

# THE INFLUENCE OF PERFORMANCE APPRAISAL ON JOB SATISFACTION IN MALAYSIA'S PUBLIC 20 (IPTA) AND PRIVATE (IPTS) UNIVERSITIES.

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## ABSTRACT

The performance of faculty and staff in higher learning education, the Institut Pengajian Tinggi Awam (IPTA) and Institut Pengajian Tinggi Swasta (IPTS) is a critical factor for an organization's success. In correspondence to the New Economic Policy (1971-1990) and the National Development Policy (1991-2000) for the improvement in economic status and quality of life, the Malaysian government has highlighted the need to create a new and more effective academic talent pool. This was stated under shift two pertaining to talent in the Higher Education Blueprint (2015-2025) (Ministry of Education Malaysia, 2015). This creates a niche in human resource literature and a practice on how the higher learning institutions, (IPTA and IPTS) can retain talent by promoting career growth (Nawaz & Pangil, 2016) through job satisfaction. Therefore, there is a need to investigate the performance dynamics which influence the employee's intrinsic motivation and job satisfaction demeanor in higher learning institutions. This research is designed specifically to examine the causal relationship in the areas of human resource practices, transparency and fairness in evaluation process, feedback effectiveness, facilitation of employee training requirement and reinforcement of rewards, with inspiration to raise motivation and job satisfaction. The study analyzed the correlation in a sample size of 84 full time academic and non-academic faculty members and staff employed in public (IPTA) and private universities (IPTS) located in Klang Valley, Malaysia. A questionnaire was distributed online to collect primary data and was analyzed using statistical test, such as t-test, ANOVA followed by Duncan Multiple Range Test (DMRT), Friedman test, and discriminant analysis were used to analyze the hypothesized relationship among the research dimensions. The findings indicated that the identified performance appraisal (PA) factors to increase faculty and staff motivation and job satisfaction level was significant. It is vital to state that job satisfaction is one's feeling towards one's job that can be only inferred and cannot be seen (Armstrong & Taylor, 2014) therefore, the dimensions studied are some of the key insinuations in achieving job satisfaction with room for more future research.

*Keywords:* Performance Management, Performance Appraisal, Job Satisfaction, Motivation and Human Resource Management

## INTRODUCTION

The New Economic Policy (NEP) was a social re-engineering and affirmative action program formulated by the National Operations Council (NOC) in 1971 which lasted until 1990 for a period of 20 years and was later replaced by the National Development Policy (NDP) from 1991 to 2000. The primary purpose of these policies, was for improvement in economic status and quality of life for all Malaysians. Following the implementation of these policies over the years after Independence, Malaysia was able to increase household income where poverty in the population was reduced from 11.9 percent in year 2009 to 7.9 percent in year 2014 (World Bank, 2018). The earlier policies implemented by the government enhanced the investment in human capital which led to economic growth. In addition, trade liberalization provided positive effects in terms of income distribution with an increase in the need for skilled and educated workforce. Thus, the emphasis placed by the Malaysian government on the development of human capital is a vital and significant ingredient in economic progress and growth.

Tertiary education expanded rapidly over the 3 decades and the Malaysian government started to liberalize the Higher Education Policy in 1998 to make higher education more accessible to the public. In the 1990s, Malaysian government approved the establishment and operation of new public and private universities and colleges known as Institut Pengajian Tinggi Awam (IPTA) and Institut Pengajian Tinggi Swasta (IPTS). Prior to 1990 there were only seven public universities, 5 polytechnics with less than a dozen private universities and colleges. In line with the vision for human capital development, the Education Act 1996 (Act 550) was garnered in the establishment of these institutions of higher learning towards creating a knowledge-based society as means to realize the benefits of globalization.

One of the core reasons for the establishment of institutions of higher learning is to provide education that develops human abilities and capabilities. In comparison to 1990, currently there are 20 public universities, 53 private universities with more than 500 colleges, polytechnics and industrial training institute in Malaysia (MIDA, 2018). In order to provide highly skilled workforce to the Malaysian economy, a total number of staff engaged in educational services (i.e. higher learning institutions) as of June 2016 shows 84,743 persons for both public and private universities and colleges of which 75,815 (89.5%) are full time employees, while 5,794 (6.8%) part-time employees. The others of 3,134 (3.7%) are unpaid family workers (Department of Statistics, June 2016). Employees are vital to organizational success because satisfied, highly motivated and loyal employees form the basis of a competitive business. Thus, inspiring and retaining workforce is a major challenge for higher learning institutions, since satisfied employees help these institutions build a productive atmosphere, community engagement and a sense of pride in how they cultivate and grow the future generation. The orientation of the organization on human resources development is one of the key aspects of strategic human resource management.

