

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT, KUMASI
SCHOOL OF GRADUATE STUDIES

ASSESSING THE EFFECT OF PERFORMANCE APPRAISAL ON EMPLOYEES'
PERFORMANCE. THE MEDIATING ROLE OF JOB SATISFACTION AMONG
SELECTED SECOND CYCLE INSTITUTIONS IN THE KWADASO
MUNICIPALITY

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MBA HUMAN RESOURCE AND ORGANIZATIONAL BEHAVIOUR

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A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF
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DECLARATIONS

STUDENT'S DECLARATION

I hereby declare that the preparation of this research is a result of my own original research work with the exception of quotations and references contained in published works which have all been identified and acknowledged and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE.....

DATE.....

(DORIS DANKWAH)

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this Research was supervised in accordance with the guidelines on supervision of Research laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

SIGNATURE.....

DATE:

(DR. EVANS DUAH)

DEDICATION

To God be the glory, great things He has done. I dedicate this work to Almighty God for the protection and knowledge given me throughout my education. Also, this work is dedicated to my children, Wilson Adusei, Isaac Adusei, Doris Asaah and Nana Kwame Offe Danso.

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All thanks and praises are due to God the Lord of the world for granting me life, health, intellect, protection and guidance throughout this study. I must confess this work is a product of the remarkable contributions of collaborative efforts of many individuals. Unfortunately, it is not possible to mention each one by name. But I find it imperative to single out the following persons for special thanks. Firstly, I would like to extend my sincere gratitude to my supervisor, Dr. Evans Duah and to Mr. Aaron Kumah for their guidance and support. Their valuable scholarly advice, inputs, critics and encouragement were fruitful in shaping this work to the present form. Secondly, I wish to express my sincere thanks to Mr. Godfred Adams Ofori and Mr. Mills Ashie for their immense contributions towards the completion of this study. Lastly, I am thankful to all my friends and entire family for their cooperation, encouragement and suggestion during the time of my studies. However, I remain solely responsible for any shortfalls in the structure and the content of this work.

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ABSTRACT

The study sought to assess the impact of performance appraisal systems on the performance of employees with job satisfaction as a mediating factor. The study employed descriptive design and quantitative approach. Population of the study comprised all staff of the 3 selected schools (Prempeh College, Yaa Asantewaa Girls SHS, and Agric Nzema Community Day SHS) which numbered 215. The convenient sampling technique was employed to sample out 100 staff from the population to participate in the study. Data for the study were obtained through questionnaire administration. Descriptive analysis methods such as mean, standard deviation, percentage, and frequency are used to arrive at absolute numbers which represent the data set. Inferential analysis methods such as correlation and regression are used to show relationships between multiple variables. The quantitative data were analyzed using Microsoft Excel and SPSS application. The study showed that there is a significant relationship between performance appraisal (PA) and employees' performance (EP). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.459$, $p<.05$). Hence H1 was supported (the null hypothesis was rejected). This shows that an increase in employees' performance appraisal would lead to a high performance of teachers in second cycle institutions in the Kwadaso Municipality. The results clearly reveal the positive impact of PA and JS on EP. Moreover, the $R^2 = .459$ depicts that the independent variable PA and JS combined explains 45.9% of the variance in EP. The $b = .484$ and $b = .446$ reveals that PA and JS explains 48.4% and 44.6% variance in EP respectively. The study recommends that employees should be made to participate and have a say on matters regarding themselves and provide them more opportunities for training and development teachers will likely be motivated.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every organization that wishes to survive within the foreseeable future sets goals or targets and work vehemently to achieve these targets. Management of organizations are therefore tasked to efficiently and effectively manage the operations and organizational resources to achieve set targets. According to Daoanis (2012), any organization's success is determined on the quality and characteristics of its employees. Employees, she claims, become a significant factor in any firm because they constitute the company's heart. According to Akinyele (2010), any organization's success is largely dependent on the commitment of its people resources. It is commonly accepted in today's competitive business environment that companies can only compete with their competitors by inventing, and businesses may be innovative by effectively managing their human resources (Boachie-Mensah & Seidu, 2012).

Performance appraisal, according to Deepa et al. (2014), is a formal, structured system for measuring and evaluating an employee's job-related behaviors and outcomes, as well as for determining how and why the employee is currently performing on the job and how the worker can perform more effectively in the future. The effectiveness of every organization's work is determined by its performance appraisal system; it decides whether the company succeeds or fails. The periodic review of an employee's performance versus the job's stated or assumed requirements is known as performance appraisal (Kariuki, 2014). Performance appraisal, according to Ochidi et al. (2019), is the systematic evaluation of employees based on their job and prospective development. Performance appraisal entails an employee understanding what is required of him and

being focused with the support of a supervisor who can inform them how well they have performed, motivating them to perform well. According to Ahmed (2020), a company's success is often determined by its personnel. He believes that if staff are strongly motivated to succeed and productive in their work, the organization will be more likely to achieve its objectives. According to Agyare (2016), performance assessments are essential for firms to ensure that their employees are aware of their performance improvements and growth, as well as their abilities and potentials.

In the absence of a well-structured assessment system, people spontaneously, informally, and arbitrarily appraise the job success of others, even subordinates (Mullins, 2007). Employees are expected to work hard to achieve the goals, objectives, and targets established for them in order to be rewarded through Performance Appraisal Systems (Wagacha, 2017). That is to say, it is used to determine promotions and raises in pay. A well-designed performance assessment system, according to Kumbhar (2011), aids in the development of employee performance-related criteria, offers a feedback mechanism, and allows for a more equal reward system. It was also mentioned that when a fair mechanism for performance appraisal is accessible in any firm, employee productivity increases. In this context, performance appraisal plays a key role in helping firms achieve their strategic goals (Kumbhar, 2011).

On the other hand, other researches have found that a rewarding system implemented as a result of performance appraisal helps to boost employee motivation by directly impacting employee performance. Managers use the assessment activities to make decisions about employees' present job performance, awards, career aspirations, and other job-related actions depending on performance (Gürbüz & Dikmenli, 2007). Differences in schooling, recruiting temporary workers, employment, job experience,

time pressures, and shift work may all have an impact on the assessment process, as well as employee motivation and productivity (Vasset et al., 2011).

Many scholars have demonstrated that a number of articles and dissertations have been published or written on job satisfaction, which is thought to be a broad and comprehensive subject of inquiry. A pleasant or positive emotional state that results from an evaluation of one's work experiences is called "job satisfaction." It suggests that having an upbeat attitude regarding one's profession and the world around it makes one happier (Cadsby et al., 2016). It measures how much an employee enjoys or wants to do their job (Clark, 2015). Some individuals define job satisfaction as enjoying their employment (Ellickson & Logsdon, 2015). The level of satisfaction will be low if management policies conflict with what employees are expecting (Rothbard, 2015). The qualities that inspire a person to stay on the job and make them happy are the elements of job satisfaction (Saif et al., 2017). The correlation between job satisfaction and other organizational outcomes, such as performance and turnover, has led many experts to view it as a crucial factor (Suanj & Jakopec, 2018). In line with how the world is evolving, employee expectations and satisfaction are also changing (Uddin et al., 2018). When employees are happy with their work, they will work harder to innovate and be more creative, which will help the organization make significant strides in these shifting market conditions (Achieng'Odembo, 2017).

Employee performance is a term used frequently to describe an employee's behavior while performing a certain duty assigned by the company (Kalogiannidis, 2020). It also has to do with the output of a particular employer within a corporation. Performance is the capacity to meet predetermined goals (Usama & Yusoff, 2019). Employee performance is correlated with each employee's accomplishments in accordance with the

numerous rules, laws, or expectations of the business or employer, claim Fuertes et al. (2020). According to Jiang et al. (2020), each employee's abilities and capabilities inside a company are reflected in the way they perform on the job. The most experienced workers in this situation typically exhibit a high level of competence and commitment on the job, which results in improved employee performance, as opposed to workers with less experience and talent. However, the majority of researchers assert that there are more aspects that influence employee performance in addition to skills, competence, and professionalism (Kalogiannidis, 2020).

1.2 Statement of the Problem

Every organization must conduct staff performance appraisals on a regular basis in order to keep personnel in check and to replace, retrain, motivate, and take any other relevant action (Kagotho, 2018). Because the main difficulty that many organizations face is maximizing employee performance, performance appraisal appears to be unavoidable. Management would tend to appraise employee work performance in an informal manner if there are no organized appraisal methods in place. Without a systematic appraisal system, the human tendency to judge can lead to major ethical, motivational, and legal concerns in the workplace. There is no way to ensure that decisions are fair, accurate, lawful, and defensible without a structured appraisal mechanism.

