CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

Past research works have indicated that there exists a substantial relationship between autonomy and empowerment with citizenship behavior in organizations. The issue here is organizational citizenship has been hypothesized as important for organizational long-range sustainability, consolidating employees' job commitment and loyalty, increasing job performance and job satisfaction, as well as the pivotal factor towards organization effectiveness (Wat & Shaffer, 2005). The idea or the paradigm of organizational citizenship has been well practiced by Japanese corporations worldwide, as opposed to the American idea or paradigm of downsizing, whenever the situation warrants, for the sake of maximizing profits to shareholders and for maintaining the sustainability of corporations. Japanese corporations consider the "company is not only an organization of employees but also an organization for employees'. By juxtaposing these two paradigms, it is evident that corporations that consider their employees as citizens gain their employees' trust, respect, and willingness to sacrifice in order to thrive towards the highest pursuit of excellence for the organization (Kono & Clegg, 2001).

Numerous research have investigated organizational citizenship behavior, organization autonomy, and employee empowerment, but most of the research has dealt with business corporations, and only a handful has been done in educational organizations such as schools (Bogler & Somech, 2004; DiPaola, Tarter, & Hoy, 2005;

DiPaola & Tschannen-Moran, 2001). With the proliferation of higher education research in the context organization behavior, still there is a lacuna in the effective functioning of the organizations, particularly in examining these interactions of autonomy and empowerment that could be the contributing or related antecedent factors of organizational citizenship behaviors (OCBs) in universities as the higher education institutions.

Organizationally speaking, university can be considered as an open system which is influenced by and interacts with both its external and internal environments Externally, today globalization and internalization are trends that have affected the universities, especially in terms of its mission and vision as a corporate body in the pursuit of knowledge expansion, innovation, quality and excellence at the national and international level (Khadijah Md Khalid, Shakila Yakob, & Sharifah Mariam Alhabsh, 2009)

This pursuit has been shaped by trends such as the digital information technology, the massification (or democratization) of higher education and the diversification of production of new kinds of knowledge workers. For instance, in the U.S.A., the national priorities in terms of defense and economy have always shaped the orientation and developments of knowledge production in university laboratories since 1940s until today (Sufean Hussin, 1996)

On the other hand, internally the faculties, departments, and academics have to make necessary responses proactively and positively towards the changing trends and developments in the external environment, thereby putting new challenges on their autonomy and empowerment in terms of their knowledge expertise, research, curriculum development, instructions, management and performance (Sufean Hussin & Asiah Ismail, 2008).

Arguably, using the open system perspective, the university is an autonomous academic community in which research activities and knowledge generated within it can also contribute to changes to the external society, both at national and global levels and vice versa. Ample evidence has supported this dual interaction (Clark, 1983; Kerr, 1973; Sufean Hussin, 1996).

In Malaysia, the promulgation of National Higher Education Strategic Plan 2020 and the National Higher Education Action Plan, 2007–2010 in August 2007 was the evidence of the urgency at the national level to respond to the external global changes, with the emphasis on greater autonomy in universities beyond merely the academic and research autonomy (Ministry of Higher Education, 2007). The two action plans have several aims, namely: making Malaysia the hub of excellence in higher education in Asia, improving the quality of colleges and universities, increasing the number of research activities and knowledge production in universities, and providing wider access to higher education and high-intellectual training for Malaysian youth. In this regard, the government greatly depends on the expert academics and researchers in universities to fulfill those aims, and henceforth the government gives much freedom and autonomy to university academics to shape the curriculum and research in universities. Only to small degree, however, the government has exercised intervention and control on colleges and universities, especially in terms of governance, expansion, and quality assurance in order to protect public interests (Sufean Hussin & Asiah Ismail, 2008). The impetus for government intervention was primarily due to Malaysia's public universities dependency on the government's fund as they still could not raised the needed financial requirements (Soaib Asimiran, 2009), and therefore expected to serve and function in line with the national objectives and priorities.

Despite the rhetoric of greater university autonomy, paradoxically, government's intervention and control still remain significant through direct and active membership in the University Board of Directors, whereby Vice-Chancellor is the sole member representing the university. This has been viewed to substantial degree, as encroachment on autonomy of the universities after the abolishment of Council in 1997, whereby the universities previously were independently run under the guidance of each University Senates and Councils (Soaib Asimiran, 2009). Though the amendment on 1971 Universities and University Colleges Act (1996 Amendment) has allowed for the public universities to be governed like that of corporate organizations whereby constitutionally, the Board is the executive body of the University and may exercise all the powers conferred on the University, nevertheless, it is also clearly stated that the Senate has the right to decide on academic matters without the concurrence of the Board. Consequently, power tussle between the university and the academics with the government becomes inevitable. The autonomy of the university is therefore shaped and constrained by these conflicts and by the articulation and tensions within the dominant groups (Ordorika, 2003). In a nutshell, although there is no way total autonomy could be in the nation's universities because the proprietors of the universities would still want to monitor that the system complies with societal standard, contentious issue of increasing university autonomy nevertheless is seen as a key element of enabling the universities to best respond to the new demands placed on universities.

University autonomy has many definitions and interpretations. The concept of university autonomy has always been a key issue in European universities, often debated contentiously by academics and researchers within and across universities due to the strong association among them, particularly regarding university reform (Estermann & Nokkala, 2009). Hetherington (1965) argued that universities as

corporate societies should enjoy and be assured of a high degree of autonomy, take decisions necessary to their essential business by their own procedures and without constraint by external authority. However, in reality absolute autonomy has not really existed in any higher educational institution.

Thus, it is imperative that in the study of university autonomy, it is necessary to understand the practice of autonomy by identifying the decision-making powers which universities have over their affairs (Chiang, 2004), as well as by clearly delineating the extent of government's intervention in university governance and development. This is because autonomy has been linked to the freedom in the pursuit of knowledge in whatever discipline of knowledge, free from the shackles of other institutions and government authorities. Apart from that, the autonomy also is linked to the development of universities academically and physically, and thus autonomy is considered the key characteristic in the ideology of higher education institutions (Perkins, 1973). In the literature, nine major aspects of university autonomy have been identified in Malaysian public universities: academic program, postgraduate educational program, research and consultation, teaching and learning, management, human resource, financial, infrastructure and student affairs (Sufean Hussin & Asiah Ismail, 2008)

Dee et. al. (2000) suggests that autonomous institutions, like private enterprises, have a large degree of independence and freedom to design and pursue their own survival and destiny. In the current competitive globalized economy and knowledge, big corporations usher forth the idea of creative empowerment and independence to tap employees' innovative capacity. New inventions and innovations are the key ingredient for productivity and product quality or services quality. Empowerment in the workplace, therefore, has been a popular idea for managers to implement (Harris,

Wheeler, & Kacmar, 2009). Although empowering practices are very common in management of organizations, research on the meaning and results of this concept has not kept pace (Azize Ergeneli, Güler Saglam Arı, & Selin Metin, 2007).

Most studies recognize that theory and practice utilized two different approaches of empowerment. The first approach named relational approach stresses empowerment in terms of a set of power-sharing managerial strategies, practices, and techniques. For example, Conger and Kanungo (1988) defined empowerment as 'the process by which a leader or manager shares his/her power with subordinates'. From this perspective, therefore, empowerment occurs when objective and structural conditions in the workplace are changed or 'enhanced' such that job incumbents have greater decision latitude in their work and greater overall influence in their workplaces.

The second approach (e.g., Spreitzer, 1995, 1996; Thomas & Velthouse, 1990) has adopted a more cognitive perspective and accordingly conceptualized empowerment in strictly cognitive terms. That is, rather than focusing on a set of enabling behaviors typically enacted by organizational elites (i.e., the empowerment act), they focus on the perceptions of those targeted by these elites. Specifically, as Spreitzer (1995) noted, from a cognitive perspective, what really matters is the "empowerment experience" on the part of the individual job incumbent. Spreitzer (1995, 1996) conceptualized empowerment in terms of a multi dimensional construct capturing the four cognitions: meaning, self-determination, impact, and competence.

Whether conceptualized as a set of managerial practices or in terms of job incumbent cognitions, empowerment has generally been viewed as having important motivational and attitudinal consequences (Eylon & Bamberger, 2000). The advantages of an empowerment is said to include lower turnover, better decision making, better problem solving, less absenteeism, in turn, results in greater organizational

effectiveness (Dennison, 1984). Conger and Kanungo (1988) found that empowering experiences led to an increase in "both initiation and persistence of subordinates' task behavior".

Conger and Kanungo (1988) suggested that empowerment could be considered in terms of social exchange theory as a process of enabling. Empowerment enhances feelings of self-efficacy among organizational members (Conger & Kanungo, 1988), and organizational members may reciprocate by performing organizational citizenship behaviors (OCBs). OCB is defined as "…individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the effective functioning of the organization" (Organ, 1988). Indeed, for OCBs to be displayed, "employees must have discretion in how they carry out their job responsibilities" (Morrison, 1996). This behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable.

Recent studies demonstrate the dramatic growth of OCB research works into some other related management areas, for example, strategic management, leadership, and human resources management. OCB has been noted to have favorably contributed to organizational outcomes, such as service quality (Bell & Mengüc, 2002; Bettencourt & Brown, 1997), organizational commitment (Podsakoff, MacKenzie, & Bommer, 1996), job involvement (Dimitriades, 2007), leader-member exchange (Bhal, 2006; Lo, Ramayah, & Kueh, 2006). Some researchers postulated that OCB, when aggregated over time and across people, is likely to result in higher levels of organizational performance and organizational effectiveness (Bolino, 1999; Bolino & Turnley, 2003; Motowidlo, 2000; Organ, 1988). OCB is thought to enhance organizational

performance by reducing the need to allocate scarce resources to maintenance function within organizations (Bolino, 1999), and believed that OCB supports the organizational, social and psychological environment within the technical core function (Borman & Motowidlo, 1993). Hence, the understanding of how OCB works in organizations, particularly in Malaysia's public universities designated as 'Research University', is an important issue of enquiry for both researchers and also practitioners.

1.2: Theoretical Framework of the Study

Universities are social systems. They operate as systems of social interactions characterized by complex networks of interrelationships that respond to internal and external forces. As working under complex and competitive circumstances becomes an essential feature of educational systems, the success of universities to face new challenges as they move into an era of globalization, internationalization and accountability as a collective effort fundamentally depends on the willingness of academics to go above and beyond the call of duty to attain their university's objectives and goals (Kerr, 1973). Here, within the terrain of a given autonomy and empowerment, faculties, departments, and academics are expected to portray the required organizational citizenship behaviors.

Dee, Henkin and Chen (2000) argued that autonomous institutions are assumed to be flexible and responsive to make the necessary changes and developments according to their charter, aspirations, and resources, given their relative freedom from government control. University autonomy is assumed to "trickle down" to organizational members, who then feel empowered to devise unique solutions to solve particular problems, exhibiting change-oriented behavior, such as innovations in

research and instruction. Academic empowerment—at four different levels such as the senate, faculty, department, and lecturer—has been argued as a tantalizing notion that seems to offer organization the promise of more focused, energetic and creative work from university academics (Forrester, 2000). Institutions that grant faculty high levels of discretion in their work tend to promote change-related behaviors (Jay Dee, Henkin, & Chen, 2000). In this context, academic empowerment is argued and often considered as another panacea to status quo ailments in which inhibit intellectual and knowledge frontiers within the university organization. Many educational reformers consider empowerment as essential in faculty members' development towards change-oriented behaviors that can yield progressive outcomes and benefits to universities as knowledge towers in society (Brubacher, 1982; Clark, 1998; Kerr, 1973; Schrecker, 1986). In this perspective, theoretically, university autonomy is linked to academic empowerment, and both of which can be factors related to organizational citizenship behavior.

Figure 1 below shows the theoretical triadic relationship between OCB and university autonomy and lecturer empowerment.
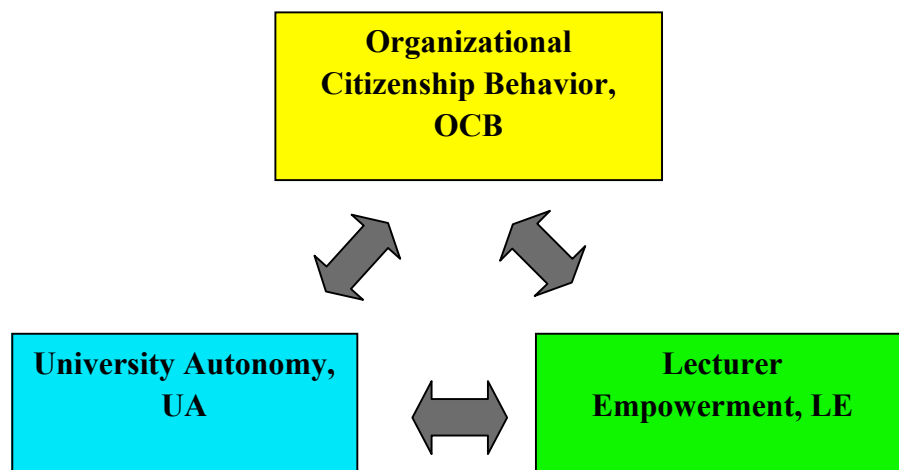

Figure 1: The Triadic Link Among OCB, Autonomy, and Empowerment

(Source: Bogler & Somech 2005; and Zhong et al. 2009)

Literature suggests that operationally empowerment comprises six dimensions i.e, decision-making, autonomy, professional growth, status, self-efficacy and impact. This operational conception encompasses both the relational approach (structural conditions in the workplace) and cognitive approach. Thus, with reference to university organization, decision-making dimension of empowerment involves lecturers' participation in critical decisions that directly affect their work. Professional growth refers to lecturers' perception that the organization in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills through the work life of the organization (Short & Johnson, 1994). Autonomy refers to lecturers' beliefs that they can control certain aspects of their work life. The status attribute of empowerment refers to the lecturers' sense of esteem, respect, and admiration attributed by students, parents, community members, peers, and superiors. Self-efficacy refers to the lecturers' perceptions that they themselves possess the skills and ability to help students learn, that they are competent in building effective programs for students, and that they can affect changes in students' learning. Impact refers to lecturers' perceptions that they can produce an effect on the workplace that is worthwhile (Short, 1994). Impact can be considered as the belief that one has significant influence over the outcomes at work.

The interaction between university autonomy and lecturer empowerment stems from the social interaction concept which draws attention to the nature of the government's steering actions in higher education policy and interventions on university governance in the direction that is of the 'national interest' (Morshidi Sirat, 2010). This can be viewed as encroachment on autonomy of the universities, which may subsequently affect the sense of empowerment among the academics. Marginson (1997) argued that domains of university autonomy are conditioned by national economic and political priorities. Universities are free to determine their own courses

of action, but they do so within a framework of national strategies. Tactical decision-making is decentralized to individual universities, but strategic decision-making is retained at the national level. Decentralized tactical decision-making may free the university from excessive regulation and micro-management, but centralized strategic decision-making may constrain the autonomy of individual faculty members who must now justify their activities in terms of national priorities. In this context, the autonomy of the university and the degree of empowerment on the academics in the field of research and instructions both have been put to challenge. Sufean (1996) demonstrates that the university-industry-military establishment in the U.S.A is a good case of how national defense priorities have shaped scientific activities in research universities and triggered the growth of new specialized areas of knowledge, ranging from agriculture to aerospace.

From the political perspective, the interactions of university autonomy and lecturer empowerment, that could be the contributing or related antecedent factors of organizational citizenship behaviors, can be explained via social exchange theory (Blau, 1964). This is because 'citizenship' is an exchange situation between individual citizens and the nation state. The defining conditions of social exchange, according to Blau, are voluntarily actions of individuals that are motivated by the intrinsic or/and extrinsic returns. Though, there is the obligation by a party to reciprocate a benefit voluntarily rendered by the other party, however, the obligation is unspecified as to form, degree, or time of reciprocation. Nevertheless, either party, over time, can ascertain precisely when or if the exchange has attained a state of parity—that is both parties have exchanged a variety of benefits or contributions, but neither party can reckon whether the net balance is one requiring the receipt or giving additional contributions. Lastly, social exchange theory depends on trust that the other party will, by goodwill or good conscience in good time and in some appropriate manner and

situation, reciprocate the benefits, contributions, or favors given by the first party; whatever and whenever the reciprocation cannot be enforced by third parties.

Exchange of 'gives' and 'gets' between employee and the organization forms the basis for exchange relationships. In this framework, it may be that academics are willing to perform certain non-prescribed organizational citizenship behaviors that will benefit the organization in exchange for the sense of empowerment that they gain from their job or the organization (Bogler & Somech, 2005). Zhong et. al. (2009) posit that stimulation of OCB can be done by fostering a climate of empowerment in the university, whereby the organization structure, policies and practices should be made to support the faculty, department and lecturers' access to empowerment. Arguably, this highlights the paramount importance of university as an autonomous institution, not subjected to government intervention and control. In this regard, the degree of university autonomy is hypothesized to be inextricably linked to the degree of lecturer empowerment and OCB. Figure 2 depicts the theoretical model of The Workplace Social Exchange Network (WSEN) based on social exchange theory, explicating the links between the university organization and employees, particularly academic staff.

Organization

Supervisor/ Leader

Team

Exchange 'Currencies'
Available
- ❑ Support
- ❑ Security
- ❑ Advancement
- ❑ Pay
- ❑ Benefits
- ❑ Employment
- ❑ Social Identity
- ❑ Job Assignment
- ❑ Information

OMX

LMX

TMX

Employee

Exchange 'Currencies'
Available
- ❑ Citizenship
- ❑ Performance
- ❑ Attendance
- ❑ Membership
- ❑ Loyalty
- ❑ Positive attitudes

Organizational Structure

Organizational Culture

Employee needs
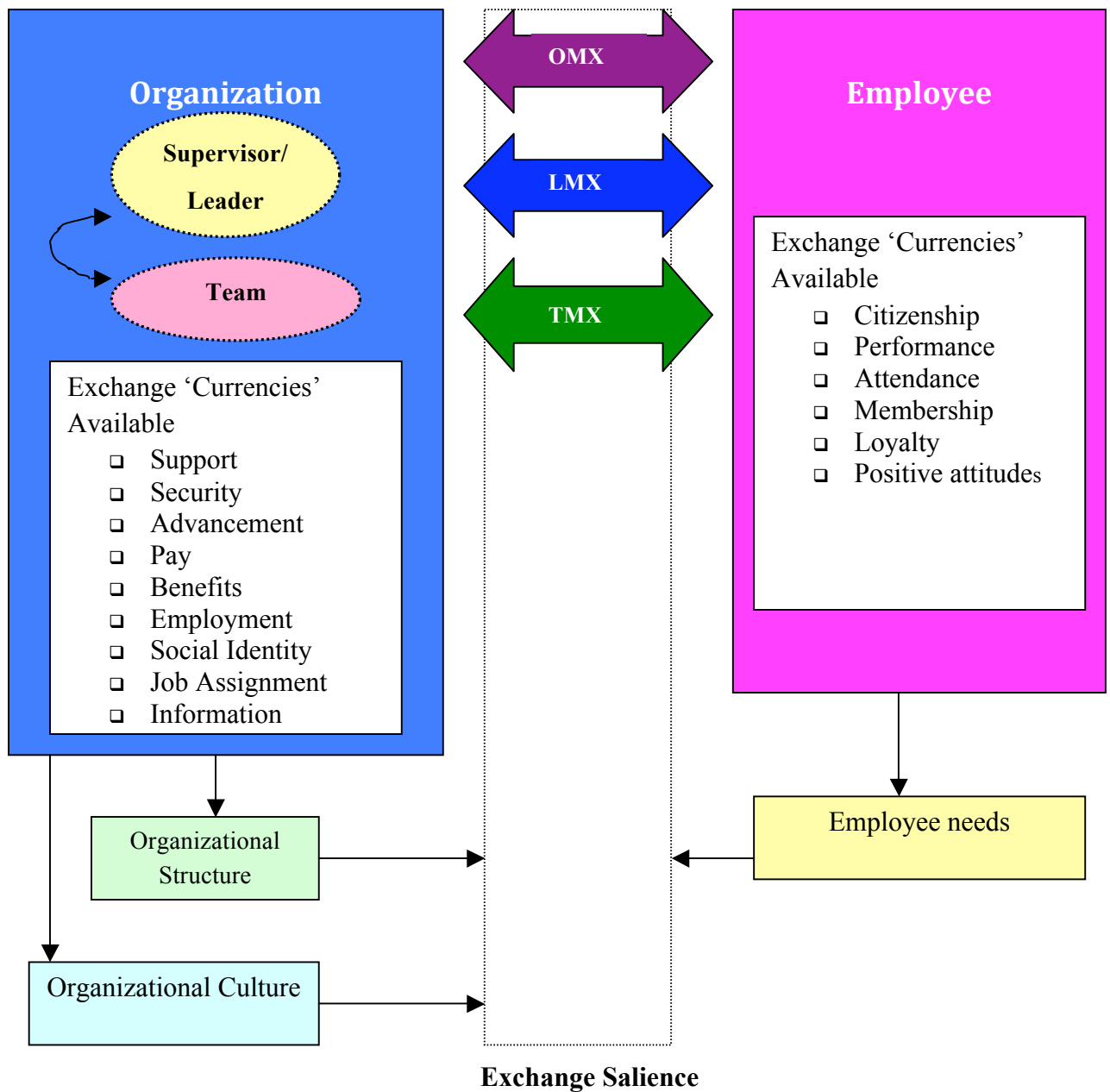
Exchange Salience

Figure 2: The Workplace Social Exchange Network (WSEN)

(Source: Adapted from Cole et al., 2002)

The WSEN advances the knowledge of social exchange in three major areas, with the employee as the central actor, engaging in exchanges with the organization (Organization-Member Exchange, OMX), leader (Leader-Member Exchange, LMX) and team (Team-Member Exchange, TMX).

OMX is formed based on the employees' belief system about the perceived organizational support and if the belief is positive, the employees may recognize the imbalance between their contributions and the organization's support (Eisenberger, Huntington, Hutchison, & Sowa, 1986). The organizational support can be the organization readiness to provide employee with the necessary aid to perform their jobs effectively, reward and recognize increased work effort, and provide their socio-emotional needs in times of stress. It determines employees' beliefs about the extent to which their organization values their contributions and is concerned about their well-being (Organ, Podsakoff, & MacKenzie, 2006). Thus, employees will seek a balance in their exchange relationships with organizations, tending to have attitudes and behaviors commensurate with the degree of support the employer gives them as individuals. Hence, it creates the feelings of personal obligation in employees that lead to positive organizational behaviors (Shore & Wayne, 1993). The perception of being valued and cared about by an organization also enhances employees' trust that the organization will fulfill its exchange obligations by recognizing and rewarding the desired employee performance in terms of praise, promotion and salary increases. Recognition and rewards, as a form of motivation and empowerment increases service employees' self-image, involvement and identification with the organization (Chow, Lo, Sha, & Hong, 2006).

LMX describes how leaders in the organization develop different exchange relationships over time with their various subordinates as they influence each other

(Farouk, 2002) and is often studied to measure the quality of relationships between supervisor and subordinates. The quality of the LMX influences levels of delegation, responsibility, and autonomy and in turn, employees perceive greater latitude, decision influence, and feelings of contribution, which enhance the employees' sense of empowerment (Gomez & Rosen, 2001). The quality of the exchange relationship motivates employees to engage in positive organizational behavior, succinctly characterized as OCB. OCB, thus was expected be highest when both empowerment and LMX relationship quality were high (Ilies, Nahrgang, & Morgeson, 2007).

TMX is defined as 'individual member's perception of his or her exchange relationship with the peer group as a whole' (Seers, 1989). TMX was developed to measure the level of exchange quality among coworkers in terms of the degree of reciprocity with one's peer group, the readiness to help others and to receive assistance in return, and to openly share ideas and information. When the level of exchange quality is high among coworkers, TMX would enhance OCB. This is because TMX increases satisfaction with coworkers, group cohesiveness, group commitment, team members' desire to exert extra effort on behalf of the team (interpersonal motivation) and the strength of group norms for engaging behaviors that improve the effectiveness of the group (Organ, et al., 2006). TMX, in a nutshell, is significantly related to OCB (Love & Forret, 2008). Besides that, TMX is found to be higher in autonomous teams as compared to the traditional work groups (Seers, Petty, & Cashman, 1995). They concluded that the more self-managing a group was, the greater the new members to engage in supportive reciprocal exchange. In this context, we connote that the sense of empowerment and autonomy possessed by the team members, can be viewed as a concept emanating from the work environment among the team members, and subsequently has its influence on individual's personal actions in the team to be engaged in supportive reciprocal exchange behaviors.

Thus, from The Workplace Social Exchange Network, we conjecture the impetus for employees in exhibiting OCB resonates with 'empowerment'. Empowerment can be considered as one of the hidden 'exchange currencies' behind the stipulated framework that should be given to the employees by the organization, leaders, and teams in exchange for employee citizenship behaviors.

Early research on OCB stemmed from the findings that the relationship between job satisfaction and cooperative/ helping behaviors is stronger than the relationship between job satisfaction and general job performance, construed that satisfied worker were better citizens. Organ (1988) has identified several types of OCB: (1) altruism-the helping of an individual coworker on a task, (2) conscientiousness-carrying out one's duties beyond the minimum requirements, (3) civic virtue-participating in the governance of the organization, shown in an employee's willingness to participate in meetings, engage in policy debates, and to keep the company's best interest in mind, even at great personal cost (4) sportsmanship-refraining from complaining about trivial matters and (5) courtesy-alerting others in the organization about changes that may affect their work.

However, due to a plethora of research on OCBs inspired by Organ (1988) for the past twenty years, there is much overlap between the facets of OCB and they vary in their approaches in categorizing the dimensions of OCB (Podsakoff, MacKenzie, Paine, & Bacharach, 2000). Based on the recent meta-analysis, Moon, Dyne and Wrobel (2005) therefore has introduced the Circumplex Model of Citizenship, to synthesize twenty years of OCB research (1983 to 2003) and map published studies on the circumplex model, a conceptual framework for thinking about types of OCBs research based on two major axes: organizational versus interpersonal behaviors and promotive versus protective behaviors. Distribution of research attention across the four

general domains (interpersonal-promotive, interpersonal-protective, organizational-promotive, organizational-protective behaviors) of the circumplex was illustrated in the Circumplex Model of Citizenship shown in Figure 3.
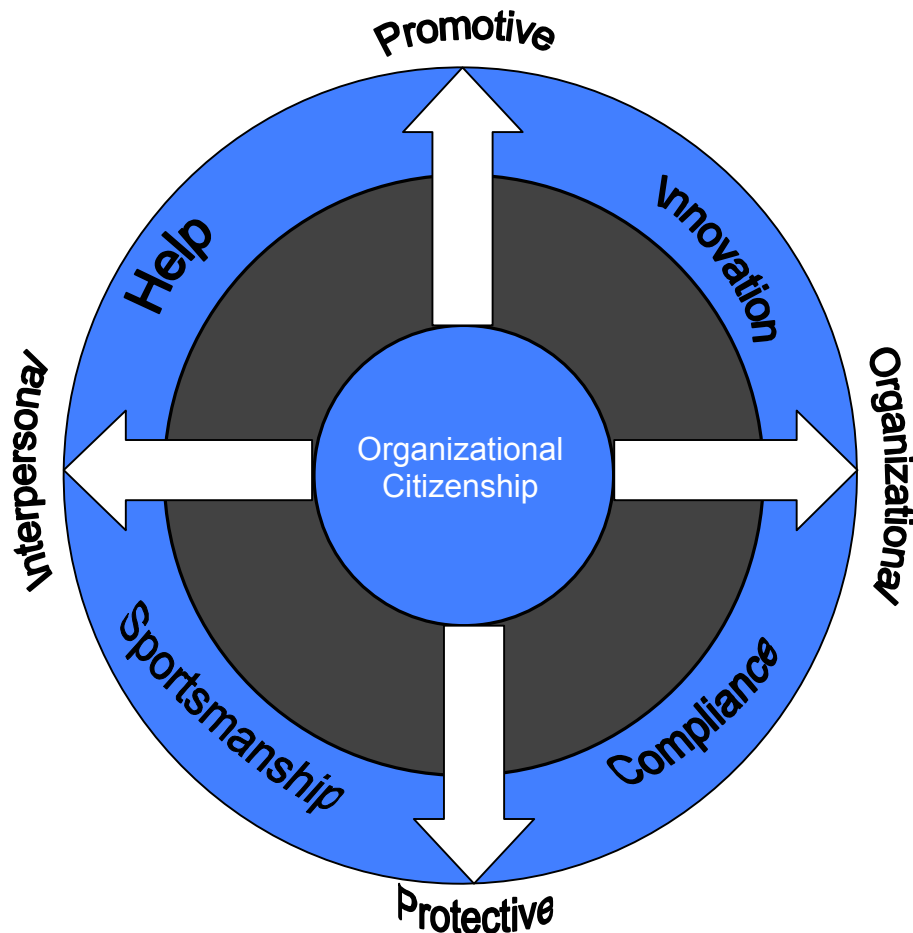
Figure 3: Circumplex Model of OCB: Axes and Representative Behaviors

(Source: Moon, Dyne & Wrobel, 2005)

Helping is interpersonal acts of voluntarily giving time or energy to support coworkers. It is directed at other employees (interpersonal) and is intended to improve work environment. This includes helping others who have been absent, who have heavy workloads or work-related problem (MacKenzie, Podsakoff, & Fetter, 1991), volunteers to do things for the work group and assists others with their work for the

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benefit of the group (Van Dyne & LePine, 1998). Sportsmanship is both an interpersonal act and protective nature that reduces or prevents negative affective events in the workplace by being tolerant and flexible. A sportsman exhibits a positive attitude or acts as a peacemaker, when others are negative. Innovative behavior is organizationally focused efforts to promote general change and improvement. This includes making innovative suggestions to improve the department (Smith, Organ & Near, 1983), speaks up with ideas for new projects or changes in procedures (Van Dyne & LePine, 1998). Compliance is characterized by rule adherence and maintenance of the organizational status quo, thus it is protective and organizationally-directed OCB. This includes coming to work on time, and being mentally alert to perform job responsibilities.

1.3: Statement of the Research Problem

Researchers have focused on the substantive validity of OCB and how it relates to other construct rather than on constitutive validity regarding what exactly makes up citizenship. This should not come as a surprise since initial justification for OCB inquiry was directed at better understanding relationships among citizenship, satisfaction and performance rather than understanding what behaviors constituted citizenship (Moon, Dyne, & Wrobel, 2005) Though Moon and Marinova (2003) has conceptualized OCB that clarifies the conceptual differences between the four behaviors (help, innovation, sportsmanship and compliance) in the four domains of the circumplex model, this conceptualization, however, still fail to incorporate the political dimension and in-depth meaning of citizenship. It is found that the current

organizational citizenship behavior has been viewed solely as a psychological based entity and it is argued here that a more elaborate citizenship model than the OCB should be in place, and the dimensions should then be separate and distinct from help, innovation, sportsmanship and compliance behaviors. Citizenship must be defined in terms of socio-political relationships and exchanges among the citizens and between the organization and its employee citizens. Thus, additional research that examines the antecedents of these less researched-types of OCB is recommended (Moon & Marinova, 2003).

Consequently, the problem of interest in the present research, therefore, centers on the incorporation of important dimensions and the political meaning of citizenship, and it is found that the 'Athenian model of citizenship' seems to be logically and politically appropriate. The Athenian model, proposed by Manville & Ober (2003), is based on three core values—individuality, community and moral reciprocity. The value of moral reciprocity is realized in action through 'learning by doing' or 'development through engagement'. Moral reciprocity becomes the basis for a virtuous cycle, blending individual fulfillment with community purpose.

Manville and Ober (2003) have drawn us in on the outset, the term of 'citizenship' by highlighting one of the most remarkable feats of ancient Athenian society, the building of Parthenon—world's most famous Greek temple. The Parthenon, a wonder for its grace, scale, and refinement, took nine years to build during a period of ongoing military conflict with Athenian most powerful rivals and revolts in parts of their empire and cost nearly half a billion dollars in today's term. The Parthenon was raised by and for a company of citizens.

Athenians' individual-centered values of freedom and equality remain profoundly influential today, and Athenian democracy itself stands as a shining

example of the resilience of an organization based on culture of citizenship. It demonstrates the citizenship outcomes of the power of collective actions when pursued through the full alignment of individual and community, and the mutual reinforcing power of democratic values and governance structures. As a direct result of their democratic culture and their union of values and structure through participatory practices, Athenian-style citizen performance can be characterized by eight distinct characteristics: community orientation, openness, responsive leadership, innovation, time-sensitivity, entrepreneurial spirit, resilience, and agility (Manville & Ober, 2003).

The Athenian citizenship model is shown summatively by the following Table 1. This study will make use of the various dimensions and concepts proposed by this model.

Table 1

Description of the Athenian Citizenship Model

Community orientation	The willingness to sacrifice, voluntarily, narrow private interests for the public goods, while still encouraging highest pursuit of excellence, defines the relationship of individual to community. The citizen is always asking how he can do something for the community, with the reciprocal expectation that when the community prospers, so will he.
Openness	The Athenians saw the power of accessing fresh thinking and influences from others, as well as openly sharing knowledge among themselves.
Responsive leadership	Leaders remain citizens, responsible to their company of citizens. They take authority through rotation. Citizen leaders work with the entire organization to surface new ideas and shape collective action. They remain accountable to the judgment of their fellow citizens.

Innovation	Citizens are always increasing capacity for new ideas and building on each technical advance they made, whatever the arena, with more experiments and successes. Always one step ahead of their competitors.
Time-sensitivity	Citizens consistently move faster than their rivals. Thy seamlessly combine new thinking with open discussion and discussion with bold action, and so they work smarter and faster all the time.
Entrepreneurial spirit	A company of citizens is always looking out for more, using creative insights and energy to exploit opportunities. They don't 'stay put' and they don't settle for what they have. They want to expand and are willing to take risks. This entrepreneurial spirit is embodied in the entire community and reinforced by the practices of citizens working together.
Individual Resilience	Citizens refuse to be discouraged by setbacks. They rebound and come back for more. They are insistent on achieving success and resilient in the face of failures.
Agility	Citizens are flexible and change-ready. Their organization can shift direction quickly and adapt itself dynamically to the new circumstances. Their success is built not simply on strength but nimbleness, 'thinking on the fly' and adapting readily new conditions.

There are much similar characteristics between the citizenship behaviors in the Japanese corporation model with the Athenian model of citizenship, as opposed to the US corporation model. In relation to the university organization, the Japanese model, which emphasizes on culture and loyalty, is synonymous with the collegial academic community value; but, in the current globalization trend, university governance and management tends to adopt the US corporation model (Soaib Asimiran, 2009). Table 2 shows the salient differences in the management system between the Japanese and the traditional US corporation model.

Table 2

Comparison between management system features of Japanese model with the

traditional US Model (Kono & Clegg, 2001).

	Japanese Model	**Traditional US Model**
Goals and policies	Long-term growth and global vision, sharing of common corporate philosophy and vision.	Short-term profit, domestic market orientation, shareholder value, employees in excellent companies share a common vision.
Strategy	Competition oriented, vertical alliances. Agile management, as seen in short development time and frequent improvement of new products. *(Time sensitivity, Entrepreneurial spirit)*	Anti-monopoly law inhibits alliances, independent company behavior.
Organizational Structure	Organic organization, good interface between departments. Cooperation of mutual trust. *(Openness)*	Mechanistic organization.
Personnel Management	Based on respect for people. Many opportunities for promotion & wage increases. *(Community orientation)* *'Life-time employment system'* for those in the core labor market; learning organization. Emphasize on training and employees can be rotated to gain a broad knowledge base during their long years of service. *(Responsive leadership)*	Human resource can be bought from outside rather than developed internally. Workers are employed for certain jobs only. Employees are easily laid off when the operation needs to downsize, they move from one company to another in pursuit of better wages or job opportunities.
Decision-Making	Practiced from the bottom to the top. Decision-making by consensus-*'ringi system'*. Although strategic decision-making is centralized, operational decision-making is made at the lower levels. They are many meetings, quality circles and suggestion system and these give lower-level employees a voice in decision-	Decision-making by individuals with authority and responsibility.

	making.	
	As the result of lifetime employment system protects the status of employees they can feel confident about stating opinions that differ from those of their superiors.	
	The Japanese quality control system seeks to improve quality not by inspection but by worker participation in quality circle activities and suggestion systems. *(Openness)*	
Speed of Implementation	Prompt after consensus reached. *(Agility)*	Prompt in respect of acquisition and divestment.
Creation of Ideas	Incremental and innovative, emphasis on quality for customer. *(Innovation)*	Aim at 'home run' (bold initiatives).

These two models highlight explicitly the influence of the management system in the organization on employees' citizenship behavior. Organization that puts high respect and values on their employees gives a sense of security, support and strong identification with the organization. Employees, in return, will reciprocate by exhibiting high citizenship behaviors, which consequently can lead to high job satisfaction and commitment. From the explication of the two models in the above Table 2, it could be posited that the Japanese-based model could bring about stronger and more consolidated organizational citizenship behaviors, in organizations including the universities.

Thus, looking at higher education institutions as organizations, it is argued that the political dimensions of citizenship are indispensable and pivotal in the assimilation of organizational citizenship behaviors into a coherent whole. The lack of political aspects in the Circumplex Model of Citizenship is evident, and can be improvised through this research, in juxtaposition with the 'Athenian model' and the 'Japanese model'. Unlike business corporations, universities are largely political and social

institutions also; therefore the circumplex, Athenian, and Japanese models can be logically condensed together to explain OCB in universities.

Today's universities have a diversity of missions and tasks. It has been largely acknowledged that globalization is affecting deeply higher education worldwide, in every aspect: policy-making, governance, organization and academic work and identity (Torres & Morrow, 2000). Universities play an indispensable role in defining and promulgating particular strategies, archetypes for higher education policy, organization and curricular structures as well as in research structures to compete in the international arenas. It is often argued that in order to improve research and educational performance, universities should be given sufficient institutional autonomy by the government. This includes financial and managerial autonomy, academic and research autonomy, organizational and human resource autonomy. Autonomy reinforced has seen the universities take on new responsibilities for revenue generation, for satisfying students' requirements, now presented as 'customers', for mastering funding flows through institutional performance, through demonstrated efficiency and for working out, implementing and attaining individual strategies to meet the rapidly-evolving priorities, and be competitive in the current trend of globalization.

However, one could thus argue that even if there is an evident trend towards globalization, national traditions or specific institutional constitution whereby government steering still remains significant and will still shape concretely the future development of higher education and research. In short, while facing general trends, locality continues to play a rather important role. Thus it is imperative to understand the relationships between the national government and higher education institutions, particularly the degree of dependency or independency, in relation to some power holders, and self-determining the necessary course of policies and actions on university

operations.

Berdahl's (1991) asserted that there are two distinctive characteristics of university autonomy: procedural autonomy (the university's power to determine the 'how' of academe) and substantive autonomy (the university's power to determine the 'what' of academe). Berdahl argues that if government constrains the university's power to determine the 'what' of academe, the substantive autonomy of the university will be under threat, and the function of the university will be seriously damaged. Though substantive autonomy is stressed, any encroachment on procedural autonomy undoubtedly can constrain how universities operate.

One of the major challenges faced by universities worldwide is the funds and finance needed for university sustainability. It is noted by some researchers that government funding has gradually becoming a powerful tool available to the government for steering the system and subsequently influencing institutional and employee behaviors (Chiang, 2004). As Lockwood (1987) observes, university autonomy in England is 'normally used to refer to the extent of a university's freedom to use public resources in ways in which it thinks best'. Thus, funding is often construed as an act of strengthening the grip of the government in which may offer an explanation of the sense of loss of autonomy in both the institution and among academics. With the tremendous growth of higher education institutions and limited resources, governments tends to adopt more selective resource allocation policies, and begin to see themselves 'buying' services from rather than subsidizing the higher education institution. This has significantly affected both the academics and researchers' freedom and empowerment, which can be evidently seen in quite a number of cases when the financial balance and tension between research and teaching has become a focus of battles inside the institution.

