	.688
Selecting the university president	III	.822
Selecting college deans	III	.690
Making institutional budget plans	IV	.673
Determining the department financial needs & plans	IV	.766
Allocating financial resources among departments	IV	.732
Deciding who should get financial aids	IV	.304
Supervising department budget plan implementation	IV	.757
Supervising institutional budget plan implementation	IV	.669
Developing the guidelines for student organizations	V	.784
Developing the policy for use of university building	V	.657
Developing policy for public relations	V	.757

Factor I   = Personnel Decision
Factor II = Academic Decision
Factor III = Selecting Leaders Decision
Factor IV = Financial Decision
Factor V = Developing General Policies

4.4 Actual degree of faculty and administrator's Involvement

In this part, research question number one - What are the actual degree (Highest & Lowest) of faculty and administrator's involvement in decision-making will be answered. Mean and Standard deviation will be calculated for all the 22 items and also the five decision-making areas.

Mean and standard deviation for the 22 items on the actual involvement and participations of faculty and administrators will be presented in table 4.4.1.

The three items that shows the highest level of involvement and participation were Selecting textbooks for your courses (Mean = 3.33, SD = 1.548), Deciding who should graduate (Mean = 2.40, SD = 1.358), Deciding required and elective course (Mean = 2.31, SD = 1.343). All these three items are under the same decision-making area, which is academic decision.

The next three items shows the lowest level of involvement and participation of faculty and administrators were Selecting the university president (Mean = 1.19, SD = 0.616), Selecting college deans (Mean = 1.27, SD = 0.765), Selecting division directors (Mean = 1.33, SD = 0.742). Similarity, this three of these items are also under the same decision-making area that is selecting leaders decision.

Average Mean and standard deviation for actual involvement and participation of faculty and administrators were 1.70 and 1.03 respectively.

Table 4.4.1

Actual degree of faculty and administrator's involvement in decision-making

Questions	Mean	SD
Developing personnel policies	1.79	1.075
Deciding who gets promotion	1.46	0.928
Deciding who to hire as new faculty member	1.68	1.197
Deciding who can take leave of absence	1.56	1.060
Deciding on non-reappointment of faculty member	1.42	0.925
Selecting textbooks for your courses	3.33	1.548
Deciding who should graduate	2.40	1.358
Deciding required and elective course	2.31	1.343
Deciding who should be admitted to the program	1.72	1.136
Selecting departments chairs	1.66	1.084
Selecting division directors	1.33	0.742
Selecting the university president	1.19	0.616
Selecting college deans	1.27	0.765
Making institutional budget plans	1.66	1.107
Determining the department financial needs & plans	2.00	1.308
Allocating financial resources among departments	1.62	0.995
Deciding who should get financial aids	1.55	0.988
Supervising department budget plan implementation	1.74	1.183
Supervising institutional budget plan implementation	1.42	0.884
Developing the guidelines for student organizations	1.43	0.786
Developing the policy for use of university building	1.43	0.822
Developing policy for public relations	1.33	0.743

Mean and standard deviation for the faculty and administrator's actual participation and involvement in five decision areas will be presented in table 4.4.2. This five decision areas were constructed by 22 questions.

As per result, highest degree of actual participation is Academic decisions (Mean = 2.44, SD = 1.050) while second highest is Financial decision (Mean = 1.66, SD = 0.884). Lowest degree of actual participation is Selecting Leaders Decision (Mean = 1.36, SD = 0.659).

This result was proved the consistency with some of the empirical study as the result was matched with those past studies that have been done in U.S and Taiwan. Based on these previous studies conducted, Dimond (1991) & Tsai (2003) stated that the faculty and administrator in the universities having a priority or a higher participation and involvement level in academic decision area which compared to the other four decision areas.