Setting standards, evaluating employees' actual performance against those standards, and delivering feedback to stimulate or eliminate performance flaws are all part of performance appraisal. Most businesses in this competitive market fail to meet their objectives because their employees perform poorly, and this is due to the workplace's incapacity to motivate people to work harder (Eliphas et al., 2017). According to Sajuyigbe (2017), firms must evaluate their employees' performance and overall

commitment to the organization on a regular basis or at a specific time of the year. According to Idowu (2017), the purpose of such a review is to analyze the employee's abilities, accomplishments, and development or otherwise. According to Akinyele (2010), any organization's success is largely dependent on the commitment of its people resources. Wagacha (2017) proposes that each organization conduct employee performance appraisals on a regular basis to keep employees in check and replace, motivate, retrain, or take any other appropriate action, in order to facilitate continuing efficiency and effectiveness of employees.

According to Agyare (2016), performance assessments are essential for firms to ensure that their employees are aware of their performance improvements and growth, as well as their abilities and potentials. There is no question that a well-planned performance appraisal is sufficient in harmonizing an organization's needs with the demands of its personnel (Grote, 2002). Employees should be able to grasp appraisal systems and the reasons for them, according to Daoanis (2012). If management does not put a lot of money into their employees' well-being, difficulties are certain to occur, such as high industrial labour turnover, low commitment to work, low morale, and low job satisfaction, all of which can contribute to lower productivity of goods and services.

Given that performance appraisal is believed to have a substantial impact on job satisfaction, which in turn has a direct effect on employees' performance, it is imperative to explore the various appraisal systems and how they affect performance. Because of the correlation between performance appraisal and job satisfaction, as well as between job satisfaction and performance, identifying the appraisal systems that affect job satisfaction has become paramount to the researcher. In Ghana, many studies have been conducted on the topic performance appraisal. For instance, Adofo (2011) explored

the performance assessment system and its impact on staff performance in selected senior high schools in Ghana's Kwahu-South District. Again, Bintu (2014) examined the effectiveness of Kwame Nkrumah University of Science and Technology's performance appraisal system. Among other studies, none assessed the relationship that exist between performance appraisal and job satisfaction as well as employee performance in senior high schools in the Ashanti region of Ghana.

Based on an informal interview the researcher conducted with some staffs of the selected schools, it was revealed that most of them were not happy at work. Some of the contributing factors to this, realized by the researcher during the informal interview were ineffective remuneration, poor human relations, poor working conditions, as well as ineffective promotional and appraisal systems. In general, most of the employees were not satisfied at post which affected their performance. The researcher therefore seeks to conduct a study that examines the current issues in the institutions and also fill the research gap by examining the complex relationship that exist between appraisal systems and job satisfaction as well as job satisfaction and performance in some selected second cycle institutions in the Kwadaso District in the Asahanti region.

1.3 Objectives of the Study

The main purpose of the study is to assess the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. However, the specific objectives are;

- i. To examine the relationship between performance appraisal and employees' performance.
- ii. To investigate the relationship between performance appraisal and job satisfaction.

- iii. To assess the extent to which job satisfaction mediates the relationship between performance appraisal and employees' performance.
- iv. To identify best practices in performance appraisal that maximize both job satisfaction and employee performance.

1.4 Research Questions

In an attempt to study the above objectives, the researcher was guided by the following research questions.

- i. How does the performance appraisal process impact the overall performance outcomes of employees?
- ii. How does the performance appraisal process influence the job satisfaction levels of employees?
- iii. To what degree does job satisfaction mediate or influence the relationship between the performance appraisal process and the resulting employee performance?
- iv. What specific practices or techniques within the performance appraisal process most positively impact job satisfaction and subsequently lead to enhanced employee performance?

1.5 Significance of the Study

This study is going to contribute immensely to existing knowledge on the study of performance appraisals. The study will as well contribute to the development of the teachers and schools which plays a crucial role in the economy of Ghana. This study would also serve as a useful information for the human resource management of any organization in appraising their employees in the most effective way for an increased

performance. The findings and recommendations of the study has been vital for the human resource practitioners who design and administer employees' performance appraisal to achieve organizational objectives and tackle the problem regarding employees' performance appraisal and to increase job satisfaction level of employee.

The insights from the study can be used to inform training and development programs. If performance appraisals are closely tied with improved performance through job satisfaction, it underscores the need for continuous feedback and skill enhancement opportunities for employees. Understanding the relationship between performance appraisal and employees' performance can aid organizations in designing and implementing more effective appraisal systems. If job satisfaction is indeed a mediating factor, then organizations can prioritize elements in the appraisal that directly enhance job satisfaction.

For policymakers and industry regulators, understanding these dynamics can help in formulating guidelines for organizations, ensuring that appraisal systems are not only evaluative but also constructive. This study can pave the way for future research, especially in the realm of organizational behavior. For instance, researchers can delve deeper into which specific elements of performance appraisal have the most significant impact on job satisfaction. The significance of this study extends beyond mere academic interest. Its findings can have direct, actionable implications for organizations, HR professionals, policymakers, and employees, leading to a more constructive and effective appraisal ecosystem.

1.6 Scope of the Study

The study was geographically delimited to teachers who are teaching in the focused institutions (Prempeh College, Yaa Asantewaa Girls' Senior High School, and Agric

Nzema Community Day Senior High School) (which constitutes the common government second cycle institutions in the district). The scope of this research is it does not include other elements of the institutions' human resources management programs. The study is therefore geographically and conceptually delimited.

1.7 Limitations of the Study

To conduct this study, there were limitations encountered by the researcher during on conducting this paper. One significant limitation of researching the impact of performance appraisals on employee performance, especially when considering job satisfaction as a mediating factor, is the inherent subjectivity involved in both performance appraisals and the self-reporting of job satisfaction. When assessing job satisfaction, responses can be influenced by a myriad of factors, such as the employee's current mood, recent events (both personal and professional), and perceptions of what the research might lead to (e.g., changes in the appraisal system). This subjectivity can make it challenging to draw clear correlations between reported job satisfaction and actual performance outcomes. Some respondents were reluctant and reserved to convey their idea freely, on what they really believe in. And also, few respondents were not able to return a questionnaire timely and it was a difficult task to wait until all are returned. While the research topic holds significant importance and can provide valuable insights, it's essential to approach the findings with an understanding of these potential limitations. Such awareness can guide the interpretation of results and inform recommendations.

1.8 Organization of the Study

The research is broken down into five sections. The background of the study, the statement of problem, the objective of study, the research questions, the significance of

the study, the limitations and delimitations of the study, and the study's organization were all covered in the first chapter. The second chapter focused on a survey of related literature, the study's theoretical framework, and its empirical foundation. Methodology of the study constitutes chapter three. It describes the research design, population, sample and sampling technique. It also considered the sources of data and data collection instruments, data collection procedures and data analysis. Chapter four focused on data analysis, findings and discussions. Chapter five presented the summary of the study, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

The main purpose of the study is to assess the mediating role of job satisfaction on the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. This chapter aims at reviewing materials which are available in books, articles, handouts by teachers, magazines, long essays and other research works that are related in broad way to the problem under research. These materials serve as supporting aids for the new study the researcher embarked upon. The review will be in main heading, namely: concept review, theoretical review, empirical review, as well as a conceptual framework of the study.

2.1 Concept Review

The concepts are reviewed under headings performance appraisal which presents the process of performance appraisal, functions of performance appraisal, importance of performance appraisal, effectiveness of performance appraisal, perception of satisfaction with performance appraisal as well as the challenges of performance appraisal. It also reviews job satisfaction, employee performance, and the link between job satisfaction and performance.

2.1.1 The Concept of Performance Appraisal

Performance appraisal is a separate, but central subset of the overall performance management system (PAS) (Lawler, 2012). According to Toppo and Prusty (2012), PMS is a critical tool that helps organizations succeed by training their workers in ways that meet both individual and organizational goals. Employee success targets are

aligned with the corporate goals of performance appraisal systems. It ensures that an employee's performance standards are clear, and it strengthens the relation between pay and performance (Patro, 2019). Ramchandani & Aggarwal (2018) suggested that performance appraisal system, as a performance-monitoring technique, motivates employees to perform more and causes supervisors to undertake measures that place immense pressure on them to achieve additional results. As a result, continual review of job-related task accomplishments or failures (via the use of performance metrics or indicators) of individuals inside an organization becomes important.

In order to achieve organizational success, performance management represents a purposeful and integrated approach that enhances the performance capabilities of both individuals and teams (Armstrong, 2005). Performance assessment is described by Angelo and Pritchard (2006) as a discrete, formal, organizationally sanctioned event that typically only happens once or twice a year and has clearly stated performance dimensions and/or criteria that are employed in the evaluation process. It is often referred to as a formal method of employee monitoring because it typically entails the assessment of performance based on the perceptions and views of peers, superiors, managers, and even the employees themselves (Jackson & Schuler, 2002). Clarifying job requirements for employees, supporting both personal and team growth, and ensuring that performance is taken into account when creating pay structures are all aspects of performance appraisal (Ramous-Agyare et al, 2016). After their performances are evaluated, it makes sure that employees are aware of how organizations want them to perform in connection to organizational goals (De Waal, 2004). This claim of awareness creation made by De Waal (2004) is consistent with a result by Gabris and Ihrke (2000) that claims the primary goal of performance reviews is to provide regular, formal feedback to specific employees.

