Role of the School Management for the Improvement of Teacher's Satisfaction during the Conduction of Performance Appraisal System

Dr. MUHAMMAD NADEEM
Principal Officer in Mines & Minerals Department.
Email: mnadeem439@gmail.com

Dr. SEEMA ARIF
Associate Professor, University of Management and Technology.
Email: seema.arif@umt.edu.pk

Dr. IRFANA RASUL
PhD, University of Management and Technology.
Email: irfana.omer1@gmail.com

Abstract

Teacher's satisfaction during the conduction of Performance Appraisal System (PAS) is highly dependent on the school management. Therefore, role of the school principal for monitoring the performance of teachers at higher secondary schools is commendable to achieve the targets. Survey research was conducted to review how the school management role impacted achieving the PAS targets for the satisfaction of teachers. Multistage sampling technique was opted for exploring the opinions of school principals and teachers from nine districts of the Punjab by using an already established tool Performance Appraisal Scale for Higher Secondary School Teachers (PAS-HSSTs). This questionnaire comprised of closed-ended items was used to get opinions from 90 principals and 540 teachers of higher secondary schools of Punjab. Both descriptive and inferential statistics were applied. Items were factorized using the explanatory factor analysis technique yielding seven factors. Pearson Correlation was conducted to determine the strength of the relationship among the variables, while multiple linear regressions using the stepwise method was conducted to check the critical risk factors associated with the satisfaction of teachers during conduction of Performance Appraisal System. Management facilitation was rendered the best approach for successful Performance Appraisal System implementation. Performance appraisal was a significant and powerful predictor of teachers' satisfaction; hence school principals focused on the ways and procedures to manage their teachers' performance in order to enhance the overall effectiveness of PAS. Results revealed a highly complex situation faced by school mangers; though satisfaction of the teachers during PAS might be enhanced through proper training and awareness of the system. PAS might be more effective if teachers were satisfied.

Keywords: Performance Appraisal System, Teacher's Satisfaction, Management Role and School Improvement.

Introduction

Performance appraisal is viewed as an opportunity through which the management can decide whom to give reward or appreciation for their outstanding performance (Almeida & Fernando, 2017). The concept of performance appraisal can be understood as the systematic evaluation of the performance of staff according to their job responsibilities in order to look for their developmental potencies. There are various methods of

calculating an employee's performance. One of them is 'Management by Objectives' method, it includes comparing set goals and standards for a worker with the actual contribution and productivity of an employee. Another methodis '360 Degree' in which an employee is judged and evaluated by everyone, from his manager to co-workers, friends and even consumers and suppliers. It is further stated that, self-appraisal takes place with the help of joint discussion with the superiors and then decisions are taken by the department leader relative to his promotion and pay hike (Buckingham & Goodall, 2015).

Kim and Holzer (2016) stated that the appraisal of an employee's performance is a process which combines both written and oral elements. In this process, the management is responsible to evaluate the performance of the employees and provide feedback to them. In this regard, the study on different elements in elevating the performance of a teacher has been explored which played a vital role in improving the educational culture (Deal & Peterson, 2016). Based on the results, it has been identified that institutes which lack in terms of initiating an appropriate appraisal system effect the performance of teachers at large (Huber &Skedsmo, 2016). Moreover, concerns regarding communication and improper feedback measures that need to be improved in order to maintain a significant teaching culture have been highlighted also. Guest (2017) postulated that appraisals are necessary for the betterment of the working environment and to help staff members in improving their performances.

In Pakistan, annual confidential report (ACR) was used in the past to evaluate the performance of teachers but now a day's performance evaluation report (PER) is used for this purpose, which is written by head of the institution every year, and it comprises the accomplishments or weakness of the teachers throughout the year (Ikramullah, Khan,Hassan, & Zaman, 2013).

In the view of above discussion, it is evident that the school principals exercise the leading role in teacher' satisfaction at school level; hence, they are the key informants of this study. The study also aims to check the level of awareness about PAS on the performance of public higher secondary school teachers of Punjab according to predefined standards regarding awareness, class management, quality teaching, motivation, teamwork and satisfaction. The researcher has selected the already established tool Performance Appraisal Scale for Higher Secondary School Teachers *(PAS-HSSTs),*designed by Nadeem, Arif and Asghar (2020) for the data collection process.

It was assumed that appraisal process and its results did not seem to improve teachers' performance; therefore, it promoted low enthusiasm, less inspiration, and reduced teachers' satisfaction.   School principals were directly responsible for the day to day management and school improvement (Farooqi, Akhtar & Nadeem, 2013). The study at hand was conducted to determine the role of school management in the PAS process by measuring teachers' satisfaction / dissatisfaction with the process and how the need for improvement was made.

Research Objectives

Following are the research objectives which guided the study;

1. To find out the level of teacher's awareness regarding the conduction of Performance Appraisal System?
2. To find out the level of teacher's satisfaction with the management support during Performance Appraisal process?
3. To identify the role of school management for the improvement of its key stakeholders (teachers) satisfaction?

Research Questions

Following are the research questions which guided the study;

1. What is the level of teacher's awareness regarding the conduction of Performance Appraisal System?
2. What is the level of teacher's satisfaction with the management support during Performance Appraisal process?
3. How can management be improved for the satisfaction of its key stakeholders (teachers)?