There are some difficult yet fundamental decisions, which have to be made within and by the universities in the discourse of funds allocated, 'steered by national interest'. Decision-making pertaining to the selection of courses to offer or to close down, which research to prioritize in order to meet the institution's innovation profile, or of how much money to invest in research infrastructure rather than in teaching development have to be dealt coherently. In many countries, there are no general and clear-cut policies regarding these matters in terms of internal issues: this leaves therefore an important grey area where strong tensions are at work, whereby academic freedom, sense of empowerment and institutional behaviors among the academics and researchers have been significantly affected (Roversi-Monaco et al., 2005).

In a nutshell, the principle of academic freedom refers to the right of academics to be free from external constraint in teaching and research and further to freely criticize their institutions. According to the autonomy argument, academic freedom is important to a university because it enables us to treat academics as autonomous persons in the context of the nature of the academic profession, and in particular to the belief that freedom to investigate and teach lies at the core of the professional dignity of academics. Academic freedom, though justified as a professional right on the basis of a conception of the academic profession—autonomy of the academic professional, it also engages in personal autonomy in its broader sense—speaking out as citizens (Andreescu, 2009).

Another related issue is the growth of what some have called 'managerialism' in higher education—the notable increase in the power of administrators and other officials, as distinct from the authority of the professoriate in the governance and management of academic institutions. As opposed to the nexus of academic freedom and autonomy, this trend of managerialism in governance has somewhat reduced the

autonomy and sense of empowerment of the professoriate. Arguably, the authority and power of the academics or researchers to determine the direction of the university, to develop the curriculum, and ultimately to maintain full control in the classroom or in the selection and implementation of research topics is compromised by this trend. The shift in power and authority from the professoriate to professional managers and external governing bodies will dramatically affect the traditional role of the academic profession—with repercussions on academic freedom as well (Altbach, 2001).

Thus, when a higher education institution enjoying university autonomy and ensuring academic freedom for its members, logically it tends to excel at shaping autonomous personalities among the academics and researchers, and subsequently to demonstrate citizenship behaviors, emanates from the motivational concept of empowerment. Only independent and autonomous professionals may inspire autonomous habits and citizenship behaviors, by going extra-miles, offering students environments rich in varied and stimulating ideas and teach them to form independent judgments, on the basis of which they may shape views and goals in life which are truly their own. Autonomous students and graduates will, in turn be better citizens (more informed, more participative, less likely to associate with others in order to act tyrannically), and the argument from autonomy partially overlaps with the democratic argument (Andreescu, 2009).

However, in some cases, like in Germany or Austria, academic freedom is indeed enshrined in the national constitution. Despite this high level recognition, a gradual shift has occurred in the understanding of the idea, moving away from a rather idealistic to a more pragmatic vision of research freedom, now thought to result from multiple dependencies that counterbalance each other, thus giving some elbow room allowing to navigate between pressures exerted by different actors. This fact, however,

is rarely spelt out so explicitly, and academic freedom remains a flag which academics wave in their front when wanting to strengthen frontiers against unwanted external forces

1.4: Purpose and Objectives of the Study

Previous research studies have investigated the relationship and effect of employee empowerment and job satisfaction on OCB in corporations and, in some cases, schools. However, no research has attempted to examine the relationship or effects of university autonomy (internally) with OCB.

There were two main purposes of the research. First, the research examined the extent of OCB, university autonomy and lecturer empowerment in some public research universities in Malaysia. This purpose necessitated the development of three survey instruments, one for each of the three variables, and then validated instruments were used to collect data from academics in universities. Particular attention was paid to the analysis on OCB because this would verify the tenability of the Circumplex Model of Citizenship in juxtaposition of the Athenian model and Japanese model of organizational culture and governance.

Second, this research analyzed the interactions—i.e. correlations and effects— among the three variables. This purpose would also determine whether there would be significant triadic linkage among the three variables or not.

Based on the two main purposes, the objectives of this study were:

a) To analyze and determine the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities.

b) To analyze and determine the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB domains in Malaysian research universities.

c) To establish the tenability of a triadic linkage among University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities.

d) To determine the extent of University Autonomy and Lecturer Empowerment predicting OCB in Malaysian research universities.

e) To determine specifically the extent of University Autonomy and Lecturer Empowerment domains predicting OCB in Malaysian Research Universities.

1.5: Research Questions

In relation to the purpose and objectives, this study attempts to answer the following questions:

1) What is the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

2) What are the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

3) Specifically for the three main variables, is there a tenable and significant triadic linkage among University Autonomy, Lecturer Empowerment, and OCB?

4) Overall, to what extent do Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?

5) Specifically, to what extent do the domains of Lecturer empowerment and University autonomy domains predict organizational citizenship behavior in Malaysian research universities?

1.6: Significance of the Study

This study has both theoretical and practical implications; for both of the researcher and the education management, administration and governance in public universities. It adds new knowledge to the higher education literature and may have its crucial impact on the effectiveness, improvement and functioning of university in a highly competitive market of globalization.

From the theoretical perspectives, this study extends the OCB literature by investigating the effects of two distinct antecedents: university autonomy and lecturer empowerment and the analyses of the triadic linkage of these three variables, particularly in the context of Malaysian Research Universities. Besides that, this research underscores the importance of the social and political tapestry of university organizations with the incorporation of the political dimensions of citizenship into the circumplex model proposed. This improvised model of citizenship can serve as a springboard for similar studies in other higher education institutions.

From the practical perspectives, this study may give public universities, which have been regarded as political and social institutions, the opportunity to truly examine and gain greater perspective on the influence and extent of lecturer empowerment and university autonomy that correlate with organizational citizenship behaviors (OCB). This study has sought to highlight, particularly for those who are involved in the education management, the administration of public universities, the prominent aspects of university autonomy and lecturer empowerment that contribute to OCB. In this way, it was hoped that positive changes according to these prominent aspects would be made to enhance OCB.

This study may provide concerned officials of the Ministry of Higher Education—to 'steer universities at a distance', not to hone to a fine art of preparation of grandiloquent plans. The assimilation of OCB and its antecedents is pivotal, especially in the recent national promulgation of making Malaysia as 'international education hub'. This grandiloquent plan can be regarded as merely the rudiments of a plan, if the core actors (academics, researchers or lecturers) fail to apprehend and to exhibit the citizen-type behaviors; and if the universities as organizations fail to grasp hold of the importance of autonomy and empowerment, which may be contributing antecedents to OCB. Besides that, this study also provides important insights to the government as stakeholder in universities, in relation to the extent of government's influence on university operations that has been viewed as encroachment to the university autonomy, and its interactions with lecturer empowerment and OCB in Malaysian Research Universities.

Lastly, this study should stimulate further research in the field of higher education in Malaysia, particularly in examining OCB and other antecedents in order to provide a more comprehensive framework.

1.7: Limitations

The present study collected data from lecturers in some of the Malaysian Research Universities. Therefore, limitations of this study were related to several aspects as stated below:

1)   The survey was introduced as a voluntary survey. Thus, the possible problem with this dissemination was that lecturers who answered the questionnaire may have answered it differently from the lecturers who did not respond, thereby biasing the samples.

2)   The study was limited to Malaysian public universities designated as 'Research Universities' due to time constraint and limited budget. Thus, it would not be possible to generalize results to other types of public or private universities.

3)   Malaysia is known as a multicultural society. Different cultural and international contexts in Malaysian universities could limit the generalizability of results. In this study, the values of the participants with regard to OCB in a multicultural environment might not accurately represent the values of other countries.

4)   Some of the survey items measured the perception of the respondents, and as such there were subjective responses and may not be a genuine description of what the university organization is really like.

5)   No matter how explicitly and precisely, the concept of OCB, university autonomy and empowerment among the academics, researchers or lecturers may be worded, the nature of language is such that there will always be that 'grey area'

which lends itself to individual interpretation.

6)   This study has not included variables, like leadership role or organizational climate that may have very strong causal effects on OCB.

7)   Some of the questions measuring organizational citizenship behaviors and lecturer empowerment mirror lecturers' perception at a specific point in time, which could vary over time. Therefore, the study may be applicable to the time when the study was being carried out.

1.8: Operational Definition of Terms

Below are the explanations of several working definitions and these definitions take into account the various interpretations as given in the literature. Above all, these terms served as guidance to this research.

Public University

Public university means a higher educational institution which has been granted the status of 'University' in Malaysia, incorporated and established by Order made by Yang di-Pertuan Agong, in accordance with the Universities and University Colleges Act 1971 (Amendment 1996). The purpose is to provide, promote and develop higher education in all aspects of learning as specified in the order. It receives grants-in-aid approves by the Parliament. All funds received are spent in accordance with the estimates approved under the provisions of the university constitution (Universities and University Colleges Act 1971 (Amendment 1996).

Officially, the main medium of instruction, learning, and examinations at the undergraduate level in public universities is the Malay language and admission is determined by Ministry of Higher Education. For the post-graduate level, the instruction and learning can be in English. Public universities in Malaysia are categorized into three groups: Research Universities, Focussed Universities (technical, education, management and defence) and Comprehensive Universities. 'Research Universities' focus on research, 'Focussed Universities' concentrate on specific fields related to its establishment, while 'Comprehensive Universities' offer a variety of courses and fields of study.

Research University

Research university status is given to university qualified under Malaysian Research Assessment Instrument (MyRA) Research University is given additional support , especially in the allocation of research grants to fulfil the university's objectives to (a) intensify activities of research, development and commercialization (R&D&C), (b) increase the number of post-graduate students and post-doctoral staff, (c) increase the number of academic staff with PhD qualification, (d) increase the number of foreign students, (e) strengthen centers of excellence, (f) improve the position and ranking of local universities.

University Autonomy

University autonomy refers to the decision-making powers over its own affairs (ie. university development) in nine major aspects: academic program, postgraduate

educational program, research and consultation, teaching and learning, management, human resource, financial, infrastructure and student (Sufean Hussin & Asiah Ismail, 2008). It is pertaining to the degree of dependency or independency in relation to some power holders and self-determining the necessary course of policies and actions in its own internal affairs. University autonomy functions within the framework of public responsibility, public regulation and measures of accountability, i.e. external regulations, requirements or periodic reviews. The loci or holders of university autonomy are the Vice Chancellors, Board of Directors, Senate, Faculty, Departments, professors, and lecturers.

Lecturer Empowerment

Empowerment refers to the allocation, delegation, provision, and acknowledgement of more power to the subordinates by the superior authorities. Thus, lecturer empowerment (LE) means the allocation, delegation, provision, and acknowledgement of more power to the academic staff in determining the curriculum, instructions, learning, research, publication and other professional.

Based on the literature, lecturer empowerment comprised seven dimensions namely participative decision-making, professional growth, status, self-efficacy, autonomy in job, impact and execution of power. All dimensions except execution of power are adapted from the survey instrument as operationally defined by Short, Greer and Melvin, who developed the School Participant Empowerment Scale (SPES). The SPES focuses on the extent to which teachers perceive a sense of self-efficacy in the workplace, perceive that they have impact within the school, enjoy collaborative relationships, perceive that they have high status, and believe that they function with a

strong knowledge base about teaching and learning.

Organizational Citizenship Behaviors (OCB)

OCB in this study is defined as behavior that arises from the social exchange between the employee and the organization which comprised of orientation by helping, innovation for improvement, collegial harmony, compliance, openness, responsive leadership, competitive urgency to excel, entrepreneurial spirit, individual resilience and agility. Organizational citizenship behaviors are actions that 'lubricate the social machinery of organization' (Bateman & Organ, 1983).

In this study, the survey instrument operationally conceptualized and listed by Moon, Van Dyne & Wrobel (2005), was used to measure OCB, but with the incorporation of some aspects that consider the political dimension of citizenship— which failed to be included by previous organizational researchers.

1.9: Summary

This chapter has delineated the background of the study with respect to the conceptual framework of the triadic linkage among university autonomy, lecturer empowerment and OCB, based on social exchange theory and the circumplex model of citizenship.

The dimensions for each variable as well as the relationships between variables were discussed coherently. In Malaysia, universities can be regarded as both social and political institution. In this regard, political dimensions are imperative and the incorporation of these dimensions into the circumplex model is therefore pivotal.

In this study, the underpinning political dimensions of citizenship are based on the Athenian model of citizenship. In juxtaposition, the two management models, i.e. the Japanese model and traditional US model underscore the significance and paramount importance of 'citizenship behavior.' In Japanese organizations, the employees' behavior is beyond the strict quid pro quo sense of reciprocity and can be seen closely linked to the Athenian model highlighted. The assimilation of these models into the collegial academic community in university and its relation with university autonomy and empowerment among the academics is therefore indispensable.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.1: Introduction

In relation to the purposes and objectives of this study, this chapter reviews literature concerning university organization and management, university autonomy, lecturer empowerment, and organizational citizenship behavior. This chapter critically examines and argues relevant previous research works, theories, and concepts pertaining to abovementioned topic. The central focus of this study was to examine the interactions among OCB, university autonomy and lecturer empowerment as well as to establish a triadic linkage among these three variables.

2.2: University Organization and Management

In a general term, university is regarded as an institution of higher education for learning and research, a corporation that grants academic degrees in multiple disciplines to both undergraduate and postgraduate students. University is an organization comprises of numerous components and divisions, headed by a Vice-Chancellor who acts as both the chief executive and academic officer of the university institution. For Malaysian public universities, the main components are the Board of Directors, Senate, university top management, faculties, institutes, centers and academies. The university top management team usually comprises of few divisions—research and innovation, academic and international affairs, student affairs and alumni,

industry and community relations, under the leadership and supervision of Deputy Vice-Chancellors. The remaining divisions are the Bursary with its roles in administering and managing the matter pertaining to financial affairs and the Registry, to assist the university management by providing efficient and effective support in administration, planning and management of the entire university. As for some public universities, the chief librarian has also been integrated as part of the top management team, to keep abreast of the latest knowledge development in various disciplines or arena and subsequently to look into the needs of university—particularly in assisting the academics, researchers and students of the necessary resources required. Thus, within the university, various components and divisions are seen interdependent to a certain degree. It is therefore imperative for each division and component to remain cognizant of what the other department or division are doing for the effective functioning of the organization.

According to the Sociotechnical System Theory (Owens & Valesky, 2007), university's task, university organization structure, technological resources such as program inventions, procedural invention and the people in the organization have been noted as four internal factors or subsystems that are highly interactive, each tending to shape and mould the others. Any changes in one subsystem (eg: university organization structure) will affect or result in some adaptations on the other part of the subsystems (university task, technological resources or people in the university organization).

The university organizational structure, as one of the subsystem establishes a pattern of authority and collegiality, and determines the system of workflow that is, presumably, focused on achieving the university's tasks. Figure 4 shows the general organizational structure of Malaysian public universities.

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                          ┌──────────────┐
                          │  Chancellor  │
                          └──────┬───────┘
                                 │
                                 ▼
                          ┌──────────────┐
                          │ Pro-Chancellor│
                          └──────┬───────┘
                                 │
                                 ▼
                       ┌────────────────────┐
                       │ Board of Directors │
                       └─────────┬──────────┘
                                 │
      ┌──────────┐               │
      │  Senate  │·············   │
      └──────────┘               │
                                 ▼
                       ┌────────────────────┐
                       │   Vice-Chancellor  │
                       └────────────────────┘
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Deputy Vice-Chancellors		
Research and Innovation	Bursary	Registry	Library
Academic and International Affairs		
Student Affairs and Alumni		
Industry and Community Relations		

Faculty	Institute	Center	School	Academy

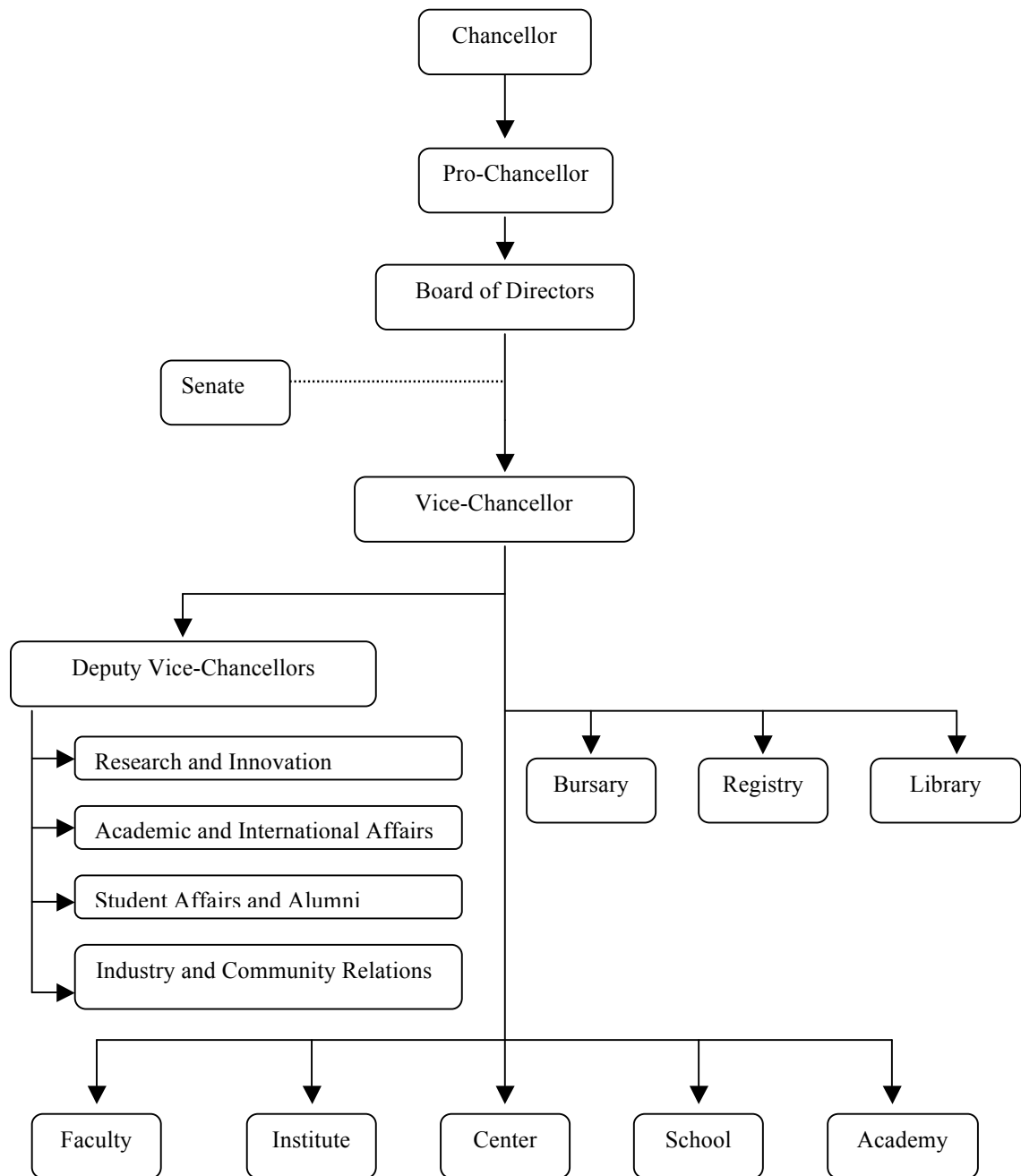Figure 4: General organizational structure of Malaysian public universities

(Source: Soaib, 2009)

Constitutionally, Chancellor is ranked at the highest echelon of the university structure, appointed by and represents the Yang Di-Pertuan Agung. In this regard, Chancellor therefore should be neutral and non-political—protecting the interest of the Yang di-Pertuan Agong. Pro-Chancellor is ranked at the lower echelon than the

Chancellor. Nevertheless, the Pro-Chancellor, would act on behalf of the Chancellor the delegated responsibilities whenever necessary, within the permissible sphere of authorities. Both the Chancellor as well as the Pro-Chancellor, by right, should act in interest of the university and upholding the idea of a University in the expansion of knowledge. However, in many instances, they are regarded as the honorary position with the Chancellor as the titular head of the University, presiding all the major ceremonies such as convocation.

Vice-Chancellor in most universities has been styled as 'chief academic and administrative officer' (Smith, 2008), and the Deputy Vice Chancellor will assist the Chancellor in steering the direction and implementation the University's strategic plan. The appointment of the Vice-Chancellor and Deputy Vice-Chancellor is under the prerogative of the Minister, after consultation with the University Board of Directors. It is of paramount importance for the Vice-Chancellor to ensure university's growth and development in a direction that poises the institution as the centre of excellence, locally and globally.

The highest administrative body is the Board of Directors whereas the highest academic body is the Senate. The Board of Directors consists of eight members—one Chairperson, the Vice-Chancellor, two representatives from the Government of Malaysia, a community member, and three other professionals, one of whom is from the private sector. The Board may also determine its own procedure and is allowed under section 17(5) of the Constitution, whereas in section 15(2), Statute shall prescribe the composition, powers, duties and procedure of other university authorities.

The Senate, on the other hand, has the important role as the authority managing the University's academic affairs as well as the guardian of academic freedom. The Senate consists of the Vice-Chancellor, the Deputy Vice-Chancellors, Deans and

Directors of the academies, faculties, institutes, and not more than twenty professors as determined by the Vice-Chancellor (Constitution of University of Malaya, 1997, section 15). Various academic matters such as the curriculum development, setting the academic standards and policies as well as the determination and undertaking research programs are still under the purview of the Senate.

Arguably, though university has been noted as a corporation, the existence of the bicameral system of governance in university—the Senate and the Board of Directors—remains one of the distinctive features as compared to other corporations (i.e business corporations) having well-defined lines of authority. In comparison, the university management's authorities have relatively little control particularly in the academic's daily operation which are fragmented and diffused, inundated with various major facets of academics activities(Patterson, 2001). This unique characteristic lies on the fact that knowledge is the building block of university organization. The highly distinctive factions based on knowledge expertise in the university creates a large number of highly fragmented division and independent units, whereby university organization can be succinctly characterized as loosely coupled system (Weick, 1976), a bipolar notion of autonomy and interdependence. Therefore, in comparison with other types of organizations whereby decision-making structures and governance were articulated more clearly, the university organizations as loosely coupled system demonstrate prominent changes that generally occur at the grassroots level.

Based on the organizational structure depicted in Figure 4 and the University constitution, university organizations can be seen as loosely coupled in some significant ways and highly bureaucratic in other ways as the political coalition between university managers and government officials still exists (Owens & Valesky, 2007). In Malaysian public universities, both the Vice-Chancellor and Deputy Vice-Chancellor are

appointed by the Minister. In this regard, it has often been construed as an indirect way of the government in asserting their informal chains of command and influence over the university's affairs. This is because relationship established as a result of the political nature is conjectured to influence the nature and degree of university autonomy (Ordorika, 2003). Nevertheless, Su-Yan (2007) espoused that although the public universities may be subjected, inevitably, to acquiesce specific appointment and promotion policies, this mechanisms of control however did not impose apparent restriction on the university in exercising their autonomy and freedom as a body of knowledge.

2.3: The Models of University Management and Governance Structure

Clark (1983) asserted that university organizations are academic organizations determined by the discipline (or profession) and by enterprise (individual institutional). Thus, universities must not merely center in disciplines, but also simultaneously be pulled together in enterprises. Disciplines impel institutions to be intellectually driven—both in academic and in research, institutions impel disciplines to be student-oriented and acquainted of the demands and changing trends in the market field, locally or globally, conforming to externally driven expectations. These trends have influence on the way institutions are managed and there has been a conspicuous paradigm shift to managerial structures in university governance, as compared to the traditional collegial structure (Yielder & Codling, 2004). Figure 5 shows the models of university management in relation to professional autonomy of academics and academic staff participation in management.
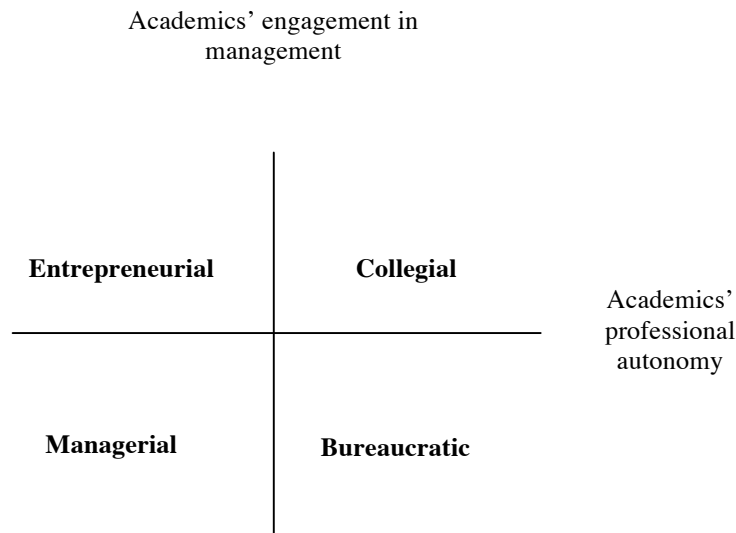
Academics' engagement in
management

Entrepreneurial	Collegial
Managerial	Bureaucratic

Academics'
professional
autonomy

Fig 5: Models of university management

(Source: Farnham, 1999, p.18)

Neave and Van Vught (1991) asserted that the growth of 'managerialism' in higher education institutions is characterized by the increasing influence of external stakeholders, particularly those that exercise influence over university's revenue (such as government) which emphasizes greatly on the university's strategic planning with the adoption and adaptation of 'corporation' characteristics. Trakman (2008) has articulated five models of university governance—university governance by the academics, corporate governance, trustee governance, stakeholder governance and amalgam models of governance that remain germane to the current ebb and flow of globalization. The five models are also imperative in the assimilation of the extent of 'managerialism' characteristics in higher education institutions.

University governance by the academics is often linked to collegial governance, the long-established model of university governance. It is often argued that academic

staffs are the grassroots of intellectuals best-suited to apprehend, determine and to achieve their university's goal and aspirations (Dill & Helm, 1988; Evans, 1999; Pfnister, 1970; Williams, Gore, Broches, & Lostoski, 1987). This is can be evidently seen when university senate was granted wide latitude of power in university governance or substantial number of faculty representation in the boards of governors, or both (Jordan, 2001; Miller, 1999; Moore, 1975; Strohm, 1981). Collegial governance reflects the faculty as professional body of knowledge, exercising their responsibilities with strong sense of ownership to govern while upholding the core principal of academic freedom. However, collegiality may not anymore be sufficient to steer institutions to strategic goals. Yet, ignoring collegiality in the name of managerial efficiency may certainly be self-defeating.

The subsequent model, corporate governance model, is often related to the business-enterprise model. It often predicated on the ground that the effectiveness of the University can be improved with smaller well-trained and capable board of trustees or managers, with three important officials as part of the university leadership and governance, namely the chief executive officer, chief operating officer and chief financial officer. University boards are anticipated to be responsible and accountable to the growth of fiscal revenue of the university. One of the key performance indicators is to ensure financial targets are met, will be used as a measurement for university managers to evaluate the success of the university. This trend of governance is often construed to redress severe economic difficulties or when the university is fiscally insufficient.

The trustee model of university governance is anchored primarily on the entrustment to a trustee Board by the trust beneficiaries through the mechanism of trust duties. The trustee Board, will act conscientiously in trust, for the trust beneficiaries as

well as on behalf of the trust beneficiaries. Thus, a trustee when performing their fiduciary duty specifically for the interest of the beneficiary must not include their own self-interest agenda, nor the interest of a third party (Jackon & Crowley, 2006). However, the trustee model remains somewhat vague as it may give rise to ethical skepticism in times when the 'trust relationship' was challenged.

The stakeholder model exemplifies shared governance involving considerable numbers of stakeholders comprising academics, university students, alumni members, corporate representatives or partners, minister or government representatives, the public or the industry (Baldridge, 1982; Hill, Green, & Eckel, 2001; Longin, 2002). The stakeholder governance differs from the corporate governance as the governance authorities are broadly represented and the stakeholders' directive concerns beyond agendas related to university's efficient management and finance (American Association of University Professors, 1966; American Federation of Teachers, 2002). Stakeholder governance enables wide array of stakeholders' participation in decision-making (Alfred, 1985; Currie, 2005; Floyd, 1994; Gilmour, 1991; Lapworth, 2004). Thus, the issue with stakeholder governance often lies on the selection of the appropriate stakeholders and the degree of power or authority vested in the governing bodies. Despite of this, public universities, in general, do adopt and practice some form of stakeholder governance—with some academics, students, or representatives from the government nominated as part of the governance board.

Lastly, the amalgam model of governance incorporates the strength of the four model of governance as illustrated above (Birnbaum, 1991), to meet the different needs of a particular university specifically (Dearlove, 1997). This model is inclined towards innovation-driven model of university governance, triggered with readiness to delve into progressive innovative development—boosting the country's economic

development as well as to propel academics, as the frontier of knowledge to overtly suggest and critically brought to discussion on issues pertaining to their areas of expertise. With amalgam model of governance and the appropriate allocation and expenditure of funds provided by the government will assist further the development of specific professions that the university seeks to excel, thus pursuing its excellence in specific field of disciplines or knowledge.

A detailed study of history of universities has shown, however, that in order to survive, higher education systems in the USA and Europe have radically changed their governance over the centuries (Perkin, 1991).Nevertheless, tension between the need of collegiality and corporatism or other type of managerialism governance in some of the modern universities remains prevalent—a dichotomy feature whereby the extent of academic freedom that influences the academics' quality of work and thus the characteristics of a higher education institution is often questionable (Duke, 2001).

2.4: General Development Phases of Universities in Malaysia

The forces of globalization have altered the way universities across the globe are responding to their missions. The demand for higher education institutions in the provision of higher education services, production of knowledge and research are becoming more competitive locally and globally. More and more, international standards are becoming the benchmarks for quality and excellence. Malaysia is of no exception, but in the effort of transformation and innovation—in becoming the higher education hub of excellence (Wan Abdul Manan Wan Muda, 2008). In Malaysia, public universities' paramount role and responsibilities in bringing to fruition the vastly increased demand for knowledge workers in economic development is indisputable (Aminuddin Hassan, Tymms, & Habsah Ismail, 2008). Table 3 shows the typology of

phases in Malaysian higher education that elucidates the advent of internationalization and globalization of higher education impact on the Malaysian higher education policy.

Table 3

Classification of Phases in Malaysian Higher Education

Typology	Education for top-notch scholar	Education for economic and social distribution	Education for as a form of industry	Education for global competition
Phase	Before 1970 (Phase One)	1970 -1990 (Phase Two)	1990 -2000 (Phase Three)	2000 –till now (Phase Four)
Description	Only one university— University of Malaya. Emphasis on primary and secondary education.	Establishment of other state-controlled universities. Ethnic quota admission policy.	Proliferation of private colleges and universities and liberal participation in expanding higher education services. Evidence of market driven in higher education sector, corporatization of public higher learning institutions. Enhancement of quality control mechanisms , the introduction of the Malaysian Qualifications. Agency (MQA) has further enhanced in the fourth phase. Meritocracy of institutions and students admission.	Establishment of Ministry of Higher Education (MOHE). Evidence of internationalization. Establishment of Research University. Establishment of (Accelerated Programme for Excellence) APEX university.

(Source: Lee, 2004)

The conferment of 'Research University' (RU) status to some of the Malaysian public universities was seen as a natural progression of the university's competence in cutting-edge research development and innovation, in accordance with the second

thrust of the Ninth Malaysian Plan 2006 – 2010 and the country's impetus force towards Vision 2020. It is aimed to enhance human capital development especially in raising more research scientist and engineers in the efforts of harnessing scientific and technological innovation to ensure the country's competitiveness economically and socially. Thus, the paramount importance in its role and function of the Malaysian research universities is also to generate knowledge and innovation to enhance the economic value chain and ultimately contribute to the economy and general well-being of the society. One of the fringe benefits of such a designation is an additional of RM100 million for each university for research, development and commercialization activities.

The criteria in the determination and evaluation of the RUs in Malaysia includes the quantity and quality of researchers (e.g. the critical mass of researchers and experience of the university staff and qualification), the quantity and quality of research (e.g. publication. competitive research grant obtained both nationally and internationally), quantity and quality of postgraduates, innovation (e.g. commercialization, patents), professional services (e.g. consultancy and endowment), networking and linkages (e.g. international and national research collaborations, leadership and representation in learned and professional associations), and support facilities (e.g. library holding and accredited laboratories). The weightage of the criteria are shown in Table 4.

Table 4

Malaysian Research University Assessment Criteria

Section	Criteria	Weightage
A	General information	-
B	Quantity and Quality of Researchers	25
C	Quantity and Quality of Research	30
D	Quantity of Postgraduates	10
E	Quality of Postgraduates	5
F	Innovation	10
G	Professional Services and Gifts	7
H	Networking and Linkages	8
I	Support Facilities	5
Total		100

(*Source: Ministry of Higher Education, 2007)*

The establishment of 'APEX Universities' on the hand was enunciated in The National Higher Education Action Plan, laid down by the *National Higher Education Strategic Plan* published in August 2007 as a conceptional volition for Malaysian public universities to strive for a world-class status. 'APEX universities' is a trajectory higher education model that in due time, will emerge as the pinnacle of success locally and globally in higher education arena. Specifically, it is a program delineated to achieve a higher level of excellence within a specified time period as presented in the development or transformation plan (Wan Abdul Manan Wan Muda, 2008).

A legal framework was implemented by the government to transfer more powers to universities and will be given greater leeway in determining their aspiration, in working towards their world-class status. They will have greater autonomy in the internal issues pertaining university development, aim to attract better talent, navigate cutting edge research as well as to produce good quality graduates in order to meet the need of modern contemporary expectations locally or at the international level.

The paradigm shift in national policy is rather conspicuous, from the initial stage which mainly focused on the establishment of state-controlled universities to the establishment of Research and subsequently APEX universities recently gives a clear message: increase the autonomy of the universities with the expectation that they will become more efficient, effective, competitive and responsive. Though the acknowledgement of the need of greater university autonomy by the government is explicit, some however argued that the autonomy of the university should reside within the academic sphere, particularly the senate and the academic community within the university in general. The sense of autonomy gave 'heart' to the empowerment process whereby both the academics and researchers, as the actors, will be empowered to perform and compete with strong OCB in the international arena (Nik Hazimah Nik Mat & Zaharul Nizal Zabidi, 2010).

The concept of social interaction draws attention to the triadic linkage of university autonomy, lecturer empowerment and OCB. This linkage, arguably, is maintained between the government-universities relationship pertaining to the degree of autonomy in handling its own affairs (ministry-university level), between the lecturers (faculty) and the central administration/university management (intra-university level), and the outcome of OCB, which can be oriented towards individuals or university organization or both (Treuthardt & Valimaa, 2008).

2.5: The Concept of University Autonomy

University autonomy is related to notion of 'territorial neutrality' and 'guild of artisans' in the European tradition, which upholds independence and self-rule that repels any form of invasion and interference by bodies or governments outside a jurisdiction. Medieval universities were communities of learned men who considered themselves as a guild of learned artisans where youth of the elite class came to receive instruction from their masters (Clark, 1983; Kerr, 1973; Veysey, 1965). The guild of scholars administered its own affairs regardless if they received public subsidies or private support, or if their public sanction came from legislative acts of provinces or states (Hetherington, 1965). This academic tradition has been defended by scholars in universities for many centuries and the surviving examples are the Oxford and Cambridge Universities in the United Kingdom.

However, some argue that the ideological foundations of the university as autonomous institution have undergone fundamental changes in the last few decades. Today, for most of the public universities, autonomy is not simply an institutional dimension but concerning relations with government that can be highly demanding in the competitive era of globalization (Roversi-Monaco, et al., 2005). Thus, some researchers asserted that university autonomy refers to the constantly changing relations between the state (or the government) and higher education institutions, and the degree of control exerted by the state (or the government), depending on the national context and circumstances (Estermann & Nokkala, 2009).

The following models developed by Olsen and adapted by Gornitzka and Maassen (1998) shown in Figure 6, convincingly shows the classification of the relative meaning of autonomy based on different types of relationships between the State and institutions of higher education. From these four models, it is clear depicted how the

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different types of political traditions have an impact on the way university-state relations are shaped.

Total control by the State model	The institutional oligarchy model
• State control • Accountability to political authorities • Assessment based on political effectiveness • Centralized decision making • Change in HE follows political change *Autonomy of the university: if government is overloaded, then technical decisions can be left to the organization.*	• Tradition based • Policy arena dominated by institutional leaders • Decision making is traditionalist and specialized • Assessment criteria: effects on the structure of meanings and norms *Autonomy of the university is based on shared norms of non-interference.*
Democratic control by the State model	Market driven private universities model
• Universities challenge the monopoly of power and control through the State • Decision making is negotiated and takes place after consultation • Actors in policy making pursue their institution's interest • Societal participation through organized interest groups • Government interference depends on negotiations with other forces present *Autonomy of the university is negotiated and a result of the distribution of interests and power.*	• Minimal role of the State and other public bodies. • Universities deliver services • Assessment criteria: efficiency, economic flexibility and survival • Dominant organizational form: corporation in a competitive market • Change depends very much on the environment • Little direct interference by the government *Autonomy of the university depends on institutional ability to survive.*

Figure 6: Classification of the relative types and meanings of autonomy

(Source: Adapted by Gornitzka and Maassen, 1998)

Based on the classification of different types of relationships between the State

and institutions of higher education, university autonomy, in other words, is vis-à-vis every form of power in the society—be it political or economic. In this respect, the State-University relationship will continue to prevail as long as the State sees higher education as playing an important role in socio-economic and political development (Morshidi Sirat, 2010). During the twentieth century when there was a rapid growth of State funding for higher education in both US and UK, the Sate began to re-shape the service role of the university in the direction of research in the national interest (Macfarlene, 2007).

As noted earlier, the relationships between the State and institutions of higher education is inevitable in the era of globalization and internalization of higher education, placing universities in a position whereby accountability are deemed expedient. Now, universities are obliged to compete and to be at par in the international arena due to a remarkable rise in systems for comparing and ranking universities across the world (Taylor & Braddock, 2007). This can be evidently seen through the emergence of new departments in the government to ensure that proper mechanisms, procedures and processes in place to achieve the desired quality as well as reasonable accountability of universities for the public funds that maintain much of their activities. Autonomy, in this respect, is certainly no synonym for independence; it is rather a case of widened scope of decision making under certain important constraints, with less local power but more local responsibility and accountability than ever before (Kogan & Hanney, 2000). Arguably, in this perspective, university autonomy has been put to challenge with some universities trying hard to strike a balance between the autonomy of universities and accountability.

Standing on different ground, Dee (2000), though acknowledged the contradictory nature of the relationship between autonomy and accountability,

however, refuses to place the two concepts on the opposite ends of a continuum. He proposes a dialectical approach that seeks to preserve the paradox and strengthen both sides of it by turning the notion of loose coupling that implies both distinctiveness and responsiveness. The university's distinctiveness is preserved through its autonomy and its responsiveness takes the form of accountability. Thus, noting that the state-university relationship can also be characterized as loosely coupled system, Dee (2000) argued that the university can be both autonomous and accountable. No longer antagonistic, the university and the state can enjoy shared commitments to institutional quality and the public good. Groof, Neave and JurajŠvec (1998) further argued that institutional autonomy has never meant an absence of law. Universities are answerable to general legal instrument such as the national constitutions, constitutional or administrative laws and decrees which includes the portion of law, which deals specifically with higher education. Sharing this point of view, Tapper & Salter (1995) asserted that institutional autonomy is, rather, a boundary condition between university, government and society.

Thus, in this context, what we are observing is a kind of 'boundary work' (Gieryn, 1995) through which universities as institutions and the knowledge they produce are shaped by society (the State or Government), while in turn influencing the society in which they are embedded. In this regard, university autonomy does not mean that a university must be totally independent from the state policy, directive and intervention. The State nevertheless can direct, evaluate, audit and supervise autonomous university.

