Organizational Climate as a Predictor to Job Satisfaction of New Faculties in Three Public Universities of Malaysia

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ABSTRACT

Attached to three public which are also research universities of Malaysia, a total of 117 new faculties from various social and hard sciences disciplines have been investigated to draw upon important findings on their perceived organizational and job satisfaction levels, as well as the influence that their perceived organizational climate has on job satisfaction. A survey based on the conceptual framework which integrated the Theory of Work Adjustment (Dawis and Lofquist, 1984) and Person-Environment Perspective was conducted to meet the objectives of the study. Data were analyzed using descriptive, Pearson correlation and simple regression analyses. Results showed that most new faculties embraced high level of perceived organizational climate but moderate job satisfaction levels. There was a significant, positive relationship between perceived organizational climate and job satisfaction. Both the relationship climate and development climate dimensions correlated significantly with job satisfaction. Perceived organizational climate was further identified as predictor of job satisfaction for new faculties serving in the three public, research universities. Based on the findings, it is highly recommended for the universities to adopt non-formal mentoring system as an effective organizational mechanism to establish and sustain harmonious relationships between new faculties and their senior colleagues.

INTRODUCTION

New faculty members are always in the struggle of adjusting to their new roles, multiple job demands and organizational socialization. Being attached to the public, research universities in Malaysia, where such designation comes with the package of an additional RM 100 million for research, development and commercialization activities, this particular group is not only expected to juggle with heavy demands of doing research and publications, but also to conduct the classical business of teaching, supervision, administrative tasks, consultancy, community services and lab or clinical responsibilities (depending on their fields of expertise).

Despite such high expectations on the ability of new faculties to perform excellently for their research universities, there have been reports on new faculties’ weaknesses in research proposal development, theses supervision and scientific writings. Newspaper reports on the need to review curricular syllabus and to increase research or journal articles (Utusan Malaysia 2005) again indicated the need for new faculties to improve their performances. Reported phenomenon on job dissatisfaction of a group of new faculties towards their work environment and several weak subsystems such as the technical support, facilities support and maintenance systems (Sohail et al., 2003) created question marks on the extent to which organizational climate and work environment of the public universities are perceived by new faculties as helpful and effective enough to guide them towards smooth career transition and development. Despite the accountability of the universities’ managements’ to provide supportive and constructive work environment for the development of new faculties’ skills, competencies and creativity, the reported dissatisfaction has created the need to investigate the extent to which the universities are playing their role in providing and nurturing such environment for new faculties. In reference to the above discussions, several research questions have been well developed. First of all, at what level do new faculties in the research universities in Malaysia perceive that their organizational climate is supportive of their growth as new faculties? Second, what is the job satisfaction level of the new faculties, especially in relation to their satisfaction towards the research-oriented environment. And last but not the least, is there any relationship at all between perceived organizational climate and job satisfaction of the new faculties?
Hence, it would be very interesting to look at the current perceived organizational climate, job satisfaction level and relationship between the two factors for new faculties in the three identified research universities in Malaysia. The proposed hypotheses for this study were (1) There is no significant difference in the perceived organizational climate of male and female new faculties in the three public, research universities; (2) There is no significant difference in the job satisfaction of male and female new faculties in the three public, research universities; and (3) There is a positive, significant relationship between perceived organizational climate and job satisfaction of new faculties in the three public, research universities.

**REVIEWED LITERATURE ON ORGANIZATIONAL CLIMATE AND JOB SATISFACTION**

**The Concept of Organizational Climate**

One of earliest definition of organizational climate was by Forehand and Gilmer (1964). According to them, organizational climate is actually a set of traits that describes an organization. It differs an organization from other organizations and it remains for a certain period of time. It also influences employees' work behaviour in that particular organization. This was supported by Litwin and Stringer (1968). For them, an individual’s direct perception on his or her work environment would definitely influence the individual’s motivation and work behavior. Campbell, Dunnette, Lawler and Weick (1970) explained organizational climate by dividing it into two attributes. The first one refers to a set of attributes that explains the patterns of interaction and actions that organizations adopted in dealing with its employees. The second attribute refers to individual’s expectations towards his or her organizations. Such expectations usually influences the individual’s work behavior.