Businesses today can use performance appraisal to monitor the success of employees over a set period of time (Bostan & Jemna, 2019). A systematic assessment or evaluation of work performance, or how well workers do their duties, is referred to as performance appraisal. It's crucial to remember that performance evaluation is a continuous process, not a one-time event like filling out a conventional review form (Bhattacharyya, 2011). In the 1950s, when performance appraisal was recognized as a full system in and of itself, the current approach to performance appraisal was born (Rothaermel, 2012).

In the 1950s, when performance appraisal was recognized as a full system in and of itself, the current approach to performance appraisal was born (Rothaermel, 2012). As a result of the new approach to performance improvement, the performance evaluation process became more methodical and standardized. As a result, performance evaluations are increasingly utilized to separate high-performing employees from the rest, as well as to detect employees' training needs, career routes, incentives and bonuses, and promotions to higher positions (Armstrong, 2012).

It seems to have become a common and continuous practice in corporations, with the results utilized to make a variety of human resource choices, including promotions, demotions, transfers, incentive outcomes, and training and growth (Lamarca & Ambat, 2018). Performance evaluation, according to Vainieri and Nuti (2011), is the process of acquiring, assessing, and documenting information about an employee's relative worth. Performance analysis, according to them, is a comprehensive, frequent, and objective evaluation of an employee's excellence in topics relevant to his or her present job and possibilities for a better one. Correspondingly, Rothaermel (2012) defines performance evaluation as a system by which supervisors judge and assess subordinates' performance

or contributions over time. This means that, in addition to wage adjustments and/or disciplinary actions, appraisal activities as a continuous process focuses on integrating organizational processes and personnel enhancements.

As per Lawler (2012), performance assessment is the method of analyzing and recording employee performance in order to make observations and make judgments about them. According to Brewster and Mayrhofer (2012), performance evaluations are undertaken to determine an employee's effectiveness and whether the individual can continue to succeed in the future to help the organization achieve its goals. Mahoney and Kor (2015) and Gao and Banerji (2015), who link performance evaluation to organizational goals, support these viewpoints. Employee performance is evaluated in reference to pre-determined standards and corporate goals, according to the authors. The precise definition for performance appraisal is a systematic and structured method of evaluating the standards of a worker's performance with the goal of enhancing their performance by shaping the important dimensions of employees and accomplishing organizational objectives, according to the definitions. Performance assessments are normally done once a year, according to Bhattacharyya (2012), with the interview providing input to employees, counseling and strengthening them, and communicating and reviewing salary, employment status, and disciplinary choices.

Performance evaluation is conducted as a formal organizational event for a number of reasons. Performance reviews are conducted for three major reasons, according to Malcolm and Jackson (2002): What they refer to as performance appraisals are one of the causes. They define performance evaluations as a chance for managers to have conversations with their staff about how things are going in their current roles, their strengths, and any areas that need improvement. Second, they bring up reward reviews,

describing them as typically distinct but connected to the assessment system, when the management discusses decisions regarding rewards like compensation, benefits, or promotions and offers feedback (Ramous-Agyare et al., 2016). Lastly, they talk about prospective reviews, which reflect discussions about the chances for advancement of employees, the kind of work they will be suited for in the future, and how this might be accomplished.

In a related debate, Boswell and Boudreau (2002) identify the evaluative and developmental aims as two usual justifications for performance reviews. The evaluative function, according to Boswell and Boudreau (2002), includes using performance appraisal for typical human resource decisions like pay and salary administration, promotion, retention, termination, and layoffs as well as for providing employees with the necessary recognition and identifying underwhelming performance. Performance reviews and reward reviews, two of the functions of performance appraisal that addressed, are combined in this (Malcolm & Jackson. Because employees receive ratings based on their performance, it is also seen as an evaluation procedure. Following that, each employee is informed of his or her results. According to Boswell and Boudreau (2002), developmental functions are also geared toward improving individual employees by using appraisals to pinpoint training gaps in employees, provide employees with a clear understanding of their strengths and weaknesses, and give them feedback on their performance. This is comparable to what Cook and Crossman (2004) refer to as improving employees' skills. According to Youngcourt et al. (2007), regardless of the stated aim, employees' attitudes toward performance appraisal will be impacted by the perceived reasons for the appraisal. As a result, they advise that performance appraisal should have a specific goal and that goal should be attained.

2.1.1.1 Performance Appraisal System Process

The process of comparing an employee's present and/or previous performance to his or her performance expectations with the goal of increasing performance, giving value to the organization, and contributing in the attainment of goals (Schraeder, et al, 2007). A holistic assessment of each employee's achievement, ability, and growth needs is included in regular appraisals. The evaluative aspect of performance appraisal supports in priority setting, awarding and empowerment of employees, rectifying poor performance, and offering feedback to designated personnel (Lawler, 2012). It aids in the recruitment, selection, training, and development of employees. Pay increases, bonuses, promotions, and job rotation are all based on correct evaluations of employees' performance (Brewster & Mayrhofer, 2012).

Some academics have identified several separate stages of performance evaluation. According to Vainieri & Nuti (2011) the assessment approach in terms of measuring individual performance against established performance targets set by the organization. Because an evaluation approach may not be able to meet all of a company's objectives, management should prioritize the tasks that it considers to be the most important and realistically possible. The next phase in the evaluation process is to create performance metrics or requirements and convey these goals to the employees who will be affected. The work is then done, and the results are evaluated by the supervisor. At the end of the evaluation period, the appraiser and the employee review job performance and compare it to set performance criteria. This assessment aids in identifying how successfully personnel adhered to these standards, determining the root reasons of failures, and developing a strategy to remedy the concerns. At this meeting, tasks are assigned for the next evaluation period, and the cycle begins again. The completion of an adequate assessment procedure, according to Cole (2009), is the first step in performance

evaluation. A meeting follows the preparing step, during which the management communicates with the worker and examines progress. After the meeting, the worker must take some form of negotiated action, either alone or with his or her manager. A career development plan, a promotion or a shift to a different function, or a wage boost are the most common actions. Setting performance standards, communicating the standards, assessing results, analyzing the reality with the standards, debating the appraisal, and taking corrective actions are the six stages of the performance appraisal process identified by Gupta (2005).

Decenzo & Robbins (2002) assist with these evaluation processes. The processes come to a conclusion with not just a corrective action, but also a reward system in the form of a promotion or salary review. The assessment approach, according to Vainieri & Nuti (2011), can be used to take a broad view of job content and successes, as well as define next-period goals, but it can also be used to discover poor production early on. In a word, performance analysis is a technique for giving employees feedback. During performance assessments, employees' accomplishments and potential for promotion are evaluated. The basic goals of an evaluation are to assess results, specify training needs, establish and agree on prospective priorities and standards, and make it simpler to fulfill these objectives (Brewster & Mayrhofer, 2012).

To ensure a positive interpretation of the process, Abdulkadir et al. (2012) recommend that the goal and scope of the evaluation be made apparent to both the appraiser and the appraised, and that performance appraisal be considered as a power sharing exercise. Performance review, according to the authors, should be a collaborative and effective process that incorporates feedback from both employees and superiors. Similarly, the evaluation system should place a greater emphasis on employees' accomplishments and

successes than on their defects and weaknesses, and it should contribute to a roadmap for the individual's future development and advancement. According to Abdulkadir et al., top management should be fully committed to the notion of performance evaluation and ensuring that union leaders and other members of staff are consulted.

It's also critical to identify training requirements and schedule time to address work quality and financial problems. According to Bekele et al. (2014), employees are expected to reinvigorate their enthusiasm in becoming a part of the business now and in the future, as well as to feel taken seriously as people. Finally, when evaluating employee performance, supervisors should feel more at ease and be really interested about their wants and objectives.

2.1.1.2 Forms of Appraisal Systems

2.1.1.2.1 Management by Objective (MBO)

Management by objectives (MBO) is an appraisal approach in which managers and employees collaborate to create, plan, organize, and communicate goals for a given period of time (Practical Performance Appraisal, 2022). According to Diya Jose, (2013) management by objective is a contemporary style of performance appraisal that examines performance objectively. With management by objective, managers and their staff converse, and both parties determine which objectives to accomplish and when (Diya Jose, 2013). The great Peter F. Drucker coined the phrase "Management by Objectives and Self Control" in 1954 in his book "The Practice of Management" (Rathore, 2019). Douglas McGregor went on to recommend it with a few tweaks. Following the establishment of defined goals, managers and subordinates meet on a regular basis to review and debate the progress made in maintaining control and the possibility of achieving those goals (Practical Performance Appraisal, 2022).

It is possible to implement an MBO-based self-appraisal system in four steps as asserted by Al-Baidhani & Alsaqqaf (2022). According to them, the job description is reviewed and approved in stage one. The job description and the key responsibilities of the position are discussed in this discussion between a manager and a subordinate. The actual job criteria should be agreed upon. Establishing performance standards is the next stage. Both the employee and the supervisor gain significantly from collaborative efforts to establish and gauge acceptable levels of performance. Therefore, selling five cars each month would be a reasonable standard for a car salesperson. The method of performance evaluation defines the performance goals set by the employee and the manager. The third phase in the process is to set goals where goals that are simultaneously challenging and feasible are set by managers and subordinates (Al-Baidhani & Alsaqqaf, 2022).

