PERCEPTION OF SECONDARY SCHOOL TEACHERS ON THE RELATIONSHIP BETWEEN THE SELECTED PERFORMANCE MANAGEMENT PRACTICES TOWARDS INDIVIDUAL PERFORMANCE AND GROUP PERFORMANCE

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AND GROUP PERFORMANCE.

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DECLARATION

A thesis submitted
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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

To my dearest parents,
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For starting me on a journey to pursue my educational dreams.

To my dearest parents in law,
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For the unfailing support in more ways than one

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To my wonderful son and daughter, Chang Shao Yang and Chang Yun Ning
Who have been a constant source of inspiration and motivation and know when daddy is busy with his assignments and group discussion.
BIBLIOGRAPHICAL SKETCH

The writer was born in Kuching Sarawak on 3rd October, 1957. He is the seventh in the family of eleven children. He received his early education from St. Peter’s Primary School in Saratok. He then continued his secondary education in Saratok Secondary school. After completing Form Five he started his teaching career as a temporary teacher in Sekolah Menengah Kebangsaan Tarat, Serian for a year before entering Batu Lintang Teachers’ Training College in 1978. Upon graduation, he was posted to Sekolah Menengah Kebangsaan Luar Bandar Miri, Bekenu as a trained teacher. In 1982, he was transferred to Kolej Tun Abdul Razak in the Kuching Division. He was again transferred to the present school at Sekolah Menengah Kebangsaan Penrissen No.1 in 1989. In 1996, he pursued his first degree at Universiti Teknologi Malaysia at Skudai, Johor Bahru. Upon graduation he was posted back to the same school. He was promoted as Senior Assistant for Co-Curriculum in 2001, and then as Afternoon Supervisor in the year 2005 in the same school. It was in the year 2003 that he took up this course.
CHAPTER 1 - INTRODUCTION

1.0 Introduction 1
1.1 Background of the study 2
1.2 Statement of the problem 5
1.3 Objectives of the study 8
1.3.1 Specific objectives 8
1.4 Research hypotheses 9
1.5 Significance of the study 10
1.6 Performance management model 11
1.7 Definition of terms 13
1.7.1 Performance management 13
1.7.2 Performance management practices 14
1.7.3 Individual performance 14
1.7.4 Group performance 15
1.7.5 Goal setting 16
1.7.6 Performance appraisal 17
1.7.7 Reward systems 19
1.7.8 Managerial staffs 20
1.7.9 Teachers 21
1.8 Limitation of the study 22
1.9 Chapter Summary 23

CHAPTER 2 - LITERATURE REVIEW

2.0 Introduction 24
2.1 Performance management 24
2.2 The wider implications of performance management 28
2.3 Performance management philosophy 30
2.4 Performance management models 33
2.5 Performance management practices 37
2.5.1 Goal setting 38
CHAPTER 3 - METHODOLOGY

3.0 Introduction 48
3.1 Research design 48
3.2 Location of the study 51
3.3 Population and sample 52
3.4 Research Instrument 52
  3.4.1 Section A of questionnaire 53
  3.4.2 Section B of questionnaire 53
  3.4.3 Section C of questionnaire 54
  3.4.4 Section D of questionnaire 55
  3.4.5 Section E of questionnaire 56
3.5 Pilot study 57
3.6 Data collection procedures 59
3.7 Data analysis 60
  3.7.1 Descriptive statistic 60
  3.7.2 Inferential statistics 61
  3.7.2.1 Analysis to determine the differences 61
3.8 Chapter summary 62

CHAPTER 4 - FINDINGS AND DISCUSSION

4.0 Introduction 63
4.1 Demographic characteristics of respondents 63
  4.1.1 Distribution of respondents based on position 64
  4.1.2 Distribution of respondents based on gender 64
  4.1.3 Distribution of respondents based on age group 65
  4.1.4 Distribution of respondents based on educational level 66
  4.1.5 Distribution of respondents based on length of service 66
  4.1.6 Distribution of respondents based on service category 67
  4.1.7 Distribution of respondents based on performance 68
4.2 Research findings and discussion 69
  4.2.1 Difference between goal setting and individual performance 69
  4.2.2 Difference between goal setting and group performance 72
  4.2.3 Difference between performance appraisal and individual performance 75
  4.2.4 Difference between performance appraisal and group performance 77
  4.2.5 Difference between reward system and individual performance 80

