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The Impact of foreign lecturers' recruitment on higher education: An analysis from the Malaysian standpoint

Kazi Enamul Hoque*, Gazi Mahabubul Alam, Faizah Shamsudin, Siti Zabedah Ali Akbar, Rose Nizeana Moktharuddin and Yew Sook Fong

Faculty of Education, University of Malaya, 50603, Kuala Lumpur, Malaysia.

This study examined the impact of foreign lecturers' recruitment on the higher education of Malaysia in the following areas: publications in Web of Science journals, competition between local and foreign lecturers in terms of publications, the effectiveness of the teaching and learning process, and world ranking. A qualitative method was used, with data being collected mostly through interviews with local and foreign lecturers, students, and human resource management officials. The study found that the recruitment of foreign lecturers has a significant impact on improving the world ranking of higher education institutions and in increasing publications in Web of Science journals. Also, there was found to be a mixed reaction about their impact on the effectiveness of the teaching and learning process among local teachers and students. The extensive pressure to publish in Web of Science journals has caused the brain drain of experienced senior lecturers and professors. The findings of this study offer valuable information for educational policy makers, vice chancellors, human resource managers, local and foreign lecturers and students.

Key words: Foreign lecturers' recruitment, teaching and learning, Malaysia, qualitative method, education institutions, valuable information.

INTRODUCTION

As there has been great focus on the issues of human resources in the education sector, the importance of 'knowledge societies' has gained various dimensions, namely the role of education as a supplier of human re-sources, and the role of human resources in the delivery of education. The former needs proper direction to devise, implement, and execute the delivery model through skilled support services like planning, administration, finance and quality heads. The latter is the core component mainly poised to attract, develop and retain quality teachers through effective human resource management. A number of researchers have reported that human resource practices are positively linked with organizational and employee performance (Guest, 2002; Harley, 2002; Gould-Williams, 2003; Park et al., 2003; Tessema and Soeters, 2006). Essentially, the purpose of

human resource management (HRM) is to maximize the productivity of an organization by optimizing the effectiveness of its employees.

Higher education plays an important role in the formation of knowledge, economy and democratic society. Higher education is also the center for generating knowledge to ensure the public is more knowledgeable because of a knowledge society will improve the economy and indirectly also improve the development of a country (Alam and Hoque, 2010). It is important for the faculty of institutions of learning or universities to improve the resource allocation mechanism including human resources, academic and non-academic, physical resources and financial resources. The primary respon-sibilities associated with human resource management include job analysis and staffing, recruitment, organi-zation and utilization of work force, measurement and appraisal of work force performance, implementation of reward systems for employees, professional development of workers, and maintenance of work force.

The recent agenda faced by Malaysian universities is

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*Corresponding author. E-mail: tffr2004@yahoo.com. Tel: 603-79675119. Fax: +60162889010.

the issue of raising their position to be one of the world's top 100 universities. To achieve this prestigious position, they need to develop in many aspects. Most importantly, due attention is needed in some essential areas such as increasing the number of international faculty members proportionately, publication in ISI (Web of Science) journals and increasing the index citation. Therefore, the human resource division of universities has increased recruiting foreign teachers to improve its status in terms of world ranking in these three areas. Of all the public universities, the University of Malaya (UM) has recruited a record number of foreign faculty members, an issue that is subject to a lot of discussion. At the moment, UM has been ranked 180 in the world but the impact of recruiting this record number of foreign faculty members is still being questioned from different angles. A lot of questions have also arisen about the potential of local teachers. Thus, this study intends to investigate the impact of human resource engagement in the higher education of Malaysia. The following objectives have been formulated to investigate the research problem.

Objectives

(i) To investigate the impact of Human Resource (HR) to the University of Malaya.
(ii) To examine the lecturers perspectives about the impact of HR to the University of Malaya
(iii) To examine the Human Resource Manager's perspective about the impact of HR in Higher Education.
(iv) To examine the impact on teaching and learning from teachers' and students' perspective.

