



**UNIVERSITY OF MALAYA
FACULTY OF EDUCATION**

SURVEY QUESTIONNAIRE

- To all academics, please kindly participate and answer this survey.
- This survey investigates university autonomy, lecturer empowerment and organizational citizenship behavior in university organization.
- Information given is strictly for research and confidential.
- This survey has four sections.
- We greatly appreciate your co-operation. THANK YOU.

SECTION I: RESPONDENT'S PARTICULARS (DEMOGRAPHIC DATA)

1.	Gender			
	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2.	Age (years)			
	20-30	<input type="checkbox"/>	41-50	<input type="checkbox"/>
	31-40	<input type="checkbox"/>	Above 50	<input type="checkbox"/>
3.	Teaching Experience			
	Less than 5 years	<input type="checkbox"/>	More than 10 years	<input type="checkbox"/>
	5-10 years	<input type="checkbox"/>		
4.	Academic position			
	Profesor	<input type="checkbox"/>	Senior Lecturer	<input type="checkbox"/>
	Associate Professor	<input type="checkbox"/>	Lecturer	<input type="checkbox"/>
5.	Are you currently holding any management position in your department, faculty or university?			
	No	<input type="checkbox"/>	Yes (please specify)	<input type="checkbox"/>
6.	University			
	UM	<input type="checkbox"/>	UKM	<input type="checkbox"/>
	USM	<input type="checkbox"/>	UTM	<input type="checkbox"/>
	UPM	<input type="checkbox"/>		

SECTION II: ORGANIZATIONAL CITIZENSHIP BEHAVIOR
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- **Organizational citizenship behavior (OCB) refers to a bilateral-reciprocal relationship between you and your university. You serve the university, the university serves you.**
- In answering the items, please think that you are the CITIZEN of the faculty and university with due obligations. Rate each statement according the following scale:
1: Strongly Disagree 2: Disagree 3: Fairly Agree 4: Agree 5: Strongly Agree

	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Community orientation by helping</i>					
1. With regard to community cooperation, I help other colleagues with heavy workload in teaching and supervision.	1	2	3	4	5
2. For community advancement, I willingly help other colleagues who need my knowledge in my field of expertise	1	2	3	4	5
3. For instilling a sense of belonging, I willingly give my time to help new colleagues so that they will become familiarize with the new environment in the university.	1	2	3	4	5
4. For the success of the department and faculty, I constantly offer my contribution.	1	2	3	4	5
5. To boost students' performance, I volunteer to give seminar, workshop or talks for the benefits of students who need it in the department or faculty	1	2	3	4	5
6. With regard to community service, I volunteer to be part of the committees to organize events held by the department or faculty.	1	2	3	4	5
7. For achievement-oriented student community, I willingly give extra classes or coaching to my students who are weak.	1	2	3	4	5
8. As to my role as an educator, I usually give advise to students who face problems in their studies or dilemma in their future career.	1	2	3	4	5
9. To boost the image of the faculty and university, I promote students with good recommendations to help them establish their career in big or well-known companies	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Innovation for improvement</i>						
10.	I make innovative suggestions for the betterment of the department or faculty	1	2	3	4	5
11.	For the enhancement of organization effectiveness, I share with colleagues improved procedures for the faculty	1	2	3	4	5
12.	For the improvement of the faculty or university, I suggest new work methods that are more effective.	1	2	3	4	5
13.	As part of the university community, I make constructive suggestions for improving how things operate	1	2	3	4	5
14.	Based on the understanding that teamwork yields better results, I give recommendations to issues that affect the work group.	1	2	3	4	5
15.	I will not hesitate to speak up new ideas for any project or event that the department or faculty is involved in as I view this as a way to build the faculty.	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Collegial harmony</i>						
16.	I usually pacify conflicts or disagreements in the faculty for a purpose of having a harmonious working environment	1	2	3	4	5
17.	I stress on the importance of being united in the faculty even though some disagreements may arise from time to time	1	2	3	4	5
18.	I normally keep silent about trivial matters concerning the management and teaching-learning process	1	2	3	4	5
19.	On the basis of collegiality, I rarely criticize and find faults with the faculty or university.	1	2	3	4	5
20.	I uphold the good name and pride of my university when others have prejudicial criticisms.	1	2	3	4	5
21.	I willingly give support and agree with some necessary changes at the faculty.	1	2	3	4	5
22.	I fulfill my role and responsibilities first even when working together as a team	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Compliance</i>						
23.	For maintaining orderliness, I conscientiously follow the regulations and procedures set by the faculty or university	1	2	3	4	5
24.	I published the required number of articles, as expected by the university with regard to the key performance indicators set by the university	1	2	3	4	5
25.	For ensuring sufficient learning time, I am always punctual for all my classes	1	2	3	4	5
26.	In terms of obedience, I always come to work on time.	1	2	3	4	5
27.	In terms of my obligation towards my work, I always fulfill the required minimum number of working hours set by the university	1	2	3	4	5
28.	As an academic in the university, I always work beyond the expected time.	1	2	3	4	5
29.	With regard to ethics, I conserve and protect university's facilities and assets.	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Openness</i>						
30.	I collaborate with lecturers and professionals from other universities who have the similar field of expertise	1	2	3	4	5
31.	I participate in forums or conferences related to my field of expertise	1	2	3	4	5
32.	I willingly contribute my opinions in my area of expertise to others without hesitant	1	2	3	4	5
33.	I constantly share the latest information that will benefit the researchers or academics in the faculty or university	1	2	3	4	5
34.	For the purpose of coherent development in research, I constantly keep abreast of the latest research findings in my area of expertise.	1	2	3	4	5
35.	I make use of the technology and media available to exchange views pertaining to my area of expertise.	1	2	3	4	5

