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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DEDICATIONS

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Who have been a constant source of inspiration and motivation and
Know when daddy is busy with his "group discussion".

BIOGRAPHICAL SKETCH

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 Univertisi 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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LIST OF ABBREVIATIONS

Abbreviation	Meaning
CUEPACS	Congress of Unions of Employees in the Public and Civil Servive
DG 2	Trained Graduate teachers (promotion from DG 3)
DG 3	Trained Graduate teachers (ordinary)
DG 4	Trained Teachers (promotion from DG 5) or with University Diploma
DG 5	Trained Teachers (promotion from DGA6)
DGA6	Trained Teachers (ordinary teachers training college graduate)
EPRD	Education Planning and Research Department
NPAS	New Performance Appraisal System
NRS	New Remuneration System
PA	Performance Appraisal
PSD	Public Service Department
SBPP	Sistem Baru Penilaian Prestasi
SPSS	Statistical Package for Social Sciences
SSB	Sistem Saraan Baru

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 Saraan 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

Kajian ini merupakah satu survei untuk menentukan tahap motivasi, persepsi tahap dilema etika dan tahap kepuasan di kalangan guru-guru terlatih terhadap SBPP (Sistem Baru Penilaian Prestasi) dibawah SSB (Sistem Saraan Baru) yang telah diperkenalkan oleh Kerajaan pada tahun 1992. Kajian ini tertumpu kepada guru-guru terlatih di sekolah-sekolah menengah di Zon C di Bahagian Kuching-Samarahan, Sarawak. Maklumat bagi kajian ini diperoleh melalui pengedaran Soalselidik kepada 300 responden dari populasi seramai 619 orang responden, yang terdiri daripada 120 orang guru terlatih siswazah, dan yang lainnya guru terlatih bukan siswazah. Dalam kajian ini tiada sebarang tenuduga dilakukan, tetapi responden telah disediakan beberapa soalan terbuka, dimana mereka boleh menyampaikan pendapat lanjut tentang SBPP tersebut. Maklumat yang dikutip telah dianalisa menggunakan *Pakej Statistik untuk Sains Sosial, Versi 9.0 untuk Windows.* Ciri-ciri demografi responden telah direkodkan dengan statistik descriptif. Independent t-Test telah digunakan untuk menguji samada terdapat perbezaan yang signifikan diantara pembolehubah-pembolehubah yang dipilih: jantina dan kategori perkhidmatan. Analysis Korelasi dilakukan untuk menentukan samada terdapat korelasi bivariate yang signifikan diantara pembolehubah bersandar: tahap motivasi, persepsi tahap dilema etika dan tahap kepuasan. Keputusan menunjukkan terdapat perbezaan yang signifikan diantara guru siswazah and bukan siswazah dari segi motivasi terhadap SBPP (Sistem Baru Penilaian Prestasi). Walau bagaimanapun, keputusan menunjukkan tidak terdapat perbezaan yang signifikan dalam maklum balas guru terhadap SBPP dari segi : tahap motivasi berdasarkan jantina; persepsi tahap dilema etika berdasarkan jantina dan kategori perkhidmatan; tahap kepuasan berdasarkan jantina dan kategori perkhidmatan. Sebagai merumuskan, keputusan menunjukkan terdapat korelasi bivariate yang signifikan diantara ketiga faktor: motivasi, dilema etika dan tahap kepuasan.

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 listens 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.

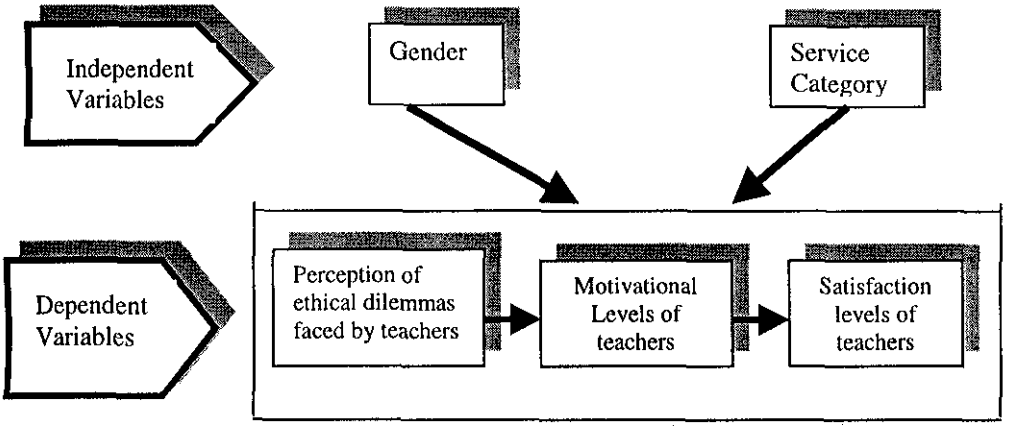

Figure 1.1 Research Framework

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 contact 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 1.1 Performance Appraisal Marks, Salary Progression and its Quota.

Quota (%)	Salary Progression	Performance Appraisal Marks (%)
2	Diagonal	90 - 100
3	Vertical	80 - 89.99
90	Horizontal	50 - 79.99
5	Static	49.99 and below

Source: Service Circular No. 7 1996. Performance Appraisal: Modification of the New System, *Public Service Malaysia. p.39*

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.

	Basic Salary P1 RM			Basic Salary P2 RM
T7	1710.50		T7	1805.10
	STATIC	VERTICAL		
T8	1782.00		T8	1879.90
	HORIZONTAL	DIAGONAL		
T9	1853.50		T9	1954.70
T10	1925.00		T10	2029.50

Figure 1.2 : Salary Progression Under the New Remuneration System

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 presents 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, Mondy, 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.

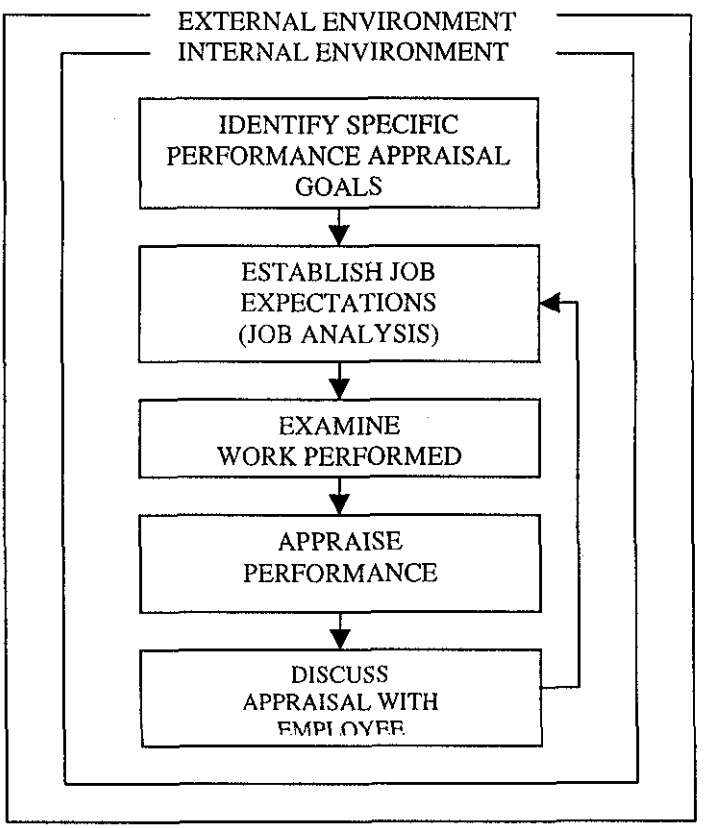

Figure 2.1 The Performance Process
Source: Mondy, Noe and Premeaux (1999), p. 257

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.

2.3 Performance Based Salary Progression

What is performance based salary progression? This question is central to this study because it will explain the basis for managers or authority to determine salary progression based on employees' performance. In the context of teaching profession, according to Ellis (1984), performance based salary is any form of adjustment to reward higher levels of performance for teachers. The adjustment may be in any form, which includes: merit based salary schedules; bonuses; incentives pay; and promotion. In some cases, the participant of teachers are voluntary while in others it is mandatory depending on the policy in place.

Salary progression is awarded based on predetermine criteria on teachers' performance on their jobs. The criteria may be in the form of classroom management skills; subject matter mastery; instructional techniques; work quality; work quantity; achievement of annual target; professional ethics; personal contribution; or professional growth. Lackritz and Ghorpade (1994) who conducted survey on compensation justification criteria for merit pay, found that employees productivity on their job was mostly used as a criteria for compensation, hence performance based salary. Equally important, they noted that respondents' demography and work values greatly influence their compensation criteria. The study by Lackritz and Ghopade (1994) however did not include respondents' preference with regard to how they preferred to be assessed, individually or as a group. On the contrary, a study by Chow (1994), on performance appraisal practice in Hong Kong and China revealed that most respondents prefer to be evaluated on an individual basis. They also noted that any financial reward or compensation or salary adjustment be individualized. Bacal (2000), stated that salary based on performance is actually a form of salary adjustment based on merit assessment. It is a system that offers reward for having done better in comparison with other employees or colleagues in the organization. And finally, performance based salary progression can be an important strategic tool for managers to enhance their organization by capitalizing on the motivational factors associated with it. For teachers, it can provide a catalyst for a healthy and ethical competition.

2.4 Performance Appraisal in Malaysia

The implementation of the NRS (New Remuneration System) in 1992 was a bold moves by the government to restructure the Civil Service in the country. The emphasis of the NRS is on the recognition of merit. The recognition of merit is translated into the determination of salary progression, promotion, and training opportunities based on performance appraisal named the NPAS (New Performance Appraisal System). There are few key features in the NPAS:

i. determination of work targets for the process of performance appraisal,
ii. recognition of contribution beyond the scope of official duties,
iii. evaluative criteria and detailed weighing system,
iv. use of different performance appraisal instrument according to grades and division in the Civil Service,
v. reduction in the levels of reporting officials from three to two,
vi. establishment of Co-ordination Panel on Performance Appraisal and Salary Progression to promote fair and just appraisals.

And the objectives of the NPAS (Making the most of Staff- Malaysia, 2000) are as follows:

i. to create a systematic, reliable and comprehensive procedure for performance measurement,

ii. to develop an appropriate and relevant system for measuring work performance for all levels, groups and classification of civil servants,
iii. to extend the use of performance appraisal for personnel functions such as in the determination of salary progression, promotion, placement and training;
iv. to enhance the participation of heads of departments and all level of supervisors in duties related to the performance appraisal of their officers, especially in areas connected with work planning, supervision, motivation, counseling and career development.

2.5 Performance Incentives in the New Remuneration System

The introduction of the NRS in 1992 has brought about major changes in the structure of the organization, the remuneration and reward system. The NRS is designed to meet the new challenges in the management system of Civil Service of the country in the face of national development. The aim of the NRS is to create a more responsive and effective Civil Servant to meet the challenges of the future. The flexibility of the NRS is to enhance the achievement of the following major objectives (Making the most of staff- Malaysia, 2000):

i. to become more responsive, efficient and capable of meeting new challenges;
ii. to retain innovative, creative and talented employees;
iii. to inculcate a work culture that emphasizes performance, quality and productivity; and to develop a leadership of high caliber that is capable of leading public sector organizations towards achieving the nation's development objectives.

The major changes include eight new features as follows:

i. a salary structure that includes a variable component other than the Basic Salary and Emolument;
ii. Each of the 19 service classifications has provision for new salaries in the form of the Matrix Salary Schedule (MSS);
iii. The salary increase for each service classification is different, according to the need and importance of service. The rate of increment that has been decided upon is between eight and ten percent;
iv. Comparison of relativity may only be done between ralated service schemes in the same service classification and not between the different service classifications;
v. Salary progression between the 19 MSS may only occur in two instances which are:
    - increase from a lower salary grade to a higher grade owing to promotion; and
    - between levels in the same salary grade that does not involve promotion;
vi. salary progression can occur in four ways, based on individual performance differentials within certain limitations. The four ways in which an individual's salary can progress are "static" for unsatisfactory performance, "horizontal" for satisfactory performance, "vertical" for good performance and "diagonal" for excellent performance.

vii. Salary progression has been standardized into quarterly adjustments on 1 January, 1 April, 1 July, and 1 October to facilitate salary administration

viii. The allowances and benefits under the NRS are based on four principles: non-universal, non-regular, non-permanent, and equality. Under the NRS, three new allowances and four additional benefits are introduced. The new allowances are motorcycle repair allowance, refund of parking charges and critical service incentive allowance. The additional benefits involve childcare leave, paternity leave, loan for personal computer and membership in recreational clubs.

2.6 Motivation

The basic assumption in the New Performance Appraisal is that civil servants are motivated to perform better, compete with each other ethically and as a consequence improve the overall quality of the civil servants in the country.

The concept of motivation is often seen as something mysterious-magical and something that energizes people to work harder and more productive (Keenan, 1995). Despite its mysteriousness and magical appeal, the concept of motivation is in fact quite simple. According to Keenan (1992) it has something to do with how individual are being treated and how good they feel about being in their present job doing what they do. This notion is parallel to what Bolton (2000) defines as an internal urge which arouses, maintains and propels individual's behavior toward certain goals or targets. In contrast, Luthans (1989), defines motivation as a process that is triggered by certain physiological or psychological deficiency that in turn initiate behavior or drives that is directed toward a goal or incentives. The word *motivation* (author's Italic) originate from Latin word *movere* (author's Italic) meaning " to move". Basically the process of motivation has three elements: Needs; Drives and Incentives. These three element are interdependent, and Figure 2.2 shows their relationships.

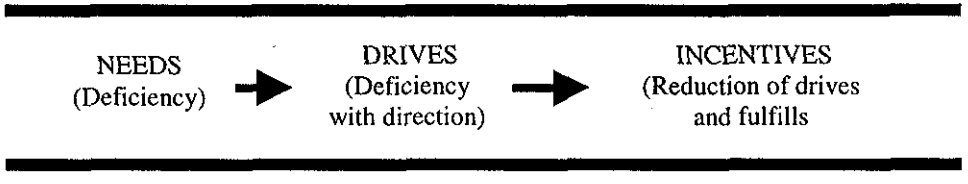

Figure 2.2: The Basic Motivation Process.
Source: Luthans (1989), p. 97

According to Czubaj (1995), motivation is one of many dynamics that "coalesce into a person who loves his/her profession" and fuel that person to keep on going, improving himself/herself. He stated that motivation is related to a person's level of stress. That is, a person remains highly motivated in his/her undertakings when stress level is low. Deci (2000), found that motivation is characterized by one's desire, and be moved or driven to do something which may be a goal or incentives. Unmotivated means lack of desire or no impetus or inspiration to engage in certain thing. Whereas motivated means energized or inspirational or excited to achieve something. She stipulated that motivation inclination is a function of attitudes and goals that

activate certain action. In addition, she observed that level and type of motivation vary from one individual to another.

