

School Based Assessment And The Silence Behaviour Among Secondary School Teachers In Kuala Langat, Selangor DarulEhsan.

¹Abel Raj Sethupathy, ²ProfessorDr. Abdul Mua'ti @ Zamri Ahmad, ³Dr. AkmarHayatiBt. Ghazali, ⁴Dr. Hani Salwah Bt. Yaakup
^{2,3,4}*Faculty of Modern Languages and Communication, University Putra Malaysia, 43400 UPM Serdang, Selangor D.E., Malaysia.*

ABSTRACT:This paper discusses the relationship between issues faced by teachers in the implementation of School Based Assessment (SBA) and Teacher Silence among secondary school teachers in Kuala Langat District. It tries to link previous research on problems faced by teachers when implementing the SBA, and a concept which is prevalent among employees outside the Education field, known as Employee Silence. As Employee Silence is a concept that had been studied outside the Education field, this study hopes to observe if such a behaviour is also prevalent among teachers.

The research focuses on four problems faced by teachers when implementing the SBA: 1.Lack of Knowledge, 2.Maximization of Work, 3.Inability of Teachers, and 4.Lack of Monitoring. The gap in this study is the link between issues faced in the implementation of the SBA, and the Employee Silence (Teacher Silence in this case) Concept. A total of 292 secondary school teachers were respondents in the study. Questionnaire with a reliability $\alpha = 0.78$ was utilized as the instrument. The result was parallel with the outcome outside the Education field, teachers too have a tendency to remain silent for various intrinsic and extrinsic reasons when faced with problems and obstacles with SBA at schools.

Keywords:Employee Silence, Lack of Monitoring, Maximization of Work, School Based Assessment, Teacher Ability, Teacher Knowledge.

I. INTRODUCTION

The nature of the problem in this research is teacher behaviour to remain silent and not communicate issues and problems when implementing the SBA to the management. There are separate studies on the SBA, and Employee Silence, however, the link between the two concepts have not been researched. This study considers the outcome of a parallel research connecting the SBA and The Spiral of Silence (which is similar to Employee Silence) among teachers by Nair et. al. (2014) [1].The work done by Crockett, D. (2013) [2] regarding teacher silence at schools has also been a reference in this study. The purpose of this research is to study if teachers too adopt the Silence behaviour when faced with issues at the work place, with specific reference to the SBA. It is the desire of the author that this study will benefit all stakeholders in the education field in Malaysia.Also, it is hoped that this study will allow policy makers to observe communication patterns and issues among teacher-management in order to further improve the quality of communication in the school environment.

II. STUDY BACKGROUND

SBA was officially introduced into the secondary school curriculum in Malaysia starting 2014. This is in line with The National Education Blueprint (2013-2025). However, this policy had caused a number of issues and problems among teachers when implementing in their respective schools. Research had identified several of the issues as, Lack of Knowledge, Maximization of Workload, Inability of Teachers, and Lack of Monitoring. The second focus of this study is on the Employee Silent Concept, which is assumed to affect teachers too when they face problems at the workplace.

Employee Silence was researched thoroughly in organizational settings outside the Education field. This study hopes to link both concepts (SBA &The Silence Behaviour) in order to highlight the importance of implementing the SBA successfully by communicating issues and problems faced to the school management, in order for the management to make effective decisions at schools.

2.1 Research Question

How do intrinsic and extrinsic factors influence secondary school teachers in Kuala Langat district when voicing to their superiors about the challenges faced in implementing the *Work Innovation (SBA)*?

2.2 Research Hypothesis

Secondary school teachers in Kuala Langat district follow the Silence Behaviour when faced with issues and problems implementing the SBA in their respective schools.

III. LITERATURE REVIEW

3.1 The School Based Assessment

Challenges in implementing the SBA

A study by Chan, Sidhu and Md. Rizal (2006) [3] mentioned time limitation, workload of teachers, lack of knowledge, supervision as well as monitoring as being the major challenges in the implementation of School Based Assessment. Faizah (2011) [4] cited Chan et al (2006) observations whereby teachers are bothered about numerous assessment perspectives involving their roles and capabilities to attain the entire School Based Assessment needs. According to Kapambwe (2010) [5] staffing was one of the challenges faced by the teachers in School Based Assessment. Due to lack of sufficient levels of staffing certain teachers were predicted to manage more than one class. Coupled with reduced level of staffing is one of the steady modification in the levels of staffing at schools. Teachers indicated that workload increased as they were needed to maintain and mark progress records of every individual.

Similarly, Mweemba and Chilala (2007) [6] have stated that most of the teachers faced insufficient learning and teaching materials. The difficult with materials of learning affected the feasibility of proper learning and teaching materials mainly in the new curriculum. Kellaghan and Greaney (2003) [7] have pointed out that supervision was another challenge in which the overall implementation encountered various obstacles. The observations from both supervision visits and the study of formative evaluation revealed that there was insufficient supervision conducted by the education authorities of the district who had been assigned to supervise, advise and assist teachers in implementing School Based Assessment.

3.2 The Employee Silence Concept

The theoretical concepts of voice and silence among employees in an organization was first proposed by Hirschman in 1970 [8]. Follow-up research on Hirschman's findings revealed a deeper revelation into the concept, which exposed different levels of understanding and new knowledge. Employee silence emerges when individuals in a workplace make a deliberate choice not to communicate crucial information to their superiors. The choice to hold back information occurs for various reasons and in diverse situations. The motivation for the choice to remain silent in the situations is influenced by intrinsic and extrinsic factors.

Intrinsic factors include, avoiding confrontation, promotional desires, work experience, organizational trust, belief that voicing will make no difference, relationship with the management, and fear that voicing will impact others negatively. On the other hand, extrinsic factors are such as management retaliation, and peer reaction (Pinder and Harlos [2001], Van Dyne [2003], and Greenberg [2009]) [9,10,11]. Studies in the area of organizational behaviour suggests that the negative effect of employee silence can threaten the productivity and overall wellbeing of the organization (Jerald G. and Jason A.C.,2005) [12].