Literature Review

Performance appraisal is considered the most critical component in performance management that includes different factors in an organization to benefit the various available human resources (deNisi& Smith, 2014). The human factor is the one that is not easy to be replicated and hence it is considered to be the most valuable factor. The objectives of an organization can be easily attained through high-performing employees, and performance appraisal seeks to focus on this aspect in advance. So, the commitment to PAS is the commitment to develop different skills of employees.

The existing appraisal system has gained a great deal of popularity among teachers and school managers around the world for its contribution in professional development. School management can play a vital role in the accomplishment of school targets through motivation and capacity building of staff on the one hand, and improvement of the satisfaction level of teachers on the other hand. There are two key factors involved in the PAS process. Firstly, staff development is a two-way process between the appraiser and the appraised. Secondly, it is possible only in an atmosphere of confidence and secrecy (Haneda& Ito, 2018). Considering the above, it is postulated here that teacher appraisal is a process which depends on teachers' own perception of their roles and the perceived support they get during the process.

This appraisal further supports the purpose of diagnosing the métiers and weaknesses of every staff member so that it becomes easier to identify their needs of training and development in the future (De Clerq, 2008). With the help of performance appraisals, staff members can also receive thorough feedback on their past performances. It further fulfills the purpose of providing information to help organizations make decisions, design policies and strategies regarding employees (Melnyk, Bititci, Platts, Tobias, & Andersen, 2014).

Buckingham and Goodall (2015) highlighted that performance appraisal also serves the purpose of providing clarity to employees for the responsibilities and expectations regarding their roles at the workplace. Besides, another major purpose behind the appraisal of the performance of employees is to assess the effectiveness of the functions of HR, which entails recruitment, selection, development, and training (Sikora& Ferris, 2014). As identified in the literature, the last purpose is to reduce the complaints of the staff and increase their retention (Zhang, 2016). Based on these distinctive drivers of staff appraisal, it can be said that it is essential for institutions.

The researcher derived the conceptual framework from the expectancy theory of performance and teacher appraisal model (Decenzo& Robbins 2007). Expectancy theory accentuates that one's motivation depends upon an individual's quest for achieving some goals. So in this regard, it is expected that such a struggle will broaden the way for good efficiency.

Furthermore, the subjected efficiency will end up with desired goals. Nowadays, leaders need to improve their behavior and productivity to motivate the teachers to achieve their goals (Decenzo& Robbins, 2007 and 1988). Using this theory, researchers expect to find out that awareness of a process directs the choice of appropriate actions impacting not only teachers' performance but also teachers' satisfaction and commitment with the process as well (Finnigan, 2010; Suciu, Morten, & LAZĂR, 2013;). The following figure shows the pictorial representation of the interrelationship between the variables of the study.
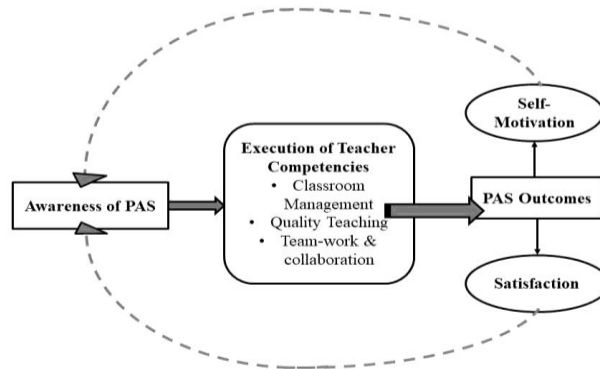
Fig.1 Performance Appraisal System and Teachers' Satisfaction

Methodology

Quantitative research design was used by the researcher to generate insight into school principals' reflection to highlight the problems and issues they are facing in achieving defined targets. Recently established tool in 2020 by the researcher—Performance Appraisal Scale for Higher Secondary School Teachers*(PAS-HSSTs)*—was used to collect data from school principals and teachers. The researcher divided 36 districts into three strata's (12 each) based on high performance, average performance, and low-performance districts of Punjab, respectively. The detail of district ranking according to census 2016 (Ailaan& SDPI, 2016) is attached below.
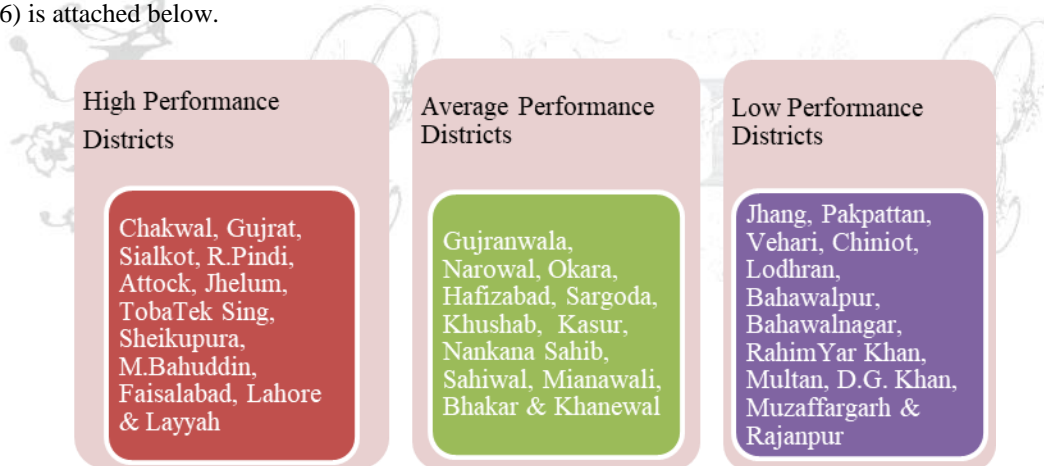