Meanwhile Schneider and Synder’s (1975) took a more detailed and different approach in defining organizational climate. They refer to the concept as a frame of reference on the congruence of work behaviors and procedures that exist in a system. Higher congruence between the two elements would build an employee’s perception of a more harmonious work environment and lower congruence between the two elements would create a perception of a less harmonious work environment. Moran and Volkwein (1992) defined the concept of organizational climate as characteristics of an organization. Those characteristics include a) the perceptions that employees share on autonomy, trust, cohesiveness, support, appreciation, innovation and fairness that exist in their organization; b) it is generated from organizational members’ interactions; c) it serves as a basic stance for employees’ interpretations towards certain situations; d) it describes the norms and attitudes of an organizational culture, and last but not least e) it functions as a source that influences individual’s work behaviors.

Alternatively, Burke and Litwin (1992) defined organizational climate as individuals’ perceptions towards the administration or management of their work units. It is also closely related to individuals’ perceptions on their and colleagues’ effectiveness in job and task implementation. Schneider et al. (1994) defined organizational climate as employees’ perceptions towards the organizations’ work atmosphere. It is built upon individual’s observations on the practices, procedures and rewards that persist within the organization. In other words, the organization’s policies and procedures are very much influential in shaping an individual’s perceptions on the organizational climate that exist in his or her work place. Schneider and Bowen (1995) defined this concept as a perception that is shared among employees on the important things that took place in an organization, which includes the managements’ supports and expectations. Such perception is usually built along the employees’ experiences while working for the organization. In 1998, Verbeke, Volgering and Hessels made a differentiation between organizational climate and organizational culture by defining organizational climate as a reflection of the way people perceive and come to describe the characteristics of their environment, and...organizational culture reflects the ways things are done in an organization.

Along with that, Chu-Hua et al. (1997) looked at organizational climate as a reflection towards a dynamic interaction process that involves organization’s environment, the employees and management practices. Among the most recent definition of organizational climate was provided by Hicks-Clarke and Iles (2000). According to them, it refers to employees’ perceptions on the rules and laws in an organization. Most of the discussed definitions of organizational climate have reflected such concept that very much relates to the element of perception or evaluation held by an individual towards the characteristics, organizational traits or work environment that is moulded based on
social interactions or work experiences. And in return, such perception usually influences individual’s work behavior and motivation. Hence, this concept is rather subjective and does not relate to the concrete characteristics of organizations.

The Concept of Job Satisfaction

In general, job satisfaction refers to a positive emotion experienced by an individual in reaction to the individual’s job and task. Usually, the comparison made by an individual between an individual’s expectations and the reality created which generates positive results lead to what is termed as job satisfaction. On contrary, a comparison between expectations and reality that lead to a perceived gap between the two triggered to what is called job dissatisfaction.

In line with that, Locke (1976) has came up with a classical definition of job satisfaction as a positive emotional status that resulted from an individual’s evaluation on his or her work experiences. Meanwhile, Herzberg (1976) has categorized the sources of job satisfaction into two groups, which are extrinsic motivation such as work place and intrinsic motivation such as appreciation and respect. There were also other views that has explained job satisfaction as a global concept that could be measured as integrated feelings that relate to all job aspects (Balzer et al.1997). Among the identified job satisfaction aspects are satisfaction with the job itself, salary, promotion, supervision and relationships with colleagues. Such opinion is very parallel earlier thoughts by Brooke dan Price (1989) that has looked at job satisfaction as an individual’s attitude toward his or her work as well as Reschley and Wilson (1995) whom also looked at job satisfaction as employee’s satisfaction in relation to his or her task, supervision, promotion and salary.

Within the context of academia, Nias (1989) has defined job satisfaction as summaries from the whole amount of rewards that a faculty member gained from his or her teaching experiences. Usually, a faculty member is more satisfied with his or her work when factors such as high academic achievements, low level of academic problems, efficient administration and low turnover are persistent within their teaching and learning environment. A later definition by Oshagbemi (2000) on job satisfaction which was derived from his research on academics’ job satisfaction has focused on the concept as the attitude towards an object, which is known as work or job. A more recent definition by Egbule (2003) was that job satisfaction is basically a concept that relates to an employee’s satisfaction towards his or her salary, promotion opportunities, supervision and intrapersonal relationships. Job security, appreciation, leadership style and attitude, physical environment, staff development programs, flexibility in delivering academic tasks and autonomy are also other aspects that could be taken into consideration in explaining an employee’s job satisfaction.