	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Responsive leadership</i>					
36. The faculty/department leadership encourages feedback loops within the members of the faculty or department so as to have clear identification of errors or mistakes within the system.	1	2	3	4	5
37. The faculty /department leadership formulates clear policies or goals to address problems and issues appropriately with their members from time to time	1	2	3	4	5
38. The faculty/department leadership takes prompt action to solve any problems faced by their members within the department or faculty	1	2	3	4	5
39. The faculty/department leadership works together with subordinates/ lecturers/ students to shape collective action in carrying out many programs/ activities.	1	2	3	4	5
40. The faculty/department leaders works together with subordinates/ lecturers/ students to create new ideas for bringing up the good reputation of the faculty/ university	1	2	3	4	5
41. The faculty/ department leadership takes on authority by rotation basis within the faculty or department.	1	2	3	4	5
42. The faculty/department leadership is accountable to their faculty or department members	1	2	3	4	5

	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Competitive Urgency To Excel</i>					
43. I embrace a sense of urgency and competitiveness so that the university strives towards achieving its goals and excellence	1	2	3	4	5
44. I am concerned with my university performance growth and development in serving the interest of students and society.	1	2	3	4	5
45. I keep myself updated with the performance and advancement of competing universities.	1	2	3	4	5
46. The department/faculty/university seek for strategies and ideas to progress faster and to excel	1	2	3	4	5
47. I like to engage in discussions about ways and strategies to boost work performance in our department or faculty	1	2	3	4	5
48. I am responsive to new ideas for the interest of our department or faculty advancement.	1	2	3	4	5
49. I am aware that the 'key performance indicators' are for university advancement and to instill the sense of urgency to achieve the desired	1	2	3	4	5

outcomes.

	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Entrepreneurial spirit</i>					
50. With regard to promoting commercialism and businesses, new ideas and research findings are highly valued.	1	2	3	4	5
51. With regard to the competitiveness in the global market place, the university responds positively to every possible opportunity as they occur.	1	2	3	4	5
52. In order for the university to contribute more to local economic development, entrepreneurial skills and initiatives are highly valued and rewarded	1	2	3	4	5
53. Good ideas for generating business ventures get acted upon quickly in the faculty/ university	1	2	3	4	5
54. There is a healthy competition among lecturers and students to be entrepreneurs	1	2	3	4	5
55. Initiatives for the development of the faculty are demonstrated at all levels	1	2	3	4	5
56. The university/faculty uses creative insights and energy to promote entrepreneurial opportunities	1	2	3	4	5
	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Individual Resilience</i>					
57. I have a clear vision of what the university needs to achieve and, therefore, determines my work towards it.	1	2	3	4	5
58. I display a sense of security and self-assurance with the belief that we, as part of the university organization can respond positively to setbacks that arise.	1	2	3	4	5
59. I respond to new changes and expectations with a sense of flexibility	1	2	3	4	5
60. Based on shared goals and values, I respond to ambiguities in management and academic matters in a rather positive manner	1	2	3	4	5
61. I engage with beneficial changes rather than resist against it	1	2	3	4	5
62. When unfavorable circumstances arise in my workplace, I will try not easily be discouraged	1	2	3	4	5
63. In the face of failure and discouragement in my workplace, I rebound and overcome it with even a greater sense of achieving success	1	2	3	4	5