LITERATURE REVIEW

Roles of Human Resource Management (HRM)

Human resource management (HRM) is responsible for the human dimension of an organization. It has a significant role to play in today's world in that it not only has to assist the organization in achieving its strategic direction, it also has to represent and advocate for the organization's employees. At its broadest level, HRM comprises of the following functions: staffing, development, motivation, and maintenance. In other words, hiring competent people, training them, helping them perform at high levels, and providing mechanisms to ensure that these employees maintain their productive affiliation with the organization. Studies show that HRM plays an important role in formulating and implementing organizational strategy. Myloni et al. (2004) found that also HRM can be seen as part of the overall strategy of the firm. The increasingly importance of HRM in strategy has then led the HR managers to be part of the decision makers while formulating and implementing strategy.
 Rozhan and Zakaria's (1996) study of Malaysian firms

provides some evidence of HR managers having an involvement in the strategy formulation process.
 Most research suggests that HRM is vital in order for an organization to achieve organizational success (Barney, 1991; Jackson and Schuler, 2000; Pfeffer, 1998). Typically, HRM is considered to be vital in order for an organization to achieve its success by enabling the organization to sustain competitive advantage. Literature on strategic HRM even indicates that HRM practices and systems contribute to the creation of a sustained competitive advantage for the firm (Backer and Huselid, 1998). As a result, it is important that a firm adopt HRM practices that make use of its employees.
 Guest (2002) has argued that the impact of HRM on performance depends on the workers' response to HRM practices, so the impact will move in direction of the perception of HRM practices by the employee. As no organization can depend on genius, the supply is always scarce and unreliable. It is the test of an organization to make ordinary people perform better than they seem capable of doing, to bring out whatever strength there is in its members, and to use each person's strength to help all the other members perform. According to Backer and Gurhert (1996), the spirit of performance requires that there be full scope for individual excellence. The focus must be on the strengths - on what people can do rather than on what they cannot do.

Foreign teachers' recruitment (International perspective)

During Asia's boom decade, HRM issues were given a short shift. Labour was plentiful, and rather than training, companies relied on importing knowledge and trained professionals from overseas. In a time of fast growth, employees also were more interested in chasing ever-increasing salary and benefits packages rather than enhancing skills.
 In an analysis of the way universities in Australia have responded to financial reduction, Davies (1997a) has noted that there is a definite move from a loose policy control and a collegiate environment to a tight policy control of a corporation. As control over research directions has been gradually shifting from researchers to administrators, the linkages between the vision of the institution and its implementation has weakened. Researchers tend to be left out of the decision-making process, yet they are expected to be instrumental to the success of the vision. A sense of frustration and helplessness is perceived by staff when there is a disparity between their capacity and the directives from institutional leaders to perform. Issues concerning staff such as expertise and critical mass are even more pertinent at regional universities than at their more established counterparts. Training former college staff to become active researchers become active researchers is a long-term process, even in combination with the scheme to import senior

researchers with good track records to act as mentors and to drive the change.

Apart from the length of time required to acquire necessary skills, the old attitude and culture which only values teaching efforts also significantly hinders progress in the development of a research and innovative culture, and causes tension among staff. In addition, some staffs simply do not have the aptitude for research and it is a futile exercise to demand that they attempt to become involved in research. Employment relations in the tertiary education sector have been through enormous and contentious reforms, particularly in the area of managing, codifying and measuring academic performance. A number of studies have been conducted in institutions of higher learning in New Zealand and Australia. Bruce Curtis (2007) critiques the changes and impact of the Performance-Based Research Fund (PBRF). He notes that: "… the new fund provides both opportunities and dilemmas to the management and academic staff of universities". Hence, the institutions would encounter both positive as well as negative impact following the implementation of this fund. On the other hand, Morris, Pauline and Suzanne (2007) examine the performance management within the context of universities, arguing that although the use of performance management as a developmental or monitoring/control tool is not clear, universities are now strategically linking performance management with organizational goals. It is a matter of concern to academic staff that "…performance appraisals are being used to reward staff in areas that were traditionally considered as standard working rights and conditions".

Stephen and Bernadine (2007) report on the findings of a survey that explored staff perceptions of change management in Australian universities with a view to gauge the effectiveness of workplace change provisions in higher education enterprise agreements. Their findings show that there was a divergence in the perceptions of management and union representatives on workplace changes and they highlight the limitations of existing processes to meet the expectations and demands of these key sector participants. According to Stella and Keri (2007), while the introduction of performance measures associated with accreditation have added more pressure to an already over-stretched academic workforce, these measures may also have targeted benefits when used to improve curriculum. Their findings showed that the AACSB accreditation requirements have modified academic resistance to change and have also resulted in a more meaningful teaching and learning experience.