The significance of university autonomy in this perspective is based on the fact that universities have to generate and disseminate knowledge and information—acknowledging that knowledge is for the benefit of society in general and not for a few

individuals. The knowledge and information is aimed and geared towards improving the quality of life of all people, socially and economically. In order to be able to do this effectively and efficiently, the university must enjoy a great measure of autonomy to run their internal affairs. In this context, autonomy is accentuated by the essential features in institutional planning, giving the university the latitude to operate so as to achieve the intended goals of the university system without undue interference. By becoming autonomous, universities can become more flexible in managing its own development and internal affairs as well as designing its curriculum, in order to adapt to the international standard, national values and cultural diversity. According to Lima Declaration (1988), autonomy means the independence of institutions of higher education from the State and all other forces of society, to make decisions regarding its internal government, finance, administration, and to establish its policies of education, research, extension work and other related activities.

However, some lamented that today, university autonomy is rigged with sentimentalism and politics, so much so that academics are not clear about the constituents and extent of autonomy. The concept is limited only to government interference, whereas there is still a large space of autonomy in university governance and management.

2.6: The Aspects of University Autonomy

Few studies have thoroughly researched the relationship between the University and the government. One of the notable exceptions was Levy's (1980) work, has provided a working definition for autonomy as the location of authority '*somewhere* within the university' with an operational frame for the study of '*who decides*', on each of these policy realms of three broad areas or components of institutional self-government: appointive, academic and financial. Appointive autonomy includes the hiring, promotion, and dismissal of professors and selection or dismissal of deans and administrative personnel. Academic autonomy includes the curriculum and course selection, establishment of degree requirements as well as academic freedom. Financial autonomy includes the preparation and allocation of the university budget, and accountability.

This characterization is compatible with Berdahl's classical definition where autonomy is 'the power of a university or college….to govern itself without outside controls' (Berdahl, Graham, & Piper, 1971). Berdahl's distinction (1991) between procedural autonomy (the university's power to determine the 'how' of academe—techniques selected to achieve the chose goals) and substantive autonomy (the university's power to determine the 'what' of academe—goals, policies, and programs that an institution has chosen to pursue) is often mentioned. Berdahl argues that if government constrains the university's power to determine the 'what' of academe, the substantive autonomy of the university will be under threat, and the function of the university will be seriously damaged. Though substantive autonomy is stressed, any encroachment on procedural autonomy undoubtedly can constrain how universities run their businesses. This can be observed in the situation where the demands on accountability from universities are increasing.

However, Stichweh (1994) has clearly delineated that autonomy of the university in the broadest sense would thus mean the ability to:

a)   make independent decisions on the limits of institutional commitment in certain topics and areas.

b)   set up a value system and define forms of capital, which structure the field and allow scientists to advance.

c)   decide on the criteria of access to the institutions, both at the level of academic staffs and students.

d)   define strategic tasks and set institutional aims.

e)   determine the links to other fields in society which are seen as crucial for further development (e.g. politics, economics etc.).

f)   assume responsibility for the decisions taken and possible effects on society.

James (1965) has suggested that the concept of university autonomy should include the following properties and dimensions—free to make their own decisions that universities could best perform their job expected of them by the community as followings:

a)   The university should have the right to select its own staff.

b)   The university should be responsible for the selection of its students.

c)   Universities should be responsible for the formulation of curricula for each degree and for setting the academic standards.

d)   Each university should have the final decisions as to the research program carried on within its walls.

e)   The university should be responsible within wide limits, for the allocation

among its various activities of the financial resources available.

Despite the autonomy cannot be absolute, but the universities can only rely solely on a very high degree of independence in order to ensure that they choose an effective way to achieve their intended academic goals. In this study, the understanding of university autonomy is contextualized on the relationship between national government (or state government) and higher education institutions—particularly focusing on the extent of government's influence on university development and operations in academic program, research and consultancy, post graduate program, teaching and learning, management, human resource, financial, infrastructure and student (Sufean Hussin & Asiah Ismail, 2008). At the same time, it should be underlined that university autonomy, in this regard, is seen necessary as it is closely linked to academic freedom, giving the sense of empowerment to academics or researchers, the core actors of the universities in the pursuit of knowledge (Harari, 1994). Cirka (2005) asserted that autonomy supportive environment would also lead to feelings of psychological empowerment. Universities have always regarded the two ideas as indispensable values and have defended them as such due to their inestimable value.

2.7: Academic Autonomy

The term 'academic autonomy' incorporates two distinct but connected ideas—individual academic freedom and university autonomy (Henkel, 2007). Universities, as noted earlier, have traditionally been run by academics, i.e. the professoriate and therefore have been have been regarded as professional organizations with one dominant profession—the academic profession. A core characteristic of professional

occupations is the control over the conditions of their work as well as the definition of work itself.

Scott (1995) has distinguished three kinds of work-related control which professionals are seeking. The first is the regulative control whereby professionals want to determine what actions are to be prohibited and permitted, and what sanctions are to be used. The second is normative control, implying that professionals want to determine who has the right to exercise authority over what decisions and actors in what situations. Finally, the third is cognitive control which relates to the drive to determine what types of problems fall under the professionals' responsibility and how these problems are to be categorized and processed.

Academic freedom is a central value of higher education as it affects the academic profession in all aspects of academic works. From medieval times, academic freedom has meant the freedom of the professor to teach without external control in his or her area of expertise and gave special protection to the professor within the classroom and the parameters of knowledge expertise of the professors. However, its meaning now are becoming elusive with the changes taking place in higher education such as the increased involvement in academe of corporations (Slaughter & Leslie, 1997), significant increase in the power of administrators and other officials as distinct from the authority of the professoriate in university governance and management as well as the intrusion of partisan politics into academic appointments, publication and research (Altbach, 2001).

Altbach (2001) asserted that although there are many countries in which a considerable degree of academic freedom may exist for most scholars most of the time, still there is no universally accepted understanding of academic freedom simply because its concept has nowhere been fully delineated. In Malaysia particularly, there

are some notable restrictions on research topics pertaining to ethnic conflicts, certain religious issues, and local corruptions, especially if research findings might raise questions about government policies (Altbach, 2001). On the other hand, the freedom among the academics or researchers internally—particularly in research practices, have also been increasingly affected by internal and external performance-based salary programs or research funding guidelines set by the government (Ordorika, 2003). In this context, though professors are still able to choose their research topics, theoretical frames, and methodologies independently, access to funds however is determined by the established priorities and guidelines of funding by the government.

Besides that, inadequate government funding may lead to several setbacks pertaining to teaching and research such as scarce resources for teaching and research, libraries are underfunded and face constraints regarding the acquisition of new books and periodicals especially foreign publications, lack of necessary laboratory equipment or computers and the wherewithal to update and repair, deterioration of working conditions in which an institution may have the funds to start a new program or create a new department but lack the resources to provide separate office space and furniture for every faculty member or even for the department (Smolentseva, 2003). Therefore, universities have been encouraged and are sometimes compelled to reduce their financial dependence on the state, to enter into a 'managed market' (Tapper & Salter, 1995), in order to generate income from both the public and the private sectors as well as to give greater priority to the needs of potential and actual users or customers in their decision-making. Thus, the ideal of academe as a sovereign, bounded territory, free by right from intervention in its governance of knowledge development and transmission has been superseded by ideals of engagement with societies. These changes can be seen as making universities into the 'axial structures' (Bell, 1973) of late modern societies,

the mediators of government policies, in which new relationships between the state and the market are being pursued.

Though the notion of academic freedom remains vague whereby its meaning and definition can be interpreted in various perspectives—freedom of teaching and research from any political control, freedom of expression which holds for issues that are non-core academic issues or academic freedom in the era of internet and distance educations, the basic fundamental understanding of academic freedom for the triadic linkage lies mainly on the academics, lecturers or researchers freedom to teaching or research that does not override allegiance to (or the duty to obey) the Constitution (Karran, 2007).

Thus, university autonomy with significant degree of academic freedom will enhance academic autonomy, create a more flexible and responsive system of university particularly in the areas of teaching and research with an ostensible degree of empowerment among the academics, lecturers or researchers.

2.8 Autonomy and Self-Determination

Clark (1998) distinguishes between autonomy and self-determination in his empirical study of universities adapting to change. Universities granted formal protection from external intervention may not necessarily be capable of 'active self-determination' in times of change: 'autonomous universities may be passive institutions' (p. 5). Instead, he argues that what is needed is 'entrepreneurial universities', by which he means organizations able and prepared collectively to take the initiative in a different environment, anticipating rather than reacting to events and reaching out across existing university boundaries to link up with outside organizations and groups (p. 8). Schiller

and Brimble (2009) lamented that even though regulations have been loosened to make it possible for all universities to work with private companies, still, within the higher education system, universities are suffering from the former interdiction to work with partners outside the state bureaucracy. There have been too few communication channels that have been opened and procedures for industrial projects are almost non-existent in some universities (Schiller & Brimble, 2009).

The developments in university governance that have taken place in the past two decades can, to some extent, be seen to have strengthened universities' capacity for self-determination. The shift from collegial governance supported by bureaucratic administration to management concepts, structures and methods has enabled many universities to act more decisively, strategically and collectively in the face of the complexity and scale of the challenges (Henkel, 2007) . Thus, in this study, the concept of university autonomy is not only contextualized on the degree of dependency or independency in relation to some power holders but also self-determining the necessary course of policies and actions in its own internal affairs.

2.9: Empowerment

The concept of 'empowerment' is the central of management discourse. In particular, advocates of empowerment present it as having the potential to generate the kind of 'win-win' outcome of beloved unitarist—that is while improving organizational performance and contributing to the bottom line, it simultaneously and necessarily leads to the improvement and in the experience of work for employees. However, lack of precision in defining the concept and associated lack of concern with empirical analysis of the presence, viewed empowerment as somewhat superficial perspective placed within an essentially unitarist management framework (Harley, 1999).

The practical, basic definition of empowerment is the execution of power to perform duties and responsibilities assigned to a person. The success in execution produces empowerment in performance of duties and responsibilities, while the failure to do so produces disempowerment or the failure of empowerment.

Although not new, the concept of 'empowerment' has begun to gain its popularity in the management field over the last decade (Wall, Wood, & Leach, 2004). The central notion of empowerment in the management literature has often linked to the idea of authority delegation and the decentralization of decision-making power—a relational approach (Burke, 1986; Kanter, 1983). However, in authority delegation, the emphasis is usually on the behavior of the superior giving authority, and the psychological state of the delegated person is out of the picture (Boren, 1994; Conger & Kanungo, 1988).

The psychological approach to empowerment, however, suggests that it is not sufficient to expect employees to behave in an empowered way simply by making the necessary changes especially at the structural level (Wall et al., 2004). Instead, employees must experience a sense of empowerment if the expected benefits of empowerment initiatives are to be realized. The psychological approach of empowerment thus is conceptualized on actor's motivational disposition (Conger & Kanungo, 1988). Empowerment is a process of strengthening employees' motivation to accomplish job-related tasks (Conger & Kanungo, 1988). For instance, if the delegated does not perceive the work as influential or giving a positive impact or lacked of the necessary skills and ability, he cannot be empowered regardless of the designated authority.

Conger and Kanungo (1988) defined empowerment as the motivational concept of self-efficacy—emphasizing on the importance of the psychological state of the employee. Thomas and Velthouse (1990), however, argued that empowerment is a

multifaceted construct and they defined empowerment more broadly as increased intrinsic task motivation manifested in a set of four cognitions reflecting an employee's orientation to the work role: meaning, competence, self-determination and impact. Finally, Spreizer (1995) defined empowerment as an overall construct manifested in four cognitive dimensions: meaning, competence, self-determination and impact. She argues that these four cognitive dimensions reflect an active orientation 'in which an individual wishes and feels able to shape his or her work role and context'. In another similar mode, Menon (2001) sees empowerment as a cognitive state too, but characterized by a sense of perceived control, competence and goal internalization. Conger and Kanungo (1988), Thomas and Velthouse (1990), Spreizer (1995) and Menon (2001) followed the 'perception' aspect, focusing on empowerment as the 'psychological state of a subordinate' resulting from his or her supervisor's empowering.

Nevertheless, as for studies carried out particularly in school settings, research on teacher empowerment began to appear in the literature in the late 1980s (Edwards, Green, & Lyons, 2002). Short and colleagues (1994) defined empowerment as 'a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems'. It is basically referring to teachers' belief or perception that they have the skills and knowledge to improve the situation in which they operate. Short and Rinehart (1992) identified six dimensions of teacher empowerment, also known as School Participant Empowerment Scale (SPES) and the description of each dimension are as follows:

Decision-making: The decision-making dimension of empowerment involves teachers' participation in critical decisions that directly affect their work.

Teachers involved in decision-making at their schools make better job-related choices and found their jobs more meaningful than individuals not involved in decision-making processes (Gaziel, 1998; Somech, 2005). Teachers who are empowered to make professional organizational and instructional decisions are satisfied with their job because of the belief that they have the capacity to be successful in educating students (Hoy & Miskel, 2008; Papanastasiou & Zembylas, 2005). Besides that, teachers who are decision makers feel ownership and commitment throughout the entire process (Short, 1994).

Professional growth: Professional growth refers to teachers' perception that the school in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills through the work life of the school (Short & Johnson, 1994).

When teachers feel they have the opportunity for professional growth, there is a positive impact for both organization and profession (Bogler & Somech, 2004). Besides that, Desimone (2009) advocated that the professional development increases teachers' knowledge and skills as well as changes their attitudes and beliefs. For example, in a study to assess the impact of professional development schools (PDSs) on pre-service teachers by comparing PDS with non-PDS candidates reveals that PDS candidates showed greater ownership of their school and classroom (Castle, Fox, & Souder, 2006). As such, a greater professional orientation is likely to result in increased motivation and a stronger commitment to shared goals (Cloke & Goldsmith, 2002), with a greater sense of confidence that teachers are working hard and going beyond the minimum contractual commitments.

Status: This pertains to teachers' perceptions that they enjoy the professional respect and admiration of those with whom they work and that they have collegial support and respect for their expertise and knowledge.

Individuals who perceive they have a greater sense of empowerment through status tend to feel personal importance and perceive organizational goals aligned with their own, thus having greater commitment (Mowday, Portar, & Steers, 1982; Wu & Short, 1996). When status is achieved, teachers are more likely to be contributors to their school (Bogler & Somech, 2004). Unfortunately, this dimension of empowerment is influenced by teachers' salary, negative experiences of teachers and damaging events made public within society. Maeroff (1988) noted that the inadequate salaries given to teachers could lead to teachers disrespecting themselves.

Self-efficacy: This pertains to teachers' perceptions that they possess the skills and ability to help students learn, competent in building effective programs for students, and that they can effect changes in students' learning.

Self-efficacy is a psychological term that refers to a person's perceived expectation of succeeding at a task or obtaining a valued outcome through personal effort (Bandura, 1986). Teacher with higher sense of efficacy will be reflected from the greater amount of effort he or she puts into teaching as well as higher degree of persistence when confronted with difficulties (Ross, Cousins, & Gadalla, 1996). Dussault's (2006) study on French-Canadian high school teachers found that individual teacher self-efficacy has a positive correlation with self-rated OCB in the areas of altruism, courtesy, conscientiousness, and civic virtue. In other words, teachers who believed they were effective also believed that they have exhibited positive OCB. As Combs, Miser and

Whitaker (1999) wrote, 'A positive sense of self is an enormous resource'.

Autonomy: Autonomy refers to teachers' beliefs that they can control certain aspects of their work life.

The hallmark for autonomy is the sense of freedom to make certain decisions (Short, 1994) and the confidence to express opinions while also learning from and engaging with others in. According to the job enrichment theory (Hackman & Oldham, 1975), increased autonomy will promote individuals' sense of responsibility and allow them greater flexibility in how they define their role (Fried et al., 1999; Troyer et. al., 2000). Parker et al. (1997) found that enhanced autonomy increased ownership of problems but also that employees recognized a wider range of skills and knowledge as important for their roles. Teachers exhibit higher levels of OCB when they feel a sense of control (autonomy) on the job (Wilson & Coolican, 1996). On the other hand, teachers who have too little autonomy and flexibility with regard to pedagogical choices and feel there is a lack of hierarchical support would lead to major frustration (Müller, Alliata, & Benninghoff, 2009). Especially in the context of Malaysian public universities, studies has shown that there is a high proportion of lecturers experiencing high job strain which could be due to lack of control or autonomy in the face of increasingly high job demands (Huda, et al., 2004).

Impact: Teacher impact refers to teachers' perceptions that they can produce an effect on the workplace that is worthwhile (Short, 1994).

It is the belief that one has significant influence over outcomes at work. Short and Johnson (1994) defined teacher impact as teachers' perception that they can influence

their work life and have significant influence over strategies, administrative and operational outcomes. While teacher autonomy reflects personal control over individual work unit outcomes, teacher impact reflects a level of control over work unit outcomes (Park, 2003). Thus, because empowered employees see themselves having the ability to influence their jobs or work environments and experience meaningfulness in their work, they are more likely to respond with higher levels of persistence and motivation, which are likely to translate into higher levels of OCBs (Kirkman & Rosen, 1999; Kirkman, Rosen, Tesluk, & Gibson, 2004).

The effect of empowerment cannot be underestimated as it has significant impact on organization outcomes. In corporate business organizations, empowerment is found to be a starting point for mending problems and building loyalty in the company, especially in times of downsizing where everything seems out of control (Niehoff, Moorman, Blakely, & Fuller, 2001). In educational organization, Somech (2005) found that the notion that empowerment can improve teacher effectiveness, pivotal factor in the effective functioning of an organization. Based on Short and Rinehart's (1992) School Participant Empowerment Scale as a measure of teachers' personal empowerment, Somech (2005) juxtaposed two forms of empowerment (personal and team) in an integrated model of organizational outputs—performance, organizational commitment, and professional commitment. In her studies, she found that teachers' personal empowerment is positively associated with performance, organizational commitment, and professional commitment. These results suggest that the strength of peoples' conviction of their own sense of empowerment is likely to affect whether they get involved in a collegial activities and whether they would be motivated to persist despite difficult organizational/environmental obstacles.

Though SPES has been widely used as a measure for teacher empowerment, some researchers however, would still focus on the psychological perspectives for studies pertaining to teacher empowerment based on Spreitzer's empowerment scale (J. Dee, Henkin, & Deumer, 2003; Edwards, et al., 2002; Moye, Henkin, & Egley, 2005). This was based on the understanding that teachers must first experience psychological empowerment for managerial empowerment interventions to be successful. This approach also regards psychological empowerment as a continuous variable, by which individuals perceive themselves as more or less empowered rather than empowered or not empowered (Spreitzer, 1995).

2.9.1: Lecturer Empowerment

In the context of university as an educational institution, the study of this research pertaining to lecturer empowerment was built on Short and Rinehart's (1992) six dimensions of empowerment. However, it was argued that some of these empowerment dimensions adapted will be measuring beyond merely the perceptions or belief of the lecturers'—the psychological approach of empowerment, but also the empowerment practices (decision-making, professional growth, autonomy) experienced by the lecturers in the university—relational approach of empowerment (Lea & Callaghan, 2008). In Malaysia, unlike schools where teachers are supposed to comply to a set of criteria set by Ministry of Education (government) pertaining to teaching and learning: in terms of the syllabi, content of the subjects, the language used in teaching and for the examination, combination of subjects being offered and number of credit hours for each subject, lecturers, academics or researchers in this regard do possess a greater degree of freedom and autonomy. This is because universities can be considered as an autonomous institution with its indispensable role in knowledge production. Autonomy

therefore, be it implicitly or explicitly, has been regarded as one of the key factors in becoming and remaining as an academics or researchers (Randolph, 2000). Academics, researchers or lecturers, are seen as professionals who have already possessed a great deal of power—power resides in their knowledge, experience and internal motivation.

Though Spreitzer (1995) conjectures that empowerment is not a global construct across all situations, but specific to the work context in organizations, it is conjecture that in this study pertaining to lecturer empowerment, the six dimensions of empowerment developed by Short and Rinehart's (1992) would still remain relevant in higher education setting. However, there is a need to improvise the School Participant Empowerment Scale (SPES) as it is still lack of the basic conception of empowerment. In the university environment, academic empowerment pertains to execution of power in instruction, curriculum, management, student evaluation, and research. Thus, this study has included one additional dimension of the SPES—'execution of power' as academics.

2.10: Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) has received much attention in the past decade as scholars have advocated its significant impact on the success of organizations. This is because employees' OCB, when aggregated over time and across people, will influence organizational effectiveness (Bolino & Turnley, 2003). Based on the literatures, I seek to understand the previous conceptualization of OCB and conjecture that there is lacked of the political dimensions and in-depth meaning of 'citizenship' in OCB especially in the study pertaining to university as an organization, which can be regarded as a political and social institution.

2.10.1: Previous Conceptualization of Organizational Citizenship Behaviors

Barnard (1938) was the first individual to make a distinction between organizational in-role behavior (behavior that is required by one's job or role) and organizational extra-role behavior (spontaneous behavior or activity that goes beyond the prescribed requirements of one' job or role) in his book, *The Function of the Executive*. These extra role behaviors may include assisting other employees with their work duties and working extra hours in order to help the organization to attain its goals. Individuals differ in their willingness to contribute to the "cooperative system", and the individual differences in behavior cannot be explained by individual differences in ability. Barnard also highlighted that efforts must be exerted not only to perform the functions that contribute to the goals of the organization but also to maintain the organization itself. Maintaining the organization could be interpreted to up-lift the organization by exercising discretionary ownership.

Katz and Kahn's (1978) extended this argument further. In any organization, they claimed, the system would break down if it was not supported by the 'countless acts of cooperation' exhibited by the employees. They further noted that the incentives that motivate such spontaneous, informal contributions are different from those that motivate task proficiency. Thus, the relevant justification of citizenship behaviors through the writing of Barnard (1938) on the importance of generating cooperation among workers and Katz (1964) on the importance of non-programmed behaviors to maintain the viability of a firm have prompted much insights on the subsequent research in this area.

Organ (1988) was the first who coined the term 'Organizational Citizenship Behavior' (OCB) as '…individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the

effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable'. He has identified several types of OCB: (1) altruism-the helping of an individual coworker on a task, (2) conscientiousness-carrying out one's duties beyond the minimum requirements, (3) civic virtue-participating in the governance of the organization, (4) sportsmanship-refraining from complaining about trivial matters and (5) courtesy-alerting others in the organization about changes that may affect their work (Organ, 1988).

Research proposes there is much overlaps between the facets of OCB and vary in their approaches to categorizing the dimensions of OCB. When OCB first appeared in the literature, Smith and colleagues (1983) included two dimensions of OCB: altruism and compliance. Since then, the number of proposed dimensions has increased from three (Graham, 1991; Morrison & Phelps, 1999; Van Dyne, Graham, & Dienesch, 1994), to five (Organ, 1988; Podsakoff, et al., 2000) and to seven (Organ, 1988; Podsakoff, et al., 2000) distinct elements: (1) helping behaviors (altruism), (2) organizational loyalty (promoting the organization to outsiders), (3) individual initiatives (conscientiousness), (4) civic virtue (constructive involvement with the organization's affairs and politics), (5) organizational compliance (respect rules and structure), (6) self-development (voluntarily improving knowledge and skills) and (7) sportsmanship (tolerating inconveniencies). However, these seven variables are presented in a variety of taxonomies throughout the OCB literature in the form of five condensed factors: altruism, civic virtue, conscientiousness, courtesy, and sportsmanship (Allison, Voss, & Dryer, 2001; Podsakoff, et al., 2000; Yen & Niehoff, 2002). The OCB scale developed by Podsakoff et al. (1990) was among the most

widely used in the OCB literature. Yet, as noted above, the appropriateness of Organ's five-dimension conceptualization of the OCB construct has been the subject of a considerable amount of attention (Hoffman, Blair, Meriac, & Woehr, 2007). Williams and Anderson (1991), for example, proposed an alternative two-dimensional conceptualization of OCB, suggesting that OCB be viewed in terms of behaviors directed toward individuals (OCB-I) versus those directed toward the organization (OCB-O). Here it is important to note that Williams and Anderson's dimensions were largely based on Organ's (1988) five-dimension taxonomy.

In a meta-analysis by LePine, Erez and Johnson (2002), they concluded that the relationships between the four most commonly studied OCB dimensions (altruism, conscientiousness, courtesy and sportsmanship) and other constructs in the OCB nomological network (ie., satisfaction, commitment, fairness, leader support, and conscientiousness) were indistinguishable. They advocated that the four dimensions might best be conceptualized as one unitary latent construct representing a single dimension of general helpfulness and co-operation. In the study of OCB in schools, DiPaola and Tschannen-Moran (2001) identified a single dimension of citizenship behavior in schools-helping students-that incorporated all five of Organ's dimension into one factor.

Thus, over twenty years since Organ (1988) first introduced the concept of OCB, there is a significant pattern that as the years passes by, the number of dimensions used in a typical OCB decreases (Moon, et al., 2005).

2.10.2: The Circumplex Model of OCB

Podsakoff et al. (2000), in their review of OCB found 30 overlapping yet distinct forms of OCB. With an increasing level of uneasiness regarding the direction the field is taking, Moon, Van Dyne and Wrobel (2005) expanded upon the circumplex model of OCB first introduced by Moon and Marinova (2003) and provided an integrative summary of empirical literatures on OCB using the circumplex—a conceptual framework on OCB research based on two major axes: organizational versus interpersonal behaviors and promotive versus protective behaviors. These two major axes—organizational/interpersonal and promotive/protective, characterized and form four general dimensions: helping (interpersonal and promotive), innovation (organizational and promotive), sportsmanship (interpersonal and protective) and compliance (organizational and protective). The distribution of research across the four general domains of circumplex was illustrated through mapping the published studies onto the circumplex.

Though Moon, Van Dyne and Wrobel (2005) have acknowledged the need for conceptualization of OCB that clarifies the prominent set of behaviors and resolves questions regarding level of specification and dimensionality, still there is a lacked of the political dimensions of 'citizenship', which has been conjectured to produce more cleanly bounded and clearly defined facets of OCB (Van Dyne, et al., 1994). Besides that, it is imperative to embrace the political dimension of citizenship especially for studies carried out in university setting, whereby universities as organizations can be considered both political and social in nature.

Thus based on the 'Athenian Model of Citizenship', it is argued that the incorporation of the political dimensions of 'citizenship' is pivotal in this research.

Figure 7 shows the incorporated political dimensions of citizenship into the circumplex model.
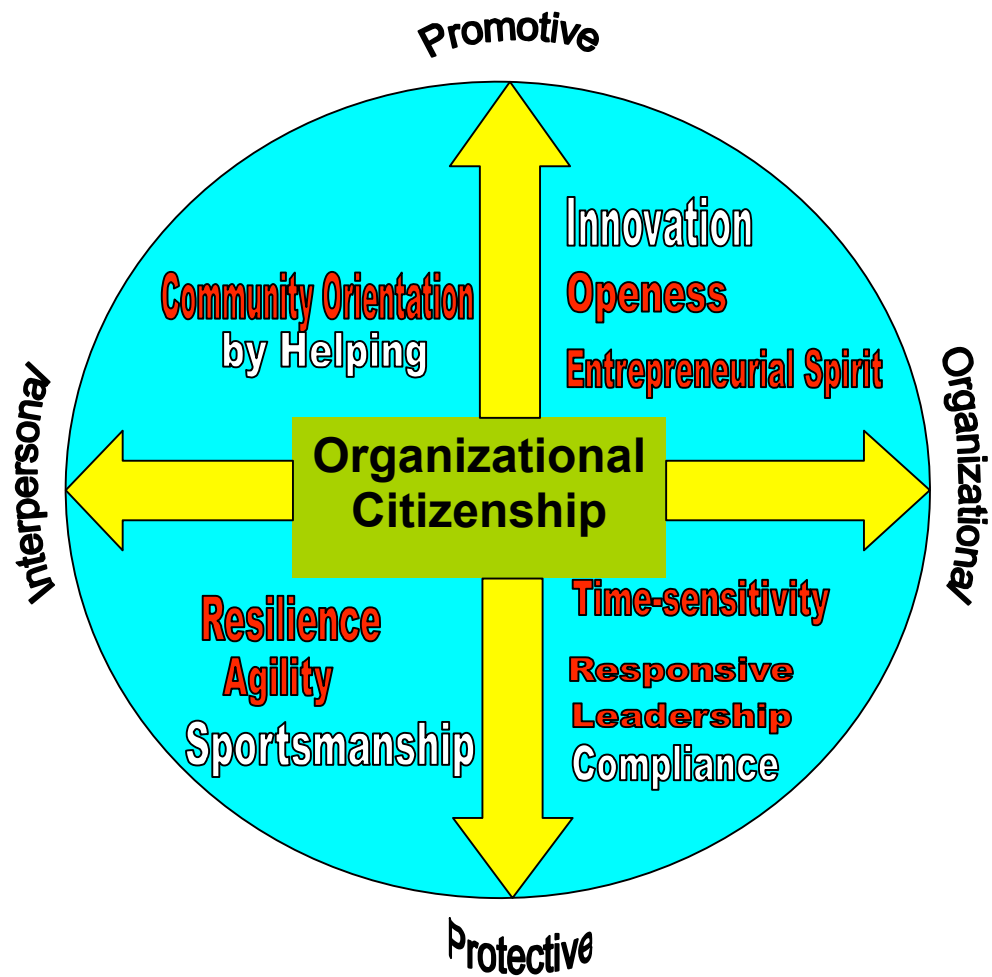
Figure 7: Integrated Japanese and Athenian Model of OCB: Axes and Representative Behaviors

(Source: Moon et al., 2003; Manville & Ober, 2003)

2.10.3: OCB Research In Educational Institutions

The concept of OCB is relatively new in the field of education (Kürsad Yilmaz & Murat Tasdan, 2009). In the study by DiPaola and Tschannen-Moran (2001), the first study of the adaptation of Organ's organizational citizenship concept to schools suggests, however, that Organ's (1988) original five-factor construct may be too complex and have identified a single dimension of citizenship behavior in schools— helping students—that incorporated all five of Organ's dimension into one factor. Schools are professional service organizations whose overall mission generally is congruent with the mission of highly committed teachers to enhance student learning and improve student achievement. Teachers are seen as professionals who are generally committed to doing what is the best for student-clients. The client is the prime beneficiary of the organization (Scott, 2003). The distinction between helping individuals and furthering the organizational mission is blurred because in schools the mission is synonymous with helping people as schools are people-helping organizations. They concluded that the voluntary and prescribed teacher behaviors in schools all shared this central purpose (DiPaola, et al., 2005; DiPaola & Tschannen-Moran, 2001). Teachers with high citizenship take upon themselves to volunteer innovative suggestions, sponsor extracurricular activities, and serve on new committees.

Organizational citizenship in schools provides a serious educational context in which teachers are rarely absent, make efficient use of their time, work collaboratively, and emphasize professional activities rather than personal ones. Moreover, teachers help students on their own time, and if necessary stay after school to help. Teachers use their talents and efforts to benefit all school participants (DiPaola, Tarter, & Hoy, 2007). Field studies show that OCB enhances school effectiveness because it frees up

resources for more productive purposes, helps coordinate activities within the organization, and enables teachers to adapt more effectively to environmental changes (Miles, Borman, Spector, & Fox, 2002; Van der Vegt, Van de Vliert, & Oosterhof, 2003).

There has been increasing amount of research on OCB in the field of education focusing particularly in school setting ever since triggered by the first study conducted by DiPaola and Tschannen-Moran (2001). Knowledge has been generated about the OCB of teachers in schools as well as its significant implication on managing the interdependencies among members of a work unit, thereby increasing the collective outcomes desired. However, the same cannot be said of lecturers in universities, though they are categorized in the similar field of education. There is still little information about the OCB of lecturers in higher education institutions. Hence, the subsequent sub-to highlights the nature of university based on open system theory and as a learning organization. The paramount importance of OCB in universities based on the nature of the university was discussed.

2.10.4: University Organization as an Open System and Learning Organization

University as an organization is very much of an open system, as many researchers have pointed out (Argyris & Schön, 1990; Morgan, 1986; Mulford, 2000; O´Connor & McDermott, 1997; Senge, 1990). First of all, a system is defined as a set of inter-related elements, subsystems, which can be viewed as independent entities and dependent parts of an integrated entity at one and the same time (O´Connor & McDermott, 1997). A university thus can be defined as a system, where departments and disciplines are examples of subsystems. A department as well as a discipline is itself an entity. At the same time these subsystems are parts of a larger entity: the university. A university

would not be a university without its departments and disciplines, but departments and disciplines would not exist without the university either.

University organization can be regarded as an open system due to its relation to and interaction with the environment as well as the ability to scan and discover changes in that environment (Birnbaum, 1988; O´Connor & McDermott, 1997). This means that open systems measure the gap between where they are and where they want to be, which can be seen as striving to maintain a stable relation with the environment, to reach a state of what we called as 'equilibrium'. Open systems change their internal structures when necessary in order to restore equilibrium with the environment (Birnbaum, 1988; Morgan, 1986; O´Connor & McDermott, 1997).

Recently, it has been noted that university organization has organized its inner life and illuminate the characteristics of a learning organization. Argyris and Schön (1990) as well as Senge (1999) defined learning organizations as organizations with a highly developed ability to identify and solve problems with the purpose of adapting to a changing environment. Senge (1990) highlighted that learning organizations can exist, but only if the people who populate them had the right qualities, qualities that would enhance the prospect of learning being a continual outcome and become second nature. Senge (1990) further elaborates the crucial qualities for people to have—system thinking, personal mastery, mental modes, building a shared vision and team learning to ensure the development of an organization into a 'Learning Organization'.

University that functions as learning organizations in a context of rapid global change are also those that have systems and structures in place that enable staff at all levels to collaboratively and continuously learn and put new learning to use. This capacity for collaborative learning defines the process of organizational learning in university. Marks, Louis, and Printy (2000) have identified six dimensions of this capacity for educational institution to be a learning organization. Arguably, these six

dimensions—university structure, participative decision making grounded in lecturer empowerment, shared commitment and collaborative activity, knowledge and skills, leadership, feedback and accountability are still found to be relevant in university organization.

Notably, working under the changing circumstances becomes an essential feature of learning organizations (Lee, Dedrick, & Smith, 1991). Universities, therefore, will necessarily become more dependent on individuals who are willing to contribute to successful change, regardless of formal job requirements. However, Somech and Drach-Zahavy (2004) asserted that the occurrence of these behaviors within organization is related to the organization-level antecedents in which the variation in these behaviors across organizations was related to the nature of the organizational characteristics and practices. They asserted that OCB directed towards organization was positively related to the values of learning organization and organizational learning mechanism. Organizational learning mechanism are institutionalized structural and procedural arrangements, and informal systematic practices that allow organizations systematically to collect, analyze, store, disseminate and use information that is relevant to the performance of the organization and members (Popper & Lipshitz, 1998).

2.11: Summary

Plethora of research has been conducted on studies pertaining to university autonomy, empowerment and OCB respectively. However, there is scarce information especially in the higher education literature to examine and explore the interactions and effects among these variables. In this chapter, different ideology and past findings pertaining to university autonomy, empowerment and OCB were reviewed and analyzed. Subsequently, the dimensions used for each variable in this study were clearly delineated.

This study examined university autonomy in some de facto aspects, contextualized on the relationship between national government (or state government) and higher education institutions—particularly focusing on the extent of government's influence on academic program, research and consultancy, post graduate program, teaching and learning, management, human resource, financial, infrastructure and student (Sufean Hussin & Asiah Ismail, 2008). The national government in Malaysia has seen fit to steer higher education in terms of the policies and direction that is in the 'national interest'. Thus, the notion of university autonomy, arguably, is best exemplified by examining the extent of government's influence internally in the operation and development of the university, which can affect the extent of OCB among the academics, lecturers or researchers.

Other than university autonomy, the understanding of empowerment is imperative because it underpins the basis of the OCB examined in this study. In one of the studies carried out by Bogler and Somech (2004), they found that a number of teacher empowerment dimensions (decision-making, self-efficacy, and status) were statistically significant predictors of OCB in the school setting. In another studies,

Bogler and Somech (2005) found that teacher empowerment plays an important role in mediating the relationship between participative decision-making and OCB. This is because involvement in decision-making processes induces teachers to take on new roles and 'go the extra mile', beyond the call of duty. This can be seen through teachers' motivation to have a more direct impact on the school life, feel a sense of self-efficacy and autonomy in making personal and school decisions, raise status, and strive for professional growth.

Thus, the six dimensions of lecturer empowerment (decision-making, professional growth, status, impact, self-efficacy and autonomy) used in this study was adapted from School Participant Empowerment Scale developed by Short and Rinehart's (1992). However, in university context, it is argued that there is still a need to incorporate one additional dimension of the basic conception of empowerment— execution of power in instruction, curriculum, management, student evaluation, and research. Therefore, this study has incorporated one more dimension of the SPES, 'execution of power' as academics.

The study of OCB in university context cannot be underestimated as it denotes organizationally beneficial behavior of workers that was not prescribed but occurred freely to help others achieve the task at hand. This chapter proposed the improvised model of OCB by incorporating the political dimensions of 'citizenship' (Manville & Ober, 2003) into the circumplex model of OCB (Moon, et al., 2005). This study seeks to offer a more comprehensive model of OCB in the context of university environment, which has been regarded as both social and political in nature.

Subsequently, this chapter envisaged the triadic linkage among these variables based on the concept of social interaction—that maintains the government-universities relationship pertaining to the degree of autonomy in handling its own affairs (ministry-

university level), the relationship between the lecturers (faculty) and the central administration/university management (intra-university level), and the outcome of OCB, which can be oriented towards individuals or university organization or both (Treuthardt & Valimaa, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY:

DESIGN, INSTRUMENTATION AND PROCEDURE

3.1: Introduction

This chapter describes the research methodology used in this study which was totally quantitative in nature using three research instruments requiring respondents (university academics) to rate ordinally the extent of organizational citizenship behavior, university autonomy and lecturer empowerment in their university.

As defined before, OCB is a set of behavior that arises from the social exchange between the employee and the organization which comprised of orientation by helping, innovation for improvement, collegial harmony, compliance, openness, responsive leadership, competitive urgency to excel, entrepreneurial spirit, individual resilience and agility. University autonomy is the degree of dependency or independency in relation to some power holders and self-determining the necessary course of policies and actions in its own internal affairs. Lecturer empowerment (LE) refers to the allocation, delegation, provision, and acknowledgement of more power to the academic staff in determining the curriculum, instructions, learning, research, publication and other professional.

The first part of this chapter explains the research design. The second part focuses on an overview of the sampling procedure and sampling frame. The third part explains the variable of interest and design of the research instrument. The fourth part

explains data collection procedures, validity and reliability issues of the instrument. Finally, the statistical analysis techniques for each of the research questions are presented.

In accordance with the purpose of the study, this study attempts to answer the following research questions:

1) What is the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

2) What are the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

3) Specifically for the three main variables, is there a tenable and significant triadic linkage among University Autonomy, Lecturer Empowerment, and OCB?

4) Overall, to what extent do Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?

5) Specifically, to what extent do the domains of Lecturer empowerment and University autonomy domains predict organizational citizenship behavior in Malaysian research universities?

3.2: Research Design

This study was a quantitative study that utilized survey method. Survey helped to identify beliefs and attitudes of individuals (Cresswell, 2005) and attempts to measure what actually exist in the environment (Gall, Gall, & Borg, 1999). Given that this study aimed to determine the triadic linkage and interactions among university autonomy, lecturer empowerment and OCB as shown in Figure 8, it appeared that survey was the most appropriate in attaining the desired results. Furthermore, survey design using questionnaire has been an efficient way to collect a lot of information on a large sample in a relatively short period of time (Mitchell & Jolley, 2010) similar to the task undertaken in this study. However, there were certain standards of quality, especially in relation to sampling that need to be met.

Cross-sectional survey design, known as the most popular form of survey design used in education was adopted in this study whereby the researcher collects data at one point in time. Using descriptive and multivariate statistics, scores on the surveys were standardized to allow for an appropriate comparison of data.