Figure 2 Source: Ailaan& SDPI, 2016 Population of the Study

The researcher used a multistage sampling technique to collect the data. This technique was helpful to ensure awareness about the respondents' selection process, as suggested by Raudenbush and Sadoff (2008). In the first stage, three districts were selected randomly from each stratum. In the second stage, ten schools were selected randomly, including five boys and five girls from each district. In the third stage, the census technique was used for all principals and cluster sampling for teachers (who served at the time of data collection) were selected. Furthermore, six teachers from each of the ten schools were selected from both categories (male/female). It was assured that those participants were selected who had completed the PAS process at least once at these public higher secondary schools in these nine districts of Punjab. The target sample of 90 principals and 540 teachers was drawn using multistage sampling, as shown in the following figure;
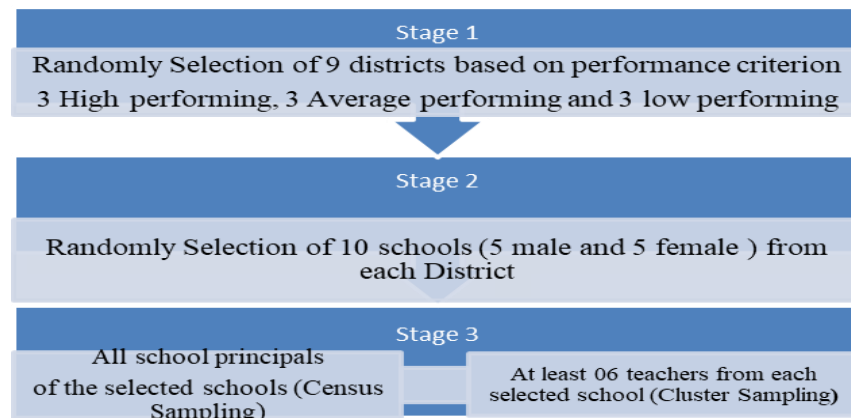
Fig 3: Multistage sampling

The detail of targeting sample is as under:

Table 1 :Target Sample of the study

Category Population	Schools	M	F	Total Participants
01Principal from each school	90	045	045	090
06 Teachers from each school	90	270	270	540
Total	90	315	315	630

Analysis

Descriptive Analysis of the Data

Descriptive analysis of the data is discussed below including demographic data.

Table 2: Demographic Information of the Research Participants

No.	Variables	Principals	%	M	Mode	SD
	School Type			1.6237	2.8	.24789
	Male	45	50			
	Female	45	50			
No.	Variables	Teachers	%	M	Mode	SD
	School Type			1.8227	2.3	.25678
	Male	315	50			
	Female	315	50			
	Refresher Courses attended by Teachers			1.6753	1	1.11639
	1 30	33.00	33.00			
	2 36	40.00	40.00			
	3 + 24	27.00	27.00			
	Total 90	100.00	100.00			
	Experience by Teachers			1.6340	1	.93025
	1-5	10	12.00			
	6-10	28	31.00			
	11-15	30	33.00			
	16 +	22	24.00			
	Total	90	100.00			

Factor wise Descriptive Analysis of the Data

Table 3: Awareness about the PAS

No	Items	SDA	DA	N	A	SA
1	Recognized framework for evaluating teachers.	1	8	3	66	22
2	All my duties are measured in the evaluation criteria.	0	11	5	58	26
3	Teacher appraisal is part of an effective system.	6	11	18	53	12
4	The whole teaching staff had to undergo the appraisal.	0	10	6	57	27
5	Teachers must take appraisal process seriously	0	10	11	54	25
6	PAS can critically effect on career of teachers	1	6	12	44	37
7	School principals & management appraise teachers.	1	12	18	50	19
8	Training & professional development is based on PAS	0	4	13	66	17
9	To appraise individual performance of teachers	2	8	9	56	25
10	I am well aware of the teacher appraisal process	1	6	5	59	29

The graphical representation of all the factors is given below:
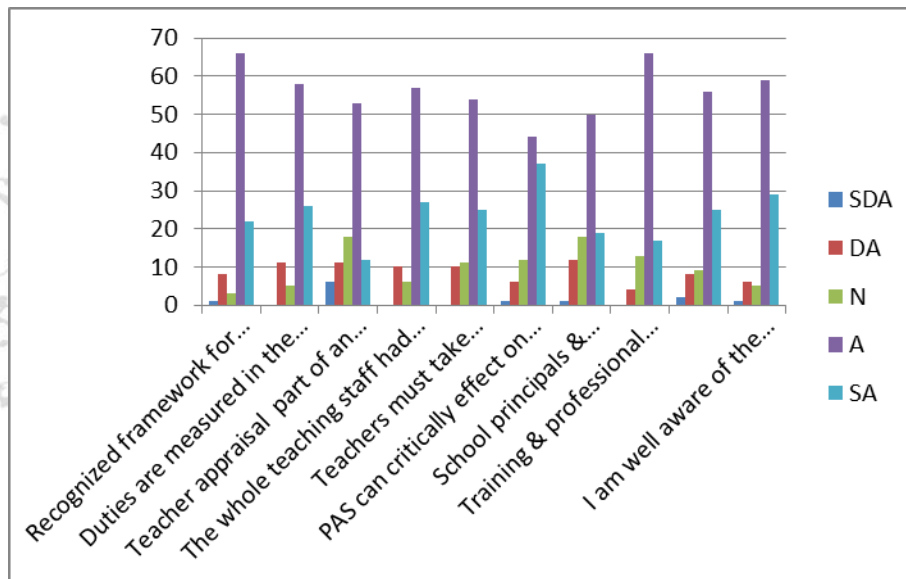

Figure 4 : Graph about the Awareness of PAS

The above figure shows the graphical representation of awareness of teachers with PAS. Teachers knew well about the PAS. They agreed that PAS should be implemented in the schools for better results.