2.7 Types of Motivation

There are basically two types of motivations, the intrinsic and extrinsic motivations. The intrinsic motivation is from within, involving the aspects of psychology. It is a person's desire to succeed, to receive incentives and compensation, and thus getting the personal satisfaction. The intrinsic motivation can be in the form of a person's fear to lose or be defeated in his/her endeavor. Incentives and compensations are common factors used to motivate civil servants, which is a form of intrinsic motivation. Deci (2000) defines intrinsic motivation as the act of engaging in certain activity that lead to inherent satisfaction. On the other hand, extrinsic motivation is characterized by external factors. The common forms of extrinsic motivation are working environment, praises from superiors, punishment and incentives.

Intrinsically motivated behaviors are those that are performed out of interest, and by so doing satisfy the person's psychological needs, such as self respect, sense of accomplishment, and personal growth. However, extrinsically motivated behaviors are those that are performed because they can lead to separable consequences such as salary, fringe benefits, and job security (Ellis, 1984)

2.8 Motivations Theories

This study is an attempt to explain and understand the variations of teachers' response to the New Performance Appraisal System in the New Remuneration System. Some teachers are motivated whereas others are not. What causes the variations? What are the factors in the new performance appraisal system that motivates the teachers? The answer to these questions can be an added advantage for the schools administrators when carrying out performance appraisal on teachers.

There are basically two general approach approaches to motivational theory (Bolton, 2000). The two theories are Content Theories and Process Theories. Simply put Content theories explain the factors that motivate or demotivate people in their job. On the other hand, Process theories explain how people are motivated and by what goals or incentives people are motivated.

2.9 Content Theories

According to Luthans (1989), content theories of work motivation seek to identify what really motivate people in their works. These theories stipulate that people has certain internalized needs or desires, so strong that it becomes our natural belief that we must achieve them. The theories are particularly concerned with the kind of factors that people are driven to achieve in order to become satisfied and perform better on their job. For instance why would a person who has been promoted to a higher position in the organization still be unhappy? For the purpose of this study two content theories are discussed: Maslow's Hierarchy of Needs Theory and Hertzberg Two Factor Theory.

2.10 Maslow's Hierarchy of Needs

According to Maslow's in Bolton (2000), each person has five hierarchies of needs:

Physiological needs- these are basic need such as food and shelter

Safety needs- upon satisfying the basic needs people move to achieve protection needs, such as job security and physical needs.

Social needs- once the first two needs have been achieved next will be these needs such as love, acceptance, giving and receiving affection.

Ego needs- after the three needs are satisfied the next needs are personal achievement, such as self respect, self esteem, status and self confidence.

Self - Actualization needs- these needs are at the top of the hierarchy. They are the achievement that a person consider to be his/her very best. This level constitutes the culmination of all the other lower level needs of humans.

Figure 2.3 shows Maslow's Hierarchy of Needs depicting all the five hierarchy of human needs.

Figure 2.3: Maslow's Hierarchy of Needs
Source: Luthans (1989), p. 72

2.11 Hertzberg's Two Factor Theory

The basic assumptions in Hertzberg Two Factor Theory is the belief that people needs are divided into two levels, the higher and lower levels of needs (Schermerhorn, 1998). This theory categorizes the human needs into two basic categories: Hygiene factors and motivating factors. According to this theory hygiene factors are those that prevent demotivation but they do not lead to satisfaction of a person. Their absence can lead to job dissatisfaction. However motivator factors are those that increase job satisfaction. Motivator factors are Achievement, Recognition; Work content; Responsibility; Promotion and Personal Growth. In contrast, the Hygiene factors are: Supervision; Organization Policy; Working Environment; Salary; Peer Relationship and Security.

2.12 Process Theories of Motivation

Process Theories of motivation is concerned with what people are thinking about in making decision on whether or not to pursue a goal or target. In this study Adam's Equity Theory is relevant to seek explanation on what people are thinking about when they make decision on whether or not to make an effort toward certain direction or activity.

According to this theory, people are motivated by perceived "inequality", for instance in a workplace. This means that a person compares himself/herself with others who perform the same task and make inference on whether fairness has prevail in term of awarding of rewards or other benefit. For instance, two persons A and B are in the same job, A who thinks that he/she had worked very hard may compare himself/herself with B who is lazy but still receive the same salary increment, promotion and prestige. This constitutes a negative motivator, discouraging A from working very hard. According to Luthans the theory may be describe as follows:

Occurrence of inequity

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} < \frac{\text{Other's Outcomes}}{\text{Other's inputs}}$$

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} > \frac{\text{Other's Outcomes}}{\text{Other's inputs}}$$

Occurrence of Equity

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} = \frac{\text{Other's Outcomes}}{\text{Other's inputs}}$$

2.13 Motivation in the New Performance Appraisal System

The New Performance Appraisal System features as its main attraction to motivate employees or civil servants through the vertical or diagonal salary progression. The government hope that the civil servants are motivated to perform better in their job by getting better increment in their salary, and consequentially, improve the quality of public sectors as a whole. However, contrary to the believes of the policy makers who formulated the New Remuneration System, the salary increment is not a motivator for employees, but they do want to be paid fairly (Syptak, Marsland & Ulmer (1999). The most important employees motivation is the work itself, and the belief that what they are doing is meaningful and contributing. This means the recognition for performance is more important than the monetary value or salary progression. However any perception of unfair compensation will lead to dissatisfaction of the employees (Syptak et. al, 1999).

In schools context, teachers are thought to be motivated by the salary increment that they received as a result of performance appraisal. But according to Savery (1996) intrinsic factors are more important as motivator or satisfier. This were supported by Toarmina (1999), who found that intrinsic motivator such as relationship at workplace with co-worker and supervisor is an important motivator compared to salary. Thus, in schools instead of capitalizing on salary

progression as the main weapon to motivate teachers, may be the school authority can use other factors such as collegiality or recognition in the form of praise from the Principal, telling the teacher the importance of their contribution.

2.14 Ethical Dilemmas

> *No progression can really exist without a code of ethics to guide the conduct of its members. Doctors, Lawyers, and Clergymen have their ethical codes, but teachers can scarcely be said to have such code. Until they have developed a professional spirit which is characterized by loyalty to the recognized ethical standards, they cannot rank with the learned professions.* (Ontario Minister of Education, 1915 in Campbell, 2000.p. 203)

In relation to the speech made by Ontario Minister Of Education in 1915, this study is an attempt to investigate some ethical dilemmas associated with the New Performance Appraisal System among secondary school teachers. The focus is not so much about the ethical dilemmas of the appraisers but more on the dilemmas of the appraisees. It is generally believed that an appraisee's association or relationship with the appraisers can influence the outcome of the performance appraisal. On the other hand one employee may manipulate the situations in the workplace to the disadvantage of a colleague, thereby influencing the outcome of the performance appraisal. It is stipulated in the new performance appraisal that civil servants including teachers compete with each other by performing better in their job, and the highest scorer gets the highest recognition. However, for instance, are the competitions among teachers in schools happen ethically? Was the performance appraisal carried out fairly and objectively? Was the evaluation done honestly without any bias or prejudices? These are the questions that "create" potential for ethical dilemmas especially among teachers, whereby only about five percents of the staff can get salary increment of either vertically (Menegak) or diagonally (Melintang) annually. Thus, the other 95 % who are not getting the vertical of diagonal salary progression may be unhappy (CUEPACS, 1998).

Ferrell and Fraedrich (1994), defines ethics as " inquiry into the nature and grounds of morality where the term morality is taken to mean moral judgements, standards and rules of conduct", and the study and philosophy of human conduct, with a focus on the question of right and wrong. It refers to the standard of how one should behave based on moral values, derived from the concept of right and wrong. It has two basic aspects: ability to discriminate between right and wrong, good and evil, and propriety and impropriety, and the conviction to perform what is right, good and proper (Josephson Institute of Ethics, 2000). On the other hands, Robbins & Coulter (1999) referred ethics as " rules and principles that define right or wrong" and suggested four dominant views of ethic:

i. utilitarian view of ethics : decisions are made solely on the basis of their outcome or consequences,
ii. rights view of ethics : decisions are concerned with respecting and protecting basic rights of individuals,
iii. theory of justice view of ethics : decisions makers seek to impose and enforce rules fairly and impartially and
iv. integrative social contracts theory: a view that proposes that decisions should be made on the basis of empirical (what is) and normative (what should be) factors.

Taking the definition above into proper perspective, ethical dilemmas may be viewed as issues " related to professionalism includes fostering the development of collegiality with a concomitant respect and support; honoring confidentiality and confronting the perception of self" Ungaretti, Dorsey, Freemen & Bologna (1997).

2.15 The Dilemmas

> *Ethics need not, and probably should not, always be at the forefront of teachers' minds. But it persists as the background project, as teachers are continually searching for, and being responsible to, what is ethically right and good. It is in this sense that teaching is fundamentally an ethical activity, not a technical one.* (Hostetler, 1997, cited in Cambell, 2000. p. 208.).

According to Campbell (2000), ethical dilemmas in school emerged due to a problematic situations that may be arising from conflict of obligations associated with various relationships, prompting the issues of choosing right or wrong conduct, and thus complex decisions to choose the right action must be made.

When confronted with the above scenarios, teachers are having dilemmas to choose the best ethical alternative from possible alternatives. Some are probably swayed to choose the unethical course of action, such as compromising one's relationship with the Principals or the Senior Assistants to influence the performance appraisal. Others may employed other unethical tactics such as: giving gifts, pretending and slandering colleagues. Levy and Schuck (1999), who investigated the influence of clients on valuation found that valuations are indeed influenced by clients, and may occur by implicit or explicit means. In the context of the NPAS, the Principal's judgements can be influenced by the clients (teachers), thereby perceived as bias by the teachers. Based on the argument above, ethical dilemmas is a situation in which an individual must make a decision on whether or not to do something that may contradict ethical standards (Schermerhorn et. al. 1998).

In the context of this study, ethical dilemmas in school may be a product of dissatisfaction among teachers towards the NPAS. As Szalkowski & Jankowicz (1999), observed, remuneration system have their ethical dilemmas due to its implementations. Further, in remuneration system, the ethical dilemmas is aggravated due to the question of honesty in implementation of promises made, equitability level of remuneration, and the difficulty of determining fair wage system (Jacukowicz, 1994., cited in Szalkowski & Jankowicz, 1999).

Many are of the opinion that ethics can hinder successful career (Well & Spink, 1994), and in the school context, with regard to the NPAS this can be true, because those who adheres to the ethics are likely to be impeded by those who know how to cheat and patronize the appraisers by pretentious means, and obtained better performance appraisal outcome. The ethical dilemmas in the NPAS among teachers may arise from legitimate versus unethical competition among teachers. Non-graduate teachers compete against graduate teachers. However, in secondary schools the graduate teachers are normally given more prominent responsibilities whereby they can prove their worth. On the other hand, the non-graduate teachers are given less or non prominent tasks to do, and often they serve only as supporting deputies for the graduate teachers, thereby cannot display their abilities adequately. As such the competition between the two groups are unfair. Ghiselli & Ismail (1999) observed that the most likely ethical dilemmas are personal in nature, particularly pride and greed. Whereas some are situationally-dependent, triggered by compelling reason such the reward system, as in the NPAS.

2.16 Concept of being Ethical.

Ethical behavior can be thought of in at least four ways (Schermerhorn et. al., 1998), utilitarian view, individiualism view, right view, and justice view. Generally, what constitute ethical behavior is behavior that is morally "good" and "right" as compared to "bad" or "wrong". That is, any decision that affecting others has ethical implication and can be evaluated based on the six core ethical principles: trustworthiness, respect, responsibility, fairness , caring and citizenship (Josephson Institude of Ethics, 2000).

2.17 Concept of being Unethical

There is no limit to the potential for individual to behave unethically (Sims, 1992) and unethical practices in organization is very common, unfortunately. Hence, in schools teachers may behave unethically in limitless ways to influence the performance appraisal. Greed can overtake concerns for ethics (Bucholz, 1989, cited in Sims, 1992).

According to Sims (1992) the reasons why individuals commit unethical actions knowingly is because some organization often rewards unethical behaviors. For instance, according to Gellman, 1986 (cited in Sims, 1992) some common excuses to justify unethical behavior are:

i. pretending the behavior is not really unethical or illegal,
ii. excusing the behavior by assuming that it is for the best interest of the organization,
iii. assuming the behavior is OK because no one else would ever expected to find out about it.
iv. Expecting your boss to support and protect if anything should go wrong.

2.18 Discrimination and Bias in Performance Appraisal

Employees should be protected against discrimination (Phan & Kleiner, 1999). It is unlawful to discriminate based on age, gender, skin color, race, or in any aspect. However, in the NPAS, much has been said about discriminations, and the Heads of Department has been reminded not to discriminate and misuse their power when carrying out the appraisal on their subordinates (Ahmad Sarji Abdul Hamid, 1993). The discrimination between the senior and junior staff are common. Realizing the gravity of the dilemmas, CUEPACS (1998) has urged the government to review the implementation of the NPAS to avoid "sour faces" among junior and senior staff. The discrimination in the performance could lead to other ethical dilemmas such as insubordination.

2.19 Subjective Performance Appraisal.

There are many factors that contribute to the subjectivity of the performance appraisal, namely; causal observation, halo effect, central tendency, leniency/strictness bias, cross-cultural bias and recent effects (Manggi, 1998). Foo (1997) found that errors in performance appraisal were due to the subjectivity of appraisal, particularly causal observation where the appraisers did not have in depth knowledge of what the teachers have achieved throughout the appraisal year. And subjectivity in performance appraisal lead to discontentment, resentment, and dissatisfaction among teachers in schools (Manggi, 1998).

2.20 Resolving Ethical Dilemma

Ethical dilemmas faced by managers or administrators are often highly complex and there is no clear guidelines on how to resolve it (McNamara, 1999). It exists when one is confronted with having to chose between a few alternatives, for instance, whether or not to lie, steal, cheat, abuse another, break the terms of contract and so on. The best method is to avoid it from happening in the first place. On the other hand, organization such as school should develop a proper procedure to handle ethical dilemmas as they arise. McNamara (1999) outlined three possible means to resolve ethical dilemmas, namely: development of Ethical Checklist; Ten-steps Method of Decision Making, and Twelve Questions to Address Ethical Dilemmas.