3.3 The Research Gap

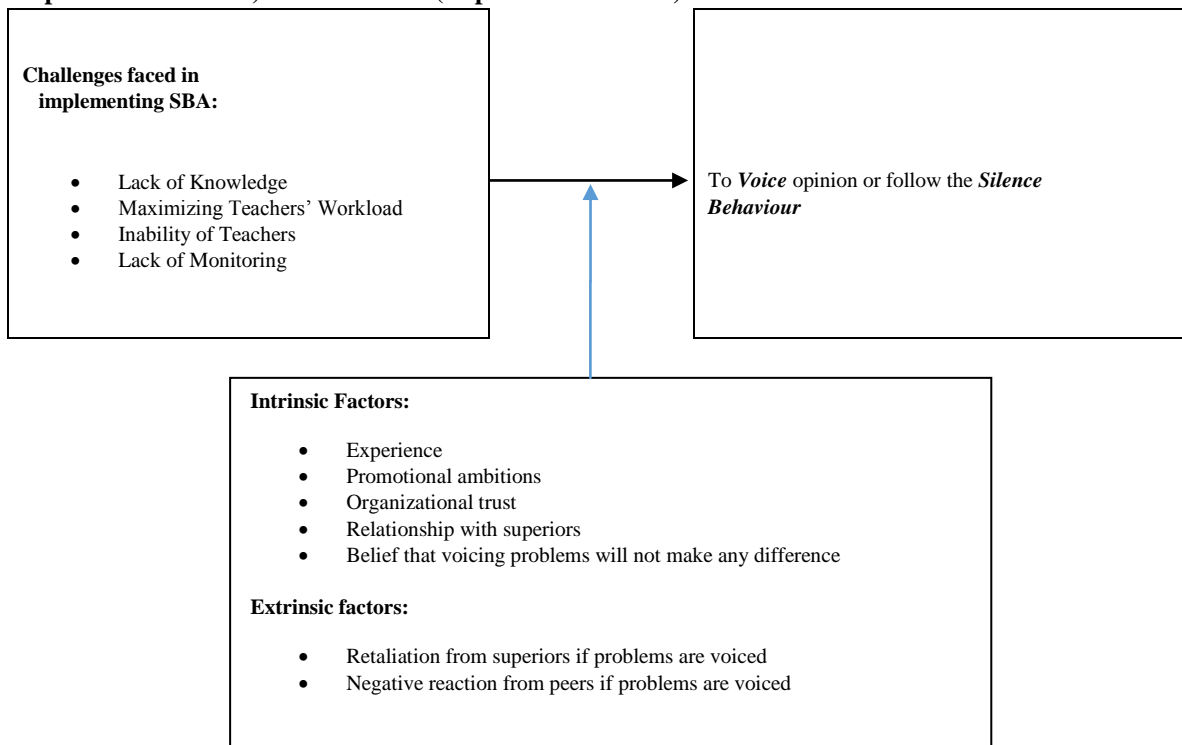
This study is about observing if there is a link between issues and problems faced by teachers in the implementation of the SBA, and Employee Silence among secondary school teachers in Kuala Langat, Selangor DarulEhsan. The purpose here is to observe the behaviour of teachers if it is parallel to the findings about the behaviour of employees in organizational settings in other fields.

IV. METHODOLOGY

The methodology utilized in this study is based on a survey method. The questionnaire response format is a five-point Likert type scale ranging from "strongly disagree", "disagree", "somewhat agree", "agree" and "strongly agree". The instrument contained items under the main categories, Lack of Knowledge, Maximization of Workload, Inability of Teachers, and, Lack of Monitoring. The framework for the study is as follows:

**Work Innovation (SBA)
(Independent Variables)**

**Decision/Outcome
(Dependant Variable)**



Influencing/Moderating Variables (MV)

Prior to a pilot test, a survey was carried out among 35 teachers to obtain their views as to which among the seven Moderating Variables affects each of the Independent Variables when implementing the SBA. The questionnaire was designed based on the information gathered from the survey. Following that, a pilot test was conducted to observe the reliability of the test items. The Cronbach coefficient was: Lack of Knowledge: $\alpha = 0.78$, Maximizing Workload: $\alpha = 0.83$, Inability of Teachers: $\alpha = 0.82$, Lack of Monitoring: $\alpha = 0.78$). Nunnally and Bernstein (1994) [13] recommend a reliability index of ≤ 0.70 is sufficient for Social Science studies. The questionnaire distributed to a total of 320 secondary school teachers in the district. The return rate was 0.9125 % (292 responses). The data gathered was analysed using a Multiple Regression Analysis (all assumptions were observed to avoid Type 1 and Type 2 errors) as well as Descriptive Statistics.

V. DATA ANALYSIS AND FINDINGS

Analysis (a)

Regression Model of Predictors (Lack of Knowledge and Moderating Variables) of Comfort Levels

bSE b	β		
Step 1			
Constant	4.620	0.218	
LK	-0.642	0.064	-0.508
Step 2			
Constant	4.649	0.217	
LK	-0.592	0.067	-0.469
Relationship	-0.232	0.103	-0.120
Step 3			
Constant	4.606	0.215	
LK	-0.559	0.068	-0.443
Voicing	-0.320	0.098	-0.175
Step 4			
Constant	4.616	0.218	
LK	-0.594	0.071	-0.471
Fear of Retaliation	-0.178	0.121	-0.083
Step 5			
Constant	4.620	0.218	
LK & OT	-0.642	0.064	-0.508

Interpretation:

To test the hypothesis that Lack of Knowledge (with the presence of Moderating Variables) causes the Silence Behaviour among teachers in this study, a multiple regression analysis was conducted. In the first step, two variables were included: Lack of Knowledge, and Comfort Levels. These variables accounted for a significant amount of variance in Comfort Levels, $R^2 = 0.258$, $F(1,290) = 101.004$, $p < 0.01$. In this model, a one unit increase in the predictor variable (Lack of Knowledge) causes a decrease of 0.642 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as Lack of Knowledge in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