Table 4: Satisfaction with PAS

No's	Items	SDA	DA	N	A	SA
1	I am involved in appraising system.	1	3	7	72	17
2	It distinguishes poor performers from good ones.	0	1	6	72	21
3	I would like be appraised regularly	0	1	12	63	24
4	The appraisal system is transparent.	1	43	10	31	15
5	The appraisal process is continued throughout the year.	7	45	5	24	19

The figure below shows the graphical representation of satisfaction of teachers with PAS. Teachers are agreed that they should be appraised regularly. Furthermore, they should be also involved in the PAS. On the other hand, teachers are disagreed about the transparency and continuity of the system.
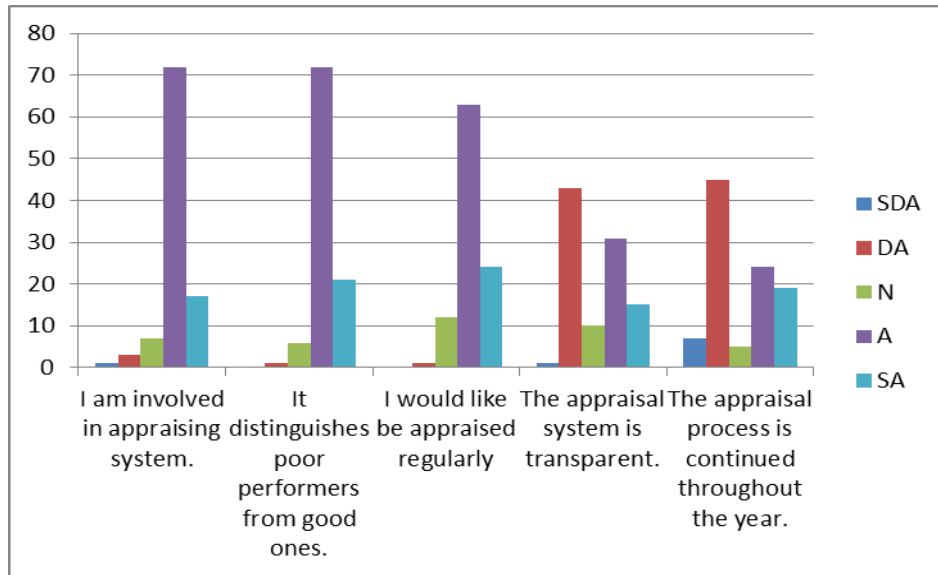
Figure 5: Graphical Representation of Satisfaction with PAS

Table 5: Team Work

No's	Items	SDA	DA	N	A	SA
1	Student teacher interaction	1	5	3	38	52
2	Teachers quality of work	0	0	3	58	39
3	Teacher's contribution in school development.	0	1	4	54	42
4	Teachers coordinate to achieve curriculum objectives	0	1	10	54	35
5	Teachers produce excellent teams of students.	0	1	5	62	32

The figure below shows the graphical representation of teamwork of teachers' during PAS. Teachers are agreed that teamwork is crucial for the coordination of staff and development of schools. Moreover, they are strongly agreed in this point of view that student teacher interaction promote the conducive learning.
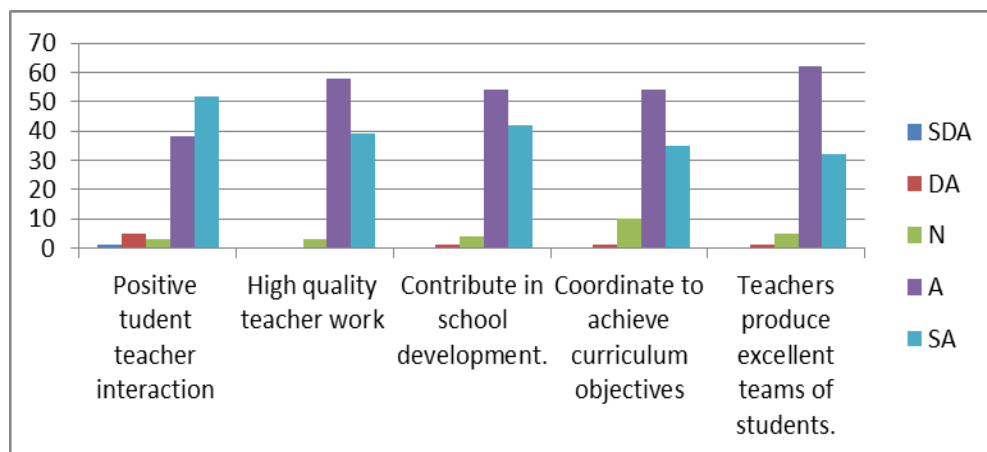