2.21 Teachers Satisfaction

While sympathetic to the "ethical dilemmas" highlighted in the preceding section, it is undeniable that satisfaction is central to the success of the NPAS in the context of Malaysian Civil Servants. Jarrell (1993), defines Employee satisfaction as a feeling of total satisfaction by an employee with his or her employment and employer. And that satisfied employees are more cooperative and love the workplace. It is an attitude of gratification and fulfillment in one job or workplace and this attitude is brought about by individual's needs and aspiration in the organization (VanFleet and Peterson 1994).

In the context of the NPAS, teachers satisfaction is a function of his or her perception or opinion regarding the conduction of performance appraisal by the school principals and Senior Assistants. A teacher is satisfied in the NPAS, if the superiors have evaluated him or her fairly and objectively. Therefore, it is imperative to maintain the integrity of the performance appraisal because any perception of bias, prejudice, discrimination or subjectivity will eventually lead to dissatisfaction among teachers.

2.22 Satisfaction factors in the New Performance Appraisal System

Teachers are evaluated using the New Performance Appraisal System for their effort every year under the New Remuneration System. Some consider it as a measure of their achievement. Savery (1996), investigating the congruence between the importance of job satisfaction and perceived level of achievement, found that intrinsic motivators are the most important items influencing a person's job satisfaction. Intrinsic satisfiers are addressed in the NPAS by giving recognition for job well done, in the form of a better salary progression, or certificate or even promotion. The NPAS is designed to become a tool for enhancing civil servants' performance in the workplace. However, according to Syptak, Marsland & Ulmer (1999), to decrease dissatisfaction of employees, the supervisors who conduct the performance appraisal need to be selected carefully, because socialization factors such as collegiality between supervisor and employees are important motivator (Taormina, 1999).

2.23 The Relationship between Satisfaction and Dissatisfaction

The most important and major differences between Herzberg's two factors is the defined level of satisfaction/dissatisfaction within each factor. The theory pointed out that motivators cause positive job satisfaction by satisfying the employees self-actualization (Herzberg, 1968 as cited in Manggi, 1998). In the schools teachers actualization needs are their ultimate goals, and the presence of these motivators will enhance job satisfaction. In the NPAS the associated motivators are recognition, sense of achievement, possibility for promotion, larger

responsibility, and the work itself (as described in the evaluation criteria). The other group is called hygiene factors or extra job factors, which are not directly related to the job itself, but rather to the condition that come with doing the job. According to Tietjen and Myers (1998), the temporary absence of hygiene factors may cause great dissatisfaction but their presence does not provoke high level of satisfaction. The hygiene factors in the NPAS are salary progression, relationship with supervisor, subordinates and peers, supervision, administration, workplace, personal life, status, and job security.

By applying Herzberg's Two Factors theory, it can be assumed that in the NPAS (New Performance Appraisal under the New Remuneration System), the presence of hygiene factors (reward, vertical or diagonal salary progression, status, and supervision) do not necessarily trigger satisfaction, even though their temporary absence may cause great concern and dissatisfaction among teachers.

2.24 Summary

This chapter has presented some theories related to the study: Maslow's Hierarchy of Needs, Content Theory, Herzberg Two Factor Theory, Process Theory, Concept and related subjects on Ethical Dilemmas, Satisfaction, Performance Appraisal process , and the Performance Appraisal System in Malaysia and its features.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter describes the research design, population and samples, research instruments, procedures of data collection, and methods of data analysis.

3.1 Research Design

The purpose of this study was to examine the teachers' motivational levels, perception of the ethical dilemmas faced, and satisfaction levels associated with the NPAS in the NRS. The study seeks to gain insight into the effects of gender and qualification on motivational levels, perception of the level of ethical dilemmas faced and satisfaction levels among teachers in secondary schools. This study also intends to identify what really motivate and satisfy teachers and what are the ethical dilemmas that they faced under the New Performance Appraisal System.

The survey research methodology was chosen for this study. The researcher used a questionnaire that was administered simultaneously to the respondents. A survey method permits researcher to determine certain facts simultaneously by administering a questionnaire, and thus was deemed appropriate for the study (Crowl, 1993, Nichol, 1991). The answers to the questionnaire constitute the information or data to be analyzed in the study.

3.2 Location of the Study

The study was carried out in 11 secondary schools (see Appendix E) in Zone C in Kuching-Samarahan Division of the state of Sarawak, Malaysia. The basis for selecting Zone C for the study was for convenience of sampling. The total number of teachers eligible for the study were 619 (Education Department of Sarawak, 2000). The 619 teachers were trained teachers, excluding the Principals and Senior Assistants.

The location of the study, which was the Samarahan Division has three sub-districts namely, Simunjan District, Serian District and Samarahan District. Ten of the 11 schools were located in Samarahan Division, while only one school (SMK Wira Penrissen) was located in Kuching Division. Based on district, three schools were located in Simunjan District, one in Samarahan District and six in Serian District, making a total of ten schools in Samarahan Division.

Six schools were categorized as rural schools, whereas the other five were categorized as urban schools. However, based on school grade, eight schools were Grade A, while the other three were Grade B.

3.3 Sample

The population of the study was made up of all the 619 trained teachers in the 11 secondary schools in Zone C in Kuching-Samarahan Division. A total of 300 questionnaires were administered to the teachers in the 11 schools. However, the number of returned questionnaires by the respondents were only 197 (65.67 % rate of response), from which only 121 (40.33%)

were valid and could be used for analysis. According to Champion (1981) a sample size of 30 is sufficient as a minimum sample size for any survey. On the other hand, Fraenkel and Wallen (1993) suggested that for any descriptive studies, a sample of 100 is essential, whereas for any correlational studies a sample of 50 is regarded the minimum sample size. Further, Ary et al (1990) suggested that the minimum sample size as ten percent of the population of study. Thus, the number of valid questionnaires returned, 121 which were roughly 20% of the population (619 teachers) of the study. As such the sample used in the study was well above minimum sample size required for a survey research.

Table 3.1 shows the distribution of teachers in each school in Zone C, based on service category (graduate and non-graduate teachers) and gender (male and female). Table 3.2 shows the administration of 300 questionnaires in Zone C, based on gender and qualification. Table 3.3 shows the number of questionnaires distributed, returned and valid, based on service category (graduate and non-graduate teachers) and gender (male and female).

Table 3.1 Distribution of Teachers in Zone C based on Service Category (Graduate and Non-Graduate) and Gender (Male and Female)

Secondary School	Population	Graduate		Non Graduate	
		Male	Female	Male	Female
Kolej Tun Abdul Razak	65	14	17	18	16
SMK Balai Ringin	59	6	8	20	25
SMK Gedong	33	8	6	10	9
SMK Penrissen No. 1	91	14	27	19	31
SMK Serian	105	20	25	25	35
SMK Simunjan No. 1	47	11	12	10	14
SMK Simunjan No. 2	17	2	3	5	7
SMK Taee	59	9	8	19	23
SMK Tarat	34	6	5	10	13
SMK Tebakang	69	17	13	10	29
SMK Wira Penrissen	40	7	9	10	14
Total number Of teachers	**619**	**114 (18.42%)**	**133 (21.49%)**	**156 (25.20%)**	**216 (34.89%)**

Table 3.2 Administration of 300 Questionnaires in Zone C based on Service Category and Gender.

Secondary School	Questionnaire	Graduate		Non Graduate	
		Male	Female	Male	Female
Kolej Tun Abdul Razak	32	7	8	9	8
SMK Balai Ringin	29	3	4	10	12
SMK Gedong	16	4	3	5	4
SMK Penrissen No. 1	44	7	13	9	15
SMK Serian	50	10	12	12	16
SMK Simunjan No. 1	23	5	6	5	7
SMK Simunjan No. 2	9	1	2	2	4

SMK Taee	28	4	4	9	11
SMK Tarat	16	3	2	5	6
SMK Tebakang	33	8	6	5	14
SMK Wira Penrissen	20	4	4	5	7
Total number of Questionnaires	**300**	**56 (18.67%)**	**64 (21.33%)**	**76 (25.33%)**	**104 (34.67%)**

Table 3.3 Questionnaires Distributed, Returned and Valid based on Gender and Service category.

Qualification	Number of questionnaires distributed	Number of returns		Percentage of returns	Number of valid return		Percentage of valid return
		M	F		M	F	
Graduate	120	40	49	29.67	29	24	17.67
Non - Graduate	180	50	58	36.00	31	37	22.66
Total	300	90	107	65.67	60	61	40.33

Returned = 197
Valid Returned = 121

The total number of responses was 197 (65.67 %), from which only 121 (40.33%) were valid responses. From the total number of valid responses, 60 (49.59 %) questionnaires were from male teachers, whereas, 61 (50.41 %) were from female teachers. And based on service category, the number of valid return was 68 (56.20 %) for the non-graduate teachers, whereas the graduate teachers produced only 53 (43.80 %). The number valid returns in this study were considered good, considering the distance and the relatively short period of time given to complete the questionnaire.

3.4 Data Collection Procedure

The questionnaires were administered to a total of 300 trained teachers in the all of the 11 secondary schools in Zone C. Initially, the secondary schools in Zone C were contacted either through telephone conversations with the schools administrators or by personal visits. This was done to gather some ground information on the schools concerned, such as: total number of teachers, breakdown in term of graduate and non-graduate teachers, and male and female, and willingness on the part of the schools administrators to assist in the administration of the questionnaires. Secondly, permissions to conduct research in the secondary schools in Zone C was obtained from the following authorities:

i. Education Planning Research and Development, Ministry of Education Malaysia (ERPD),
ii. State Education Department, Sarawak, and
iii. Principals of schools concerned.

Thirdly, after the approval was granted by the EPRD, the next step was distributing the questionnaire to the respective secondary schools, personally or by mail, depending on distant and availability of time from work. The questionnaires to be distributed to each

secondary school were enclosed in an enveloped and accompanied by an explanatory cover letter and an instruction to the school authority, detailing how the questionnaires should be administered to the teachers. In the case of mailed questionnaires, in every envelope was also enclosed a self-addressed envelope to enhance convenience of return. In the school level, the school administrators were responsible for the administration of the questionnaires to the teachers.

3.5 Instrumentation

The instrument used in this study was a questionnaire (see Appendix A). The questionnaire has four sections and was an adaptation of the questionnaires used by Manggi (1998) and Siti Barokah (1999) in a study on "Work Motivation of trained teachers in response to the New Remuneration System in secondary schools in Sibu Division of Sarawak", and in a study on "Relationship between performance appraisal and work performance in Telekom Malaysia and Kuching North Municipal Council, Kuching, Sarawak" respectively. There are about 46 items in all, including five open-ended questions. The questionnaire is made up of four basics sections as follows:

i. Section A is on Demographic characteristics of the respondents,
ii. Section B is on Teachers' Motivational levels in the New Performance Appraisal System (NPAS) and,
iii. Section C is on Teachers' Perception of the Ethical Dilemmas faced in the NPAS and,
iv. Section D is on Teachers' Satisfaction levels in the NPAS, and five open-ended questions.

3.5.1 Section A

This section covered demographic characteristics of the respondents. It was made up of three items, which includes school name, gender and service category.

3.5.2 Section B

In this section there were 12 items designed on Motivation. This section assesses the motivational levels of respondents in response to the NPAS. The items that assessed the intrinsic motivational levels were 5, 8, 10, 11, 12 and 13. On the other hand the items that assessed the extrinsic motivational levels were 4, 6, 7, 9, 18 and 15. All the items in this section were positives except 9, 12 and 13. The negative items were expressed in statements that contradict the importance of the salary progression, personal performance, incentives and recognition in the NPAS. The negative items were re-coded during the analysis. Each item was given a four-choice answer based on Likerts scale 1 - 4 as shown below. The employment of a four-level Likert Scale was to ensure that the respondents make a decisive answer, either agree or disagree. High score in for each item in this section indicated high levels of motivation, whereas low score indicated low levels of motivation.

Strongly disagree	Disagree	Agree	Strongly Agree
1	2	3	4

3.5.3 Section C

This section assessed the perception of the levels of the ethical dilemmas faced by teachers in the New Performance Appraisal System under the New Remuneration System. This section has 13 items. Items 16, 19, 24 and 28 assessed perception of ethical dilemmas in term of decision on whether or not to work hard for the NPAS. Items 17 and 22 assessed perception of ethical dilemmas in term of decision on whether or not to demand for better performance appraisal results from the appraisers. Items 18 and 27 were on perception of ethical dilemmas based on whether it was right or wrong to manipulate friendship with appraisers to obtain better performance appraisal results. Items 20, 25 and 26 assessed perception of ethical dilemmas on the question of honesty at the workplace. Finally, items 21 and 23 were assessing perception of ethical dilemmas on whether it was right or wrong to bribe the appraisers to obtained better results. All the items in this section are positively expressed to indicate ethical dilemmas except some: 17, 22, 26 and 28. The negatively expressed item in this section were the statements that indicated no ethical dilemmas, and were re-coded during the analysis. Each item was given a four-choice response based on Likert Scale 1- 4. In this section the employment of a four-level Likert Scale was also to ensure that the respondents response decisively, either agree or disagree with any given statement. High score in for each item in this section indicated high perception levels of the ethical dilemmas faced by teachers in the NPAS, whereas low score indicated otherwise.

Strongly disagree	Disagree	Agree	Strongly Agree
1	2	3	4

3.5.4 Section D

This section assessed for teachers' Satisfaction levels in the New Performance Appraisal System under the New Remuneration System. There were 13 items in this section. Items 29, 30, 34, 38 and 40 in general assessed the levels of satisfaction with the implementation of the NPAS. On the other hand, items 31, 33, 37 and 41 assessed levels of satisfaction with the evaluation of individual teacher in the NPAS. However, items 32, 35, 36 and 39 assessed teachers' levels of satisfaction with the recognition in the NPAS. All the items in this section were positively expressed except 33, 36, 38 and 41. The negatively expressed items in this section were the statements that indicated a lack of satisfaction in the NPAS. The negative items were re-coded during the analysis. Each item was given a four-choice response based on Likert Scale 1- 4 as shown below, in which high scores indicated high levels of satisfaction, and low scores indicated low levels of satisfaction with the NPAS. In accordance with the section B and C, this section also employed a four-level Likert Scale to ensure that the respondents choose a decisive answer, either agree or disagree.

Strongly disagree	Disagree	Agree	Strongly Agree
1	2	3	4

The five open-ended questions in this section have provided avenue for the respondents to further expressed their views on the issues of the NPAS.