<i>Agility</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
64.	I see the importance to move quickly and change-ready whenever it is congruent with the mission and success of the university	1	2	3	4	5
65.	I am quick to submit to the changes made by the university in order for my university to adapt dynamically to new circumstances.	1	2	3	4	5
66.	I see the needs and the importance for the department or faculty to address or look into any breakdowns in the system promptly.	1	2	3	4	5
67.	I suggest or support corrective measures without hesitation to overcome any breakdowns in the management system.	1	2	3	4	5
68.	I acknowledge the importance to think and understand quickly in order to adapt and move forward as an institution	1	2	3	4	5
69.	The department/ faculty is quick to come up with suitable solutions when faced with unfavorable circumstances	1	2	3	4	5
70.	The department/faculty can adapt dynamically to new circumstances whenever deemed necessary.	1	2	3	4	5

SECTION III: LECTURER EMPOWERMENT

- **Empowerment refers to position power as an academic or researcher to execute your duties and responsibilities as stipulated by the university**
- Please answer the statements according to your personal evaluation and experiences that took place in your university.

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
<i>Participative Decision Making</i>						
71.	I have the opportunity to exchange ideas pertaining to issues or problems faced by the department or faculty	1	2	3	4	5
72.	The department/faculty leaders encourage lecturers' participation in meetings to seek their opinions.	1	2	3	4	5
73.	Sometimes, the management solicit my advice/opinion whenever it pertains to my involvement for a particular agenda	1	2	3	4	5
74.	For the general good and improvement, the lecturers are encouraged to monitor and evaluate the progress of the department/faculty	1	2	3	4	5
75.	Whenever necessary, I raise up issues or problems faced by the department or faculty and seek ways to solve it	1	2	3	4	5
76.	Sometimes, in meetings, I participate in agenda pertaining to the distribution of the budget allocated for the faculty or department	1	2	3	4	5
77.	In faculty/department meetings, I participate in decision-making whenever there is implementation of new programs.	1	2	3	4	5
<i>Professional Growth</i>						
78.	I function in a professional environment whereby academics are highly valued of their contribution	1	2	3	4	5
79.	I am treated as professionals, highly regarded and respected of my role and expertise in my field of knowledge	1	2	3	4	5
80.	I am given opportunities to attend seminars conferences or talks for my professional growth	1	2	3	4	5
81.	I work in a university where the quality of education and research always come first	1	2	3	4	5
82.	I am given the financial support or grants to conduct research in order to enhance knowledge in my area of expertise	1	2	3	4	5
83.	I usually get involved in organizing talks and conferences to expose	1	2	3	4	5

academics and researchers of the latest research development which enhances professionalism

<i>Status</i>	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
84. Through the years of service, I have earned my colleagues' or superiors' respect	1	2	3	4	5
85. I am a very effective person when it pertains to my job responsibilities	1	2	3	4	5
86. I have the respect from lecturers/academics/researchers from other universities	1	2	3	4	5
87. I have a strong knowledge base in the areas in which I teach or research	1	2	3	4	5
88. I am good at what I do as an academic/researcher	1	2	3	4	5
89. My hard work is acknowledged by the department/ faculty/university	1	2	3	4	5
90. My students respect me as an academic or researcher	1	2	3	4	5
91. The university gives recognition to the academics/researchers who have performed well in their job via academic promotion	1	2	3	4	5