Next, *Relationship with the management (is not close)* was included to observe if it moderates the relationship between Lack of Knowledge and Comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in $R^2 = 0.271$, change in $F(2,289) = 53.741$, $p = 0.000$, $b = -0.232$, $t = -2.250$, $p < 0.05$. In this model, a one unit increase in the predictor variable (Relationship with the management which is not close) causes a decrease of 0.232 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as Relationship with the management is included as a moderating element to Lack of Knowledge in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

The third step was carried out by inducing *Voicing will not make any difference* to analyse its moderating effect on the relationship between Lack of Knowledge and Comfort Levels. The analysis shows that the moderating effect accounted for a significant change of the variance in Comfort Levels, change in $R^2 = 0.285$, change in $F(2,289) = 57.513$, $p = 0.000$, $b = -0.320$, $t = -3.265$, $p < 0.01$. In this model, a one unit increase in the predictor variable (Voicing will not make any difference) causes a decrease of 0.320 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as Voicing will not make any difference is included as a moderating element to Lack of Knowledge in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

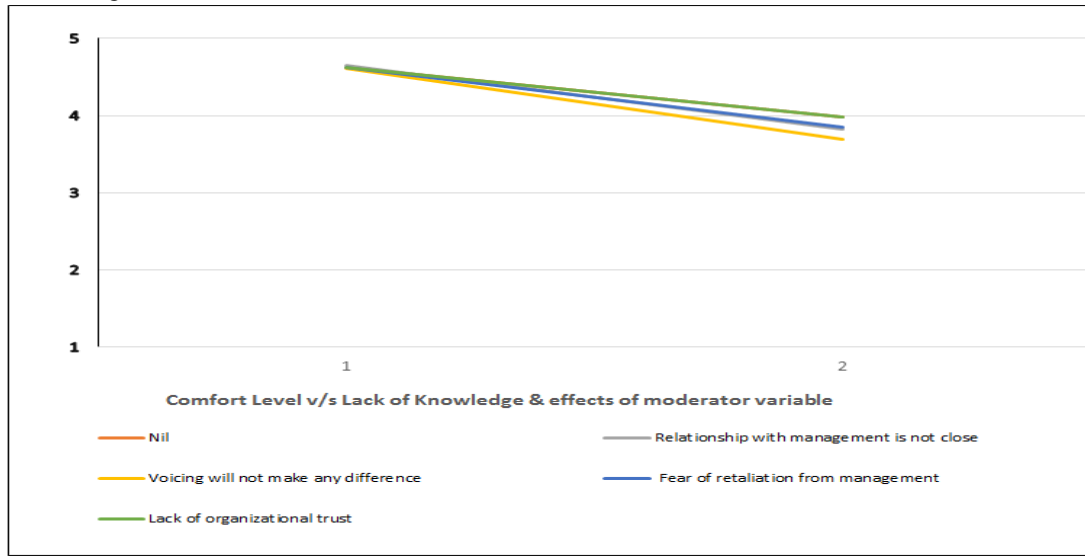
In the following step, *Fear of retaliation from the management* was introduced as a moderating variable to observe its effect on the relationship between Lack of Knowledge and Comfort Levels. The results indicated that the moderating effect accounted for almost negligible and insignificant change of the variance in Comfort Levels, change in $R^2 = 0.264$, change in $F(2,289) = 51.788$, $p = 0.000$, $b = -0.178$, $t = -1.472$, $p > 0.05$. In this model, a one unit increase in the predictor variable (*Fear of retaliation from the management*) causes a decrease of 0.178 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Fear of retaliation from the management* is included as a moderating element to Lack of Knowledge in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.142 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

The final step was carried out with the inclusion of *Lack of organizational trust* to study if it moderates the relationship between Lack of Knowledge and Comfort Levels. There was no moderating effect as it did not account for any change of variance in Comfort Levels, change in $R^2 = 0.258$, change in $F(1,290) = 101.004$, $p = 0.000$, $b = -0.642$, $t = -10.050$, $p < 0.01$. In this model, a one unit increase in the predictor variable (*Lack of organizational trust*) causes a decrease of 0.642 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Lack of organizational trust* is included as a moderating element to Lack of Knowledge in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

A summary of information extracted from the above is utilized to plot a table and graph as shown below:

Regression Equation	IV	MV	Initial Value (1)	Final Value (2)
Comfort Level = 4.62 – 0.64 (LK)	LK	Nil	4.620	3.98
Comfort Level = 4.65 – 0.59 (LK) – 0.23 (RM)	LK	RM	4.650	3.83
Comfort Level = 4.61 – 0.60 (LK) – 0.32 (VCN)	LK	VCN	4.610	3.69
Comfort Level = 4.62 – 0.59 (LK) – 0.218 (FRM)	LK	FRM	4.620	3.85
Comfort Level = 4.62 – 0.64 (LK) – 0.000 (LOT)	LK	LOT	4.620	3.98

IV : Independent variable
 LK : Lack of Knowledge
 RM : Relationship with management
 VCN : Voicing will not make a difference
 MV : Moderating variable
 FRM : Fear of retaliation from management
 LOT : Lack of organizational trust



Analysis (b)
 Regression Model of Predictors (Maximizing Workload and Moderating Variables) of Comfort Levels.

	b	SE b	β
Step 1			
Constant	4.269	0.206	
MW	-0.539	0.060	-0.465
Step 2			
Constant	4.099	0.240	
MW	-0.444	0.092	-0.384
PD	-0.186	0.136	-0.108
Step 3			
Constant	4.269	0.206	
MW & RP	-0.539	0.060	-0.465
Step 4			
Constant	4.328	0.205	
MW	-0.478	0.064	-0.412
FRM	-0.302	0.119	-0.142
Step 5			
Constant	4.302	0.214	
MW	-0.568	0.078	-0.490
RM	-0.076	0.131	0.039
Step 6			
Constant	4.277	0.254	
MW	-0.544	0.100	-0.469
WE	0.008	0.149	0.005
Step 7			
Constant	4.191	0.213	
MW	-0.476	0.076	-0.410
VND	-0.164	0.120	-0.090

Interpretation:

To test the hypothesis that Maximizing Workload (with the presence of Moderating Variables) causes the Silence Behaviour among teachers in this study, a multiple regression analysis was conducted.

