MOTIVATION, ETHICAL DILEMMAS AND SATISFACTION ASSOCIATED WITH THE NEW PERFORMANCE APPRAISAL SYSTEM IN THE NEW REMUNERATION SYSTEM AMONG TEACHERS IN SARAWAK

By

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DECLARATION

No portion of the work referred to in this dissertation has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher learning.
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My family members, who have provided me with emotional support, constant encouragement, understanding and unconditional love during some critical times throughout this study. To my beloved father and mother, you have introduced the importance of Education to your children. My success is your success, too.
DEDICATIONS

To my dearest parents,
Mr. Albert Lwa and Mdm. Jentang Chuat
For starting me on a journey to pursue my educational dreams.

To my dearest parents in law,
YB Mr. Peter Nyarok (Assist. Minister of Tourism, Sarawak)
and YBhg. Mdm. Jawah Japok
For the unfailing supports in more ways than one

To my loving wife Juliana Peter Nyarok
For her constant support, affection, patience, and persistent encouragement.

And

To my two wonderful daughters, Victoria and Valera
Who have been a constant source of inspiration and motivation and
Know when daddy is busy with his "group discussion".
The writer was born in Rimbas, Saribas, 2nd Division, Sarawak, 37 years ago. He is the third in a family of five children. He received his primary education from Melugu Primary School and St. Christopher Primary School, Sri Aman. He continued his secondary education in St. Augustine Secondary School and later in Kolej Tun Datu Tuanku Haji Bujang, Miri. After completing Form Five, he was selected to continue his study in Canada on a JPA Scholarship. He completed his Grade 13th in Niagara Falls Collegiate Vocational Institute before pursuing his first degree in Physics in Trent University, Peterborough, Ontario, Canada. He obtained his Diploma of Education from Universiti Kebangsaan Malaysia and started a career in teaching in 1993. His first posting was in Kuching at SMK Penrissen No.1. It was after his second year as Afternoon Supervisor in the same school that he took up this course.
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<td>CUEPACS</td>
<td>Congress of Unions of Employees in the Public and Civil Service</td>
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<td>EPRD</td>
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<td>NPAS</td>
<td>New Performance Appraisal System</td>
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<td>SBPP</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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ABSTRACT

This study is a survey to determine trained teachers' motivational levels, perception of the ethical dilemmas and satisfaction levels in response to the New Performance Appraisal System (Sistem Baru Penilaian Prestasi) under the New Remuneration System (Sistem Saram Baru) introduced by the government in 1992. The study is focussed on trained secondary schools teachers (both graduate and non-graduate teachers) in Zone C in Kuching-Samarahan Division, Sarawak. Data were collected through the administration of questionnaire to 300 respondents from a population of 619 respondents, consisting of 120 trained graduate teachers and the rest to trained non-graduate teachers. No interviews were conducted, however, the respondents were provided with open-ended questions in the questionnaire to further express their opinions and comments. The data collected were statistically analyzed using the Statistical Package for Social Sciences Version 9.0 for Windows. The demographic characteristics of the respondents were recorded by using descriptive statistics. Independent t-Test was used to test for any significant difference among the selected variables: gender and service category. Correlation Analysis was used to determine the bivariate correlation between the dependent variables: motivational levels, perception of the levels of ethical dilemmas and satisfaction levels. The results obtained showed that there was a significant difference between graduate and non-graduate teachers in terms of motivational levels in the NPAS (New Performance Appraisal System). However, the findings showed no significant differences in teachers' response toward the NPAS in term of: motivation based on gender; ethical dilemmas based on gender and service category; satisfaction based on gender and service category. In conclusion, the results also showed significant bivariate correlation between the three factors, namely, motivational levels, perception of the levels of ethical dilemmas and satisfaction levels.
ABSTRAK

CHAPTER 1

INTRODUCTION

1.0 Background of Study

Equity theory suggests that people are motivated by their desire to be treated fairly (Desimone & Harris, 1998). People determine fairness by comparing what they get from the organization for the contributions they made to that of others. Maslow (1970), on the other hand stated that if a man is rewarded for his contribution and satisfied with the reward, he may performs better. When Malaysian Government introduced a NPAS (New Performance Appraisal System) under a NRS (New Remuneration System) in 1992 the importance of reward for performance and fairness of evaluation to motivate and satisfy civil servants were emphasized. The NPAS that was implemented for the first time in 1993 was intended to be the main approach to improve the overall human resource management of civil servants, including teachers, in the country. The NPAS was introduced to replace the earlier remuneration system, the Special Cabinet Report on Remuneration System, 1976. The main emphasis of the NPAS is on merit, providing a new approach to determine salary progression, promotion and training opportunities for civil servants through a new, comprehensive, objective and fair appraisal in the NPAS, with the intention to produce an innovative, productive and quality civil servants (Jabatan Perkhidmatan Awam Malaysia, 1993).