Organizational Citizenship Behavior, OCB

- Community orientation by helping
- Innovation for improvement
- Collegial harmony
- Compliance
- Openness
- Responsive leadership
- Progressive Advancement
- Entrepreneurial spirit
- Individual Resilience
- Agility

University Autonomy, UA

- Academic programs
- Postgraduate academic programs
- Research and Consultation
- Teaching and Learning
- Management
- Human Resource
- Finance
- Infrastructure facilities
- Student affairs

Lecturer Empowerment, LE

- Participative Decision Making
- Professional Growth
- Status
- Self Efficacy
- Autonomy in Job
- My Impact on Others (Professional Impact)
- Execution of Power

Figure 8: The triadic linkage among organizational citizenship behavior, lecturer empowerment and university autonomy

In relation to Research Question 1, a descriptive statistics such as means, frequencies, percentages and standard deviations were used to determine the extent and prominent aspects in the respective variables of the study.

In relation to Research Question 2 and 3, correlational design was used as it provides an opportunity to predict the scores and explain the relationship among variables. In this

design, the researcher has no attempt to control or manipulate the variables, instead they relate, using correlational statistic, two or more scores for each individual. Figure 9 shows the correlational design in this study.

Variable I	Mean Score For Variable I	Mean Score For Variable II	Variable II
UA	High	High	OCB
	Moderate	Moderate	
	Low	Low	
LE	High	High	OCB
	Moderate	Moderate	
	Low	Low	
UA	High	High	LE
	Moderate	Moderate	
	Low	Low	

Figure 9: Correlational Design With Possible Ways of Relationships Among the Levels of the Three Main Variables

In relation to Research Question 4 and 5, multiple regression design was used to allow researcher to study not only the relationships between the independent variables while accounting for the interrelationships among the independent variables themselves, but also to see the impact or effects of multiple variables have on an outcome. Multiple regression analysis enables the researcher to more accurately predict dependent variables (OCB) using a series of independent scores (lecture empowerment and university autonomy). This method provides data about which of the dimensions of university autonomy and lecturer empowerment—independent variables, that best explain the variance in the measure of OCB, the dependent variable.

3.3: Population and Sample for the Study

The process of survey research began by identifying the population. According to (Cresswell, 2008), "population is a group of individuals who have the same characteristics". The target population for this study comprised of lecturers from the Malaysian public universities designated as 'Research University' (RU) namely University of Malaya (UM), University Kebangsaan Malaysia (UKM) or translated as The Malaysian National University, University Putra Malaysia (UPM), University Science Malaysia (USM) and University Technology of Malaysia (UTM). This was a purposive sampling, aimed to establish the theoretical framework of this study—the triadic linkage, which was seen appropriate and relevant based on the research university's criteria and objectives outlined by the Ministry of Higher Education. Table 5 shows the total number of academic staffs in research universities (MOHE, 2009).

Table 5

Total Number of Academic Staffs in Research Universities

Research Universities	Number of academic staffs in 2009
Universiti Malaya (UM)	2,168
Universiti Sains Malaysia (USM)	1,866
Universiti Kebangsaan Malaysia (UKM)	2,273
Universiti Putra Malaysia (UPM)	1,956
Universiti Teknologi Malaysia (UTM)	1,955
Total	10,218

Source: Ministry of Higher Education (2009)

Gay and Airasian (2000) suggested that in the determination of the sample size for descriptive research, a sample of 10-20 % of the population is sufficient to carry out the research. In determining the sample size for factor analysis, Chua (2009) recommends a minimum of five cases for each item. However, the more acceptable sample size would have a 10:1 ratio (Hair, Black, Babin, & Anderson, 2010). Therefore, by taking into consideration the 5: 1 and 10:1 ratio as well as the University Autonomy Scale which consist the greatest number of items (79), the minimum required number of respondents for the study would be a total of 395 respondents. However, a total of 790 respondents would be more acceptable sample size based on 10:1 ratio.

3.1: Research Instruments

In this study, the instrumentations were adapted and modified based on the conceptualization and theoretical framework of OCB, lecturer empowerment and university autonomy. The questionnaire of this study comprised the following sections: 1) cover letter; 2) the demographic items; 3) scale of measuring organizational citizenship behavior (70 items), lecturer empowerment (53 items) and university autonomy (79 items). Ratings were made on 5-point ordinal scale (1-5) ranging from strongly disagree, disagree, fairly agree, agree and strongly agree.

3.4.1: Development and Adaptation of Organizational Citizenship Behavior (OCB) Scale

Organizational Citizenship Behavior' (OCB) is defined as 'individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the effective functioning of the organization' (Organ, 1988). This research adopted the dimensions of the Circumplex Model of Citizenship and OCB scale asserted by Moon, Dyne and Wrobel (2005). Along with these dimensions, new political dimensions of 'citizenship' are incorporated and self-developed items based on the Athenian Model (Manville & Ober, 2003) were added into the measurement of OCB scale.

This part of the questionnaire consists of 70 items for obtaining information related to OCB, which comprised of ten dimensions: four dimensions from the Circumplex Model and six dimensions from The Athenian Model. Refer to Appendix B for the details of the questionnaire:

1- Community orientation by helping

This dimension consists of nine items (1-9). An example of item is 'As 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'.

2- Innovation for improvement

This dimension consists of six items (10-15). An example of item is 'I make innovative suggestions for the betterment of the department or faculty'.

3- Sportsmanship

This dimension consists of seven items (16-22). An example of item is 'I usually pacify conflicts or disagreements in the faculty for a purpose of having a harmonious working environment'.

4- Compliance

This dimension consists of seven items (23-29). An example of item is 'For maintaining orderliness, I conscientiously follow the entire regulations and procedures set by the faculty or university'.

5- Openness

This dimension consists of six items (30-35). An example of item is 'I collaborate with lecturers and professionals from other universities who have the similar field of expertise'.

6- Responsive leadership

This dimension consists of six items (36-42). An example of item is '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'.

7- Time-sensitivity

This dimension consists of seven items (43-49). An example of item is 'I keep myself updated with the performance and advancement of competing universities'.

8- Entrepreneurial spirit

This dimension consists of seven items (50-56). An example of item is 'With regard to the competitiveness to prosper in the global market, the university responds positively to every opportunity as they occur'.

9- Individual resilience

This dimension consists of seven items (57-63). An example of item is '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 arise'.

10- Agility

This dimension consists of six items (64-70). An example of item is 'I am quick to submit to the changes made by the university in order for my university to adapt dynamically to new circumstances'.

3.4.2: Development and Adaptation of Lecturer Empowerment Scale

In this study, the research adapted the School Empowerment Participant Scale (SPES) Questionnaire developed by Short and Rhinehart (1992), which measure teacher perceptions of empowerment. The SPES questionnaire has been modified slightly to suit the research object—lecturers in Malaysia public universities. Empowerment, as defined by Short, Greer and Melvin (1994) is a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. It is individuals' belief that they have the skills and knowledge to improve a situation in which they operate. However, empowerment in this study is beyond merely

the perceptions but refers to the allocation, delegation, provision, development and recognition of more power to the subordinates by the superior authorities. Thus, lecturer empowerment (LE) means the allocation, delegation, provision, development and recognition of more power to the academic staffs in determining the curriculum, instructions, learning, research, publication and other professional activities. Therefore, some modifications such as replacing the word 'teacher for lecturer', deleting or adding some sentences and items pertaining due to the suitability of the questionnaire in higher education context, and addition of one more dimension—execution of power is deemed necessary. This procedure is to ensure better face and construct validity of the instrument.

This part of the questionnaire consists of 53 items for obtaining information related to LE, which comprised of seven dimensions as stated below. Refer to Appendix B for the details of the questionnaire.

1- Participative Decision Making

This dimension consists of seven items (71-77). An example of item is 'In faculty/department meetings, I participate in decision-making whenever there is implementation of new programs'.

2- Professional Growth

This dimension consists of six items (78-83). An example of item is 'I am treated as professionals, highly regarded and respected of my role and expertise in my field of knowledge'.

3- Status

This dimension consists of eight items (84-91). An example of item is 'I have the respect from lecturers/academics/researchers from other universities'.

4- Self-efficacy

This dimension consists of seven items (92-98). An example of item is 'I believe that I am helping student*s* to become independent learners'.

5- Autonomy In Job

This dimension consists of eight items (99-106). An example of item is 'I have control over my daily schedules'.

6- My Impact on Others

This dimension consists of eight items (107-114). An example of item is 'I have the ability to get things done or solved when confronted with situations that causes delay in the system within our department/faculty/university'.

7- Execution of Power

This dimension consists of nine items (115-123). An example of item is 'As per my expertise area, I only choose students who have the interest of doing research in my area of expertise'.

3.4.3: Development and Adaptation of University Autonomy Scale

University autonomy adapted the dimensions proffered by Sufean and Aziah (2008). University autonomy refers to the degree of dependency or independency, in relation to some power holder, and self-determination of the necessary course of policies and actions. It measures the decision-making powers which university has over its own affairs (ie. university development) in nine major aspects: academic program, postgraduate educational program, research and consultation, teaching and learning, management, human resource, financial, infrastructure and student.

This part of the questionnaire consists of 79 items for obtaining information related to University Autonomy, which comprised nine dimensions as stated below. Refer to Appendix B for the details of the questionnaire.

1-Academic programs

This dimension consists of ten items (124-133). An example of item is 'The faculty/university offers academic programs to students when there are professionals/expertise available in faculty/university'.

2- Postgraduate academic programs

This dimension consists of twelve items (134-145). An example of item is 'The university develops the necessary provisions and facilities in order to attract more postgraduate students'.

3- Research and consultation

This dimension consists of nine items (146-154). An example of item is 'University is free to carry out research and consultation works based on the professionals/experts available in the university;

4- Teaching and learning

This dimension consists of eight items (155-162). An example of item is 'Lecturers in this university are free to choose the appropriate teaching and learning methods'.

5- Management

This dimension consists of nine items (163-171). An example of item is 'In relation to the government, the university/faculty has a large degree of autonomy in the management processes'.

6- Human resource

This dimension consists of eight items (172-179). An example of item is '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'.

7-Finance

This dimension consists of seven items (180-186). An example of item is 'University puts in efforts to reduce the financial dependency on government by acquisition of funding from diversified sources'.

8- Infrastructure facilities

This dimension consists of eight items (187-194). An example of item is 'University constructs its own infrastructure and facilities, according to its own development plan.'

9- Students' affairs

This dimension consists of eight items (195-202). An example of item is 'The university determines the activities carried out by students, according to the needs of the university'.

3.5: Research Procedure

This section discusses research procedures carried out by the researcher. A pilot study was conducted to establish the reliability of the instruments. The instruments were then administered to the respondents proposed in this study.

3.5.1: Pilot study

The research and supervisor had modified and expanded three survey instruments used for this study. Before the actual field work, the instruments were pilot tested twice to ensure their validity and reliability were acceptability high. The first round pilot test was done with the supervisors and a few academics for the purpose of ensuring the relevancy and construct validity of all the survey items. The second round pilot test involved more than 225 academics in one of the public universities in Klang Valley, and the purpose was to establish the factors, factorial loadings and reliability values of the survey items in all the three instruments.

Followings were the important issues and considerations that emerged from the pilot study which were used as precautionary measures for the actual study:

1) The need to use the position power of the Dean to persuade lecturer respondents to answer the survey questionnaire.

2) The need for the researcher to approach some respondents personally or to remind the respondents to answer the survey questionnaire, and to return the questionnaire within two weeks.

3) The need to prepare small gifts as a token of appreciation for voluntary participation in the survey questionnaire to the respondents.

4) The need to prepare stamped, self- addressed envelope for participants to return the survey questionnaire if they failed to complete within the duration of time duration given.

5) The need to use online questionnaire due to limited research funds allocated.

3.5.2: The Validity and Reliability of the Instrument

Validity and reliability are important aspects of a quantitative research inquiry. "Validity means that the individual's scores from an instrument make sense, are meaningful, and enable you, as the researcher, to draw good conclusions from the sample you are studying to the population". The construct validity of the survey instrument was established theoretically and conceptually through literature review and verified by the research supervisor. Pilot study conducted in this study was aimed to test the data collection instrument for face, content and construct validity—in particular, to check that the questions drew forth appropriate responses by consulting

some lecturers on the similar field (Beanland, Schneider, LoBionda-Wood, & Haber, 1999). The academic staffs were requested to comment, give suggestions, share their views as well as to criticize the content of the items. As a result, the instrument was improved further whereby some statements and dimensions were reworded or rephrased to ensure content appropriateness. Items which were deemed to be clear in their intent were left unchanged.

Reliability means that scores from an instrument are stable and consistent" (Creswell, 2008). The reliability of the instrument reported here was based on the data collected from the pilot study. In this aspect, the 'estimates of internal consistency' (Cronbach's alpha) values were obtained as it is the most appropriate way of establishing reliability (Gay, 1992). A general rule was that indicators should have a Cronbach's alpha of 0.7 or more. In the case where low Cronbach's alpha values were found, some of the dimensions were also reworded. Table 6 shows the internal consistency of the instrument of this study (Cronbach's alpha) after the pilot study.

Table 6

Internal Consistency of the Instrument (Cronbach's alpha) after Pilot Study

Instruments	Cronbach's alpha
Organizational citizenship behavior (OCB)	.952
Community orientation by helping	.863
Innovation for improvement	.887
Collegial harmony (Sportsmanship)	.310
Compliance	.740
Openness	.848
Responsive leadership	.922
Competitive urgency to excel (Time sensitivity)	.548
Entrepreneurial spirit	.873
Individual resilience	.828
Agility	.783

Lecturer Empowerment (LE)	.939
Participative decision making	.863
Professional growth	.869
Status	.868
Self Efficacy	.892
Autonomy in job	.812
Impact on others	.831
Execution of power	.735
University autonomy (UA)	.926
Academic programs	.711
Postgraduate academic programs	.718
Research and consultation	.709
Teaching and learning	.614
Management	.704
Human resource	.652
Finance	.752
Infrastructure and facilities	.695
Student affairs	.712

From the pilot studied carried out, a relatively low cronbach's alpha values were obtained for 'Sportsmanship' and 'Time sensitivity'. Subsequently the 'Sportsmanship' was reworded to 'Collegial harmony' and the dimension for 'Time sensitivity' was reworded to 'Competitive urgency to excel', and some sentences under these dimensions were rephrased.

3.5.3: Data Collection Procedure

First, prior to collecting the data, permission to conduct the study was obtained from the respective five research universities' authorities. After obtaining permission through formal letters, the questionnaires together with the cover letter explaining the nature and purpose of the study were be distributed to lecturers working in RUs. The cover letter also indicated to the participants that the participation was voluntary and their responses would be kept confidential to encourage sincerity and truthfulness in responses. The distribution was through personal contact with respondents by going from office to office of the academic staffs. Online cover letter and questionnaires were prepared with the assistance of University of Malaya ICT department. The questionnaires were administered to a total of 6630 lecturers from all the five public universities designated as 'Research University' (RU) based on purposive sampling. Completed hard copy questionnaire were collected after a period of one to two weeks. In order to increase the response rate when distributing the hard copy questionnaires, a stamped, self-addressed envelope were prepared and provided to participant who failed to complete the questionnaire during the time of collection. The envelopes were coded for university identification purposes. As for online questionnaires, reminders via emails were sent after each week interval for a period of three-month data collection duration.

3.6: Statistical Data Analysis Techniques

Statistical Package for the Social Science (SPSS) version 18.0 program was used to analyze data collected in this study. Multiple regression requires that variables be normal, show adequate variance and linearity (Allison, 1999). Therefore, all data were

initially screened by the SPSS to check on missing values, outliers, univariate and multivariate normality, linearity and homoscedasticity (homogeneity of variances and covariances). For an individual case, missing data under ten percent can generally be ignored, except when the missing data occurs in a specific nonrandom fashion (Hair, et al., 2010). If significant skewness and kurtosis values were found showing non-normal distribution, then transformation or deletion of outliers would be considered.

Exploratory factor analysis (EFA) was used to assess construct validity of the instrument. In order to determine the number of factors, both the Kaiser eigenvalue criterion and the scree plot were consulted. Following the EFA, reliability analyses was conducted for each dimension to determine the internal consistency of test items. The number of factors and coefficient alpha were reported for all scales.

In accordance to the research objectives of this study, statistical method for each of the research questions is shown in Table 7.

Table 7

Data analysis methods

Objective	Research questions	Statistical Methods
a) To analyze and determine the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities.	1) What is the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?	Descriptive statistics such as frequency, mean, standard deviation.

Objective	Research questions	Statistical Methods
b) To analyze and determine the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities	2) What are the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?	Pearson's correlation
c) To establish the tenability of a triadic linkage among University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities	3) Specifically for the three main variables, is there a tenable and significant triadic linkage among University Autonomy, Lecturer Empowerment, and OCB?	Pearson's correlation
d) To determine the extent of Lecturer Empowerment and University Autonomy predicting OCB in Malaysian research universities	4) Overall, to what extent do Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?	Multiple Regression
e) To determine specifically the extent of Lecturer Empowerment and University Autonomy domains predicting OCB in Malaysian research universities	5) Specifically, to what extent do the domains of Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?	Multiple Regression

3.7: Summary and Comments

This study was a fully quantitative study using a survey instrument to collect data; thus, proper conceptualization and definition of the main constructs are deemed critically important to ensure validity and reliability of data. Also, with regard to the sample used in this study, the survey instrument must be theoretically sound in terms of the context of the organizations, even though there were established instruments used by previous researchers regarding OCB, teacher empowerment and university autonomy. Hence, it was deemed necessary that survey instrument be modified and retested in the Malaysian university context, particularly through a meticulous pilot study. The development and modification of the instrument used was a tedious process, and it comprised a large bulk of this study's workload.

The research and data analysis design for this research was based on correlational design. However, the determination of the effects of the two independent variables (LE and UA) on OCB requires the use of stepwise multiple regression model.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1: Introduction

This chapter presents the data analysis and results of the study. It has two parts. Part I discusses the demographic background of the respondents and also presents statistical analysis and findings regarding data screening, the normality of the data collected, and factorial groupings of the survey items according to the appropriate domains in the three research instruments used in this study—Organizational Citizenship Behavior (OCB), Lecturer Empowerment (LE) and University Autonomy (UA) instruments. In particular, based on the factor analysis, the initial tenability of the Circumplex Model of Citizenship was verified in juxtaposition of the Athenian Model and Japanese Model of organizational culture and governance in Malaysia's research universities.

Part II describes statistical analysis that includes data screening and checking the adequacy of statistical assumptions, and then followed by the discussion on the data analysis and findings related to the specific research questions as follows:

1) What is the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

2) What are the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

3)   Specifically for the three main variables, is there a tenable and significant triadic linkage among University Autonomy, Lecturer Empowerment, and OCB?

4)   Overall, to what extent do Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?

5)   Specifically, to what extent do the domains of Lecturer empowerment and University autonomy domains predict organizational citizenship behavior in Malaysian research universities?

4.2: Part I: Preliminary Analysis

Some preliminary analyses were conducted based on the actual survey data obtained from a total of 695 lecturers from five research universities. The data cleaning process was performed. Incomplete and outlier cases were deleted, which otherwise, their inclusion would cause the data to be invalid. After deleting the incomplete and outlier cases, a total of 611 valid samples remained in the final analysis. The demographic background of the respondents (university academics) is presented in Table 8.

Table 8

Demographic Profile of Respondents

Characteristics	Frequency	%
Gender		
Male	307	50.2
Female	304	49.8
Age (years)		
20-30	25	4.1
31-40	200	32.7
41-50	193	31.6
Above 50	193	31.6
Teaching Experience		
Less than 5years	100	16.4
5 to 10 years	126	20.6
More than 10 years	385	63.0
Academic Position		
Professor	110	18.0
Associate Professor	157	25.7
Senior Lecturer	254	41.6
Lecturer	90	14.7
Management Position (Currently holding any management position in your department, faculty or university?)		
No	379	62.0
Yes	232	38.0
University		
Universiti Malaya (UM)	154	25.2
Universiti Sains Malaysia (USM)	124	20.3
Universiti Putra Malaysia (UPM)	105	17.2
Universiti Kebangsaan Malaysia (UKM)	121	19.8
Universiti Teknologi Malaysia (UTM)	107	17.5

In this study, out of the total 611 academics, 25.2% of the respondents were from UM, 20.3 % from USM, 17.2 % from UPM, 19.8 % from UKM and 17.5 % from UTM. 50.2 % of the academics were male while 49.8% were female. In terms of academic position, 41.6 % of the academics were ranked as 'Senior Lecturers', 25.7 % as 'Associate Professor', 18 % as 'Professors' and 14.7 % as 'Lecturer'. Most of the academics were in the age range between 31 to 50 years old, giving a total of 64.3 %. With regard to teaching experience, 63.0 % of the academics had more than 10 years of teaching experience, where as 20.6 % were with 5 to 10 years of teaching experience and only 16.4 % of academics were with less than 5 years of teaching experience. Lastly, 38.0 % of the respondents were found to be involved in some management position (such as dean, deputy dean, head of department or programme coordinator), during the period of study being conducted, thus giving 62.0 % of the respondents who were not involved in the any of the management position in the university.

The next stage of preliminary analysis pertains to the assumptions in factor analysis and multiple regressions. In this study, the two most important assumptions were evaluated. They are 'sample size' and 'normality assumption'.

In determining the sample size for factor analysis, MacCallum, Widamen, Zhang, and Hong (1999) discussed sample size in EFA, concluding that adequate sample size is a relatively complex issue and that often samples need to be large (e.g 400 or greater) to produce undistorted results. However, Hair (2010) recommends a minimum of at least five times as many observations as the number of variables to be analyzed. After data cleaning process, this study used a data set of 611 observations. Such sample size was considered large and exceeded the level of commonly recommended. Therefore, the assumption of sample size was not a concern for this study.

Prior to conducting inferential statistical analysis, mean scale scores for the total items of the respective OCB, LE and UA were calculated. Descriptive statistics were analyzed to ensure normality and adequate variance. Skewness and kurtosis was normal with all variables having values between −1.0 and +1.0. Skewness and kurtosis values between ±1.0 are considered excellent, while values between ±2.0 are considered acceptable (George & Mallery, 2003).

4.2.1: Exploratory Factor Analysis (EFA) for the Three Survey Instruments

Exploratory factor analysis (EFA) was used to determine and group survey items according to the appropriate domains. Basically, the EFA was employed in this study as it plays a critical role in developing and refining instrument scale as well as to empirically established factor structures as indicated by previous studies. Thus, the first part of the analysis was to ensure unidimensionality—each domain exists as a single factor (Chan & Drasgow, 1999) in the three instruments or three constructs used in this study—Organizational Citizenship Behavior, Lecturer Empowerment and University Autonomy. The EFA was performed on all items for each respective domain using principal-component analysis, rotated with Varimax rotation. The Principal Component Analysis (PCA) was selected as the factor extraction model to purely condense the variables by their necessary attributes without interpreting the resulting variables in terms of latent constructs (Conway & Huffcutt, 2003). Reliability for domain was assessed (please refer to Appendix A). According to Hair et al. (2010), the use of reliability measures such as Cronbach's alpha, did not ensure unidimensionality. There is no standard approach to assessing unidimensional items for each of the domain assessed (Lai, Crane, & Cella, 2006) though several criteria are available to researchers.

However, given the choice and sometimes confusing nature of factor analysis, no single criteria should be assumed to determine factor extraction. This is reinforced by Thompson and Daniel (1995) who stated that the "simultaneous use of multiple decision rules is appropriate and often desirable".

In this study, in addition to traditionally used Cronbach's α of greater ≥ .7 and inter-correlations ≥ .3(Lai, et al., 2006), the selection of items were also based upon the following criteria:, (1) K1 rule (i.e number of factors with eigenvalue> 1), (2) factor loading ≥ .5, and (3) Average Variance Explained ≥ 50%. According to Hair (2010), average variance extracted (AVE) of .5 or higher is a good rule of thumb suggesting adequate convergence. An AVE less than .5 indicates that, on average, there is more error in the items than variance explained by the latent factor structure imposed on the measure. In fact, in social sciences, it is not uncommon to consider a solution that accounts up to 60 % of the total variation (Hair, 2010). Based on these criteria, selection of items were made by considering those that loaded on the respective ten a priori Organizational Citizenship Behavior domains, seven a priori Lecturer Empowerment domains and ten a priori University Autonomy domains. This provided the <u>convergent validity</u> of the resulting domain [Please refer to Appendix A, Table 50 to Table 122].

To determine whether the respective domains maintained the integrity observed during development of the three instruments, exploratory factor analysis (EFA) was performed with **all items retained** in the ten OCB domains, seven LE domains and ten UA domains using principal-component analysis and Varimax rotation (Coleman & Adams, 1999). <u>Discriminant validity</u> between the domains in each construct—OCB, LE and UA was assessed whereby items which had high cross-loading and low loading were removed in succession.

Table 9 next page portrays the factor grouping of items for the OCB scale. In each column, there is a group of items belonging to a particular domain (those factor loadings depicted in bold).   Based on Table 9, the nine domains and their range of factor loading values are summarized as follows:

- Responsible leadership (BF)—factor loading values ranged from .638 to .852

- Individual resilience (BI)—factor loading values ranged from .658 to .731

- Innovation for improvement (BB)—factor loading values ranged from .693 to .813

- Openness (BE)—factor loading values ranged from .613 to .794

- Entrepreneurial spirit (BH)—factor loading values ranged from .647 to .808

- Competitive urgency to excel (BG)—factor loading values ranged from .498 to .604

- Community orientation by helping (BA)—factor loading values ranged from .455 to .688

- Compliance (BD)—factor loading values ranged from .516 to .750

- Agility (BJ)—factor loading values ranged from .692 to .745

Table 9

Factor Loadings for Exploratory Factor Analysis With Varimax Rotation of Organizational Citizenship Behavior Construct

Items	Component								
	1	2	3	4	5	6	7	8	9
BF5	**.852**	.110	.090	.061	.213	.054	.022	.046	-.006
BF4	**.849**	.128	.029	.043	.161	.072	.086	.076	.033
BF2	**.819**	.116	.125	.063	.172	.107	.123	.010	.031
BF3	**.814**	.102	.090	.049	.215	.061	.058	.028	.026
BF1	**.760**	.150	.134	.064	.220	.109	.116	.066	.059
BF7	**.721**	.149	.101	.019	.095	.164	.013	.099	.069
BF6	**.638**	.109	.032	.047	.076	.004	.019	.145	.066
BI4	.179	**.731**	.171	.153	.177	.079	.182	.111	.067
BI3	.116	**.729**	.176	.209	.085	.142	.120	.096	.216
BI5	.104	**.718**	.186	.129	.104	.173	.009	.093	.208
BI2	.214	**.709**	.129	.106	.206	.226	.158	.098	.039
BI7	.145	**.692**	.147	.185	.148	.128	.088	.105	.136
BI6	.156	**.686**	.163	.118	.107	.107	.097	.108	.208
BI1	.210	**.658**	.102	.134	.164	.344	.072	.087	.031
BB3	.056	.182	**.813**	.109	.081	.081	.169	.013	.040
BB4	.097	.126	**.805**	.108	.093	.118	.178	.036	.104
BB2	.119	.229	**.771**	.164	.053	.106	.167	.087	.067
BB1	.059	.202	**.764**	.196	.043	.131	.166	.079	.099
BB6	.092	.110	**.707**	.226	.085	.050	.073	.014	.201
BB5	.179	.053	**.693**	.231	.067	.161	.224	.036	.150
BE3	.041	.126	.174	**.794**	.064	.060	.013	.077	.170
BE2	.037	.096	.099	**.760**	.006	.110	.061	.076	.068
BE1	.110	.143	.167	**.714**	.044	.077	.174	.085	-.016
BE4	.064	.141	.255	**.706**	.156	.080	.198	.127	.085
BE5	.027	.166	.196	**.659**	.076	.220	.089	.226	.049

Items	Component								
	1	2	3	4	5	6	7	8	9
BE6	.031	.192	.121	**.613**	.037	.241	.200	.078	.049
BH3	.115	.132	.070	.094	**.808**	.035	.044	.134	.121
BH4	.230	.130	.071	.086	**.777**	.000	.123	-.002	.010
BH2	.235	.206	.083	.048	**.737**	.130	.010	.112	.058
BH7	.359	.213	.080	-.013	**.658**	.055	.181	-.045	-.014
BH1	.132	.030	.145	.049	**.658**	.249	-.020	.123	.202
BH5	.320	.137	-.032	.082	**.647**	-.008	.247	-.021	-.076
BG2	.121	.303	.159	.222	.071	**.604**	.010	.201	.175
BG7	.167	.336	.094	.129	.091	**.595**	-.008	.175	.127
BG1	.149	.343	.191	.247	.117	**.592**	.123	.185	.123
BG3	.122	.238	.120	.295	.201	**.565**	.329	.053	.030
BG6	.138	.231	.275	.215	.062	**.538**	.158	.086	.340
BG5	.179	.180	.343	.219	.116	**.498**	.208	.040	.206
BA5	.028	.187	.225	.198	.047	.065	**.688**	.056	.031
BA7	.085	.005	.182	.062	.150	.106	**.669**	.120	.031
BA6	.136	.100	.211	.176	.137	.134	**.655**	.063	.066
BA1	.072	.146	.187	.131	.106	-.057	**.513**	.059	.257
BA4	.115	.220	.330	.154	-.022	.179	**.455**	.204	.151
BD4	.087	.067	-.003	.012	.113	.147	.167	**.750**	-.032
BD5	.025	.045	.083	.110	-.006	-.008	-.017	**.722**	.055
BD3	.077	.099	.058	.144	.099	.131	.085	**.699**	.015
BD7	.106	.190	.109	.282	-.012	.079	-.001	**.557**	.178
BD1	.253	.231	-.071	.068	.096	.100	.227	**.516**	.205
BJ3	.026	.232	.207	.089	.037	.151	.117	.152	**.745**
BJ5	.092	.303	.178	.170	.119	.205	.096	.071	**.708**
BJ4	.105	.262	.255	.113	.136	.183	.183	.081	**.692**

There were initially ten domains, but one was extracted out, i.e. 'Collegial Harmony'

because it infused into other domains. Even though item BG5 in 'Competive Urgency

to Excel' domain and item BA4 in 'Community Orientation by Helping' domain had shown a relatively lower factor loading of 0.498 and 0.455 (<.5), but both items were maintained due to their importance in defining the domains. The Kaiser-Meyer-Olkin (KMO) value of .943, which is a measure of whether the distribution is adequate for conducting factor analysis, indicates that the distribution of values is "marvelous" in terms of its adequacy for factor analysis. A nine-factor model explained 64.5% of the total variation was obtained. Reliability analysis of the final scale resulted in a Cronbach's alpha value of 0.959, which was considered to be very good. The reliability analysis for the respective domains in the final scale is shown in Table 10. The results established nine factors identified during development of the OCB survey instrument.

Table 10:

Internal consistency for OCB Scale

Domains in OCB Scale	No of items	Cronbach's alpha value
Responsible leadership (BF)	7	0.919
Individual resilience (BI)	7	0.912
Innovation for improvement (BB)	6	0.914
Openness (BE)	6	0.871
Entrepreneurial spirit (BH)	6	0.874
Competitive urgency to excel (BG)	6	0.858
Community orientation by helping (BA)	5	0.761
Compliance (BD)	5	0.743
Agility (BJ)	3	0.843
Overall	51	0.959

Based on the analysis, the tangible Circumplex Model of OCB now has nine domains, different from the originally constructed ten domains. The new model is as depicted in Figure 10.
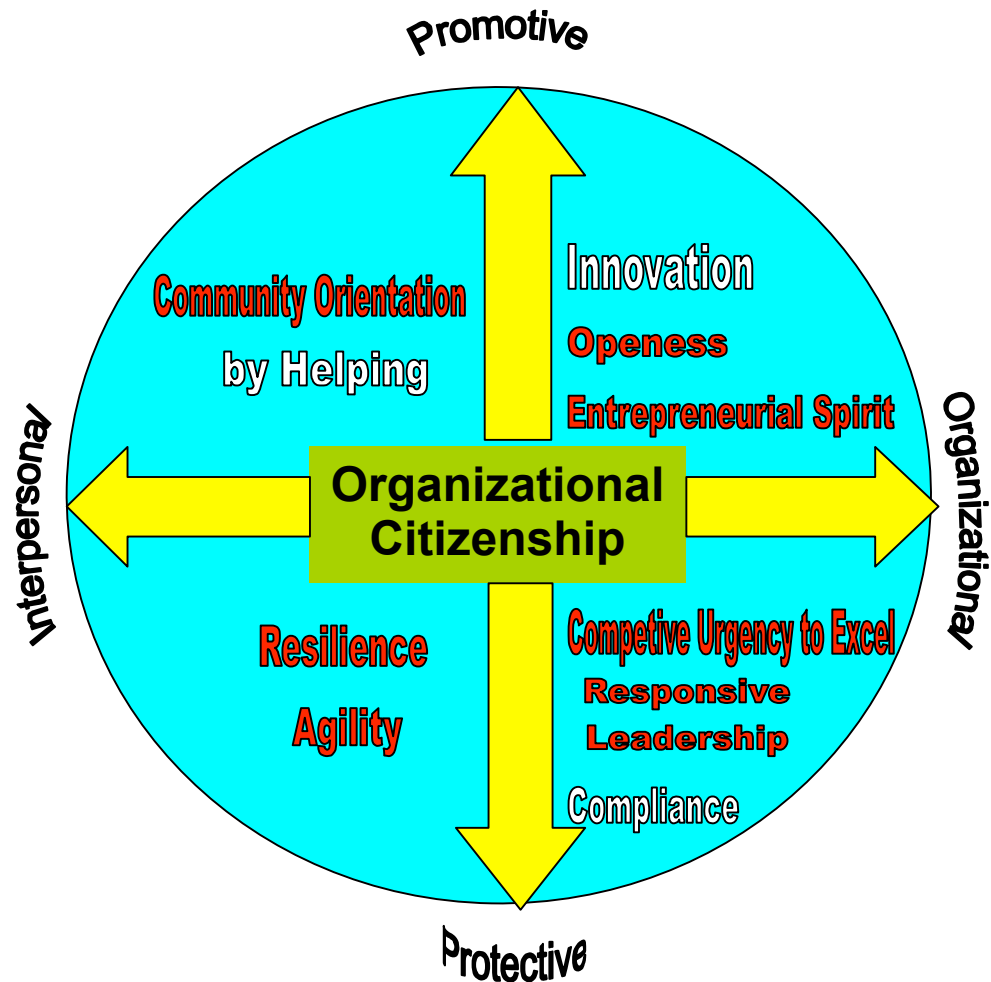

Figure 10: Circumplex Model of OCB with nine domains

Table 11 next page portrays the factor grouping of items for the LE scale. In each column, there is a group of items belonging to a particular domain (those factor loadings depicted in bold).

Based on Table 11, the seven domains and their range of factor loading values are summarized as follows:

- Self-efficacy (LD)—factor loading values ranged from .713 to .770

- Participative decision making (LA)—factor loading values ranged from .610 to .800

- Status (LC)—factor loading values ranged from .561 to .725

- Autonomy in job (LE)—factor loading values ranged from .571 to .820

- Professional growth (LB)—factor loading values ranged from .599 to .687

- Execution of power (LG)—factor loading values ranged from .656 to .793

- Impact (LF)—factor loading values ranged from .479 to .584

Table 11

Factor Loadings for Exploratory Factor Analysis With Varimax Rotation on Lecturer Empowerment.

Items	Component						
	1	2	3	4	5	6	7
LD5	**.770**	.048	.138	.118	.216	.004	.172
LD3	**.749**	.119	.066	.120	.097	.042	-.086
LD2	**.741**	.078	.190	.191	-.014	.057	.070
LD6	**.740**	.061	.207	.081	.148	.022	.237
LD4	**.737**	.123	.241	.135	.193	-.005	-.058
LD7	**.735**	.069	.339	.117	.044	.081	.176
LD1	**.713**	.119	.241	.176	.060	.008	.097
LA1	.117	**.800**	.119	.117	.167	.097	-.046
LA3	.089	**.782**	.149	.136	.185	.107	-.024
LA2	.084	**.755**	.024	.121	.270	.036	-.182
LA5	.159	**.735**	.150	.078	.016	.021	.239

Items	Component						
	1	2	3	4	5	6	7
LA4	.075	**.711**	.063	.061	.261	.102	.078
LA7	.089	**.700**	.124	.137	.044	.125	.313
LA6	-.030	**.610**	.071	.091	.129	.198	.393
LC3	.235	.121	**.725**	.154	.116	.141	.176
LC4	.465	.133	**.700**	.109	.100	.031	.046
LC2	.333	.128	**.673**	.150	.064	.029	.152
LC5	.446	.058	**.672**	.123	.112	.028	.145
LC1	.137	.314	**.611**	.101	.350	.066	.099
LC7	.471	.085	**.561**	.159	.222	.003	-.127
LE4	.194	.071	.119	**.820**	.145	.078	.094
LE5	.135	.165	.161	**.813**	-.002	.177	.076
LE6	.231	.175	.166	**.753**	.054	.100	.048
LE3	.226	.065	.081	**.659**	.280	.107	-.005
LE2	.082	.203	.066	**.571**	.205	.275	.050
LB3	.115	.219	.273	.143	**.687**	.058	.125
LB5	.109	.089	.037	.136	**.646**	.126	.351
LB1	.221	.363	.150	.136	**.644**	.123	-.071
LB4	.200	.335	.056	.153	**.635**	.026	.056
LB2	.161	.319	.374	.164	**.599**	.136	-.080
LG6	.038	.164	-.029	.182	-.002	**.793**	-.006
LG5	.082	.032	.039	.093	.106	**.711**	.077
LG7	.022	.165	-.026	.219	.004	**.679**	.079
LG2	-.035	.072	.251	.023	.163	**.656**	.024
LF3	.232	.389	.252	.159	.152	.156	**.584**
LF4	.354	.116	.305	.096	.205	.042	**.504**
LF2	.373	.196	.442	.094	.102	.130	**.479**

The results verified seven domains as observed during the development of this instrument. The Kaiser-Meyer-Olkin (KMO) value for the entire instrument was .935

and the seven-factor model explained 64.7% of the total variation. Although item LF2 in the 'Professional Impact' domain had a slightly lower factor loading of 0.479 and a cross loading with 'Status' domain, LF2 was maintained in the 'Professional Impact' domain because it was an important measure in defining the domain. A reliability analysis of the final scale resulted in a Cronbach's alpha of 0.935, which was considered to be very good. The reliability analysis for the respective domains in the final scale is shown in Table 12.