In the first step, two variables were included: Maximizing Workload, and Comfort Levels. These variables accounted for a significant amount of variance in Comfort Levels, $R^2 = 0.216$, $F(1,290) = 80.122$, $p < 0.01$

Next, *Promotional desires* was included to observe if it moderates the relationship between Maximizing Workload and Comfort Levels. The moderating effect accounted for almost negligible and insignificant proportion of change to the variance in Comfort Levels, change in $R^2 = 0.222$, change in $F(2,289) = 41.120$, $p = 0.000$, $b = -0.186$, $t = -1.370$, $p > 0.05$. In this model, a one unit increase in the predictor variable (*Promotional desires*) causes a decrease of 0.186 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Promotional desires* is included as a moderating element to Maximizing Workload in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.172 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

The third step was carried out by inducing *Fear of negative reaction from peers* to analyse its moderating effect on the relationship between Maximizing Workload and Comfort Levels. There was no moderating effect as it did not account for any change of variance in Comfort Levels, change in $R^2 = 0.216$, change in $F(1,290) = 80.122$, $p = 0.000$, $p < 0.001$. In this model, a one unit increase in the predictor variable (*Fear of negative reaction from peers*) does not cause any change to the predicted variable (Comfort Levels). It means that teachers' Comfort Levels remains unchanged even as *Fear of negative reaction from peers* is included as a moderating element to Maximizing Workload in implementing the SBA. As Comfort Levels remains even with the inclusion of this predictor, teachers' motivation whether to communicate issues to the management is not affected.

In the following step, *Fear of retaliation from the management* was introduced as a moderating variable to observe its effect on the relationship between Maximizing Workload and Comfort Levels. The results indicated that the moderating effect accounted for a significant change of the variance in Comfort Levels, change in $R^2 = 0.234$, change in $F(2,289) = 44.064$, $p = 0.000$, $b = -0.302$, $t = -2.547$, $p < 0.05$. In this model, a one unit increase in the predictor variable (*Fear of retaliation from the management*) causes a decrease of 0.302 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Fear of retaliation from the management* is included as a moderating element to Maximizing Workload in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

Next, *Relationship with the management (not close)* was included to observe if it moderates the relationship between Maximizing Workload and Comfort Levels. The moderating effect accounted for almost negligible and insignificant proportion of change in the variance of Comfort Levels, change in $R^2 = 0.217$, change in $F(2,289) = 40.135$, $p = 0.000$, $b = -0.076$, $t = 0.577$, $p > 0.05$. In this model, a one unit increase in the predictor variable (*Relationship with the management (not close)*) causes a decrease of 0.076 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Relationship with the management (not close)* is included as a moderating element to Maximizing Workload in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.564 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

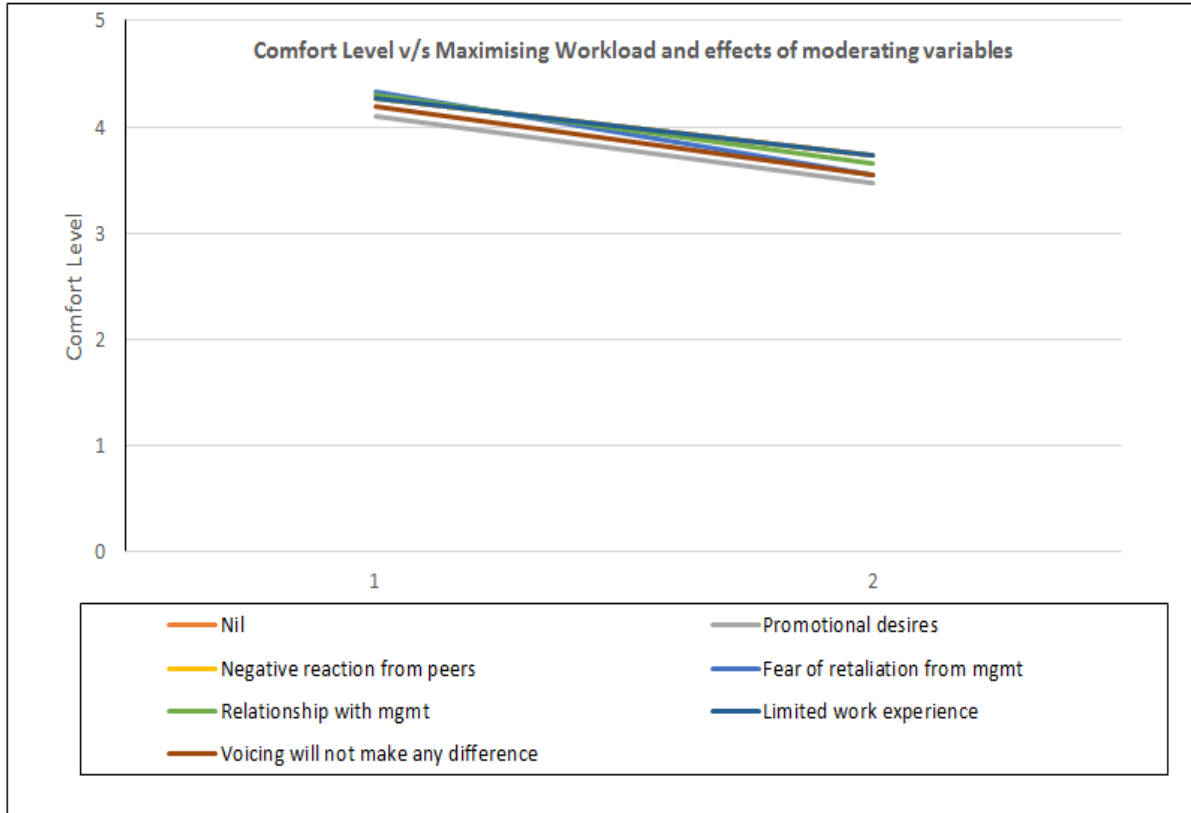
Limited work experience is another moderating variable added to analyse its moderating effect on the relationship between Maximizing Workload and Comfort Levels. The moderating effect accounted for almost negligible and insignificant proportion of change in the variance of Comfort Levels, change in $R^2 = 0.216$, change in $F(2,289) = 39.925$, $p = 0.000$, $p < 0.001$, $b = -0.008$, $t = 0.056$, $p > 0.05$. In this model, a one unit increase in the predictor variable (*Limited work experience*) causes a decrease of 0.008 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Limited work experience* is included as a moderating element to Maximizing Workload in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.955 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