The new appraisal system was formulated after extensive discussions involving heads of departments, heads of services, Secretary-Generals of Ministries, Director-Generals of Federal and State Departments, CEO of Federal Statutory Bodies and others. In addition, studies were conducted on some performance appraisal practices by others, such as private sectors and civil services of developed countries (Making the most of staff- Malaysia, 2000). Thus, the NPAS under the NRS was a product of an elaborate efforts by the Government to provide better service scheme and other benefits that may provide motivation and satisfaction for civil servants to perform better in the workplace.

However, the implementation of the NPAS under the NRS has been the source of much frustrations and resentments among civil servants, including teachers, resulting in low motivation, high ethical dilemmas and low satisfaction in the workplace. Many are of the opinion that the performance appraisal is subjected to prejudice and bias and is not done objectively and fairly by the appraisers. A study by CUEPACS (Congress of Unions of Employees in the Public and Civil Service) on the New Performance Appraisal System showed that more than 90 percent of the respondents were not satisfied with the system and rejected the new system, (Senin, 2000). The respondents that accepted the new system rated it as only satisfactory. The study also showed that some respondents alleged that the implementation of the system is riddled with elements of prejudices, biases and created feeling of animosity between the appraisers and the appraisees. In schools, some teachers may be skeptical about being appraised by Principals and Senior Assistants who are not properly trained to do the performance appraisal. Furthermore, the empowerment of the school Principals and Senior Assistant in this regard has provided them with considerable leverage to recommend promotions and salary progression for their subordinates.

Some teachers may be motivated by the prospect of getting promotion or better salary progression (vertically or diagonally). Based on the NPAS under the NRS only 5% will be
rewarded with better salary progression (vertical or diagonal). This means the other 95% who are not rewarded for their contribution to their schools may be unsatisfied and unmotivated (CUEPACS, 1998). This lack of satisfaction and motivation may lead to ethical dilemmas among teachers to decide on whether or not to do something, that may be beneficial to them, but may be considered unethical, in order to fair better in the next PA (Performance Appraisal).

Ahmad Sarji Abdul Hamid (1993), cautioned Heads of Departments not to abuse their position and empowerment under the New Remuneration System when employing the New Performance Appraisal System to conduct the performance appraisal of their subordinates. He reiterated that there were cases whereby officers were given unrealistic mark of 99% by their appraisers.

In response to the grouses made by the government servants on the implementation of the NPAS as alleged by the CUEPACS, the PSD (Public Service Department) has agreed to study the matter and find ways to improve the new system (Ahmad Sarji Abdul Hamid, 1994). Commenting further on calls by CUEPACS to review the implementation of the NRS, he said that he would listen to views from PSD before making any decision on the matter.

However, in response to continuous suggestions by several quarters, particularly CUEPACS, Ahmad Sarji Abdul Hamid (1995) pointed out that the formulation of the NPAS in the NRS had been carefully done and that it would not be changed. He was confident that in the long run the implementation of the new system would be better, and advised the heads of departments to abide strictly by the guidelines set forth by the Public Service Department.

1.1 Problem Statement

Introductions of new systems or concepts into an organization means introducing changes into that organization. And the changes may influence members of the organization in many ways including their motivational levels, satisfaction levels and may even introduce ethical dilemmas.