<i>Self Efficacy</i>	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
92. I believe that I am helping students to become independent learners	1	2	3	4	5
93. I believe I am empowering the students through critical thinking and learning	1	2	3	4	5
94. I feel that the course that I am teaching is an important course for students	1	2	3	4	5
95. I see my students learn and benefited from my teaching or research	1	2	3	4	5
96. I believe that I have the ability and capability to grow in this profession.	1	2	3	4	5
97. I perceive that I can make a difference in my profession as an academic or researcher	1	2	3	4	5
98. I believe I am competent to perform as I have the knowledge and skills	1	2	3	4	5

<i>Autonomy in Job</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
99.	I have control over my daily schedules	1	2	3	4	5
100.	I am able to choose the course that I want to teach	1	2	3	4	5
101.	I have the freedom to choose teaching approach best suits my students	1	2	3	4	5
102.	I have the freedom to make decision on what is taught	1	2	3	4	5
103.	I made decision about curriculum content	1	2	3	4	5
104.	I develop the pro forma of the course the way I think best suits the students	1	2	3	4	5
105.	I choose research topics which are of my interest	1	2	3	4	5
106.	The research topics chosen are not inclined towards the criteria of the research funding allocated	1	2	3	4	5

<i>My Impact on Others (Professional Impact)</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
107.	I am making a positive impact on my colleagues or students based on the nature of my profession	1	2	3	4	5
108.	The charisma and positive principles in me as an educator has significantly influenced others.	1	2	3	4	5
109.	I am bringing positive thoughts and changes to the management and administrative system in the department or faculty	1	2	3	4	5
110.	I utilize the skills and knowledge benefited from conferences, trainings or seminars to teach other colleagues or students	1	2	3	4	5
111.	My suggestions pertaining to the improvement of our department or faculty are well accepted most of the time	1	2	3	4	5
112.	I have instilled my students the interest or the quest for knowledge in my class	1	2	3	4	5
113.	I have the ability to get things done or solved when confronted with situations that causes delay in the system.	1	2	3	4	5
114.	I am a decision maker in my department/faculty	1	2	3	4	5

<i>Execution of Power</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
115.	As per my expertise area, I only choose students who have the interest of doing research in my area of expertise/courses	1	2	3	4	5
116.	I can turn down or reject any additional student assigned by the faculty or department to be under my supervision once I have reached the maximum number of supervisees, as stated in the policy.	1	2	3	4	5
117.	I execute my power in formulating test and exam papers in accordance with the rules laid down by the faculty or university	1	2	3	4	5
118.	I can make and suggest judgments in examination committees and faculty	1	2	3	4	5
119.	I can remove the names of students who have been consistently absent for my class over a period of time.	1	2	3	4	5
120.	I can reject any additional course assigned by the faculty or department for me to teach once I have reached the maximum number of credit hours, stated by the policy	1	2	3	4	5
121.	I can limit the number of students in my class and suggest it to the faculty or university, when it is deemed necessary, for effective teaching and learning process	1	2	3	4	5
122.	I can still choose to do research with respect to my area of expertise even though I am not given any grant by the university or government	1	2	3	4	5
123.	I can demand my students to work according to my standards set as long as I am still in control of the teaching and learning process	1	2	3	4	5

SECTION IV: UNIVERSITY AUTONOMY

- **Autonomy refers to the degree of dependency or independency, in relation to some power holders, of self-determining the necessary course of policies and actions**
- The following statements are about autonomy in several aspects of your university
- Please get the necessary information when answering this section

<i>Academic programs</i>	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
124. University only offers academic programs that are approved by the government	1	2	3	4	5
125. The faculty/university offers academic programs to students when there are professionals/expertise available in faculty/university	1	2	3	4	5
126. Some academic programs offered are designed by the faculty specifically to enhance students' employability in the job market	1	2	3	4	5
127. The faculty/university takes into consideration of the availability of infrastructure and facilities when offering academic programs to students	1	2	3	4	5
128. Generally, new academic programs offered by the university are mainly geared towards the field of science and technology, in line with the National Plan set by the government.	1	2	3	4	5
129. Academic programs offered by the faculty/university are accredited by the relevant Ministry	1	2	3	4	5
130. Academic programs offered by the faculty/university are constrained by the amount of funds given to the university	1	2	3	4	5
131. The faculty or university can withdraw any academic programs offered if the response is poor (insufficient students)	1	2	3	4	5
132. The faculty has the freedom to suggest new academic programs which are of great potentials for the benefits of the students	1	2	3	4	5
133. The faculty determines the threshold marks on the grading system of their academic programs	1	2	3	4	5