3.6 Pilot Study

The pilot study was conducted at SMK Penrissen No. 1, by administering the questionnaire to 20 teachers randomly. All the teachers participated in the Pilot test were trained teachers. Both graduate and non-graduate teachers were involved in the study. However, teachers who participated in the Pilot Test were not part of the sample for the actual study.

The number of questionnaire returned were 18, out of which only 15 were valid. The pilot study was carried out to check for errors such as clarity of expression and correctness of terminology; spelling; redundancy and grammar. The pilot test was needed as most of the items were modified and rephrased from the original questionnaire.

The piloting test of the instrument was done using reliability test to determine the Cronbach Alpha Coefficient. The result of the pilot test showed that the overall reliability coefficient of the instrument to be 0.7761. The reliability of the questionnaire was acceptable, because according to Mitchell and Jolley, 1992 (as cited in Manggi, 1998), a coefficient value above 0.6 is considered acceptable.

3.7 Data Analysis

The data collected in the study were used to test the hypothesis of the study. The data were processed and then entered as SPSS data. The *Statistical Package for Social Science Release 9.0* for Windows was used to analyze the data. Two methods of data analysis were used in the study: the descriptive method and the inferential statistic method.

3.7.1 Descriptive Analysis

The demographic data obtained from section A of the questionnaires were analyzed by means of descriptive analysis. The demographic data in the study were gender, years of service, age, qualification, grade and teaching load per week. Each of these data are presented in tabulated form to show frequencies and percentages.

3.7.2 Inferential Analysis

The seven objectives of the study were tested using Independent *t-test* and Pearson's Correlation. All the inferential tests were conducted at the significant difference of 0.05.

3.7.2.1 Analysis to determine the differences

The objectives of the study from number one to number six were tested using the Independent *t-test,* to determine the differences in teachers' motivational levels, perception of the ethical dilemmas faced and satisfaction levels in response to the NPAS, based on gender and service category. The independent *t-test* was used to test whether the means of the two independent samples for a single variable differ significantly from each other. It was used to determine whether the means of male teachers' motivational levels, perception of the ethical dilemmas and

satisfaction levels in the NPAS differ significantly from that of female teachers, or between the graduate and non-graduate teachers.

3.7.2.2 Bivariate Correlation of the seventh objective on motivational levels, perception of the ethical dilemmas and satisfaction levels

The objective seven was tested using Pearson's Correlation, to determine whether there exists any bivariate correlation between the three factors (motivational levels, perception of ethical dilemmas and satisfaction levels) as shown in Figure 3.1.

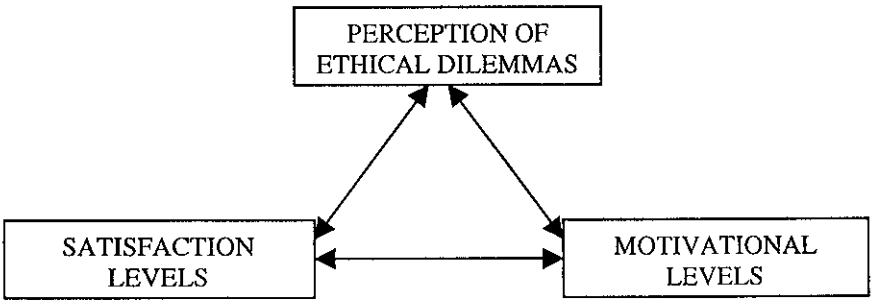

Figure 3.1 Bivariate Correlation of Three Factors

Pearson 'r' tests were used to determine any significant bivariate correlation between the three factors. This was to test whether there was any significant correlation between any two of the three factors. Firstly the test was used determine the correlation between teachers' motivational levels and teachers' perception of ethical dilemmas in the NPAS. Secondly, the test was used to determine the correlation between teachers' motivational levels and teachers' satisfaction levels in the NPAS. Finally, the test was used to determine the correlation between teachers' perception of the ethical dilemmas and teachers' satisfaction levels in the NPAS. Jackard and Becker (1997) stated that Pearson's Correlation test is based on a linear model and indexes the magnitude of the linear relationship between two quantitative variables.

The analysis will also determine the magnitude and direction of any relationships. The correlation coefficient (Pearson's "r") is presented in decimal, over a range of -1.00 to +1.00. The negative (-) sign indicates an inverse relationship between the two variables. On the other hand, the positive (+) sign indicates a direct relationship between the two variables. The strength of the correlation or relationship or association between the two variables is indicated by the absolute value of the correlation coefficient. No relationship between the variables is indicated by a zero correlation coefficient.

However, Heinman (1992) cautioned that the correlation between the two variables does not necessarily means that any change in one variable will cause a change in the other, or vice versa. The changes in both variables may be caused by variable (s) common to the two variables. The interpretation on the strength of the relationship was based on recommendation by Guilford rule of thumb (Borg & Gall, 1983) as shown in Table 3.4 below.

Table 3:4 : Interpretations Based on Guilford's Rule of Thumb

Pearson's Correlation Coefficient	Interpretation
Less than 0.20	Slight or negligible relationship
0.20 - 0.40	Low correlation, definite but small
0.41 - 0.70	Moderate correlation; substantial relationship
0.71 - 0.90	High correlation; marked relationship
Greater than 0.90	Very high correlation; dependable relationship

3.8 Summary

This chapter has presented and explained the research methodology; the research design, the data collection procedure, the instrumentation, the Pilot Study, and the data analysis which will become the platform to understand the subsequence Chapters.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents, describes and discusses the findings of the study, based on the research questions and research hypotheses as presented earlier in Chapter 1.

Firstly, the distribution of respondents' demographic aspects is tabulated and discussed, namely, gender, school location and service category. This is to present a detailed background of the respondents under study. Secondly, the findings from Independent t-Test was to determine whether any significant differences exist among respondents based on gender and service category (graduate teachers or non-graduate teachers). In cases of significant differences, a discussion on the dependent variables namely gender, qualification and school location followed. Thirdly, the findings from Correlation Analysis was to determine whether any significant "bivariate" correlation exists between Teachers' Motivation, Ethical Dilemmas and Satisfaction. In cases of significant correlation, this was followed by a discussion on the relationship between the two dependent variables concerned. Finally, findings from open ended questions on comments by teachers with regard to motivational factors, ethical dilemmas, satisfaction, and accuracy of evaluation in the NPAS under the NRS were discussed.

4.1 Demography

This section discusses the distribution of the respondents based on demographic data. The respective demographic distributions were presented in tabulated form.

4.1.1 Gender

The gender composition of the respondents is shown in Table 4.1. From the total of 121, 60 respondents (49.6%) were males, while 61 respondents (50.4%) were females. This shows that the males and females respondents are nearly equals in number.

Table 4.1: Distribution of Respondents Based on Gender

Sex	n	%
Male	60	49.6
Female	61	50.4
Total	121	100.0

4.1.2 Distribution of Respondents Based on Service category

The distribution of respondents based on Service Category is shown in Table 4.2. There are 68 respondents (56.2 %) categorized as non-graduate teachers. Teachers with SPM to Diploma level of qualification categorized as non-graduate (with Service Grade DGA6, DG5 or DG4). While 53 respondents (43.8 %) are categorized as graduate teachers (with Service Grade DG3 or DG2), this are those with university degrees. However it is important to note here that all

respondents are trained teachers with either Teachers Training Certificate or Diploma of Education.

Table 4.2: Distribution of Respondents Based on Service category

Service Category	n	%
DGA6/DG5/DG4 (non-graduate)	68	56.2
DG2/DG3 (graduate)	53	43.8
Total	121	100.0

4.1.3 Distribution of Schools Based on School Location

The distribution of schools based on school location is as shown in Table 4.3. There were five (45.45%) urban secondary schools, whereas the rural secondary schools were six (54.55 %).

Table 4.3: Distribution of Schools Based on School Location

School Location	n	%
Urban	5	45.45
Rural	6	54.55
Total	11	100.0

4.2 Results

This section discusses the results from the analysis based on the seven hypotheses put forward in this study.

1. Differences in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak.

Ho1: There is no significant difference in teacher's motivational levels in NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak.

Discussion of Findings.

The findings of the study (see Table 4.4) indicated that there was no significant difference in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division ($t=1.167$, $df=119$, $p=.246$). This means that the null hypothesis Ho1 was accepted. It seems that regardless of the gender, both groups were the same in term of their motivational levels in the NPAS under the NRS.

Table 4.4 Descriptive Score on Teacher's Motivational Levels based on Gender

Gender	N	M	SD	Mean Diff.	t	df	p
Male	60	36.6000	6.3731				
				1.2393	1.167	119	.246
Female	61	35.3607	5.2695				

The finding was consistent with Manggi (1998), who conducted a study to determine the levels of motivation of 210 trained teachers in response to the New Performance Appraisal System in the New Remuneration System in 17 selected secondary schools in Sibu Division, and found no significant differences in levels of motivation between male and female teachers.

The finding have shown that the levels of motivation among secondary school teachers in Zone C based on gender were the same. The findings support the Equity theory by Stacy Adam. The theory argues that people are motivated by their desire to be treated equally or fairly, which was also the basis of the New Performance Appraisal System which was formulated as an approach to motivate government servants equally regardless of gender. Thus both male and female teachers were equally motivated by the new performance appraisal system.

2. Differences in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on service category (graduate and non graduate teachers) in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak.

Ho2: There is no significant difference in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on service category in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The findings of the study (see Table 4.5) have shown significant difference in teacher's motivational levels in NPAS (New Performance Appraisal System) based on qualification in secondary schools in Zone C in Kuching-Samarahan Division (t=-2.984, df=119, p=.003). This means that the null hypothesis Ho2 was rejected. If high score indicated high motivational levels, then it seems that the graduate teachers were more motivated than their non-graduate colleagues under the NPAS

Table 4.5: Descriptive Score on Teacher's Motivational Levels based on Service Category.

Service Category	N	M	SD	Mean Diff.	t	df	p
Non-graduate	68	34.6176	5.8845				
				-3.0993	-2.984	119	.003
Graduate	53	37.7170	5.3758				

The finding of the study was contradictory with Manggi (1998) who found no significant difference in the levels of motivation among trained teachers in response to the New

Remuneration System between graduate teachers and non-graduate teachers in 17 selected secondary schools in Sibu Division, Sarawak.

However, the finding of the study supports (Ivancevich & MaMahon, 1977 cited in Siti Barokah, 1999), who found that employees with higher educational background were more motivated to perform their duty and thereby given better performance appraisal. As such their levels of motivation may also be higher. The findings also seems to be consistent with the response from the open ended questions (see Appendix E) in which some non-graduate teachers have felt that they were discriminated against their graduate counterpart in the New Performance Appraisal System.

3. Differences in teacher's perception of the levels of the ethical dilemmas faced in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division.

Ho3: There is no significant difference in teacher's perception of the levels of ethical dilemmas faced in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The results of the study (see Table 4.6) have shown that there was no significant difference in teachers' perception of the levels of ethical dilemmas faced in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division ($t=-.306$, $df=119$, $p=.760$). Therefore the null hypothesis Ho3 was accepted. From the result it seems that regardless of gender, both groups have shown no significant difference in term of their perception of the levels of ethical dilemmas faced under the NPAS implemented in schools.

Table 4.6 Descriptive Score on Teacher's Perception of the levels of Ethical Dilemmas faced under the NPAS based on Gender.

Gender	N	M	SD	Mean Diff.	t	df	p
Male	60	24.8500	5.3862	-.2811	-.306	119	.760
Female	61	25.1311	4.7134				

The results of the study showed both male and female teachers had the same perception of ethical dilemmas faced under the new system, the NPAS. This results was similar to Kueh (1999) who studied the perception of supporting staff at Padawan Municipal Council towards the performance appraisal conducted on them and found no significant difference between male and female employees.

The finding of the study was further supported by additional comments from the open-ended question in which male and female respondents both seems to generally perceived that ethical dilemmas in the NPAS were the result of weaknesses found in the new system. The more commonly cited reasons for ethical dilemmas among teachers based on gender are as follow:

- Unhealthy competition to obtain vertical or diagonal salary progression.

- The implementation of the New Performance Appraisal System is riddled with elements of bias, prejudice and favoritism.
- The evaluations of teachers are done subjectively and inaccurately.
- Quota system limits opportunity for promotion and award of vertical or diagonal salary progression.

Immegart (1994) stipulated that any performance appraisal should be sound, whereby the methodology and technique employed to assess teachers should be appropriate, rigorous and ensure accuracy and quality (merit). He added that any performance appraisal should be multi-perspective and systematic to ensure subjectivity. However, based on the comments the open-ended questions, teachers perceived ethical dilemmas resulted from prevalent inaccuracy and elements of bias, favoritism and prejudice in the NPAS.

4. Differences in teacher's perception of the levels of ethical dilemmas faced in the NPAS (New PerformanceAppraisal System) based on service category (graduate and non- graduate teachers) in secondary schools in Zone C in Kuching-Samarahan Division.

Ho4: *There is no significant difference in teacher's perception of the levels of ethical* dilemmas faced in the NPAS (New Performance Appraisal System) based on qualification in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The findings (see Table 4.7) indicated that there was no significant differences in teacher's perception of the levels of the ethical dilemmas faced under the NPAS based on service category in secondary schools in Kuching-Samarahan Division (t=-.851, df=119, p=.396). Therefore the null hypothesis Ho4 was accepted. It seems that regardless of their service category, both groups were the same in their perception of the levels of ethical dilemmas faced under the NPAS.

Table 4.7: Descriptive Score on Teacher's Perception of the Levels of Ethical Dilemmas faced in the NPAS based on Service Category.

Service Category	N	M	SD	Mean Diff.	t	df	p
Non-graduate	68	24.6471	5.2795	-.7869	-.851	119	.396
Graduate	53	25.4340	4.7252				

The finding suggested that regardless of teachers' service category their perception of major causes of ethical dilemmas in relation to NPAS was the same. The finding of the study seems to be consistent with the additional comments from both the graduate and the non-graduate respondents in response to the second open-ended question (In your opinion why do ethical dilemmas exist among teachers in response to the New Performance Appraisal System under the New Remuneration System?). The analysis of the question have shown that both groups of teachers cited generally the same reasons for the ethical dilemmas among teachers in the NPAS. The following were the reasons commonly given by teachers as the sources for ethical dilemmas:

- Unhealthy competitions among teachers to be awarded vertical or diagonal salary progression.
- Unfair and biased evaluation of teachers by the appraisers.
- Disappointment over the results of performance appraisal.
- Subjective evaluation.