Most organizations today rely on performance management to develop human resources since performance management is a crucial aspect of organization effectiveness (Cardy, 2004). Performance management is primarily a mechanism where managers and staff work together to track and assess employee's performance objectives and overall contribution to the organization (Pulakos, 2004). An integral part of performance management is the review process where performance appraisal (PA) plays a vital role. Nevertheless, formal PA contributes to the area of human resource practices (Murphy & Cleveland, 1995; Dessler, 2011). The PA is primarily carried out by organizations for the following reasons:

- 1) To affirm selection techniques and Human Resource policies in order to meet regulatory needs.
- 2) Retain employee's records to decide on compensation packages, wage structure, salary increments, promotions, bonuses, disciplinary actions, transfer, and others.
- 3) To find out the strengths and weaknesses of the employees in order to place them in the right job and to provide the ideal career path.
- 4) Facilitate communication between employer and employee.
- 5) Identify employees' potential and promote further growth and development through coaching and counselling.
- 6) It is a tool to provide feedback on their performance and related status.
- 7) It also serves as a basis for influencing employee's work habits to comply with the organization's work culture.
- 8) Reviewing training programs and implementing promotional programs which are more relevant to employees.
- 9) To motivate employees through recognition and support.

The application of effective PA in organizations is based on the following common processes: (i). the HR procedures and practices followed in appraising employees, (ii). the transparency and fairness involved in evaluation process, (iii). the effectiveness of employee feedback process, (iv). the facilitation of training requirement, and finally (v). the reinforcement of rewards/compensation packages. These factors are often used by organizations to align the goals of the organizations with the objectives of employees to motivate and to achieve job satisfaction. Recent evidence demonstrates that there is a positive correlation between factors of PA and employee's motivation and job satisfaction level (DeNisi & Pritchard, 2006; Kuvaas, 2006; Kampkötter, 2017; Poon, 2004; Sing, & Vadivelu, 2018)

PA typically consist of both developmental and evaluation dimensions (Boswell & Boudrew, 2000). The developmental facet focuses on experience and expertise which workers should accumulate and that are identified through the practice of performance assessments. Whereas, the evaluation aspect requires management to design the PA that detects the strength and weakness of employees and allow for employees to improve through the means of training and other developmental needs. Besides, well executed PA acts as a motivational instrument to employees. However, to have a strong impact, the design of PA should be able to capture the following essence: (i) The PA is able to demonstrate a clear need for improvement to employees; (ii) able to meet higher level of employees' psychological need by providing appropriate recognition (Maslow, 1954); (iii) build personal value with employees; (iv) enhance personal development by promoting learning, growth and development; and (v) use PA as a tool to refocus on poor performance. The established PA in organizations should be able to promote job satisfaction. Job satisfaction generally refers to an individual's behavior towards his or her career fulfilment and directly or indirectly affect the organization's success. Poor job satisfaction results in employee's turnover and increased absenteeism resulting in the loss of skilled labor, high recruitment and training cost.

## **LITERATURE REVIEW**

PA today has become a large part of a more holistic approach incorporating human resource practices and business strategies. It can be regarded as a common concept encompassing a range of actions in which companies try to appraise workers and enhance their skills, improve productivity, and distribute incentives. An organization's success depends on the employee's output and it is human nature to judge everything around them. When there are no established standards of judgement, they may begin to judge on the basis of informal standards which can cause lack of interest and negatively affect the staff's productivity and in return the organization. Therefore, it is important to set the right criteria for measuring employee's efficiency. The main aim of the literature review is to give the current work a reasonable framework and perspective.

Perhaps the roots of PA can be traced back to ancient Egyptian history on the construction of the Great Pyramid. The theory suggested early quality management practices were in place which included result-oriented PA (Hellman & Liu, 2013). Furthermore, the Greek philosopher Socrates (c. 470 – 399 BC) believed that self-improvement is humankind's path to nobility and indeed, anyone who refuses to take responsibility for self-examination and self-improvement might be rejected (Gosney & Hughes, 2016). The notion of one's assessment existed long before and was observed in the Han Dynasty (206 BC–220 AD) and the Maurya Empire (321–297 BCE). The usage of performance measurement among workers increased vastly after the successfully implementation of the "man to man rating system" during World War I (1914-1918) (Ross, 1966). This led to a significant academic interest in PA

measurement. Donald Peterson invented the first graphical rating system in 1922 which, subsequently paved the way to various forms of performance measures (cited in Wiese & Buckley, 1998).

Various studies since the advent of performance management was carried out in finding PA's contribution to productivity and employees' satisfaction. In an attempt to reduce the subjectivity inherent in performance evaluations, a large part of the empirical work conducted in the 1970s and 1980s concentrated on the accuracy of rating instruments (Feldman, 1981). Furthermore, studies on PA process during the 1980s added a range of key ideas to the literature including increased understanding on the anecdote of the evaluation procedure and how information gleaned from raters is used. However, Landy and Farr (1980) and Feldman (1981) called for a moratorium of the psychometric rating format and proposed the need to concentrate on testing other fields such as the cognitive process of raters in the organizational context. Thus, Landy, Farr and Feldman focused on the quality of performance judgement. Later research tailed off based on various forms of performance mechanism that converge on behavioral assessment system. For instance, Kane (1982) proposed for performance distribution assessment (PDA) based on total quality management (TQM) and a concise description of PDA. Work carried out in late 1980s and early 1990s is highly generalized on aspects of the 'cognitive process' (Bretz et al, 1992). The Centre for Creative Leadership in Greensboro, North Carolina, USA in mid 1990s identified some vital areas for an effective PA system. Among them is the constructive feedback which is important for personal and professional growth. This led to the introduction of the 360<sup>0</sup> appraisal also acknowledged as "multi rater feedback" (Edwards & Ewen, 1995). However, this feedback mechanism (i) lacks transparency of outcome, (ii) accuracy and usefulness, and (iii) incentives to promote improvements in behavior (London et al, 1997). Kaplan and Norton (1996) started to develop the idea of Balance Score Card (BSC) as way of achieving short term targets and narrowing down the excessive focus put on accounting management. Since, BSC does not concentrate on one area and it has four perspectives to it, there are constraints preventing organizations from adopting them (Saleheen et al, 2018). In addition, Manahoran (2011) and others introduced a multi attribute decision making assessment method. Nevertheless, this approach has been argued to have many shortcomings particularly in the relationship between evaluators and the ratees (Murphy et al, 2018). Very often new methods for evaluating performance are introduced, however the formats do not comprehend the dimensions of a successful appraisal framework.

