IMPLEMENTATION OF COMPETENCY LEVEL ASSESSMENT: A CASE OF MALAYSIA PUBLIC SERVICE REMUNERATION SYSTEM

Rusli Ahmad¹*, David P. Spicer²

¹Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, Malaysia
²School of Management, University of Bradford, Bradford, West Yorkshire.

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Corresponding Author:
Rusli Ahmad,
Faculty of Cognitive Sciences and Human Development Universiti Malaysia Sarawak, Kota Samarahan, 94300, Sarawak, Malaysia,

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ABSTRACT

The performance appraisal in the Malaysian Public Service (MPS) is a process and emphasis on increasing and reinforcing productivity, discipline, creativity, professional competence, service contribution, personnel traits, values, and ethics of the employees. This paper examines the employee’s perception towards the implementation of competency level assessment (CLA). Several research findings were reported to assess the practice of CLA in measuring employee's performance in the MPS. Most of the research findings show that there is a significant relationship between all the examination components with the effective implementation of CLA in the MPS. However, the extent of CLA ability to accurately measure the employees’ performance in relation with the employees’ core business is still debatable. This paper offers wide perspectives of research finding on the implementation of CLA to measure public service performance. It is hopes it’s contributes to the body of knowledge on performance measurement issues by looking at the practices from the MPS.

INTRODUCTION

In every organisation, employees play a vital role in determining its survival. An employee has become the ultimate assets and is the key or prerequisite to make sure the operation of the organisation or factory runs as planned (Armstrong and Baron 1998). Linking the competency system to the reward system means that it can be used as a strategic tool by organisations. This can be a key factor in communicating values, promoting flexibility and maximising individual potentials and contributions to organisational objectives. Very often, if the employees are not happy with the organisation, this will leads to job dissatisfaction in the form of complaints of unfairness, job absenteeism, low motivation, less productivity, early retirement, and other problems. This will injure the organisation and if serious can also affect the image of the organisation.

An employee’s performance is a subject of great interest in any organisation (Creelman and Makhijani 2005). From macro perspectives, employees’ performance can affect the organisation survival (effectiveness, competitiveness, profit and loss, and future). Looking at the micro level, it influences workers income, the fulfilment of their needs and expectancies and quality of work life. Due to this, it is important for organisations to care for the workers’ income and welfare (Armstrong and Baron 1998).

In line with that Rusli (2007) mentioned that money could influence the workers’ motivation and act as an incentive for workers to stay with their organisation and maximizing individual contributions to organisational objectives.

Why competency level?

Assessment provides a way to determine what has been accomplished and what is still in the process. It provides a check and balance process and can also serve as a basis for deciding when those accomplishments deserve special recognition (Anderson 1994). In the performance appraisal process, measurements for achievements or level of performance of the employees are judged by the quality, quantity, timeliness and the cost effectiveness of the work against a set of standards (Murphy and Cleveland 1995). Performance standard is the measuring rod for determining the outcomes of employees’ performance (Creelman and Makhijani 2005) and can be categorised into positive, negative or in the middle; moderate level. The performance indicator to support this standard is in a quantitative or qualitative form. The use of standardisation is beneficial because it gives more emphasis on the affirmative of what should be aimed for. Standards that are set too high will be hard to achieve while standards that are too low may not be challenging enough for the employees. The level of standard set will affect the employees’ motivation, morale and commitment.
In an organisation, consistent evaluations are arranged from time to time to measure the workers' progress (Ibrahim 2001). The evaluation process must be continuous and involves both parties in a constructive and conducive environment. KPI is one of the important concepts and tools in management today to measure the performance of the workers in an organisation (Creelman and Makhijani 2005). KPI is a key part of a measurable objective, which is made up of a direction, benchmark, critical success factors, target and timeframe. They are quantitative measurements, agreed to beforehand, and reflect the critical success factors of an organisation. KPIs may be differentiated in a number of ways. KPIs offer an excellent opportunity for an organisation to target specific areas of desired growth and achieve maximum results (Rusli 2007).

A win-win situation is the ultimate goal of negotiations in the discussion about performance or level of competency of the worker. In the performance appraisal context, an example, it happens when a solution found benefits both parties. Both parties would have found been agreeable on their needs and expectations, and ideally everyone will be satisfied with the solution produced. In addition, the process of reaching a win-win situation may foster learning and growth. This can lead to greater understanding and a more positive relationship between everyone involved.

How to measure performance of the workers?