The final step was carried out with the inclusion of *Voicing will not make any difference* to study if it moderates the relationship between Maximizing Workload and Comfort Levels. The moderating effect accounted for an almost negligible proportion in the variance of Comfort Levels, change in R square = 0.222, change in F (2,289) = 41.125, p = 0.000, b = -0.164, t = -1.372, p > 0.05. In this model, a one unit increase in the predictor variable (*Voicing will not make any difference*) causes a decrease of 0.164 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Voicing will not make any difference* is included as a moderating element to Maximizing Workload in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.171 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

A summary of information extracted from the above is utilized to plot a table and graph as shown below:

Regression Equation	IV	MV	Initial Value	Final Value
Comfort Level = 4.269-0.539=3.730	MW	Nil	4.269	3.730
Comfort Level = 4.099-0.444-0.186=3.469	MW	PM	4.099	3.469
Comfort Level = 4.269-0.539=3.730	MW	NRP	4.269	3.730
Comfort Level = 4.328-0.478-0.302=3.548	MW	FRM	4.328	3.548
Comfort Level = 4.302-0.568-0.076=3.658	MW	RM	4.302	3.658
Comfort Level =4.277-0.544-0.008=3.725	MW	WE	4.277	3.725
Comfort Level =4.191-0.476-0.164=3.551	MW	VCN	4.191	3.551

- IV : Independent variable
- MW : Maximizing workload
- RM : Relationship with management
- VCN : Voicing will not make a difference
- PM : Promotional desires
- MV : Moderating variable
- FRM : Fear of retaliation from management
- WE : Work experience
- NRP : Negative reaction from peers



Analysis (c)

Regression Model of Predictors (Inability of Teachers and Moderating Variables) of Comfort Levels.

bSE b	β		
Step 1			
Constant	4.231	0.294	
IT	-0.522	0.086	-0.336
Step 2			
Constant	4.077	0.284	
IT	-0.361	0.089	-0.233
WE	-0.491	0.099	-0.284
Step 3			
Constant	4.030	0.310	
IT	-0.385	0.110	-0.248
FRM	-0.298	0.151	-0.140
Step 4			
Constant	3.992	0.284	
IT	-0.326	0.089	-0.210
PD	-0.537	0.099	-0.313
Step 5			
Constant	4.360	0.282	
IT	-0.434	0.084	-0.280
VND	-0.520	0.099	-0.284
Step 6			
Constant	4.231	0.294	
IT	-0.522	0.086	-0.336
NRP	0.000	0.000	0.000

Interpretation:

To test the hypothesis that Inability of Teachers (with the presence of Moderating Variables) causes the Silence Behaviour among teachers in this study, a multiple regression analysis was conducted.

In the first step, two variables were included: Inability of teachers, and Comfort Levels. These variables accounted for a significant amount of variance in Comfort Levels, R square = 0.113, F (1,290) = 37.009, p < 0.01

Next, *Limited work experience* was included to observe if it moderates the relationship between Lack of Monitoring and Comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in R square = 0.183, change in F (2,289) = 32.396, p = 0.000, b = -0.491, t = -4.975, p < 0.01. In this model, a one unit increase in the predictor variable (*Limited work experience*) causes a decrease of 0.491 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Limited work experience* was included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

The third step was carried out by inducing *Fear of retaliation from management* to analyse its moderating effect on the relationship between Lack of Monitoring and Comfort Levels. There was no moderating effect as it did not account for any change of variance in Comfort Levels, change in R square = 0.125, change in F (2,289) = 20.626, p < 0.01, b = -0.298, t = -1.969, p = 0.05. In this model, a one unit increase in the predictor variable (*Fear of retaliation from management*) causes a decrease of 0.298 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Fear of retaliation from management* is included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

In the following step, *Promotional desire* was introduced as a moderating variable to observe its effect on the relationship between Lack of Monitoring and Comfort Levels. The results indicated that the moderating effect accounted for a significant change of the variance in Comfort Levels, change in R square = 0.195, change in F (2,289) = 35.020, b = -0.537, t = -5.423, p < 0.01. In this model, a one unit increase in the predictor variable (*Promotional desire*) causes a decrease of 0.537 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Promotional desire* is included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