Based on the results and the comments from open-ended question, teachers seems to perceive the NPAS in a different light, contradicting the general purpose of most performance appraisal. According to Ellis (1984), most merit pay programs include incentive for personal growth, rewarding good performance and motivating and satisfying teachers. She added that for the performance appraisal program to be successful, all teachers must be evaluated on the basis agreed-upon criteria. The evaluation must be conducted fairly and impartially by trained personal, and avoid using quota system for the selection of award recipients, for such quota can only lead to resentment (Ellis, 1984). Hence resentment may lead to ethical dilemmas.

5. Differences in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division.

Ho5: There is no significant difference in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The results (see Table 4.8) have shown that there was no significant difference in teacher's satisfaction levels in the NPAS based on gender in secondary schools in Zone C in Kuching-Samarahan Division (t=-. 634, df=119, p=. 528). Therefore the null hypothesis Ho5 was accepted. Thus it seems that regardless of gender, the two groups of teachers (males and females) were the same in term of their satisfaction levels in response to the NPAS.

Table 4.8: Descriptive Score on Teacher's Satisfaction Levels based on Gender

Gender	N	M	SD	Mean Diff.	t	df	p
Male	60	31.0833	5.3939				
				-.5888	-.634	119	.528
Female	61	31.6721	4.8157				

The findings was similar to Siti Barokah (1999), who conducted a study on relationship between performance appraisal and work performance among employees at DBKU and TELEKOM and found that based on gender there was no significant difference in term of satisfaction in the performance appraisal.

The finding seems to be consistent with the general comments by the respondents in response to the third open-ended question which required the respondents to comment on their satisfaction in the New Performance Appraisal System. The most common theme of their response was that they were not satisfied with the system. The most common reasons cited by both male and female respondents for their dissatisfaction with the system were as follows:

- Because the New Performance Appraisal System is bias, unfair and subjective.

- The evaluation is not based on the actual work performance.
- The system does not provide proper recognition for effort rendered.
- The quota system limits opportunities for promotion and vertical or diagonal salary progression.
- The new system provides opportunity for manipulation by teachers.

6. Differences in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on service category (graduate and non- graduate teachers) in secondary schools in Zone C in Kuching-Samarahan Division.

Ho6: There is no significant difference in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on service category (graduate and non-graduate) in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The findings of the study (see Table 4.9) have shown no significant difference in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on qualification in secondary schools in Zone C in Kuching-Samarahan Division (t=-.245, df=119, p=.807). This means the null hypothesis Ho6 was accepted. Based on the finding, it seems that regardless of their service category, teachers' satisfaction levels in response to the NPAS were the same.

Table 4.9: Score on Teacher's Satisfaction levels based on Service Category.

Service Category	N	M	SD	Mean Diff.	t	df	p
Non-graduate	68	31.2794	5.4330	-.2300	-.245	119	.807
Graduate	53	31.5094	4.6807				

The finding was consistent with Herzberg's Two-Factors theory. Applying this theory to the finding, both hygiene and motivator factors affects the satisfaction of teachers in the NPAS. Regardless of service category, teachers' satisfaction levels were increased if the motivator factors such as recognition, and sense of achievement were present in the NPAS. On the other hand, the presence of hygiene factors such as salary progression and reward may have decreased the levels of dissatisfaction but not necessary have increased the satisfaction levels. Thus, both the graduate and non-graduate teachers were similarly affected by the NPAS, which was reflected in the result of the study.

In addition, the finding was supported by the general comments from the open-ended questions in which both groups of respondents (graduate and non-graduate teachers) cited their dissatisfaction as among others:

- Due to subjective evaluation.
- Elements of prejudice, bias, and favoritism in the new system.
- Evaluation done based on feeling and emotion.
- Manipulation of appraisers by the appraisees.

7. **Bivariate correlation between three factors (motivational levels, perception of the levels of ethical dilemmas and satisfaction level) in response to the NPAS (New Performance Appraisal System) in secondary schools in Zone C in Kuching-Samarahan Division.**

Ho7: There is no significant bivariate correlation between three factors (motivational levels, perception of the levels of ethical dilemmas and satisfaction levels) in response to the NPAS (New Performance Appraisal System) in secondary schools in Zone C in Kuching-Samarahan Division.

Discussion of Findings

The findings of the study (see Table 4.10) indicated the existence of significant correlation between the three factors: motivational levels, perception of the ethical dilemmas and satisfaction levels. Therefore the null hypothesis No7 was rejected.

Table 4.10 : Pearson's Correlation Between Teachers' Motivational Levels, Perception of the Levels of Ethical Dilemmas and Satisfaction Levels.

	Motivational Levels	Perception of Ethical Dilemmas	Satisfaction Levels
Motivational Levels		-.222*	.275**
Perception of Ethical Dilemmas			-.291**
Satisfaction Levels			

* $p < 0.05$
** $p < 0.01$

Firstly, the results of the statistical analysis have shown a significant negative correlation between *teacher's motivational levels* and *perception of the level of ethical dilemmas* (N=121, r= -.222, p=.014). Secondly, the results showed a significant positive correlation between *teachers' motivational levels* and *teachers' satisfaction levels* (N=121, r=.275, p=002). Finally, the result of the findings have indicated a significant negative correlation between *teacher's perception of the levels of ethical dilemmas* and *teachers' satisfaction levels* (N=121, r= -.291, p=.001).

The significant correlation between the three factors (motivation, ethical dilemmas and satisfaction) is indicative that there was a relationship between teachers' motivational levels, teacher's perception of the levels of ethical dilemmas and teachers' satisfaction levels. The negative correlation (r= -.222) between teacher's motivation and ethical dilemmas was such that when teachers' motivation increased then their ethical dilemmas may have decreased, and vis-à-vis. For example, when a teacher's motivation to perform in his/her job increases, then his/her perception of ethical dilemmas may decreases.

Motivational levels and satisfaction levels were shown to be positively correlated (r=-.275). In its simplicity, this correlation means that when teachers' levels of motivation is increased in the NPAS, there is an increased in satisfaction levels as well. This findings was consistent with

Savery (1996), who conducted a study on the congruence between the importance of job satisfaction and the perceived levels of achievement among hospital staff in UK, and found that the motivation and satisfaction of the staff were positively correlated.

The perception of the levels of ethical dilemmas and satisfaction levels were found to be negatively correlated (r= -.291). This correlation is such that when teachers' perception of ethical dilemmas was increased, there was a decrease in satisfaction levels. Thus, when teachers are not satisfied in NPAS, their ethical dilemmas may increase. Conversely, when teachers satisfaction levels was increased in the NPAS, there was a decrease in perception of ethical dilemmas.

4.3 Conclusion

To conclude this chapter, a summary of the hypotheses' results based on statistical analysis using, Independent t-Test and Pearson's Correlation are as shown in Table 4.11 below.

Table 4.11 Summary of Results

Null Hypotheses	Statement of Hypotheses	Results
Ho1	There is no significant difference in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Accept Ho
Ho2	There is no significant difference in teacher's motivational levels in the NPAS (New Performance Appraisal System) based on service category (graduate and non-graduate) in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Reject Ho
Ho3	There is no significant difference in teacher's perception of the levels of ethical dilemmas faced in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Accept Ho
Ho4	There is no significant difference in teacher's perception of the levels of the ethical dilemmas faced in the NPAS (New Performance Appraisal System) based on service category in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Accept Ho
Ho5	There is no significant difference in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on gender in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Accept Ho
Ho6	There is no significant difference in teacher's satisfaction levels in the NPAS (New Performance Appraisal System) based on service category in secondary schools in Zone C in Kuching-Samarahan Division., Sarawak.	Accept Ho
Ho7	There is no significant bivariate correlation between the three factors (motivational levels, perception of the levels of ethical dilemmas and satisfaction levels) in response to the NPAS in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak.	Reject Ho

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5 Introduction

Teachers have always played an important role in nation building and more so in a developing country like Malaysia. They will continue to contribute to the development of the country through total development of their students. Teachers' jobs are very diverse, encompassing many aspects from teaching to managing (Omardin Ashaari, 1998). Teachers must be good leaders, effective speakers, analysts, tactful diplomats, and a firm but at the same time fair disciplinarians (Slavin, 1991). As such teachers motivation and satisfaction in their jobs should be taken into consideration by the relevant authorities such as Public Service Department in general and Education Ministry in particular. At school levels the heads or the Principals should plan for programs to alleviate teachers' motivational levels and satisfaction levels while at the same time, lower their levels of ethical dilemmas.

In Malaysia, the introduction of the New Performance Appraisal System under the New Remuneration System in 1992 was supposed to promote satisfaction and motivation of civil servants, including teachers. However, as reported in *Berita Harian* the implementation of the new system has been a source of much discontent among civil servants including teachers, and 90 percent of them reject the system (Senin, 2000). Further, comments by the respondents on the issue of the NPAS (New Performance Appraisal System) seems to suggest that majority were not satisfied with its implementation, and suggested that it be changed or revised. However, some of the respondents who were satisfied with the NPAS commented that their main source of motivation in the NPAS was the award of salary progression either vertically or diagonally (menegak atau melintang). On the same note, some of the respondents agreed that ethical dilemmas may result from the implementation of the NPAS that was perceived as unfair, bias and subjective, while others suggested that it may be brought about by the creed to obtain better results from the performance appraisal.

5.1 Summary of the study

The primary purpose of this study was to determine the motivational levels, perception of the levels of the ethical dilemmas and satisfaction levels among trained teachers in response to the NPAS (New Performance Appraisal System) under the NRS (New Remuneration System) in secondary schools in Zone C in Kuching-Samarahan Division. This study was also an attempt to gain insight into teachers' reaction to the NPAS, and was hoped that this study may shed some light on the relationship between teachers' motivational levels, ethical dilemmas and satisfaction levels in relation to the NPAS. Similarly, the study may also provide some ideas on the effect of gender and service category on teachers' motivational levels, perception of ethical dilemmas and satisfaction levels in response to the NPAS.

In schools, the heads or the Principals and the Senior Assistant were empowered to become the appraisers conducting the performance appraisal, albeit without any proper training. As such the integrity of the performance appraisal may be questionable. His/her conducts when implementing the NPAS largely affect the motivational levels, ethical dilemmas and satisfaction levels of his/her teachers with regard to the NPAS. When teachers were satisfied and motivated to work as a result of being treated fairly and honestly, they may improve their performance, hence produce better results for the school. On the other hand, when teachers are motivated and

satisfied, their ethical dilemmas may decrease. A review of the literature indicates that teachers motivation, ethical dilemmas and satisfaction may be affected by the performance appraisal because rewards, promotion, benefits, compensation are determined by performance appraisal (Cummings, & Worley 1993). And those factors (reward, promotion, benefits, compensation) when conducted fairly and objectively, were commented by the respondents as the primary source of their satisfaction, motivation (or lack of it may result in ethical dilemmas). Therefore, this study was also an attempt to seek answers to some research questions related to determining the responses from teachers toward the NPAS with respect to motivation, ethical dilemmas and satisfaction among teachers in secondary schools in Zone C in Kuching-Samarahan Division. The questions were:

1. Is there a significant difference in teachers' motivational levels based on gender and service category?

2. Is there a significant difference in teachers' perception of the levels of ethical dilemmas based on gender and service category?

3. Is there a significant difference in teachers' satisfaction levels based on gender and service category?

4. Is there a significant bivariate correlation between: teachers' motivational levels, perception of the levels of ethical dilemmas and satisfaction levels?

This study was conducted in a few stages. The first stage was to apply for permission to conduct the study in secondary schools in Zone C in Kuching-Samarahan Division, Sarawak, from the EPRD (Education Planning and Research Department) of Education Ministry in Kuala Lumpur. At the same time, detailed information on the schools in Zone C, in term of total number of teachers based on gender, qualification and categorization of location was sought from the Curriculum Unit of Education Department, Sarawak through a network of friends. The information was used to estimate the number of questionnaires to be administered to each school in Zone C.

The second stage was the construction of questionnaire. Next the Pilot Test was conducted in one of the secondary schools in Zone C (SMK Penrissen No. 1) with 20 teachers. Then, based on result of the Pilot Test and comments by the respondents, some modifications and restructuring were made to the questionnaire, including rephrasing and respelling.

The third stage was to seek permission to use the samples from the Principal of each school in Zone C, by making courteous visits or phone calls to those Principals. Next, the questionnaires were either posted or dropped in to the respective schools. A total of 300 sets of questionnaire were distributed, and only 197 were returned. Out of 197 questionnaires returned only 121 were found to be valid and usable for analysis.

The fourth stage was to analyze the data from the questionnaires using *SPSS Version 9.0 for Windows*. The demographic profile of the respondents was presented using descriptive statistics. Based on the variables of the study, the null hypotheses were tested using Independent t-Test and Pearson Correlation. The findings of the hypothesis testing were presented and substantiated with discussions, relevant tables and supporting literatures.

Data obtained from the open-ended questions of section D were used to substantiate and supplement the result of the hypothesis testing wherever appropriate. The outstanding elements from the open-ended questions deemed to be important for the implementation of the NPAS were highlighted.

5.2 Conclusion

The following sections present the conclusions based on the research questions of the study.

5.2.1 Difference in teachers' motivational levels in the NPAS (New Performance Appraisal System) based on Gender and Service category.

The findings from the study showed no significant difference in term of motivational levels among trained teachers in response to the NPAS based on gender. However, the study showed that there was significant difference between graduate and non-graduate teachers in term of their motivation in the NPAS. The study showed that the graduate teachers were more motivated in the NPAS compared to the non-graduate teachers. This disparity in term of motivation between the two groups of teachers were probably due to the greater number of promotional positions being provided for the graduate teachers in secondary school.

5.2.2 Difference in teachers' ethical dilemmas in the NPAS (New Performance Appraisal System) based on Gender and Service Category.

There was no significant difference in term of perception of the levels of ethical dilemmas faced in the NPAS between male and female teachers. Similarly, the findings also showed no significant difference between graduate and non-graduate teachers in term of their perception of the levels of ethical dilemmas faced in the NPAS. The implication of this finding, in respect of teachers' perception of the levels of ethical dilemmas faced in the NPAS was that regardless of the teachers' service category and gender they were the same.

5.2.3 Difference in teachers' satisfaction levels in the NPAS (New Performance Appraisal System) based on Gender and Service Category.

Findings from the study showed no significant difference in satisfaction levels between male and female teachers and graduate and non-graduate teachers in the NPAS implemented in schools. When the implementation of the NPAS raised too many questions, and perceived as unfair or bias, regardless of gender and service category, teachers are bound to feel dissatisfied. As only about five percents will be awarded salary progression vertically or diagonally based on the performance appraisal, the other 95 percent may feel dissatisfied. On the contrary, when teachers received excellent performance appraisal result, regardless of their gender or qualifications they are sure to be satisfied.