Foreign teachers' recruitment in the local perspective

The Malaysian higher education system has undergone tremendous change during the last two decades. Although the number of tertiary students and universities in Malaysia is growing steadily, the most dramatic growth was due to the new economic and educational reforms. This move has drastically changed the nature and ethos of universities and has seen the emergence of a number of new small regional universities. As universities have to cater for a mass clientele while trying to reduce cost, educational approaches need to be revamped. Competition between universities has resulted in a more client-based approach to education and more flexible learning methods. Political and economic pressures have also forced universities to adopt a more outward-looking attitude. Unlike regional universities in the United Kingdom which are of a diverse nature, ranging from those of considerable international or national standing to former colleges whose primary interests are local or regional, regional universities in Australia consist mainly of former colleges of advanced education, teaching colleges or TAFE colleges.

In a competitive environment where Australian universities are funded on a uniform basis and expected to maintain a high performance level in both teaching and research, local universities have found themselves at a disadvantage due to a few inherent difficulties. It is a struggle for them to retain talented local students who believe larger universities and cities can offer better study and employment opportunities. The small scale also results in the lack of a critical mass of staff in any specific area, which is a crucial factor for the development and sustaining of new activities. Such problems are even more prominent for research than teaching, since the majority of staff at these new universities have little to no research training or experience in publishing and attracting competitive research grants. Fewer and larger research grants would induce further concentration of resources, and the funding formula which is based mainly on the number of postgraduate student completions and the amount of external research income would certainly favor established and research-oriented universities. Another factor that has significant impact on local universities is the emphasis expressed in the paper for the need for universities to align their activities with the economic development of their region: "Institutions will need to be more assertive in the way they involve themselves with the economics of the region in which they are located, and contribute more to their own and to national objectives through their teaching, research, leadership, information and networking." A somewhat vague promise for a one-off structural adjustment package has been perceived as an incentive for local universities to embrace this view.

Against this background, it is understandable that local universities need to adopt new strategic directions in order to respond quickly to external pressure and opportunities. The recruitment of foreign teachers is a step in tackling this pressure. To cope with global trends, internationalization has been essential to the universities. Thus, the engagement of foreign students and teachers are the prerequisites of internationalization. This has

Table 1. Malaysian Universities in the Times Higher Education-QS World University Rankings.

2009	2008	School
180	230	University of Malaya
291	250	University of Kebangsaan Malaysia
314	313	University of Sains, Malaysia
320	356	University of Technology, Malaysia
345	320	University of Putra, Malaysia

Sources: Times Higher Education-QS World University Rankings.

resulted in an unusually fast turnabout of visions and missions in some local universities, which sometimes have not been thought through properly, and thus appear either conflicting or inconsistent. These sudden changes in direction have also created serious tension between institutional leaders and staff at a grassroots level. While the senior management appear to enthusiastically embrace and broadcast the rhetoric of a new vision, many staffs feel that their work and environment have been undermined without any obvious benefits.

METHODOLOGY

Qualitative methods were used that allowed interviewees to express their views in a free and personal way, giving as much prominence as possible to their thematic associations. Semi-structured interviews by qualitative approach were held with:

(i) Three local lecturers.
(ii) One foreign lecturer.
(iii) Two human resource officers.
(iv) Four students.

Document reviews

A number of secondary texts were reviewed to materialize this research. Documents include University staffs directory, documents of THES-QS World University Rankings and students directory from department office.

Research design

The study is going to use a qualitative approach and give justification for the choice of qualitative approach. It is a multi study by gathering of data to answer the research question. A case study or multi study is a variation of an ethnography in that the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, a person, or an individual) based on extensive data collection (Cresswell, 2007). According to Gay and Airasian (1996), the main focus of qualitative research is to give further understanding on the activities from the researcher's perspective.

The research design allows an in-depth inquiry into the lecturers and the Human Resource Manager's perspectives on the impact of HRM in Higher Education, particularly in the University of Malaya and thus, it is most appropriate to use qualitative research design.

Furthermore, qualitative research, aims to explain in depth phenomenon which potentially gives a better picture of the study. According to Creswell, 2002, it is the most appropriate approach for a field of inquiry about which is previously known; and it provides a detailed understanding of the phenomenon under study (Suseela, 2007).

In qualitative research, there are various methods used to examine the information such as the case studies, interviews, observations, historical research, phenomenon study and basic theories (Ary, Jacobs and Razevich, 2002). Stake, in Suseela, (2007), states that qualitative research can be considered as the most appropriate approach to study educational issues that involve processes as it aid in looking at the issues in depth.