Figure 6: Graphical representation of Team Work

Table 6: Motivation

No's	Items	SDA	DA	N	A	SA
1	I challenge myself when teaching.	0	1	4	51	44
2	I invite my fellow teachers to assess my teaching	0	25	21	25	30
3	I like reviewing my own performance.	0	0	12	55	32
4	Individual assessment is important.	0	0	2	54	44
5	Student's reaction help me assess my own teaching	0	0	2	55	43
6	I agree with the results of PAS	0	1	7	57	35
7	I take observations seriously and commit for further improvements	1	2	6	52	40

The figure below shows the graphical representation of motivation of teachers' in the schools. Teachers are agreed that motivation is important to achieve the targets. In addition, teachers take observations seriously and commit for further improvements.
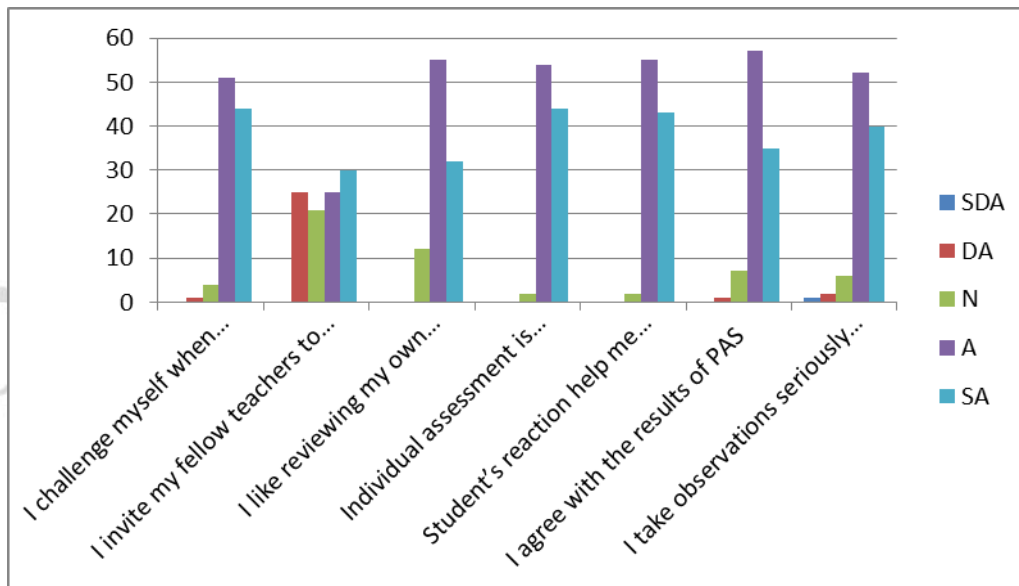

Figure 7:Graphical representation of Motivation

Table 7: Management Support

No's	Items	SDA	DA	N	A	SA
1	All teachers are duly informed of their results.	1	6	3	38	52
2	Our principals guide us during conduction of PAS.	1	11	17	59	12
3	Coordination between teachers and supervisors during appraisal.	0	10	15	52	23
4	There is coordination between fellow teachers during appraisal.	0	13	20	45	22
5	Students benefit from the appraisal process.	0	17	14	56	13

The figure below shows the graphical representation of management support of teachers with PAS. Teachers said that our principals' show coordination and guide us during the appraisal process. Moreover, they are strongly agreed that management inform us about the results.
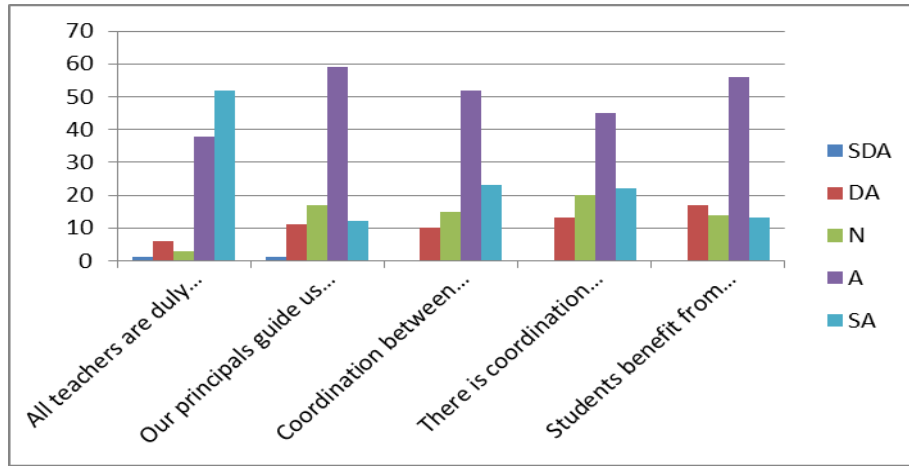
Figure 8 : Graphical Representation of Management Support

Table 8: Need for Improvement

No's	Items	SDA	DA	N	A	SA
1	Considerable need for improvement of present appraisal system	1	5	3	38	52
2	Principals & supervisor need to training to conduct PAS wisely	0	8	9	55	28
3	PAS should be easier and comprehensible for teachers to get desired objectives	0	2	4	60	34
4	The results of appraisal should be effectively used for professional development of teachers.	0	1	0	63	36