Marshall (1981) in his book *Assessing Performance Appraisal* stated that, true engagement in the setting of shared goals helps to build and sustain an organizational environment of enhanced satisfaction and efficiency, and an efficient PA program should emphasize superior-subordinate goal setting (Christian, 2007). These platonic goal setting will be able to specify which performance criteria and outcomes must be achieved within a specified time frame. The setting of goals also includes the constructive reinforcement of actions directly linked to motivation levels. In this context, a number of researchers have addressed the determinants of raters and ratees motivation and common expectations (Cleveland & Murphy, 1992; Harris, 1994; Campbell et al, 1998; Kuvaas, 2006). Rater's motivation should be described based on basic goals or objectives that drives the behavior (Cleveland & Murphy, 1992; Harris, 1994) whereas ratees motivation is mediated by the availability of intrinsic rewards (Kuvaas, 2006).

Few documented works have been found on the implementation of PA in Malaysia and most of these studies indicate that there is little employee participation in the decision making and assessment process (Vance et al, 1992; Halim, 1996; Ahmad & Ali, 2004; Poon,

2004). Poon (2004) suggested that in Malaysia, personal liking becomes main agenda in rating employees and Kumar & Chaturvedi (2016) indicated that managers or supervisors lacked rating skills. Another recent survey by Phin (2015) in Malaysia's education sector revealed that 'distributive justice' positively associated with satisfaction in terms of employee's response on receiving feedback and recommendation for salary increment or promotion. Nevertheless, there are numerous studies done in the past to find out the correlation between PA dimensions, job satisfaction and its practicality and shows there is a strong positive correlation between the mediating factors (Wahjono et al, 2016; Subekti & Setyadi, 2016; Arif & Urooj, 2016; Kumar & Chaturvedi, 2016;).

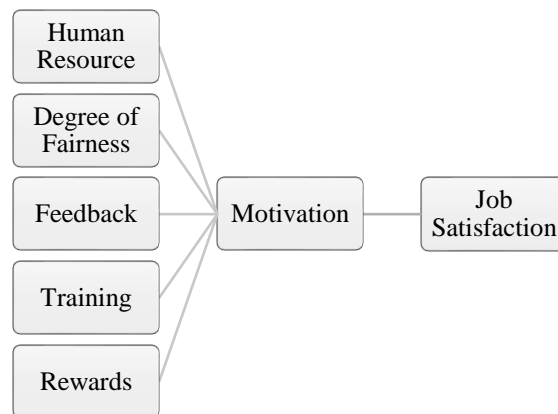
## **SIGNIFICANCE OF THE STUDY**

The perception that higher motivation contributes to higher job satisfaction rates has been widely studied in various contextual terms (Locke & Latham, 2002; Green & Heywood, 2008). The researched factors are mainly focused on examining the relationship between rater and ratees. In certain cases, raters' personality traits result in (i) disparities in rating (Kane et al, 1995), (ii) inadequate enhancement of employee engagement (Kuvaas, 2006), (iii) employee's satisfaction and (iv) declining incentives for effort exertion (Smither & London, 2009). Besides, unproductive monetary remuneration reduces employee satisfaction (Smither & London, 2009) therefore it should be linked precisely with organizational goals that employees will achieve in the subsequent fiscal year (Kampkötter, 2015).

This research adds on to the literature in many ways. Recently, there seems to be extensive deliberation as to organizations to retain or do away with PA. Studies has shown that PA is a central pillar for managing performance and to keep the motivation of the employees high, also known as a 'soft' indicators of job satisfaction (Shrivasta & Rai, 2012). The goal of this study is to measure the performance variables that enhance the positive behavior of employees (motivation and job satisfaction) in public (IPTA) and private (IPTS) universities and colleges in Malaysia. The significance of this study is to enhance understanding of the causal impact of motivation and job satisfaction factors that are frequently overlooked in other research on PA.

## **UNDERLYING FRAMEWORK IN DEVELOPING HYPOTHESIS**

To better understand the context of PA, it is important to obtain an effective measurement of the performance (Morin & Renaud, 2000) and at the same time the factors influencing the outcome of performance assessment. The moderating factors underlying PA were defined according to the following literature: (i) unstandardized human resource practices (Absar, et al, 2010), (ii) potential rater biasness and distortions (Bellé, Cantarelli & Belardinelli, 2017); (iii) ineffective feedback and communication (Dipboye, 2018) which can be a hindrance to employee's long term job commitment; (iv) training should be matched to all levels of personnel (Jonassen et al, 1988) which encourages (v) motivation. Motivation is an essential element that allows employees to be optimistic and possessing a stimulating attitude at workplace, which promotes higher level of productivity and (vi) job satisfaction (Wahjono et al, 2016).