Performance and results achieved by individual employees, groups of employees or teams and the entire organisation is measured and assessed. Measurements provide a way to determine what has been accomplished and it can also serve as a basis for deciding when those accomplishments deserve special recognition (Creelman and Makhijani 2005). In the performance appraisal process, measurements for achievements or level of performance is judged by the quality, quantity, timeliness and the cost effectiveness of the work against a set of standards. There are general agreements on how the performance management should be;

1. Task-oriented: based on results as opposed to personal traits, and measuring results against pre-defined goals and targets
2. Participative: involving the employee as well as his or her supervisor, both in the setting of goals at the beginning of the rating period and in appraising result at the end
3. Developmental: the evaluation process should do more than rate employees; it should assist them to improve their performance and to identify any training or other support that may be required to this end.

Generally, organisations want to increase and reinforce productivity, discipline, creativity, professional competence, service contributions, personnel traits and values and ethics of the public employees. Individual employees are evaluated using a standardised form at the end of the year and the aspects of evaluation in the annual performance review and the respective weighs as follows:

1. Activities and contribution
2. Work quality
3. Knowledge and competence
4. Personal character
5. Teamwork and cooperation

Performance standard is the measuring rod for determining the outcomes of employee’s performance whether it is successful or unsuccessful. Sometimes manager or head of department themselves are confused on what is the meaning of performance appraisal and the standard measurement to measure work performance. Performance standard can be categorized into positive, negative or in the middle; moderate level. The performance indicator to support this standard is in a quantitative or qualitative form (Creelman and Makhijani 2005). Positive performance standard means that the extent and nature of the result is to be present and always stated in a percentage form – 100% error free; or 75% free from any clarification. The use of standardization is good because it gives more emphasis on the affirmative or what should be aimed for. The possible problem for this standardization would be regarding the requirement to determine in what extent the standard has or has not been met. On the other hand, negative standard would mean what is not wanted and is frequently referred by using words with words and specific numbers; ‘no’ or ‘no more than 3 mistakes’. This standard is easily monitored and documented where it looks on the negative aspect of the employee’s performance. Moderate performance standard is seldom used in the organisation because it offers a chance for employees to be in the average category of performance. However, in reality, this standard cannot be avoided.

Additionally, there are four variations of standards; positive absolute, positive tolerant, negative absolute and negative tolerant. Absolute refers to the following rule that is standard and anything without compromise. Tolerant on the other hand refers to tolerating or accepting certain margin of error or deviation from the standard. A positive absolute standard may be ‘in all cases’, while for a tolerant standard, it is ‘at least 95% of the service must be error complaint’.

Standards that are set too high will be hard to achieve while standards that are too low may not be challenging enough for the employees. The level of standard set will affect the employees’ motivation, morale and commitment. There are several ways or techniques that can be used to determine the proper levels of performance standard. Employer and employees may use documentation, organisation history, time and motion studies, industry comparisons, trial and error, employees' input and also the needs of the organisation to measure performance standard.

Competency level of assessment in Malaysia Remuneration System

Historically, the performance appraisal in Malaysia public sectors can be traced independent of Malaysia from British colony in 1957. In 1976, the salary of public service employees in Malaysia was based on the cabinet committee report before the introduction of the New Remuneration System (NRS). Usually, employee's salary is based on a fixed, one-line pay structure with progression following the fixed rate of increment. The public sector in most countries is going through profound restructuring in the face of environmental constraints that force the sector to become more effective and efficient as well (Abdul Hamid 1996). So, application of performance appraisal systems is one of the most popular tools used in the contemporary reform program.

In the Malaysia Remuneration System (MRS) emphasizes was on a pay system related with performance. As a result, performance appraisal is not only a matter for the yearly routine but has also become a management tool
for the development of the human resource of the public service in Malaysian public sector. Competency Level Assessment (CLA) was one of the strategies implemented by Department of Human Resource, Public Service Department (PSD), Malaysia to ensure all the government services competence in facing the challenging globalization and liberalization era (Public Service Department 2002). CLA is a method in measuring competency level among the employees, which is used in MRS. MRS, was introduced on 1st November 2002 as the improving tools to the previous performance appraisal system called New Remuneration System. The implementation of MRS is based on the improvement of the level of competency.