Based on all these definitions, it could be concluded that job satisfaction is actually closely related to individual’s emotions and feelings towards certain job aspects after comparing the similarities and differences between real job experiences and earlier expectations related to one’s job.

The Relationship Between Organizational Climate and Job Satisfaction

There has been huge amount of studies on the relationship between organizational climate and job satisfaction. As a matter of fact, there were also studies on the role of organizational climate, particularly the relationship and support dimension, in easing the process of newcomers’ adjustment to their job demands. One of them was the study by Louis (1980) on a group of business administration graduates that were newly serving in various sectors. It was found that the respondents perceived that their frequency in socializing with more experienced work colleagues and mentor-mentee relationships as the most crucial source to help them in adjusting to their job demands. It is then followed by frequency of interactions with supervisors. Formal trainings provided by their organizations are perceived as least effective in easing their work adjustment.

Fisher (1985) has studied a group of new nurses, whom have just served for six months, to examine the relationship between social support and their job satisfaction. The first questionnaire was administered before they work. And the second questionnaire was administered after they started working. Social support was measured by focusing on the emotional support by colleagues and informational support from superiors or supervisors. In this study, job satisfaction was seen as an effect of the new nurses’ work adjustment. The result of correlation analysis indicated positive, significant relationship between the two factors. Hence, it supported previous literatures that have proposed the importance of social support from colleagues as well as superiors on job satisfaction of new employees.
A more recent study by Cohrs et al. (2006) on the relationship between organizational climate and job satisfaction was conducted on 1,065 German employees from three different professional groups. The first sample was 115 women teachers and 145 male teachers. The second sample was 82 professional female employees and 241 male employees in the business sector. The third sample consists of professional workers from various sectors. The examined organizational climate dimensions studied were social support, autonomy, promotion opportunity and leadership. Correlation analysis resulted in positive and significant relationship between employees’ perceptions towards leadership and job satisfaction level for all the three samples. For the second and third sample, it was found that there were more positive perception towards social support, autonomy and promotion. This thus contributed to higher level of job satisfaction.

Another study by Schulte, Ostroff and Kinicki (2006) involved 1,076 employees from 120 bank branches in the United States of America. The objective of the study was to examine the influence that individual’s climate and work climate perceptions have on job satisfaction. Job satisfaction was measured using ‘Minnesota Satisfaction Questionnaire’ (Weiss et al. 1967). Among the dimensions were satisfaction towards supervision, colleagues, rewards, work activities, work loads, promotion opportunities, job security, physical environment and interactions with clients. Climate perception was measured using 94 items and work climate perceptions was measured by focusing on the management support, organizational vision, effective and open communication, focused training, focus group, rewards and others. Result indicated significant relationships between the two perceptions with job satisfaction level. However, work climate perception within a work was found to be the most important predictor to job satisfaction compared to individual’s perception towards climate. The result of this study has provided a new avenue on the studies of organizational climate perception, where the sharing of perception among individuals towards their work environment was evidently proofed to play a greater role in determining job satisfaction, compared to the role of individual’s level of perception.

Chathoth et al.’s (2007) study on the relationship between perceived organizational climate and job satisfaction involved 77 hotel employees that served in four and five stars hotels. Their perception towards integrity, commitment and belief within their work environment was measured with nineteen items. Meanwhile their perceptions onto available strategies, support, system and training was measured using six items that focused on salary, supervision and colleagues’ support. Result of conducted correlation analysis incated a significant, positive relationship between the subjects’ perception towards integrity, commitment and belief within the work environment with the employees’ job satisfaction. The employees’ perception on service climate inclusive of available strategies, support, system and training were also found to be significantly and positively correlated with their job satisfaction. Such result suggested the importance of organizational’s role in earning employees’ sense of trust. This is because the such trust would develop more positive perceptions among employees on their organizations’ abilities to provide effective strategies, support and trainings for them.