In the fourth stage, discussions on upcoming performances are included. They bring up their goals when talking to their supervisors about how they performed. Discussions on performance with the employee and supervisor don't have to wait until the scheduled review time. Objectives can be reviewed and altered as necessary (Jakson, 2010).

This performance appraisal method, it claims, is used to efficiently connect overarching company goals with personnel objectives while validating objectives using the SMART method to see if the stated objective is specific, measurable, attainable, realistic, and time-sensitive. Employees are evaluated based on their performance at the end of the review period (quarterly, half-yearly, or annual). Success is rewarded with a promotion and a raise in compensation, whereas failure results in a transfer or additional training. In this approach, practical goals are usually prioritized, while intangible factors such as interpersonal skills, commitment, and so on are sometimes overlooked. For managers and people with a variety of job flexibility and control, the MBO technique seems to be

most beneficial (Al-Baidhani & Alsaqqaf, 2022). When placed under a rigid management system, MBO has frequently failed. Undermining the growth and participation of MBOs by focusing on the consequences of not achieving the aim (Jackson, 2010).

2.1.1.2.2 360 Degree Feedback

Employees are evaluated not only by their direct supervisors, but also by other stakeholders within the firm, such as seniors, peers, team members, subordinates, and even themselves, according to Rathore (2019). Typically, survey questionnaires are used to get feedback on an employee's performance and behaviour. According to Diya Jose (2013), a 360-degree appraisal adopts an inclusive methodology. She asserts that it makes sure that the manager, supervisor, and team members, who are all parties connected to the employee, provide feedback on the employee's performance. Additionally, reports and employee profiles are used. In addition to all of these, the employee's own detailed feedback is also utilized. To assess training and development needs, the 360-Degree Feedback approach is commonly used. It is not typically used to determine wage raises.

2.1.1.2.3 Assessment Centre Method

The German Army first developed the concept of an evaluation center in 1930, but it has since been refined and adjusted to match today's environment. Employees can receive a clear image of how others see them and how it affects their performance using the assessment center method (Practical Performance Appraisal, 2022). It goes on to say that the key benefit of this method is that it cannot only assess an individual's current performance but also anticipate future work performance. Employees are requested to participate in social-simulation exercises such as in-basket exercises, informal talks, fact-finding exercises, decision-making difficulties, role-playing, and other activities that ensure

success in a role during the evaluation. The main disadvantage of this strategy is that it is a time and cost-intensive and difficult-to-manage procedure.

2.1.1.2.4 Behaviorally Anchored Rating Scale

The Behavioural Anchored Rating Scale, according to McCoy (2022), is a tool for evaluating employees in a defined set of performance dimensions by comparing their behaviors to particular behavior examples that anchor each performance level, typically on a five-, seven-, or nine-point scale. In a performance appraisal process, behaviorally anchored rating scales (BARS) bring forth both the qualitative and quantitative benefits. According to Creamer & Janosik (1999), behavior-based approaches are a style of performance appraisal that makes use of particular performance variables in evaluating personnel. These include forced choice methods and rating systems. The behavioral checklist is another form that falls under the category of behavior-based approach that specifies the requirements or goals an employee must meet. The behaviors may change depending on the specific job type being evaluated.

This approach is considered favorably since it focuses on performance benchmarks for each employee rather than comparing the performance of one employee to the performance of another employee (Diya Jose, 2013). Employee performance is compared to particular behavioral examples that are connected to numerical ratings in behaviour anchored rating scale. Multiple behaviour anchored rating scales assertions, which characterize prevalent behaviors that an employee performs on a regular basis, are anchored by each performance level on a BAR scale (Practical Performance Appraisal, 2022). These statements serve as a yardstick for comparing an individual's performance to preset standards relevant to their role and degree of employment. The generation of key occurrences that illustrate typical workplace behavior is the first step in the creation

of behavioural anchored rating scale. The very next phase is to modify these significant incidents into a standard structure and eliminate any redundant information. The essential cases are then randomized and evaluated for effectiveness after normalization. BARS are created and employee performance is evaluated using the remaining significant incidents.

2.1.1.2.5 Psychological Appraisals

According to Diya Jose (2013), psychological evaluations are particularly helpful in putting employees in teams because they take a psychological approach to evaluating psychological attributes including an employee's ability to think critically, his capacity for reasoning, his emotional stability, and his IQ. A psychologist evaluates the employee based on psychological tests, interviews, and observation (Rathore 2019). He posits that discussions with the supervisors and information obtained from other appraisal methods are also considered. This method is being increasingly adopted across organizations and is growing in popularity every day.

2.1.1.2.6 Human Resource (Cost) Accounting Method

Human resource (cost) accounting, according to Rathore (2019), evaluates an employee's performance based on the monetary benefits he or she provides to the firm. It is calculated by comparing the expense of maintaining an employee (cost to the company) with the financial benefits (contributions) derived from that worker. When cost accounting methods are used to evaluate an employee's performance, criteria such as unit-wise average service value, quality, overhead costs, interpersonal interactions, and more are considered (Practical Performance Appraisal, 2022). The disadvantage of the human resources accounting approach is its strong reliance on cost-benefit analysis and the reviewer's remembering power.

2.1.1.3 Functions of Performance Appraisal System

Employee evaluations may help managers be more efficient by pushing them to pay more attention to and evaluate individual employees (Cheng, 2014). Performance appraisal policy objectives, according to Ahenkan et al., (2018), are better understood in terms of potential benefits, which include increasing staff self-esteem, gaining novel insights into staff and management, awarding incentives on a satisfactory and plausible grounds, and developing useful contact among appraisal participants. They are done on a daily basis and function as a chronicle of an employee's accomplishments, abilities, and development requirements (Bekele et al, 2014). The performance assessment mechanism's evaluative and developmental functions are typical (Lawler, 2012). Part of the evaluative characteristic is the process for assessing and justifying employee salary.

It covers choices on promotions and termination of employment, as well as recognition of both excellent and negative performance. These are connected to the expectation and equity theories, which link effort and performance to the types of rewards offered. The developmental function includes giving feedback, detecting strengths and deficiencies, determining the need for preparation, and determining transfers (Armstrong, 2012). According to Fakharyan et al. (2012), performance evaluation has two purposes in organizations: the first is to make strategic decisions about employees (pay, promotion, firing, downsizing, layoffs, and so on), and the second is to discover and schedule employees' growth prospects (identify strengths or areas for growth, coach, develop career, etc.).

A performance assessment system, according to Neha & Himanshu (2015), benefit not just to employees, but also managers and firm management. This is because it identifies

unsuccessful performers for developmental programs or other personnel actions, and it assesses both the employee's performance and potential for development. Performance evaluation, in the hands of management, can be a useful tool for orienting new staff members as well as enhancing the job performance of below-average personnel. It's also one of the most important requirements for good business and human resource management (Mahoney & Kor, 2015). The ultimate goal of performance appraisal is to encourage workers' involvement, which is dependent on their work experiences, such as the present remuneration structure and corporate norms and regulations.

The goal of a performance evaluation approach, according to Ahmad and Bujang (2013), is to improve an organization's business results by ensuring that employees' daily actions contribute directly to both their team's and the organization's objectives. A performance evaluation, according to Fakharyan et al. (2012), serves two purposes. To begin, performance evaluation performs an administrative function by giving managers with the information they need to make pay, promotion, and dismissal choices, as well as supporting employees in understanding and accepting the rationale for these decisions. Second, appraisals can be used to identify and anticipate new training and other adjustments that employees will require.

According to the authors, an ideal performance evaluation should be a collaborative effort between subordinates and supervisors, with agreed-upon duties and targets, as well as improvement plans in place to ensure that subordinates fulfill those objectives (Brewster & Mayrhofer, 2012). A good assessment system, according to Chen (2014), is designed to motivate workers to come to work regularly and on time, and to give their best effort. Dessler (2011) also identifies three criteria to consider while assessing outcomes. For starters, appraisals can help you decide which promotions and/or salary

raises to pursue. Second, evaluating outcomes and reinforcing excellent work while also fixing any flaws is a great approach to evaluate outcomes and reward good work while also addressing any defects that may present.

Finally, assessments are an important tool for career planning since they allow you to compare your goals to your shown skills and limitations. According to Brewster & Mayrhofer (2012), the three main uses for performance assessment are performance, prospective, and incentives. This means that firms may want to use the evaluation technique to estimate potential for future roles and offer incentives in addition to evaluating past success.