5.2.4 Bivariate Correlation between the three factors (motivation, ethical dilemmas and satisfaction) in response to the NPAS (New Performance Appraisal System

Test for bivariate correlation (correlation between any two factors) showed significant correlation between the three factors namely, motivational levels, perception of the levels of the ethical dilemmas and satisfaction levels. The bivariate correlation between motivation and ethical dilemmas was negative, indicating an inversed relationship between the two factors. The

relationship is such that when motivational levels increases, perception of the levels of ethical dilemmas may decreases in the NPAS and vice-versa.

Similarly, the finding showed that the bivariate correlation between perception of the levels of ethical dilemmas and satisfaction was also negative, again indicating an inversed relationship. Thus, applying the same argument, when levels of the ethical dilemmas were increased, there was a decreased in satisfaction levels in response to the NPAS and vice-versa.

However, the result of the study showed that the bivariate correlation between motivation and satisfaction was positive. This result may be interpreted to mean that the relationship between the two factors was such that when teachers' satisfaction levels is increased, there is an increased in the motivational levels as well and vice-versa.

5.2.5 Additional comments from respondents in response to five open-ended questions.

The most common motivation factors cited by respondents as the main source of motivation in the New Performance Appraisal System were the award of vertical or diagonal salary progression. Other sources of motivation were recognition for efforts rendered, prospect for promotion regardless of gender and service category.

On the question of ethical dilemmas faced in the NPAS, most teachers blamed the elements of bias, prejudice, favoritism and subjective evaluation as the main reasons for its existence. However, other prominence reasons cited by respondents were quota system, opportunities for exploitation and manipulation, and opportunities for bribery.

On the question of satisfaction with the NPAS, most respondents declared that they were not satisfied with the system. The most common reasons for dissatisfaction cited by the respondents were alleged elements of favoritism, bias, prejudice, quota system and subjective evaluations in the NPAS. Other reasons for dissatisfaction with the NPAS cited by respondents were lacks of proper recognition, lack of transparency, abuse of power by appraiser, and destruction of team spirits.

The respondents' comments on why teachers question the reliability of the New Performance Appraisal System seems to suggest that the main reasons were subjective evaluation, elements of bias, favoritism and lacks of transparency in the process.

In response to the fifth question (In your opinion should a teacher influence the results of the performance appraisal to his favor?) most respondents stated that teachers should not influence results or the outcomes of the performance appraisal in any way. Others remarked that it was unethical for teachers to influence the appraisers to give better results. Very few said that it was all right to influence the performance appraisal to get better marks.

5.3 Recommendations

Generally, this study was an attempt to gain insights into teachers' acceptance of the NPAS (New Performance Appraisal System) under the New Remuneration System. It was specifically intended to investigate teachers' response to the NPAS in terms of their motivational levels, perception of ethical dilemma levels and satisfaction levels. The study involved only a small portion of the total population of secondary teachers in Sarawak, estimated to be about 9500.

Second, it was an attempt to create an interest to investigate factors associated with teachers' response or reaction to the NPAS under the NRS, including factors that affect teachers' performance in their teaching environment in school. Further, this study was also an effort to understand teachers' reaction to changes, in the hope of acquiring some understanding about the differences that may contribute to their disparity in terms of their motivational levels, ethical dilemmas levels and satisfaction levels. It light of the likelihood that the NPAS under the NRS is going to be used indefinitely the researcher recommendations to the Policy Makers, Schools Administrators or Apraisers and Future Researchers are as stipulated below.

5.3.1 To the Policy Makers

The policy makers in their quest for the best approach to improve civil servants' performance in the workplace and in light of widespread rejection and dissatisfaction toward the NPAS ought to revise and improve the system. The findings found significant difference between graduate and non-graduate teachers in term of their motivational levels in response to the NPAS. The graduate teachers were found to be more motivated than the non-graduate under the NPAS. As such perhaps, the policy makers ought to look for more creative ways to improve the motivational levels of the non-graduate teachers, and at the same time determine the causes of the disparity between the two groups of teachers. Perhaps the appraisers should be given some kind of training on the finer aspects of the performance appraisal, so that they may be able to motivate both groups to the same levels.

The findings also indicated that there were significant relationships between the three factors (motivational levels, perception the levels of ethical dilemmas and satisfaction levels) in relation to the NPAS. The researcher recommends that to plan for any training programs for appraisers, the policy makers may use the relationships between the three factors as guidelines, by emphasizing the correlation that seems to decrease the levels of ethical dilemmas among teachers.

5.3.2 To the School Administrators as the Appraisers

The findings of the study have shown that there was significant difference between graduate and non-graduate in terms of their motivational levels in response to the implementation of the NPAS. In light of this findings the school Principals and the Senior Assistants ought find ways to carry out the performance appraisal that is able to alleviate or at least maintain the motivational levels of the two groups of teachers on the same footing.

On the other hand Principals or Senior Assistants should avoid any conduct or action that may be perceived as bias or discriminating by teachers. In order to promote fairness of evaluation, Principals should consider distributing the responsibilities fairly among both groups of teachers (graduate and non-graduate). This can be achieved by including more non-graduates to assume important responsibilities in school level so that every teacher should be duly given the opportunity to prove and improve himself/herself in the workplace, and for any job well done should be given praise and acknowledgement by the principal. This is particularly important because even simple words of praise and recognition brighten anyone's day.

On the other hand, the Principals should be aware of the relationship between teachers' motivational levels, perception of the levels of the ethical dilemmas and satisfaction levels, and apply them in their schools. The Principals should find creative ways under the domain of the

NPAS to motivate and satisfy their teachers, because based on the findings of the study they may decrease ethical dilemmas among teachers.

5.3.3 To Future Researchers

This effort was only a small addition to the existing research and literatures on teachers in Sarawak. The study, due to its limitation and constrains has left many questions remained unanswered. As such, the researcher suggests that a more extensive study should be conducted to unravel more influencing factors and relationships that govern teachers' motivational levels, ethical dilemma levels and satisfaction levels in the domain of the NPAS under the NRS. Another area of research that has not been explored to date but promise interesting outcomes is on motivation, ethical dilemmas and satisfaction among Principals, Headmasters and Senior Assistants in conducting the performance appraisal under the new system or in response to the NPAS.

With better resources a more complete profile of the factors affecting teachers' response toward the NPAS could be researched on and charted. Similarly, with adequate resources more relationships between factor associated with the NPAS could be explored and unraveled.

In conclusion, it is with great hope that this small undertaking will activate more researches in the related field, which will contribute further to the profile of factors influencing teachers in relation to the NPAS, thereby benefiting the civil servants in general and teachers in particular.

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UNIVERSITI MALAYSIA SARAWAK

QUESTIONNAIRE/BORANG SOAL SELIDIK
HUMAN RESOURCE DEVELOPMENT/PEMBANGUNAN SUMBER MANUSIA

MOTIVATION AND ETHICAL DILEMMAS ASSOCIATED WITH THE NEW PERFORMANCE APPRAISAL SYSTEM IN THE NEW REMUNERATION SYSTEM (SSB) AMONG TRAINED SECONDARY SCHOOL TEACHERS IN ZONE C IN KUCHING-SAMARAHAN DIVISION, SARAWAK.

This study is conducted only as an academic exercise to gain insight into the impact of the implementations of the New Performance Appraisal System under the New Remuneration System (or SSB) with regard to Motivation and Ethical Dilemmas among trained teachers in secondary schools in Zone C in Kuching-Samarahan Divisions, Sarawak.

In compliance with the requirements for the completion of Masters program in Human Resource Development, your assistance in completing this Questionnaire **honestly** and **objectively** will be very much appreciated. Your contribution to this study is regarded with the highest esteem and confidentiality.

For your co-operation and support in making this study a success, I hereby tender my greatest appreciation and deepest gratitude for your patience and your time.

Kajian ini dilakukan hanyalah sebagai latihan ilmiah untuk memahami impak pelaksanaan Sistem Baru Penilaian Prestasi dalam Sistem Saraan Baru (SSB) dari segi Motivasi dan Dilema Etika di kalangan guru terlatih di sekolah-sekolah menengah Zone C dalam Bahagian Kuching-Samarahan, Sarawak.

Sebagai memenuhi syarat-syarat untuk menyempurnakan Program Sarjana dalam Pembangunan Sumber Manusia, bantuan dari Tuan/Puan untuk melengkapkan soalselidik ini secara jujur dan objektif sangatlah saya hargai. Segala maklumat yang disumbangkan sangat dihargai dan sulit.

Kerjasama dan sokongan dari Tuan/Puan dalam menjayakan kajian ini amatlah dihargai. Dengan itu, saya ucapkan ribuan terima kasih di atas kesabaran dan kesudian Tuan/Puan yang telah meluangkan masa.

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Note: This questionnaire is bilingual: questions are expressed in English and Bahasa Melayu for respondent's convenience.
Soalselidik ini adalah dwi-bahasa: soalan-soalan adalah dalam Inggeris dan Bahasa Melayu untuk memudahkan responden menjawap.

SECTION A: BACKGROUND INFORMATION *BAHAGIAN A: MAKLUMAT LATARBELAKANG*

Instruction: Please (✓) or fill in the appropriate response where necessary.
Arahan: Sila tanda (✓) atau isikan jawapan anda pada ruang yang berkenaan dimana perlu.

1. School Name (Nama Sekolah):.....

2. Gender (Jantina)

   1 ☐ Male (Lelaki) 2 ☐ Female (Perempuan)

3. Srevice Category (Kategori Perkhidmatan)

   1 ☐ DGA6
   2 ☐ DG5
   3 ☐ DG4
   4 ☐ DG3
   5 ☐ DG2

SECTION B:	TEACHERS' MOTIVATIONAL LEVELS IN THE NEW PERFORMANCE APPRAISAL UNDER THE NEW REMUNERATION SYSTEM (NRS)
BAHAGIAN B:	*TAHAP MOTIVASI DI KALANGAN GURU DALAM SISTEM BARU PENILAIAN PRESTASI DI BAWAH SISTEM SARAAN BARU (SSB).*

Instruction: For each statement, please circle the response that represents your view.

Arahan : *Bagi setiap kenyataan sila bulatkan jawapan yang terbaik mewakili pendapat anda.*

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4

4.	Incentives should be given to teachers who do their job excellently. *Insentif patut diberi kepada guru-guru yang melaksanakan tugas mereka dengan cemerlang.*	1	2	3	4

5.	Performance appraisal can improve teacher's self confident. *Penilaian prestasi boleh meningkatkan keyakinan seseorang guru..*	1	2	3	4

6.	I hope to be awarded salary progression either vertically or diagonally. *Saya berharap untuk mendapat menegak atau melintang.*	1	2	3	4
7.	I consider getting vertical or diagonal salary progression to be an achievement of a life time. *Bagi saya mendapat pergerakan gaji menegak atau melintang adalah satu pencapaian yang penting dalam hidup.*	1	2	3	4
8.	Recognition in one's work is an important reward. *Pengiktirafan bagi kerja yang dikalukan adalah suatu ganjaran yang penting.*	1	2	3	4
9.	Salary progression is not important to me. *Kenaikan gaji tidak penting bagi saya.*	1	2	3	4
10.	Performance appraisals motivate teachers to improve their performance. *Penilaian prestasi memberi motivasi kepada guru-guru untuk meningkatkan prestasi mereka.*	1	2	3	4
11.	The healthy competition with other teachers motivates me to perform better in my job. *Persaingan yang sihat dengan guru-guru lain adalah motivasi yang mendorong saya untuk meningkatkan prestasi kerja saya.*	1	2	3	4
12.	I do not regard my work performance to be very important to me *Saya tidak menganggap prestasi kerja saya penting.*	1	2	3	4
13.	I do not consider recognition of my work as an important incentive. *Saya tidak menganggap pengiktirafan terhadap kerja saya sebagai insentif yang penting.*	1	2	3	4
14.	I work hard so that I will be awarded the salary progression either vertically or diagonally. *Saya bekerja kuat untuk mendapat pergerakan gaji menegak atau melintang.*	1	2	3	4

15.	The New Performance Appraisal System increases my chances for promotion. *Sistem Baru Penilaian Prestasi (SSB) menambahkan peluang saya untuk naik pangkat.*	1 2 3 4

SECTION C:	**PERCEPTION OF LEVELS OF ETHICAL DILEMMAS FACED BY TEACHERS IN THE NEW PERFORMANCE APPRAISAL SYSTEM UNDER THE NEW REMUNERATION SYSTEM (NRS)**
BAHAGIAN C:	***PERSEPSI TERHADAP TAHAP DILEMA ETIKA DI KALANGAN GURU DALAM SISTEM BARU PENILAIAN PRESTASI DI BAWAH SISTEM SARAAN BARU (SSB).***

Instruction: For each statement, please circle the response that represents your view.

Arahan : *Bagi setiap kenyataan sila bulatkan jawapan yang terbaik mewakili pendapat anda.*

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4

16.	A teacher who is doing well in his or her job does not have to worry about being unethical. *Guru yang melakukan tugasnya dengan baik tidak perlu risau tentang berkelakuan tidak beretika.*	1 2 3 4

17.	A teacher cannot demand to be given better result for his or her performance appraisal. *Seseorang guru tidak boleh menuntut untuk diberi keputusan penilaian prestasi yang lebih baik.*	1 2 3 4

18.	It is normal for teachers to manipulate their friendship with their appraiser to get a better result for the performance appraisal. *Adalah perkara biasa bagi guru-guru memanipulasikan persahabatan mereka dengan penilai untuk mendapat keputusan yang lebih baik dalam penilaian prestasi.*	1 2 3 4

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4

19.	It is not necessary to work hard as long as you are close to your appraiser. *Sekiranya kamu rapat dengan penilai kamu tidak perlu bekerja kuat.*	1	2	3	4
20.	In order to get salary progression (either vertically or diagonally) a teacher may pretend to work hard in front of his or her appraisers. *Untuk mendapat pergerakan gaji menegak atau melintang seseorang guru boleh berlagak rajin di depan penilai.*	1	2	3	4
21.	It is acceptable to give gifts to your appraiser in order to get better result for the performance appraisal. *Memberi hadiah kepada penilai untuk mendapat keputusan penilaian prestasi yang lebih baik adalah tidak salah.*	1	2	3	4
22.	It is normal to demand a better result for the performance appraisal. *Menuntut untuk diberi keputusan penilaian prestasi yang lebih baik adalah perkara biasa.*	1	2	3	4
23.	I think giving gifts/favors to influence the result of performance appraisal is acceptable. *Pada pendapat saya memberi hadiah/pertolongan untuk mempengaruhi keputusan penilaian prestasi adalah tidak salah.*	1	2	3	4
24.	I don't want to work hard because I will never be considered for promotion. *Saya tidak mahu bekerja kuat kerana saya tidak akan berpeluang untuk naik pangkat.*	1	2	3	4
25.	Teachers should work hard only in the presence of their principal or the senior assistants. *Guru-guru harus rajin bekerja hanya di depan pengetua atau penolong-penolong kanan sahaja.*	1	2	3	4

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4

26.	I should be pleased when my senior colleague got better performance appraisal result than me even though I had worked harder. *Saya harus berpuas hati apabila rakan setugas yang lebih tua (atau senior) mendapat keputusan penilaian prestasi yang lebih baik walaupun saya bekerja lebih rajin.*	1	2	3	4

27.	It is wrong to be too close to the principal or senior assistants. *Terlalu rapat dengan pengetua atau penolong-penolong kanan adalah salah.*	1	2	3	4

28.	A teacher must always work hard to obtain better result for performance appraisal. *Seseorang guru itu harus selalu rajin menjalankan tugasnya untuk mendapat keputusan penilaian prestasi yang lebih baik.*	1	2	3	4

SECTION D:	**TEACHERS' SATISFACTION LEVELS IN THE NEW PERFORMANCE APPRAISAL UNDER THE NEW REMUNERATION SYSTEM (NRS)**
BAHAGIAN D:	***TAHAP KEPUASAN DI KALANGAN GURU DALAM SISTEM BARU PENILAIAN PRESTASI DI BAWAH SISTEM SARAAN BARU (SSB).***

Instruction: For each statement, please circle the response that represents your view.
Arahan : Bagi setiap kenyataan sila bulatkan jawapan yang terbaik mewakili pendapat anda.