It is said that the introduction of the NPAS (New Performance Appraisal System) in 1992, to determine the salary progression under the NRS is outdated and has been the source of much resentment and brings many negative implications, such as the destruction of team spirit among civil servants including teachers. Kadir Dikoh & Wan Sabariah (2000) reported that the implementation of the NRS has created attitude of favoritism with regard to promotion of staff. Dissatisfaction and frustrations over perceived prejudice or bias may lead to ethical dilemmas, low motivation and low satisfaction among civil servants including teachers. This has prompted suggestion by CUEPACS to the Finance Minister Tun Daim Zainuddin to terminate the NRS, because it was alleged that some heads of departments were abusing their power and practice favoritism (Senin, 2000).

The prevailing situations raise many questions of interest to the researcher to determine the motivation, ethical dilemmas and satisfaction among teachers in secondary schools. This study also looked at differences in the three factors (motivational levels, perception of the level of ethical dilemmas and satisfaction level) based on gender and service category (graduate or non-graduate), and the relationship between the three factors (motivational levels, perception of the level of ethical dilemmas and satisfaction level) in relation to the NPAS.
1.2 Objectives of the Study.

The general objectives of this study was to assess trained teachers' responses to the use of the New Performance Appraisal System in the New Remuneration System.

1.2.1 The specific objectives of this study are:

1. To determine the differences in teachers' motivational level in response to the NPAS (New Performance Appraisal System), based on gender.
2. To determine the differences in teachers' motivational level in response to the NPAS (New Performance Appraisal System), based on service category (graduate and non-graduate).
3. To determine the differences in teachers' perception of the levels of ethical dilemmas faced in the NPAS, based on gender.
4. To determine the differences in teachers' perception of the levels of ethical dilemmas faced in the NPAS, based on service category.
5. To determine the differences in teachers' satisfaction levels in the NPAS based on gender.
6. To determine the difference in teachers' satisfaction levels in the NPAS based on service category.
7. To determine whether there exist a bivariate correlation between the three factors (motivational levels, perception of the level of ethical dilemmas and satisfaction levels).

1.3 Research Hypothesis

Based on the objectives of the study, the following hypotheses were formulated to achieve the research objectives.

1. There is no significant difference in teachers' motivational levels in response to the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division.
2. There is no significant difference in teachers' motivational levels in response to the NPAS (New Performance Appraisal System) based on service category (graduate and non-graduate) in secondary schools in Zone C in Kuching-Samarahan Division.
3. There is no significant difference in teachers' perception of the levels of ethical dilemmas faced in the NPAS based on gender in secondary schools in Zone C in Kuching-Samarahan Division.
4. There is no significant difference in teachers' perception of the levels of ethical dilemmas faced in the NPAS based on service category in secondary schools in Zone C in Kuching-Samarahan Division.
5. There is no significant difference in teachers' satisfaction levels in response to the NPAS based on gender in secondary schools in Zone C in Kuching-Samarahan Division.
6. There is no significant difference in teachers' satisfaction levels in response to the NPAS based on service category in secondary schools in Zone C in Kuching-Samarahan Division.

7. There is no significant bivariate correlation between the three factors (motivational levels, perception of the level of ethical dilemmas and satisfaction levels)

1.4 Significance of the Study

This research is expected to contribute to knowledge about the NPAS (New Performance Appraisal System) in particular and the New Remuneration System in general. First, the finding will be useful to those who conduct performance appraisal or the appraisers particularly schools principals and senior assistants. The findings may provide useful information to the appraisers, particularly on teachers' levels of motivation in response to the NPAS. This is because if teachers do not even maintain their levels of motivation under the new system, then the relevant authority or the policy makers should revise the system. On the other hand, the school authority may plan future programs on teachers' motivation using the information on teacher's motivational levels obtained from the study.

Second, the teachers need to be satisfied with the NPAS for the new system to be worth implementing. Thus knowing the levels of teachers' satisfaction in the NPAS is very important. If teachers do not maintain their satisfaction levels, but become dissatisfied under the NPAS then the policy makers should determine how to improve the system or revise the system. This is because if teachers are not satisfied with the NPAS, they may not perform their work effectively, and the schools' performance may suffer. This study may also identify which group of teachers has higher or lower level of satisfaction.

Third, knowing teachers' perception of the level of ethical dilemmas faced in the NPAS is also very important. If teachers' level of ethical dilemmas is worsened under the new performance system then the new system should be revised. The information on the differences in levels of ethical dilemmas based on gender and service category may be used by the relevant authority (for example school or Public Service Department) to plan for future awareness program on ethical dilemmas among teachers or civil servants.