**FIGURE 1 THE HYPOTHESIZED CONCEPTUAL FRAMEWORK**

The research objectives are designed to identify the key PA factors that foster the motivation and job satisfaction of IPTA and IPTS employees, a predictor of productivity (Fletcher & Williams, 1996; Judge et al, 2001).

## RESEARCH METHODOLOGY

Research data was collected using an experiential methodology to allow researchers to collect data randomly from public (IPTA) and private (IPTS) universities and colleges located in the Klang Valley. The benefit of this method is that it permits the collection of accurate and non-bias data (Zikmund et al, 2013). This research investigates the influence of the identified factors of PA on motivation and job satisfaction of academics and non-academic staff in institutions of higher learning. The following hypothesis was developed for the review based on the conceptual framework.

- $H_{01}$ : There is no significant difference in perceptions among female and male employees of IPTA and IPTS with regards to PA factors.
- $H_{02}$ : There is no significant difference in discernments of academic and non-academic staff for IPTA and IPTS employees with regards to PA factors.
- $H_{03}$ : There is no significant difference in discriminations among average increment for IPTA and IPTS employees with regards to PA factors.
- $H_{04}$ : There is no significant difference in views on frequency of being reviewed for IPTA and IPTS employees with regards to PA factors.
- $H_{05}$ : There is no significant difference among mean ranks towards the factors of job satisfaction for IPTA and IPTS employees.

## RESEARCH DESIGN

The existing performance assessment programs at institutions of higher learning was used for this study. Data was collected primarily through the administration of validated questionnaires, a prior pilot study was carried out in the automotive sector (Sing & Vadivelu, 2019). The questionnaires comprise of seven sections and was drafted on the basis of the information compiled from performance appraisal literature at the workplace (Brown et al, 2010, Cook & Crossman, 2004). The following questions was included in the questionnaire:

### **Human Resource Practices**

1. Written work standards, goals and targets are properly communicated to me.
2. Appraisal is done regularly before each increment period.
3. Information provided in the appraisal is relevant to my job specification or

<ol style="list-style-type: none"> <li>4. description.</li> <li>5. I can fill details in the appraisal form without any difficulty.</li> <li>6. My reporting officer or HR explains which type of performance constitute to excellent, good, average or poor.</li> <li>7. My performance is also evaluated by my peers.</li> </ol>
<p><b><u>Degree of Fairness</u></b></p> <ol style="list-style-type: none"> <li>1. The performance appraisal gives constructive criticism in a positive manner.</li> <li>2. There is a consistency in the rating process and application of standards.</li> <li>3. Performance appraisal system in my organization eliminates bias, halo error, and central tendency.</li> <li>4. I am given the opportunity to defend my status or standing.</li> <li>5. There is equitable compensation based on the performance review.</li> <li>6. The performance appraisal is free from any form of interference.</li> <li>7. Reporting officer is independent when conducting appraisal reviews.</li> </ol>
<p><b><u>Feedback</u></b></p> <ol style="list-style-type: none"> <li>1. Reporting officer conducts formal discussion to feedback on my performance.</li> <li>2. Reporting officer points out all the strength and weakness of my performance.</li> <li>3. Reporting officer takes into consideration my views and input in relation to my performance.</li> <li>4. Reporting officer gives me a clear guidance on my job improvement or enrichment.</li> <li>5. The feedback recommended by my reporting officer is useful in improving my performance.</li> <li>6. The feedback given by my reporting officer is communicated in oral or writings to avoid any ambiguity in future.</li> </ol>
<p><b><u>Training</u></b></p> <ol style="list-style-type: none"> <li>1. My training needs are identified.</li> <li>2. My reporting officer recommends for training for my job improvement regularly.</li> <li>3. The training that are recommended to me, the content of the training is meaningful and provides opportunity for practice and feedback.</li> <li>4. I am able to use all the learned capabilities in the training on my job.</li> <li>5. Mentoring and coaching is given for me for my own personal development.</li> <li>6. My institution is socially responsible in providing work orientated programs in enhancing my performance.</li> <li>7. The performance appraisal system in my institution allows management to identify appropriate job training to enhance my skills.</li> <li>8. During the training, I have been made aware of the knowledge about motivation.</li> <li>9. At the time of training, I have been exposed to any success stories or role models in my similar job situation.</li> <li>10. The evaluation system administered during my training program is useful for improvement of similar type of job training in future.</li> </ol>
<p><b><u>Rewards</u></b></p> <ol style="list-style-type: none"> <li>1. I receive increment after each performance appraisal done.</li> <li>2. Additional incentives given for excellent performance.</li> <li>3. Job done with high precision is given a higher reward.</li> <li>4. I prefer monetary rewards like pay increase/bonuses/promotion.</li> <li>5. I prefer recognition like appreciation, delegation of authority, long service certificate.</li> <li>6. The rewards system in my organization plays a vital role in enhancing my performance.</li> </ol>
<p><b><u>Motivation</u></b></p> <ol style="list-style-type: none"> <li>1. Performance appraisal system in my institution recognizes my contribution to my area of work.</li> <li>2. Performance appraisal system incorporated within my work culture to boost my morale.</li> <li>3. The reward system in place for performance appraisal system motivates myself to perform efficiently and effectively.</li> <li>4. Performance appraisal system is transparent enough to motivate myself to perform better.</li> <li>5. The recommended training by my reporting officer or management motivates myself to further improve my performance.</li> <li>6. The effective feedback and communication essential in order to motivate myself to perform more effectively and efficiently.</li> <li>7. The ergonomics of my work place plays an important role in motivating myself to perform effectively and efficiently.</li> </ol>