As a systematic and effective method in measuring the competency level, it has been one of the important aspects in employees’ appraisal management. The effectiveness of this arrangement will increase the employees’ motivation and at the end, increase the productivity in a particular field. CLA is focusing on the ways of improving employee’s achievement as a whole for the organisation’s benefit as well as individual own good. CLA implementation aiming to encourage the continuous of self-development, the use of knowledge, skills, creativity, innovation and multi-task skills, to promote the group work among the employees, to increase the learning organisation in government/ public sectors, produce k-workers generations, to implement the competency human resource management, and acknowledge the productive staff through the salary-increment and make it as one of the pre-requisite. One of the important objectives is to promote a good culture of excellent services among the public sectors workers (Public Service Department 2002)

CLA is based on the competency, where the evaluation is based on the task-activity, personnel achievements, knowledge and skills in the organisation context (Rusli 2007). Workers competency can be measured in two (2) categories;

- a. generic competency which involves knowledge, skill and personal characteristics (attitudes) that must have for all the workers in the organisation
- b. Functional competency which involves knowledge, skill and personal characteristics (attitudes) of the workers to perform the specific task

Evaluation component were made through examination, courses and others ways such as practical session, observation, interview and were based on service classification group, and level of competency of the workers they registered for. Examination becomes the main components in CLA and this method was used to measure competency level of the workers. Examination important as a way of encouragement of self development, continuing education, upgrading learning organisation culture and preparing competence human resource or capital (Public Service Department 2005). Examination results can become a tool for determination of salary increment, and a career development progress or promotion activities of the workers.

CLA implementation involves two (2) groups of workers in the MPS; management and professional group and support staff group. There were sixth level of competency involves in CLA. Details about it can be referred at Table 1 and Table 2;

<table>
<thead>
<tr>
<th>Table 1: CLA Details</th>
</tr>
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<tbody>
<tr>
<td>CLA Level</td>
</tr>
<tr>
<td>CLA1</td>
</tr>
<tr>
<td>CLA2</td>
</tr>
<tr>
<td>CLA3</td>
</tr>
<tr>
<td>CLA4</td>
</tr>
<tr>
<td>CLA5</td>
</tr>
<tr>
<td>CLA6</td>
</tr>
</tbody>
</table>

CLA results can be divided into four (4) categories and the details as in Table 2;

<table>
<thead>
<tr>
<th>Table 2: CLA Level of Assessment, Criteria and Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Performance</td>
</tr>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>Level 2</td>
</tr>
<tr>
<td>Level 3</td>
</tr>
<tr>
<td>Level 4</td>
</tr>
</tbody>
</table>

Source: Public Service Department 2005

STATEMENT OF PROBLEM

The CLA implementation shows the government’s commitment to the system of merit pay and improvement of the salary and wages system in the MPS. The CLA was implemented to make sure that the competencies assessment becomes the main factors to determine the work performance of the employees. Despite this, criticisms and complaints from workers are still heard about the CLA implementation (Berita Harian, 2007a, 2007b, 2007c, 2007d, 2007e, 2007f). The effectiveness implementation of examination component in CLA is a big debate among the employees in the MPS. Workers’ unions like the Malaysian Teachers’ Union Congress (MTUC), Congress of Unions of Employees in Public and Civil Services (CUEPACS), and state union workers and other non-governmental organisations (NGO) have stated criticisms of the weaknesses and disadvantages of this system. Employees and unions have started to query the implementation of the system, especially in the aspect of examination components and it’s relation with the pay system and promotion activities. A limited research studies on this issues also contribute to the vast interest to study about this aspect.

OBJECTIVE OF PAPER AND RESEARCH METHODOLOGY USED

General objectives of this paper are to examine the employee’s perception towards the implementation of examination component in CLA and its relationship to the effectiveness of CLA system. Quantitative study in this paper is willing to identify general understanding of employees towards CLA, CLA examination content and the rejected factors of CLA implementation. The effectiveness of CLA is used as the dependent variable. Three specific research questions were formulated and as below;

1. What are the employee’s general understandings towards the practice of CLA?
2. What are the employee’s perceptions towards examination content in the CLA?
3. What are the employee’s perceptions towards the rejected factors of CLA implementation?
One research hypothesis was constructed and tested as below;

H1 There is a relationship between employee’s general understanding about the examination component, examination components and rejected factors of CLA implementation and the effectiveness implementation of the CLA

This research is an exploratory in nature. Exploratory research aims to gains insights and ideas. It is particularly helpful in breaking broad, imprecise problem statements into smaller and more precise sub-problem statements. Several studies in this paper employed a quantitative research methodology. A quantitative approach is appropriate in this study because the purpose of the study is to determine the perception of the employees on the implementation of CLA in the organisation. The focus also is more on structural matters rather than on the more complex issues of the process. The quantitative method relies on the use of a standardised instrument, enabling the researcher to reach out to a large number of respondents and providing data representativeness. This methodology is appropriate where the purpose of the study is to determine how many, what, when and where. Questionnaires are used in this study. In this study, questionnaire survey was important to provide quantitative data for the purposes of answering the research questions involved. Questionnaire survey was designed to examine the employee’s attitudes towards the implementation of examination components in the CLA. A random sampling technique was adopted.