Table 12:

Internal consistency for Lecturer Empowerment Scale

Domains in LE Scale	No of items	Cronbach's alpha value
Self-efficacy (LD)	7	0.907
Participative decision making (LA)	7	0.889
Status (LC)	6	0.885
Autonomy in job (LE)	5	0.853
Professional growth (LB)	5	0.826
Execution of power (LG)	4	0.725
Impact (LF)	3	0.781
Overall	37	0.935

Table 13 next page portrays the factor grouping of items for the UA scale. In each column, there is a group of items belonging to a particular domain (those factor loadings depicted in bold). Based on Table 13, the seven domains and their range of factor loading values are summarized as follows:

• Finance (AG)—factor loading values ranged from .529 to .770

• Human resource (AF)—factor loading values ranged from .468 to .712

- Teaching and learning (AD)—factor loading values ranged from .595 to .652

- Management (AE)—factor loading values ranged from .486 to .704

- Postgraduate academic programs (AB)—factor loading values ranged from .563 to .763

- Infrastructure (AH)—factor loading values ranged from .504 to .667

- Academic programs(AA)—factor loading values ranged from .600 to .704

- Research and consultation (AC)—factor loading values ranged from .404 to .719

- Students affairs (AI)—factor loading values ranged from .507 to .753

Table 13

Factor Loadings for Exploratory Factor Analysis With Varimax Rotation of University Autonomy

Items	Component								
	1	2	3	4	5	6	7	8	9
AG3	**.770**	.089	.170	.145	.034	.099	.135	.133	.202
AG2	**.758**	.112	.127	.136	.025	.105	.200	.151	.096
AG6	**.652**	.284	.135	.226	.142	.170	.044	.072	.003
AG5	**.639**	.270	.096	.147	.089	.125	.140	.098	.004
AG4	**.614**	.143	.176	.023	.137	.083	.090	.074	.191
AG7	**.529**	.191	.163	.312	.119	.390	.072	.049	-.059
AF5	.069	**.712**	.115	.206	-.001	.105	.241	.024	.225
AF7	.182	**.677**	.096	.077	.125	.231	.118	.156	.040
AF6	.194	**.673**	.174	.076	.062	.077	.065	.160	.180
AF4	.172	**.652**	.126	.199	.214	.233	.077	.067	.061
AF8	.213	**.634**	.106	.149	.081	.200	.009	.142	.026
AF3	.324	**.468**	.242	.222	.222	.035	-.030	.105	.028

120

Items	Component								
	1	2	3	4	5	6	7	8	9
AD4	.279	.067	**.652**	.145	.062	.238	.257	.238	.088
AD3	.187	.177	**.652**	.162	.204	.240	.268	.071	.074
AD5	.181	.085	**.644**	.049	.081	.295	.243	.291	.239
AD8	.280	.174	**.625**	.250	.241	.044	.109	.118	.011
AD6	.109	.145	**.620**	.075	.196	.189	.122	.173	.157
AD2	.068	.312	**.595**	.244	.252	.020	.017	-.014	-.100
AE2	.191	.179	.151	**.704**	.048	.074	.148	.154	.219
AE1	.067	.283	.165	**.701**	-.040	.086	.212	.044	.074
AE3	.223	.170	.232	**.647**	.137	.327	.103	.174	.075
AE5	.286	.130	.091	**.645**	.155	.251	.030	.149	.085
AE8	.392	.140	.216	**.486**	.291	.246	.040	.096	.067
AB9	.106	.086	.186	.064	**.763**	.077	.217	.182	.088
AB8	.079	.110	.152	.108	**.747**	.106	.216	.153	.112
AB11	.188	.120	.289	.108	**.620**	.187	.160	.113	.043
AB6	.032	.154	.140	-.049	**.563**	.140	.343	.199	.300
AH5	.132	.236	.289	.124	.205	**.667**	.141	.072	.160
AH4	.259	.247	.138	.242	.116	**.649**	.092	.210	.008
AH8	.310	.220	.153	.160	.232	**.543**	.117	.067	.122
AH2	.102	.299	.195	.278	-.004	**.504**	.054	.127	-.080
AA2	.195	.060	.167	.112	.203	-.034	**.704**	.133	.000
AA3	.150	.121	.112	.222	.274	.102	**.625**	.047	.115
AA4	.227	.057	.246	.226	.103	.114	**.602**	.245	.049
AA6	.040	.177	.137	-.045	.272	.216	**.600**	.187	.052
AC2	.038	.151	.161	.010	.256	.200	.145	**.719**	.034
AC4	.239	.212	.211	.244	.077	.052	.185	**.639**	.036
AC3	.207	.110	.151	.254	.265	.088	.266	**.610**	.076
AC6	.195	.225	.172	.198	.237	.119	.183	**.404**	.079
AI2	.142	.143	.076	.171	.168	-.052	.058	-.018	**.753**
AI3	.212	.251	.130	.194	.164	.120	.132	.131	**.538**
AI8	.249	.208	.182	.102	.169	.187	.054	.387	**.507**

The results verified nine factors as identified during the development of the survey, which explained 63.3% of the total variation was extracted. The Kaiser-Meyer-Olkin (KMO) value was .956. Though item AF3 in the 'Human Resource ' domain, item AE8 in the 'Management' domain, and item AC6 in the 'Research and Consultation' domain had a slightly lower factor loading of 0.468, 0.486 and 0.404 respectively, these items were maintained due to its importance in defining the domain. The reliability analysis gave a Cronbach's alpha value of .959, which was considered to be very good. The reliability analysis for the respective domains in the final scale is shown in Table 14.

Table 14:

Internal consistency for University Autonomy Scale

Domains in UA Scale	No of items	Cronbach's alpha value
Finance (AG)	6	0.863
Human resource (AF)	6	0.842
Teaching and learning (AD)	6	0.865
Management (AE)	5	0.852
Postgraduate academic programs (AB)	4	0.869
Infrastructure (AH)	4	0.791
Academic programs(AA)	4	0.758
Research and consultation (AC)	4	0.787
Students affairs (AI)	3	0.700
Overall	42	0.958

4.3. Part II: Extents and Prominent Aspects of OCB, UA, and LE

This section explicates the data analysis, findings, and interpretations of findings pertaining to research question 1, What is the extent of the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used for the analysis of the survey data obtained from 611 respondents for the three survey instruments, namely Organizational Citizenship Behavior and Lecturer Empowerment, University Autonomy—130 items altogether. Tables 15 to 23 are concerned with Organizational Citizenship Behavior; Tables 24 to 30 on Lecturer Empowerment; and Table 31 to 39 on University Autonomy.

4.3.1:   Extents and Prominent Aspects in OCB

4.3.1.1: Extents and Prominent Aspects of Community Orientation by Helping

Table 15 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'community orientation by helping' in OCB. Community orientation by helping refers to lecturers' willingness to sacrifice and help, voluntarily, and encouraging the highest pursuit of excellence in the university community. The values of the mean for all the items fall within the range from 3.83 to 4.35, indicating on average, the respondents' propensity to 'agree' in all statements concerning 'community orientation by helping'.

Table 15

Frequency, Mean and Standard Deviation for Items in Community Orientation by Helping Domain

Items in Community Orientation by Helping		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BA1	With regard to community cooperation, I help other colleagues with heavy workload in teaching and supervision.	10 (1.6)	32 (5.2)	123 (20.1)	286 (46.8)	160 (26.2)	3.91	.901
BA4	For the success of the department and faculty, I constantly offer my contribution.	1 (0.2)	2 (0.3)	58 (9.5)	271 (44.4)	279 (45.7)	4.35	.676
BA5	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	2 (0.3)	19 (3.1)	103 (16.9)	300 (49.1)	187 (30.6)	4.07	.791
BA6	With regard to community service, I volunteer to be part of the committees to organize events held by the department or faculty.	5 (0.8)	36 (5.9)	156 (25.5)	272 (44.5)	142 (23.2)	3.83	.878
BA7	For achievement-oriented student community, I willingly give extra classes or coaching to my students who are weak.	4 (0.7)	39 (6.4)	124 (20.3)	279 (45.7)	165 (27.0)	3.92	.884

Note: 1= Strongly disagree, 2=Disagree, 3=Fairly agree, 4=Agree, 5=Strongly agree

For the subsequent interpretation of the results obtained in Table 15, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to community orientation by helping.

Specifically, it was found that there were 446 respondents (73 %) agreed with the item "I help other colleagues with heavy workload in teaching and supervision". This connotes the lecturers' tendency to help in lessening their colleagues' workload that reflects close cooperation among university academics.

A total of 550 respondents (90.1 %) agreed with the item "for the success of the department and faculty, I constantly offer my contribution." This statement illustrates the lecturers' promptness to volunteer for the accomplishment of their department's or faculty's goals. This item portrays the initiatives of the faculty members as citizens and their roles to contribute to the faculty that they belongs to.

As for item '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', a total of 487 respondents (79.7 %) were found to be in agreement with the statement. This statement reveals the lecturers' voluntarily effort in helping the students, who are viewed as part of the university community, in the pursuit of excellence. This acknowledges the pivotal importance of students' performance in the faculty, which can be a measurement or performance indicator for the faculty itself.

Besides that, a total of 414 respondents (67.7 %) who have agreed with the statement 'with regard to community service, I volunteer to be part of the committees to organize events held by the department or faculty'. This statement indicates the lecturers' voluntary service by taking up additional short term roles and responsibilities—being part of the organizing team for the benefit of their department or faculty in the university. It is an act of 'virtuous citizens', possessing a sense of solidarity with others in the university community.

As for the final item in this domain, a total of 444 respondents (72.7 %) have indicated their agreement stating that 'for achievement-oriented student community, I willingly give extra classes or coaching to my students who are weak'. This statement

implies the lecturers' willingness to sacrifice their time to conduct lessons or to coach the weaker students in the university community, raising the bar in academic excellence. Hence, the influence by the current public universities' commitment to elevate students' achievement has been apparent especially in the era of globalization.

4.3.1.2: Extents and Prominent Aspects of Innovation for Improvement

Table 16 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'innovation for improvement' in OCB. Innovation for Improvement refers to lecturers' effort in increasing the capacity for new ideas, building on each of the advancements made. The values of the mean for all the items fall within the range from 3.88 to 4.05, indicating on average, the respondents' tendency to 'agree' in all statements concerning 'innovation for improvement'.

Table 16

Frequency, Mean and Standard Deviation for Items in 'Innovation for Improvement' Domain

Items in Innovation for Improvement		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BB1	I make innovative suggestions for the betterment of the department or faculty	0 (0.0)	15 (2.5)	112 (18.3)	310 (50.7)	174 (28.5)	4.05	.751
BB2	For the enhancement of organization effectiveness, I share with colleagues improved procedures for the faculty	0 (0)	16 (2.6)	111 (18.2)	311 (50.9)	173 (28.3)	4.05	.754
BB3	For the improvement of the faculty or university, I suggest new work methods that are more effective.	1 (0.2)	32 (5.2)	147 (24.1)	289 (47.3)	142 (23.2)	3.88	.827
BB4	As part of the university community, I make	1 (0.2)	33 (5.4)	132 (21.6)	296 (48.4)	149 (24.4)	3.91	.827

	constructive suggestions for improving how things operate							
BB5	Based on the understanding that teamwork yields better results, I give recommendations to issues that affect the work group.	3 (0.5)	18 (2.9)	106 (17.3)	317 (51.9)	167 (27.3)	4.03	.780
BB6	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.	2 (.3)	27 (4.4)	111 (18.2)	279 (45.7)	192 (31.4)	4.03	.838

Note: 1= Strongly disagree, 2=Disagree, 3=Fairly agree, 4=Agree, 5=Strongly agree

For the subsequent interpretation of the results obtained in Table 16, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to innovation for improvement. The first item stating that 'I make innovative suggestions for the betterment of the department or faculty' has gained a total of 484 respondents (79.2 %) to agree with this statement. This signifies the lecturers' initiatives to propose innovative suggestions to ameliorate the department or faculty in which they belong to. It supports the advocacy of new ideas and fresh perspectives among the university community.

A total of 484 respondents (79.2 %) agreed with statement stating that 'for the enhancement of organization effectiveness, I share with colleagues improved procedures for the faculty'. This connotes the synergy in a collegial setting to be innovative by sharing by improved procedure among the academics in the university. It is an act stemmed from the unreserved enthusiasm to share in order to increase organization effectiveness.

Besides that, there were a total of 431 respondents (70.5 %) who have agreed that 'for the improvement of the faculty or university, I suggest new work methods that

are more effective'. This statement implies the lecturers' proactive participation to propose new work methods which are deemed to be more effective for the improvement of the faculty or university. This reflects prompt anticipation for something that is better than what was there before as part of an innovative act.

As for item stating that 'as part of the university community, I make constructive suggestions for improving how things operate', a total of 445 respondents (72.8 %) were found to be in agreement with the statement. This statement highlights the perception of the lecturers who view themselves as part of the community in the university and their contribution via pragmatic positive feedback to the organization. Thus, constructive suggestions are construed as ways and means to improve the operation system within the organization.

Besides that, there were a total of 484 respondents (79.2 %) who agreed with the statement that 'based on the understanding that teamwork yields better results, I give recommendations to issues that affect the work group'. This statement acknowledges the pivotal role of teamwork for innovation and therefore seeks to resolves issues that affect the confederacy. Despite of the differences observed among the faculty members, nevertheless, teamwork gives a synergy mixing the faculty members together for the betterment of the faculty.

Finally, for the last item in this domain, it was found that there were a total of 471 respondents (77.1 %) who agreed, stating that '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'. This statement can be viewed from the standpoint that the vocal attributes such as voicing new ideas pertaining to the activities steered by the department or faculty is expedient for team building within the faculty. It has been considered as an essential component of building highly performing innovative team.

4.3.1.3: Extents and Prominent Aspects of Compliance

Table 17 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'Compliance' in OCB. Compliance refers to lecturers' effort to support and follow established rules and regulations (both formal and informal). The values of the mean for all the items fall within the range from 4.05 to 4.65, indicating on average, the respondents' tendency to 'agree' in all statements concerning compliance.

Table 17

Frequency, Mean and Standard Deviation for Items in Compliance Domain

	Items in Compliance	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BD1	For maintaining orderliness, I conscientiously follow the regulations and procedures set by the faculty or university	1 (0.2)	5 (0.8)	67 (11.0)	326 (53.4)	212 (34.7)	4.22	.677
BD3	For ensuring sufficient learning time, I am always punctual for all my classes	1 (0.2)	6 (1.0)	44 (7.2)	193 (31.6)	367 (60.1)	4.50	.688
BD4	In terms of obedience, I always come to work on time.	8 (1.3)	20 (3.3)	124 (20.3)	241 (39.4)	218 (35.7)	4.05	.899
BD5	In terms of my obligation towards my work, I always fulfill the required minimum number of working hours set by the university	11 (1.8)	12 (2.0)	50 (8.2)	185 (30.3)	353 (57.8)	4.40	.860
BD7	With regard to ethics, I conserve and protect university's facilities and assets.	0 (0.0)	0 (0.0)	13 (2.1)	185 (30.3)	413 (67.6)	4.65	.519

For the subsequent interpretation of the results obtained in Table 17, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to compliance. The first item, 'for maintaining orderliness, I conscientiously follow the regulations and procedures set by the faculty or university' has gained a total of 538 respondents (88.1%) to agree with this statement. This connotes the lecturers' consciousness to abide by the set of rules and regulations laid to ensure smooth running of the faculty or university administrative requirements. This notably implies a sense of cooperation among the lecturers in the university community.

A total of 560 respondents (91.7 %) agreed with the statement stating that 'for ensuring sufficient learning time, I am always punctual for all my classes'. This reflects lecturer's obligation as an educator to be punctual for classes to deliver the lessons according to the pro-forma delineated. Punctuality is a cornerstone of educational professional.

As for the next item stating that 'in terms of obedience, I always come to work on time', a total of 459 respondents (75.1%) were found to be in agreement with the statement. This statement portrays the submissive attitude to the authority and to be present for work on time. Thus, obedience in this context is viewed as an expectation or societal norm in the university community.

Besides that, there were a total of 538 respondents (88.1 %) who agreed with the statement stating that 'in terms of my obligation towards my work, I always fulfill the required minimum number of working hours set by the university'. This statement describes of the lecturers' responsibility to fulfill the required credits hours that has been laid down in the timetable. This is because according to the policy, lecturers are required to fulfill the minimum teaching workload per semester.

A total of 598 respondents (97.9%) agreed with the statement stating that 'with regard to ethics, I conserve and protect university's facilities and assets'. This statement can be viewed from the moral conduct's perspective—an obligation as a 'citizen' in the university community to ensure facilities and resources used are handled with care. This stemmed from the sense of ownership to protect the things that belongs to the community.

4.3.1.4: Extents and Prominent Aspects of Openness

Table 18 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'openness' in OCB. Openness refers the lecturers' behavior in sharing knowledge among themselves as they acknowledge the power of accessing fresh thinking and influences from one another. The values of the mean for all the items fall within the range from 4.20 to 4.45, indicating on average of the respondents' propensity to 'agree' in all statements concerning 'openness'.

Table 18

Frequency, Mean and Standard Deviation for Items in Openness Domain

Items in Openness		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BE1	I collaborate with lecturers and professionals from other universities who have the similar field of expertise	4 (0.7)	19 (3.1)	73 (11.9)	261 (42.7)	254 (41.6)	4.21	.821
BE2	I participate in forums or conferences related to my field of expertise	1 (0.2)	10 (1.6)	54 (8.8)	225 (36.8)	321 (52.5)	4.40	.732
BE3	I willingly contribute my opinions in my area of expertise to others without hesitant	0 (0.0)	3 (0.5)	44 (7.2)	242 (39.6)	322 (52.7)	4.45	.649
BE4	I constantly share the latest information that will benefit the researchers or academics in the faculty or university	0 (0.0)	10 (1.6)	69 (11.3)	281 (46.0)	251 (41.1)	4.27	.721
BE5	For the purpose of coherent development in research, I constantly keep abreast of the latest research findings in my area of expertise.	0 (0.0)	11 (1.8)	60 (9.8)	277 (45.3)	263 (43.0)	4.30	.717
BE6	I make use of the technology and media available to exchange views pertaining to my area of expertise.	0 (0.0)	10 (1.6)	86 (14.1)	286 (46.8)	229 (37.5)	4.20	.736

For the subsequent interpretation of the results obtained in Table 18, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to openness. Thus, there were 515 respondents (84.3 %) who agreed with item stating that 'I collaborate with lecturers and professionals from other universities who have the similar field of expertise'. This suggests the initiatives to join force among the academics giving a broader horizon of knowledge. Effectively, collaboration is viewed as a consolidation of knowledge.

Besides that, there were a total of 546 respondents (89.3 %) who agreed with the statement stating that 'I participate in forums or conferences related to my field of expertise'. This signifies the lecturers' involvement in gaining and sharing related field knowledge via forums or conferences. This enables openness via networking with peers and to explore other ideas and experiences.

With regard to following item, a total of 564 respondents (92.3 %) agreed with the statement stating that 'I willingly contribute my opinions in my area of expertise to others without hesitant'. This describes the lecturers' promptness and outspoken attributes to suggest and give ideas related to his or her field of knowledge. This emphasizes the lecturers' openness to share without reservation.

As for item stating that 'I constantly share the latest information that will benefit the researchers or academics in the faculty or university', there were 532 respondents (87.1 %) who agreed with this statement. This connotes the urge and the consistency to provide up-to-date news or resources which will be of interest to the academics in the faculty or university.

A total of 540 respondents (88.3%) agreed with item stating that 'for the purpose of coherent development in research, I constantly keep abreast of the latest research findings in my area of expertise'. This statement illustrates the lecturers' alertness in seeking new research findings published in his or her field of knowledge. It emphasizes on keeping an open mind and active to receive new research findings.

Finally, for the last item in this domain, it was found that there were a total of 515 respondents (84.3 %) who agreed, stating that 'I make use of the technology and media available to exchange views pertaining to my area of expertise'. This statement relates to lecturers' resourcefulness via technology to exchange opinions and insights

with the experts from the similar field of knowledge. This is because the usage of technology enhances openness and sharing in the academic field.

4.3.1.5: Extents and Prominent Aspects of Responsive Leadership

Table 19 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'responsive leadership' in OCB. Responsive Leadership refers the lecturers' perceptions on their leaders as someone who is responsible and accountable to their company of citizens in the university community. The values of the mean for all the items fall within the range from 3.37 to 3.81, indicating on average, the respondents' propensity to 'fairly agree' and 'agree' in all statements in this domain.

Table 19

Frequency, Mean and Standard Deviation for Items in Responsive Leadership Domain

		Level of agreement					Total	
Items in Responsive Leadership		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BF1	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.	17 (2.8)	79 (12.9)	202 (33.1)	227 (37.2)	86 (14.0)	3.47	.979
BF2	The faculty / department leadership formulates clear policies or goals to address problems and issues appropriately with their members from time to time	20 (3.3)	78 (12.8)	220 (36.0)	207 (33.9)	86 (14.1)	3.43	.990
BF3	The faculty/department leadership takes prompt action to solve any problems faced by their members within the department or faculty	29 (4.7)	71 (11.6)	229 (37.5)	209 (34.2)	73 (11.9)	3.37	.995
BF4	The faculty/department leadership works together with subordinates/ lecturers/ students to shape collective	15 (2.5)	60 (9.8)	185 (30.3)	263 (43.0)	88 (14.4)	3.57	.937

	action in carrying out many programs/ activities.							
BF5	The faculty/department leaders works together with subordinates/ lecturers/ students to create new ideas for bringing up the good reputation of the faculty/ university	15 (2.5)	65 (10.6)	175 (28.6)	254 (41.6)	102 (16.7)	3.59	.968
BF6	The faculty/ department leadership takes on authority by rotation basis within the faculty or department.	37 (6.1)	75 (12.3)	155 (25.4)	229 (37.5)	115 (18.8)	3.51	1.112
BF7	The faculty/department leadership is accountable to their faculty or department members	17 (2.8)	42 (6.9)	132 (21.6)	267 (43.7)	153 (25.0)	3.81	.979

For the subsequent interpretation of the results obtained in Table 19, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to responsive leadership. A total of 313 respondents (51.2%) agreed with item stating that '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'. This implies of the leaderships' efforts to seek comments or evaluation from the faculty members so as to rectify erratum within the system. This describes the modus operandi from an operational perspective to identify mistakes or errors in the university community.

With regard to next item stating that 'the faculty /department leadership formulates clear policies or goals to address problems and issues appropriately with their members from time to time', there were only a total of 293 respondents (48.0 %) who agreed with this statement. This refers to the leadership's sense of expediency to look into problems or obstacles faced via strategies and set of measures laid out. This connotes that there was a lack in the responsiveness of the leadership in tackling issues

faced by the faculty member.

Besides that, only a total of 282 respondents (46.1%) were found to be in agreement with the statement stating that 'the faculty/department leadership takes prompt action to solve any problems faced by their members within the department or faculty'. This connotes the sense of urgency in solving problems faced by the faculty members. There was a lack in leadership's attentiveness on to the needs of the faculty members.

Besides that, there were a total of 351 respondents (57.4 %) who agreed with the statement represented by item stating that 'The faculty/department leadership works together with subordinates/ lecturers/ students to shape collective action in carrying out many programs/ activities'. This explains the leadership's sensitivity to involve lecturers and students, regarded as part of the university community, in devising a consolidated action plans for the activities carried out. It demonstrates the leadership's responsiveness towards fulfilling the needs of group's collective psychology and social context within the university community.

A total of 356 respondents (58.3 %) agreed with item stating that 'The faculty/department leaders work together with subordinates/ lecturers/ students to create new ideas for bringing up the good reputation of the faculty/ university'. This refers to the joint-effort initiated by the leadership in elevating the status of one's faculty or university. It acknowledges the importance of teamwork as a way to boost the university's performance.

Also, there were a total of 344 respondents (56.3 %) who agreed with the statement represented by item stating that 'the faculty/ department leadership takes on authority by rotation basis within the faculty or department'. This implies that the

faculty members take turns to hold leadership position in the department or faculty. This signifies the opportunity of faculty members to take on the leadership position in the department or faculty.

Finally, for the last item in this domain, there were a total of 420 respondents (68.7%) who agreed that 'The faculty/department leadership is accountable to their faculty or department members'. This refers to the leadership's responsibility that they are answerable to their faculty or department members. This statement reflects the leadership's willingness to accept responsibilities for their own decisions and actions made when serving the university community.

4.3.1.6: Extents and Prominent Aspects of Competitive Urgency to Excel

Table 20 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'competitive urgency to excel' in OCB. Competitive urgency to excel refers the lecturers' inner drive to compete, working faster and smarter all the time. The values of the mean for all the items fall within the range from 3.89 to 4.28, indicating on average, the respondents' propensity to 'agree' in all statements concerning competitive urgency to excel.

Table 20

Frequency, Mean and Standard Deviation for Items in Competitive Urgency to Excel Domain

Items in Competitive Urgency to Excel		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BG1	I embrace a sense of urgency and competitiveness so that the university strives towards achieving its goals and excellence	0 (0.0)	12 (2.0)	107 (17.5)	301 (49.3)	191 (31.3)	4.10	.747
BG2	I am concerned with my university performance growth and development in serving the interest of students and society	0 (0.0)	2 (0.3)	71 (11.6)	289 (47.3)	249 (40.8)	4.28	.676
BG3	I keep myself updated with the performance and advancement of competing universities	3 (0.5)	31 (5.1)	150 (24.5)	276 (45.2)	151 (24.7)	3.89	.853
BG5	I like to engage in discussions about ways and strategies to boost work performance in our department or faculty	1 (0.2)	24 (3.9)	131 (21.4)	295 (48.3)	160 (26.2)	3.96	.805
BG6	I am responsive to new ideas for the interest of our department or faculty advancement	3 (0.5)	8 (1.3)	76 (12.4)	328 (53.7)	196 (32.1)	4.16	.720
BG7	I am aware that the 'key performance indicators' are for university advancement and to instill the sense of urgency to achieve the desired outcomes	4 (0.7)	16 (2.6)	85 (13.9)	280 (45.8)	226 (37.0)	4.16	.805

For the subsequent interpretation of the results obtained in Table 20, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to competitive urgency to excel. The first item stating that 'I embrace a sense of urgency and competitiveness so that the

university strives towards achieving its goals and excellence' has gained a total of 492 respondents (80.5%) to agree with this statement. This refers to the lecturers' compelling desire to work competitively as a way for the university to attain its goals and excellence. This reflects the infatigable determination to outdo other universities.

A total of 538 respondents (88.1%) agreed with item stating that 'I am concerned with my university performance growth and development in serving the interest of students and society'. This item reflects the lecturers' care on the university's accomplishment and meeting the needs of the citizens. The lecturers are concerned with the degree of university's development at the present time and acknowledge the importance in providing education for sustainable community development via education.

Besides that, there were a total of 427 respondents (69.9%) who agreed that 'I keep myself updated with the performance and advancement of competing universities'. This means keeping abreast of the latest achievement and development of the competing universities. It reflects the lecturers' exigencies as academics to be alert and equipped with higher education information.

As for next item 'I like to engage in discussions about ways and strategies to boost work performance in our department or faculty', a total of 455 respondents (74.5%) agreed with this statement. This connotes the lecturers' eagerness to bring out ideas to be more competitive in the work performance of the department or faculty.

A total of 524 respondents (85.8%) agreed with item stating that 'I am responsive to new ideas for the interest of our department or faculty advancement'. This item reflects the lecturers' willingness to receive new suggestions for the betterment of the department or faculty. This enhances the faculty members'

responsiveness to emerging opportunities.

Finally, for the last item in this domain, there were a total of 506 respondents (82.8%) who agreed that 'I am aware that the key performance indicators are for university advancement and to instill the sense of urgency to achieve the desired outcomes'. This refers to the lecturers' alertness on the importance of having key performance indicators set by the university in the interest of university development and university's goals. This is because key performance indicators are aimed to develop a good understanding of what is important to the university in achieving its desire outcomes.

4.3.1.7: Extents and Prominent Aspects of Entrepreneurial Spirit

Table 21 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'entrepreneurial spirit' in OCB. Entrepreneurial spirit refers to lecturers' perception towards the university's efforts in looking into creative insights and energy to exploit opportunities. The values of the mean for all the items fall within the range from 3.00 to 4.05, indicating on average, the respondents' propensity to 'fairly agree' and 'agree' in all statements concerning competitive urgency to excel.

Table 21

Frequency, Mean and Standard Deviation for Items in Entrepreneurial Spirit Domain

		Level of agreement					Total	
Items in Entrepreneurial Spirit		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BH1	With regard to promoting commercialism and businesses, new ideas and research findings are highly valued.	5 (0.8)	26 (4.3)	104 (17.0)	276 (45.2)	200 (32.7)	4.05	.860

BH2	With regard to the competitiveness in the global market place, the university responds positively to every possible opportunity as they occur.	5 (0.8)	35 (5.7)	157 (25.7)	277 (45.3)	137 (22.4)	3.83	.869
BH3	In order for the university to contribute more to local economic development, entrepreneurial skills and initiatives are highly valued and rewarded	5 (0.8)	35 (5.7)	158 (25.9)	269 (44.0)	144 (23.6)	3.84	.879
BH4	Good ideas for generating business ventures get acted upon quickly in the faculty/ university	15 (2.5)	81 (13.3)	231 (37.8)	217 (35.5)	67 (11.0)	3.39	.934
BH5	There is a healthy competition among lecturers and students to be entrepreneurs	49 (8.0)	140 (22.9)	222 (36.3)	162 (26.5)	38 (6.2)	3.00	1.032
BH7	The university/faculty uses creative insights and energy to promote entrepreneurial opportunities	24 (3.9)	110 (18.0)	247 (40.4)	180 (29.5)	50 (8.2)	3.20	.960

For the subsequent interpretation of the results obtained in Table 21, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to entrepreneurial spirit. For the first item stating that 'with regard to promoting commercialism and businesses, new ideas and research findings are highly valued', there were a total of 476 respondents (77.9%) agreed with this statement. This implies that recent findings and fresh thinking are highly regarded by the university in the interest to generate revenue for the university. This refers to the university's initiative to add enterprise into every part opportunity that comes.

A total of 413 respondents (67.7%) agreed with item stating that 'with regard to

the competitiveness in the global market place, the university responds positively to every possible opportunity as they occur'. This connotes the university's receptivity to every good advancement or prospect to be more competitive globally. This is because education in this era of globalization has been touted as the key to the growth in economic prosperity and stability (Marginson, 2006).

As for the next item stating that 'In order for the university to contribute more to local economic development, entrepreneurial skills and initiatives are highly valued and rewarded', a total of 413 respondents (67.6%) were found to be in agreement with this statement. It emphasizes that the entrepreneurial skills and initiatives are highly regarded by the university in the interest of building up the economic future. The development of entrepreneurial skills and initiatives is of paramount importance especially in higher education—to facilitate employability of graduates who are increasingly called upon to be not only job seekers but above all, to become job creators.

Besides that, there were a total of 284 respondents (46.5%) who agreed with the statement stating that 'good ideas for generating business ventures get acted upon quickly in the faculty/ university'. This reflects the faculty or university's promptness to seize the opportunity whenever valuable suggestions to generate revenues are being voiced out. This is because higher education institutions are in the efforts to generate revenue from their core educational, research and service functions, ranging from the production of knowledge such as research leading to patents created by the faculty to the faculty's curriculum and instruction as teaching materials that can be copyrighted and marketed.

Only a total of 200 respondents (32.7%) agreed with item stating that 'there is a healthy competition among lecturers and students to be entrepreneurs'. This item

connotes the entrepreneurial spirit among the lecturer and students to be entrepreneurs. Comparatively, a higher percentage of respondents (36.3 %) indicated 'fairly agree' on the same statement. This reflects the faculty members' perception that entrepreneurial spirit among the lecturers and students to be entrepreneurs were not fully demonstrated at all levels in the university community. There is still a need to develop a culture of healthy competition to make the economy more efficient and dynamic.

Finally, for the last item in this domain, there were a total of 230 respondents (37.7%) who agreed with the item stating that 'the university/faculty uses creative insights and energy to promote entrepreneurial opportunities'. This means that the university or faculty uses innovative ideas and works hard to encourage entrepreneurial opportunities. Comparatively, a higher percentage of respondents (40.4 %) indicated 'fairly agree' on the same statement. This reflects the faculty members' perception that creative insights and energy to promote entrepreneurial opportunities are not fully demonstrated in the university community. This implies that there is a need to stimulate entrepreneurial spirit in the university community.

4.3.1.8: Extents and Prominent Aspects of Individual Resilience

Table 22 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'individual resilience' in OCB. Individual Resilience refers to lecturers' behavior to refrain discouragement by setbacks. They are insistent on achieving success and resilient in the face of failures. The values of the mean for all the items fall within the range from 3.91 to 4.14, indicating on average, the respondents' propensity to 'agree' in all statements concerning 'individual resilience'.

Table 22

Frequency, Mean and Standard Deviation for Items in Individual Resilience Domain

Items in Individual Resilience		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BI1	I have a clear vision of what the university needs to achieve and, therefore, determines my work towards it.	1 (0.2)	17 (2.8)	102 (16.7)	296 (48.4)	195 (31.9)	4.09	.778
BI2	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.	2 (0.3)	12 (2.0)	111 (18.2)	332 (54.3)	154 (25.2)	4.02	.736
BI3	I respond to new changes and expectations with a sense of flexibility	0 (0.0)	5 (0.8)	89 (14.6)	331 (54.2)	186 (30.4)	4.14	.681
BI4	Based on shared goals and values, I respond to ambiguities in management and academic matters in a rather positive manner	1 (0.2)	19 (3.1)	136 (22.3)	333 (54.5)	122 (20.0)	3.91	.744
BI5	I engage with beneficial changes rather than resist against it	0 (0.0)	4 (0.7)	100 (16.4)	355 (58.1)	152 (24.9)	4.07	.659
BI6	When certain unfavorable circumstances arise in my workplace, I will try not easily be discouraged	0 (0.0)	11 (1.8)	102 (16.7)	355 (58.1)	143 (23.4)	4.03	.688
BI7	In the face of failure and discouragement in my workplace, I rebound and overcome it with even a greater sense of achieving success	2 (0.3)	17 (2.8)	115 (18.8)	325 (53.2)	152 (24.9)	4.00	.761

For the subsequent interpretation of the results obtained in Table 22, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to individual resilience. Thus, it is found that there are 491 respondents (80.3 %) who agreed with item stating that 'I have a clear vision of what the university needs to achieve and, therefore, determines my

work towards it'. This means that the lecturers endeavor to meet the vision of the university. It indicates the lecturers' proactive attitude and sense of ownership in embracing the university's vision as their own vision.

A total of 486 respondents (79.5 %) agreed with item stating that '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'. This item refers to the lecturers' confidence knowing that their university in which they belongs to, will be able to overcome obstacles faced positively. The faculty members are not easily swayed or influenced by external circumstances around them.

As for item stating that 'I respond to new changes and expectations with a sense of flexibility', a total of 517 respondents (84.6%) were found to be in agreement with this statement. It emphasizes on lecturers' adjustability to new occurrence or perspectives arise within the university community. This is because resilience is the ability to adapt well to unexpected changes and events and the ability to cope well under pressure.

Besides that, there were a total of 455 respondents (74.5%) who agreed with the statement 'based on shared goals and values, I respond to ambiguities in management and academic matters in a rather positive manner'. This refers to lecturers' positive attitude, driven by the shared goals and values when dealing with some uncertainties in management or academic issues.

There were a total of 507 respondents (83.0 %) who agreed with item stating that 'I engage with beneficial changes rather than resist it'. This statement refers to the lecturers' adeptness at changing direction, rather than resisting change—as a defining characteristic of resilience. This is because lecturers are regarded as the catalysts for the higher education transformation—becoming a global player, and thus transform the nation into a higher-income nation.

As for item stating that 'when certain unfavorable circumstances arise in the workplace, I will try not easily be discouraged', a total of 498 respondents (81.5 %) were found to be in agreement with this statement. This item highlights the lecturers' ability to refrain from being disheartened when things did not exactly turn up the way as planned. It refers to the acquisition of skills in changing their state of mind in the face of difficulties, which are inevitable.

Finally, for the last item in this domain, it was found that there were a total of 477 respondents (78.1%) who agreed that 'in the face of failure and discouragement in my workplace, I rebound and overcome it with even a greater sense of achieving success'. This refers to the lecturers' determination to pull through defeats and difficulties with an immense desire to triumph. This reflects the lecturers' incredible strength and fortitude in facing failure and disappointment.

4.3.1.9: Extents and Prominent Aspects of Agility

Table 23 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'agility' in OCB. Agility refers to lecturers' ability to adapt himself or herself dynamically to the new circumstances in the university. They are flexible and change-ready especially when there is the need for the organization to shift their organizational direction. The values of the mean for all the items fall within the range from 3.98 to 4.19, indicating on average, the respondents' propensity to 'agree' in all statements concerning 'agility'.

Table 23

Frequency, Mean and Standard Deviation for Items in Agility Domain

Items in Agility		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
BJ3	I see the needs and the importance for the department or faculty to address or look into any breakdowns in the system promptly.	1 (0.2)	6 (1.0)	83 (13.6)	331 (54.2)	190 (31.1)	4.15	.692
BJ4	I suggest or support corrective measures without hesitation to overcome any breakdowns in the management system.	2 (0.3)	9 (1.5)	138 (22.6)	392 (51.1)	150 (24.5)	3.98	.749
BJ5	I acknowledge the importance to think and understand quickly in order to adapt and move forward as an institution	1 (0.2)	3 (0.5)	76 (12.4)	330 (54.0)	201 (32.9)	4.19	.673

For the subsequent interpretation of the results obtained in Table 23, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to agility. A total of 521 respondents (85.3 %) agreed with item stating that 'I see the needs and the importance for the department or faculty to address or look into any breakdowns in the system promptly'. This statement explains the lecturers' viewpoint of the necessity for the department or faculty to attend to disruption or failure in the system promptly. This is because any prolonged disruptions will affect the agility of the entire department or faculty.

As for the subsequent item stating that 'I suggest or support corrective measures without hesitation to overcome any breakdowns in the management system', a total of

542 respondents (75.6 %) were found to be in agreement with this statement. This implies quick participation from the faculty members to propose or comply with a set of actions in order to prevent the recurrence of an event that caused the problem initially. This reflects the faculty members' agility to a particular change implemented in order to address the identified weaknesses.

Finally, for the last item in this domain, it was found that there were a total of 531 respondents (86.9%) who agreed that 'I acknowledge the importance to think and understand quickly in order to adapt and move forward as an institution'. This shows that the faculty members are cognizant of intellectual acuity in order to accomplish a greater height of achievement for the university. This emphasizes the importance of the faculty members to be change-ready and the nimbleness to think as part of the university community.

4.3.2. Extents and Prominent Aspects in Lecturer Empowerment

4.3.2.1. Extents and Prominent Aspects of Participative Decision-Making

Table 24 shows the distribution of frequency, percentage, mean, and standard deviation for the 'participative decision making' domain in LE. Participative decision making refers to lecturers' participation in critical decision that directly affects their work. The values of the mean for all the items fall within the range from 3.17 to 3.88, indicating on average, the respondents' propensity to 'fairly agree' and 'agree' in all statements concerning participative decision making.

Table 24

Frequency, Mean and Standard Deviation for Items in Participative Decision Making

Domain

Items in Participative Decision Making		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LA1	I have the opportunity to exchange ideas pertaining to issues or problems faced by the department or faculty	9 (1.5)	38 (6.2)	150 (24.5)	286 (46.8)	128 (20.9)	3.80	.892
LA2	The department/faculty leaders encourage lecturers' participation in meetings to seek their opinions.	6 (1.0)	38 (6.2)	140 (22.9)	264 (43.2)	163 (26.7)	3.88	.906
LA3	Sometimes, the managements solicit my advice/opinion whenever it pertains to my involvement for a particular agenda	10 (1.6)	55 (9.0)	171 (28.0)	261 (42.7)	114 (18.7)	3.68	.933
LA4	For the general good and improvement, the lecturers are encouraged to monitor and evaluate the progress of the department/faculty	15 (2.5)	92 (15.1)	180 (29.5)	234 (38.3)	90 (14.7)	3.48	.997
LA5	Whenever necessary, I raise up issues or problems faced by the department or faculty and seek ways to solve it	8 (1.3)	35 (5.7)	148 (24.2)	296 (48.4)	124 (20.3)	3.81	.870
LA6	Sometimes, in meetings, I participate in agenda pertaining to the distribution of the budget allocated for the faculty or department	52 (8.5)	124 (20.3)	181 (29.6)	177 (29.0)	77 (12.6)	3.17	1.145
LA7	In faculty/department meetings, I participate in decision-making whenever there is implementation of new programs.	24 (3.9)	67 (11.0)	170 (27.8)	223 (36.5)	127 (20.8)	3.59	1.055

For the subsequent interpretation of the results obtained in Table 24, frequency

and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5)

for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to participative decision making. A total of 414 respondents (67.7 %) agreed with item stating that 'I have the opportunity to exchange ideas pertaining to issues or problems faced by the department or faculty'. This refers to the freedom given to suggest as well as to receive opinions from others concerning issues or problems encountered by the department or faculty. This reflects the opportunity for interactions and participation among the academics within one's department or faculty.