Table 4.4.2

Actual degree of faculty and administrator's involvement in Five Decision Areas

Areas	Mean	SD
Personnel Decision	1.58	0.903
Academic Decision	2.44	1.050
Selecting Leaders Decision	1.36	0.659
Financial Decision	1.66	0.884
Developing General Policies Decision	1.40	0.684

4.5 Preferred degree of faculty and administrator's Involvement

In previous part, was answered on the research question 1. Now, in this part the research question 2 - What are the preferred degree (Highest & Lowest) of faculty and administrator's involvement in decision-making will be answered. Mean and Standard deviation will be calculated for the 22 items and also the five decision-making areas.

Mean and standard deviation for the 22 items for the actual involvement and participations of faculty and administrators will be presented in table 4.5.1.

As per results show in table 4.5.1, the three items shows the highest preferred level of involvement and participations were Selecting textbooks for your courses (Mean = 3.76, SD = 1.486), Determining the department financial needs & plans (Mean = 2.91, SD = 1.358) and Deciding required and elective course (Mean = 2.86, SD = 1.376). Among these three items, two of them are coming from academic decision area and remaining one is under the financial decision area.

Next, based on the result show in table 4.5.1, the three items shows the lowest preferred level of involvement and participation of faculty and administrators were Developing policy for public relations (Mean = 1.98, SD = 1.130), Deciding who can take leave of absence (Mean = 2.01, SD = 1.316) and Developing the policy for use of university building (Mean = 2.05, SD = 1.122). Out of these three items, two of them are coming from developing general policies area and another one is from personal decision area.

Average Mean and standard deviation for preferred involvement and participation of faculty and administrators were 2.42 and 1.296 respectively.

Table 4.5.1

Preferred degree of faculty and administrator's involvement in decision-making

Questions	Mean	SD
Developing personnel policies	2.57	1.199
Deciding who gets promotion	2.26	1.218
Deciding who to hire as new faculty member	2.51	1.406
Deciding who can take leave of absence	2.01	1.316
Deciding on non-reappointment of faculty member	2.12	1.251
Selecting textbooks for your courses	3.76	1.486
Deciding who should graduate	2.73	1.360
Deciding required and elective course	2.86	1.376
Deciding who should be admitted to the program	2.44	1.360
Selecting departments chairs	2.50	1.290
Selecting division directors	2.20	1.237
Selecting the university president	2.25	1.401
Selecting college deans	2.36	1.360
Making institutional budget plans	2.37	1.338
Determining the department financial needs & plans	2.91	1.358
Allocating financial resources among departments	2.52	1.312
Deciding who should get financial aids	2.08	1.296
Supervising department budget plan implementation	2.44	1.301
Supervising institutional budget plan implementation	2.07	1.178
Developing the guidelines for student organizations	2.19	1.213
Developing the policy for use of university building	2.05	1.122
Developing policy for public relations	1.98	1.130

Mean and standard deviation for the faculty and administrator's preferred participation and involvement in five decision areas will be presented in table 4.5.2. This five decision areas were constructed by 22 questions.

As per result shows in table 4.4.2, the highest degree of preferred participation is Academic decisions area (Mean = 2.95, SD = 1.149) while following by Financial decision area (Mean = 2.40, SD = 1.038). The lowest degree of preferred participation involvement area is Developing general policies decision (Mean = 2.07, SD = 0.980).

As per mentioned in previous part, there are some of the empirical study has been done in country for example U.S and Taiwan. The result show the consistency with the previous studies conducted, Nead (1994) & Tsai (2003) stated that the faculty and administrator in universities would prefer higher involvement and participation in the academic decision area. The least preferred decision area for faculty and administrator involvement and participation was developing general policies area.

Table 4.5.2

Preferred degree of faculty and administrator's involvement in Five Decision Areas

Areas	Mean	SD
Personnel Decision	2.30	1.056
Academic Decision	2.95	1.149
Selecting Leaders Decision	2.33	1.113
Financial Decision	2.40	1.038
Developing General Policies Decision	2.07	0.980

4.6   Differences between Actual and Preferred Involvement

In this part, multivariate repeated measure analysis of variance – Repeated MANOVA were conducted on the faculty and administrator's actual and preferred involvement and participation on the five decision areas. These five decision areas were treated as dependent variable. The purpose of thus analysis is to find out the differences between the actual and preferred level of involvement. In this Repeated MANOVA analysis, the type of involvement, which is actual and preferred, will be using as within-subject factor.