**Job Satisfaction**

1. The current work culture in terms of appraisal practiced in my organization promotes my job satisfaction.
2. I am satisfied with the usefulness of the training inputs in improving my current performance.
3. The performance appraisal system in my organization increases my overall job satisfaction level.
4. The procedural and distributive fairness of the performance appraisal in my organization increases my job satisfaction.
5. The rewards system in my organization also plays an important role in raising my job satisfaction.
6. The contribution with respect to my job is recognized.

A five (5) point Likert scale with point one (1) strongly agree to the statement and endpoint five (5) strongly disagree to the statement was used in obtaining respondents preferences. The survey questionnaire feedback was obtained on a fully anonymous basis because of the specificity of the subject being examined. The completed questionnaires were tested for the research hypotheses, reliability and instrument validity using SPSS software.

**SAMPLE AND DATA COLLECTION**

The unit of analysis for this study was collected from all the employees in higher learning institutions which includes public universities, polytechnic colleges, private universities and private colleges. From the 150 survey questionnaires distributed online using the convenient random sampling technique, the response rate was only 56 percent. Of the total number, 84 respondents participated based on their own agreement. This number meets the criteria for inferential statistics, therefore true and factual statistical results could be properly analyzed (Sekaran & Bougie, 2010).

**RESEARCH RESULTS ANALYSIS****Demographics of the Respondents**

The total number of respondents who participated in this survey was 84. The collected demographic information includes gender, age, educational qualification, marital status, work experience in current organization, academic or non-academic attachment, institutions employed, salary earned per month and frequency being reviewed distribution. The gender distribution for the collected sample size where 48.8% female respondents and 51.2% male respondents. The gender parity index suggests that the changing demographics of university enrolment (Tienxhi, 2017) and employability of females, suggests female preference in this industry. The age group for the respondents where 36.9% were between 36 - 45 years old; 22.6% in the age group 26-35; 22.6% in the age group 46-55; 13.1% above 55 and finally 4.8% below 25 years. Since the education industry prefers to hire experienced workers, a large number of employees fall between the age category 30 – 45. The distribution of educational qualification for the sample size where 60.7% have at least a postgraduate degree, followed by 32.2% bachelor's degree and 7.1% other professional certificates. Employees holding a bachelor's degree consist mainly of tutors and administrative personnel. 64.3% of the respondents are married whereas 35.7% are single. 41.7% has been working in their organization for the past 5-15 years, 38.1% has work experience below 5 years and 20.2% has been working in the organization over 15 years. A critical phenomenon for higher learning institutions is to attract and retain highly qualified and experienced talent. The distribution of employees in universities and colleges academic and non-academic grouping shows that 70.2% of the sample collected was from the academic field and 29.8% was collected from the non-



academic field. 31% of respondents were from public universities and colleges (IPTA) whereas 69% from private universities and colleges (IPTS). The salary distribution for the IPTA and IPTS employees was 35.7% earned between RM5,001 to RM8,000 per month followed by 34.5% earning an income between RM2,001 to RM5,000, 25% earned an income above RM8,000 and 4.8% earned below RM2,000. The frequency being reviewed showed that 60.7% reviewed on a yearly basis, followed by 35.7 reviewed on a half –yearly basis and only 3.6% reviewed on a quarterly basis.

### Data Analysis

The results of mean and SD scores display the individual features measured in each of the PA criteria that are used to construct and evaluate the framework.

**Table 1 Mean Scores for PA Factors**

Factors of PA	Mean	SD
Human Resource	21.02	4.55
Degree of Fairness	23.63	6.33
Feedback	21.40	5.63
Training	32.14	7.79
Rewards	21.14	3.67
Motivation	24.17	5.94
Job Satisfaction	19.80	5.53

The most important PA factors perceived by respondents for effective performance appraisal in both IPTA and IPTS is training (32.12) followed by motivation (24.17), degree of fairness (23.63), feedback (21.40) and rewards (21.14). The least important factor is human resource (21.02) and job satisfaction (19.80).

### Hypothesis Testing Results

For this research work an inferential analysis is used to test the hypothesis being studied.

#### HYPOTHESIS 1

Null Hypothesis: There is no significant difference in perceptions among female and male employees of IPTA and IPTS with regards to PA factors.