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly agree *Sangat setuju*
1	2	3	4

29.	Overall, I am satisfied with the New Performance Appraisal in NRS. *Secara keseluruhannya saya puas hati dengan Sistem Baru Penilaian Prestasi dalam SSB.*	1	2	3	4
30.	Performance appraisal under NRS increased my job satisfaction. *Penilaian prestasi dalam SSB meningkatkan kepuasan bekerja bagi saya.*	1	2	3	4
31.	My performance is evaluated based on how well I do my job. *Prestasi kerja saya dinilai berdasarkan kebolehan saya melaksanakan tugas saya.*	1	2	3	4
32.	In the NRS teachers are recognized for their major accomplishment on the job. *Dalam SSB guru-guru diiktiraf atas pencapaian utama mereka dalam tugas mereka.*	1	2	3	4
33.	I am **not** rewarded based on my actual performance under NRS. *Dalam SSB saya tidak diberi ganjaran berdasarkan prestasi kerja sebenar saya.*	1	2	3	4
34.	The New Performance Appraisal System is a source of satisfaction in my job. *Sistem Baru Penilaian Prestasi adalah sumber kepuasan bekerja bagi saya.*	1	2	3	4
35.	The New Performance Appraisal System in the NRS gives teachers a sense of achievement. *Sistem Baru Penilaian Prestasi dalam SSB memberi guru-guru rasa kejayaan.*	1	2	3	4
36.	I sometimes feel that my work is **not** appreciated. *Kadang kala saya rasa kerja saya tidak dihargai.*	1	2	3	4

Strongly disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4

37.	Performance appraisal is always accurate. *Penilaian prestasi adalah selalu tepat.*	1	2	3	4
38.	Since the implementation of NRS or SSB I sometimes feel that I am in the wrong job. *Sejak pelaksanaan SSB kadang kala saya rasa tersalah memilih kerjaya.*	1	2	3	4
39.	I am very pleased and happy every time I received the result of my performance appraisal. *Setiap kali menerima keputusan penilaian prestasi saya berasa puas hati dan gembira.*	1	2	3	4
40.	When I feel about the future in my job under NRS, I feel fortunate. *Apabila memikirkan masa depan saya dibawah SSB, saya rasa bertuah.*	1	2	3	4
41.	I am always disappointed with the result of my performance appraisal. *Saya selalu kecewa dengan keputusan penilaian prestasi yang saya dapat.*	1	2	3	4

42. In your opinion what are the factors that motivate you in the New Performance Appraisal System under the New Remuneration System ?
Pada pendapat anda apakah faktor utama yang memberi motivasi atau dorongan kepada anda dalam Sistem Penilaian Prestasi dalam Sistem Saraan Baru?

43. In your opinion why do ethical dilemmas exist among teachers in response to the New Performance Appraisal System under the New Remuneration System?
Pada pendapat anda mengapakah wujud dilema etika di kalangan guru akibat Sistem Baru Penilaian Prestasi dalam Sistem Saraan Baru?

44. Are you satisfied with the New Performance Appraisal System under the New Remuneration System? Explain your answer.
Adakah anda berpuas hati dengan Sistem Baru Penilaian Prestasi dalam Sistem Saraan Baru? Sila jelaskan jawapan anda.

45. In your opinion why do teachers question the reliability of the New Performance Appraisal System under the New Remuneration System ?
Pada pendapat anda mengapakah ramai guru mempersoalkan ketepatan Sistem Baru Penilaian Prestasi dalam Sistem Saraan Baru?

46. In your opinion should a teacher influence the results of the performance appraisal to his favor?
Pada pendapat anda patutkah seseorang guru itu mempengaruhi keputusan penilaian prestasi?

Terima Kasih.

APPENDIX B

JADUAL BILANGAN DG-2

PPP SISWAZAH GRED DG2

I. GRED GAJI SSB : DG2/KAT.II
II. KOD GAJI KOMPUTER : DG02000
III. TARIKH KUATKUASA : 1.1.2000

GAJI POKOK P1		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KERAIAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P2		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KERAIAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P3		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KERAIAN	IMBUHAN TETAP PERUMAHAN
	RM		RM	RM	RM		RM		RM	RM	RM		RM		RM	RM	RM
T1	3383.60	507.54	(15%)	500	700	T1	3550.80	532.62	(15%)	500	700	T1	3724.60	558.69	(15%)	550	700
T2	3544.20	531.63		500	700	T2	3718.00	557.70		550	700	T2	3898.40	584.76		550	700
T3	3704.80	555.72		550	700	T3	3885.20	582.78		550	700	T3	4072.20	610.83		550	700
T4	3865.40	579.81		550	700	T4	4052.40	607.86		550	700	T4	4246.00	636.90		550	700
T5	4026.00	603.90		550	700	T5	4219.60	632.94		550	700	T5	4419.80	552.48	(12.5%)	550	700
T6	4186.60	627.99		550	700	T6	4386.80	548.35	(12.5%)	550	700	T6	4593.60	574.20		550	700
T7	4347.20	543.40	(12.5%)	550	700	T7	4554.00	569.25		550	700	T7	4767.40	595.93		550	700

II. KOD GAJI KOMPUTER : DG03000
III. TARIKH KUATKUASA : 1.1.2000

PPP SISWAZAH GRED DG3

GAJI POKOK P1		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P2		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P3		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN
	RM		RM	RM	RM		RM		RM	RM	RM		RM		RM	RM	RM
T1	1281.50	256.30	(20%)	170	165	T1	1356.30	237.35	(17.5%)	170	165	T1	1434.40	251.02	(17.5%)	170	165
T2	1353.00	236.78	(17.5%)	170	165	T2	1431.10	250.44		170	165	T2	1512.50	264.69		170	165
T3	1424.50	249.29		170	165	T3	1505.90	263.53		170	165	T3	1590.60	278.36		170	165
T4	1496.00	261.80		170	165	T4	1580.70	276.62		170	165	T4	1668.70	292.02		170	165
T5	1567.50	274.31		170	165	T5	1655.50	289.71		170	165	T5	1746.80	305.69		170	165
T6	1639.00	286.83		170	165	T6	1730.30	302.80		170	165	T6	1824.90	319.36		170	165
T7	1710.50	299.34		170	165	T7	1805.10	315.89		170	165	T7	1903.00	333.03		170	165
T8	1782.00	311.85		170	165	T8	1879.90	328.98		170	165	T8	1981.10	346.69		170	165
T9	1853.50	324.36		170	165	T9	1954.70	342.07		170	165	T9	2059.20	360.36		170	165
T10	1925.00	336.88		170	165	T10	2029.50	355.16		170	165	T10	2137.30	374.03		170	165
T11	1996.50	349.39		170	165	T11	2104.30	368.25		170	165	T11	2215.40	387.70		170	165
T12	2068.00	361.90		170	165	T12	2179.10	381.34		170	165	T12	2293.50	401.36		170	165
T13	2139.50	374.41		170	165	T13	2253.90	394.43		170	165	T13	2371.60	415.03		170	165
T14	2211.00	386.93		170	165	T14	2328.70	407.52		170	165	T14	2449.70	428.70		170	165
T15	2282.50	399.44		170	165	T15	2403.50	420.61		170	165	T15	2527.80	442.37		170	165
T16	2354.00	411.95		170	165	T16	2478.30	433.70		170	165	T16	2656.50	398.48	(15%)	170	165
T17	2425.50	424.46		170	165	T17	2601.50	390.23	(15%)	170	165	T17	2785.20	417.78		300	165
T18	2544.30	381.65	(15%)	170	165	T18	2724.70	408.71		170	165	T18	2913.90	437.09		300	165
T19	2663.10	399.47		170	165	T19	2847.90	427.19		300	165	T19	3042.60	456.39		300	165
T20	2781.90	417.29		300	165	T20	2971.10	445.67		300	165	T20	3171.30	475.70		300	165
T21	2900.70	435.11		300	165	T21	3094.30	464.15		300	165	T21	3300.00	495.00		300	165
T22	3019.50	452.93		300	165	T22	3217.50	482.63		300	165	T22	3428.70	514.31		300	165
T23	3138.30	470.75		300	165	T23	3340.70	501.11		300	165	T23	3557.40	533.61		300	165
T24	3257.10	488.57		300	165	T24	3463.90	519.59		300	165	T24	3686.10	552.92		300	165
T25	3375.90	506.39		300	165	T25	3587.10	538.07		300	165	T25	3814.80	572.22		300	165
T26	3494.70	524.21		300	165	T26	3710.30	556.55		300	165	T26	3943.50	591.53		300	165

JADUAL BILANGAN DG-4

I. GRED GAJI SSB : DG4/KAT.VI
II. KOD GAJI KOMPUTER : DG04000
III. TARIKH KUATKUASA : 1.1.2000

PPP BUKAN SISWAZAH GRED DG4

GAJI POKOK P1	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P2	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P3	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN
RM	RM	RM	RM	RM	RM	RM	RM	RM	RM	RM	RM
T1 2172.50	380.19 (17.5%)	115	135	T1 2247.30	393.28 (17.5%)	115	135	T1 2325.40	406.95 (17.5%)	115	135
T2 2244.00	392.70	115	135	T2 2322.10	406.37	115	135	T2 2403.50	420.61	115	135
T3 2315.50	405.21	115	135	T3 2396.90	419.46	115	135	T3 2481.60	434.28	115	135
T4 2387.00	417.73	115	135	T4 2471.70	432.55	115	135	T4 2559.70	383.96 (15%)	115	135
T5 2458.50	430.24	115	135	T5 2546.50	381.98 (15%)	115	135	T5 2637.80	395.67	115	135
T6 2530.00	442.75	115	135	T6 2621.30	393.20	115	135	T6 2715.90	407.39	115	135

I. GRED GAJI SSB : DG5/KAT.VI
II. KOD GAJI KOMPUTER : DG05000
III. TARIKH KUATKUASA : 1.1.2000

JADUAL BILANGAN DG-5

PPP BUKAN SISWAZAH GRED DG5

GAJI POKOK P1	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P2	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P3	BAYARAN INSENTIF WILAYAH	IMBUHAN TETAP KERAJAN	IMBUHAN TETAP PERUMAHAN
RM	RM	RM	RM	RM	RM	RM	RM	RM	RM	RM	RM
T1 1743.50	305.11 (17.5%)	115	135	T1 1818.30	318.20 (17.5%)	115	135	T1 1896.40	331.87 (17.5%)	115	135
T2 1815.00	317.63	115	135	T2 1893.10	331.29	115	135	T2 1974.50	345.54	115	135
T3 1886.50	330.14	115	135	T3 1967.90	344.38	115	135	T3 2052.60	359.21	115	135
T4 1958.00	342.65	115	135	T4 2042.70	357.47	115	135	T4 2130.70	372.87	115	135
T5 2029.50	355.16	115	135	T5 2117.50	370.56	115	135	T5 2208.80	386.54	115	135
T6 2101.00	367.68	115	135	T6 2192.30	383.65	115	135	T6 2286.90	400.21	115	135
T7 2172.50	380.19	115	135	T7 2267.10	396.74	115	135	T7 2365.00	413.88	115	135
T8 2244.00	392.70	115	135	T8 2341.90	409.83	115	135	T8 2443.10	427.54	115	135
T9 2315.50	405.21	115	135	T9 2416.70	422.92	115	135	T9 2521.20	441.21	115	135
T10 2387.00	417.73	115	135	T10 2491.50	436.01	115	135	T10 2599.30	389.90 (15%)	115	135