2.1.1.4 Importance of Employee Performance Appraisal Systems

Performance appraisal systems are a source of frustration for most managers, and many employees loathe them (Armstrong, 2012). Several academics have proposed a wide range of responses to the value and character of performance appraisals, rendering them invaluable resources. According to Bhattacharyya (2012), performance evaluation is an important aspect of the human resource management process and a role in determining the crucial factors of employee and organizational effectiveness for success. The evaluation step, when done correctly, increases a person's sense of self-worth while also supporting in the formulation of his or her goals. According to Brown, Haytt, and Benson (2010), accurate assessments are crucial for evaluating recruiting, selection, and training procedures.

Employee morale may be boosted by a performance evaluation system's feedback process. By focusing on the positive features and correcting the negative parts, it can assess conditions for workers and boost staff productivity. Furthermore, employee

evaluations may improve management efficiency by pushing managers to focus more on and evaluate individual employees (Cheng, 2014). Performance appraisal policy objectives, according to Ahenkan et al., (2018), are better understood in terms of potential benefits, which include increased employee self-esteem, acquiring novel insights into staff and management, awarding incentives on a plausible and reliable basis, and developing useful interaction among appraisal participants. Performance appraisals assist the organization in reporting on the rates of growth, skills, and potentials of its employees (Bekele et al., 2014). As a result, the lack of an effective performance appraisal is a major contributor to low employee output.

2.1.1.5 The Effectiveness of Performance Appraisal System

The process of leading, evaluating, and rewarding individual accomplishment is critical because it communicates to employees what is required and appreciated in the organization. As a result, determining the success of performance evaluation programs is an important aspect of the management and implementation process. Effective performance assessments, when utilized correctly, can dramatically improve employee satisfaction and motivation (Brown et al., 2010). There are various concepts that are used to generate performance appraisals; however, the following section discusses the key principles that are used to develop good performance reviews. The first premise for establishing the efficacy of a performance evaluation system is to set defined and achievable targets and performance expectations (Brewster & Mayrhofer, 2012).

Setting goals, establishing how to measure milestones, and providing periodic progress reports are all elements of a well-defined performance evaluation, according to Bhattacharyya (2011). On the other hand, Brewster & Mayrhofer (2012) feel that defining employee goals should be related to the organization's strategy. This action

must be carried out and approved by both workers (subordinates) and superiors (managers), and it must be communicated to the right persons. Managers that are committed to planning for best results recognize that one of their most important responsibilities is to remove impediments to good performance and ensure that they have the resources to complete assignments correctly and on schedule. Comprehensible, quantifiable, and rational performance criteria (standards) are also required.

A norm is a set of guidelines that define what comprises competent performance for a certain worker task (Armstrong, 2012). It specifies what must be done and how it can be accomplished. Standards of practice are critical for reducing subjectivity in the performance evaluation process. Each standard includes measurement standards. All of an organization's established requirements must be met, according to Armstrong, in order for a quality to be met. While the value of a metric remains largely constant throughout time, measuring standards can be modified more frequently to reflect improvements in scientific knowledge and practice requirements (Chen, 2014). The second principle for determining the effectiveness of a performance assessment system is the availability of feedback.

It is impossible to stress the value of offering feedback into the performance evaluation technique. During organized performance evaluation processes, feedback refers to how people of an organization react to how feedback is generated, accepted, and utilized (Dessler, 2011). Between the employer and the employee, there is a clear line of communication. It increases productivity and facilitates decision-making inside the company. The feedback directs the employee to the organization's mission and goals. Fakharyan et al. (2012) advocate for the implementation of the 360-degree feedback method, which comprises an assessment and input from a number of workplace groups,

such as coworkers, supervisors, managers, and even customers. The importance is to obtain a broader assessment that considers all aspects of the employees' working relationships, including how they engage with their superiors, coworkers, and outsiders, such as customers (Chen et al., 2014).

Every good performance framework should include monitoring and follow-up action as a standard feature (Dessler, 2011). This is a crucial stage in obtaining correct feedback from all section/department heads so that any outcomes can be incorporated into the framework. Furthermore, the evaluation should be reviewed on a regular basis and, if necessary, updated to reflect the changing environmental pressures on the organization (Grigoroudis & Zopounidis, 2011). Addressing an employee's progress and places for growth, on the other hand, allows supervisors to be understanding and helpful while also guiding the person to better performance, according to Lawler (2012). The cornerstones of the third comprehensive and equitable performance evaluation process are an agreed-upon set of competences, accurate duty statements, and uniform norms of conduct.

The very first process in the assessment process, according to Neha and Himanshu (2015), is to construct a competency, which is a set of complimentary abilities, expertise, and attitudes that allows supervisors to objectively measure employee efficiency. Competency is defined as the application of the knowledge and abilities required to perform the job. Supervisory competency is determined by their job title, management position, and the responsibilities of their organization's unit (Sudin, 2011). Another important principle in performance evaluation is that both the appraiser and the evaluated should follow the same ethical norms, such as trust and transparency. This involves an open discussion of what happened, how appraisees can improve their

results, the support they'll need from their supervisors to do so, and their long-term career aspirations (Schraeder Becton & Portis, 2007).

In evaluating the employee in question, the appraiser ought to be objective. Because performance evaluations are conducted by individuals, there will always be some amount of subjectivity, individual interests, and prejudice present, distorting the rating procedure. According to Sudin (2011), ranking employees yields outcomes that can be a good measure of how incentives affect achievement. Poor performance evaluation results, on the other hand, can have a detrimental impact on workers, according to Lawler (2012), especially if they are not addressed pro-actively and constructively. This is in line with the expectation and equity theories, which both argue for fairness in performance evaluation and reward.

2.1.1.6 Challenges Associated with Employees Performance Appraisal

Performance appraisals help employee motivation, attitude and behavior growth, communicating company goals, and creating positive relationships between management and employees. Despite the importance of performance assessments in controlling employee and organizational performance, they are accompanied with considerable implementation issues. The performance evaluation procedure is often tough because it involves several personnel, and establishing metrics for measuring method efficacy is often difficult (Abdulkadir et al., 2012). Because of these limitations, practitioners find it challenging to evaluate their assessment process. Appraisers confront challenges such as the leniency or harshness error, central tendency error, personal bias mistake, and comparison error.

In theory, rating supervisors should be completely objective in their assessments of personnel (Fakharyan et al., 2012). Personal bias in performance appraisals occurs when

managers allow individual distinctions such as age, religion, seniority, sex, attractiveness, or other subjective classifications to impact the rating they give to employees (Lawler, 2012). This challenge, according to Gao & Banerji (2015), is not only detrimental to staff morale, but it is also illegal and can result in costly legal consequences. According to Walters (2005), performance appraisal is challenged by the evaluation criteria. He asserts that the criteria could be ambiguous and recommends that they be created using quantifiable and measurable language. As a result, Gao and Banerji propose that this problem be remedied by having higher-level supervisory look over the performance evaluation. When conducting performance reviews, managers must be cautious not to commit rating errors.

When employees are wrongly evaluated towards the average or middle of the scale, this is known as central tendency (Lawler et al., 2012). Some rating scale systems encourage this behavior by asking the evaluator to defend extreme high and low evaluations in writing. As a result, some raters just give average ratings in order to avoid possible criticism. Because these ratings appear to cluster in the fully satisfactory group, employees do not always complain about it (Fakharyan et al., 2012). Some performance evaluations consider the entire assessment period rather than just the previous month, which could contribute to current conduct bias (Leontiev, 2012).

The performance of the subordinate may be good throughout the year (assuming the evaluation is done annually), but it may decline in the last month. The rater evaluates the subordinate solely on the results of the preceding month, ignoring the subordinate's stellar eleven-month performance. According to Lawler et al. (2012), a rater is more likely to remember recent behavior than behaviors from the past. According to Bach (2005), this method does not promote evaluating prior performance of employees or

rewarding them based on that performance. This criticism might be better summed up as having a strong emphasis on future performance and giving little weight to past performance, which lends credence to Strebler's (2001) question about why performance appraisal focuses on motivating employees by ensuring performance goals and objectives are achieved through adequate provision of training needs, a clear explanation of objectives, and the setting of vivid future objectives. As a result, Leontiev (2012) proposes that retaining performance measures during the evaluation process can help to avoid recent behavior bias. The absence of objectivity in performance appraisals is another potential issue. Using the rating scale system, common factors like habits, commitment, and personality, for example, are difficult to define (Breuer et al, 2013).

These factors may or may not influence an employee's job performance. While there will always be some subjectivity in assessment processes, Migiro & Taderera (2010) believe that employee appraisal should be solely based on personal characteristics, which could put the evaluator and the organization in an untenable position in terms of equal employment opportunity guidelines. Fairness in performance evaluation is tied to the issue of recent conduct bias, and it is a more complicated phenomenon than other performance appraisal reactions. This is because the fairness of the company has an impact on how people respond to performance reviews (Decramer et al, 2013). A successful assessment system, according to the authors, is particularly attentive to questions of equality and fairness.

Walters (2005) lists resistance as another difficulty with performance evaluation. He talks about how employees could fight the appraisal process if they receive bad grades. Employees should therefore receive a thorough explanation of the appraisal process and

goal. Every employee should know exactly what is expected of them, and the standards should be presented to them in a clear and concise manner. Given this difficulty, Maroney and Buckley claim that performance reviews may make workers more reliant on their superiors.