**Table 2 t test for significant difference among Female and Male employees as regards to PA factors for IPTA and IPTS**

Factors of PA	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Human Resource	19.98	4.51	22.12	4.38	2.210	0.030*
Degree of Fairness	22.05	5.97	25.29	6.33	2.418	0.018*
Feedback	20.70	5.95	22.15	5.25	1.182	0.241
Training	30.33	8.04	34.05	7.13	2.241	0.028*
Rewards	20.63	3.77	21.68	3.52	1.323	0.190
Motivation	23.07	6.53	25.32	5.07	1.756	0.083
Job Satisfaction	18.58	5.77	21.07	5.02	2.107	0.038*

\*Denotes significant at 5% level

As the P value is less than 0.05, the null hypothesis is rejected at the level of 5% with respect to human resource, degree of fairness, training and job satisfaction. There is

therefore a substantial difference between IPTA and IPTS female and male employees in terms of human resource, degree of fairness, training and job satisfaction. There is no significant difference between male and female with respect to IPTA and IPTS employee's PA factors of feedback, rewards and motivation since the P value is greater than 0.05.

## HYPOTHESIS 2

Null Hypothesis: There is no significant difference in discernments of academic and non-academic employees with regards to PA factors for IPTA and IPTS.

**Table 3 t test for significant difference among Academic and Non-Academic employees as regards to PA factors for IPTA and IPTS**

Factors of PA	Employee Category				t value	P value
	Academic		Non-Academic			
	Mean	SD	Mean	SD		
Human Resource	20.93	4.70	21.24	4.25	0.282	0.779
Degree of Fairness	23.53	6.76	23.88	5.29	0.233	0.816
Feedback	20.95	6.08	22.48	4.31	1.142	0.257
Training	32.00	7.77	32.48	8.00	0.257	0.798
Rewards	21.05	3.91	21.36	3.09	0.351	0.726
Motivation	23.92	6.33	24.76	4.95	0.594	0.554
Job Satisfaction	19.37	5.94	20.80	4.37	1.083	0.282

There is no substantial difference between academic and non-academic employees for all the PA factors listed in table 3 since P value is greater than 0.05. The null hypothesis is therefore accepted at a point of 5% for IPTA and IPTS

## HYPOTHESIS 3

Null Hypothesis: There is no significant difference in discrimination among IPTA and IPTS employees on average increment with regards to PA factors.

**Table 4 ANOVA for significant difference among Average Increment for IPTA and IPTS employees as regards to PA factors**

Factors of PA	Average increment (in RM) per year				F value	P value
	Up to 100	101-200	201-300	Above 300		
Human Resource	19.76 <sup>a</sup> (4.01)	19.37 <sup>a</sup> (4.53)	23.00 <sup>b</sup> (4.08)	22.13 <sup>ab</sup> (4.70)	3.853	0.012*
Degree of Fairness	21.76 (6.40)	22.48 (5.91)	24.96 (6.73)	25.60 (5.83)	1.682	0.177
Feedback	20.06 (5.92)	19.74 (6.61)	23.00 (4.75)	23.27 (3.49)	2.448	0.070
Training	30.94 (9.54)	29.48 (5.96)	33.92 (8.02)	35.33 (6.94)	2.597	0.058
Rewards	20.82 <sup>ab</sup> (3.49)	19.44 <sup>a</sup> (3.47)	22.16 <sup>b</sup> (3.56)	22.87 <sup>b</sup> (3.36)	4.133	0.009**
Motivation	23.65 <sup>ab</sup> (6.42)	21.63 <sup>a</sup> (5.27)	25.68 <sup>b</sup> (5.94)	26.80 <sup>b</sup> (5.05)	3.505	0.019*
Job Satisfaction	18.71 <sup>ab</sup> (6.56)	17.67 <sup>a</sup> (5.13)	21.36 <sup>bc</sup> (5.23)	22.27 <sup>c</sup> (3.92)	3.512	0.019*

- Note: 1. The value within bracket refers to SD  
2. \*\* denotes significant at 1% level  
3. \* denotes significant at 5% level  
4. Different alphabet among average increment denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since the p-value is less than 0.01, the null hypothesis is rejected at 1% in relation to PA variable of rewards. Therefore, there is a disparity in importance between average increments in terms of PA variable rewards. The Duncan Multiple Range Test (DMRT) indicates how employees perceive salary increases. For rewards - the salary increments between RM101 to RM200 significantly differed with increments up to RM100, between RM201 to RM300 and above RM301. However, there is no substantial variation in salary increment category between up to RM100 and RM101 to RM200; and RM201 to RM300 and above RM301 in regards to rewards. This means that for rewards, employees whose pay raises ranged from RM100 to RM200 perceived their pay raises differently than those whose pay raises exceeded RM200.

The null hypothesis is rejected at 5% level since the p-value is less than 0.05 in regards to performance variables of human resource, motivation and job satisfaction. Therefore, it is concluded that there is a significant importance between average increments in terms of PA variables of human resource, motivation and job satisfaction. The DMRT suggest that for human resource, salary increment between RM201 to RM300 significantly differed from increments up to RM100, RM101 to RM200 and above RM301. However, there is no substantial variation in salary increment category between up to RM100 and RM101 to RM200; and RM201 to RM300 and above RM301 in regards to human resource factor. This indicates that employees' perceptions of pay raises between RM201 and RM300 differ in terms of human resource processes when compared to employees with pay raises in other categories. With regard to motivation, the DMRT shows that salary increment between RM101 to RM200 varied substantially with rises of up to RM100, from RM201 to RM300 and above RM301. However, there is no significant difference in the range of salary increment from up to RM100 and RM101 to RM200; and from RM201 to RM300 and above RM301 in terms of motivation. The DMRT analysis shows that for job satisfaction, salary increment between RM101 to RM200, there is significant difference with salary increment up to RM100, from RM201 to RM300 and above RM300. However, there is no variations found between salary increment up to RM100 and from RM101 to RM200; up to RM100 and from RM201 to RM300; and from RM201 to RM300 and above RM300. In terms of motivation and job satisfaction, employees who received pay raises ranging from RM100 to RM200 were perceived differently than employees who received pay raises in other categories.

