APPENDIX

ORGANIZATION PROFILE

ORGANIZATION STRUCTURE

The Program for Diploma Studies (PDS) was established on 1st June, 1995 and is located at the Kuala Lumpur Campus. The Diploma courses that are being offered by PDS are Electrical Engineering, Civil Engineering, Mechanical Engineering, Management and Computer Science. Prior to this, all the Diploma courses were under the respective faculties. PDS is headed by a Dean, two Deputy Deans and eight Heads of Departments. A Deputy Registrar is in-charge of the administration of PDS and she is assisted by an Assistant Registrar.

TEACHING STAFF

As of December 2000, the total number of academic staff in the whole of University Teknologi Malaysia stood at 1,574. Women academicians totaled 491 or made up 31.2% of the total number of teaching staff in UTM. The University had 5 or 1% women Professors and 47 or 9.6% women Associate Professors. A total of 215 lecturers were attached to the Kuala Lumpur Campus. However, on 1st March 2002, there were only a total 188 academic staff who were teaching at the Kuala Lumpur Campus (some were on leave – sabbatical, maternity or performing their pilgrimage). 72 or 38% were male and 116 or 62% were women. In terms of ethnicity, about 92% were Malays, 5% Indians and 3% others.

WORKING ENVIRONMENT

Teaching workload varies from one department to another (32 hours per week being the maximum). Besides teaching, each lecturer is also an academic advisor to a group of students until these students graduate at the end of the 6th semester. In addition, they may serve on one or more committees in any of the following areas: teaching and learning, syllabus and curriculum design, student development, research, academic discourse, industrial training and quality.

The work of the academic staff at PDS appears to be endless. The semester begins with the teaching of the mainstream full-time Diploma courses (or *"arus perdana"*). Two weeks later, more than half of the PDS academic staff would be required to meet with the lecturers from various franchise colleges in a workshop (*"Bengkel Penyelerasan Pengajaran")*, held in the UTM KL campus. The objectives of this workshop are to provide the respective lecturers teaching at the franchise colleges, a guideline with regard to the courses and to monitor the teaching of the UTM Diploma courses at these franchise colleges.

The period after the mid-semester break is usually one of the busiest in the semester. Mainstream and Franchise examination question papers would have to be set and moderated. The number of examination question papers that each lecturer may be required to set would in part depend on his/her seniority, the number of lecturers teaching

a particular course and the number of subject that he/she teaches. Some lecturers may just help in the preparation of one or two sets of the mainstream and Franchise question papers. In 1997, due to shortage of permanent academic staff, one lecturer even had to set a total of twelve sets of question papers. The setting of question papers entails the preparation of an equal number of marking schemes.

In addition, there may be times when a lecturer may take on the additional burden of teaching off-campus or SPACE (*Sekolah Profesional dan Pendidikan Lanjutan*) students. Classes for these working adults are scheduled for on weekends and are conducted in nine locations throughout Malaysia (including Sabah and Sarawak). In one instance, a lecturer who was assigned to teach outside Kuala Lumpur, left town on Friday afternoon or evening, conducted lectures for off-campus students on Saturday and Sunday and arrived in KL on Sunday night. The next day was work as usual. However, the number of lecturers involved in the teaching of SPACE classes may be fewer than half.

Almost all lecturers are involved (one way or another) in the UTM Franchise Programs – the monitoring of the programs, making (Quality) visits to Franchise centers, giving briefings to lecturers from the Franchise Centers, preparing and moderating the final examination questions and being the Chief Examiner whose main responsibility is to safely transport the examination question papers from Kuala Lumpur to the various

franchise centers and bringing back the answer scripts to UTM KL after the examination was over. When the scripts arrive in KL, almost all of the academic staff would be assigned the task of examining these answer scripts. Some may receive as many as 300 scripts to be marked within the short duration of about ten days.

Besides that, several academic staff who had been appointed as "coordinators" (for various activities), would have administrative duties and responsibilities to perform. There are also others who are involved in the writing of teaching modules. More recently, academic staff had been urged to carry out research. This may be possible in the event that the Dean's reduces his or her workload. However, the number of lecturers doing research is less than 1%.

There had been complaints from the administration in the past regarding academic staff having as many as two weeks of unused annual leave. The main reason for not going on leave was "too many unfinished tasks to be completed."

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

ON

ROLE CONFLICT AND SOCIAL SUPPORT AMONG WOMEN ACADEMICIANS

OF

PROGRAM FOR DIPLOMA STUDIES,

UNIVERSITY TEKNOLOGI MALAYSIA,

KUALA LUMPUR

Objectives of Survey

The objectives of this survey are:

1. To examine the level of role conflict among married women academicians in their attempt to maintain a balance between career and family, and

2. To analyze the extent of social support received from work and non-work sources – supervisors/boss, co-workers/colleagues, husband and friends/relatives.