<i>Postgraduate academic programs</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
134.	University only offers postgraduate academic programs that are approved by the government	1	2	3	4	5
135.	The faculty/university offers post graduate academic programs to students when there are professionals/expertise available in that faculty or in the university	1	2	3	4	5
136.	Some postgraduate academic programs designed are aimed to develop human capital according to the needs of the industries	1	2	3	4	5
137.	The university develops the necessary provisions and facilities in order to attract more postgraduate students	1	2	3	4	5
138.	In general, new postgraduate programs offered by the university are mainly geared towards the field of science and technology, in line with the National Plan set by the government.	1	2	3	4	5
139.	This university internationalizes (open to international students) the available postgraduate academic programs offered	1	2	3	4	5
140.	The development of postgraduate academic programs in this university is constrained by the amount of funds allocated	1	2	3	4	5
141.	The faculty or university sets the levels of entry for the postgraduate academic programs offered	1	2	3	4	5
142.	The university (or the faculty/department) is involved in the selection of students for the enrollment of the postgraduate programs	1	2	3	4	5
143.	The faculty or university can withdraw any postgraduate academic programs offered due to poor demand from students (insufficient students)	1	2	3	4	5
144.	The faculty has the freedom to suggest new postgraduate academic programs which are of great potentials for the benefits of the postgraduate students	1	2	3	4	5
145.	The faculty determines the threshold marks on the grading system of their postgraduate academic programs	1	2	3	4	5

<i>Research and Consultation</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
146.	Only research and consultation activities approved by the government are being carried out in the university.	1	2	3	4	5
147.	University is free to carry out research and consultation works based on the professionals/experts available in the university	1	2	3	4	5
148.	The university looks into the needs of the clients (students and stakeholders) and encourages the relevant research and consultation activities to be carried out in the university.	1	2	3	4	5
149.	In the effort to enhance research or consultation activities, the university or faculty can develop the necessary infrastructure and facilities	1	2	3	4	5
150.	In general, new research activities carried out by the university are more inclined towards the field of science and technology, in line with the National Plan set by the government.	1	2	3	4	5
151.	The university gives recognition to highly competent faculty and research staff for their excellence in research	1	2	3	4	5
152.	The university gives incentives to both the postgraduate students and their supervisors for the completion of a PhD/Master's research within the expected duration of time	1	2	3	4	5
153.	The research works carried out in the university are inclined towards the needs of the sponsors/fund providers	1	2	3	4	5
154.	The university sets its own priority areas in achieving excellence for its present and future research activities	1	2	3	4	5

<i>Teaching and Learning</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
155.	The teaching and learning curricula of the lecturers in this university are determined and monitored by the relevant Ministry.	1	2	3	4	5
156.	Lecturers in this university are free to choose the appropriate teaching and learning methods	1	2	3	4	5
157.	The university/faculty equips the students with the needed knowledge through teaching and learning in order to meet the required standards.	1	2	3	4	5
158.	The university/faculty provides the necessary infrastructure and facilities which are suitable with the teaching and learning methods chosen by the lecturers	1	2	3	4	5
159.	The university/faculty prepares an environment that cultivates the usage of ICT in teaching and learning process	1	2	3	4	5
160.	The university/faculty can offer a more flexible teaching and learning methods for the postgraduate students.	1	2	3	4	5
161.	The selection of teaching and learning methods by the lecturers is dependent on the amount of funds provided by the university/faculty	1	2	3	4	5
162.	The university/faculty can improvise the teaching and learning methods whenever deemed necessary according to the needs of the academic programs.	1	2	3	4	5