vii
CHAPTER 5- SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction 87
5.1 Summary of the study 88
5.2 Findings and discussion 93
  5.2.1 Teachers' perception on goal setting and individual 93
      Performance
  5.2.2 Teachers' perception on goal setting and individual 94
      Performance
  5.2.3 Teachers' perception on performance appraisal and 94
      Individual performance
  5.2.4 Teachers' perception on performance appraisal and 95
      group performance
  5.2.5 Teachers' perception on reward system and performance 95
  5.2.6 Teachers' perception on reward system and performance 96
5.3 Recommendations 97
  5.3.1 Policy makers 97
  5.3.2 School administrators as appraisers 98
  5.3.3 Future researchers 100

Bibliography 101

Appendices
  Appendix A - Questionnaires 107
  Appendix B - Lists of secondary schools in zone C 117
  Appendix C - Letter of thanks to all the principals in zone C 118
  Appendix D - Letter of approval to undertake the study from 119
      State Education Department, Sarawak
  Appendix E - Letter of approval to undertake the study from 121
      Education Planning and Research Department, Ministry of Education, Malaysia

viii
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Distribution of respondents based on position</td>
<td>64</td>
</tr>
<tr>
<td>4.2</td>
<td>Distribution of respondents based on gender</td>
<td>65</td>
</tr>
<tr>
<td>4.3</td>
<td>Distribution of respondents based on age group</td>
<td>65</td>
</tr>
<tr>
<td>4.4</td>
<td>Distribution of respondents based on educational level</td>
<td>66</td>
</tr>
<tr>
<td>4.5</td>
<td>Distribution of respondents based on length of service</td>
<td>67</td>
</tr>
<tr>
<td>4.6</td>
<td>Distribution of respondents based on service category</td>
<td>68</td>
</tr>
<tr>
<td>4.7</td>
<td>Distribution of respondents based on performance</td>
<td>68</td>
</tr>
<tr>
<td>4.8</td>
<td>Independent t-Test score on teachers’ goal setting based on individual performance</td>
<td>70</td>
</tr>
<tr>
<td>4.9</td>
<td>Frequency of respondents’ responds to goal setting and individual performance</td>
<td>71</td>
</tr>
<tr>
<td>4.10</td>
<td>Independent t-Test score on teachers’ goal setting based on group performance</td>
<td>72</td>
</tr>
<tr>
<td>4.11</td>
<td>Frequency of respondents’ responds to goal setting and group performance</td>
<td>74</td>
</tr>
<tr>
<td>4.12</td>
<td>Independent t-Test score on teachers’ performance appraisal based on individual performance</td>
<td>75</td>
</tr>
<tr>
<td>4.13</td>
<td>Frequency of respondents’ responds to performance appraisal and individual performance</td>
<td>77</td>
</tr>
<tr>
<td>4.14</td>
<td>Independent t-Test score on teachers’ performance appraisal based on group performance</td>
<td>78</td>
</tr>
<tr>
<td>4.15</td>
<td>Frequency of respondents’ responds to performance appraisal and group performance</td>
<td>80</td>
</tr>
<tr>
<td>4.16</td>
<td>Independent t-Test score on teachers’ reward system based on individual performance</td>
<td>81</td>
</tr>
<tr>
<td>4.17</td>
<td>Frequency of respondents’ responds to reward system and individual performance</td>
<td>82</td>
</tr>
<tr>
<td>4.18</td>
<td>Independent t-Test score on teachers’ reward system based on group performance</td>
<td>83</td>
</tr>
<tr>
<td>4.19</td>
<td>Frequency of respondents’ responds to reward system and group performance</td>
<td>85</td>
</tr>
<tr>
<td>4.20</td>
<td>Summary of results</td>
<td>86</td>
</tr>
<tr>
<td>Figure No</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1.1</td>
<td>Performance management model by Cummings and Worley</td>
<td>11</td>
</tr>
<tr>
<td>2.1</td>
<td>Performance management as an integrating force</td>
<td>29</td>
</tr>
<tr>
<td>2.2</td>
<td>A model of performance management of staff in LEA</td>
<td>36</td>
</tr>
</tbody>
</table>
# LISTS OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUEPACS</td>
<td>Congress of Union of Employees in the Public and Civil Service</td>
</tr>
<tr>
<td>DG A29</td>
<td>Trained Teachers (ordinary teachers training college graduate)</td>
</tr>
<tr>
<td>DG A32</td>
<td>Trained Teachers (promotion from DG A29)</td>
</tr>
<tr>
<td>DG A34</td>
<td>Trained Teachers (promotion from DG A32)</td>
</tr>
<tr>
<td>DG 41</td>
<td>Trained Graduate Teachers (ordinary)</td>
</tr>
<tr>
<td>DG 44</td>
<td>Trained Graduate Teachers (promotion from DG 41)</td>
</tr>
<tr>
<td>DG 48</td>
<td>Trained Graduate Teachers (promotion from DG 44)</td>
</tr>
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<td>EPRD</td>
<td>Education Planning and Research Department</td>
</tr>
<tr>
<td>SSM</td>
<td>Malaysian Remuneration System</td>
</tr>
<tr>
<td>SSB</td>
<td>New Remuneration System</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>PMS</td>
<td>Performance Management System</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>SPM</td>
<td>Sijil Pelajaran Malaysia</td>
</tr>
<tr>
<td>MCE</td>
<td>Malaysian Certificate of Education</td>
</tr>
<tr>
<td>SC</td>
<td>Senior Cambridge Certificate</td>
</tr>
<tr>
<td>STPM</td>
<td>Sijil Tinggi Pelajaran Malaysia</td>
</tr>
<tr>
<td>HSC</td>
<td>Higher School Certificate</td>
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</tbody>
</table>
ABSTRACT