To that purpose, appraisal equity can be defined in a variety of ways, including fairness with performance ratings, fairness with the evaluation technique, distributive and procedural, and distributive justice, to mention a few (Annan-Prah, 2011). According to Kehoe & Wright (2013), appraiser inexperience is one of the biggest barriers to performance evaluation implementation. This is especially true for new business owners or managers who are adopting an assessment method for the first time, as they may be inexperienced with the procedure, making the evaluation unpleasant. Appraiser inexperience is linked to employee resistance in the appraisal process, which can make workers nervous. Close inspections may irritate such appraisers, and they may view the entire procedure as a negative activity.

Decramer et al. (2013) propose following and adopting an uniform evaluation format for any employee, as well as offering appraisal instructions to workers beforehand so that they have a clear grasp of what to expect. Performance evaluation techniques that are not linked to incentives or based on growth may also be problematic. Any remuneration, monetary or otherwise, may be due to an employee who did especially well throughout the assessment period and was acknowledged during the evaluation. If this is not the case, the employee may assume that putting in extra effort is futile if they are not sufficiently compensated. This may lead to unhappiness and decreased productivity (Lawler et al., 2012). Karimi et al. (2011) also emphasize the limitations of evaluating results without focusing on growing demands. If the analysis contains

negative aspects, the employee will feel that the purpose of the evaluation is to point out what is wrong. If the outcome of the performance evaluation is bad, evaluators should collaborate with the employee to develop a plan of action.

The incompetence of the evaluators, which leads to rating and evaluation errors based on individual biases such as stereotyping and the halo effect, is another issue covered by Walters (2005). Maroney and Buckley (1999) contend that managers who conduct performance reviews frequently lack the necessary training, which prevents them from providing authentic feedback since subjectivity and biases distort the data that is gathered on employees' performance. According to Walters (2005), appraisers should receive training to conduct performance appraisal in order to ensure accurate data and an objective appraisal process.

Each assessment, according to Chen (2014), should clearly depict an employee's achievements rather than a supervisor's biases. However, because most raters commit errors, either intentionally or unwittingly, this is difficult to achieve flawlessly. According to Chen (2014), raters must be aware of their biases in order to reduce or eliminate their impact on evaluations.

2.1.2 The Concept of Job Satisfaction

The degree of happiness a person experiences as a result of their work is referred to as their level of job satisfaction (Singh & Jain, 2013). As a result, one of the subjects that has been studied the most in the field of organizational psychology is job satisfaction (Spector, 1997). Job satisfaction, in the words of Locke (1976), is the favorable and pleasurable emotion that arises from an assessment of one's position or work history. According to earlier studies, satisfied workers are more likely to give their best effort in

order to meet organizational goals (Jalagat, 2016). Highly satisfied workers are frequently punctual, more productive, devoted, and happier in their personal lives (Lease, 1998). Employees should be offered options for promotion for this reason, including pay scales, employee engagement in policy making, and making efforts to promote organizational commitment (Hawass, 2012).

This will increase job satisfaction and boost performance. Similar to how safety and positive relationships with coworkers and supervisors are the main sources of satisfaction (Volkwein & Zhou, 2003), the nature of the job, the manner in which it is supervised, job security, acknowledgement, and advancement are significant factors in determining employees' organizational commitment (Mosadeghrad et al., 2008). Additionally, participation in pension, profit-sharing, and job security plans (Bender & Heywood, 2006; Stevens, 2005) is positively connected with job happiness, despite the fact that numerous research have identified professional growth opportunities as the main factor influencing job satisfaction (Sirin, 2009).

Many scholars have demonstrated that a number of articles and dissertations have been published or written on job satisfaction, which is thought to be a broad and comprehensive subject of inquiry. A pleasant or positive emotional state that results from an evaluation of one's work experiences is called "job satisfaction." It suggests that having an upbeat attitude regarding one's profession and the world around it makes one happier (Cadsby et al., 2016). It measures how much an employee enjoys or wants to do their job (Clark, 2015). Some individuals define job satisfaction as enjoying their employment (Ellickson & Logsdon, 2015). The level of satisfaction will be low if management policies conflict with what employees are expecting (Rothbard, 2015). Employees have certain expectations of the company and its management, including that

when policies are made, their opinions will be taken into consideration and that such policies will be advantageous for employees; however, when policies are made by the company without employee involvement or that go against employees' interests, employee satisfaction levels decline (Khan et al., 2016). They contend that a quarrel between a worker and their supervisor will make the worker unhappy.

Numerous studies have shown that factors related to work, such as compensation, working conditions, prospects for advancement, and job security, affect job satisfaction (Pouliakas & Ioannis, 2015). According to Mudor & Tooksoon (2016), factors that affect job satisfaction include the relationship between employees and supervisors, pay, and working conditions, whereas factors that contribute to dissatisfaction include long work hours and the belief that employees are devalued (Shaikh et al., 2015). The qualities that inspire a person to stay on the job and make them happy are the elements of job satisfaction (Saif et al., 2017). The correlation between job satisfaction and other organizational outcomes, such as performance and turnover, has led many experts to view it as a crucial factor (Suanj & Jakopec, 2018).

In line with how the world is evolving, employee expectations and satisfaction are also changing (Uddin et al., 2018). When employees are happy with their work, they will work harder to innovate and be more creative, which will help the organization make significant strides in these shifting market conditions (Achieng'Odembo, 2017). Recognizing that job satisfaction will improve performance since it will raise an employee's interest in their work from both the perspective of the employee and the organization (Gupta, 2016).

The way individuals behave while at work reveals a lot about their level of employee happiness (Masood et al., 2015). It should be remembered that factors affecting job

satisfaction vary from employee to employee (Anjum, 2016), and this idea that employee satisfaction varies from person to person was also supported by (Kavita et al., 2016) in their study. Job satisfaction is now primarily studied in management studies. Employee performance and job happiness are positively correlated because when a worker is engaged and pleased at work, their output increases automatically (Velnampy, 2018). Performance and job happiness are closely related; hence, if one is high, the other will also be high (Pushpakumari, 2018).

Employees feel happy that their voice matters and that the organization is there to help them when the organization pays attention to them, listens to their concerns, and properly hears their criticisms. According to Khan et al. (2016), employees naturally tend to perform well and move towards the goals of organization and in this way, they pay back to the organization. Employee performance increases with increased level of satisfaction. Job satisfaction is also due to the fact that employee is happy with his/her overall performance and feels that he/she is contributing in success of organization (Khan et al., 2016).

2.1.3 Factors That Affect Employee Job Satisfaction

According to research, both objective (environmental) and subjective (personal) factors affect employee satisfaction (Arekar et al., 2016; Nair, 2010). Objective factors, which are defined by the employer, have a direct impact on the workplace environment, including the job content (intrinsic rewards) and workplace conditions (extrinsic rewards). The ability to apply one's skills and knowledge to a number of endeavors, having a wide range of professional duties to choose from, and the respect and status that come with having a well-rounded job are just a few examples of intrinsic pleasures (Al-Baidhani & Alsaqqaf, 2022). They assert that extrinsic incentives include things like

wage stability, career potential, and relationships with coworkers. Race, education, age, and professional status within the organization are frequently mentioned by researchers as factors influencing work satisfaction: (Clark et al., 1996; Qayyum, 2013).

2.1.3.1 Gender

Many studies have looked into the relationship between gender and job happiness (Lup, 2017). According to various academics who have examined the data, females are more likely than males to report feeling content in their professions (Wharton et al., 2000). Others, like Forgionne & Peeters (1982), have attempted the opposite. Other employee representative studies have demonstrated that it is impossible to identify the causes of significant differences between the genders of employees and the degree of their level of job satisfaction (Singha & Raychaudhuri, 2017). Numerous factors could contribute to women reporting higher levels of job satisfaction (Aguilar & Vlosky, 2010).

Women typically have lesser expectations for work and a higher level of socializing than men due to their ability to hold their emotions in. All three aspects of sensitivity, protection, and friendship are emphasized throughout this stage. While it's important for women to strike a balance between work and family responsibilities, it's more crucial for men to succeed professionally, be competitive, and have the chance to advance to higher levels of power or earn more money. Because of this, it is widely believed that women must work more and achieve more than men do in order to receive the same rewards or recognition as men. The ability of women to meet these needs closely correlates with their level of job satisfaction (Schultz & Schultz, 2012). Bialas & Litwin (2013) also noted the gender factor in the satisfaction survey and found that it highly correlated with other variables. Other social cues have an impact on the pleasure of women at work, but one of the most crucial factors for men is workplace autonomy (Zalewska, 2009).