The figure below shows the graphical representation of need for improvement of teachers. Teachers said that PAS should be made easier and comprehensible. Results of appraisal should be used for the professional development of teachers and principals need training to conduct PAS. Overall, teachers are strongly agreed about this point of view that there is a considerable need required for the improvement of present appraisal system.
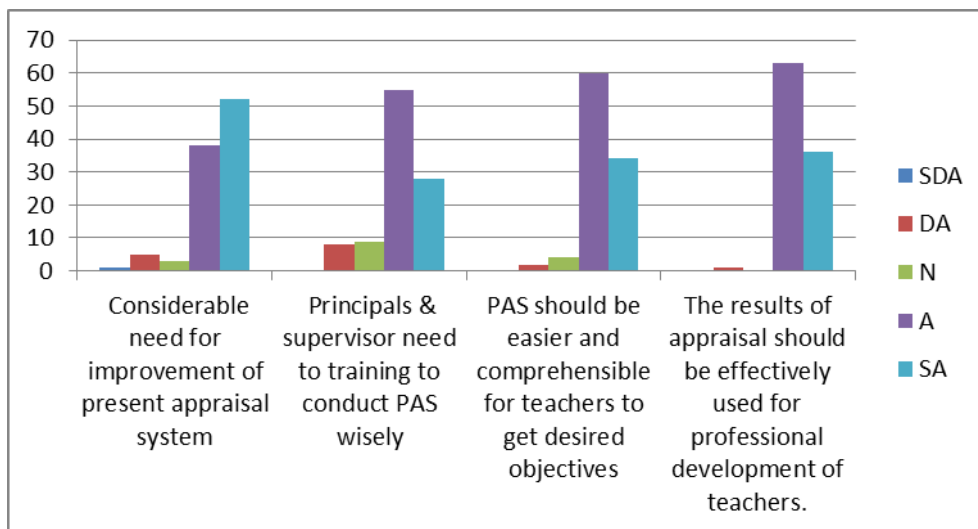

Figure 9: Graphical Representation of Need for Improvement

Inferential Data Analysis

Confirmatory factor analysis was applied on the questionnaire items using varimax rotated principal axis factoring. The value of Classical Eigen was greater than one (Kaiser, 1974) criteria were used to decide the number of factors to be extracted. Varimax rotation helped simplify data; the value of factor loadings, thus extracted, was greater than five, much above the recommended value of ($<$3). The detailed of the factors are as under;

Table 9: Factor Wise Item Division of PAS

No.	Factors	Items	M	SD	Alpha
1	Awareness of PAS	1-6	3.8859	.61428	.682
2	Classroom Management	7- 17	4.0202	.35496	.689
3	Motivation	24-29	4.3306	.36682	.610
4	Teamwork	30-33	4.2942	.40770	.651
5	Satisfaction with PAS	38-43	3.1339	.39015	.512
6	Management Support	44-48	3.7969	.64395	.534
7	Need for Improvement	54-57	2.2058	.82100	.762

Pearson Product Moment Correlation

According to Pearson correlation formula, relationship between variables was tested. These results demonstrated that all the PAS factors were positively correlated with each other. However, satisfaction and management support were most significantly and positively related with management support (r= .612; p<.001) and leadership effectiveness (r= .531; p<.001). The matrix thus constructed is displayed below:

Table 10: Correlation

Factors	1	2	3	4	5	6
Awareness	1	.507**	.455**	.388**	.411**	.571**
Teamwork		1	.571**	.470**	.468**	.443**
Satisfaction			1	.517**	.531**	.361**
Management Support				1	.612**	.598**
Leadership Effectiveness					1	.599**
Need for improvement						1

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation Matrix Showing Relationship between, Awareness, Satisfaction, Management Support Leadership Effectiveness and Need for Improvement

Multiple Linear Regression Using Stepwise Method

After validation of significant and positive relationship among all research variables, multiple linear regression test was applied using stepwise method to check the strong predictors of awareness, satisfaction and management support. Results showed that leadership effectiveness was the single most strongest predictor with the satisfaction of teachers (β= .599; p<.001) (See Model 1 in Table 4.9, but awareness of PAS might cause more variance as compared to other variables (β= .391; p<.001) (See Model 2 in Table 4.9). Moreover, the awareness seemed to lose its influence in the presence of satisfaction and need for improvement (See Model 4 in Table 10).

Table 11: Multiple Linear Regressions Using Stepwise Method

	Model	β	t-value	p-value
1	(Constant)		7.637	.000
	Leadership Effectiveness	.599	10.358	.000
2	(Constant)		5.056	.000
	Leadership Effectiveness	.438	7.698	.000
	Awareness	.391	6.878	.000
3	(Constant)		3.000	.003
	Leadership Effectiveness	.277	4.313	.000
	Awareness	.343	6.229	.000
	Satisfaction	.296	4.668	.000
4	(Constant)		3.453	.001
	Leadership Effectiveness	.319	4.870	.000
	Awareness	.380	6.749	.000
	Satisfaction	-.335	5.195	.000
	Need for Improvement	-.155	-2.486	.014

Furthermore, step-wise method was applied in order to explain the predictor variables associated with satisfaction with the process of PAS. Awareness, management support, motivation, teamwork and need for improvement were the independent variables used to check their prediction value of satisfaction with PAS. According to 1st model, 'satisfaction' during appraisal system was indicated as the singular most important predictor of satisfaction with PAS, generating a total of 59 % variance (β = .596; p <.001). The 2nd model revealed that the 'awareness' during appraisal and satisfaction of the appraiser were collectively responsible for 76% variance in the satisfaction with PAS (β = .559, p< .001; β = -.207, p< .000). Results showed that awareness, management support, motivation and teamwork were collectively predicted 98% of variance with the satisfaction of PAS (β = .415, p<.000; β = .261, p< .000; β =- .101, β =-.210 p>.000, β =- .156 p>.000) and need for improvement was required (See Model 5 in Table 11).