This study is a survey to determine secondary school teachers' perception on the selected performance management practices (goal setting, performance appraisal and reward system) toward individual performance and group performance. This study was conducted on the secondary schools teachers in Zone C in Kuching Division, Sarawak. Based on the findings of this research suggestions and recommendations were made for the betterment of performance management practices in secondary schools in Sarawak in particular and schools in Malaysia in general. Data were collected through the administration of questionnaires to 250 respondents from a population of 670 trained teachers, consisting of 130 trained graduate teachers and the rest to trained non-graduate teachers. Only 207 (82.2%) questionnaires were returned and 189 were completed and valid and used for analysis. The respondents included in the analysis consisted of 90 male teachers and 99 female teachers. No interviews were conducted, however respondents were given questions in the questionnaires to further expressed their views and make suggestions and recommendations on how to improve the selected performance practices in their schools. The data collected were statistically analyzed using the Statistical Package for Social Sciences Version 11.0 for Windows. The demographic characteristics of the respondents were recorded by using descriptive statistics. Independent t-Test was used to test for any significant differences between the selected independent variables (goal setting, performance appraisal and reward system) and the dependent variables: individual performance and group performance. The findings showed that there were significant differences between goal setting, performance appraisal and reward system based on group performance but found no significant differences between goal setting, performance appraisal and reward system based on individual performance. The findings suggested that the performance management practices toward group performance need to be strengthened and emphasized so that teachers could enhance their group performance. The findings supported the performance management model by Cummings and Worley which aligned individual performance and group performance with goal setting, performance appraisal and reward system. In conclusion, it is hoped that this findings would spur more research in the related field which will contribute to the profiles of factors influencing teachers' performance not only in schools but also the education institutions in Malaysia.
ABSTRAK

CHAPTER 1

INTRODUCTION

1.0 Introduction

The Malaysian education system is facing an unprecedented number of demands for increase public accountability, responsiveness, capacity building, efficiency and effectiveness. The inclusion of relevant policies attempting to address these demands has led not only to a change in the scope, nature and intensity of academic work, but also subjected academic work to performance and quality assessment and management. This study investigated the teachers' perception towards the performance management practices in secondary schools towards individual and group performance and make suggestions on the betterment of the management practices which would be useful to the policy makers to improve the performance of teachers in their work place. The study would also be useful to schools administrators who evaluated teachers' performance and motivate them to improve their performance and to spur more future researches on the related field benefiting the civil servants and teachers in particular.