Result of the Repeated MANOVA analysis was shows in table 4.5. The analysis result shows a significant effect, $F_{(1, 242)} = 177.95$, $p < 0.5$. This was showing that faculty and administrator's actual involvement and participation was different with the preferred involvement and participation. As per calculated effect size ($\eta^2 = 42.37\%$), showing there is significant gap between the actual and preferred involvement of faculty and administrator's involvement. 42.37% of the variation in scores were explained by this significant gap.

In conclusion, there is a significant gap between faculty and administrator's actual and preferred involvement. This result was consistent with the previous empirical study indicating that faculty and administrator's preferred level of involvement was higher than the actual level of involvement (Birnbaum, 1988; Miller, 1998).

Table 4.6

Repeated MANOVA analysis on actual and preferred type of Involvement

Source	Sum of Squares	df	Mean Square	*F*
Involvement	30673.500	1	30673.500	177.945
Error	41715.000	242	172.376	-

Note: η^2 = Sum of Squares $_{Effect}$ / Sum of Squares $_{Total}$

4.7 Differences of perceptions and attitudes between Faculty and Administrator towards participation and involvement.

Faculty and administrator's attitudes & perceptions towards the participation and involvement will be tested in this part. It will be measures by 7 questions, which is in the Section B Part 2 of the questionnaire.

Total 51 administrator and 180 faculties were participated in the questionnaire. 12 of the participants' position was out of administrator and faculty category (others), hence their answer will be remove out for this part.

As per table 4.7.1, the internal consistency was high for both faculty (Cronbach's Alpha = .858) and Administrator (Cronbach's Alpha = .894). In table 4.7.2, shows the mean and standard deviation for faculty and administrator's perception and attitudes towards the seven items.

For the faculty, the highest degree of agreement was on the item of Faculty participation would increase academic freedom (Mean = 4.08, SD = .896) and lowest agreement on the item Administrators want faculty to participate (Mean = 3.14, SD = 1.124).

For administrator, the highest degree of agreement was on the item Faculty should be given more opportunity to participate (Mean = 3.94, SD = .759) and lowest agreement on item Faculty has ability for decision-making (Mean = 3.43, SD = .855).

As per comparison, item that has a significant difference between faculty and administrator is Faculty participation will increase academic freedom (Mean difference = 0.57). Item that has least difference between faculty and administrators in on is Faculty should be given more opportunity to participate (Mean difference = 0.07).

Table 4.7.1

Internal consistency of seven questions

	Cronbach's Alpha
Faculty	.858
Administrator	.894

Table 4.7.2

Mean and SD for Faculty and Administrator's perceptions and attitudes towards participation and involvement

Questions	Faculty		Administrator	
	Mean	**SD**	**Mean**	**SD**
Faculty has ability for decision-making	3.51	.977	3.43	.855
Faculty participation will increase job satisfaction	3.91	.923	3.71	.855
Faculty want to be involved in decision-making	3.83	.994	3.47	.880
Faculty participation will increase academic freedom	4.08	.896	3.51	.834
Administrators want faculty to participate	3.14	1.124	3.65	.955
Faculty should participate in decision-making	3.96	.977	3.59	.829
Faculty should be given more opportunity to participate	4.01	.918	3.94	.759

4.8   Summary

The result of data analysis that presented in this chapter has indicated that faculty and administrators has a higher level of actual involvement in academic decision area. Besides that, both of the faculty and administrators also rated the academic decision area as the preferred involvement area. Noted that there is differences were found between the actual and preferred involvement. Faculty was suggested for a higher-level involvement in the decision-making process and administrators was agreed with this statement. In next chapter, a in-depth discussion on research findings will be presented and together with the implications and conclusion of this study.