KOD GAJI KOMPUTER : DG06000

iii. TARIKH KUATKUASA : 1.1.2000

DGG

JADUAL GAJI GUBAHAN BAZAR GRED DG6

GAJI POKOK P1		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P2		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN	GAJI POKOK P3		BAYARAN INSENTIF WILAYAH		IMBUHAN TETAP KHIDMAT AWAM	IMBUHAN TETAP PERUMAHAN
RM		RM		RM	RM	RM		RM		RM	RM	RM		RM		RM	RM
T1	717.20	161.37	(22.5%)	115	135	T1	756.80	170.28	(22.5%)	115	135	T1	798.60	159.72	(20%)	115	135
T2	754.60	169.79		115	135	T2	796.40	159.28	(20%)	115	135	T2	840.40	168.08		115	135
T3	792.00	158.40	(20%)	115	135	T3	836.00	167.20		115	135	T3	882.20	176.44		115	135
T4	829.40	165.88		115	135	T4	875.60	175.12		115	135	T4	933.90	186.78		115	135
T5	866.80	173.36		115	135	T5	925.10	185.02		115	135	T5	985.60	197.12		115	135
T6	914.10	182.82		115	135	T6	974.60	194.92		115	135	T6	1037.30	207.46		115	135
T7	961.40	192.28		115	135	T7	1024.10	204.82		115	135	T7	1089.00	217.80		115	135
T8	1008.70	201.74		115	135	T8	1073.60	214.72		115	135	T8	1140.70	228.14		115	135
T9	1056.00	211.20		115	135	T9	1123.10	224.62		115	135	T9	1192.40	238.48		115	135
T10	1103.30	220.66		115	135	T10	1172.60	234.52		115	135	T10	1244.10	248.82		115	135
T11	1150.60	230.12		115	135	T11	1222.10	244.42		115	135	T11	1295.80	226.77	(17.5%)	115	135
T12	1197.90	239.58		115	135	T12	1271.60	254.32		115	135	T12	1347.50	235.81		115	135
T13	1245.20	249.04		115	135	T13	1321.10	231.19	(17.5%)	115	135	T13	1399.20	244.86		115	135
T14	1292.50	226.19	(17.5%)	115	135	T14	1370.60	239.86		115	135	T14	1450.90	253.91		115	135
T15	1339.80	234.47		115	135	T15	1420.10	248.52		115	135	T15	1502.60	262.96		115	135
T16	1387.10	242.74		115	135	T16	1469.60	257.18		115	135	T16	1554.30	272.00		115	135
T17	1434.40	251.02		115	135	T17	1519.10	265.84		115	135	T17	1608.00	281.05		115	135
T18	1481.70	259.30		115	135	T18	1568.60	274.51		115	135	T18	1657.70	290.10		115	135
T19	1529.00	267.58		115	135	T19	1618.10	283.17		115	135	T19	1709.40	299.15		115	135
T20	1576.30	275.85		115	135	T20	1667.60	291.83		115	135	T20	1761.10	308.19		115	135
T21	1623.60	284.13		115	135	T21	1717.10	300.49		115	135	T21	1812.80	317.24		115	135
T22	1670.90	292.41		115	135	T22	1766.60	309.16		115	135	T22	1864.50	326.29		115	135
T23	1718.20	300.69		115	135	T23	1816.10	317.82		115	135	T23	1942.60	339.96		115	135
T24	1765.50	308.96		115	135	T24	1890.90	330.91		115	135	T24	2020.70	353.62		115	135
T25	1837.00	321.48		115	135	T25	1965.70	344.00		115	135	T25	2098.80	367.29		115	135
T26	1908.50	333.99		115	135	T26	2040.50	357.09		115	135	T26	2176.90	380.96		115	135
T27	1980.00	346.50		115	135	T27	2115.30	370.18		115	135	T27	2255.00	394.63		115	135
T28	2051.50	359.01		115	135	T28	2190.10	383.27		115	135	T28	2333.10	408.29		115	135
T29	2123.00	371.53		115	135	T29	2264.90	396.36		115	135	T29	2411.20	421.96		115	135

LIST OF SECONDARY SCHOOL IN ZONE C IN KUCHING SAMARAHAN DIVISION

NO.	SCHOOL	GRADE A/B	URBAN/RURAL
1.	KOLEJ TUN ABDUL RAZAK	A	URBAN
2.	SMK BALAI RINGIN	A	RURAL
3.	SMK GEDONG	A	RURAL
4.	SMK PENRISSEN NO. 1	A	URBAN
5.	SMK SERIAN	A	URBAN
6.	SMK SIMUNJAN NO. 1	A	RURAL
7.	SMK SIMUNJAN NO. 2	B	RURAL
8.	SMK TAEE	A	RURAL
9.	SMK TARAT	B	URBAN
10.	SMK TEBAKANG	A	RURAL
11.	SMK WIRA PENRISSEN	B	URBAN

APPENDIX D

EN. SPEEDY BENA
SMK PENRISSEN NO. 1
KM 20 JALAN KUCHING-SERIAN
93250 KUCHING

Tarikh:

Tuan/Puan Pengetua dan Guru-guru ,

QUESTIONNAIRE: MOTIVATION, ETHICAL DILEMMAS AND SATISFACTION ASSOCIATED WITH THE NEW PERFORMANCE APPRAISAL SYSTEM IN SSB AMONG TRAINED TEACHERS IN SECONDARY SCHOOLS IN ZONE C IN KUCHING-SAMARAHAN DIVISION, SARAWAK.

Salam sejahtera,

2. Dengan hormat dan sukacitanya saya mengucapkan ribuan terima kasih kepada pihak sekolah, khususnya Tuan/Puan Pengetua, atas kerjasama dan sokongan yang telah diberikan kepada saya dalam melengkapkan soalselidik bagi kajian Program Sarjana seperti di atas. Tanpa kerjasama daripada Tuan-tuan/Puan-puan kajian ini tidak mungkin dapat disempurnakan dengan jayanya.

3. Sehubungan itu, saya mengucapkan jutan terima kasih kepada Guru-gura yang telah menyumbangkan masa dan tenaga untuk melengkapkan soalselidik tersebut secara jujur, ikhlas dan objektif.

4. Segala jasa baik Tuan-tuan/Puan-puan semua dalam perkara ini amat saya hargai dan sanjungi selalu.

Sekian. Terima kasih.

Yang benar,

(SPEEDY BENA ANAK ALBERT LUNA)
Penyelidik/Penyelia Petang
SMK Penrissen No. 1,
KUCHING.

RESPONDENTS' COMMENTS IN RESPONSE TO THE OPEN ENDED QUESTIONS

The five open ended questions were analyzed and the general themes of the respondents responses to the respective question were divided into four sections based on gender and service category as follows: Male graduate, Male non-graduate, Female graduate and Female non-graduate.

Question 1: In your opinion what are the factors that motivate you in the New Performance Appraisal System under the New Remuneration System ?

MALE GRADUATE:

- To be awarded salary progression either vertically or diagonally.
- To received recognition for effort rendered.
- Prospect for promotion
- Transparency in Performance Appraisal
- Students performance
- Healthy competition with colleagues and
- To get self fulfillment

FEMALE GRADUATE:

- Salary progressions, either vertically or diagonally.
- Recognition for effort rendered.
- Pleasant working environments.
- Better Prospect for promotion regardless of seniority.

MALE NON-GRADUATE:

- Fair and just evaluation based on actual work performance.
- Cooperation between colleagues in workplace.
- Recognition by administration and constants moral support.

- Salary progression, vertically or diagonally.

FEMALE NON-GRADUATE:

- Students' success in their study.
- Recognition from administrator for contribution to the school.
- Honesty in conducting the performance appraisal.
- Fairness and objectivity in conducting the performance appraisal.
- Salary progression, either vertically or diagonally.

Question 2: In your opinion why do ethical dilemmas exist among teachers in response to the New Performance Appraisal System under the New Remuneration System?

MALE GRADUATE:

- Unhealthy competition to salary progression (vertically or diagonally).
- The Performance Appraisal being conducted in schools is riddled with element of favoritism and bias.
- Quota system limits opportunities for rewards and promotions.
- Opportunity for teachers to patronize and "bribe" appraisers.
- The New Performance Appraisal System is unfair to certain teachers.
- Difficulty to decide whether to perform for salary progression or the success of students.
- Teachers are emotional with the results of the performance appraisal.
- Evaluation of performance under the New Performance Appraisal System too subjective and inaccurate.
- Too many weaknesses such as opportunity for exploitation by both appraisers and appraisees alike.

FEMALE GRADUATE:

- Competition to get salary progression (vertical or diagonal).
- Teacher's creed to obtain better results in the performance appraisal.

- Elements of favoritism, prejudice and bias exist in the New Performance Appraisal System.
- Evaluation too subjective.
- Lack of recognition under the new system.
- Quota system limits opportunity for reward and promotion.
- Jealousy towards each other.
- Teachers tend to exploit their relationship to lobby for better marks in the performance appraisal.

MALE NON-GRADUATE:

- Personnel performance are given more prominence over team work.
- Unfair and bias evaluation.
- Practice of favoritism by the appraisers.
- Disappointment over result of performance appraisal.
- Those who have been awarded the vertical or diagonal salary progression find it difficult to get the cooperation from those who have not.
- Destruction of team spirit.
- Lack of confident and trust in the new system.
- Creed to get vertical or diagonal salary progression.

FEMALE NON-GRADUATE:

- Subjective and bias evaluation in the performance appraisal.
- Teachers tend to talk bad or slender colleagues to get better results in the performance appraisal.
- Appraiser favor certain group of teachers.
- Teachers purposely manipulate their relationship with the appraisers to influence the performance appraisal results.
- Human nature to deviate from the norms.
- Limited opportunity for promotion due to the use of quota system.

Question 3: Are you satisfied with the New Performance Appraisal System under the New Remuneration System?

MALE GRADUATE:

- No, because the New Performance Appraisal System provide opportunity for appraiser to abuse their power.
- No, because the new system is known to have elements of favoritism, prejudice and bias.
- No, because evaluation in the New Performance Appraisal System seems not to be based on work performance.
- No, because the quota system limits the number of teachers to be given salary progression (vertical or diagonal) to only 5 %.
- No, the evaluation is done subjectively.
- Yes, the new system gives opportunity for healthy competitions.
- Yes, the new system provides rewards deserving teachers..

FEMALE GRADUATE:

- No, because the system does not provide proper recognition for effort rendered.
- No, the new system has an unfair evaluation system.
- No, lots of bias and prejudice.
- No, the quota system gives too limited opportunity for teachers to get vertical or diagonal salary progression.
- Yes, it gives me a sense of purpose to perform well.
- Yes, because deserving teachers can be given better salary progression for their effort.

MALE NON-GRADUATE:

- No, the system is riddled with the practice of favoritism, bias and prejudice.
- No, the appraisers may be manipulated easily to give better results.
- No, it destroys team spirits.
- No, it creates feeling of animosity among teachers.

- No, the non-graduates feel that they have been discriminated against their graduate counterparts.
- No, the evaluation is too subjective.
- No, because the performance appraisal not done based on guidelines.
- Yes, but need to improve the evaluation system.
- Yes, it gives opportunities to challenge one self.
- Yes, so long as everybody do their job honestly.

FEMALE NON-GRADUATE:

- No, the new system has not been done fairly and objectively but based on favoritism.
- No, the new performance system is carried out subjectively, and bias.
- No, because the promotion or award is not given based on seniority.
- No, the evaluation for the award of vertical or diagonal salary progression is done based on personal feeling and emotion of the appraisers.
- No, because only those close to the appraisers will get good marks in the performance appraisal.
- No, the system provides opportunities for bribery and manipulation of appraisers by the teachers.
- Yes, because I got what I deserved.
- Yes, the appraisers really appraise fairly.
- Yes only if it is done fairly.

Question 4: In your opinion why do teachers question the reliability of the New Performance Appraisal System under the New Remuneration System ?

MALE GRADUATE:

- This is because teachers perceived the evaluation to be subjective, bias and riddled with prejudice.
- Sometimes the results of the performance appraisal contradict expectation.

- The evaluation is based on emotion and feeling of the appraisers.
- Because teachers who know how to get the appraisers' attention will get better marks.

FEMALE GRADUATE:

- This is because the evaluation in the New Performance Appraisal System seems to be riddled with elements of bias and prejudice.
- Because the New Performance Appraisal System do not evaluate every aspect of teachers' contribution to the school.
- Teachers may have felt that they have been unfairly evaluated.
- As a results of disappointment over the conduction of performance appraisal.
- Lacks of transparency in carrying out the performance appraisal.

MALE NON-GRADUATE:

- The system is riddled with loopholes for abuse.
- The appraisers have too much power on decision making.
- Appraisers may can be manipulated by teachers who creed for vertical or diagonal salary progression.
- The evaluation is done based on prejudice and favoritism.
- Appraisers are usually biased.
- Lacks of transparency on how the selection of teachers for the salary progression (vertical or diagonal) is decided on.
- Evaluation too subjective and done based on emotion of the appraisers.
- he implementation of the system have deviated from its original intends
- Appraisers are not properly trained to conduct performance appraisals.

FEMALE NON-GRADUATE:

- This is because the evaluation in the New Performance Appraisal System seems to be riddled with elements of bias and prejudice.
- Because the New Performance Appraisal System do not evaluate every aspect of teachers' contribution to the school.

- Teachers may have felt that they have been unfairly evaluated.

- As a results of disappointment over the conduction of performance appraisal.
- Lacks of transparency in carrying out the performance appraisal.
- Evaluation done not based on guidelines but according to the whim and fancy of the appraisers.

Question 5: In your opinion should a teacher influence the results of the performance appraisal to his favor?

MALE GRADUATE:

- No, the appraisers should be independent any influence when making any decision or evaluation.
- No, teachers have no means to influence the performance appraisal's results.
- No, to influence the performance appraisal would be unethical for teachers.
- No, it's immoral to do so.
- Yes, to counter favoritism and bias.
- Yes, it is also an effort.

FEMALE GRADUATE:

- No, because teachers should be appraised based on ability and actual performance.
- Yes, teachers must be involved in the decision making process of the performance appraisal.
- Maybe, because it can be done not on purpose.

MALE NON-GRADUATE:

- No, but each teacher should discuss the result on a face to face basis.
- No, because this can lead to distraction of teachers' focus on their core business.
- No, because this can lead to sabotage in the workplace.

- Yes, to counter favoritism and back stabbing by colleagues.
- Yes, but not bribery.

FEMALE NON-GRADUATE:

- No, the appraisers' decision is final.
- No, but its important for the appraisers to know that teachers be treated fairly.
- No, can lead to bias and favoritism.
- Yes, through honest discussion with the appraisers.

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIK
PARAS 2, 3 DAN 5, BLOK J
PUSAT BANDAR DAMANSARA
50604 KUALA LUMPUR
MALAYSIA

Telefon : 03-2586900
Faks : 03-2554960
Laman Web : http://161.142.144.5

APPENDIX F

Ruj. Kami : KP(BPPDP) 13/15 (145)
Tarikh : 19 Februari 2001.

Encik Speedy Bena anak Albert Luna,
No. 9, Taman Orchard,
Jalan Urat Mata,
Tabuan Jaya,
93350 Kuching,
SARAWAK.

Tuan,

Kebenaran Untuk Menjalankan Kajian Di Sekolah-Sekolah, Maktab-Maktab Perguruan, Jabatan-Jabatan Pendidikan Dan Bahagian-Bahagian Di Bawah Kementerian Pendidikan Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk:

"Motivation And Ethical Dilemmas Associated With The New Perfomance Appraisal System In The New Remuneration System Among Trained Secondary School Teachers In Zone C In Kuching-Samarahan Division, Sarawak"

telah diluluskan.

2. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi daripada Ketua Bahagian/Pengarah Pendidikan Negeri yang berkenaan.** Sila kemukakan ke Bahagian ini senaskhah laporan kajian tuan setelah ia selesai kelak.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. AMIR BIN MOHD. SALLEH)
b.p. Pengarah,
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan,
Kementerian Pendidikan Malaysia.

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