Sampling

A simple random sampling method was chosen in this study as each possible sample combination has equal probability of being chosen (Kish, 1965; Cochran, 1977). In this method, the population element can enter the sample only once. Once selected, the units are not returned to the population before the next draw. There are three methods of selection of simple random sampling: i) Lottery method ii) Table 1 of random numbers and iii) Random number selections using calculators or computers. In this study, the researchers have followed the lottery method to elect the respondents. Many researchers (Nyarango et al., 2008; Nisar and Sohoo, 2010) have used lottery methods as it is considered totally bias free.

In order to select the respondents, we went through the staff directory from the university website. The names were listed in alphabetical order. There were about 2500 lecturers from which 500 were foreigners. The ratio of foreign to local lecturers was 1:4. Following the lottery system, we randomly selected a letter that was considered to be the initial letter of the first name of the respondents. We found 15 lecturers with two foreign lecturers in the staff directory beginning with this letter. We started communicating with them via email and phone calls before the final interviews took place in order to build up rapport. Three lecturers were on study leave. The researchers then sent a letter of request explaining the research topic and objectives to all 12 lecturers. They were contacted through their office telephones and cell phones (where available). Only 7 out of 12 lecturers agreed and scheduled for interviews, of which two were foreign lecturers. One of the authors interviewed the lecturers, guided by semi-structured questionnaires and all the dialogues were recorded with their consent. Unfortunately, two local and one foreign lecturer declined to participate in the interview at the final stage quoting the topic as a 'sensitive issue'. The principal researcher assured them of utmost confidentiality but they did not change their decision. Therefore, the number of respondents from lecturer category was only four with a foreign lecturer.

Accordingly, only four human resource officers were found whose first names began with the letter elected by lottery. All four officers were contacted but only two agreed and scheduled for interviews with the same assurance of utmost confidentiality.

About 25 Masters Students were found from the Faculty of Social Sciences whose first names began with the letter chosen by lottery.

Only 15 of them had classes with both local and foreign lecturers. Their e-mail addresses and cell phone numbers were collected from the department office and were contacted. Some of them had already finished their courses and was waiting for convocation. Only six of them primarily agreed and scheduled for interviews. Four students were successfully interviewed but the other two rescheduled their interview dates and times and finally apologised, one for flight delays and another one for family sickness. Lastly, all ten respondents were interviewed, of which three were local lecturers, one a foreign lecturer, two were human resource officers and four were students.

Interview

Interviews were the main method we relied on to receive clear answers to our research questions. We briefly examined the interview techniques which we applied with a view to eliciting valid and reliable answers (Bell, 1993; Cohen et al., 2002). First, let us explain the reason for choosing the semi-structured interview method. As suggested by Cohen et al. (2002); Kane (1997) as well as Bell (1993), the researchers needed to conduct trial interviews with colleagues before conducting final interviews with the respondents.

We conducted trial interviews with colleagues and discovered that we needed to ask some further questions after receiving the answers of the respondents so we decided upon the semi-structured interview technique. Before starting the interview proper, we took a minute to explain the research title and the purpose of the research, to give an instant idea of the research focus. (We had already mailed the research proposal to them along with the title, aim, and research questions). We also assured them of the confidentiality of their replies (Bell, 1993, Cohen et al., 2002). Each interview lasted 50 to 60 min. Keeping these research questions in mind, we asked them several indirect questions and the respondents' answers led me to ask further questions, especially to justify the impact of foreign lecturers' recruitment in the earlier mentioned areas.

Instruments

Validity and reliability

The researchers have developed four categories (Local Lecturer + Foreign lecturer + Human resource managers + Students) of semi-structured questionnaires (Appendix A) in order to obtain information to achieve the research objectives. The opinion of professional colleagues was sincerely considered to standardize the instruments whether it would cover the research areas.

The subjects of this paper are the respondents of ten interviews. It has been proven that in order to receive proper, specific, valid and reliable data in a qualitative approach, attention must be paid to the triangulation of samples (Cohen et al., 2002; Mathison, 1988). We, therefore, selected our respondents from four categories: local lecturers, foreign lecturers, human resource managers and students.

Data analysis

The basic skills required from the researchers were the ability to analyze qualitative or symbolic material involving collecting, classifying, ordering, synthesizing, evaluating and interpreting. At the basis of all these acts lies sound professional judgment (Cohen et al., 2002). This statement adequately presents our work and efforts during the stage of the analysis of the findings.

The researchers collected raw data from the interviews with the lecturers, the HR managers and students. All data were analyzed, structured and screened to get the relevant information. The data collected from interviews were analyzed into themes to answer the research objectives. Four themes were generated from the interview transcripts. The first and second theme is the impact of foreign lecturers to the University of Malaya and the impact to teaching and learning. The third theme is the competition among the lecturers and the fourth theme is on human resource management.