Besides that, there were a total of 427 respondents (69.9%) who agreed with the statement indicating that 'the department/faculty leaders encourage lecturers' participation in meetings to seek their opinions'. This statement connotes the leadership support to promote lecturers' participation via soliciting opinions from the faculty members during meetings. By soliciting opinions, leaders gather data to make an informed decision.

A total of 375 respondents (61.4 %) agreed with item stating that 'sometimes, the managements solicit my advice/opinion whenever it pertains to my involvement for a particular agenda'. This item refers to the lecturers' participation in contributing their viewpoints in their area of expertise when approached by the people in the management team. This reflects that the management team recognizes the skills and knowledge of the faculty members in a particular field of interest and thus seeks to consult them.

As for the subsequent item, a total of 324 respondents (53.0%) were found to have agreed with the statement stating that 'for the general good and improvement, the lecturers are encouraged to monitor and evaluate the progress of the department/faculty'. This refers to the lecturers' involvement as part of the university community, for the betterment of the department or faculty, to oversee and assess the

performance of the department or faculty. This reflects the joining of efforts among the faculty members in supporting the strategic plan laid down by the department or faculty.

Furthermore, a total of 420 respondents (68.7 %) agreed with item stating that 'whenever necessary, I raised issues or problems faced by the department or faculty and seek ways to solve it'. This item refers to the lecturers' participation to voice up obstacles or difficulties faced by the department or faculty and to find solutions to overcome it. This is part of the process that signifies the practice of corporate thinking and decision making.

However, there were only a total of 254 respondents (41.6%) who agreed with the statement represented by item stating that 'sometimes, in meetings, I participate in agenda pertaining to the distribution of the budget allocated for the faculty or department'. This statement connotes lecturers' attendance and involvement in meetings concerning financial plan for the department or faculty. This implies that there was a lack in lecturers' participation especially at the budget implementation stage where timely and accurate expenditure as well as revenue data are needed to insure productive use of the monies allocated.

Finally, for the last item in this domain, there were a total of 350 respondents (57.3%) who agreed with the statement stating that 'in faculty/department meetings, I participate in decision-making whenever there is implementation of new programs'. This refers to the lecturers' involvement in decision making process whenever new programs are being introduced by the faculty or department. This is because lecturers are prominent agents in determining the learning and teaching process in the university.

4.3.2.2. Extents and Prominent Aspects of Professional Growth

Table 25 shows the distribution of frequency, percentage, mean, and standard deviation for the 'professional growth' domain in LE. Professional growth refers to lecturers' perception that the university in which they work provides them opportunities to grow and develop professionally, to learn continuously, and to expand one's own skill through the work life in the university. The values of the mean for all the items fall within the range from 3.88 to 4.17, indicating on average, the respondents' propensity to 'agree' in all statements concerning professional growth.

Table 25

Frequency, Mean and Standard Deviation for Items in Professional Growth Domain

	Items in Professional Growth	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LB1	I function in a professional environment whereby academics are highly valued of their contribution	8 (1.3)	35 (5.7)	141 (23.1)	266 (43.5)	161 (26.4)	3.88	.910
LB2	I am treated as professionals, highly regarded and respected of my role and expertise in my field of knowledge	7 (1.1)	20 (3.3)	135 (22.1)	268 (43.9)	181 (29.6)	3.98	.867
LB3	I am given opportunities to attend seminars conferences or talks for my professional growth	4 (0.7)	15 (2.5)	92 15.1)	262 (42.9)	238 (39.0)	4.17	.818
LB4	I work in a university where the quality of education and research always come first	3 (0.5)	33 (5.4)	94 (15.4)	223 (36.5)	258 (42.2)	4.15	.904
LB5	I am given the financial support or grants to conduct research in order to enhance knowledge in my area of expertise	10 (1.6)	28 (4.6)	113 (18.5)	241 (39.4)	219 (35.8)	4.03	.935

For the subsequent interpretation of the results obtained in Table 25, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to professional growth. A total 427 respondents (69.9 %) agreed with item stating that 'I function in a professional environment whereby academics are highly valued of their contribution'. This means that the lecturers work in an appreciative environment, whereby their professional work is highly regarded. This implies the appreciative management which support university as organization, especially in the process of development of the human resources.

A total of 449 respondents (73.5 %) agreed with item stating that 'I am treated as professionals, highly regarded and respected of my role and expertise in my field of knowledge'. This item refers to the lecturers' perception that they were looked up to by the community in the university because of their expertise and contribution to the body of knowledge. This highlights professionalism in the university environment as a factor in professional growth.

Besides that, there were a total of 500 respondents (81.9 %) who agreed with the statement represented by item stating that 'I am given opportunities to attend seminars conferences or talks for my professional growth'. This means that the lecturers were offered the opportunities for professional advancement via participation in events such as seminars, conferences or talks. This implies the supportive university environment which emphasizes on professional development.

As for item stating that 'I work in a university where the quality of education and research always come first', a total of 481 respondents (78.7%) were found to be in agreement with this statement. This connotes the lecturers' perception that the university they belonged to upholds quality standards of education and research. Benchmarking procedure has been provided to support to the universities' quality

standards in designing, approving, monitoring and reviewing programs and research carried out in the universities.

Finally, for the last item in this domain, there were a total of 460 respondents (75.2%) who agreed that 'financial support or grants to conduct research in order to enhance knowledge in my area of expertise'. This implies opportunity and financial support given to lecturers to expand enhance their field of expertise through research development. This provides a platform for the lecturers to grow in their field of interest.

4.3.2.3. Extents and Prominent Aspects of Status

Table 26 shows the distribution of frequency, percentage, mean, and standard deviation for the 'status' domain in LE. Status refers to lecturers' perception that they enjoy the professional respect and admiration of those with whom they work because they are good in their own field of expertise and knowledge. The values of the mean for all the items fall within the range from 3.98 to 4.43, indicating on average, the respondents' propensity to 'agree' in all statements concerning status.

Table 26

Frequency, Mean and Standard Deviation for Items in Status Domain

	Items in Status	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LC1	Through the years of service, I have earned my colleagues' or superiors' respect	2 (0.3)	10 (1.6)	113 (18.5)	301 (49.3)	185 (30.3)	4.08	.760
LC2	I am a very effective person when it pertains to my job responsibilities	2 (0.3)	5 (0.8)	67 (11.0)	301 (49.3)	236 (38.6)	4.25	.704
LC3	I have the respect from lecturers/academics/researchers from other universities	1 (0.2)	16 (2.6)	144 (23.6)	284 (46.5)	166 (27.2)	3.98	.792

LC4	I have a strong knowledge base in the areas in which I teach or research	1 (0.2)	4 (0.7)	56 (9.2)	294 (48.1)	256 (41.9)	4.31	.676
LC5	I am good at what I do as an academic/researcher	1 (0.2)	1 (0.2)	59 (9.7)	282 (46.1)	268 (43.8)	4.33	.668
LC7	My student respect me as an academic or researcher	3 (0.5)	2 (0.3)	40 (6.5)	251 (41.1)	315 (51.6)	4.43	.675

For the subsequent interpretation of the results obtained in Table 26, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to status. A total 486 respondents (79.6 %) agreed with item stating that 'through the years of service, I have earned my colleagues' or superiors' respect'. This describes the lecturers' perception that they enjoy the sense of worth and excellence attained from colleagues and superiors throughout his or her tenure. This connotes that he or she has established himself or herself as a uniquely influential academic within the university community that they belonged to.

A total of 537 respondents (87.9%) agreed with item stating that 'I am a very effective person when it pertains to my job responsibilities'. This item reflects one's self-confidence to deliver the intended result or outcome concerning the scope of responsibilities. This highlights the lecturers' status quo that evinces the current education system efficiency and trump effectiveness.

Besides that, there were a total of 450 respondents (73.7 %) who agreed with the statement represented by item stating that 'I have the respect from lecturers/academics/researchers from other universities'. This refers to lecturers' perception that they enjoy the sense of worth and excellence attained from

lecturer/academics/researchers from other universities. This connotes that the lecturers has established himself or herself as a uniquely influential academic outside the spheres of their own university community.

As for item stating that 'I have a strong knowledge base in the areas that I teach or research', a total of 550 respondents (90.0 %) were found to be in agreement with this statement. This connotes the lecturers' self-confidence in their field of expertise. This explains the self-admiration of one's own field of knowledge.

A total of 550 respondents (89.9 %) agreed with item stating that 'I am good at what I do as an academic/researcher'. This item refers to the lecturers' self-confidence in their profession. They take pride in their status within the university community.

Finally, for the last item in this domain, there were a total of 566 respondents (92.7%) who agreed with statement indicating that 'my student respect me as an academic or researcher'. This describes the lecturers' perception that they enjoy the sense of worth and excellence attained from their own students. The students admired them and elevated them to a status of honor and adoration.

4.3.2.4. Extents and Prominent Aspects of Self-Efficacy

Table 27 shows the distribution of frequency, percentage, mean, and standard deviation for the 'self-efficacy' domain in LE. Self-efficacy refers to lecturers' perception that they possess the skills and ability to help students learn. The values of the mean for all the items fall within the range from 4.40 to 4.52, indicating on average, the respondents' propensity to 'agree' in all statements concerning self-efficacy.

Table 27

Frequency, Mean and Standard Deviation for Items in Self-Efficacy Domain

Items in Self-Efficacy		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LD1	I believe that I am helping students to become independent learners	0 (0.0)	3 (0.5)	43 (7.0)	269 (44.0)	296 (48.4)	4.40	.642
LD2	I believe I am empowering the students through critical thinking and learning	0 (0.0)	3 (0.5)	37 (6.1)	278 (45.5)	293 (48.0)	4.41	.627
LD3	I feel that the course that I am teaching is an important course for students	0 (0.0)	0 (0.0)	19 (3.1)	227 (37.2)	365 (59.7)	4.57	.555
LD4	I see my students learn and benefited from my teaching or research	1 (0.2)	0 (0.0)	27 (4.4)	260 (42.6)	323 (52.9)	4.48	.598
LD5	I believe that I have the ability and capability to grow in this profession.	0 (0.0)	2 (0.3)	26 (4.3)	233 (38.1)	350 (57.3)	4.52	.596
LD6	I perceive that I can make a difference in my profession as an academic or researcher	0 (0.0)	1 (0.2)	37 (6.1)	262 (42.9)	311 (50.9)	4.45	.615
LD7	I believe I am competent to perform as I have the knowledge and skills	1 (0.2)	0 (0.0)	31 (5.1)	248 (40.6)	331 (54.2)	4.49	.610

For the subsequent interpretation of the results obtained in Table 27, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to self-efficacy. A total 565 respondents (92.4 %) agreed with item stating that 'I believe that I am helping students to become independent learners'. This refers to the lecturers' understanding of their role in assisting students towards self-directing learning. This suggests the pivotal role

of lecturer as facilitator, mentor, coach and guide to develop a sense of self through building confidence in their abilities to become independent learners.

A total of 571 respondents (93.5 %) agreed with item stating that 'I believe I am empowering the students through critical thinking and learning'. This item refers to the lecturers' viewpoint of giving the students the 'power'—greater control over their own learning and the ability to engage in reflective and analytical thinking. Critical thinking is at the heart of academic study which is seen necessary and needed to be developed with the help of the academics.

Besides that, there were a total of 592 respondents (96.9%) who agreed with the statement represented by item stating that 'I feel that the course that I am teaching is an important course for students'. This refers to the lecturers' perception that they are instilling the essential knowledge to their students. This connotes their pivotal role in educating the future generations in their field of expertise.

As for the next item stating that, 'I see my students learn and benefited from my teaching or research', there were a total of 583 respondents (95.5%) who have agreed with this statement. This signifies the lecturers' perception of their students; that they have acquired and gained knowledge, skills or comprehension from teaching or research taught. This statement connotes the outcomes achieved when lecturers used their skills and ability to impart knowledge.

A total of 583 respondents (95.4%) agreed with item stating that 'I believe that I have the ability and capability to grow in this profession'. This item refers to the lecturers' perception of their capacity in producing desired result as academics or researcher in the university community. It highlights the lecturers' self competence in this profession.

In addition, there were a total of 573 respondents (93.8%) who agreed with the statement represented by item stating that 'I perceive that I can make a difference in my profession as an academic or researcher'. This refers to the lecturers' stance that they can be an agent of change in the university community with the skills and ability possessed. This highlights the lecturers' strong passion in helping the students to learn.

Finally, for the last item in this domain, there were a total of 579 respondents (94.8%) who agreed, stating that 'I believe I am competent to perform as I have the knowledge and skills'. This describes the lecturers' perception that they have what it takes to carry out their job responsibilities well as an academic or researcher.

4.3.2.5. Extents and Prominent Aspects of Autonomy in Job

Table 28 shows the distribution of frequency, percentage, mean, and standard deviation for the 'autonomy in job' domain in LE. Autonomy in job refers to lecturers' belief that they can control certain aspects of their work life. The values of the mean for all the items fall within the range from 3.41 to 4.19, indicating on average, the respondents' propensity to 'fairly agree' and 'agree' in all statements concerning autonomy in job.

Table 28

Frequency, Mean and Standard Deviation for Items in Autonomy in Job Domain

	Items in Autonomy in Job	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LE2	I am able to choose the course that I want to teach	29 (4.7)	94 (15.4)	192 (31.4)	188 (30.8)	108 (17.7)	3.41	1.091
LE3	I have the freedom to choose teaching approach best suits my students	3 (0.5)	21 (3.4)	83 (13.6)	252 (41.2)	252 (41.2)	4.19	.833

LE4	I have the freedom to make decision on what is taught	7 (1.1)	42 (6.9)	117 (19.1)	233 (38.1)	212 (34.7)	3.98	.958
LE5	I made decision about curriculum content	19 (3.1)	68 (11.1)	149 (24.4)	218 (35.7)	157 (25.7)	3.70	1.066
LE6	I develop the pro forma of the course the way I think best suits the students	13 (2.1)	33 (5.4)	130 (21.3)	250 (40.9)	185 (30.3)	3.92	.958

For the subsequent interpretation of the results obtained in Table 28, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to autonomy in job. Only a total 296 respondents (48.5%) agreed with item stating that 'I am able to choose the course that I want to teach'. This item refers to the lecturers' liberty to select the course that they desire to teach. Thus, not all the lecturers were given leeway to take up courses based on their preference.

A total of 504 respondents (82.4%) agreed with item stating that 'I have the freedom to choose teaching approach best suits my students'. This item describes the lecturers' flexibility to adopt the best teaching methods in their lectures. It highlights the lecturers' autonomy in teaching, the major aspect of academics' work life.

In addition, there were a total of 445 respondents (72.8%) who agreed with the statement stating that 'I have the freedom to make decision on what is taught'. This reflects the opportunity given to lecturers to decide on the courses which are appropriate and relevant to students. The lecturers are free to suggest or propose the necessary courses, which is pivotal in equipping the students in a competitive marketplace.

A total of 375 respondents (61.4%) agreed with the statement that they 'made

decision about curriculum content'. This reflects the lecturers' autonomy in determining the content of a particular course of study. The university management acknowledges 'lecturer' as the key person who leads and manages the entire learning process in the class.

Finally, for the last item in this domain, there were a total of 435 respondents (71.2%) who agreed that they 'develop the pro forma of the course the way I think best suits the students'. This refers to the lecturers' autonomy in designing the entire layout for the stipulated course to accommodate students to the best of its ability. They provide current and relevant learning and getting the right information ready for the appropriate learning development.

4.3.2.6. Extents and Prominent Aspects of Professional Impact

Table 29 shows the distribution of frequency, percentage, mean, and standard deviation for the 'professional impact' domain in LE. Professional impact refers to lecturers' perceptions that they can produce an effect on the workplace that is worthwhile. The values of the mean for all the items fall within the range from 3.73 to 4.13, indicating on average, the respondents' propensity to 'agree' in all statements concerning professional impact.

Table 29

Frequency, Mean and Standard Deviation for Items in Professional Impact Domain

Items in Professional Impact		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LF2	The charisma and positive principles in me as an educator has significantly influenced others.	0 (0.0)	18 (2.9)	138 (22.6)	295 (48.3)	160 (26.2)	3.98	.778
LF3	I am bringing positive thoughts and changes to the management and administrative system in the department or faculty	6 (1.0)	44 (7.2)	184 (30.1)	255 (41.7)	122 (20.0)	3.73	.896
LF4	I utilize the skills and knowledge benefited from conferences, trainings or seminars to teach other colleagues or students	0 (0.0)	11 (1.8)	87 (14.2)	326 (53.4)	187 (30.6)	4.13	.711

For the subsequent interpretation of the results obtained in Table 29, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to professional impact. A total of 455 respondents (74.5%) agreed with item stating that 'the charisma and positive principles in me as an educator had significantly influenced others'. This refers to lectures' perception that they have the quality as an educator that impels others to emulate them. This describes the professional impact one has on people around them.

A total of 377 respondents (61.7 %) agreed with item stating that 'I am bringing positive thoughts and changes to the management and administrative system in the department or faculty'. This item describes the lecturers' impact through their contribution of ideas—resulting positive changes to be observed in the department or faculty.

Finally, for the last item in this domain, there were a total of 513 respondents (84.0%) who agreed that they 'utilize the skills and knowledge benefited from conferences, trainings or seminars to teach other colleagues or students'. This refers to the lecturers' unreserved impartation of knowledge and skills acquired from conferences, training or seminars to students and colleagues in the university community.

4.3.2.7. Extents and Prominent Aspects of Execution of Power

Table 30 shows the distribution of frequency, percentage, mean, and standard deviation for the 'execution of power' domain in LE. Execution of power refers to rights and freedom to enforce orders in teaching or research instructions and student evaluations. The values of the mean for all the items fall within the range from 2.71 to 3.36, indicating on average, the respondents' propensity to 'fairly agree' in all statements concerning 'execution of power' by the lecturers.

Table 30

Frequency, Mean and Standard Deviation for Items in Execution of Power Domain

		Level of agreement					Total	
Items in Execution of Power		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
LG2	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.	40 (6.5)	98 (16.0)	180 (29.5)	187 (30.6)	106 (17.3)	3.36	1.137
LG5	I can remove the names of students who have been consistently absent for my class over a period of time.	53 (8.7)	123 (20.1)	132 (21.6)	196 (32.1)	107 (17.5)	3.30	1.218

LG6	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	64 (10.5)	151 (24.7)	187 (30.6)	146 (23.9)	63 (10.3)	2.99	1.149
LG7	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	109 (17.8)	178 (29.1)	155 (25.4)	120 (19.6)	49 (8.0)	2.71	1.200

For the subsequent interpretation of the results obtained in Table 30, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to execution of power. A total of 293 respondents (47.9%) agreed with item stating that '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'. This refers to lecturers' right to decline any additional supervision if they have already been assigned with the maximum number of supervisions by the department or faculty. However, the results indicated that there was a lack for some lecturers to demonstrate their authority and power as an academic in supervision task.

A total of 303 respondents (49.6 %) agreed with item stating that 'I can remove the names of students who have been consistently absent for my class over a period of time'. This means that lecturers were in a position of authority with the power to eliminate names if the students fail to fulfill the required attendance criteria. This highlights the execution of power in teaching instructions whereby students are obliged to follow a set of criteria delineated by the university.

For the subsequent item stating that 'I can reject any additional course assigned

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by the faculty or department for me to teach once I have reached the maximum number of credit hours, stated by the policy', only a total of 209 respondents (34.2%) were found to be in agreement with this statement. The lecturers who agreed connote the authority and power to decline additional teaching workloads when they already preoccupied with the maximum credit hours assigned by the department or faculty. Comparatively, there were higher percentage of academics who disagreed (35.2 %) and 'fairly agreed' (30.6 %) on the same statement. This reflects the academics' authority and power to reject additional teaching workload have not been fully demonstrated by the faculty members.

Finally, for the last item in this domain, it was found that there were a total of 169 respondents (27.6 %) who agreed with the statement stating that '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 processes'. This means that lecturers are in a position of power to determine the maximum number of students per class to ensure desired results to be accomplished in teaching and learning process. However, comparatively, there were a higher percentage of academics who 'disagreed' (46.9 %) on the same statement. This highlights that the execution of power in demanding for specific request pertaining to teaching instructions to the management team was still lacking in the university community.

4.3.3. Extents and Prominent Aspects in University Autonomy

University Autonomy in this study is not only contextualized on the degree of dependency or independency in relation to some power holders but also self-determining the necessary course of policies and actions for its own development and internal affairs. It is the ability of the universities to devise and implement their own strategies without government over-regulation and micro-management particularly in the nine major aspects of university development—academic programs, postgraduate programs, research and consultation, teaching and learning, management, human resource, finance, infrastructure facilities and students' affairs.

4.3.3.1: Extents and Prominent Aspects of University Autonomy in Academic Programs

Table 31 shows the distribution of frequency, percentage, mean, and standard deviation for the 'academic programs' domain in UA. The values of the mean for all the items fall within the range from 3.90 to 4.46, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in academic programs.

Table 31

Frequency, Mean and Standard Deviation for Items in Academic Programs Domain

Items in Academic Programs		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AA2	The faculty/university offers academic programs to students when there are professionals/expertise available in faculty/university	8 (1.3)	24 (3.9)	96 (15.7)	269 (44.0)	214 (35.1)	4.08	0.882
AA3	Some academic programs offered are designed by the faculty specifically to enhance students' employability in the job market	3 (0.5)	14 (2.3)	105 (17.2)	291 (47.6)	198 (32.4)	4.09	0.79
AA4	The faculty/university takes into consideration of the availability of infrastructure and facilities when offering academic programs to students	14 (2.3)	32 (5.2)	130 (21.3)	260 (42.6)	175 (28.6)	3.90	0.952
AA6	Academic programs offered by the faculty/university are accredited by the relevant Ministry	0 (0.0)	3 (0.5)	57 (9.3)	205 (33.6)	346 (56.6)	4.46	0.682

For the subsequent interpretation of the results obtained in Table 31, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'academic programs'. A total of 483 respondents (79.1 %) agreed with first item stating that 'the faculty/university offers academic programs to students when there are professionals/expertise available in faculty/university'. This implies that expertise is one of the critical aspects which will be taken into consideration when offering academics programs to students.

A total of 489 respondents (80.0 %) agreed with item stating that 'some academic programs offered are designed by the faculty specifically to enhance students' employability in the job market'. This refers to the freedom given to university to propose and to plan courses that will meet the marketplace's demands. This conjectures that university autonomy in the development of academic programs functions within the framework of public responsibilities.

As for item stating that 'the faculty/university takes into consideration of the availability of infrastructure and facilities when offering academic programs to students', a total of 435 respondents (71.2%) were found to be in agreement with this statement. This reflects the faculty or the university's detailed consideration of the academic programs offered particularly in equipping it with the necessary infrastructure and facilities. The university acknowledges the importance to ensure proper infrastructural facilities for their students alongside maintaining requisite standard of education.

Finally, there were a total of 551 respondents (90.2%) who agreed with the last item in this domain stating that 'academic programs offered by the faculty/university are accredited by the relevant Ministry'. This indicates that courses offered in university are officially recognized by the relevant Ministry when essential requirements, as of academic excellence are met. This connotes that the university autonomy in the aspect of academic programs functions within the framework of public regulations.

4.3.3.2. Extents and Prominent Aspects of University Autonomy in Postgraduate Academic Programs

Table 32 shows the items pertaining to university autonomy in 'Postgraduate academic program' domain. The values of the mean for all the items fall within the range from 4.16 to 4.37, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in 'postgraduate academic programs'.

Table 32

Frequency, Mean and Standard Deviation for Items in Postgraduate Academic Programs Domain

Items in Postgraduate Academic Programs		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AB6	This university internationalizes (open to international students) the available postgraduate academic programs offered	1 (0.2)	5 (0.8)	52 (8.5)	259 (42.4)	294 (48.1)	4.37	0.689
AB8	The faculty or university sets the levels of entry for the postgraduate academic programs offered	1 (0.2)	11 (1.8)	75 (12.3)	287 (47.0)	237 (38.8)	4.22	0.740
AB9	The university (or the faculty/department) is involved in the selection of students for the enrollment of the postgraduate programs	2 (0.3)	10 (1.6)	65 (10.6)	274 (44.8)	260 (42.6)	4.28	0.742
AB11	The faculty has the freedom to suggest new postgraduate academic programs which are of great potentials for the benefits of the postgraduate students	2 (0.3)	12 (2.0)	88 (14.4)	295 (48.3)	214 (35.0)	4.16	0.761

For the subsequent interpretation of the results obtained in Table 32, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Postgraduate academic programs'. A total of 553 respondents (90.5 %) agreed with first item stating that 'university 'internationalizes' (open to international students) the available postgraduate academic programs offered'. This refers to the university's efforts to promote their postgraduate programs to foreign students. This reflects internationalisation of postgraduate academic programs as an integrated part of university development agenda.

There were a total of 524 respondents (85.8%) who agreed with item stating that 'the faculty or university sets the levels of entry for the postgraduate academic programs offered. This refers to the university autonomy in determining the pre-requisites for the postgraduate academic programs offered. Prerequisites are pivotal in the developments of postgraduate academic as it ensures students to possess the required knowledge and ability to successfully complete the programs chosen.

A total of 534 respondents (87.4%) agreed with item stating that 'the University (the faculty/department) is involved in the selection of students for the enrollment of the postgraduate programs'. This reflects university autonomy in selection of candidates who applied into postgraduate programs, and the prerogative to refuse admission or readmission to any students who failed to meet the required qualifications.

Finally, for the last item in this domain, there were a total of 509 respondents (83.3%) who agreed with the statement stating that 'the faculty has the freedom to suggest new postgraduate academic programs which are of great potentials for the

benefits of the postgraduate students'. This refers to the faculty's liberty to recommend postgraduate academic courses which are relevant and beneficial to their postgraduate students.

4.3.3.3. Extents and Prominent Aspects of University Autonomy in Research and Consultation

Table 33 shows the items pertaining to university autonomy in 'Research and consultation' domain. The values of the mean for all the items fall within the range from 3.99 to 4.30, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in 'research and consultation'.

Table 33

Frequency, Mean and Standard Deviation for Items in Research and Consultation Domain

Items in Research and Consultation		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AC2	University is free to carry out research and consultation works based on the professionals/experts available in the university	1 (0.2)	10 (1.6)	57 (9.3)	280 (45.8)	263 (43.0)	4.30	0.718
AC3	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.	3 (0.5)	17 (2.8)	115 (18.8)	297 (48.6)	179 (29.3)	4.03	0.798

AC4	In the effort to enhance research or consultation activities, the university or faculty can develop the necessary infrastructure and facilities	7 (1.1)	16 (2.6)	121 (19.8)	299 (48.9)	168 (27.5)	3.99	0.826
AC6	The university gives recognition to highly competent faculty and research staff for their excellence in research	3 (0.5)	23 (3.8)	85 (13.9)	257 (42.1)	243 (39.8)	4.17	0.839

For the subsequent interpretation of the results obtained in Table 33, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Research and Consultation'. A total of 543 respondents (88.8%) agreed with item stating that 'University is free to carry out research and consultation works based on the professionals/experts available in the university'. This reflects the pivotal factor in the development of research and consultation activities is greatly dependent on the availability of the expertise in the university. The University utilizes skills and expertise available in the university to enhance knowledge innovation through research and consultation.

A total of 476 respondents (77.9 %) agreed with item stating that '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'. This refers to the university's role in overseeing the entire research and consultation activities carried out and to support engagement in research that meets the need of students and stakeholders in university community. This connotes that

university autonomy in research and consultations functions within the framework of public responsibilities.

There were a total of 467 respondents (76.4%) who agreed with item stating that 'in the effort to enhance research or consultation activities, the university or faculty can develop the necessary infrastructure and facilities'. This reflects the autonomy given to the University or faculty to construct the necessary infrastructure and facilities, which is regarded as an important aspect in research and consultation development. This is because research is the core component in universities that have been conferred with the 'Research University' status. Additional funding for research and development are provided to enhance the research and consultation activities.

Finally, a total of 500 respondents (81.9%) agreed with the last item in this domain stating that 'the University gives recognition to highly competent faculty and research staff for their excellence in research'. This reflects the university's effort to raise the bar and giving high priority to excellence in research via reward and recognition. It is a form of incentives to encourage faculty members to seek continued research excellence in their field of expertise.

4.3.3.4. Extents and Prominent Aspects of University Autonomy in Teaching and Learning

Table 34 shows the items pertaining to university autonomy in 'Teaching and learning' domain. The values of the mean for all the items fall within the range from 3.91 to 4.13, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in 'teaching and learning'.

Table 34

Frequency, Mean and Standard Deviation for Items in Teaching and Learning Domain

Items in Teaching and Learning		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AD2	Lecturers in this university are free to choose the appropriate teaching and learning methods	9 (1.5)	29 (4.7)	101 (16.5)	276 (45.2)	196 (32.1)	4.02	0.900
AD3	The university/faculty equips the students with the needed knowledge through teaching and learning in order to meet the required standards.	2 (0.3)	9 (1.5)	92 (15.1)	315 (51.6)	193 (31.6)	4.13	0.735
AD4	The university/faculty provides the necessary infrastructure and facilities which are suitable with the teaching and learning methods chosen by the lecturers	2 (0.3)	29 (4.7)	135 (22.1)	302 (49.4)	143 (23.4)	3.91	0.817
AD5	The university/faculty prepares an environment that cultivates the usage of ICT in teaching and learning process	0 (0.0)	13 (2.1)	107 (17.5)	305 (49.9)	186 (30.4)	4.09	0.747
AD6	The university/faculty can offer a more flexible teaching and learning methods for the postgraduate students.	2 (0.3)	12 (2.0)	104 (17.0)	310 (50.7)	183 (30.0)	4.08	0.756
AD8	The university/faculty can improvise the teaching and learning methods whenever deemed necessary according to the needs of the academic programs.	2 (0.3)	13 (2.1)	125 (20.5)	318 (52.0)	153 (25.0)	3.99	0.755

For the subsequent interpretation of the results obtained in Table 34, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'teaching and learning'. A total of 472 respondents (77.3%) agreed with item stating that

'lecturers in this university are free to choose the appropriate teaching and learning methods'. This refers to the lecturers' own prerogative to select teaching methodologies that are appropriate for teaching and learning during lessons. This connotes the flexibility given to the lecturers to adopt methods that will enhance effective teaching and learning.

A total of 508 respondents (83.2%) agreed with item stating that 'the University/faculty equips the students with the needed knowledge through teaching and learning in order to meet the required standards'. This refers to University's pivotal role to ensure graduates produced have the necessary knowledge and skills needed in the market place. The impinging demands from the marketplace have been regarded as one of the aspects influencing the teaching and learning development in the university.

Besides that, there were a total of 445 respondents (72.8%) agreed with the item stating that 'the university/faculty provides the necessary infrastructure and facilities which are suitable with the teaching and learning methods chosen by the lecturers'. This statement signifies the importance of infrastructure and facilities in teaching and learning development. The provision of appropriate teaching and learning environments, evolving teaching styles and methodologies are much emphasized by the University.

There were a total of 491 respondents (80.3 %) agreed with item stating that 'the university/faculty prepares an environment that cultivates the usage of ICT in teaching and learning process'. This refers to the university's autonomy to incorporate the emerging usage of technologies into the teaching and learning process. It connotes the important aspect of education with the science and technology as a powerful instrument for teaching and learning development.

As for the subsequent item, there were a total of 493 respondents (80.7%) who agreed with statement stating that 'the university/faculty can offer a more flexible teaching and learning methods for the postgraduate students'. This reflects the university's liberty to provide a modifiable teaching and learning methods that suits the postgraduate candidates from all walks of life. It emphasizes approaches to teaching and learning that are flexible and modifiable at any age and ability level.

Finally, there were a total of 471 respondents (77.1%) who agreed with the last item in this domain stating that 'the university/faculty can improvise the teaching and learning methods whenever deemed necessary according to the needs of the academic programs'. This refers to the University's autonomy in upgrading teaching-learning methodologies based on the needs of the academic programs. This augments educational innovation as teaching techniques and philosophy of education evolves over time.

4.3.3.5. Extents and Prominent Aspects of University Autonomy in Management

Table 35 shows the items pertaining to university autonomy in 'Management' domain. The values of the mean for all the items fall within the range from 3.48 to 3.73, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in management.

Table 35

Frequency, Mean and Standard Deviation for Items in Management Domain

	Items in Management	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AE1	In relation to the government, the university/faculty has a large degree of autonomy in the management process	18 (2.9)	84 (13.7)	188 (30.8)	226 (37.0)	95 (15.5)	3.48	1.007
AE2	The management of the university is on *clientele* basis (eg: students, stakeholders)	15 (2.5)	66 (10.8)	199 (32.6)	242 (39.6)	89 (14.6)	3.53	0.951
AE3	The university/ faculty improve continuously management effectiveness through the provision of necessary facilities	4 (0.7)	39 (6.4)	194 (31.8)	283 (46.3)	91 (14.9)	3.68	0.826
AE5	The university adopts corporate management style to motivate employees to work productively, so as to enhance university sustainability/ survival operation	17 (2.8)	71 (11.6)	161 (26.4)	261 (42.7)	101 (16.5)	3.59	0.987
AE8	The public responsibility is reflected through many academics and student activities planned by the university/faculty	10 (1.6)	31 (5.1)	175 (28.6)	295 (48.3)	100 (16.4)	3.73	0.853

For the subsequent interpretation of the results obtained in Table 35, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Management'. A total of 321 respondents (52.5%) agreed with first item in this domain stating that 'in relation to the government, the university/faculty has a large degree of autonomy in the management process'. This indicates a wide sphere of control the university has over the management operation of the entire university.

Besides that, there were a total of 331 respondents (54.2%) agreed with item stating that 'the management of the university is on *clientele* basis (eg: students, stakeholders)'. This implies the management process in the University takes into consideration the needs of the stakeholder and students. This connotes that the development in university management aspect functions within the framework of public responsibilities.

A total of 374 respondents (61.2%) were found to be in agreement with the statement stating that 'the university/ faculty improve continuously management effectiveness through the provision of necessary facilities'. This statement signifies the university's responsibilities to improve operational efficiency by equipping the university with the necessary facilities. Provision of well-equipped facilities is regarded as an important aspect in university management development process as it significantly reduces management operations intricacy.

A total of 362 respondents (59.2%) have agreed with item stating that 'the university adopts corporate management style to motivate employees to work productively, so as to enhance university sustainability/ survival operation'. This describes the management style employed by the university to gear up for sustainability in the competitive world of higher education. This acknowledges the rising influence of the corporate management style globally that has been an essential aspect in the management development of Malaysia's research universities.

Finally, there were a total of 395 respondents (64.7%) agreed with the last item in this domain stating that 'the public responsibility is reflected through many academics and student activities planned by the university/faculty'. This describes the university's involvement in micromanaging activities carried out by the faculty members or student community that demonstrates public responsibilities. The many facets of public responsibility of higher education such as—preparation for labour

market, higher education for a democratic culture and research, financing higher education—are aspects which will be taken into consideration in university management development process.

4.3.3.6. Extents and Prominent Aspects of University Autonomy in Human Resource

Table 36 shows the items pertaining to university autonomy in 'Human Resource' domain. The values of the mean for all the items fall within the range from 3.86 to 4.04, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in 'human resource'.

Table 36

Frequency, Mean and Standard Deviation for Items in Human Resource Domain

	Items in Human Resource	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AF3	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	4 (0.7)	33 (5.4)	153 (25.0)	273 (44.7)	148 (24.2)	3.86	0.866
AF4	The university determines and provides numerous courses and workshops for its staff development	3 (0.5)	11 (1.8)	121 (19.8)	295 (48.3)	181 (29.6)	4.05	0.781
AF5	The university autonomously provides scholarships to academic and management staff to pursue higher degrees in local or foreign universities	8 (1.3)	25 (4.1)	129 (21.1)	270 (44.2)	179 (29.3)	3.96	0.886

AF6	The university/faculty autonomously determine its own standards and criteria for staff promotion	9 (1.5)	17 (2.8)	110 (18.0)	280 (45.8)	195 (31.9)	4.04	0.862
AF7	The university autonomously gives rewards and incentives annually to staff with excellent performance	14 (2.3)	26 (4.3)	120 (19.6)	259 (42.4)	192 (31.4)	3.96	0.942
AF8	Departments/ faculties have their own autonomy in hiring temporary staff and research assistants	13 (2.1)	29 (4.7)	150 (24.5)	255 (41.7)	164 (26.8)	3.86	0.937

For the subsequent interpretation of the results obtained in Table 36, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'human resource'. A total of 421 respondents (68.9%) agreed with item stating that '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 for students'. This highlights the university's freedom to seek expertise and cooperation from private sector for assistance to teach and train the students. Also, linking the public universities with private sectors through collaboration is a hallmark of the current approach for human resource development.

A total of 476 respondents (77.9 %) agreed with item stating that 'the university determines and provides numerous courses and workshops for its staff development'. This describes the university's effort to augment skills, knowledge and abilities which are relevant to the job responsibilities through external training and education. Enhancing employee's competence in their job responsibilities is one of the aspects in human resource development.

Besides that, there were a total of 449 respondents (73.5%) agreed with the

subsequent item stating that 'the university autonomously provides scholarships to academic and management staff to pursue higher degrees in local or foreign universities'. This statement reflects the university's liberty in offering financial support to faculty members and staff to further studies locally or abroad. This implies educational advancement at all levels of education, as one of the approach that supports human resource development.

There were a total of 475 respondents (77.7%) agreed with item stating that 'the university/faculty autonomously determine its own standards and criteria for staff promotion'. This describes the university's sphere of control to develop its own work and promotion standards. This enables employees to measure their own progress against targets or expected goals in the interest of human resource development.

Besides that, there were a total of 451 respondents (73.8%) who agreed with the statement represented by item stating that 'the University autonomously gives rewards and incentives annually to staff with excellent performance'. This reflects university's prerogative and initiatives to reward staff or faculty members who have done well in their job.

Finally, for the last item in this domain, there were a total of 419 respondents (68.5%) who agreed, stating that 'departments/ faculties have their own autonomy in hiring temporary staff and research assistants'. This describes the department or faculty's liberty to employ part-time staff for assistance.

4.3.3.7. Extents and Prominent Aspects of University Autonomy in Finance

Table 37 shows the items pertaining to university autonomy in 'Finance' domain. The values of the mean for all the items fall within the range from 3.63 to 3.81, indicating on average, the respondents' propensity to 'agree' in all statements

concerning university autonomy in 'finance'.

Table 37

Frequency, Mean and Standard Deviation for Items in Finance Domain

	Items in Finance	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AG2	The university commercializes the available expertise.	10 (1.6)	45 (7.4)	168 (27.5)	269 (44.0)	119 (19.5)	3.72	0.915
AG3	The university collaborates with the industries as a business partner	11 (1.8)	38 (6.2)	176 (28.8)	258 (42.2	128 (20.9)	3.74	0.919
AG4	The university rents out their facilities (hall, accommodation or rooms and etc) whenever available and not in use by others	6 (1.0)	40 (6.5)	168 (27.5)	245 (40.1)	152 (24.9)	3.81	0.917
AG5	The university promotes their professional staff /professionalism via internet	11 (1.8)	46 (7.5)	153 (25.0)	265 (43.4)	136 (22.3)	3.77	0.94
AG6	University puts in efforts to reduce the financial dependency on government by acquisition of funding from diversified sources	7 (1.1)	34 (5.6)	151 (24.7)	295 (48.3)	124 (20.3)	3.81	0.861
AG7	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	14 (2.3)	42 (6.9)	195 (31.9)	266 (43.5)	94 (15.4)	3.63	0.904

For the subsequent interpretation of the results obtained in Table 37, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Finance'.

A total of 388 respondents (63.5%) agreed with item stating that 'the University commercializes the available expertise'. This highlights the university's initiative to generate additional income via promotion of the expertise and their consultancy in the areas of academic, research or research outputs—one of the innovative ways in financial development.