Management		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
163.	In relation to the government, the university/faculty has a large degree of autonomy in the management process	1	2	3	4	5
164.	The management of the university is on <i>clientele</i> basis (eg: students, stakeholders)	1	2	3	4	5
165.	The university/ faculty improve continuously management effectiveness through the provision of necessary facilities	1	2	3	4	5
166.	The university emphasizes the ICT culture among university administrators and staffs.	1	2	3	4	5
167.	The university adopts corporate management style to motivate employees to work productively, so as to enhance university sustainability/ survival operation	1	2	3	4	5
168.	The management activities in the faculty or university is constrained by the amount of funds allocated to the university	1	2	3	4	5
169.	University performs networking with stakeholders to gain market intelligence for a more robust governance structure	1	2	3	4	5
170.	The public responsibility is reflected through many academics and student activities planned by the university/faculty	1	2	3	4	5
171.	The university/faculty management implements its own internal quality assessment to instill the culture of quality	1	2	3	4	5

<i>Human Resource</i>		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
172.	As a public university, the appointment of academic and professional staff (as government officers) and administrative positions is planned jointly with the relevant government departments	1	2	3	4	5
173.	In general, the appointment of academic and management staff in this university is autonomously determined by the operational and developmental needs at various levels and units within the university	1	2	3	4	5
174.	Whenever necessary at some faculties, the university/faculty seeks the help of experts and consultants in the private sector to teach courses and conduct industrial training of students	1	2	3	4	5
175.	The university determines and provides numerous courses and workshops for its staff development	1	2	3	4	5
176.	The university autonomously provides scholarships to academic and management staff to pursue higher degrees in local or foreign universities	1	2	3	4	5
177.	The university/faculty autonomously determine its own standards and criteria for staff promotion	1	2	3	4	5
178.	The university autonomously gives rewards and incentives annually to staff with excellent performance	1	2	3	4	5
179.	Departments/ faculties have their own autonomy in hiring temporary staff and research assistants	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
Finance						
180.	Government can be considered as a major source of funding to the university	1	2	3	4	5
181.	The university commercializes the available expertise.	1	2	3	4	5
182.	The university collaborates with the industries as a business partner	1	2	3	4	5
183.	The university rents out their facilities (hall, accommodation or rooms and etc) whenever available and not in use by others	1	2	3	4	5
184.	The university promotes their professional staff /professionalism via internet	1	2	3	4	5
185.	University puts in efforts to reduce the financial dependency on government by acquisition of funding from diversified sources	1	2	3	4	5
186.	Efficient management of funds is practiced by the faculty or university all the time, not just merely applicable to circumstances when the funds are limited	1	2	3	4	5

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
Infrastructure facilities						
187.	Infrastructure and facilities provided in the university are determined by the government	1	2	3	4	5
188.	University construct its own infrastructure and facilities, according to its own development plan	1	2	3	4	5
189.	The university practices smart sharing of infrastructure facilities with the private institutions	1	2	3	4	5
190.	From time to time, the university sees the needs to improve the existing infrastructure facilities	1	2	3	4	5
191.	University recognize the importance of ICT and therefore equips the faculties or university with ICT facilities	1	2	3	4	5
192.	The faculty/university uses criteria reference/tagging, a process of evaluating (and grading) their own facilities with other universities	1	2	3	4	5
193.	The development of infrastructure facilities is constrained by the amount funds allocated to the university	1	2	3	4	5
194.	The university has its own rules and regulation to protect its operation	1	2	3	4	5

and assets so that the infrastructure facilities can be utilized responsibly and prudently

		Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
		1	2	3	4	5
<i>Students' affairs</i>						
195.	The government has control over the activities carried out by the students in the university.	1	2	3	4	5
196.	The university determines the activities carried out by students, according to the needs of the university	1	2	3	4	5
197.	The faculty/university organizes various activities for students aimed to prepare the students for their future career	1	2	3	4	5
198.	The faculty/university takes in consideration of the infrastructure availability when organizing activities for students	1	2	3	4	5
199.	The university provides ICT facilities to enhance the effectiveness and efficiency in carrying out activities organized for the students	1	2	3	4	5
200.	The university organizes some activities for the students through collaboration with universities abroad from time to time (eg: student exchange program)	1	2	3	4	5
201.	Implementation of any activities for students is subjected to the amount of funds available	1	2	3	4	5
202.	The university offers various co-curricular activities for students, which are treated as courses with the required number of credit hours.	1	2	3	4	5