The above discussion exhibited that most of the past studies have reported solid relationships between organizational climate and job satisfaction. Meanwhile, social and relationship turned out to be the most popular and significant organizational climate dimension in explaining employees’ job satisfaction. Based on the results of previous studies, it is well-proven that perceived organizational climate has a very influential role on job satisfaction of new faculties during their process of adjusting to the new job roles and work environment.

CONCEPTUAL FRAMEWORK

This study was conducted based on the integration of Work Adjustment Theory by Dawis and Lofquist (1984) and Person-Environment Perspective. Both perspectives emphasized on the important roles that individual differences have on work adjustment and job satisfaction. It was purported by these perspectives that harmonious interactions between individual differences factors such as perception or personality and the work environment would be able to create more positive work behaviors such as high levels of job satisfaction and job performance.

The conceptual framework illustrated in Diagram 1 below explained the relationship between perceived organizational climate and job satisfaction of the new faculties. It also proposed perceived organizational climate as the
predictor to job satisfaction of the new faculties. In other words, the new faculties’ perceptions on the characteristics, traits and work environment personalities (measured using the Work Environment Scale) was proposed to predict the job satisfaction level of the new faculties. The organizational climate dimensions involved in this study were perceived relationship climate and perceived personal development climate. Usually the perceptions related to these two dimensions were built from the social interactions and work experiences of the new faculties while serving for their organizations. The social interactions and work experiences function as the references for employees’ interpretations of any work situations. They also guided the work behavior of the employees, which in this case referred to job satisfaction of the new faculties.

Basically, this conceptual framework proposed a positive relationship between perceived organizational climate and job satisfaction of new faculties. A new faculty’s more positive organizational climate perception towards trust, cohesiveness, support and appreciation was predicted to create higher level of job satisfaction. On contrary, a less positive organizational climate would lead to lower level of job satisfaction. This suggestion was made based on the Theory of Work Adjustment’s (Dawis and Lofquist, 1984). proposition that has placed job satisfaction as the indicator of work adjustment.

Diagram 1.

METHODOLOGY

Participants

The survey involved 167 new faculties from three public, research universities of Malaysia. They were inclusive of 76 (45.5%) male new academics and 91 (54.5%) female new faculties serving in three public universities which are also research universities in Western Malaysia. The new faculties were in service between one to three years as previous research indicated such range as a period of adjustment for any new employee (Black, 1988). Sixty six of them (39.5%) have served for three years, 52 (31.1%) have served for 2 years and 49 (29.3%) of them have served for one year. The new academics were attached to various science and social sciences faculties. The average age was 34 years old (s.d = 5.134). Random sampling was used.

Procedure

In conducting the survey, the new faculties completed a questionnaire designed to assess demographic information, organizational climate and job satisfaction. Participations were voluntary, and the new faculties received tokens in return for their participation. On the average, it took about four months to get back 167 completed questionnaire which indicates the return rate of 49.5%.

Measures

Organizational Climate

Organizational climate was measured via the WES (Work Environment Scale) which was introduced by Moos and Insel (1974). The purpose of this scale was to measure the perception towards work place climate. The Cronbach Alpha value for this scale was .932. Two dimensions, which were relationship climate’ and ‘self development climate’ have been identified via confirmatory factor analysis. The dimension of relationship climate relates to how new faculties perceive the level of cohesiveness, cooperation, commitment and participation in tasks implementation among the co-workers in their work place. Meanwhile, the dimension of self development climate relates to new faculties’ perceptions on the extent to which there is autonomous decision-making in task and job orientation as well as problem-solving at their work places.
Job Satisfaction

The job satisfaction scale was used to measure the new faculties’ job satisfaction level. It consisted of 21 positive items and was adapted from Oshagbemi’s job satisfaction scale (1997). The five dimensions identified from the confirmatory factor analysis were development opportunities and career development, research and administration, autonomy, facilities and support as well as salary. Among the items were, ‘I gain satisfaction in teaching, developing students and supervising their class projects’, ‘I am satisfied with my current salary’, and ‘I am satisfied with the training and development programs available for my self development’. The Cronbach Alpha value for this scale was .935.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

At the end of the study, a total of 76 male and 91 female new faculties participated in the study. The mean age was 33.7 (s.d = 5.134), with the youngest being 25 years old and the oldest, 54 years old. Sixty six of them (39.5%) were in service with the universities for three years. Fifty two of them (31.1%) had served for 2 years and the rest (29.3%) had served for one year or lesser. Most of them had at least one year of work experience (80.2%) prior to their service with the universities. Only 19.8% of these new faculties were without any work experience (Table 1.1).