CHAPTER 5

RESEARCH RESULTS

5.0   Introduction

This research study was designed to determine and examine the faculty and administrators' actual and preferred level of involvement and participation in university governance of the Private University in Klang Valley, Malaysia. The main purpose of this study is to identifying the level of actual and preferred involvement of faculty and administrator in the university governance decision-making process and also to confirm the gap between actual and preferred level. The interpretation for result of this research study and also the findings will be presented in this chapter. This chapter will provide a clearer discussion, conclusion and implications as well as recommendations for this research study.

5.1 Discussion of Major Findings

As mentioned in chapter 1, there are four research questions were asked in this research study. All of these four research questions are carrying the same main objective that is to examine the actual and preferred level of universities governance provided in Private Universities where located in Klang Valley, Malaysia.

The first research question is asking on the actual highest & lowest areas of faculty and administrator's involvement in University governance decision-making process. Total 22 questions were brought out in the questionnaire survey and separated into five decision-making areas. Faculty and administrators that participated in this survey is required to select their current actual involvement level in different areas. Based on the result, it showed that both faculty and administrators mostly are involve and participate in area of academic decision area. This area is including the selection of the textbook and the selection of the required and elective course. The least area that both faculty and administrators actual participate in is the selecting leaders decision area. Based on the result, it can explain, as the faculty and administrators has no right to choose their own university leaders. They have no room to participate in the selection process. These findings were show the consistency with the past empirical studies has been conducted. University in Taiwan, United States also mostly allow the faculty and administrators participate in matters that related to academic area.

Next, the second research question is asking on the preferred highest & lowest areas of faculty and administrator's involvement in University governance decision-making process. As per result, was found out that both faculty and administrators has a highest desperation to involve and participate in academic and financial decision area. This result was interpreted as faculty and administrators were satisfied with their involvement in academic area, however, they would like to widen their involvement area to financial decision. Majority of them are willing and ready to involve in the decision-making of department financial plans. As per the review of empirical studies in chapter 2, faculty and administrators believe their involvement in university governance process can improve the performance of university. With the proper financial plan, can fasten of development of the university.

Research question 3 is asking on whether there is any gap and difference between actual and preferred involvement and participation in decision-making. The result was indicated that there are significant differences between the actual and preferred involvement and participation. The preferred level of involvement and participation are way higher compared to the actual level of involvement. In another words, faculty and participation was not satisfied with their current level of involvement. They are ready and prefer to have a higher involvement level in all the five areas.

Last research question, the question number 4 were asking on the general views and perceptions of faculty and administrators on the topic of involvement in university governance process. Whether there are differences and gaps between faculty and administrators' views. Seven questions were included in part B questionnaire survey. Significant differences were found between faculty and administrators' views towards the issue of involvement in university governance decision-making process. Faculty believes their involvement can improve the academic freedom of the university, however, the faculty does not support on this statement. Both of they basically hold different views in most of the questions. However, they are agreed that faculty should have more opportunity to involve in the decision-making process.

5.2   Theoretical Implications

Organizational theory was implied that the decision-making process involves of different kind of elements including power, control and procedures. The decision-making process in the Private universities in Klang Valley Malaysia was having a similar structure with the organizational structures mentioned.

Faculty and administrators mostly are only allowed to participate in the academic decision area. The major power for the selection of university leaders was still hold by certain parties for example the board and the committees of the university. Besides that, the board and the ministry of higher education of Malaysia also have the power to interfere the overall selection process. Their control power also allowed them to interfere in any other important decision areas.

Political theory was mentioned in chapter 2. It indicated that existence of imbalance resources and power allocation whenever there is the process are involvement by different parties that are holding different kind of interest. The board of the university might thought that faculty and administrators was not interested to involve in the decision-making process, except for the academic decision area. Due to the over protection for their own interest, board was not ready to involve faculty in some of the important decision-making process. However, the result of this research study was indicated that the faculty and administrators would prefer to have a higher level of involvement compare to the current involvement level.

Faculty believes that involvement in university governance is part of their ability except for teaching and conduct research study. As the faculty is believed their involvement and participation in the university governance process can improve the overall performance of their university.