SECTION A

*Indicate the extent to which you agree or disagree with each of the following statements. Answer each statement by **circling** the appropriate number. For example, if you strongly agree with a particular statement, you would circle the "5" next to the statement.*

1. Strongly disagree
2. Disagree
3. Not sure
4. Agree
5. Strongly agree

1. My work schedule often conflicts with my family life.

1   2   3   4   5

2. After work, I come home too tired to do some of the things I'd like to do.

1   2   3   4   5

3. On the job I have so much work to do that it takes away time for my family interests.

1   2   3   4   5

4. My family dislikes how often I am preoccupied with my work while I am at home.

1   2   3   4   5

5. Because my work is demanding, at times I am irritable at home.

1   2   3   4   5

6. The demands of my job make it difficult to be relaxed all the time at home.

1   2   3   4   5

7. My work takes up time that I'd like to spend with my family.

1   2   3   4   5

8. My job makes it difficult to be the kind of spouse or parent I'd like to be.

1   2   3   4   5

SECTION B

In trying to meet the expectations of work and family roles, social support can be obtained from several sources – supervisor/boss, colleagues, husband, friends or relatives.

*Indicate the extent of social support received from **each** of these sources by writing the appropriate **number** in the blanks provided. The rating scale is as follows:*

1	2	3	4	5
Least				Most

	Supervisor or Boss	Colleagues	Husband	Friends Relative
1. How much do these people go out of their way to do things to make life easier for you?	_____	_____	_____	_____
2. How much can each of these people be relied on when things get tough at work?	_____	_____	_____	_____
3. How much is each of the following people willing to listen to your personal problem?	_____	_____	_____	_____
4. How easy is it to talk with each of the following people?	_____	_____	_____	_____

SECTION C: Demographic Data

Please respond to the following items by putting a tick (✓) in the boxes provided.

1. **Age (as at 1 February, 2002)**
   - ☐ Below 30 years
   - ☐ 31 – 40 years
   - ☐ 41 – 50 years
   - ☐ 51 and above

2. **Income**
   - ☐ RM 1000 - RM 2000
   - ☐ RM 2001 - RM 3000
   - ☐ RM 3001 - RM 4000
   - ☐ Above RM 4000

3. **Highest Educational Achievement**
   - ☐ PhD.
   - ☐ Masters
   - ☐ First Degree
   - ☐ Others

4. **Number of Children**
   - ☐ None
   - ☐ One - Two
   - ☐ Three - Four
   - ☐ Five or more

5. **Child Care Arrangement**
   - ☐ Self-managed or on his/her own
   - ☐ Domestic helper
   - ☐ Childcare Center
   - ☐ Baby sitter/Neighbor
   - ☐ Relatives

Thank you for your cooperation in answering this questionnaire.

A STUDY OF THE EFFECTS OF THE DEVELOPMENT PROCESS
ON MALAYSIANS AND THEIR GENDER ATTITUDES
TOWARDS WOMEN'S APPROPRIATE ROLES, 1997

Some of the findings are as follows:

i.   64.5% of female respondents believed that career women should give priority to household responsibilities and leave it to the men to worry about the affairs of the world.

ii.   55.2% of female respondents believed that social problems are the result of mothers working full time outside their homes.

iii.   57.8% of female respondents agreed that girls should be given training with regards to child-raising and management of the home, and they should not aspire to be successful in their professions or businesses.

iv.   78.1% of male respondents agreed that a woman should quit her job if her husband was capable of providing for the family.

v.   Household chores are the responsibilities of wives, irrespective of whether they are fully employed outside the house. However, there is a trend towards equal sharing of household duties, but it has not become a norm (less than 13%).

A STUDY OF THE EFFECTS OF SOCIO-ECONOMIC DEVELOPMENT ON FAMILY AND GENDER RELATIONS, 1995

Among the findings are:

i. 68.5% of male respondents and 57.5% of female respondents agreed that men should have jobs and women should stay at home.

ii. 72.6% of male respondents and 70.4% of female respondents agreed that wives should not work if their husbands could provide for the family.

iii. 76.3% of Indian, 71.7% of Malay and 60.9% of Chinese respondents agreed with the statement: "men should provide for their families and women should become housewives."

iv. The sharing of responsibilities between husbands and wives was limited to activities that related to child care, disciplining of children, helping the children with their school work and participating in social activities.

v. 55.2% of female respondents believed that social problems are the result of mothers working full-time outside the home.