Fourthly, this study is also an attempt to look at any possible relationship between motivational levels, perception of the level of ethical dilemmas, and satisfaction levels of teachers in response to the NPAS in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak.

Finally, this study is based on the assumption that people desire to be treated equally, and get what they deserve for the contribution rendered, otherwise it may cause ethical dilemmas in the workplace. The study may provide some useful information on teachers motivational levels, perception of the levels of ethical dilemmas and satisfaction levels that may be utilized to create awareness on the issues of motivation, ethical dilemmas and satisfaction among teachers in particular.

1.5 Theoretical Framework.

In this study the independent variables were gender and service category, whereas the dependent variables are motivational levels, perception of the levels of ethical dilemma and satisfaction levels. The relationship between the independent and dependent variables are shown in Figure 1.1.
1.6 Operational Definition of Terms

The following operational terms were used in this study.

1.6.1 Motivation

In this study, motivation is the generation or mobilization of effort by individual to achieve his/her goal or to be treated fairly. It is a teacher's effort to get either the vertical or horizontal salary progression or promotion or recognition as a consequence of performance appraisal being conducted by the school Principals and Senior Assistants. Thus it is an effort focused at achieving personal goals associated with the NPAS in the NRS.

1.6.2 Ethical Dilemmas.

In the context of this study ethical dilemmas faced in the NPAS is defined as teacher's behaviors that may be perceived as efforts to purposely influence the conduction of the PA (Performance Appraisal) by the school Principal and Senior Assistants to his/her favor. Examples of ethical dilemmas that may be faced by teachers in the context of this study are: demanding for better result from the PA; capitalizing on relationship with appraisers to gain advantage in the PA; giving gifts to the appraisers in order to obtain better result in the PA; refuse to work hard for not getting desired result from the PA and jealousy over better results obtained by others in the PA.

1.6.3 Service category

In the context of this study Service Category refers to either graduate teachers or non-graduate teachers.
1.6.4 Graduate Teachers.

In the context of this study graduate teachers refer to trained teachers (not Principals or Senior Assistants) with University degree (Bachelor, Masters or PhD) and with Diploma of Education or any other Educational Training recognized by the Ministry of Education, Malaysia. These teachers fall under the category of DG3 or DG2 (promoted on a time-based basis).

1.6.5 Non-graduate Teachers.

In this study non-graduate teachers are trained teachers without any university degree. These group of teachers have undergone formal training at Teachers Training Colleges and awarded Teaching Certificate or Teaching Diploma. They fall under the category of DG6 or DGA6, DG5 or DG4.

1.6.6 Performance Appraisal

It refers to a process of systematically evaluating work performance of trained teachers as laid out in their yearly work target plan using method outlined in the New Performance Appraisal System modified in 1996, whereby trained teachers were given marks for their performance. In the context of this study the performance appraisal means the evaluation of trained teachers' performance by the school Principals and Senior assistant using the format as described in the modified version in 1996 (Public Service Circular No. 7, 1996). The work performance is expressed in percentage, and the corresponding salary progression and its quota are shown in Table 1.1.

<table>
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<tbody>
<tr>
<td>2</td>
<td>Diagonal</td>
<td>90 - 100</td>
</tr>
<tr>
<td>3</td>
<td>Vertical</td>
<td>80 - 89.99</td>
</tr>
<tr>
<td>90</td>
<td>Horizontal</td>
<td>50 - 79.99</td>
</tr>
<tr>
<td>5</td>
<td>Static</td>
<td>49.99 and below</td>
</tr>
</tbody>
</table>


1.6.7 Salary Progression

In the context of this study salary progression refers to pay for performance based on the Matrix System as stated in the NRS (see Appendix C and Appendix D). The salary progression is based on marks obtained from the performance appraisal as illustrated in Table 1.1. Salary progression may happen in four ways depending on the individual's performance for that year: static, horizontally, vertically or diagonally. Figure 1.2 shows how the salary progressions of civil servant based on the NPAS under the NRS.
For example, in year 2000 a trained graduate teacher (DG3) with his/her current salary at P1T8 (RM 1782.00) monthly gets:

1. Static Salary Progression: his salary would remain at P1T8 for another year, and he/she would still be receiving RM 1782.00 per month the following year, 2001.