Labeling of respondents and data coding and ethical issues

Robson (2002) pointed out that sometimes guaranteeing confidentiality helps the researcher elicit valid data. Though Patton (2002) agrees with Robson's opinion, he also points out the issues of reliability; he emphasizes that even when keeping confidentiality, the data collected may be reliable, but critics question the reliability on the grounds that there are almost no chances to verify the data collected. It was important (Bell, 1993) to build up a small amount of trust with respondents before they allowed me to interview them. So we emailed them, assuring them that confidentiality would be maintained at all times, especially when the research would be presented in a paper; and we also tried to make our actual aims clearer. The identity of each of the respondents has been withheld to respect their confidentiality and ethics. In consideration of confidentiality, we labeled and coded the respondents (Bell, 1993). So in the findings and discussions section of this paper, the 10 respondents were referred to as, X, Y, Z, Q, M, R, N, S, L and K .

The significance of research techniques adopted

Some may question why a large sample or quantitative approach was not used, thus allowing for greater pool of information However, there are particular reasons why a fairly small sample was chosen. This is explained below. Firstly, this research investigated some issues that are very new and unique in their nature. The lack of relevant previous works restricted the researchers from having an idea that would help them to design quantitative tools (Alam, 2009). The investigation of a completely new area often demands a qualitative approach since many successful studies were achieved through it, as it provides parameters or metaphors to design the tools applicable to a quantitative approach. Secondly, the nature of the inquiry required in-depth insight rather than straightforward or simple opinions or statistics. Thirdly, it is also important to note funding and time constraints. However, since the issues were important in order to bring spotlight, quantitative interviews subsidised by case study style brought many insights to the problems that would help further studies to be conducted at this field.

Limitations of the research

Financial constraint has been the main limitation of this piece of personal research, meaning that it was not possible to conduct a wider research. Since, no funder is readily available; we conducted a small scale of research to bring the issue to the spotlight. Although a large scale empirical study is a key to explore this issue, while we lack adequate fund to conduct such study, therefore an exploratory study is conducted at a small scale using case study interviews. It seeks mainly an answer as to how much of a contribution is made by the foreign lecturers. However, a significant amount of data was collected, and selection of data for analysis and presentation created a problem (Patton, 2002). Avoiding personal 'biasness and subjectivity' (Cohen et al., 2002: 184) in relation to what should or should not be presented in the study was difficult.

However, the data finally selected is, we believe, representative of what we found, heard and noted. In conclusion, we do not claim that this study is a postulate forever but could be a model for further studies. We also argue that the developing world could benefit from the findings, discussion and suggestions of this study.

RESULTS AND DISCUSSION

The findings and discussions are based on interviews with X, Y, Z and Q, who are lecturers from the University of Malaya (UM). M is a human resource manager from a private college and R is a former head of department and human resource manager from UM. Four Masters' students namely NA, S, L and K from UM were interviewed about the impact of foreign lecturers on the teaching-learning process as they have practical experience of having classes with them.

The impact of foreign lecturers to the University of Malaya

For X, the most significant impact that she can see is on student performance, as a result of the university's recruitment drive to employ more foreign lecturers, in order to improve its position in the QS World Universities Rankings. According to X, the impact of hiring foreign lecturers includes the following: the acceptance of different cultures and organizational cultures brought in by the foreigners to the university, competition in terms of work quality created by the local lecturers and improvement in the quality of student performance, as a result of the impact of the foreign lecturers' experience and knowledge. With regard to the acceptance of different cultures and organizational cultures brought in by the foreign lecturers to the university, her hope was that they (the foreign lecturers) will have to eventually adapt to the local culture. This, she said, will definitely pose some problems to some foreign lecturers. She also admitted that the scenario today is different from what it used to be many years ago and this has affected the work culture of the university.