Null hypothesis is accepted at 5% level with respect to performance factors of degree of fairness, feedback and training.

**HYPOTHESIS 4**

Null Hypothesis: There is no significant difference in views among frequency of being reviewed for IPTA and IPTS employees with regards to PA factors.

**Table 6 ANOVA for significant difference among Frequency Being Reviewed for IPTA and IPTS employees as regards to PA factors**

Factors of PA	Frequency Reviewed						F value	P value
	Quarterly		Half Yearly		Yearly			
	Mean	SD	Mean	SD	Mean	SD		
Human Resource	22.33	(4.73)	19.90	(5.18)	21.61	(4.09)	1.477	0.235
Degree of Fairness	21.00	(6.24)	23.03	(7.09)	24.14	(5.91)	0.550	0.579
Feedback	24.67	(5.03)	21.43	(6.00)	21.20	(5.48)	0.533	0.589
Training	32.00	(6.08)	30.77	(9.28)	32.96	(6.90)	0.744	0.478
Rewards	18.67	(1.15)	20.57	(3.35)	21.63	(3.87)	1.515	0.226
Motivation	20.67	(6.51)	22.57	(6.54)	25.31	(5.33)	2.667	0.076
Job Satisfaction	13.33 <sup>a</sup>	(6.66)	17.93 <sup>ab</sup>	(6.38)	21.27 <sup>b</sup>	(4.30)	6.285	0.003**

Note: 1. \*\* denotes significant at 1% level

2. Different alphabet among average increment denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since the p-value is less than 0.01, the null hypothesis is rejected at 1% in relation to PA variable of job satisfaction. Thus, there is a significant importance in job satisfaction. The DMRT analysis shows that review done on quarterly basis significantly differed with half yearly and yearly basis in respect to job satisfaction. However, there is no variations between review done on quarterly basis and half yearly; and half yearly and yearly basis in respect to job satisfaction. Null hypothesis is accepted at 5% level with respect to performance factors of human resource, degree of fairness, feedback, training rewards and motivation for the IPTA and IPTS employees.

**HYPOTHESIS 5**

Null Hypothesis: There is no significant difference among mean ranks towards the factors of job satisfaction for IPTA and IPTS employees

**Table 6 Friedman for significant difference among mean ranks towards Job Satisfaction**

Factors of PA	Mean Rank	Chi-Square value	P value
The current work culture in terms of appraisal practiced in my organization promotes my job satisfaction.	3.33	24.292	<0.001**
I am satisfied with the usefulness of the training inputs in improving my current performance.	3.43		
The PA system in my organization increases my overall job satisfaction level.	3.35		
The procedural and distributive fairness of the PA in my organization increases my job satisfaction.	3.18		
The rewards system in my organization also plays an important role in raising my job satisfaction.	3.90		
The contribution with respective to my job is recognized.	3.82		

Note: \*\* Denotes significant at 1% level

Since P is less than 0.01, the significance level of the null hypothesis is rejected at 1%. Therefore, it is concluded that there is a substantial gap between the mean ranks for the aspects of job satisfaction. Based on mean rank the “reward system in my organization” plays a vital role in determining job satisfaction followed by “the recognition of my contribution”.

**Discriminant Analysis for IPTA and IPTS Employees**

**Table 7 F tests of Equality of Group Means**

Factors of PA	Wilks' Lambda	F	P value
Human Resource	0.758	26.170	<0.001**
Degree of Fairness	0.840	15.577	<0.001**
Feedback	0.920	7.134	0.009**
Training	0.895	9.575	0.003**
Rewards	0.879	11.287	0.001**
Motivation	0.822	17.761	<0.001**
Job Satisfaction	0.788	22.054	<0.001**

Note: \*\* Denotes significant at 1% level

According to the results in table 7, all variables in discriminant model is significant, since P value is less than 0.01. Based on Wilk’s Lambda, suggest that there is separation between the two groups IPTA and IPTS and statistically significant for the following PA factors; human resource followed by job satisfaction, motivation, degree of fairness and others.