Table 12: Multiple Linear Regressions Using Stepwise Method

No.	Model	β	t. value	p. value
1	Satisfaction		27.127	.000
	(Constant)	.596	22.218	.000
2	Satisfaction (Constant)	.559	18.588	.000
	Awareness	.207	21.220	.000
3	Satisfaction (Constant)	.482	14.956	.000
	Awareness	.290	17.776	.000
	Management Support	.231	10.591	.000
	Satisfaction		8.233	.000
4	(Constant) Awareness	.482	14.169	.000
	MSUP	.467	17.328	.000
	Motivation	.315	11.448	.000
	Teamwork	.195	6.816	.000

5	Satisfaction (Constant)		14.463	.000
	Awareness MSUP	.415 .261	17.608	.000
	Motivation	.101	8.657	.000
	Teamwork	.210	7.382	.000
	Need for Improvement	-.156	5.550	.000

Results and Discussion

The research set out to explore the role of the school management to check the satisfaction level of teachers in the PAS implementation at Public higher secondary schools. Leadership facilitation was rendered the best approach for successful PAS implementation. Keeping in view the descriptive analysis it was concluded that teachers knew well about the PAS and they claimed that management informed them about the results.The awareness of PAS improved the satisfaction level of teachers and positively affected the classroom management during PAS (Dessler, 2008; Farooqi, Akhtar & Nadeem, 2013; Nadeem, Farooqi, Shehzad& Ahmad, 2014). According to the teachers' perception, management support was the real challenge for PAS, and on job training and a comprehensive workshop was required to comprehend the system. Moreover, principals suggested that teachers' opinions must be valued and incorporated in problem solving during PAS implementation. Findings of the study suggested that effectiveness of the appraisal system linked with the satisfaction of teachers. The study corroborated the literature (Karimi, Malik, & Hussain, 2011) and endorsed the effectiveness and job satisfaction of the system. The results also supported other research (Brefo-Manuh, Bonsu, Anlesinya, &Odoi, 2017) in concluding that performance appraisal is a significant and powerful predictor of teachers' satisfaction; hence school principals focus on the ways and procedures to manage their teachers' performance in order to enhance the overall effectiveness of PAS.

Management support played mediating role in between relationship of awareness about PAS among teachers and their satisfaction about PAS. This finding was also in tune with the previous study which revealed that employee participation in the appraisal process leads to employee motivation (Akuoko, 2012).Therefore, with the help of motivation, staff performance may be increased. Odhiambo (2005) stated that teacher's appraisal in Kenyan focused on secondary schools to develop a model for facilitating teachers. Through this model, along with the help of training and guidance, public secondary school teachers managed their classes better. Hence, it was noted that teachers who were encouraged to participate in discussions and who were provided regular feedback resulted in further improvement. In this research principals analyzed and focused that teachers participated in trainings to fulfill the required goals. Looney (2017) also supported this idea in his study that managers should be provided in time feedback to teachers for their further improvements. The study of Suleman and Gul (2015) stressed that management support during the appraisal system, motivation and results for effective classroom management were the top three significant predictors of satisfaction of teachers. Feedback influenced teachers' satisfaction towards performance appraisal. Satisfaction of the teachers during PAS may be enhanced through proper trainings and awareness of the system. PAS may be effective if teachers are satisfied.

Future Implications

Use of performance appraisal system is a positive activity which must be continued, however, the procedure needs improvement. Principals remarked that teachers should be appraised and motivated for their satisfaction, and the PAS should be made in consultation with teachers and principals. Through this study, the researcher has paved ways for new researches; in this regard some suggestions are given below:

www.irmbrjournal.com
June 2021
International **R**eview of **M**anagement and **B**usiness **R**esearch
Vol. 10 **I**ssue.2

- For effective implementation of the PAS teachers must understand its basics properly.
- Teachers should be encouraged to involve collaboratively in the PAS process and planning.
- If Policy makers will set only supervisory goal for principals, they will never evolve as leaders. Leadership training is needed for empowerment of not only delegation but also coaching, counseling, and training.
- Accountability is also essential to make the whole process fair and transparent.
- Management support can play a vital role for teachers to enhance the motivation and awareness of the PAS.
- Feedback should be provided to the teachers for their educational growth and improvement.
- Professional development of the teachers must be enhanced through active participation in the workshops, courses and seminar.
- Strategic management principles must be applied in the PAS implementation process and to overcome the gaps.

Limitations of the Study

This research was restricted to nine districts of the Punjab. The study at hand was conducted on higher secondary school teachers. Another limitation of the study was that the data was gathered from those stakeholders who had served more than one year in that school. Members of the study were restricted to principals and teachers of the abovementioned nine districts of different public higher secondary schools in Punjab. Data were collected from those teachers who taught higher secondary classes.

References

AlifAilaan, & SDPI. (2016). *AlifAilaan Pakistan district education rankings.* Islamabad: Author.