Y, a lecturer from UM argues that that while the Vice-Chancellor has done well in hiring PhD holders, both he and the human resource management (HRM) should also recruit lecturers from Oxbridge and Ivy League Universities, or from countries such as Canada, the USA or Australia. Instead, he has employed doctorate holders from countries like Burma, Bangladesh, the Philippines and the UAE to save money from the budget. Mr. Y believes that this is a step back rather than forward as international lecturers should be sharing the advancement of their countries with the students and not vice versa He also believes that these international lecturers have been recruited just to fulfil THES-QS requirements in order to climb up the world ranking. R lambasted the Vice-Chancellor's actions in employing lecturers from countries that were less-developed than Malaysia. He feels that both the lecturers and students of UM should be able to tap their brains and not the other way round. Instead, the Vice-Chancellor should employ lecturers from Ivy League universities or other renowned institutions. R claims that the countries from which these lecturers originate are less developed and their policies have yet to be established; how can they possibly be expected to teach about policy? He also raises the complaints students have made against these lecturers. Their approach, language proficiency and lack of factual teaching will jeopardize the standard of instruction in UM. He adds that UM may become one of the top 100 best universities in the world but their product quality is severely at stake; it is a case of cost effectiveness versus quality.

Q, in terms of culture, stated that most of these foreign lecturers are talented and it will not find the process of assimilating themselves a problem. As they have come here to work, they should respect the local culture. As for the issue of the recruitment of foreign teachers from countries less-developed than Malaysia, he cited an example from a Faculty of UM, where a lecturer from a country less-developed country than Malaysia has pro-duced at least 20 articles in ISI journals within a year and has subsequently been promoted to associate professor (from senior lecturer within a year), while some other lecturers from more developed countries at the same faculty could not produce a single article in ISI journal within the same period. He also agrees that foreign lecturers who have not shown their potential should not have their tenure extended. Nevertheless, the issues of nationality, race, and religion should not recruitment criteria. In terms of the potential of local lecturers, he believed them to be talented but lacking in both commitment and the technique of producing ISI articles despite time constraints. He added that the recruitment of foreign teachers has helped UM improve its ranking to the 180th spot, but this will not work next time if not enough publications and citations can be produced.

The University of Malaya was ranked 230th best in the world by the THES-QS World University Rankings in 2008 (Table 1). Only recently, it was announced that it had improved its ranking to 180, to the joy of every member of the university, especially the Vice-Chancellor, Professor Datuk Dr. Ghauth Jasmon. Since taking the helm as Vice-Chancellor in 2007, he has been working on reaching the top 200. In an interview with the New Straits Times on October 8th 2009, the overjoyed Ghauth said that the improved position will greatly boost the morale of both staff and students. He added that everyone now realises what has to be done to meet their KPI, as well as the criteria that has to be fulfilled before applying for promotion. He pointed out that UM has gone on a massive recruitment drive and has hired many international educators, besides increasing its foreign stud post graduate studies.ent intake which now numbers over 1000 with 99% in post-graduate studies.

In highlighting the issue of human resource management, the Vice-Chancellor said that the university is also revamping its hiring formula to improve the quality of its research. He explained that the university only accepts staffs who have published in ISI journals, adding that one can be sure of the quality as only 10% of submissions are accepted. This is he ensures that the research meets international standards. Ghauth is now even more motivated in pushing UM into the top 100 within the next five years, and is convinced UM can do just that. He further explained that he will be doubling up research in future. He wants his staff to publish more international textbooks and ISI journal articles, especially in the social sciences, an area, he pointed out, that was lagging behind the other faculties. At a meeting with some 150 UM alumni in January, Ghauth highlighted the areas in which UM must improve upon. These include quality of research and publications, academic staff and students, programs and delivery, international collaboration and networking, and entrepreneurship development. Ghauth stated that UM, which currently has substantial number of foreign lecturers, will continue to hire qualified lecturers from the United States of America, the United Kingdom and Australia.

The impact of competition and ISI publications on lecturers

The other impact to the university is healthy competition in terms of work quality, such as the increase in demand for research and the writing of ISI papers among foreign and local lecturers. Again, this is definitely a challenge to the local lecturers. According to X, the international lecturers come from a varied background, with most of them possessing academic qualifications from different international universities. As a result, they pose a challenge to the local academic staff and this will develop stiff but healthy competition to upgrade and improve the quality of work amongst them, particularly in the areas of research and publication.

X is positive that the impact will help to improve the quality of student performance as a result of the foreign lecturers' varied teaching approach, knowledge and experience. However, it is still too early to tell if there is any impact.

In addition to this, Y states that the pressure has been immense as everyone is expected to produce ISI quality research. The diversity of experience in this area will encourage the local lecturers to compete with their international counterparts, although they should be mindful that their teaching is not affected. With regard to the issue of ISI publications, R maintains that this is the only way for UM to meet its aims. He states that the lecturers are under severe pressure, with many professors receiving show-cause letters from the Vice-Chancellor for not being able to publish their write-ups as

expected. They feel threatened by this new culture, feeling they are out of their comfort zone. However, he admits that it has not been easy for the Vice-Chancellor to change them. He states that they can either ignore his injunctions as they are already professors or financially stable or they can let the brain-drain occur. R believes that there are good and experienced teachers who are not inclined to do research. He believes that Ghauth should learn from the National University of Singapore where some lecturers are employed for solely to teach and some just to carry out research.