Table 1: Work Experience of the New Faculties

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Percentage of New Faculties (%)</th>
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<tbody>
<tr>
<td>Less than 2 years</td>
<td>34.8%</td>
</tr>
<tr>
<td>Between 2 to 5 years</td>
<td>21.7%</td>
</tr>
<tr>
<td>Five years and above</td>
<td>43.5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Organizational Climate and Job Satisfaction Levels of the New Faculties

Most of the new faculties exhibited moderate job satisfaction (58.1%) and high level of organizational climate perception (52.1%) Details are showcased in Table 2 below. Only a little percentage of them demonstrated low level of perceived organizational climate, and the rest of them were with moderate level of perceived organizational climate. As indicated by the result of independent t-test analysis, there was no significant difference between perceived organizational climate (t (143.8) = .425, k > 0.05) and job satisfaction (t (165) = -.024, k > .05) of male and female new faculties. Descriptive analysis result showed that the mean for the relationship climate (m=28.13, s.d = 4.34) was higher than the mean for the self development climate (m = 22.46, s.d = 4.34). This indicated that the new faculties were mostly happier with their social environment compared to the availability of self development opportunities that persist within their work environment.

Supportive social environment and willingness of senior colleagues to provide assistance and guidance indicated the ambiance of professionalism within the work environment of the three public, research universities. Such harmonious and comfortable work environment has definitely motivated the new faculties to always seek for opinion and guidance from their seniors on issues related to job and task implementations. The fact that the self development climate is lower may be due to the fact that many of the new faculties have not gotten pure chances and opportunities to make decisions or create their own job orientation, compared to those who have served longer. Since many of them have just served for one, two or three years, their degree of freedom in making decisions were definitely lower compared to those of their senior colleagues.

As for the job satisfaction dimensions, results showed that most of the new faculties were satisfied with self development opportunities (m = 21.51, s.d = 4.890), followed by autonomy (m = 20.86, s.d = 2.796), facilities and support (m = 14.94, s.d = 2.796), research climate (m=14.50, s.d = 4.151) and lastly salary (m = 3.06; s.d =1.274). In terms of job satisfaction, the new faculties were found to be highly satisfied in their self development (m = 21.51, s.d = 4.89). The reported result showed that they were very satisfied with the availability of trainings provided by the organizational management for their development. Such findings have thus supported Saks’ (1996) proposition that new
employees’ perceptions on the number of trainings and the effectiveness of the trainings importantly contributed to their job satisfaction. Such perceptions at times even played more significant role than the existence and availability of the training itself.

They were also satisfied with gained autonomy (m = 20.86, s.d = 2.796) and quite satisfied with available facilities and support (m = 14.94, s.d = 3.039). Such findings on new faculties’ job satisfaction related to autonomy which covered flexibility and freedom in teaching, course and student development, work hours flexibility and others supported the past findings by Oshagbemi (1997) that academics were usually satisfied with academic aspects of their work. They were however not very happy with the research-oriented environment (m = 14.5, s.d = 4.151). The findings on most new faculties’ dissatisfaction with their research-oriented environment was actually expected since there have been previous issues on research-related policies and monetary allocations. There were times when new faculties may have to use their personal expenditure to add on to the financial allocation which was provided for their publication and seminar activities conducted abroad. Such phenomenon usually limits many of new faculties’ chances to get involve and expose themselves to a more global research collaboration opportunities. Another possibility that could explain the dissatisfaction among the new faculties was the ineffective and inefficient support system. Even though they are serving in research universities, the current support system was still not effective enough in allowing them to focus on research activities, scientific writings and publishing. Job insecurity experienced by contract research assistants usually led to high turnover rate since they would be looking for better and more stable jobs. Most of the time, frequent replacements of research assistants will disturb the smoothness of research projects’ progress. Retraining of new research assistants is also very time consuming.