Last but not least, open system theory was able to apply into the decision-making process. There are involved of different parties in decision-making process, which were included board of university, committee member, faculty, and administrators and also the representatives of the student. The reason of having different parties

involvement is because of the decision-making process requires more information and opinion before any decision made.

Due to the globalization effect, the competition among the global universities was getting higher. University needs to maintain the effectiveness and efficiency when dealing with the challenges from external environment.

5.3   Policy Implications

Major findings of this study were indicated that there are significant differences between actual and preferred level of involvement and participation. Result of this study was showed that faculty and administrators was looking for a greater role in the decision-making process.

Review of current university governance structures becomes a need as faculty and administrators were desperate for a higher level of participation. The board and committees of the university need to reconsider to open up more room for faculty and administrators in the decision-making process. With the restructure, the differences believed will lower down.

Although the faculty was looking for a higher level of involvement, however, they do not expect to spend more time and efforts in the university governance process. Noted that there is conflict between the two statements, but is understandable. Faculty knowing that the efforts of involvement were not counts as in role performance. The performance appraisal of faculty was mainly focus on their academic performance.

Hence, this will become one of the dilemmas to faculty involvement and participation. In order to gain the commitments from the faculty, the appraisal system need to change and take the compensation and rewards system into account. A better reward system was able to motivate the faculty actively involve in the decision-making process.

Based on the findings for research question one and two, the faculty and administrators have different preferred level of involvement in different decision areas. The result indicated that both faculty and administrators was having a high interest of participation in academic are. However, lack of interest for faculty and administrators participate in the financial decision area. Noted that the academic area is the core area of the university, but not to forget that a successful organization was supported by a proper budget plan and resources allocation method.

In another word, financial decision area will has a direct impact to the university performance. The board and committees of the university may need to consider increase the level of involvement of faculty and administrators into the financial decision-making area.

5.4 Limitations of the study

In the course of doing this research study, there are some limitations encountered, which suggest that the findings should be view with caution. The first limitation of this study not included the public university as target sample. The research findings were merely obtained from the private university in Klang Valley Malaysia. Accordingly, the results of this study are not generalizable across all the higher education institutions.

The second limitation is respondents may be bias towards the questionnaire survey. Participants are required to answer the questionnaire based on their own perceptions. Thus, the overall responses may represent what the subjects consider to be facts rather than the actual level of university governance actually is. In addition, the survey was using five-point likert scale which not allowed respondents to provide another other additional information that are important.

A next limitation is the data collection method. The data collected via email questionnaire. Some of the private university may reluctant to expose their staff and administrators email address. Hence, they are not invited to this research questionnaire.

Last but not least, the response rates for this research study maybe one of the limitations. The response rate is not optimum since there were only 243 participants. The result of this study may not fully reflect the overall university governance level of the private university in Klang Valley, Malaysia.

5.5   Recommendations

In order to overcome the abovementioned limitations of this study, there are some of the recommendations for the future study. This study was only focus in Private Universities in Klang Valley. More efforts should be devoted to study the participation level in University Governance process of faculty and administrators in public universities and different region.

Questionnaire survey is adopted in this research study. It is recommend including the interview session with the management level of the university to obtain a more accurate and reliable information. With face-to-face interaction, further elaboration can be given to the participants for the further understanding towards the survey. Vice versa, the participants also allow conveying their opinions.

Last but not least, further research can expand their research elements. As mentioned, there is lack of research evidence on the compensation and rewards statement on the faculty and administrators' involvement.   Future research on all these elements is needed to examine.

5.6   Conclusion

This chapter presented the conclusion based on the data obtaining from the questionnaire survey, which targeted on the faculty and administrators at Private Universities in Klang Valley, Malaysia. The result from this research study was showed the level of faculty and administrators' involvement are largely depends on the decision-making areas. The resuly of this study was indicated that both of the faculty and administrators was preferred a higher level of involvement and participation in the university governance process. Currently, there is a significant gaps and differences between the level of actual and preferred involvement. However, this study was only focus on the private university in Klang Valley, Malaysia. Further study may conduct on the public university in Malaysia.