Q comments that although the Vice-Chancellor has announced that publications in ISI journals from the Social Sciences faculties have increased tremendously, he should not be so adamant on requiring ISI publications from all lecturers. In order to meet this directive, every faculty should build up their research culture and teamwork. For example, one of the lecturers in a team may be very experienced in ISI publication. As such, local lecturers can benefit by teaming up with foreign lecturers who have an excellent track record of publishing articles in ISI journals. On the other hand, lecturers who prefer teaching should be allowed to do so, just as those who prefer to publish should be supported in their endeavours. He agrees that the Vice-Chancellor should emulate Singapore's example at UM.

The impact on teaching and learning

The lecturers' perspective

According to Y, many senior lecturers that are good in teaching but not research are affected by the research-based mission introduced by the new Vice-Chancellor. They are disturbed by the new culture since they have been in their comfort zone for quite some time. The drastic change in key performance indicators (KPI) and expectations is putting a lot of pressure on them. Thus, they may choose to either retire early or find another institution to work in. As a result, the university will face a brain-drain and lose the experienced lecturers and this will affect the teaching and learning in many faculties. The standard of instruction in the University of Malaya will be severely affected. With regard to the standard of teaching and learning, R states that some courses are taught by both local and international lecturers, with the students complaining that could not understand the subject matter due to the method of delivery. As a result, they have had to ask for notes from their friends who are taught by local lecturers. He maintains that he is not biased and was merely repeating what the students he supervises had told him.

Q believes that this is a great opportunity for local students to share their knowledge with foreign lecturers, allowing them to increase their English proficiency. More importantly, they will be familiar with ISI culture and will

not be worried when they begin to work. He believes that this culture should be continued for the sake of the future generation. Although some students are finding difficulties in coping with the language barrier, most of the students have accepted it as a challenge to be faced.

The students' perspective

NA was frustrated when she came to know that foreign lecturers would be conducting two of her courses and that the medium of instruction would be English. She was worried because she was not proficient in English. After seeing the head of department she was informed that she had no choice but to take those courses. She remarked that at the time, she felt that both her education and her career were at risk. Regardless of this, she decided to sit for the classes anyway and within few days, she managed to adapt to the new situation and found foreign lecturers to be active, friendly, cooperative, and more importantly, gets the students to do his work. She was so convinced that she had decided to write her thesis in English and chose a foreign lecturer as her supervisor.

In the beginning, S felt the same way as NA at the beginning because she used Bahasa Malaysia through-out her academic life. She says that she had a class with a native English speaker and another with a non-native speaker, finding it difficult to understand the instruction of the former throughout her class. She blamed herself, stating that it was her lack of proficiency was the fault of no one but her own. Nevertheless, she was not satisfied about the teaching and learning process, causing her to raise her dissatisfactions with the management. However, L, another student, was excited when she knew that one of her courses would be conducted by a foreign lecturer. Although she had previously attended classes conducted in English, this was the first time she was to be taught by a foreign lecturer. She expressed her gratitude to the foreign lecturer as she found him co-operative, active, knowledgeable and, most importantly, she enjoyed the three hour class from start to finish. In terms of the teaching and learning process, she said that some students were bored in some classes but the same students were enjoying the class taught by the international lecturer. For K, this was the first time she had come across lecturers who were caring, friendly and knew the technique of involving the students with the teaching-learning process. She added that the supervisor for her own thesis was a foreign lecturer who was an expert in the field and gave detailed feedback, which she found pleasantly surprising.

The impact on lecturers who fail to stay current

According to R, many senior lecturers have grown com-placent in their teaching, with a tendency to adhere to outmoded theories. He cited the field of accountancy and engineering as an example of failure to stay updated with current technology, instead continuing to teach what they learnt 20 years ago. As a result, graduates are not being sufficiently prepared for the job market. Therefore, he notes, the students UM produces are not prepared by practitioners but instead by theorists. He suggests they emulate medical lecturers who are current in their teaching and can function in practical areas, instead of just the lecture hall.