Qualitative study in this paper tries to explore the general perception of the employees towards the concept of CLA and the implementation of examination component in the CLA. One study in this paper employed qualitative research methodology and aim to explore the perceptions of the employees towards the implementation of CLA. Qualitative data was analysed using a content analysis technique.

CLA and related research findings

1. Mohd Azirum and Rusli (2008) conducted research to examine the employee’s perception towards the examination component in CLA and its relationship to the effectiveness of CLA system. This research involves 68 government workers (grade N17-administrative assistance) from selected government agency. Independent variable in this research are the examination components that consist of general understanding of employees towards CLA, CLA examination content and the rejected factors of CLA implementation. The effectiveness of CLA is used as the dependent variable. Research findings show that there is a strong relationship between employees general understanding about the examination and the effectiveness implementation of the CLA (r=0.611, p = 0.000 (p<0.01). They also found that the appropriateness of the examination content, have a strong relationship with the effective implementation of the CLA (r=0.631, p=0.000 (p<0.01).

2. Adillah and Rusli (2008) conducted study to identify the same issue above and was done in of the government agency located in Johor, Malaysia where the population are 283 workers working as supporting staff (N=17). The results’ of Pearson correlation confirms that the three elements give effect to the effectiveness of CLA implementation. They found that there is a moderate relationship between employees general understanding about the examination and the effectiveness implementation of the CLA (r=0.0.482, p = 0.000 (p<0.01). This study also found that the appropriateness of the examination content, have a strong relationship with the effective implementation of the CLA (r=0.630, p = 0.000 (p<0.01). They also found that the appropriateness of the examination content, have no relationship with the effective implementation of the CLA (r=-.191, p=0.000 (p<0.01).

3. Moch Fathan and Rusli (2008) also conducted the same research and the respondents are 61 workers under the Ministry of Health, Malaysia. The results’ of Pearson correlation confirms that the three elements give effect to the effectiveness of CLA implementation. They found that there is a strong relationship between employees general understanding about the examination and the effectiveness implementation of the CLA (r=0.759, p = 0.000 (p<0.01). This study found that the appropriateness of the examination content, have a strong relationship with the effective implementation of the CLA (r=-.845, p=0.000 (p<0.01).

4. Rosmanira and Rusli (2008) conduct the same research and involve 68 respondents from two government agencies in Kuching, Sarawak. The respondent was among all the support staff employees (N17-administrative assistant). This research found that there is a strong relationship between employees general understanding about the examination and the effectiveness implementation of the CLA (r=0.804, p = 0.000 (p<0.01). They also found that the appropriateness of the examination content, have a strong relationship with the effective implementation of the CLA (r=0.630, p = 0.000 (p<0.01).

5. Norhayatie and Rusli (2008) conducted a same type of research and involve 60 respondents from one government agency in Kuching, Sarawak. The respondent was among all the support staff employees (N17-administrative assistant). They found that there is a strong relationship between employees general understanding about the examination and the effectiveness implementation of the CLA (r=0.804, p = 0.000 (p<0.01). They found that the appropriateness of the examination content, have a strong relationship with the effective implementation of the CLA (r=0.875, p=0.000 (p<0.01).

6. Mohd Fatih and Rusli (2007) conducted a research in one of the public organisation in Malaysia (local authority) to measure employees’ perception about the effectiveness of CLA as a medium of measurement on employees’ performance. This study employed a qualitative research methodology and nine (9) informants were identified. One of the interesting research findings in this study is that all the informants feel that the questions involved in the CLA examination, whether for general competency or specific competency, does not have a direct connection with their task or work that they perform in the organisation. In addition to that, it is suggested that CLA implementation needs to be polished in term of its execution and formation of questions.