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Appendix A: Questionnaire

Instructions: Please select one of the options for each question accordingly.

1. Gender

- ○ Male
- ○ Female

2. Age Group

- ○ 25 years old and below
- ○ 26 to 35 years old
- ○ 36 to 45 years old
- ○ 46 to 55 years old
- ○ 56 years old and above

3. Position

- ○ Admin Executive
- ○ Tutor
- ○ Lecturer
- ○ Assistant Professor
- ○ Associate Professor
- ○ Professor
- ○ Other:

4. How many years have you been working in higher education?

5. How many years have you been working in this institution?

Section B

Part 1: Area of Decision Making

Instructions
The following are brief descriptions of decisions that are typically made at the university. Please read each of them carefully for the two columns, and answer by circling one of the choices.

First column, specify how much you *currently* involved in each of the decisions are.
Second column, give your opinion on how much do you think you *should* be involved in each of the decisions.

1 = Never Involved
2 = Seldom Involved
3 = Sometimes Involved
4 = Usually Involved
5 = Always Involved

Area of Decision Making	How much are you *currently* involved in:					How much do you think you *should* be involved in:				
Developing policies and procedures for faculty recruitment, promotion, and non-reappointment.	1	2	3	4	5	1	2	3	4	5
Deciding who gets promotion.	1	2	3	4	5	1	2	3	4	5
Deciding who to hire as a new faculty member at your department.	1	2	3	4	5	1	2	3	4	5
Deciding which faculty member can take leave of absence.	1	2	3	4	5	1	2	3	4	5
Making the decision on non-reappointment of a faculty member.	1	2	3	4	5	1	2	3	4	5
Selecting textbooks for your courses.	1	2	3	4	5	1	2	3	4	5
Deciding who should graduate.	1	2	3	4	5	1	2	3	4	5
Deciding who should get student financial aid.	1	2	3	4	5	1	2	3	4	5

Part 1: Area of Decision Making

Deciding which courses to be required and which to be elective.	1	2	3	4	5	1	2	3	4	5
Deciding who should be admitted to the program.	1	2	3	4	5	1	2	3	4	5
Selecting department chairs.	1	2	3	4	5	1	2	3	4	5
Selecting division directors.	1	2	3	4	5	1	2	3	4	5
Selecting the university president.	1	2	3	4	5	1	2	3	4	5
Selecting college deans.	1	2	3	4	5	1	2	3	4	5
Making institutional budget plans.	1	2	3	4	5	1	2	3	4	5
Determining the department financial needs and making budget plans.	1	2	3	4	5	1	2	3	4	5
Allocating financial resources among departments and programs.	1	2	3	4	5	1	2	3	4	5
Supervising and evaluating department budget plan implementation.	1	2	3	4	5	1	2	3	4	5
Supervising and evaluating institutional budget plan implementation.	1	2	3	4	5	1	2	3	4	5
Developing the guidelines for governing student organizations.	1	2	3	4	5	1	2	3	4	5
Developing the policy for use of the university building.	1	2	3	4	5	1	2	3	4	5
Developing policy for public relations.	1	2	3	4	5	1	2	3	4	5

Part 2: Area of Decision Making

Instructions

The following statements represent different views/opinions regarding faculty participation in decision-making.

Please read each of them carefully, and express your *degree of agreement* or *disagreement* by circling one of the choices.

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

Views regarding faculty participation in decision making	Degree of agreement				
Faculty has the ability for decision-making.	1	2	3	4	5
Faculty participation in decision-making will increase their job satisfaction.	1	2	3	4	5
Faculty wants to be involved in decision-making.	1	2	3	4	5
Faculty participation in decision-making will increase their sense of academic freedom.	1	2	3	4	5
Administrators want faculty to participate in decision-making.	1	2	3	4	5
Beside teaching and doing research, faculty should also spend time on decision-making.	1	2	3	4	5
Faculty should be given more opportunities to participate in decision-making.	1	2	3	4	5