This chapter covers the background of the study, the statement of the problem, the objectives of the study, the research hypotheses, the significance of the study, the performance management model, the definition of terms used in the study and the limitation of the study.
1.1 Background of study

Managing performance is an important task in ensuring the growth of an organization. The concept of performance management has been one of the most important and positive development in the sphere of management in the last decade. Performance management is an integrated process of defining, assessing, and reinforcing employees work behaviours and outcomes. Organizations with a well-developed performance management process often outperform those without this element of organization design (McDonald and Smith, 1995).

According to Cummings and Worley (2001) performance management includes practices and methods for goal setting, performance appraisal, and reward systems. These practices jointly influence the performance of individuals and work groups. Goal setting specifies the kind of performances that are desired while performance appraisal assesses those outcomes. Reward systems provide the reinforcement to ensure that desired outcomes are repeated.

James and Colebourne (2003) pointed out that systems to support the managing of performance of people in work organization have had a long history, from merit rating in the 1950s, through management by objectives in the 1960s, and 70s, to performance appraisal in 1980s. Performance management as it emerged in 1990s focused on two main dimensions. Firstly, focusing the individual performance to ensure organizational goals are achieved and secondly, developing capabilities to ensure performance improvement.
In the Malaysian public service, the remuneration system has been an important part of the sophisticated human resource management strategies and initiatives to achieve service goals and objectives. The remuneration system is reviewed periodically to take into consideration the nation's vision and aspirations, direction of the public service in the prevailing socio-economic milieu, the labour market, the national economic performance and the competitiveness in the international economy. The review is essential to ensure that the public service retained its capacity to attract, develop and retain people with the necessary skill sets, talents and caliber to perform their roles. The emphasis is on merit whereby consideration for promotion, salary increments, training and placement of officers are more directly based on job performance.

Schneier, Shaw and Beatty (1991) stressed that current trends indicate that performance appraisal system are moving away from judgmental, single source evaluation of the past towards performance management orientation with emphasis on employee development.

The underlying assumption is that if people know and understand the objectives of an organization and are effectively managed and developed to deliver those objectives driven by appropriate rewards then this will lead to improvements in the effectiveness of organization. It is argued that the mechanistic application of these basics is unlikely to be successful, and that performance management needs to be integrated with other service management and human resource policies (Rogers, 1999).
Truss (2001), writing on the wider issues of human resource management (HRM) points out that in HRM the tendency has been to identify best practices and to encourage others to follow those best practices. She argued that based on the assumption that having the appropriate HRM policies inevitably mean that they will be effectively implemented and will produce the intended results in terms of individual behavior.

Performance management in schools is thus a shared commitment to high performance as it helps to focus attention on more effective teaching and mentoring to improve the quality of teaching and to benefit clients, staff, and the organization. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staffs in their chosen profession. Performance management in educational organization demonstrates schools' commitment to develop all teachers effectively to ensure job satisfaction, high levels of expertise and progression of staffs in their chosen profession. Teachers have the right to expect that their performance will be regularly assessed and that they will have more opportunities for professional discussion with the school administrators about their work and their professional development.

Existing best practice in schools is characterized by a commitment to the attainment and welfare of pupils in the school; an appreciation of the crucial role that teachers play; an atmosphere of trust between teachers and managerial staff, which allows them to evaluate strength and identify areas for development;
encouragement to share good practice and the integration of performance management with the overall approach to managing the school.

In order to manage the organization and to achieve superior performance, one needs to understand the interrelationship between the various factors that contribute to the overall performance of the organization.

1.2 Statement of the problem

The Malaysian educational system had undergone various restructuring and reforms since independence. The new generation of educational administrators is expected to be self-confident leaders with competencies, a sense of belonging and self worth. They must be particularly proficient and effective in management, knowledgeable and sensitive to the needs of teachers to nurture a healthy organization. As appraisers of performance management in schools, the school administrators should have the experience, knowledge, competencies and skills needed to evaluate the performance of their staffs objectively.