2. Horizontal Salary Progression: the same teacher will receive a salary at P1T9 (RM 1853.50) per month for the year 2001.

3. Vertical Salary Progression: the same teacher will be receiving a salary at P2T8 (RM 1879.90) per month for the year 2001.

4. Diagonal Salary Progression: the same teacher will receive a salary at P2T9 (RM 1954.70) per month for the year 2001.

The salary progression in the year 2001 will be effective from his/her salary increment month, say July 2001. It seems that in the NPAS under the NRS, salary progression is directly based on the performance appraisal.

1.6.8 Satisfaction

In the context of this study, the operational meaning of satisfaction refer to being satisfied with the NPAS (New Performance Appraisal System). The process and the results of the performance appraisal conducted by the school Principal and Senior Assistants satisfies a teacher under the appraisal.

1.6.9 Principal

Head of any secondary school, either a DG 2 or a DG 3 teacher. Normally principals of Grade A and Grade B secondary school are DG2 teachers. However, an experienced DG3 teacher may become a Principal of a Grade B secondary school. In the context of this study, Principal refers to the head of any secondary school in Zone C regardless of whether they are DG3 or DG2 teachers.
1.6.10 Senior Assistant

The Senior Assistants are the senior-ranking teachers in school by virtues of promotion or appointment, they are namely: Senior Assistant for Administration, Senior Assistant for Student Affair, Afternoon Supervisor, and Senior Assistant for Co-curriculum. In secondary schools the senior assistants were directly involved in the running of the school, including conducting performance appraisal, usually become the first appraisers. The Principals are the second appraisers.

1.7 Limitations of the Study

This study was limited to secondary schools in Zone C in Kuching-Samarahan Division, which was a small portion of all secondary schools in Sarawak. The study was focussed only on a few possible effects of the New Performance Appraisal System in the New Remuneration System, on teachers in secondary schools, namely motivational levels, ethical dilemmas and satisfaction levels. This study only examined the effect of the New Performance Appraisal System on ordinary trained teachers, and not including the Principals and Senior Assistants.

1.8 Summary

This Chapter has presented sections on; the background of the study, the statement of problem, the objectives of the study, the research hypotheses, the significant of the study, the theoretical framework, the definition of terms and the limitation of the study, which form the backbone of the study.
CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter presents conceptual perspectives of performance appraisal, motivation and ethical dilemmas and related issues. This chapter also presents the relationship between motivation and performance appraisal and the relationship between motivations and ethical dilemmas. This chapter will also present some of the recent studies on performance appraisal, motivation and ethical dilemmas with regard to performance appraisal.

2.1 Performance Appraisal

According to Malaysia Public Service Department (1992), performance appraisal in the context of the New Remuneration System is a main approach to alleviate human resource management of civil servants in the country. It is an effort to improve the quality and productivity of management of civil servants in the country, through salary progression and incentives based on performance and productivity that directly contribute to the achievement of stated organizational objectives. Performance Appraisal (PA) is a form of assessment to evaluate an individual in his or her current job based on certain criteria (Jarrel, 1993). It is characterized by a systematic process of data collection to evaluate performance, and provides valuable information necessary for performance evaluation and performance adjustment (Schermerhorn et al, 1998). As such, performance appraisal is able to provide information to people on where they stand relative to expected performance standards set by their organization. This acknowledgement, if it is done sincerely and properly can prove to be an important tool for managers or school administrators such as principals to develop human resources. In the context of schools performance management, principal may capitalized on the feedback from performance appraisal for teachers development.