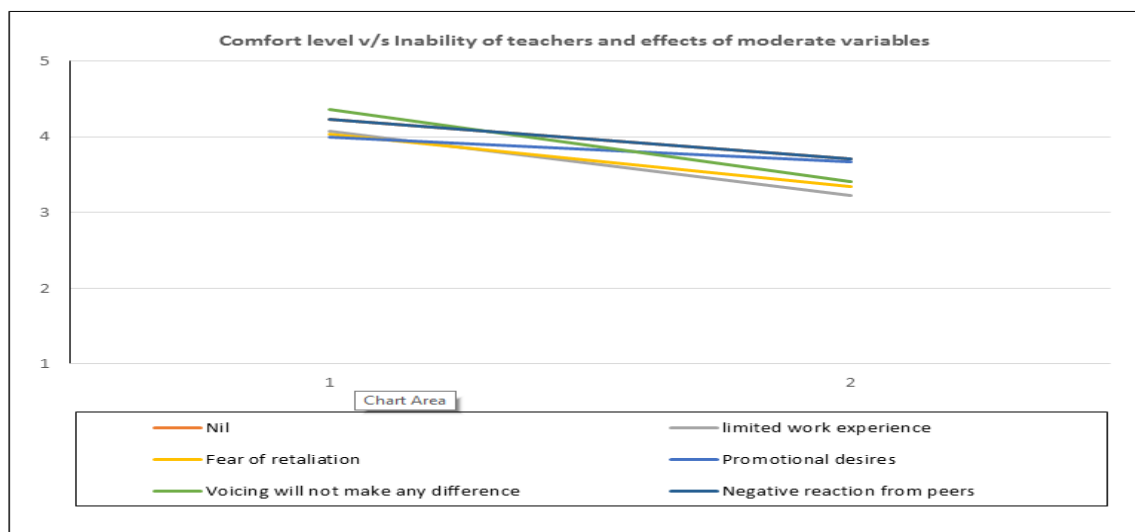
The next step was carried out with the inclusion of *Voicing will not make any difference* was introduced to study if it moderates the relationship between Lack of Monitoring and Comfort Levels. There was no moderating effect as it did not account for any change of variance in Comfort Levels, change in R square = 0.191, change in F (2,289) = 34.059, b = -0.520, t = -5.263, p < 0.01. In this model, a one-unit increase in the predictor variable (*Voicing will not make any difference*) causes a decrease of 0.520 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Voicing will not make any difference* is included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

The final step was carried out with the inclusion of *Negative reaction from peers* to study if it moderates the relationship between Lack of Monitoring and Comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in R square = 0.113, change in F (1,290) = 37.009, b = -0.522, t = -6.083, p < 0.01. In this model, a one unit increase in the predictor variable (*Negative reaction from peers*) does not cause any change to the predicted variable (Comfort Levels). It means that teachers' Comfort Levels remains unchanged even as *Negative reaction from peers* is included as a moderating element to Inability of Teachers in implementing the SBA. As Comfort Levels remains even with the inclusion of this predictor, teachers' motivation whether to communicate issues to the management is not affected.

A summary of information extracted from the above is utilized to plot a table and graph as shown below:

Regression Equation	IV	MV	Initial Value	Final Value
Comfort Level = 4.231-0.522=3.709	IT	Nil	4.231	3.709
Comfort Level = 4.077-0.361-0.491=3.225	IT	WE	4.077	3.225
Comfort Level = 4.030-0.385-0.298=3.347	IT	FRM	4.030	3.347
Comfort Level = 3.992-0.326-0.000=3.666	IT	PM	3.992	3.666
Comfort Level = 4.360-0.434-0.520=3.406	IT	VCN	4.360	3.406
Comfort Level =4.231-0.522-0.000=3.730	IT	NRP	4.231	3.709

- IV : Independent variable
- IT : Inability of teachers
- WE : Work experience
- NRP : Negative reaction from peers
- MV : Moderating variable
- FRM : Fear of retaliation from management
- VCN : Voicing will not make a difference
- PM : Promotional desires



Analysis (d)

Regression Model of Predictors (Lack of Monitoring and Moderating Variables) of Comfort Levels.

bSE b	β		
Step 1			
Constant	4.618	0.239	
LM	-0.670	0.073	-0.473
Step 2			
Constant	4.618	0.239	
LM	-0.670	0.073	-0.473
LOT	0.000	0.000	0.000
Step 3			
Constant	4.618	0.239	
LM	-0.670	0.073	-0.473
NRP	0.000	0.000	0.000
Step 4			
Constant	4.590	0.239	
LM	-0.609	0.083	-0.430
FRM	-0.192	0.126	-0.090
Step 5			
Constant	4.504	0.244	
LM	-0.578	0.086	-0.408
VND	-0.222	0.111	-0.122
Step 6			
Constant	4.369	0.256	
LM	-0.522	0.093	-0.369
PD	-0.287	0.113	-0.167

Interpretation:

To test the hypothesis that Lack of Monitoring (with the presence of Moderating Variables) causes the Silence Behaviour among teachers in this study, a multiple regression analysis was conducted.

In the first step, two variables were included: Lack of Monitoring, and Comfort Levels. These variables accounted for a significant amount of variance in Comfort Levels, R square = 0.224, F (1,290) = 83.746, p = 0.000

Next, *Lack of organizational trust* was included to observe if it moderates the relationship between Lack of Monitoring and Comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in R square = 0.224, change in F (1,290) = 83.746, b = -0.670, t = -9.151, p < 0.01. In this model, a one-unit increase in the predictor variable (*Lack of organizational trust*) does not cause any change to the predicted variable (Comfort Levels). It means that teachers' Comfort Levels remains unchanged even as *Lack of organizational trust* is included as a moderating element to Inability of Teachers in implementing the SBA. As Comfort Levels remains even with the inclusion of this predictor, teachers' motivation whether to communicate issues to the management is not affected.

The third step was carried out by inducing *Fear of negative reaction from peers* to analyse its moderating effect on the relationship between Lack of Monitoring and Comfort Levels. There was no moderating effect as it did not account for any change of variance in Comfort Levels, change in R square = 0.224, change in F (1,290) = 83.746, b = -0.670, t = -9.151, p < 0.01. In this model, a one-unit increase in the predictor variable (*Fear of negative reaction from peers*) does not cause any change to the predicted variable (Comfort Levels). It means that teachers' Comfort Levels remains unchanged even as *Fear of negative reaction from peers* is included as a moderating element to Inability of Teachers in implementing the SBA. As Comfort Levels remains even with the inclusion of this predictor, teachers' motivation whether to communicate issues to the management is not affected.