7. Rusli, et.al. (2005) conducted a research in one of the public university in Malaysia on the perceptions of the employees towards the concepts and implementation of
CLA. This study employed a quantitative research methodology and a random sampling technique was adopted. Respondents are academic and support staff working in the organisation. 653 questionnaires were distributed and 246 questionnaires (37.8%) were returned and usable for data analysis. A questionnaire survey using Likert skill five (5) were used, (5 - strongly disagree, 4 - disagree, 3 - neutral, 2 - agree, 1 - strongly agree). Results from the questionnaires provide interesting findings to explore on the issues and as in Table 3;

<table>
<thead>
<tr>
<th>Items</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA gives a positive impact on career development of the workers.</td>
<td>3.35</td>
</tr>
<tr>
<td>CLA gives opportunities for promotion exercise in the organisation.</td>
<td>3.23</td>
</tr>
<tr>
<td>CLA is an evaluation tool that burdens the workers</td>
<td>3.31</td>
</tr>
<tr>
<td>CLA contributes more benefits to the workers</td>
<td>3.46</td>
</tr>
<tr>
<td>CLA encourages workers in knowledge development to achieve the organisation's aims.</td>
<td>3.57</td>
</tr>
<tr>
<td>CLA should be continued in order to measure workers competence with more accuracy.</td>
<td>3.43</td>
</tr>
<tr>
<td>CLA is a method that is fair in evaluating work performance.</td>
<td>3.25</td>
</tr>
<tr>
<td>CLA is an effective mechanism in evaluating work performance.</td>
<td>3.32</td>
</tr>
<tr>
<td>CLA promotes skills development to help achieve the organisation's aims.</td>
<td>3.55</td>
</tr>
<tr>
<td>CLA promotes responsibility in the workers to accomplish planned tasks.</td>
<td>3.52</td>
</tr>
<tr>
<td>CLA guides workers towards an effective learning process.</td>
<td>3.61</td>
</tr>
<tr>
<td>CLA brings more disadvantages to the workers.</td>
<td>3.11</td>
</tr>
<tr>
<td>The passing marks of the CLA are difficult to achieve.</td>
<td>3.65</td>
</tr>
<tr>
<td>The exam oriented method employed by the CLA is ineffective in measuring workers performance level.</td>
<td>3.50</td>
</tr>
<tr>
<td>CLA evaluation covers a wide range of content</td>
<td>3.73</td>
</tr>
<tr>
<td>To date, I am still unsure of CLA's concept in the MRS</td>
<td>3.57</td>
</tr>
</tbody>
</table>

Based on the Table 1, the employees’ perceptions about the concepts and the implementation of CLA were in the neutral level. Range score was between 3.11-3.73. These results indicate that CLA is not really appropriate and significant in measuring the employees’ performance in the work place.

**DISCUSSION AND IMPLICATION**

This section highlights several important research findings and its implication. Research findings by Mohd Azirum and Rusli (2008), Adilah and Rusli (2008), Moch Fathan and Rusli (2008), Rosmanira and Rusli (2008) and Norhayatie and Rusli (2008) found that there is a strong relationship between employees’ general understanding about the examination and the effectiveness implementation of the CLA. This finding in line with Creelman and Markhijani (2005) statement that the clear objectives are important to guide the end product of any activity. Rusli (2007) supported this by mentioned that clear objectives will motivate the follower to achieve their target. If employees did not know their role and objectives, this will lead to the failure of the system (Drucker 1994; DeNisi 1994). This is what mentioned by Omar Osman, President of CUEPACS on his comment about the implementation of CLA. He stresses that employee in the public sectors still not clear with the issues of accuracy of the system. He also highlighted certain public service employees also not happy with the examination component as a measurement indicator for their individual performance. This argumentation was supported by research findings from Rusli, Surena, et al. (2007). They found that respondent in their still confusing about the implementation part of CLA and this make them worried about the effective implementation of the system. Cook and Crossman (2004) also put the emphasis on this by saying that negative perception on the system will occur if they not satisfied with the system. This will lead to develop their negative perceiving of the system in total. If this perception occurs by majority of the employees, this will lead to the issue of less motivation, demoralise and job dissatisfaction among the employees. This problem will become serious if no appropriate action taken to solve the problem immediately. In the MPS contest, it is hope this issues can be solved accordingly. General understanding of employees towards the system can be enhanced through various ways of activities such as training, knowledge sharing session and dissemination of information. CUEPACS also propose that the examination component need to be revisited and a serious discussion should be made between the Public Service Department (PSD) Malaysia and the employees association. In this context PSD should be ready to discuss and open their window for discussion.