There were a total of 386 respondents (63.1 %) agreed with item stating that 'the university collaborates with the industries as a business partner'. This reflects the university's effort to seek industrial partnerships because of the potential financial rewards of patents and licenses that result from the commercialization of academic research.

Besides that, there were a total of 397 respondents (65.0%) who agreed with item stating that 'the University rents out their facilities (hall, accommodation or rooms and etc) whenever available and not in use by others'. This describes the university's initiative to generate profits by maximizing the utility of existing facilities in the university.

A total of 401 respondents (65.7 %) have agreed with item stating that 'the university promotes their professional staff /professionalism via internet'. This reflects the university's efforts to promote the knowledge expertise in the University using information technology· Usage of Internet and the Web are prominent ways to publicize the professionalism of the faculty members.

As for the subsequent item, a total of 419 respondents (68.6 %) agreed with item stating that 'University puts in efforts to reduce the financial dependency on government by acquisition of funding from diversified sources'. This refers to the university's initiatives to reduce financial dependence solely on single source of

revenue, such as government funding. This connotes an important aspect of finance development in higher education, driven by demands of growing needs and rising costs.

Finally, there were a total of 360 respondents (58.9%) who agreed with item stating that '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'. This refers to the university's autonomy to formulate guidelines to manage its funds efficiently and effectively at all time .It plays a pivotal role in bolstering university development pillars as well as supporting activities orientated towards development-focused agendas.

4.3.3.8. Extents and Prominent Aspects of University Autonomy in Infrastructure and Facilities

Table 38 shows the items pertaining to university autonomy in 'Infrastructure and facilities' domain. All item means fall within the range from 3.76 to 4.17, indicating on average, the respondents' propensity to 'Agree' in all statements concerning university autonomy in 'infrastructure and facilities'.

Table 38

Frequency, Mean and Standard Deviation for Items in Infrastructure and Facilities Domain

Items in Infrastructure Facilities		Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AH2	University construct its own infrastructure and facilities, according to its own development plan	7 (1.1)	34 (5.6)	155 (25.4)	316 (51.7)	99 (16.2)	3.76	0.828

AH4	From time to time, the university sees the needs to improve the existing infrastructure facilities	8 (1.3)	30 (4.9)	134 (21.9)	299 (48.9)	140 (22.9)	3.87	0.865
AH5	University recognize the importance of ICT and therefore equips the faculties or university with ICT facilities	1 (0.2)	7 (1.1)	91 (14.9)	299 (48.9)	213 (34.9)	4.17	0.728
AH8	The university has its own rules and regulation to protect its operation and assets so that the infrastructure facilities can be utilized responsibly and prudently	1 (0.2)	8 (1.3)	127 (20.8)	312 (51.1)	163 (26.7)	4.03	0.736

For the subsequent interpretation of the results obtained in Table 38, frequency and the percentage of respondents who 'agree' (Scale 4) and 'strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Infrastructure and facilities'. A total of 415 respondents (67.9%) agreed with the first item in this domain stating that 'University constructs its own infrastructure and facilities, according to its own development plan'. This refers to the university's sphere of power in formulating its own infrastructure development policy, to seek long-term solutions to infrastructural problems and challenges.

There were a total of 439 respondents (71.8 %) agreed with item stating that 'from time to time, the university sees the needs to improve the existing infrastructure facilities'. This statement highlights the university's sensitivity to upgrade and expand its existing infrastructure and facilities, supporting the realization of growth scenarios in the university.

Besides that, there were a total of 512 respondents (83.8%) agreed with item stating that 'University recognize the importance of ICT and therefore equips the faculties or university with ICT facilities'. In view of the critical role information and

communication technology plays in higher education, this statement reflects university's urgency to provide quality, efficient and effective integrated information systems and facilities. Thus, ICT has been regarded as a powerful enabler and catalyst of development goals.

Finally, there were a total of 475 respondents (77.8%) who agreed with the last item in this domain, stating that 'the university has its own rules and regulation to protect its operation and assets so that the infrastructure facilities can be utilized responsibly and prudently'. This describes the university's autonomy to construct its own regulatory policies for the operation and maintenance.

4.3.3.9: Extents and Prominent Aspects of University Autonomy in Students' Affairs

Table 39 shows the items pertaining to university autonomy in 'Students' Affairs' domain. All item means fall within the range from 3.87 to 4.12, indicating on average, the respondents' propensity to 'agree' in all statements concerning university autonomy in students affairs.

Table 39

Frequency, Mean and Standard Deviation for Items in Students' Affairs Domain

	Items in Students' Affairs	Level of agreement					Total	
		1 (n,%)	2 (n,%)	3 (n,%)	4 (n,%)	5 (n,%)	Mean	SD
AI2	The university determines the activities carried out by students, according to the needs of the university	7 (1.1)	27 (4.4)	142 (23.2)	295 (48.3)	140 (22.9)	3.87	0.852

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AI3	The faculty/university organizes various activities for students aimed to prepare the students for their future career	2 (0.3)	18 (2.9)	126 (20.6)	297 (48.6)	168 (27.5)	4.00	0.793
AI8	The university offers various co-curricular activities for students, which are treated as courses with the required number of credit hours.	3 (0.5)	17 (2.8)	98 (16.0)	276 (45.2)	217 (35.5)	4.12	0.810

For the subsequent interpretation of the results obtained in Table 39, frequency and the percentage of respondents who 'Agree' (Scale 4) and 'Strongly agree' (Scale 5) for each of the items were summated—a conjoint approach to represent the respondents whom at least agree with the statements pertaining to university autonomy in 'Students Affairs'. A total of 435 respondents (71.2 %) agreed with item stating that 'the University determines the activities carried out by students, according to the needs of the university'. This reflects the university's involvement to foster student affairs development through various activities lined up for the students. The university ensures activities carried out in the campus will help students to develop the necessary skills and knowledge.

There were a total of 465 respondents (76.1 %) agreed with item stating that 'the faculty/university organizes various activities for students aimed to prepare the students for their future career'. This indicates the role of university in preparing the students to function effectively in the job market.

Finally, there were a total of 493 respondents (80.7%) who agreed with the last item in this domain stating that 'the university offers various co-curricular activities for students, which are treated as courses with the required number of credit hours'. The students are obliged to successfully complete the required credit hours for co-curricular activities—one of the criteria to be fulfilled upon graduation.

4.3.4: Extents and Prominent Aspects of the Overall OCB, LE and University Autonomy Domains

Table 40 shows the overall mean score and standard deviation of the respective domains for all the three constructs—OCB, LE and UA.

Table 40

Mean and Standard Deviation for Domains in Organizational Citizenship Behavior, Lecturer Empowerment and University Autonomy Variables

Variables		Level of agreement					Total	
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	SD
Organizational Citizenship Behavior (OCB)								
BA	Community orientation by helping	0.7	4.2	18.5	46.1	30.5	4.02	0.594
BB	Innovation for improvement	0.2	3.8	19.6	49.2	27.2	4.00	0.666
BD	Compliance	0.7	1.4	9.8	37.0	51.2	4.37	0.521
BE	Openness	0.1	1.7	10.5	42.9	44.7	4.30	0.570
BF	Responsive leadership	3.5	11.0	30.3	38.7	16.4	3.54	0.816
BG	Competitive urgency to excel	0.3	2.5	16.9	48.3	32.0	4.09	0.589
BH	Entrepreneurial spirit	2.8	11.6	30.5	37.7	17.3	3.55	0.724
BI	Individual resilience	0.1	2.0	17.7	54.4	25.8	4.04	0.584
BJ	Agility	0.2	1.0	16.2	53.1	29.5	4.11	0.615

Variables		Level of agreement					Total	
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	SD
Lecturer Empowerment (LE)								
LA	Participative decision making	2.9	10.5	26.7	40.7	19.2	3.63	0.756
LB	Professional growth	1.0	4.3	18.8	41.2	34.6	4.04	0.682
LC	Status	0.3	1.0	13.1	46.7	38.9	4.23	0.566
LD	Self efficacy	0.0	0.2	5.1	41.5	53.1	4.47	0.486
LE	Autonomy in job	2.3	8.4	22.0	37.3	29.9	3.84	0.782
LF	Professional impact	0.3	4.0	22.3	47.8	25.6	3.94	0.666
LG	Execution of power	10.9	22.5	26.8	26.6	13.3	3.09	0.871
University Autonomy (UA)								
AA	Academic programs	1.0	3.0	15.9	41.9	38.2	4.13	0.633
AB	Postgraduate academic programs	0.2	1.6	11.5	45.6	41.1	4.26	0.601
AC	Research and consultation	0.6	2.7	15.5	46.4	34.9	4.12	0.622
AD	Teaching and learning	0.5	2.9	18.1	49.8	28.8	4.04	0.608
AE	Management	2.1	9.5	30.0	42.8	15.6	3.60	0.735
AF	Human resource	1.4	3.8	21.4	44.5	28.9	3.97	0.658
AG	Finance	1.6	6.7	27.6	43.6	20.5	3.75	0.700
AH	Infrastructure facilities	0.7	3.2	20.7	50.2	25.2	3.96	0.620
AI	Students' affairs	0.7	3.4	20.0	47.4	28.6	4.00	0.647

Note: N=611

In general, the mean values for all the domains in all the three survey instruments were more than 3, indicating a general agreement for all the domains of the three variables in this study—Organizational Citizenship Behavior, Lecturer Empowerment and University Autonomy. However in Organizational Citizenship Behavior scale, seven out of nine domains with mean greater than 4 indicating a

stronger agreement and prominent aspects of OCB . There are the 'Compliance', 'Openness', 'Agility', 'Competitive urgency to excel', 'Individual resilience' 'Community orientation by helping' and 'Innovation for improvement' domains.

In Lecturer Empowerment Scale, only three out of seven domains with mean values greater than 4. The domains indicating a stronger agreement and prominent aspects of LE are the 'Self-efficacy', 'Status' and 'Professional growth' domains.

As for the University Autonomy Scale, five out of nine domains with mean value greater than 4 indicating a stronger agreement and prominent aspects of UA, which were the 'Postgraduate academic programs', 'Academics program' 'Research and Consultation', 'Teaching and learning' and 'Students' affairs' domains.

4.4: Part II: Extents of Correlations among the Major Concepts Domains

This section explicates the data analysis, findings, and interpretations of findings pertaining to research question 2, i.e. What are the extent of correlations among the different domains of University Autonomy, Lecturer Empowerment, and OCB in Malaysian research universities?

The Pearson Product-Moment Correlation Coefficient (r), or correlation coefficient shows how strongly two variables are related to each other or the degree of association between the two variables. The correlation coefficient ranges from -1.00 to 1.00. There is a positive relationship between the two variables if correlation coefficient is greater than 0. There is a negative relationship if correlation coefficient is less than 0. The degree of correlation is 'very high' when the correlation coefficient is above .90, 'high' when the correlation coefficient is between .71 to .90, 'moderate' when it is between .51 to.70, 'low' when the correlation coefficient is between .31 to .50, 'very

low' when it is between .01 to .30 (Chua, 2006). Table 41 to Table 43 shows the correlation coefficient between OCB and LE domains, between OCB and UA domains and the correlation coefficient between LE and UA domains.

4.4.1: Extents of Correlations between Organizational Citizenship Behavior and Lecturer Empowerment Domains

Based on the correlation coefficients shown in Table 41, the correlations coefficient between OCB domains and LE domains are all significant at 0.001 and correlated at three different degrees—'moderate', 'low' and 'very low' correlation coefficients.

Table 41

Correlation Coefficients between OCB and LE Domains

	BA	BB	BD	BE	BF	BG	BH	BI	BJ
LA	.365**	.463**	.247**	.259**	.597**	.443**	.428**	.471**	.376**
LB	.321**	.349**	.284**	.371**	.568**	.521**	.474**	.555**	.359**
LC	.438**	.528**	.404**	.593**	.267**	.591**	.297**	.574**	.460**
LD	.444**	.478**	.378**	.561**	.208**	.526**	.263**	.517**	.445**
LE	.267**	.274**	.209**	.252**	.333**	.300**	.292**	.392**	.244**
LF	.451**	.574**	.286**	.481**	.353**	.538**	.359**	.550**	.412**
LG	.125**	.205**	.094**	.126**	.320**	.186**	.252**	.244**	.168**

Note: N=611, ** correlation is significant (2-tailed) at the .001, * correlation is significant (2-tailed) at the .005

BA=Community orientation by helping, BB=Innovation for improvement, BD=Compliance, BE=Openness, BF=Responsive Leadership, BG=Competitive urgency to excel, BH=Entrepreneurial spirit, BI= Individual resilience, BJ=Agility

LA=Participative decision-making, LB= Professional growth, LC=Status, LD=Self-efficacy, LE=Autonomy in job, LF=Professional impact, LG=Execution of power

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a) Moderate correlation coefficient:

- Innovation for improvement is moderately correlated with status (r=.528), and professional impact (r=.574)

- Openness is moderately correlated with status (r=.593) and self-efficacy (r=.561).

- Responsive leadership is moderately correlated with participative decision making (r=.597) and professional growth (r=.568).

- Competitive urgency to excel is moderately correlated with professional growth (r=.521), status (r=.591), self-efficacy (r=.526) and professional impact (r=.538)

- Individual resilience is moderately correlated with professional growth (r=.555), status (r=.574), self-efficacy (r=.517) and professional impact (r=.550)

a) Low correlation coefficient:

- Community orientation by helping has a low correlation with participative decision making (r=.365), professional growth (r=.321), status (r=.438), self-efficacy (r=.444) and professional impact (r=.451)

- Innovation for improvement has a low correlation with participative decision making (r=.463), professional growth (r=.349) and self-efficacy (r=.478)

- Compliance has a low correlation with status (r=.463) and self-efficacy (r=.378).

- Openness has a low correlation with professional growth (r=.371), status and professional impact (r=.481)

- Responsive leadership has a low correlation with autonomy (r=.333), professional impact (r=.353) and execution of power (r=.320).

- Competitive urgency to excel has a low correlation with participative decision making (r=.443)

- Entrepreneurial spirit has a low correlation with participative decision making (r=.428) and professional growth (r=.474)

- Individual resilience has a low correlation with participative decision making (r=.471) and autonomy in job (r=.392).

- Agility has a low correlation with participative decision making (r=.376), professional growth (r=.359), status (r=.460), self-efficacy (r=.445) and professional impact (r=.412)

b) Very low correlation coefficient

- Community orientation by helping has a very low correlation coefficient with autonomy in job (r=.267) and execution of power (r=.125)

- Innovation for improvement has a very low correlation with autonomy in job (r=.274) and execution of power (r=.205)

- Compliance has a very low correlation with participative decision making (r=.247), professional growth (r=.284), autonomy in job (r=.209), professional impact (r=.286) and execution of power (r=.094)

- Openness has a very low correlation with participative decision making (r=.259), autonomy in job (r=.252) and execution of power (r=.126)

- Responsive leadership has a very low correlation with status (r=.267), self-efficacy (r=.208).

- Competitive urgency to excel has a very low correlation with autonomy in job (r=.300) and execution of power (r=.186)

- Entrepreneurial spirit has a very low correlation with status (r=0.297), self-efficacy (r=0.263), autonomy (r=0.292), execution of power (r=0.252)

- Individual resilience has a very low correlation with execution of power (r=.244)

- Agility has a very low correlation with autonomy in job (r=.244) and execution of power (r=.168)

Also, since the highest correlation coefficient value in the Table 41 is 0.574, which is less than 0.85. Thus, there is sufficient discriminant validity between the OCB and LE domains.

4.4.2: Extents of Correlations between Organizational Citizenship Behavior and University Autonomy Domains

Based on the correlation coefficients shown in Table 42, the correlations coefficient between OCB domains and LE domains are all significant at 0.001 and correlated at two different degrees—'moderate', 'low' and 'very low' correlation coefficient.

Table 42

Correlation Coefficients between OCB and UA Domains

	BA	BB	BD	BE	BF	BG	BH	BI	BJ
AA	.267**	.147**	.250**	.234**	.348**	.276**	.369**	.306**	.181**
AB	.279**	.267**	.262**	.267**	.330**	.387**	.319**	.405**	.318**
AC	.275**	.240**	.246**	.313**	.450**	.360**	.436**	.417**	.300**
AD	.352**	.271**	.278**	.302**	.387**	.382**	.456**	.470**	.318**
AE	.290**	.196**	.215**	.192**	.548**	.360**	.544**	.472**	.200**
AF	.222**	.176**	.202**	.241**	.426**	.306**	.433**	.418**	.249**
AG	.238**	.179**	.161**	.235**	.415**	.309**	.514**	.366**	.240**
AH	.201**	.215**	.206**	.237**	.448**	.367**	.411**	.423**	.226**
AI	.256**	.204**	.217**	.210**	.327**	.305**	.361**	.355**	.251**

Note: N=611, ** correlation is significant (2-tailed) at the .001, * correlation is significant (2-tailed) at the .005
BA=Community orientation by helping, BB=Innovation for improvement, BD=Compliance, BE=Openness, BF=Responsive Leadership, BG=Competitive urgency to excel, BH=Entrepreneurial spirit, BI= Individual resilience, BJ=Agility

AA=Academic programs, AB=postgraduate programs, AC=Research and consultation, AD=Teaching and learning, AE=Management, AF=Human resource, AG=Finance, AH=Infrastructure, AI=Student affairs

b) Moderate correlation coefficient

- Responsive leadership is moderately correlated with university autonomy in management(r=.548).

- Entrepreneurial spirit is moderately correlated with management (r=.544) and finance (r=.514)

b) Low correlation coefficient

- Community orientation has a low correlation with university autonomy in teaching and learning (r=.352)

- Openness has a low correlation with university autonomy in research and consultation(r=.313) and teaching and learning (r=.302)

- Responsive leadership has a low correlation with university autonomy in academic programs (r=.348), postgraduate academic programs (r=.279), research and consultation (r=.450), teaching and learning(r=.387), human resource (r=.426), finance (r=.415), infrastructure and facilities (r=.448) and students' affairs (r=.327).

- Competitive urgency to excel has a low correlation with university autonomy in postgraduate academic programs (r=.387), research and consultation (r=.360), teaching and learning(r=.382), management (r=.360), human resource (r=.306), finance (r=.309), infrastructure and facilities (r=.367) and students' affairs (r=.305)

- Entrepreneurial spirit has a low correlation with university autonomy in academic programs (r=.369), postgraduate academic programs (r=.319), research and consultation (r=.436), teaching and learning(r=.456), human resource (r=.433), infrastructure and facilities (r=.411) and students' affairs (r=.361)

- Individual resilience has a low correlation with all the university autonomy domains; academic programs (r=.306), postgraduate academic programs (r=.405), research and consultation (r=.417), teaching and learning(r=.470), management (r=.472), human resource (r=.418), finance (r=.366), infrastructure and facilities (r=.423) and students' affairs (r=.355)

- Agility has a low correlation with university autonomy in postgraduate academic programs (r=.318) and teaching and learning(r=.318).

b) Very low correlation coefficient

- Community orientation has a very low correlation coefficient with university autonomy in academic programs (r=.267), postgraduate academic programs

(r=.330), research and consultation (r=.275), management (r=.290), human resource (r=.222), finance (r=.238), infrastructure and facilities (r=.201) and students' affairs (r=.256).

- Innovation for improvement has a very low correlation coefficient with all the university autonomy domains; academic programs (r=.147), postgraduate academic programs (r=.267), research and consultation (r=.240), teaching and learning(r=.271), management (r=.196), human resource (r=.176), finance (r=.179), infrastructure and facilities (r=.215) and students' affairs (r=.204)

- Compliance has a very low correlation coefficient with all the university autonomy domains; academic programs (r=.250), postgraduate academic programs (r=.262), research and consultation (r=.246), teaching and learning(r=.278), management (r=.215), human resource (r=.202), finance (r=.161), infrastructure and facilities (r=.206) and students' affairs (r=.217)

- Openness has a very low correlation coefficient with university autonomy in academic programs (r=.234), postgraduate academic programs (r=.267), management (r=.192), human resource (r=.241), finance (r=.235), infrastructure and facilities (r=.237) and students' affairs (r=.210)

- Competitive urgency to excel has a very low correlation with university autonomy in academic programs (r=.276)

- Agility has a very low correlation with university autonomy in academic programs (r=.181), research and consultation (r=.300), management (r=.200), human resource (r=.249), finance (r=.240), infrastructure and facilities (r=.226) and students' affairs (r=.251)

Also, since the highest correlation coefficient value in the Table 42 is 0.548, which is less than 0.85. Thus, there is sufficient discriminant validity between the OCB and UA domains.

4.4.3: Extents of Correlations between Lecturer Empowerment and University Autonomy Domains

Based on the correlation coefficients shown in Table 43, the correlations coefficient between LE domains and UA domains are all significant at 0.001 and correlated at two different degrees—'moderate' and 'low' correlation coefficient.

Table 43

Correlation Coefficients between LE and UA Domains

	AA	AB	AC	AD	AE	AF	AG	AH	AI
LA	.316[**]	.367[**]	.404[**]	.408[**]	.445[**]	.399[**]	.383[**]	.411[**]	.283[**]
LB	.426[**]	.443[**]	.540[**]	.478[**]	.487[**]	.444[**]	.426[**]	.468[**]	.388[**]
LC	.275[**]	.362[**]	.399[**]	.401[**]	.275[**]	.294[**]	.277[**]	.314[**]	.279[**]
LD	.327[**]	.404[**]	.379[**]	.442[**]	.267[**]	.311[**]	.271[**]	.314[**]	.323[**]
LE	.277[**]	.354[**]	.331[**]	.445[**]	.350[**]	.360[**]	.295[**]	.350[**]	.310[**]
LF	.281[**]	.321[**]	.379[**]	.376[**]	.364[**]	.330[**]	.344[**]	.359[**]	.233[**]
LG	.200[**]	.203[**]	.263[**]	.281[**]	.318[**]	.294[**]	.340[**]	.282[**]	.268[**]

Note: N=611, [**] correlation is significant (2-tailed) at the .001, [*] correlation is significant (2-tailed) at the .005

LA=Participative decision-making, LB= Professional growth, LC=Status, LD=Self-efficacy, LE=Autonomy in job, LF=Professional impact, LG=Execution of power

AA=Academic programs, AB=postgraduate programs, AC=Research and consultation, AD=Teaching and learning, AE=Management, AF=Human resource, AG=Finance, AH=Infrastructure, AI=Student affairs

a) Moderate correlation coefficient:

- Professional growth is moderately correlated with research and consultation (r=.540)

b) Low correlation coefficient:

- Participative decision making has a low correlation with university autonomy in academic programs (r=.316), postgraduate academic programs (r=.367), research and consultation (r=.404), teaching and learning(r=.408), management (r=.445), human resource (r=.399), finance (r=.383) and infrastructure and facilities (r=.414).

- Professional growth has a low correlation with university autonomy domains; in academic programs (r=.426), postgraduate academic programs (r=.443), teaching and learning(r=.478), management (r=.487), human resource (r=.444), finance (r=.426), infrastructure and facilities (r=.468) and students' affairs (r=.388)

- Status is moderately correlated with postgraduate academic programs (r=.362), research and consultation (r=.399), teaching and learning (r=.401) and infrastructure and facilities (r=.314).

- Self-efficacy is moderately correlated with academic programs (r=.327), postgraduate academic programs (r=.404), research and consultation (r=.379), teaching and learning(r=.442), human resource (r=.311), infrastructure and facilities (r=.314) and students' affairs (r=.323)

- Autonomy in job is moderately correlated with postgraduate academic programs (r=.354), research and consultation (r=.331), teaching and learning(r=.445), management (r=.350), human resource (r=.360), infrastructure and facilities (r=.350) and students' affairs (r=.310)

- Professional impact is moderately correlated with postgraduate academic programs (r=.321), research and consultation (r=.379), teaching and learning(r=.376), management (r=.364), human resource (r=.330), finance (r=.344) and infrastructure and facilities (r=.359).

- Execution of power is moderately correlated with management (r=.318) and finance (r=.340)

b) Very low correlation coefficient

- Participative decision making has a low correlation coefficient with university autonomy in students' affairs (r=.283)

- Status has a low correlation coefficient with university autonomy in academic programs (r=.275), management (r=.275), human resource (r=.294), finance (r=.277), and students' affairs (r=.279)

- Self-efficacy has low correlation coefficient with university autonomy in management (r=.267) and finance (r=.271)

- Autonomy in job has low a correlation coefficient with university autonomy in academic programs (r=.277) and finance (r=.295)

- Professional impact has low correlation coefficient with university autonomy in academic programs (r=.281) and students' affairs (r=.233)

- Execution of power has low correlation coefficient with university autonomy academic programs (r=.200), postgraduate academic programs (r=.203), research and consultation (r=.263), teaching and learning(r=.281), human resource (r=.294), infrastructure and facilities (r=.282) and students' affairs (r=.268)

The highest correlation coefficient value in the Table 43 is 0.540, which is less than 0.85. Thus, there is sufficient discriminant validity between the LE and UA domains.

4.5: Triadic Linkage among the Major Concepts Domains

This section explicates the data analysis, findings, and interpretations of findings pertaining to research question 3, i.e. Specifically for the three main variables, is there a tenable and significant triadic linkage among University Autonomy, Lecturer Empowerment, and OCB?

Table 44 shows the correlation coefficient among OCB, LE and UA variables.

Table 44

Correlation Coefficients for OCB, LE and UA Variables

Variables	OCB	LE	UA
OCB	1.00		
LE	.742**	1.00	
UA	.588**	.629**	1.00

Note: N=611, ** correlation is significant at 0.01 level (2-tailed)

The Lecturer Empowerment-Organizational Citizenship Behavior relationship was supported in this study. A significant and positive correlation (r=.742; p < .01) was found between lecturer empowerment and organizational citizenship behavior of the faculty members: the higher the degree of lecturer empowerment, the greater the amount of organizational citizenship behavior.

Likewise, University Autonomy-Organizational Citizenship Behavior relationship was supported in this study. A significant and positive correlation (r=.588; p < .01) was found between university autonomy and organizational citizenship behavior of the faculty members: the higher the degree of university autonomy in university development, the greater the amount of organizational citizenship behavior.

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The University Autonomy-Lecturer Empowerment relationship was also supported in this study. A significant and positive correlation (r=.629; p < .01) was found between university autonomy and the degree of lecturer empowerment of the faculty members: the higher the degree of university autonomy in university development, the higher the degree of lecturer empowerment.

4.6: Extent of Lecturer Empowerment and University Autonomy Predicting OCB

This section explicates the data analysis, findings, and interpretations of findings pertaining to research question 4, i.e. Overall, to what extent do Lecturer Empowerment and University Autonomy predict Organizational Citizenship Behavior in Malaysian research universities?

The focus of this part of the study is the aggregate—the collective faculty perception of organizational citizenship behavior. Organizational citizenship is one descriptor of the university milieu. Thus, LE and UA are viewed respectively in aggregate as—the collective perception of Lecturer Empowerment and University Autonomy. Although bivariate correlations provided evidence that LE and UA were related to faculty perceptions of OCB, linear relationship between LE and OCB as well as UA and OCB were determined as shown in the scatter plot diagram in Figure 11 and Figure 12. Assumptions of linearity and homoscedasticity were not violated.
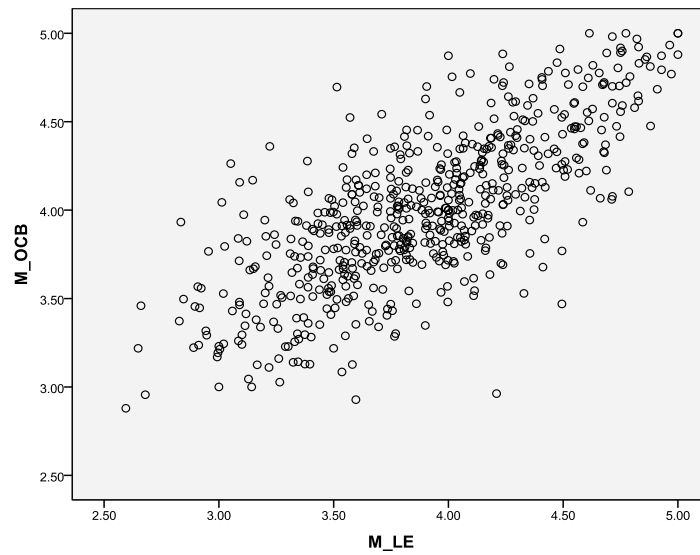
Figure 11: Scatter plot diagram between LE and OCB
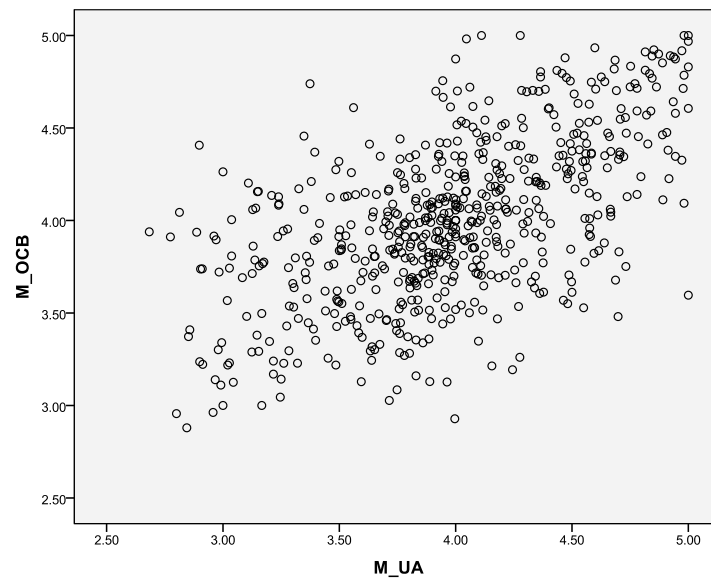
Figure 12: Scatter plot diagram between UA and OCB

Subsequently, multiple regressions were employed to examine their combined effects on OCB in Malaysia's Research Universities. Table 45 displayed the ANOVA table and Table 46 displayed the results of a regression analysis in which LE and UA were used as predictors of OCB.

Table 45

The ANOVA table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	67.005	2	33.502	410.623	.000[a]
Residual	49.606	608	.082		
Total	116.611	610			

(R square= 57.5 %)

In the ANOVA Table as shown in Table 46, the F-value is 410.623 and the p-value of the test is less than 0.001. Thus, OCB depends on at least one of the two variables—Lecturer Empowerment and University Autonomy. Both variables explained 57.5% of the total variation in OCB.

Table 46

Regression Coefficient for Organizational Citizenship Behavior

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
	1.161	.103		11.321	.000	.959	1.362		
LE	.551	.030	.616	18.105	.000	.492	.611	.604	1.655
UA	.174	.030	.200	5.876	.000	.116	.233	.604	1.655

Dependent variable: OCB

In Table 46, the p-values for LE and UA are less than 0.05. Thus, both Lecturer Empowerment and University Autonomy are significant predictors of OCB. Based on the results in Table 4.38, the regression equation is:

$$OCB = 1.161 + 0.551 \text{ (Lecturer Empowerment)} + 0.174 \text{ (University Autonomy)}$$

For every unit increase in LE score, OCB is expected to increase by 0.551 provided UA score remains unchanged. Similarly, for every unit increase in UA score, OCB is expected to increase by 0.174 provided LE remains unchanged.

The 95% CI for Lecturer Empowerment and University Autonomy are [.496, .611] and [.116, .233]. The maximum VIF value is 1.655, which is less than 5. Thus, there is no serious problem of multicollinearity.

In Figure 13, assumption of linearity is met as there is no clear relationship between the residuals and the predicted values.
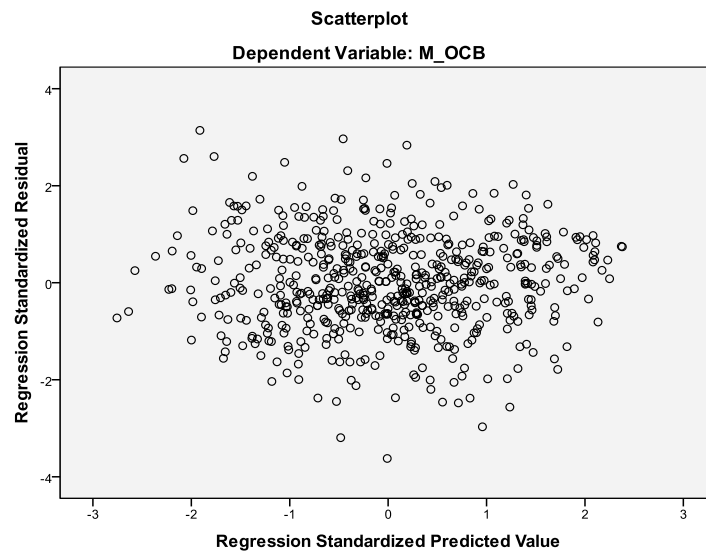
Figure 13: Residual plot

In Table 47, the Kolmogorov-Smirvov test of normality on the residuals gives a p-value of 0.200, which is more than 0.05. Thus the assumption of normality is met.

Table 47

Test of normality on the residuals

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.029	611	.200	.997	611	.482

4.7: Extent of Lecturer Empowerment and University Autonomy Domains Predicting OCB

This section explicates the data analysis, findings, and interpretations of findings pertaining to research question 5, i.e. Specifically, to what extent do the domains of Lecturer empowerment and University autonomy domains predict organizational citizenship behavior in Malaysian research universities?

In order to test for the association between the LE and UA domains with each of the OCB domains, the stepwise regression was used to identify the significant LE and UA domains predicting the OCB. All the seven domains of LE and nine domains of UA were entered at the same time and the default probability of F was 0.05 to enter and 0.10 remove in SPSS was maintained. The results from the stepwise regression procedure are reported in Table 48.

Table 48

Model summary table

	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.650	.423	.422	.33236	.423	446.637	1	609	.000	
2	.748	.559	.558	.29076	.136	187.724	1	608	.000	
3	.777	.604	.602	.27578	.045	68.850	1	607	.000	
4	.796	.633	.630	.26580	.029	47.458	1	606	.000	
5	.802	.644	.641	.26205	.011	18.454	1	605	.000	
6	.806	.650	.647	.25979	.007	11.573	1	604	.001	
7	.808	.653	0.649	0.25896	0.003	4.872	1	603	.028	
8	.810	.656	.651	.25829	.002	4.132	1	602	.043	1.954

1. (Constant), status
2. (Constant), status, participative decision-making,
3. (Constant), status, participative decision-making, university autonomy in management
4. (Constant), status, participative decision-making, , university autonomy in management, self-efficacy
5. (Constant), status, participative decision-making, , university autonomy in management, self-efficacy, impact
6. (Constant), status, participative decision-making, university autonomy in management, self-efficacy, impact, professional growth
7. (Constant), status, participative decision-making, university autonomy in management, self-efficacy, impact, professional growth, university autonomy in student affairs
8. (Constant), status, participative decision-making, university autonomy in management, self-efficacy, impact, professional growth, university autonomy in student affairs, autonomy in job

From Table 48, 65.6 % of the variation in OCB can be explained by status, participative decision making, autonomy in management, self-efficacy, professional impact, professional growth, student affairs and autonomy in job alone.

Table 49

Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
Constant	.913	.105		8.701	.000	.707	1.119		
Status	.166	.029	.216	5.658	.000	.109	.224	.392	2.552
Participative decision-making	.140	.018	.243	7.645	.000	.104	.177	.566	1.766
Management	.091	.019	.153	4.867	.000	.054	.127	.582	1.717
Self-efficacy	.172	.032	.191	5.423	.000	.110	.234	.459	2.178
Professional impact	.104	.023	.159	4.535	.000	.059	.149	.468	2.137
Professional growth	.076	.022	.119	3.414	.001	.032	.120	.471	2.122
Student affairs	.046	0.02	0.068	2.34	.02	.007	.085	.668	1.498
Autonomy in job	-.033	.016	-.059	-2.033	.043	-.065	-.001	.673	1.485

Dependent variable: OCB

From Table 49, the equation:

OCB = 0.913 + 0.166 (Status) + 0.140 (Participative decision making) + 0.091 (Management) + 0.172 (Self-efficacy) + 0.104 (Professional impact) + 0.076 (Professional growth) + 0.046 (Students' affairs) - 0.033 (Autonomy in job)

For every unit increase in status score, OCB is expected to increase by 0.166 provided participative decision-making, university autonomy in management, self-efficacy, professional impact, professional growth, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase in participative decision-making score, OCB is expected to increase by 0.140 provided status, university autonomy in management, self-efficacy, professional impact, professional growth, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase for university autonomy in management score, OCB is expected to increase by 0.091 provided status, participative decision making, self-efficacy, professional impact, professional growth, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase in self-efficacy score, OCB is expected to increase by 0.172 provided status, participative decision making, university autonomy in management, professional impact, professional growth, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase in professional impact score, OCB is expected to increase by 0.104 provided status, participative decision making, university autonomy in management, self-efficacy, professional growth, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase in professional growth score, OCB is expected to increase by 0.076 provided status, participative decision making, university autonomy in management, self-efficacy, professional impact, university autonomy in student affairs and autonomy in job scores remain unchanged.

For every unit increase in autonomy in students affairs score, OCB is expected to increase by 0.046 provided status, participative decision making, university autonomy in management, self-efficacy, professional impact, professional growth and autonomy in job scores remain unchanged.

For every unit increase in autonomy in job score, OCB is expected to decrease by 0.033 provided status, participative decision making, university autonomy in management, self-efficacy, professional impact, professional growth, university autonomy in students affairs scores remain unchanged.

The maximum VIF value is 2.552, which is less than 5. Thus, there is no serious problem of multicollinearity.

From the magnitude of the t-statistics, the smaller the value of *Sig.* (and the larger the value of *t*) ,the greater the contribution of that predictor (Field, 2009). In particular for the respective LE and UA domains, from this model, participative decision-making (t(602)=7.645, p <0.001) was found to have to have greatest impact on OCB from LE domain whereas university autonomy in management (t(602)=4.867, p <0.001) was found to have to have greatest impact on OCB from UA domain.

4.8: Summary

In this study, results from the factor analysis of the survey items established a nine-factor model instead of the originally constructed ten-factor model for OCB survey instrument. 'Collegial harmony' domain was eliminated in this model. Thus, the Circumplex Model of OCB now has nine domains with community orientation by helping, innovation for improvement, compliance, openness, responsive leadership, competitive urgency to excel, entrepreneurial spirit, individual resilience and agility emerging as the principal dimensions in OCB.

The factor analysis results also verified a seven-factor structure (participative decision-making, professional growth, status, self-efficacy, autonomy in job, professional impact and execution of power) as observed during the development of Lecturer Empowerment survey instrument as well as a nine-factor structure (academic programs, postgraduate academic programs, research and consultation, teaching and learning, management, human resource, finance, infrastructure facilities and students' affairs) in University Autonomy survey instrument.

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to analyze the extents and prominent aspects for each of the domains in OCB, LE and UA variables. The prominent aspects of OCB are 'compliance', 'openness', 'agility', 'competitive urgency to excel', 'individual resilience', 'community orientation by helping' and 'innovation for improvement'.

The prominent aspects of LE are 'self-efficacy', 'status' and 'professional growth'. Lastly, the prominent aspects of UA are university autonomy in 'postgraduate academic programs', 'academics program', 'research and consultation', 'teaching and learning' and 'students' affairs'.

Significant and positive relationships were found among the three variables—

OCB, LE and UA in this study. Subsequently, correlation statistics also demonstrated a significant and positive relationship among the OCB, LE and UA domains.

Multiple regression analysis, in aggregate, also revealed that Lecturer Empowerment and University Autonomy are significant predictors of OCB. However, further stepwise regression showed that only 8 domains out of a total of 16 domains from LE and UA variables were identified as significant LE and UA domains predicting the OCB. Only university autonomy in 'management' and 'students affairs' from UA variable appeared to be significant predictor of OCB. Six other domains that significantly predict OCB were from the LE variable—'status', 'participative decision making', 'self-efficacy', 'professional impact', 'professional growth' and 'autonomy in job'. Nevertheless, only 'autonomy in job' has a negative prediction on OCB.