Almeida, S., & Fernando, M. (2017). Making the cut: Occupation-specific factors influencing employers in their recruitment and selection of immigrant professionals in the information technology and accounting occupations in regional Australia. *International Journal of Human Resource Management*, *28*(6), 880-912.

Akuoko, K. O. (2012). Performance appraisal as employee motivation mechanism in selected financial institutions in Kumasi, Ashanti region of Ghana. *International Journal of Multidisciplinary Research*, *2*(6), 20-37.

Brefo-Manuh, A. B., Bonsu, C. A., Anlesinya, A., &Odoi, A. A. S. (2017). Evaluating the Relationship between Performance Appraisal and Organizational Effectiveness in Ghana: A Comparative Analysis of Public and Private Organizations. *International Journal of Economics, Commerce and Management, 5*(7), 532-552.

Buckingham, M., & Goodall, A. (2015). Reinventing performance management. *Harvard Business Review*, *93*(4), 40-50.

Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*. Jossey-Bas, Revised edition John Wiley & Sons, New York.

De Clerq, F. (2008). Teacher quality, appraisal and development: The flaws in the IQMS. *Perspectives in Education*, *26*(1), 7-18.

Decenzo, D. A., & Robbins, S. P. (1988). Personnel/human resource management. New Delhi: Prentice hall of India.

DeCenzo, D. A., & Robbins, S. P. (2007). Supervision today. *Pearson Education Inc: upper saddle River* New Jersey, 7458, 173-182.

Dessler, G. (2008). *Human Resource Management 11/E*. London: Pearson Prentice Hall.

Farooqi, M. T. K., Akhtar, M. M. S., & Nadeem, M. (2013). Development and Validation of Performance Appraisal Scale (PAS-SSTs) for Secondary School Teachers. *J. Asian Dev. Studies, 2*(4), 88-97.

Finnigan, K. S. (2010) Principal leadership and teacher motivation under high-stakes accountability policies. *Leadership and Policy in Schools, 9*(2), 161-189.

Haneda, S., & Ito, K. (2018). Organizational and human resource management anse$W%Zxcrty 09-h[,md innovation: Which management practices are linked to product and/or process innovation? *Research Policy*, *47*(1), 194-208.

Guest, D. E. (2017). Human resoucxzrce management and employee well-being: Towards anew analytic framework. *Human Resource Management Journal*, *27*(1), 22-38.

Huber, S. G., &Skedsmo, G. (2016). Teacher evaluation-accountability and improving teaching practices. *Educational Assessment, Evaluation and Accountability*, *28*(2), 105-109.

Ikramullah, M., Shah, B., Khan, S., Hassan, F. S. U., & Zaman, T. (2013). Purposes of performance appraisal system: A perceptual study of civil servants in District Dera Ismail Khan Pakistan. *International Journal of Business and Management*, *7*(3), 142-153.

Karimi, R., Malik, M. I., & Hussain, S. (2011). Examining the relationship of performance appraisal system and employee satisfaction. *International Journal of Business and Social Science, 2*(22), 243-247.

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, *39*(1), 31-36.

Kim, T., &Holzer, M. (2016). Public employees and performance appraisal: A study of antecedents to employees' perception of the process. *Review of Public Personnel Administration*, *36*(1), 31-56.

Looney, J. (2011). Developing high-quality teachers: Teacher evaluation for improvement. *European Journal of Education*, *46*(4), 440-455.

Mathwasa, J., &Duku, N. (2015). Teachers at Crossroads: Teacher Professional Development through the Performance Appraisal System at Primary School Level in the Bulawayo Metropolitan Province: An Assessment. *Journal of Social Sciences*, *45*(3), 221-235.

Melnyk, S. A., Bititci, U., Platts, K., Tobias, J., & Andersen, B. (2014). Is performance measurement and management fit for the future? *Management Accounting Research*, *25*(2), 173-186.

Nadeem, M., Arif, S., &Asghar, M. Z. (2020). Development and Validation of Performance Appraisal Scale (PAS-HSSTs) for Higher Secondary School Teachers. *sjesr*, *3*(3), 105-116.

Nadeem, M., Farooqi, M. T. K., Shehzad, M. N., & Ahmad, M. (2014). Performance appraisal system: A gender based comparison of secondary school teachers in Pakistan. *Practice, 8*, 9-21.

Odhiambo, G. O. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. *Journal of Educational Administration*, *43*(4), 402-416.

Raudenbush, S. W., &Sadoff, S. (2008). Statistical inference when classroom quality is measured with error. *Journal of Research on Educational Effectiveness*, *1*(2), 138-154.

Rawung, F. H. (2013). The effect of leadership on the work motivation of higher education administration employees (Study at Manado State University). *Journal of Business and Management*, *15*(1), 28-33.

Sikora, D. M., & Ferris, G. R. (2014). Strategic human resource practice implementation: The critical role of line management. *Human Resource Management Review*, *24*(3), 271-281.

Suciu, L. E., Mortan, M., & LAZĂR, L. (2013). Vroom's expectancy theory. An empirical study: Civil servant's performance appraisal influencing expectancy. *Transylvanian Review of Administrative Sciences, 9*(39), 180-200.

Suleman, Q. & Gul, R. (2015), Challenges to successful total quality management implementation in public secondary schools: A case study of Kohat District,

Zhang, Y. (2016). A review of employee turnover influence factor and counter measure. *Journal of Human Resource and Sustainability Studies*, *4*(2), 85-93.