**Table 8 Canonical Discriminant Function Coefficients**

Factors of PA	Function
Human Resource ( $X_1$ )	0.209
Degree of Fairness ( $X_2$ )	0.019
Feedback ( $X_3$ )	-0.077
Training ( $X_4$ )	0.029
Rewards ( $X_5$ )	0.036
Motivation ( $X_6$ )	-0.003
Job Satisfaction ( $X_7$ )	0.110
(Constant)	-5.152

Unstandardized coefficients

The linear discriminant equation can be written on the basis of the Canonical Discriminant Function coefficient as

$$Y = -5.152 + 0.209X_1 + 0.019 X_2 - 0.077 X_3 + 0.029 X_4 + 0.036 X_5 - 0.003 X_6 + 0.110 X_7$$

**Table 9 Discriminant Analysis Classification Results**

Original Group	Predicted Group Membership		Total
	IPTA	IPTS	
IPTA	23 (88.5)	3 (11.5)	26
IPTS	17 (29.3)	41 (70.7)	58

Note: 1. 76.2% of original grouped cases correctly classified  
 2. The value within the bracket refers to row percentage

The classification table displays the effects of using the discriminant model in practice. Of the cases where the model is developed, 23 of the 26 IPTA employees (88.5%) are correctly identified. Of the 58 IPTS employees, 41 (70.7%) are classified correctly. Overall, 76.2% of

respondents are correctly categorized into IPTA and IPTS group. IPTA employees were classified with slightly higher accuracy than IPTS employees.

## DISCUSSION AND IMPLICATIONS

This study is an empirical research into some of the principles of behavioral science, motivation and job satisfaction which is relatively under-investigated. However, the results discussed in light of other limitations where other dimensions of performance analysis such as ergonomics, organizational culture, workload stress and additional variables which may be important were not included in this study. According to Abdelhadi et al, (2015) job satisfaction favorability depends on employee's emotional experiences. Dusterhoff et al. (2014) distinguished job satisfaction from appraisal format and appraisal perceived use, and this study found the same in IPTA and IPTS, where there is a difference in job satisfaction from appraisal format and appraisal perceived use. Based on the hypothesis testing, this study indicates the following significant ramifications.

1.  $H_{01}$ : Female and Male employees perceived differently in terms of HR practices, degree of fairness, training and job satisfaction. This is because studies have shown raters often resort to gender stereotyping when making decisions (Castilla, 2008) especially in terms of fairness in rating.
2.  $H_{02}$ : Fail to reject the null hypothesis for differences in PA factors between academic and non-academic employees. Because non-academic staff provide organizational support for innovation empowerment (Lau, 2010), there is no difference in how management treats them, and as a result, there is no significant change in their perception of PA factors.
3.  $H_{03}$ : The null hypothesis rejected for HR and rewards and the salary range between RM101 to RM200 significantly differed compared to other categories. Compensation packages play a key role in job satisfaction and low salary increments often results in employee's demotivation which corroborates with Mabaso and Dlamini's (2017) research findings.
4. Null hypothesis rejected for job satisfaction for frequency of being reviewed with regards to PA factors. The review done on quarterly basis provides room for actionable feedback and increases job satisfaction compared to annual performance review. Studies showed that yearly assessments are not impactful and adversely affect motivation and productivity (Mathison & Vinja, 2010). However, in higher learning institutions, only senior management are subjected to quarterly evaluations. Others are only reviewed once or twice in a year for salary increment and bonus payout purposes.
5. The null hypothesis is rejected for work culture, usefulness of training provided, procedural and distributive fairness, rewards, individual contributions and recognition to job satisfaction. The mean rank, on the other hand, indicates that the existing rewards system and recognition of contribution are extremely important in promoting job satisfaction, which confirms Ali and Ahmed (2009) research, that discovered a positive significant association between reward, recognition, motivation, and job satisfaction, all of which boost productivity.

In summary, the identified PA factors that positively reinforce behavior, motivation and job satisfaction are (i) human resource appraisal procedures and practices in IPTA and IPTS, (ii) transparency and fairness in evaluation process, (iii) facilitation of training requirement to enhance employee's knowledge, skills and performance and (iv) reinforcement of rewards. The most common dissatisfaction voiced by IPTA and IPTS employees are:

1. 48.8% of the respondents indicated that their performance is not peer evaluated.
2. 25% also voted that there is no equitable compensation based on performance evaluation.

3. 20.3% strongly contended that feedback given is vague and seldom put into formal writings to avoid ambiguity.
4. 32.1% agreed that PA fails to identify the training needs to enhance their skills.
5. 36.9% of the respondents suggested that they do not receive higher compensations for excellent work or appraisal reviews.
6. 29.7% highlighted that the PA system in place is not transparent enough to motivate themselves to perform better and to boost their morale.
7. 25% indicated that often the PA system and work culture of the organizations do not promote job satisfaction.

PA deficiency happens frequently when there is no coordination between the management and the goals of the individual employee. Goal setting during the PA process affects employee's perceptions and involves specific distribution and acknowledgement of incentives in order to increase job satisfaction. W. Edward Deming, (2018: 21) in his book "Out of the Crisis" has a classic quote for management "the aim of leadership should be to enhance the performance of man and machine" as a result, there is a need to boost motivation and job satisfaction through PA. Previous studies have failed to incorporate work culture and environment, where a positive environment motivates employees to perform better. Furthermore, giving employees a sense of ownership in order to engage and involve them in the workplace is frequently overlooked in PA research. Since measuring qualitative performance behaviors such as attitudes, morale, and motivation is idiosyncratic, a standardized measure, implementation, and improvement plan is required. Besides, PA is often used as a tool to describe the relationship between the rater (supervisor) and ratees, the design should be focused on accentuating employees increased levels of motivation and job satisfaction. Other recommendations include improved communication which is important to keep employees motivated and to be more efficient.

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