2.1.3.2 Age

In general, studies on the relationship between age and work happiness have been blatantly clear. Numerous studies have shown that workers' age and gender have an impact on how satisfied they are at work (Ang et al., 1993; Schultz & Schultz, 2012). Young workers thus express the least levels of job satisfaction of any demographic (Pook et al., 2003). Increases in job satisfaction with age may be caused by younger workers finding it more difficult to find meaningful employment or to land challenging assignments in their first position. Young people frequently start their careers with basic tasks that don't demand much commitment or ability; in contrast, more experienced counterparts have a broader skill set and are more appreciated by both their managers and coworkers (Al-Baidhani & Alsaqqaf, 2022). The highly skilled employees feel more accomplished and satisfied when they perceive their skills as more developed or necessary (Maureen & Westover, 2018).

2.1.3.3 Education

A successful education and content employment are related. According to studies, employees are more likely to be content at work the more educated they are (Larwood, 1984). Other factors including working conditions, the behavior of direct supervisors, and compensation may also have an impact on the association between education and job satisfaction (Podsakoff & Mackenzie, 1997). On the other hand, some people claim that as one's educational level increases, job satisfaction decreases. The gap between what is expected and what really happens in the job widens as one's level of education increases (Clark & Oswald, 1996). The employee's place in the organizational hierarchy is the last individual factor (Prabhu, 2018). There is little research on this, but those that do tend to be in favor of the notion that it has a big impact on the job of content workers (Near et

al., 1978). Better working conditions, higher pay, greater opportunities for personal and professional development at work, and more autonomy are all elements that support a favorable relationship between job rank and job happiness (Cohrs et al., 2006).

2.1.3.4 Work Environment and Personality

Employees' responses to and interactions with their workplace, as well as the personality traits that underlie those responses and interactions have a significant impact on how satisfied they are with their work. Examples of these qualities include isolation, mental stability, cultural and organizational trust, and control efficacy (Heller et al., 2002). According to studies, staff workers who feel less alone and have a higher internal degree of power are more satisfied with their professional goals than those who do not (Bruk-Lee et al., 2009). Since employees play an active role in reshaping the business to meet their needs and expectations, it is challenging to distinguish between individual and environmental factors in workplace studies. It is challenging to distinguish between the two because they both have an effect. People who are employed should consider job satisfaction to be a complex and highly subjective phenomenon that needs to be divided into subcategories like specific and general satisfaction. To put it another way, the former is impacted by particular workplace aspects, whereas the latter reflects a person's overall, ardent attitude toward their work and goes beyond the sum of their individual pleasures (Judge & Klinger, 2008).

2.1.3.5 Organizational Culture

It can be difficult to separate individual from environmental elements in workplace research since employees actively participate in changing the company to suit their wants and expectations. Because both have an impact, it is difficult to tell the two apart. Job

satisfaction is a complicated and highly subjective issue that needs to be broken down into smaller categories like particular and general satisfaction, according to those who are employed. In other words, the former is influenced by specific workplace factors, whereas the latter reflects a person's general, impassioned attitude toward their work and goes beyond the sum of their unique pleasures (Judge & Klinger, 2008). a lesser distance from authority and a more individualistic tradition than a collectivist one (Huang & Van de Vliert, 2003). Workplace culture often has a greater impact on employee attitudes than employer-imposed standards or organizational and technological needs do (Carr et al., 2003; Juchnowicz, 2014). The psychological agreement that establishes expectations between an employee and an employer has an impact on how satisfied an employee is with their job (Dwiyanti et al., 2019). A company's inability to uphold this contract may affect how its employees feel about and see their jobs.

2.1.3.6 Salary/Pay

Salary is a key component of work satisfaction (Addis et al., 2018). According to a research by Warr (2008), it significantly raises employee morale. The receipt of all forms of financial compensation, according to some scholars, is the most fundamental factor influencing job satisfaction (Lambert et al, 2001). Financial benefits offered by a company improve an employee's sense of security, self-esteem, and social standing, which is congruent with the idea of pay. According to Card et al. (2012), earning less than the median pay decreases job satisfaction but increasing it does not.

Numerous studies have demonstrated that work happiness is a crucial sign of both respectful and unproductive activities that go against business rules (Tuna et al., 2016). Workplace happiness has been demonstrated to rise with long-term relationships between coworkers, and this has been linked to staff retention and rotation (Lee & Way, 2010).

According to additional research, job performance, identification with the company, mood, organizational involvement, and engagement in work can all be positively connected with work satisfaction (Vorina et al., 2017). Additionally, it has been demonstrated that job satisfaction reduces employee antisocial behavior, which can negatively impact output, intention to leave the company (Lee & Mitchell, 1994), absenteeism, instability, and mental diseases like burnout (Lee & Mitchell, 1994; Wright & Bonett, 2007).

2.1.2.1 Perception of Job Satisfaction with Performance Appraisal System

Employees are the ones who get performance reviews, and their perspectives and experiences with the system or process influence it. According to Shrivastava & Purang (2011), satisfaction with the performance evaluation system is dependent on whether individuals being evaluated believe it is morally justified. According to the authors, employee consultation is significant since it enhances device ownership and efficacy. Employees' level of outcome is determined by their expectations, which affect the way people think, feel, and act, according to Swiercz et al (2012). The majority of employees have conflicting feelings regarding performance reviews. While some employees believe that performance evaluations are biased and frequently fail to achieve their objectives, others regard it as a method to explain their work.

According to Selvarajan & Cloninger (2012), biases, subjectivity, and many sorts of judgment errors can negatively affect the performance evaluation process. According to them, subjective metrics are those that cannot be measured and rely primarily on an analyst's or appraiser's judgment. Subjective metrics, according to Rahman and Shah (2012), have the potential to influence the level of employee performance appraisals since they are susceptible to bias or exaggeration as a consequence of emotion.

Employees who believe the evaluation system is rigged or that there is a disagreement between them and their bosses are more likely to be dissatisfied with their careers, which might result in negative consequences. For both superiors and employees, given objectives in a performance assessment framework should be explicit, measurable, realistic, practical, and time-bound, according to Brewster & Mayrhofer (2012).

Managers are fallible while evaluating personnel and their results (Dessler, 2011). Workers, on the other hand, may misinterpret their own outcomes as a result of these prejudices. According to Obisi (2011), employee expectations on the fairness of the performance evaluation scheme are important needs. According to him, employee expectations of fairness in assessments have a substantial impact on employee satisfaction with evaluation systems, as well as judgments of the efficacy and utility of performance rating systems for managers and organizations. According to his research, employees would be severely unsatisfied with the performance evaluation process if they considered the technique was biased, inconsequential, or politicized. According to Abdulkadir et al (2012), employees considered the performance assessment process was not reliable nor equal, posing a big concern for managers and leaders in businesses.

According to Mustapha & Daud, the anticipation hypothesis links unhappiness with the evaluation process and the incapacity of performance evaluations to enhance how individuals function to reduced organizational engagement and heightened intentions to quit (2012). As per Fakharyan et al. (2012), if employees are impressed with the performance management system's implementation, they will perceive it positively and make every effort to carry out the roles and responsibilities assigned to them efficiently and effectively, resulting in a more productive and competitive organization. According to the authors, in order for the performance evaluation approach to be applied properly,

businesses must understand how workers who conduct appraisals, as well as those who are appraised, view it. Employee loyalty, opinions of fairness, and reactions to crucial components of the assessment process, according to Mustapha and Daud, could impact the effectiveness of a performance review system.

According to Karimi et al (2011), the purpose of performance appraisal influences rating processes and outcomes, and employee attitudes can vary depending on how the appraisal is used. Perceptions of fairness and accuracy, appraisal objects, appraisal interview behavior, and appraisal satisfaction all influence various components of the performance assessment technique and process. According to Karimi et al., (2011), employees who feel they comprehend an organization's evaluation processes are more likely to prefer crucial organizational characteristics in the future. Employees that exhibit these characteristics are more likely to support and favor the assessment technique and its feedback, to be more satisfied at work, and to be more dedicated to the organization. As a result, Lawler et al (2012) suggest that performance assessments be conducted more frequently and that workers be given the opportunity to contest their reviews in ensuring that employees have a good attitude toward performance rating systems. They also feel that managers need a better understanding of the evaluation process, that the organizational climate should be cooperating instead of competing, and that the organization's strategy should address both strengths and flaws.

According to Fakharyan et al (2012), the performance reward contingency can modulate the relationship between perceived evaluative usage and feelings about the evaluation, allowing employees who achieve positive results to be content with evaluative performance appraisal use and vice versa. According to Kumari & Malhotra (2012), employee perceptions of performance evaluation politics are negatively associated to

work performance and positively related to turnover intention. According to them, this is the biggest reason why employees discontinue using performance appraisal systems. The perception of a performance evaluation system is tied to the feedback it gives, according to Lawler Benson & McDermott (2012). According to the study, employees who believe the organization is working to meet their requirements may feel obligated to contribute to the business through good job results.