Furthermore, the introduction of the New Performance Appraisal System (SSB) in 1992 in the public sector caused a lot of frustration and resentment among civil servants, including teachers. A study by CUEPACS (Congress of Unions Employees in Public and Civil services) on SSB showed that 90 percent of the respondents were not satisfied with the system and rejected the system. One of the reasons cited was the bias evaluation by the appraisers who were not
knowledgeable and lack of competencies in the evaluation of staff performances (Senin, 2000). Due to the lack of consistency in the evaluation process, the Malaysian Remuneration System (SSM) was implemented on 1 November 2002. SSM is expected to be more responsive to the changing environment to facilitate the public service in attracting, developing and retaining employees with the right calibers to inculcate the culture of continuous learning and develop knowledge workers in the public service (Malek Shah Mohd.Yussof, 2003).

Rusli Ahmad (2003) found out in his research on the cognitive processing system in performance appraisal decision in the Malaysian public service that performance raters have different types of cognitive map and emphasis when rating performance. Raters concentrate more on integration, decision and observation when making decisions and less on retrieval, storage and categorization. His findings also found that experience enhanced performance rating as it was a very important criterion to become a good rater. School performance appraisers therefore need the experience and expertise to evaluate their staff more accurately.

Teachers on the other hand must be good leaders, effective speakers, analysts, tactful diplomats, firm and at the same time fair disciplinarians. The evidence of educational reform involves issues of governance and structure that require significant changes in individual and organizational behaviour. Organizational roles, school culture and leadership established decision-making processes and jurisdiction and standard operating procedures. Teachers should therefore be
given more autonomy, positive reinforcement and recognition for their contributions. Many teachers were still not satisfied with the rewards given in the form of salary progression, incentives and promotion as they felt that their efforts were not rewarded accordingly (Speedy, 2001).

If educational institutions wish to remain successful they will need to be responsive, supportive and adaptive to various challenges (Brault and Beckwith, 2003). The introduction of performance management system in the educational institutions therefore demanded teachers to have clear statements of their personal goals in term of work objectives to keep up with their own teams' goals and the organizational goals. According to Cummings and Worley (2001), performance management includes performance management practices and methods for goal setting, performance appraisal and reward system. These practices influenced individual performance and group performance.

The prevailing situations mentioned above raise many questions of interest to the researcher to investigate the relationship between performance management practices which might contribute to the overall performance of the organization. This study thus proposes to survey the perception of secondary school teachers on the selected performance management practices of secondary schools in Sarawak and suggest ways for the betterment of the practices.
1.3 Objectives of the study

The general objectives of this study was to identify teachers' perception on performance management practices based on Performance Management Model by Cummings and Worley (2001) and to make recommendations to improve the performance management in secondary schools in Sarawak.

1.3.1 The specific objectives of this study are:

1. To determine the differences in goal setting and individual performance.
2. To determine the differences in goal setting and group performance.
3. To determine the differences in performance appraisal and individual performance.
4. To determine the differences in performance appraisal and group performance.
5. To determine the differences in reward system and individual performance.
6. To determine the differences in reward system and group performance.
1.4 Research hypothesis

According to Leedy (1997) a hypothesis is a conjectural supposition that is posited in order to facilitate the search for facts but that is held in abeyance until the data are available and have been interpreted. Hypotheses direct the researchers’ thinking to possible source of information that will aid in resolving the research problems through the resolution of each attendant sub problems.

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

H01: There is no significant difference between teachers’ perception on goal setting and individual performance.

H02: There is no significant difference between teachers’ perception on goal setting and group performance.

H03: There is no significant difference between teachers’ perception on performance appraisal and individual performance.

H04: There is no significant difference between teachers’ perception on performance appraisal and group performance.

H05: There is no significant difference between teachers’ perception on reward system and individual performance.

H06: There is no significant difference between teachers’ perception on reward system and group performance.
1.5 Significance of the study

This research is expected to contribute to the body of knowledge about the performance management practices in secondary schools in particular and the performance management system in general. Firstly, the findings will be useful to those who conduct performance management in their organizations especially the top management groups particularly, the school principals and the senior assistants.

Secondly, the findings could also be useful to the policy makers who will evaluate the effectiveness of the performance management system as a whole to formulate policies that could improve the overall performance of the organizations. It is also hoped that the findings of this study can be a part of a catalyst in framing policies that could enhance the performance of secondary schools.

Thirdly, the findings from this research will provide an insight in establishing the interrelationship between the various dimensions of performance determinants and their contribution to the performance of secondary schools in Malaysia.