Human resource management at the University of Malaya and private higher education institutions

According to X, the recruitment of academic staff at the University of Malaya is based on the needs of the university. Applicants have to go through a screening pro-cess, which is done by both the university and the Human Resource Division. After being selected to the posts, the HR Division is responsible for the training, salary, bonus and promotion of the employees. MM added that the principles of HRM within an organisation refer to the existence of a Mission Statement. Without this Mission Statement, the organization will not have any goals and objectives. Recruitment and selection in private colleges are mostly dominated by their owners. HR professionals need to operate and present a high-profile regional context, while acknowledging local stakeholders and interest groups. Despite this, the education market is now unmistakably global. HR teams must hire internationally and fight off recruitment raids from overseas institutions. The recruitment of international lecturers from third world countries is more cost effective compared to those from developed countries. The most important aspects are the exposure of the lecturers to the subject matter and the experience that can be shared.

M also highlighted that several colleges have instigated coaching and mentoring schemes, providing tailored help in developing strategy and adapting behaviour. Organisations that have applied this at all level can ex-pect to see an impact on personal development, culture change and on institutional alignment. Such management or leadership development programs differ from career management or career development programs. Cultural awareness programs for international staff where English is their second language are rare, as are the use of cultural awareness programs for native English-speakers who work with other nationalities. An increasing number of private sector organisations now outsource recruitment to reduce costs or free up HR resources. Online recruit-ment is now used extensively and job boards are seen as a highly effective low-cost medium. Its effectiveness in terms of delivering candidates was widely acknowledged. This is highlighted in the interview with Z (HRM officer) from Multimedia University (MMU), Malaysia.

According to Z, MMU also provides special training programs designed on functional aspects and leadership development, in order to build knowledge as well as

management capability at a dedicated training facility. The training faculty is drawn from premier national and internationally-renowned organizations. It strives to develop globally-recognized benchmarked skills and capabilities. There are well-defined performance parameters governing the performance management system, employee empowerment, and achievement of goals, thus reinforcing its achievement-oriented culture. There is a structured process of identifying and developing leadership potential. R, the previous human resource officer, had the following opinion in terms of lecturers' publication and key performance indicators:

(i) The needs to fulfil THES-QS criteria: Although efforts are made to recruit PhD holders who will be able to both teach and conduct research, the time provided to advertise the positions and screen the best candidates was limited. UM may be a research university but the budget allocated to employ lecturers from developed and reputable universities is inadequate. Furthermore, for lecturers to leave their universities they need to give ample notice and UM must be willing to pay an attractive compensation fee. As such, the HRM and the university is doing the best they can within these constraints.
(ii) Brain Drain: Some excellent lecturers have left UM for better pay and promotion prospects. While academic staffs are precious, they can just jump ship to other public universities which can offer them better compensation without losing their retirement benefits.
(iii) Key Performance Indicator (KPI): With the new Vice-Chancellor, the KPI for UM lecturers is clear cut. They know that they must be productive in order to be promoted or receive good remuneration.

Lecturers must work either individually or in groups to produce ISI publications. This differs from the previous situation where there was no transparent criterion in receiving a professorship or promotion. Some are delighted by this turn of events but some senior lecturers are displeased that their comfort zones are being disturbed. The present Vice-Chancellor is focussed and will issue show-cause letters to those who are not productive. It is expected that some will retire early or jump ship to other universities. All in all, it is beneficial for the lecturers that there is less bias and that the situation is more objective and transparent. They now know what has to be done to meet their professional aims. R's opinion does not differ much from Y or Q's, the only additional being the failure of certain lecturers to stay updated in their teaching, which will surely effect UM students upon graduation.

Conclusion

Some issues such as brain drain, recruiting teachers for lecturing and researching separately as in Singapore's case, key performance indicators, competitiveness among local and foreign teachers in terms of publications

in Web of Science, new culture creation by recruiting many foreign lecturers at a time and students' freedom to choose their courses either in Bahasa or English have been revealed the major impact of recruiting foreign lecturers. Most of these findings are aligned with Tahir and Ismail's study (2007), who had identified almost similar issues in their extensive qualitative study through interviews on the issue of 'adjustment of expatriates in Malaysia'. Another vital issue is the recruitment of lecturers from countries less-developed than Malaysia. This finding contradicts some other findings who have found skilled and talented expatriates, regardless of nationality, contribute to national development of the country they migrated to (Alam et al., 2010; Oloruntegbe et al., 2010). Hoque et al. (2010) in their recent study revealed that a collegial relationship creates opportunities to share knowledge. Following this, the researchers suggest that the management ensure the positive collegial relationship among local and foreign lecturers to share global knowledge and to create a research environment.

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