In the following step, *Fear of retaliation from the management* was introduced as a moderating variable to observe its effect on the relationship between Lack of Monitoring and Comfort Levels. The results indicated that the moderating effect accounted for a significant change of the variance in Comfort Levels, change in R square

= 0.230, change in F (2,289) = 43.232, b = -0.192, t = -1.527, p > 0.05. In this model, a one unit increase in the predictor variable (*Fear of retaliation from the management*) causes a decrease of 0.192 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Fear of retaliation from the management* is included as a moderating element to Lack of Monitoring in implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence). However, the outcome of this model may not be relevant to this research because the value under Sig. was 0.128 (which is more than 0.05), indicating that this predictor is not making a significant contribution to the model.

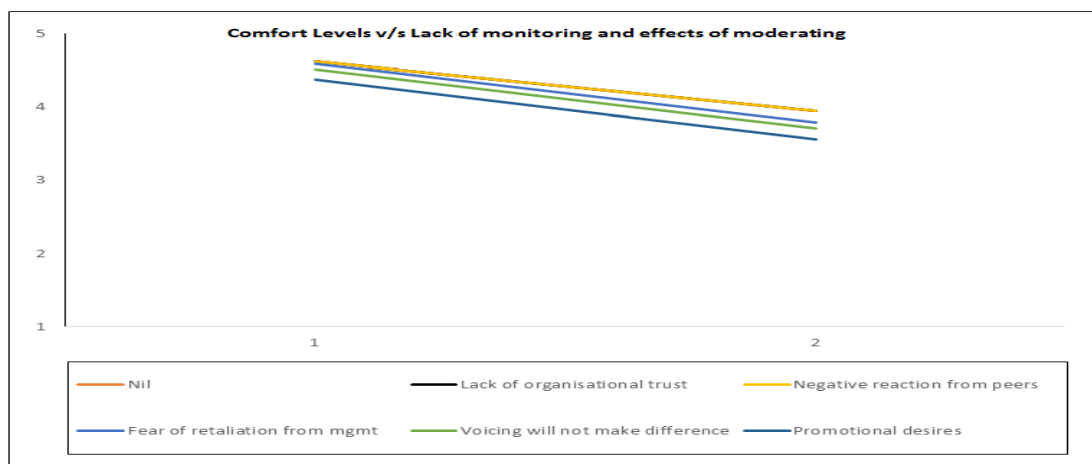
The next step was carried out with the inclusion of *Voicing will not make any difference* to study if it moderates the relationship between Lack of Monitoring and comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in R square = 0.235, change in F (2,289) = 44.294, p = 0.000, b = -0.222, t = -1.995, p < 0.05. In this model, a one unit increase in the predictor variable (*Voicing will not make any difference*) causes a decrease of 0.222 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Voicing will not make any difference* is included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

The final step was carried out with the inclusion of *Promotional desire* to study if it moderates the relationship between Lack of Monitoring and comfort Levels. The moderating effect accounted for a significant proportion of the variance in Comfort Levels, change in R square = 0.241, change in F (2,289) = 45.190, b = -0.287, t = -2.547, p < 0.05. In this model, a one unit increase in the predictor variable (*Promotional desire* to study) causes a decrease of 0.287 in the predicted variable (Comfort Levels). It means that teachers' Comfort Levels drop as *Promotional desire* to study is included as a moderating element to Lack of Monitoring when implementing the SBA increases. As Comfort Levels drop, teachers may not be motivated to communicate the issues faced to the management, thus, a reason for being silent (Employee/Teacher Silence).

A summary of information extracted from the above is utilized to plot a table and graph as shown below:

Regression Equation	IV	MV	Initial Value	Final Value
Comfort Level = 4.618-0.67=3.984	LM	Nil	4.618	3.984
Comfort Level = 4.618-0.67-0.000=3.984	LM	LOT	4.618	3.984
Comfort Level = 4.618-0.67-0.000=3.984	LM	NRP	4.618	3.984
Comfort Level = 4.59-0.609-0.192=3.789	LM	FRM	4.590	3.789
Comfort Level = 4.504-0.578-0.222=3.704	LM	VCN	4.504	3.704
Comfort Level =4.369-0.522-0.287=3.560	LM	PD	4.369	3.560

- IV : Independent variable
- LM : Lack of monitoring
- LOT : Lack of organizational trust
- NRP : Negative reaction from peers
- MV : Moderating variable
- FRM : Fear of retaliation from management
- VCN : Voicing will not make a difference
- PD : Promotional desires



VI. DISCUSSION

Lack of Knowledge

The regression analysis explains that three moderating variables cause significant moderating effects on the relationship between Lack of Knowledge and Comfort Levels of teachers when implementing the Work Innovation (SBA) in Kuala Langat secondary schools. Relationship with the management which is not close, Voicing will not make any difference, and, Lack of organizational trust are the three moderating variables that affect the relationship between Lack of Knowledge and Comfort Levels. The comfort levels of teachers drop when these moderating variables are in operation, indicating that teachers prefer to be silent and hold back their opinions rather than voice their concerns to the management when faced with Lack of Knowledge to implement the Work Innovation (SBA) in their respective schools. However, the inclusion of Fear of retaliation from management as a moderator between Lack of Knowledge and Comfort Levels did not have any significant effects, indicating that this predictor is not making a significant contribution to the model.

Maximizing Workload

The above regression analysis explains that two moderating variables cause significant moderating effects on the relationship between Maximizing Workload and Comfort Levels of teachers when implementing the Work Innovation (SBA) in Kuala Langat secondary schools. Fear of retaliation from the management, and Fear of negative reaction from peers are the two moderating variables that affect the relationship between Maximizing Workload and Comfort Levels. The comfort levels of teachers drop when these moderating variables are in operation, indicating that teachers prefer to be silent and hold back their opinions rather than voice their concerns to the management when faced with Maximization of Workload to implement the Work Innovation (SBA) in their respective schools. However, the inclusion of four other elements as moderators between Maximization of Workload and Comfort Levels did not have any significant effects, indicating that these predictors are not making a significant contribution to the respective models.