Hence, university managements are highly recommended to highlight such issue to the Ministry of Higher Education and Public Service Commissioner so that more permanent positions could be created for research assistant positions. This would definitely lead to a more structured and stable support system for research activities. It is important to provide and improve research-related policies, reward systems, facilities and other support systems in order to encourage more productivity among new faculties. The sustainability of the three public universities as research universities could only be prolonged if there is positive interactions between new faculties’ research interests and encouraging work environment.

The new faculties were least satisfied with their salary (m = 3.06, s.d = 1.274). Increasing standard of living may be one of the reasons for such dissatisfaction. Event though there were efforts to increase academia profession’s salary, the rate of such salary increase usually does not match with the pace of increasing standard of living. All the above discussion thus explained why the level of job satisfaction for most of the new faculties were moderate rather than high or low.

Table 2: Levels of Perceived Organizational Climate and Job Satisfaction

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>High</th>
<th>Low</th>
<th>Moderate</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational climate</td>
<td>167</td>
<td>52.1%</td>
<td>4.8%</td>
<td>43.1%</td>
<td>2.57</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>167</td>
<td>38.3%</td>
<td>3.6%</td>
<td>58.1%</td>
<td>2.35</td>
</tr>
</tbody>
</table>

Table 3: Job Satisfaction Dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Development</td>
<td>167</td>
<td>21.51</td>
<td>4.890</td>
</tr>
<tr>
<td>Autonomy</td>
<td>167</td>
<td>20.86</td>
<td>2.796</td>
</tr>
<tr>
<td>Facilities and Support</td>
<td>167</td>
<td>14.94</td>
<td>3.039</td>
</tr>
<tr>
<td>Research-oriented Environment</td>
<td>167</td>
<td>14.5</td>
<td>4.151</td>
</tr>
<tr>
<td>Salary</td>
<td>167</td>
<td>3.06</td>
<td>1.274</td>
</tr>
</tbody>
</table>

Upon the conduct of Pearson Correlation analysis to assess the relationship between perceived organizational climate and job satisfaction of the new faculties, results showed a significant relationship between the two (r (165) = .676, p < 0.05). Both the relationship dimension (r (165) = .627, p < 0.05) and self development dimension (r (165) = .612, p < 0.05) were significantly correlated to the new faculties’ job satisfaction. This means that a more positive
perceived organizational climate would lead to higher level of job satisfaction. And a less positive perceived organizational climate would lead to lower job satisfaction level. As a matter of fact, result of the regression analysis showed that perceived organizational climate could actually predict the job satisfaction of new faculties ($F (1,165) = 138.593, p < 0.05$), with $R^2 = .457$. This indicated that perceived organizational climate contributed 45.7% of variability of the new faculties’ job satisfaction. The other 54.3% of job satisfaction’s variance may be explained by other factors suggested by previous literature such as person-job fit (Johnson and Birkland, 2003) and needs-supplies fit perceptions (Kristof-Brown, 2000).

**IMPLICATIONS AND CONCLUSION**

In the context of this study, good relationships between new faculties with senior colleagues and self-development opportunities obviously played very important influence on their job satisfaction. In accordance with such findings, it is highly suggested for all the three public, research universities to establish a non-formal mentoring system as a framework to guide the new faculties along their early years of career transition. This suggestion was made due to past research findings which have identified mentoring as an effective organizational mechanism to assist newcomers in facing with various changes and uncertainties within their work environment (Rigsby et al. 1998).

Through the psychosocial function of the non-formal mentoring system, it is believed that harmonious relationships between new faculties and other employees could be established. This could in turn help them to build their own career identity, self-confidence, competencies and sense of accountability during their initial years of career development (Hunt and Michael 1983). Formal mentoring system is however not recommended because a too structured mentoring system could make new faculties feel very uneasy due to less decision-making autonomy and restrictions.

With regards to the issues of new faculties’ dissatisfaction with their current research-oriented environment, it is high time for the university management to promote the need of improvising existing budgetary allocations, reward system as well as support system for all activities related to research and publishing, which includes more research grants, allocations for seminar and paper presentation at both national and international level and others. Since research and publishing have been recognized as among the most crucial activities to project these public universities as world class research universities, it is indeed expected for all the three universities to be granted with the best financial support, the best research support system and the best developmental programs to boost new faculties’ productivity and performance.

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