In secondary schools, principals and senior assistants constitute the top management, and as such they make a lot of important decisions in relations to performance, including deciding on the marks of the performance appraisal. In this context performance appraisal plays an important role upon which important decisions can be based, for instance, salary progression, awards and promotions. Robbins and Coulter (1994) stated that performance appraisal is a process of systematic evaluation of organizational employees' performance to make an accurate and objective human resource decisions. Decision on human resource is central to organizational process because it is people who will ensure the organizational success. The strength and weakness of organizational members have great influence on the success of the organization. This view is supported by Blanchard and Thacker (1999), because they observed that performance appraisal that is done accurately is a valuable source of information on employees strength and weakness on the job, and this information is used to make important decisions on human resource. Similarly, Mony, Noe and Premeaux (1999) stated that performance is conducted by the organization on a periodic basis to make evaluation on employees' actual job performance. The process of performance appraisal which is subjected to external (example, Legislation and Union) and internal (example, corporate culture and organizational structure) environment basically has four steps, as shown in Figure 2.1. Ideally it started with identification of performance appraisal goals and ended with discussion between
appraiser and employees. There are many methods or approaches that an organization can use to conduct performance appraisal. Nankervis and Leece (1997) studied performance appraisal in Australia Industry found that generally there are seven choices of performance appraisal method: management by objective (MBO), job competencies, behaviorally anchored, rating scale, rating scale (BARS), essay appraisal, and critical incident. The findings indicated that most performance appraisal utilized a combination of method, and that management by objective approach is the most popular, followed by job competencies and rating scales.

On the other hand, Cumming and Worley (1997), described performance appraisal as a mean by which top management such as managers and supervisors gather feedback on employees performance and make evaluation. The evaluation serves as a basis to adjust payment, initiate counseling and develop employees, there by provides an important link for organizational goal and compensation system. In contrast, Hartel (1999), viewed performance appraisal differently, as a formalized act of forming impression on employees regarding his/her performance on the job. The model suggested by Hartel has two basic stages, the impression formation and decision making characteristics.

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**Figure 2.1 The Performance Process**

Source: Mondy, Noe and Prmeaux (1999), p. 257
2.2 Purpose of Performance Appraisal

According to Torington and Huat (1998), managers, supervisors or heads of departments do not enjoy conducting performance appraisal. For majority of organizations performance appraisal is done to evaluate employees and improve their performance. Thus, performance appraisal is essentially a technique used by organization to develop its human resource to achieve organizational goals and objectives. It is part of human resource functions whereby managers evaluate employees performance after they have been trained on their job. According to Van Fleet and Peterson (1994), there are three main purposes of performance appraisal: to justify technique of selecting employees, to determine salary based on performance and to determine training needs of employees. Appraisers may use several common methods of performance appraisal, for instance, objective measures, judgmental method, and management by objectives.

In organizations, performance appraisal evaluates the performance of an employee, upon which promotion and compensation are based (Jarrel, 1993). As such employees may be influenced by any decisions pertaining to performance made by the top management, especially when it involved them directly, such as promotion to higher position in the organization. Performance appraisal is such a decision that greatly affect the relationship between the employer and employees, and thus, affecting their behavior in the organization. Robbins and Coulter (1994) further stipulated that the purpose of performance appraisal is also to control employee behavior and it plays a major role in employees life in the organization. There are nine approaches of performance appraisal: written essay; critical incidents; graphic rating scale; behaviorally anchored rating scale; multi-person comparison; group order ranking; individual ranking; paired comparison and 360 Feedback. On the other hand, Schermerhorn (1998), stated that performance appraisal has two main purposes in the organization. Firstly it serves as the basis for rewards or salary progression for the employees. And secondly, as a developmental tools to improve employees job performance. However, in any organization including schools, a well managed and accurate performance appraisal is able to provide an accurate profile of weakness and strength of the human resource in the organization. A properly conducted performance appraisal should be able to provide information to support every human resource functional areas (Mondy, et al. 1999). In particular, the purpose of conducting performance appraisal is to enhance how well employees are performing, and how they may be utilized to enhance organizational success (Jarrel, 1993). Cumming and Worsley (1997), stated that the performance appraisal is mostly used by organization to determine pay or salary, based on employees' performance or merit pay. Nankervis and Leece (1997) in their study on the Performance Appraisal System used in Australia found that among Australian Industry the main purpose of performance appraisal is related to current jobs and performance of employees. It was observed that 94% of respondents utilized the outcome of the performance appraisal to evaluate employees performance, 85% to determine needs and development, 67% for planning, and performance-based salary 41%.

Thus, performance appraisal has many purposes and application in the organizations, such as development and training, planning decision making and salary progression. Equally important, for managers and heads of departments, the performance appraisal is able to provide invaluable information that can be used to enhance the organizational success. On the other hand employees may benefits from the exercise because it provides information on where they stand in the organization, even though generally most of them dislike the process as it involves judgement of their performance on their current job.