Inability of Teachers

The above regression analysis explains that four moderating variables cause moderating effects on the relationship between Inability of Teachers and Comfort Levels of teachers when implementing the Work Innovation (SBA) in Kuala Langat secondary schools. Voicing will not make any difference, Fear of retaliation from the management, Limited work experience, and Promotional desires are the four moderating variables that affect the relationship between Lack of Monitoring and Comfort Levels. The comfort levels of teachers drop when these moderating variables are in operation, indicating that teachers prefer to be silent and hold back their opinions rather than voice their concerns to the management when faced with Lack of Monitoring to implement the Work Innovation (SBA) in their respective schools. However, the inclusion of Fear of negative reaction from peers as a moderator between Inability of Teachers and Comfort Levels did not have any effects, indicating that teachers on the whole are not influenced by this moderating variable when faced with Lack of Monitoring to implement the Work Innovation (SBA).

Lack of Monitoring

The above regression analysis explains that two moderating variables cause moderating effects on the relationship between Lack of Monitoring and Comfort Levels of teachers when implementing the Work Innovation (SBA) in Kuala Langat secondary schools. Voicing will not make any difference, and Promotional desires are the two moderating variables that affect the relationship between Lack of Monitoring and Comfort Levels. The comfort levels of teachers drop when these moderating variables are in operation, indicating that teachers prefer to be silent and hold back their opinions rather than voice their concerns to the management when faced with Lack of Monitoring when implementing the Work Innovation (SBA) in their respective schools. However, the inclusion of Fear of negative reaction from peers, and Lack of organizational trust as moderators between Lack of Monitoring and Comfort Levels did not have any effects on the Comfort Levels of teachers, indicating that teachers on the whole are not influenced by this moderating variable when faced with Lack of Monitoring to implement the Work Innovation (SBA). Furthermore, the inclusion of Fear of retaliation from the management as moderator between Lack of Monitoring and Comfort Levels did not have any significant effects, indicating that this predictor was not making significant contributions to the respective model.

VII. CONCLUSION

This study indicates that the issues and problems (LK, MW, IT, and LM), with the presence of moderating factors, do cause teachers to adopt the Silence Behaviour when implementing the SBA in their respective schools in the district. The findings reveal that there is a tendency for secondary school teachers in the district to hold back crucial information (related to the SBA) from their respective management at schools, thus, supporting the

hypothesis statement. Analysis of data showed that respondents felt uncomfortable communicating issues faced regarding the SBA to the management. The reasons for teachers to remain silent when faced with issues (which have been selected from previous research work in business organizations) have produced results that are parallel to the works of Pinder and Harlos (2001), Van Dyne (2003), and Greenberg (2009) among individuals in other workplace settings. Though the limitation in this study is that it focuses on teacher behaviour in a specific district, the outcome can be utilized to study teacher behaviour elsewhere in the country mainly because the SBA is the standardized national curriculum for all schools in the country. As such, observations on teacher behaviour in this research may produce similar patterns among teacher attitudes towards the implementation of the SBA throughout the country.

It is the desire of the researcher that the outcome of this study is beneficial especially to the Ministry of Education in understanding teacher behaviour in relation to implementing the SBA. Teacher-management communication patterns related to the implementation of the SBA in schools, as observed in this study, can be used by the Ministry as a basis for future prediction of teacher attitudes when introducing new education policies.

REFERENCES

- [1] Nair, G. K. S., Setia, R., Samad, N. Z. A., Zahri, R. N. H. B. R., Luqman, A., Vadeveloo, T., & Ngah, H. C., Teachers' knowledge and issues in the implementation of school-based assessment: A case of schools in Terengganu, *Asian Social Science*, 10(3), 2014, p186.
- [2] Crockett, D. (2013). Teacher Silence in South Carolina Public Schools. Retrieved from <http://scholarcommons.sc.edu/etd/2505>
- [3] Chan Y. F., Gurnam K.S., & Md. Rizal Md. Yunus, *The knowledge and best practices of secondary ESL teachers in school-based assessment* (Shah Alam: Universiti Teknologi Mara Press, 2006).
- [4] Majid F. A., SBA in Malaysian schools: The concerns of English teachers [electronic version], *Journal of US-China Education Review*, 8(10), 2011, 1-15.
- [5] Kapambwe W. M., The implementation of school based continuous assessment (CA) in Zambia, *Educational Research and Reviews*, 5(3), 2010, 099-107.
- [6] Mweemba G. and Chilala M., "Piloting School-based continuous assessment at the middle basic level: the Zambian approach" in *Southern African Review of Education (SARE) with Education with Production (EWP)*, Volume 13, Number 1, 2007. The Southern African Comparative and History of Education Society, Gaborone.
- [7] Kellaghan T. and Greaney V., Monitoring performance: Assessment and examinations in Africa. A paper commissioned by *The association for development of education in Africa (ADEA)* at the Biennial Meeting at Grand Bai, Mauritius in December 2003.
- [8] Hirschman A.O., *Exit, voice and loyalty; responses to decline in firms, organizations, and states* (Cambridge, Mass.: Harvard Univ. Press, 1970).
- [9] Pinder C., & Harlos K., Employee silence: quiescence and acquiescence as responses to perceived injustice, *Research in Personnel and Human Resources Management*, 20, 2001, 331-369.
- [10] Van Dyne L., Ang S., & Botero I., Conceptualizing employee silence and employee voice as multi-dimensional constructs, *Journal of Management Studies*, 40(6), 2003, 1360-1392.
- [11] Greenberg J., & Edwards M. S. (Eds.), *Voice and silence in organizations* (Bingley, UK: Emerald Press, 2009).
- [12] Jerald G., Jason A.C., *Handbook of organizational justice* (Psychology Press. Church Road, Hove BN3 2FA, UK., 2005).
- [13] Nunnally J.C., & Bernstein I.H., *Psychometric theory* (3rd Ed. New York: McGraw Hill, 1994).