Lastly, this chapter reflected on the data analysis which provides which provides a satisfactory backdrop for the discussion of research results in the last chapter of this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS, DISCUSSION

AND CONCLUSION

5.1. Introduction

Many studies on organizational citizenship behavior (OCB) have been done in business organizations, but rarely in educational organizations; hence, this study can be regarded as a pioneer on OCB in higher education. In addition to that, its uniqueness also lies in the inclusion of two important constructs which are logically viewed as related to OCB, namely lecturer empowerment (LE) and university autonomy (UA). Arguably, the university has been thought as a community of scholars, therefore, it is opined that the sense of citizenship among the academics should be strong to their university, and this conscience can be forged stronger by propagating lecturer empowerment and promoting university autonomy. In this context, the purpose of this study was to determine the extent of the sense of OCB, lecturer empowerment, and university autonomy among lecturers in some Malaysian research universities. In addition, this study also attempted to determine by statistical analyses whether the three variables were correlated closely among each other in the form of an interactive triadic linkage, and then consequently to establish whether LE and UA could act as predictors to OCB. The social exchange theory, Athenian citizenship model, and the circumplex theoretical model became the guide in the research endeavor. The study used the survey method with three instruments and involved 611 respondents, comprising deans, head of departments, professors and lecturers from five research universities—University of

Malaya (UM), University of Science Malaysia (USM), National University of Malaysia (UKM), University Putra Malaysia (UPM) and University Technology Malaysia (UTM).

This chapter discusses the major findings regarding Organizational Citizenship Behavior, Lecturer Empowerment and University Autonomy in Malaysian research universities. The first part of the discussion pertains to dimensions or domains retained based on exploratory factor analysis in the development of the three research instruments, followed by the verification of the Circumplex Model of OCB in juxtaposition of the Japanese and the Athenian Models. This part is concerned with the issues of reliability and validity of the developed research instrument used in this study.

The second part pertains to the research's findings based on the research questions delineated in this study. Next, implications of the current study are discussed followed by recommendations for practice, education and future research.

5.2: Summary of Major Findings

1. The Soundness of the Survey Instruments

- The development of the three survey instruments, which were later used for collecting data for this study was as critical and vital as the analyses and results obtained in this study. Thus, it is imperative to discuss the Circumplex Model of OCB—the basis for the OCB instrument development—and the UA and LE instrument. As for the OCB survey instrument, it centers on the incorporation of important dimensions and the political meaning of citizenship, based on the 'Athenian model of citizenship', suggesting a total of ten dimensions namely community orientation by helping, innovation for improvement, competitive urgency to excel, compliance, openness, individual resilience, agility, responsive leadership, entrepreneurial spirit and collegial harmony. The first part of this research examined the component structure or dimensions retained in OCB construct—originally proposed by Moon, Dyne & Wrobel (2005). Based on the factor analysis, the results of the findings established a nine-factor model, eliminating 'Collegial harmony' in the final analysis. All the political dimensions proposed were retained. Henceforth, the OCB survey instrument was found to have a sound theoretical and construct validity. In addition, the overall reliability coefficient of the instrument was 0.959, and the reliability coefficient values for all domains ranged from 0.743 to 0.919. Consequently, this instrument can be used for research works in the area of OCB in various organizations in other parts of the world, and therefore this is the significant contribution resulting from this study. This instrument has also supported the theoretical soundness of the circumplex model originally proposed by Moon, Dyne and Wrobel (2005).

- Collegial harmony refers to lecturers' interpersonal act that reduces or prevents negative affective events in the workplace. Items representing collegial harmony such as 'pacify conflicts or disagreements in the faculty for a purpose of having a harmonious working environment', 'stress on the importance of being united in the faculty even though some disagreements may arise from time to time', 'uphold the good name and pride of my university when others have prejudicial criticisms', 'give support and agree with some necessary changes at the faculty' were dropped in the final analysis as they did not appear to be distinctive factor that contributed to OCB. However, they were infused into other factors with low factor loadings. This empirical finding has resulted in the slight modification of the theoretical circumplex model.

It could be surmised that this may be due to the integration of 'collegial harmony' which was viewed as the essential element, rather as a distinctive factor, applying simultaneously in demonstrating the characteristics of other nine domains in OCB survey instrument such as 'community orientation by helping', 'innovation for improvement', 'competitive to excel', 'compliance', 'openness', 'individual resilience', 'agility', 'responsive leadership' and 'entrepreneurial spirit'. Moreover, Cipriano (2011) contended collegiality as a multidimensional construct that permeates the successful execution of all parts of tripartite—scholarship, learning and service. It consists of collaboration that incorporates mutual respects for similarities and for differences in background, expertise, judgment and points of views, in addition to mutual trust. Central to collegiality is the expectation that members of the university will be individually accountable to conduct themselves in a manner that contributes to the university's academic mission and high reputation. Evidence of collegiality

is demonstrated by the ability of scholars to thrive in a vigorous and collaborative intellectual climate harmoniously.

- In corollary, this study has modified the perspective and orientation of the Circumplex Model of OCB from mainly psychological in its emphasis to political-psychological emphasis. By factorial analysis, the Athenian model perspective, with its eight political domains, merges well with the quadrants and domains of the circumplex model—i.e. the incorporation of the Athenian model domains into the original circumplex model.

- By factorial analysis, this study has established the soundness of all the seven dimensions of Lecturer Empowerment, namely: participative decision-making, professional growth, status, self-efficacy, autonomy in job, professional impact, execution of power. Thus, the LE instrument was found to have its theoretical and construct validity. In addition, the overall reliability coefficient of the LE instrument was 0.935 and the reliability coefficients of the seven domains/ dimensions were in the ranged of 0.725 and 0.907.

- By factorial analysis also, this study found that the University Autonomy (UA) instrument had nine domains, namely academic programs, postgraduate academic programs, research and consultation, teaching and learning, management, human resource, finance, infrastructure facilities, students' affairs. Thus, the instrument has theoretical and construct validity, and can be used by other researchers. In addition, the overall reliability coefficient of the UA instrument was 0.959 and the reliability coefficients of the nine domains ranged from 0.698 to 0.865.

2. **Extents and prominent aspects of University Autonomy, Lecturer**

Empowerment, and Organizational Citizenship Behavior

- Overall, this study found that lecturers affirmed that organizational citizenship behavior existed substantially in the university community of the five research universities in Malaysia. Seven out of nine domains in OCB had high mean values, i. e. mean more than 4.0, were community orientation by helping, innovation for improvement, compliance, openness, competitive urgency to excel, individual resilience and agility. Most of the lecturers of the research universities 'agreed' or 'strongly agreed' with the strong presence of those domains. In general, 'compliance' appeared to be the most prominent domain in OCB followed by 'openness', 'agility', 'competitive urgency to excel', and 'individual resilience', with more than 80% of respondents agreeing with these domains. 'Community orientation by helping' and 'innovation for improvements' obtained slightly lower percentage with around 76 % of the respondents. The prominent item for each domain were discussed as below:

  i. As for the 'community orientation by helping' domain, there were 67.7% to 90.1% of the academics who agreed with the existence of the items in this domain. For example, faculty members' constant contribution for the success of the department and faculty emerged as the prominent item with the highest percentage (90.1%) in this domain. This was followed by the faculty members' gesture of helping the students by conducting seminar, workshops or talks voluntarily to boost students' performance. Hence, faculty members utilized their expertise for the benefits of their students and faculty.

ii.   With respect to 'innovations for improvement' domain, there were 70.5% to 79.2% of academics who agreed and supported with the items in the domain. For example, items pertaining to making innovative suggestions, sharing with colleagues improved procedures as well as giving recommendations to issues that affect the work group were the three prominent items (79.2 %) that characterized innovative engagement by the faculty members. Thus, the faculty members were proactive to contribute ideas for improvement of the entire faculty or university, and not being individualistic in their work environment.

iii.   As for 'compliance' domain, there were 75.1% to 97.9 % of the academics who agreed with the items in the domain. Faculty members' compliance to conserve and protect university's facilities and assets emerged as the most prominent item (97.9 %) in this domain. In addition, punctuality for classes to ensure sufficient learning time was found to be the next prominent item that characterized the faculty members' obligation to fulfill the required credit hours allocated for each course.

iv.   With regard to 'openness' domain, there were 84.3 % to 92.3 % of academics who agreed with the items in the domain. Faculty members' willingness to contribute opinions in their own area of expertise without hesitant emerged as the prominent item that characterized the knowledge-sharing culture among themselves in the university community. Thus, the academics were constantly ensuring themselves to be always at the frontier of knowledge in their own field of expertise.

v.   As for 'competitive urgency to excel' domain, there were 69.9 % to 88.1 % of   with the items this domain. For example, faculty members' concern over their university's performance growth and development emerged as the prominent item with the highest percentage (88.1 %) in this domain. Hence, the faculty members in research universities have shown a relatively high sense of belonging to their own university—to keep abreast the university's agenda and embraced urgency to excel for their university.

vi.   With regard to the 'individual resilience' domain, there were 74.5 % to 84.6 % of academics agreed with the items in this domain. Faculty members responded to new changes and expectations with a sense of flexibility emerged as the prominent item with the highest percentage (84.6 %) in the domain. Thus, the academics were prompt to change their directions and focus whenever necessary for the attainment of the faculty or university's goals.

vii.   In 'agility' domain, there were 75.6 % to 86.9 % of academics agreed with the items in this domain. For example, faculty members possessed quick thinking and understanding in order to adapt and move forward as an institution emerged as the prominent item with the highest percentage (86.9 %) in the domain. This described the success of the university in achieving its goals was built based on the principal of 'togetherness'—to be prompt to adapt for the organizational sustainability in coping with a constantly changing external environment.

- Nevertheless, the survey responses also indicated a lower degree of agreement (with mean score between 3 to 4) on remaining two domains—'entrepreneurial spirit' and 'responsive leadership'. There were only 55 % of the respondents on average, agreeing with these two domains. The prominent item for 'entrepreneurial spirit' and 'responsive leadership' domain in OCB were discussed as below:

  i. There were 46.1% to 68.7% of academics agreed with the items in 'responsive leadership' domain. The accountability of the faculty or department leaders to their faculty or department members emerged as the prominent item in this domain. However, low percentage of agreement (< 50 %) for some items indicating that there has been a slack in the leadership to take prompt action in solving problems faced by the faculty members as well as to formulate clear policies or goals to address problems and issues appropriately with their members.

  ii. There were 32.7% to 77.9% of academics agreed with the items in 'entrepreneurial spirit' domain. Malaysia's research universities highly value new ideas and research findings in the interest to promote commercialism and businesses and therefore emerged as the prominent item with the highest percentage (77.9 %) in this domain. However, there were three items found to have relative lower percentage of agreement (< 50 %). The findings revealed that good ideas for generating business ventures were not acted upon quickly all the time. Also, there were lack of creative insights and energy to promote entrepreneurial opportunities as well as healthy competition among lecturers and students to be

entrepreneurs in the university/faculty has not been fully demonstrated in Malaysia's research universities.

- Overall, the survey responses on average revealed three out of the seven domains in Lecturer Empowerment namely 'professional growth', 'self-efficacy' and 'status' were quite high with mean more than 4.0 whereby most of the academics 'agreed' or 'strongly agreed' with these domains. 'Self-efficacy' domain appeared to be the most prominent domain (94.6%) based on average in OCB followed by 'status' domain (85.6 %), obtaining more than 80% of academics agreeing with these domains. 'Professional growth' domain appeared having slightly lower percentage, around 76% of the academics. The prominent item for each domain were discussed as below:

  i. As for 'status' domain, there were 73.7 % to 92.7 % of academics agreed with the items in this domain. Lecturers' perception of status was linked to state of honor and admiration when their students respected them as an academic or researcher, thus emerged as the prominent item in this domain. Thus, high perception of status can be linked to intrinsic satisfaction as an educator who has contributed to the dissemination of knowledge in the university community.

  ii. With regard to 'self-efficacy' domain, there were 92.4 % to 96.9 % of academics agreed with the items in this domain. The lecturers' perception that they have helped the students to learn through some important courses taught by them emerged as the prominent item in this domain. Hence, the faculty members in research universities perceived themselves as a

qualified academics—'fit to teach', with their pivotal role in molding the students for their career in future.

iii. As for 'professional growth' domain, there were 69.9 % to 81.9 % of academics agreed with the items in the domain. Opportunities given to the faculty members in Malaysian research universities to attend seminars, conferences or talks for professional growth emerged as the prominent item (81.9 %) in this domain. Thus, faculty members perceived that they work in an education institution which upholds high standards of professional development.

- Nevertheless, the survey responses also indicated a lower degree of agreement (with mean score between 3 to 4) on the remaining four domains. 'Participative decision making', 'autonomy in job' and 'professional impact' domains were found to have an average of 60.0 to 73.4 % of academics agreeing with these domains. 'Execution of power' domain obtained the lowest percentage of agreement with only approximately 40% of academics agreeing with the domain. The prominent item for each domain were discussed as below:

i. As for 'participative decision making' domain, there were 41.6 % to 69.9 % of academics agreed with the items in this domain. The encouragement from the department or faculty leaders in seeking the lecturers' participation and opinions in meetings emerged as the prominent item (69.9 %) in this domain. This reveals substantial agreement, though may not be demonstrated all the time, to involve faculty members in participative decision-making.

ii. With regard to 'autonomy in job' domain, there were 48.5 % to 82.4 % of academics agreed with the items in this domain. Results revealed that there was relatively high autonomy in teaching instructions and curriculum. Lecturers' freedom to choose teaching approach that was appropriate for their students emerged as the prominent item (82.4%) in this domain, followed by the second highest item that pertains to the lecturers' freedom to make decision on what was taught (72.8 %). However, the relative low percentage of agreement (< 50 %) for item LE2 indicating that some courses were merely assigned to the lecturers by the management and they were not given the freedom to choose the preferred course to teach all the time.

iii. As for 'professional impact' domain, there were 61.7 % to 84.0 % of academics agreed with the items in this domain. The lecturers utilized their skills and knowledge benefited from conferences, trainings or seminars to teach other colleagues or students emerged as the prominent item in this domain. Thus, the faculty members demonstrated professional impact through knowledge-sharing within the university community.

iv. As for 'execution of power' domain, there were only 27.7% to 49.6% of academics agreed with the items in the domain. Lecturers' power to remove the names of students who have been consistently absent for their classes over a period of time emerged as the prominent item with the highest percentage of agreement (49.6 %) in this domain. However, findings revealed relatively low percentage of agreement (< 50 %) for

all the items in this domain indicating there were substantial constraints faced by lecturers to execute their rights and freedom to enforce orders in teaching or research instructions as well as student evaluations. This could be surmised that lecturers' power to turn down additional student for supervision or additional course assigned for teaching, limiting the number of students in their class as well as removing names of regular absentees from the course were rare in the Malaysian research university's culture as these were not overtly demonstrated among the faculty members in Malaysia's research universities.

- As for University Autonomy, the survey responses on average revealed five out of the nine domains in University autonomy (academic programs, postgraduate academic programs, research and consultation, teaching and learning, students affairs) were quite high with mean more than 4.0 whereby most of the academics 'agreed' or 'strongly agreed' with these domains. Based on average, university autonomy in the development of postgraduate programs appeared to be the most prominent domain (86.7 %) in UA followed by university autonomy in academic programs, research and consultation, obtaining more than 80% of academics agreeing with these domains. University autonomy in the development of students' affairs as well as teaching and learning obtained slightly lower percentage of agreement, around 76% to 77% of the total academics. The prominent item for each domain were discussed as below:

  i. As for university autonomy in the development of 'academic programs', there were 71.2 % to 90.2 % of academics agreed with items in this domain. Public universities functions within the framework of public

regulations whereby accreditation of academic programs by the relevant Ministry' emerged as the prominent item with the highest percentage (90.2%) in this domain. Thus, university autonomy in the development of academic programs functions within the regulation system of relevant Ministry.

ii. With regard to university autonomy in the development of 'postgraduate academic programs', there were 83.3 % to 90.5% of academics agreed with items in the domain. Research universities 'internationalized' (open to international students) the available postgraduate academic programs emerged as the prominent item with the highest percentage (90.5%) in this domain. This indicates that Malaysian research universities were of no exception in the global trend of internalization and were in the increasing efforts to attract international students to their institutions.

iii. As for university autonomy in the development of 'research and consultation', there were 76.4 % to 88.8 % of academics agreed with items in the domain. Research universities' freedom to carry out research and consultation works based on the professionals/experts available emerged as the prominent item with the highest percentage (88.8 %) in this domain. Thus, professionalism was an important factor to be taken into consideration in the development of research and consultation.

iv. With regard to university autonomy in development of 'teaching and learning', there were 72.8 % to 83.2 % of academics agreed with items

in this domain. Research universities' autonomy to equip the students with the needed knowledge through teaching and learning in order to meet the required standards emerged as the prominent item with the highest percentage (83.2 %) in the domain. This accentuates on the importance of higher education in human capital development.

v. As for university autonomy in development of 'students affairs, there were 71.2 % to 80.7 % of academics agreed with items in this domain. Malaysia research universities offered various co-curricular activities for students, which were treated as courses with the required number of credit hours emerged as the prominent item with the highest percentage (83.8 %) in this domain. This described the universities' autonomy to design various co-curricular programs for students' development.

- Nevertheless, the survey responses also indicated a lower degree of agreement (with mean score between 3 to 4) on the remaining four domains. University autonomy in the development infrastructure and facilities, human resource and finance were found to have an average of 64 % to 75% of respondents agreeing with these three domains. University autonomy in management development obtained the lowest percentage of agreement with only approximately 58 % of the total respondents. The prominent item for each domain were discussed as below:

i. With regard to university autonomy in 'infrastructure and facilities' development domain, there were 67.9 % to 83.8 % of academics agreed with items in this domain. Malaysian research universities

acknowledged the importance of ICT and therefore equipped the faculties or university with ICT facilities emerged as the prominent item with the highest percentage (83.8 %) in this domain. Thus, the research universities have the autonomy to improvise the necessary ICT facilities according to the needs of the university community.

ii. As for university autonomy 'human resource' development domain, there were 68.9 % to 77.9 % of academics agreed with items in this domain. University autonomy to provide numerous courses and workshops for its staff development emerged as the prominent item with the highest percentage (77.9 %) in this domain. Hence, research universities have the autonomy in upgrading the staff with the required knowledge for the effective functioning of the universities.

iii. With respect to university autonomy in 'finance' development domain, there were 58.9 % to 68.6 % of academics agreed with the items in this domain. For example, Malaysian research universities' efforts to reduce the financial dependency on government by acquisition of funding from diversified sources emerged as the prominent item with the highest percentage (68.6 %) in this domain. This connotes that Malaysian research universities have the autonomy to collaborate or to be in partnership with the private sector to increase universities' revenues.

iv. As for university autonomy in university management domain, there were 52.5 % to 64.7 % of academics agreed with items in this domain. University autonomy to plan various academics and student activities

that reflects public responsibility emerged as the prominent item with the highest percentage (64.7 %) in this domain. Thus, Malaysian research universities have the autonomy to execute management plans for the betterment of the entire university community.

3. Extents of correlation among University Autonomy, Lecturer Empowerment, and Organizational Citizenship Behavior Domains

- The OCB, LE and UA domains were all positively and significant correlated whereby the degree of correlation were classified into three categories—'moderate', 'low' or 'very low' correlation coefficient.
- The correlation coefficients between OCB and LE domains revealed some similar patterns or trends as illustrated below:

  i.   Among all domains in OCB, 'competitive urgency to excel' and 'individual resilience', both showed a greater degree of correlation—'moderate correlation coefficient'—with four of the LE domains namely professional growth, status, self-efficacy and professional impact. Thus, academics' strength in competing for excellence yet resilient during adversity were both moderately correlated with the academics' sense of professional growth, status, self-efficacy and professional impact.

  ii. All domains in OCB were found to have 'low' or 'very low' correlation coefficient with 'execution of power' and 'autonomy in job'. Hence, academics' 'execution of power' and sense of 'autonomy in their job' were both weakly correlated with all the OCB domains.

- The correlation coefficients between OCB and UA domains revealed some similar patterns or trends as illustrated below:

    i. Five domains (community orientation by helping, innovation for improvement, compliance, openness, agility) in OCB were found to have 'very low' correlation coefficient with most of the UA domains. This connotes very weak correlations between these five OCB domains with UA domains.

    ii. 'Entrepreneurial spirit' showed a 'moderate' correlation coefficient with two of the UA domains—university autonomy in the development of 'finance' and 'management' whereas 'responsive leadership' only showed a moderate' correlation coefficient with university autonomy in 'management'. This shows that university autonomy in its own 'finance' and 'university management' had a relatively stronger degree of correlations with faculty members' perception on entrepreneurial spirit. Also, university autonomy in 'management' had a relatively stronger degree of correlation with faculty members' perception of 'responsive leadership'.

- The correlation coefficients between LE and UA domains revealed some similar patterns or trends as illustrated below:

    i. Five domains (participative decision-making, professional growth, self-efficacy, autonomy in job, professional impact) in LE were found to have 'low' correlation coefficient with most of the UA domains. This

connotes weak correlations between these five LE domains and most of the UA domains.

ii. 'Execution of power' in LE was found to have 'very low' correlation coefficient with most of the UA domains. This connotes very weak correlations between faculty members' perception in executing their power with most of the UA domains.

iii. A more distinctive correlation coefficient between LE and UA in Malaysia's research universities can be seen when 'professional growth' was found to have a stronger degree of correlation with university autonomy in 'research and consultation'. This highlights that lecturers' perception the university in which they work provides them opportunities to grow and develop professionally, to learn continuously, and to expand one's own skill through the work life was more strongly correlated with their perception of university autonomy in research and consultation development.

4. Triadic linkage among University Autonomy, Lecturer Empowerment, and Organizational Citizenship Behavior

- In aggregate, the OCB, LE and UA variables were all positively and significant correlated whereby the degree of correlation between the variables were classified into two categories—'moderate' or 'low' correlation coefficient.

  i. LE is highly correlated with OCB

      Overall, Lecturer Empowerment has a strong correlation with academics' Organizational Citizenship Behavior in Malaysian research universities.

  ii. UA is moderately correlated with OCB and LE

      Overall, University Autonomy has a moderate correlation with academics' Organizational Citizenship Behavior and Lecturer Empowerment in Malaysian research universities

- The triadic linkage among the OCB, LE and UA is established in this study.

5. Extent of Lecturer Empowerment and University Autonomy Domains Predicting OCB

- When both lecturer empowerment and university autonomy domains were regressed on OCB:

    i.   Except execution of power, all the LE domains were significant predictors of OCB.

    ii. For UA domains, only university autonomy in management and students' affairs were significant predictors of OCB.

5.3: Implications of the Findings

The results of this study had theoretically and practically contributed to the fledging higher education literature in organizational behavior.

- Theoretically, though past research had contended the lack of political meaning of citizenship in OCB, this study is the first of its kind to integrate the political aspects of 'citizenship' based on the logical Japanese and Athenian model of citizenship, which is pivotal in understanding the notion of organizational citizenship behavior in universities as a social and political institutions. In doing so, this study established a novel conceptualization of OCB by providing a more consolidated model of OCB, previously overlooked by OCB researchers. Based on the validation through factorial analysis, this finding implies that the OCB model with its political-psychology emphasis is theoretically valid and can be used by other researchers. Nevertheless, I do not extol these nine dimensions as the ultimate OCB scale for political-psychology emphasis as some may choose to use another political-sound model other than the Japanese or Athenian model

of citizenship. My key point, here, is that future measurement of OCB requires a stronger conceptual foundation

- Based on factor analysis, this study has validated the Organizational Citizenship Behavior survey instrument with nine distinctive component or domains namely community orientation by helping, innovation for improvement, competitive urgency to excel, compliance, openness, individual resilience, agility, responsive leadership, entrepreneurial spirit and collegial harmony, with factor loadings ranged from .455 to .852 and cronbach's alpha of 0.959. This implies that the OCB instrument has a strong internal validity and item consistency. Further substantiation would make it a standard instrument applicable to other countries.

- Besides that, the factor analysis has also validated the Lecturer Empowerment survey instrument with seven distinctive component or domains namely participative decision-making, professional growth, status, self-efficacy, autonomy in job, professional impact and execution of power, with factor loadings ranged from .479 to .820 and cronbach's alpha of 0.935.This implies that the LE instrument has a strong internal validity and item consistency. Further substantiation would make it a standard instrument applicable to other countries.

- The third survey instrument—University Autonomy survey instrument, has been validated using factor analysis, establishing nine distinctive component or domains of autonomy in this study namely academic programs, postgraduate academic programs, research and consultation, teaching and learning, management, human resource, finance, infrastructure facilities and students' affairs, with factor loadings ranged from .404 to .770 and cronbach's alpha of 0.959. This implies that the UA instrument has a strong internal validity and

item consistency. Further substantiation would make it a standard instrument applicable to other higher education worldwide.

- Noting that the faculty members in Malaysia's RUs demonstrated high level of OCB, it is essential for the new faculty members who are individualistic to develop willingness, informality, mutual interactions, cooperation and solidarity in order to adapt well in a 'new academic culture' in Malaysian research universities.

- Overall, this suggests that university who wish to empower their faculty members should look into enhancing their psychological aspects of empowerment that can reinforce OCB engagement within the university community. University need improvise their operation practices such that they encourage participative decision-making, professional growth, status and self-efficacy and professional impact, then the perception and attitudes of the faculty members should begin to exhibit a greater degree of OCB engagement.

- Participative decision-making was found to be the most prominent predictor of OCB. Thus, practice of jointly decision-making should be recognized as highly important to both the university and faculty members. The policy makers and the Ministry of Higher Education in Malaysia should be cognizant and to seek academics' participation before any implementation of new policies that directly affects the academics' scope of responsibilities. Also, participative leadership styles that will motivate faculty members to perceive that their involvement or contributions of ideas are appreciated will impel the faculty members to use their creativeness and innovativeness to engage in OCB

- The faculty members in Malaysian research universities perceived a greater degree of university autonomy in major five aspects of university development—research and consultation, teaching and learning, postgraduate

academic programs, academic programs and students' affairs, as compared to the remaining four aspects of university development namely infrastructure and facilities, finance, management and human resource. Thus the Malaysian government should give more autonomy particularly in these four aspects highlighted without fear of political ramification or being constraint by the university law.

- Particularly, Malaysian research universities need to be provided with more autonomy in the university management process and in reciprocal, the research universities need to enhance their own internal management structures via strategic planning and their own internal efficiency improvement mechanism which is deemed necessary, as autonomy in management development from UA construct appeared to have prominent significant positive predictive relationship on the faculty members' engagement in OCB.

- Lecturers' perception of autonomy in their job was found to have negative predictive relationship on lecturers' engagement in OCB. The universities needs to take initiative to organize events or programmes to foster OCB and to strike a balance between academics' engagement in their own job and engagement in their own university community.

5.4: Discussion

Malaysia's public universities are regarded as both social and political institutions (Soaib Asimiran, 2009). As social institutions, they are instrumental in social development process of the country, especially through research and development ventures. As political institutions, the scholars can be the source of reference for the government in nation formation and nation building efforts.

The establishment of 'research university' (RU) policy in 2006 has made the premier public universities to be the exemplary leading institutions to concentrate fully on research and development (R & D) ventures in critical areas in science, social science, arts, humanities, and technology, and thus making the premier universities as global players in knowledge production and technological innovation. Thus, it is pivotal for academics and researchers as the 'core actors' to recognize the paradigm shift and to view themselves beyond merely as an 'employee of the government'. A wider space of academic and research autonomy and freedom should be the source of new motivation for academics and researchers in the research universities to generate new knowledge in various disciplines and areas, and thus make them become more conscious of being organizational citizens of their universities.

The results of this study supported a more consolidated and appropriate model of 'organizational citizenship behavior' among the academics or researchers, and thus OCB instrument, in view of themselves as 'citizens' in the university, incorporating the salient political aspects of 'citizenship' into the circumplex model of OCB proposed by Moon, Dyne and Wrobel (2005). In contrary to the functionalist perspective asserted by Lavelle (2010) that academics can be motivated to volunteer to help in an effort to gain personal career benefits—categorized as self-oriented function when engaging in OCB, based on social exchange theory, this study established the importance of all the

'political' characteristics in juxtaposition of the Japanese and Athenian paradigm and supported nine distinctive OCB dimensions in total—namely community orientation by helping, innovation for improvement, compliance, openness, responsive leadership, competitive urgency to excel, entrepreneurial spirit, individual resilience and agility—that contribute to empirical knowledge of the OCB construct, its dimensionality and its measurement. The development of OCB instrument enable the education researcher to examine the degree of engagement in OCB among the faculty members of RUs, which is seen crucial in fulfilling its mission and vision to become the leader in innovation, establishing Malaysia as an educational hub of excellence as well as in producing world class research outputs and high impact of research publications.

Study has also found that the faculty members' compliance in RUs appeared to be the most prominent domain of OCB. The acts of compliance demonstrated by the faculty members may be precipitated by the perception of the levels of equity and fairness in RUs, as an underlying element in social exchange theory in which the respondents in this study appeared to be more compliant in situations where there were relatively few inequities, and as such felt the need to conform to the expectations in order to maintain levels of equity and fairness(Wicks, 1996). This is not surprising as 'compliance' emanates from the relationship demonstrated between the of higher education institutions to the state, and of the academic community to the governing boards of higher education institutions.

Comparatively, two of the OCB domains—entrepreneurial spirit and responsive leadership—which were closely linked (Keiko Yokohama, 2006) , were found to be the least prominent domains perceived by the faculty members in Malaysia research universities. As pointed out by Shattock (2008), the emergence of entrepreneurial spirit in higher education has been less remarkable than the speed and extent of change. Ka

Ho (2005) asserted practices such as encouraging academic staff to venture in industrial, business and commercial fields should be adopted by the leadership who are responsive to promote entrepreneurial spirit. However, within the university, some academics lamented about the lack of clarity towards the kind of engagement expected which were later been framed without knowledge as a notion of citizenship and social responsibilities (Marginson & Considine, 2000).

Besides that, the findings revealed that the faculty members' self-efficacy, professional growth and status in RUs emerged to be the three prominent domains of LE. This supports the assertion that employees' cognitive growth is the impetus to the empowerment process—the perception that they are capable of controlling those processes efficiently and effectively within the working environment were indeed an integral part of successful empowerment (Gary, Peter, & Nesan, 2000). This notion was anchored much on intrinsic motivation which usually falls within the ambit of establishing social exchange relationship, undergirded with the values of reciprocity and co-operations. It was rather surprising, however, that the faculty members perceived the academics' execution of power to be placed the least prominent domain in this LE construct. Although, with the plethora of rhetoric, it was found that there was a substantial degree of acquiescence among the faculty members in Malaysia's RUs that behooves them in executing their power and yet still being embraced in a common dream of academics' freedom and rights.

As for university autonomy in the development of Malaysia's RUs, this study revealed the more prominent domains of autonomy which centers in the development of postgraduate programs, academic programs, research and consultation, teaching and learning as well as students' affairs. This is congruent with the past research findings by Sufean Hussin and Aziah (2009), and provides primary support for these five

fundamental domains, manifested evidently to reflect the basic, crucial functions of what a university should perform—generating, expanding, and disseminating knowledge in all disciplines for the advancement of human civilization (Sufean Hussin & Aziah Ismail, 2009). Failure of university to attend to this feature of a university undermines its welfare, social importance and *raison d'être*. Besides that, the findings also supported an explicit degrees of autonomy conceded to institutions for managing their financial resources (lump sum budgeting), the possibility of determining their program offerings as well as the university's human resource needs (Agasisti & Catalano, 2006). In view of the university autonomy in the development of academic programs, accreditation has been accepted for some degree of formalization and standardization (Ruiz, 2010)—defined by the legal and political climate building on the basic idea that accountability expectations are a social and political construction (Zumeta, 2011). Nevertheless, there were relatively large measures of autonomy given to universities in designing, planning and developing new programs. Azlan, Siti Nabiha, Dzulkifli and Hasnah (2010) as academics in one of the research universities (USM), have delineated a thorough process in the development of MBA programme that specializes in sustainable development with less bureaucratic challenges than were anticipated. Besides that, it was found that academics ascribed the least degree of agreement on university autonomy in management development as compared to the other aspects of development in Malaysia's RUs. Although the Malaysian government has attempted to reform its public universities by adopting the ideas/practices of corporatization, the kind of decentralization is nevertheless bound to be a 'selective decentralization', subjected to the 'power holders' in the management process (Morshidi Sirat, 2009).

Overall, this study established the contention that there is a triadic linkage among organizational citizenship behavior, lecturer empowerment and university

development autonomy. The empowerment-autonomy relationship supports the previous assertion that faculty members' perception of empowerment was associated with institutional autonomy , whereby the operation of the institutions were based on 'decentralization of authority' to determine their own goals as well as the priorities of their own development plans (White, 1992). The analysis of lecturer empowerment and organizational citizenship behavior affirmed previous findings that empowerment was significantly associated with positive behaviors. This supports the recent higher education research that advocated empowerment as a strategy to accelerate organizational performance in Malaysia's higher education institutions (Raquib, Anantharaman, Eze, & Murad, 2010). The relationship between university autonomy and organizational citizenship behavior also implies that, in organizational life, those with positive university autonomy perception which was inextricable linked to organizational justice perception displayed more organizational citizenship behaviors than others (Shelton, 2010). The theoretical rationale in this study built on the social exchange theory (Elstad, Christophersen, & Turmo, 2011), that autonomy and empowerment are indispensable aspects as antecedents and organizational citizenship *behavior* as a consequence of academics-university exchange.

The results of the present study showed that all of the LE domains, except execution of power were significant predictors of OCB. The results thus, provide support for some key psychological contextual factors associated with faculty members' engagement in OCB in Malaysia's RUs. While this result was unexpected, there is one potential explanation that the execution of power to suggest, decline or reject any enforced orders set forth by the university managers or management system was most probably viewed as 'failure to comply' and thus did not significantly predict faculty members' engagement in organizational citizenship behavior. This finding was in tandem with the results obtained earlier noting compliance as the most prominent

aspect of OCB among the academics in Malaysia's RUs. This also supports extensive evidence of the impinging pressure and challenges faced by university managers to develop, implement and if necessary challenge a range of new tasks, business processes, or projects to be managed for the benefits of the faculty and university. For academics who viewed themselves as the 'citizen' in the university as community, the culture embedded was usually to accept the workloads assigned in the interest of university improvement (Hull, 2006).

Participative decision-making was the strongest predictor of OCB. This supports the assertion of faculty members' involvement in developing and implementing a strategic plan whereby their interaction with the division should be encouraged, incorporated and practiced from the initial stage of the strategic planning process rather than later in the implementation process (D.S. Sukirno & Sununta Siengthai, 2011; Whitney, 2010). This looks at the incorporation of coherent goals and priorities with clear execution of plans at the later stage.

Contrary to expectations, only two of the nine UA domains; ie university autonomy in management development and students' affairs, were found to be the significant predictors of OCB. This underscores the pivotal importance for a university to possess substantial degree of development autonomy in university management, as well as their student's own affairs are often regarded as an autonomy umbrella over the other aspects of university development—that permeates across functional boundaries, and to propose new development plans as the needs arose. In particular, university with management autonomy will determine their own patterns of activity, standards, values and requirements. Ultimately, these are determined by faculty members and hence, faculty, as a collective community, has the right of self-determination on these matters, thus enhancing OCB. The findings from the correlation matrix showed that autonomy in management development was more strongly correlated with faculty members'

perception about the university—the leadership responsiveness and entrepreneurial spirit. With the management autonomy in research universities, those in leadership positions would embrace this as part of their responsibilities to be more sensitive towards the needs of the faculty members as well as to steer the university's direction in becoming more entrepreneurial.

Although status, participative decision making, self-efficacy, professional impact, professional growth and university autonomy in management influenced faculty members' organizational citizenship behavior, the 'autonomy in job' domain influences organizational citizenship behavior negatively. That is, the faculty members who perceived to have high autonomy in their job ended up demonstrating less organizational citizenship behavior. Unlike business corporations that uphold collective agendas, academics can be regarded as professionals with high degree of academics loyalty and commitment to their own discipline—'academic citizenship'—in the efforts to broaden the frontier of knowledge, and thus perceived that they are in control of the important aspects of their work life particularly in teaching instructions and research (Thompson, Constantineau, & Fallis, 2005). High perception of autonomy in job can be inextricably linked to a lower sense of community collectiveness, thus exhibiting less organization citizenship behaviors.

Finally, in aggregate, lecturer empowerment was found to have a greater predictive impact on faculty members' engagement in OCB as compared to university autonomy variable. Thus, university autonomy in the nine aspects of university development will have to be exercised in tandem with lecturer empowerment emanates from their work life in order to portray the required organizational citizenship behavior that augments university's performance. The findings established the pivotal need for faculty members to experience empowerment, in a relationship as determinant on OCB among the academics profession.

5.5: Recommendations for Future Research

More studies need to be carried out to grasp a better understanding on the complexities of organizational citizenship behavior in higher education. Universities are dynamic educational institutions with myriad of cognitive, affective and behavioral variables intersecting at multiple levels to influence the degree of faculty members' engagement in OCB. Thus, a thorough qualitative research to explore the multi facet antecedents of OCB in which the dimensions of OCB are rooted is recommended as well. Also, the present study is the first to investigate LE, UA, and OCB in Malaysian research universities. Future research may be repeated to examine if there are additional or reduction in the combinations of LE and UA dimensions or domains that significantly predicts OCB in Malaysian universities that have been granted with 'full autonomy' status by Ministry of Higher Education (MOHE)—University Technology of Malaysia (UTM) being the first to receive the status(Gasper, 2012). Also, further exploration of the OCB, LE and UA variables to shed light on the private universities that have different institutional priorities may be worth while.

Besides that, the new OCB circumplex model established were based on the incorporation of Athenian and Japanese model of 'citizenship'. Future studies can be designed to test and expand the OCB model provided in this study to investigate OCB across culture in other countries.

The present studies found that UA and LE significantly predicts OCB. Future studies can unearth how the relationships examined in the current study differ based on the demographic variables such as job tenure, academic position or gender.

5.6: Conclusion

Business corporations have one primary aim: to be sustainable by generating profits in their operation. One of the important strategies in pursuing this aim is to make all employees have high dedication, commitment, and loyalty to their organization, and therefore logically employees will voluntary work to their best level of productivity and quality. It is this rationale that has triggered the emergence of the concept of organizational citizenship, which can be seen as a psychological tool to harness employees' dedication, commitment, and loyalty for the sake of the organization. Citizenship is a sense of being and belonging, loaded with patriotism and sacrifice—this is the Japanese corporation paradigm and exemplified by the Athenian model.

Universities today behave like corporate organizations, driven into the open market by business motives to survive, compete, and grow, even if they are public research universities. They are affected by globalization, benchmarking, total quality, world ranking, and accreditation. This is the trend in Malaysia and many parts of the world. As such, the universities have to be sustainable and consecutively have to apply the concept of organizational citizenship to harness dedication, commitment, and loyalty of academicians, who comprise the knowledge and intellectual pool in universities.

The thesis and rationale of this study was that academicians in universities, like employees in business corporations, also exhibited organizational citizenship behavior, which could be heightened, among others, by providing lecturer empowerment and university autonomy. This study found that this theoretical proposition to be true. Lecturer empowerment and university autonomy were related to OCB and both constituted as determinants of OCB. Theoretically then also, the more lecturer empowerment and university autonomy, the more is OCB.

This study has made another contribution to the current body of knowledge in organizational behavior, i.e. the social exchange theory is a tenable theory to be used in explaining bilateral mutual exchanges and relations between individuals and the organization, similar to the exchanges and relations between citizens and nation state. And, the circumplex model has justified appropriately the exchanges and relations into several orientations and numerous dimensions. This study has shifted the thinking on OCB from its organizational psychology base to a new political-psychology perspective of organizational behavior, one that blend together politics and psychology.

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