Most of the study (Mohd Azirum and Rusli 2008; Adilah and Rusli 2008; Rosmanira and Rusli 2008; and Norhayatie and Rusli 2008) found that there is a moderate and strong relationship between the examination content and the effectiveness implementation of CLA. Only research finding by Moch Fathan and Rusli (2008) found that the appropriateness of the examination content have no relationship with the effective implementation of CLA. These research findings in line with suggestion by Westerman and Donoghue (1989) which claim that inappropriateness of the examination content will demotivate the candidates and will create an issue of unsatisfaction about the examination system. In this context, CUEPACS and MTUC also points out their dissatisfaction about the examination components in the implementation of CLA. They claim that the questions ask in the CLA examination not relevance and appropriate with their core business or their daily task (Berita Harian 2007a, 2007b, 2007c, 2007d, 2007e). Rusli (2007) in this matter argue that wrong selection of the assessment instrument will make the appraisal system fail and make the system rejected by the user. This matter becomes more complicated and chronic where President of CUEPACS, claim that CUEPACS never been told that examination is one of the components in the CLA before the implementation of the system to general government workers (Berita Harian 2007a).

Why employees in the public service not satisfied with the examination components? Theories of andragogy describes that age and sex (male and female) factors play an important roles and influence the level of learning ability in teaching learning activities. The older people not capable to cope and process information and knowledge in teaching learning activities fast as the young learners. Learning theories explains that motivation to learn for adults decreasing at the age of 47 to 56 years and will more decrease at the age of 57-66 years old. In this context, the examination components will give advantage to the young people because their cognitive ability still at the peak performance while for the workers at the age of 47-56 years old will be at the losing side. This phenomenon will create elements of dissatisfaction among the senior's workers. Their age, limit their ability to perform well in the examination and because of that they cannot be promoted and have a good salary increment. Junior's workers with less experience and limited working years sometimes can
become promoted faster than the seniors’ staff. The matter becomes more serious and complicated when the workers who pass the examination with flying of colours are identified as a problematic workers and cannot perform at their job. Sometimes their commitment and royalty to the organisation also questions by other staff in the organisation. This phenomenon if not thoroughly discussed and wisely handle will creates more problems at the organisation levels.

Can the CLA really measure the workers work performance? Rusli, Surena, et al. (2005) found that the employees’ perceptions about the concepts and the implementation of CLA were in the neutral level. Range score was between 3.11-3.73. These results indicate that CLA is not really appropriate and significant in measuring the employees’ performance in the workplace. Mohd Fatihi and Rusli (2007) also found that all the informants feel that the questions involved in the CLA examination, whether for general competency or specific competency, does not have a direct connection with their task or work that they perform in the organisation. This finding shows the dissatisfaction of the workers on the system with regards to the evaluation procedure. This was in line with the comments from Omar Osman, CUEPACS President. He claimed that majority (90%) of the employees were not happy with the implementation of examination components in CLA. By the 2003, 70 000 were reported not happy with the examination components and because of that boycotting the CLA examination. CUEPACS also found that examination components also not become the sole factor to determine the salary increment and promotion activity of the workers. Others factors also come into consideration such as quota, recommendation from the Head of department, job vacancy of the post and others considerations.

SUGGESTION FOR FURTHER RESEARCH

As far as the researcher was concerned, this research was the several attempts to study about the implementation of CLA in MPS. The study offered an overview or perspective of the process involved and a clear picture of employees understanding on the CLA. On the other hand, this was also the first exploratory studies or research on the implementation of CLS. This study was more on a short-run scale, using only a questionnaire survey. It is suggested that future research on CLA can be conducted using various perspective in doing research and also looking on the different context. In addition, further research should be carried out in another context, maybe in another type of service classification, another type of decision-making task, and in another place. The generalisability of the findings in the study can only be supported by similar research in a wide variety of settings.

CONCLUSION

The performance appraisal system in the MPS is based on the PSD guidelines. The MRS introduced in 2002 has one notable feature which is CLA of government employees. This paper discusses the implementation of CLA in the MPS. Most of the research findings show that there is a problem with the implementation of CLA in measuring performance of the workers. The extent of CLA ability to accurately measure the employees’ performance in relation with the employees’ core business is still debatable. In overall, the findings and all inputs presented in this paper are hoped to give any guidance and provides useful references towards organisations, human resource practitioners as well as the Malaysian Government if possible in order to enhance and improve the performance appraisal system especially for CLA context.

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