According to Lawler et al. (2012), the feelings sent to an employee in conjunction with a performance evaluation have a substantial impact on the level of respect he/she accords himself, as well as his potential performance. Lawler (2012), on the other hand, says that the success of the feedback is dependent on the acceptance of the procedure. According to him, the recipient must regard the source of the feedback as trustworthy, truthful, accurate, objective, and adequately motivated. The level of satisfaction with the procedure and feedback obtained by subordinates is determined by their satisfaction with the performance evaluation. The feelings conveyed to an employee in conjunction with a performance appraisal, according to Lawler et al. (2012), have a significant effect on the level of respect he/she gives himself, as well as his potential performance. Lawler et al. (2012), on the other hand, believes that the success of feedback is determined by the procedure's acceptance. According to him, the source of the feedback must be regarded as dependable, truthful, accurate, objective, and appropriately motivated by the recipient. Subordinates' level of satisfaction with the process and feedback received is determined by their level of satisfaction with the performance review.

2.1.2.2 Relationship Between Performance Appraisal and Job Satisfaction

The relationship between job satisfaction and performance appraisal for employees may be direct (Al-Baidhani & Alsaqqaf, 2022). According to study results, total job

satisfaction is positively correlated with staff members' contentment with their performance evaluations (Ellickson & Logsdon, 2002), and performance appraisal satisfaction has also been shown to positively correlate with overall job satisfaction (Judge, 2001; Keeping & Levy, 2000). There has been a lot of research on employee satisfaction with performance reviews and other workplace reactions (Levy & Williams, 2004). Over the past ten years, the number of studies examining how performance evaluation methods affect employees has expanded. Employees are given the opportunity to improve their performance through performance reviews, which aids managers in making informed decisions about assignments and promotions and enhances employee synergies. The study's findings indicate that when a worker and the administrator or supervisor can discuss the organization's goals during an evaluation, the worker's sense of team membership is increased. According to Krattenmaker (2009), controlling and overseeing one's behavior increases the effectiveness of one's work. Darehzereshki (2013) contends that there is a direct connection between employee outcomes like job satisfaction and performance evaluation satisfaction.

Employee satisfaction would increase, according to Frimpomaa (2014), who cites Yehuda Baruch (1996) and DeNisi & Pritchard (2006), if supervisors supported the assessment process, gave timely and pertinent feedback, and were committed to the procedure. Employees would be encouraged to commit to the company and enhance their performance as a result. Walsh (2003) found that respondents believed the performance evaluation system to be fair on 9 out of the 10 scales used to measure answers to reasonableness. Overall, the performance evaluation method didn't receive much positive feedback. Results may not always be motivating and may establish small work segments with restrictions, fictitious planning, improvement and progression arrange pledges and modest yearly increments, or they may even be used as a tool for discipline (Van Der

Wal, 2014). The latter could lead to low morale, high employee turnover, a need for business loyalty, and discouragement from meeting set objectives. The participants believed that management should be fair and consistent regarding the results throughout the performance review process in order to foster trust, fairness, and transparency. Brown et al. (2010) conducted a survey of more than 6,950 employees of an Australian public sector firm to learn about their opinions and perceptions about the performance evaluation quality. The study's findings showed a connection between job satisfaction and satisfaction with performance reviews. There hasn't been any improvement in the field setting's performance evaluation standards (Addison, 2007).

Work satisfaction and motivation were positively correlated with performance appraisal systems in organizations, which also had unfavorable traits in terms of objectivity, simplicity, social context, input, performance impact, and attrition (Prasad, 2015). When addressing employee performance issues, studies have shown that diversity management significantly affects work satisfaction and expected group success (Aydan, 2016). The cultural environment of the organization, which is typically expressed differently depending on the relevant culture, may also have an impact on the staff member's level of job satisfaction (Kok Seng & Wai, 2016). Growing data suggests that businesses should carefully plan and regularly apply performance evaluation strategies and use it more as a tool for advancement to increase the effectiveness of providing work fulfillment and efficiency (Mathew & Johnson, 2015; Prasad, 2015).

Researchers from Ghanaian microfinance organizations (Agyare et al., 2016) investigated at how performance evaluation affected loyalty and job satisfaction. Researchers found through regression analysis and correlations that the evaluation technique has a substantial positive impact on job satisfaction by providing staff

members with feedback on their performance and position clarity and connecting performance reviews to career development in the workplace.

Brown (2010) polled 6,957 employees of a sizable Australian public sector firm about their views and impressions of the caliber of performance reviews. The findings of this study showed a direct correlation between employees' outcomes, primarily job satisfaction among employees, and performance appraisal satisfaction (Brown, 2010). However, there has only been a limited amount of research done on the quality of performance reviews in real-world settings (Addison, 2007). Additionally, there is a study that looks into how employees respond to various elements of the assessment process. This study shows that there is a connection between performance reviews and employee outcomes, particularly when it comes to detecting the effects of performance review quality on employees' job satisfaction in multinational corporations in Malaysia (Poon, 2004). The findings of this study indicate a favorable association between performance reviews and work satisfaction among Malaysian employees of multinational corporations. How (2011) also noted that there is a favorable association between performance reviews and employee job satisfaction in Malaysian national enterprises.

Bhatti and Qureshi (2007) report that the researchers discovered a positive association between performance reviews and job satisfaction in situations where there is an increase in worker productivity. This result expands on the benefits of job satisfaction for employees by revealing that it also positively affects three other criteria, including productivity, dedication, and participation in work-related activities. It implies that employees will contribute more to the effective and efficient achievement of corporate goals the more contented they are with their employment. Performance evaluation is

defined more broadly by Fletcher (2001) as "activities through which firms strive to assess individuals and grow their competence, boost performance, and give awards." Performance evaluations may be summed up as an efficient technique for evaluating employee performance as well as a way for supervisors to concurrently advance their professional abilities and enhance organizational performance (Mondy & Mondy, 2014).

2.1.3 Employee Performance

Employee effectiveness is influenced by human characteristics such as aptitudes, know-how, skills, experience, and personality (Vroom, 1964). Employee performance is their responsibility, and they are expected to produce high levels of productivity and quality work (Hunter & Hunter, 1984). Employee happiness can be measured using two factors: job satisfaction and absenteeism (Gibson, 1990). No matter the type of work, a person's performance indicates their awareness of and capacity for achieving the objectives connected with correctness (Shanawany, 2001). Employee performance relates to how well an employee performs their job while they are at work, and it has to do with finishing the tasks that higher management has given them (Khan & Imtiaz). Employee performance is often used as a dependent variable in organizational and industrial psychology (Kahya, 2009).

Employee performance is a crucial component of the organization; hence organizations should focus on factors that enhance employee performance (Abbas & Yaqoob, 2009). Every company needs employees, and how well they perform determines whether they succeed or fail (Hameed & Waheed, 2011). The achievement of a particular activity judged against previously established standards, such as accuracy, speed, and cost, can be characterized as performance. The accuracy with which employees complete the task is what determines successful performance. Organizations establish performance

standards for their employees, and when those standards are met, they are considered to as good performers (Sultana et al., 2012). Human resource management practices have been linked to employee development and performance, according to past research (Hafeez & Akbar, 2015).

Employee performance is a term used frequently to describe an employee's behaviour while performing a certain duty assigned by the company (Kalogiannidis, 2020). It also has to do with the output of a particular employee within a corporation. Performance is the capacity to meet predetermined goals (Usama & Yusoff, 2019). Employee performance is correlated with each employee's accomplishments in accordance with the numerous rules, laws, or expectations of the business or employer, claim Fuertes et al. (2020). According to Jiang et al. (2020), each employee's abilities and capabilities inside a company are reflected in the way they perform on the job. The most experienced workers in this situation typically exhibit a high level of competence and commitment on the job, which results in improved employee performance, as opposed to workers with less experience and talent. However, the majority of researchers assert that there are more aspects that influence employee performance in addition to skills, competence, and professionalism, according to Kalogiannidis (2020).

2.1.4 Relationship Between Performance Appraisal and Employees' Performance

Assessments on how performance appraisals affect employees' attitudes emphasize the importance of feedback and rewards (Shrivastav & Sapra, 2012). (Gichuhi, Abaja, & Ochieng, 2012). In a study to examine the effects of performance reviews on employees' attitudes, Shrivastav and Sapra (2012) found that performance reviews are important for businesses but also stress the need of providing feedback to staff members because it will improve their performance. They contend that the employee is motivated by feedback

received following an appraisal, which also helps to improve supervisor-employee communication. The study emphasizes the importance of performance reviews in motivating staff to work toward both corporate and individual goals. They caution that poorly conducted performance reviews may harm the organization by making people perform worse.

According to a study on salespeople, offering employees the opportunity to participate in drafting assessments and clearly outlining the criteria used to evaluate them has a beneficial impact on their dedication. However, if the roles of the personnel inside the company are not clearly defined, it will negatively affect commitment (Pettijohn, 2001). Additionally, as employee involvement and perceived goal clarity improve the performance rating system (Roberts & Reed, 1996), emotional commitment may also be favorably correlated with it, strengthening the need for communicating superior goals (Latham, 2003). Additionally, the goal of developmental performance appraisal is to help employees feel appreciated by their teams and the organization as a whole. This is important for fostering employees' affective commitment to the company (Levy & Williams, 2004).

According to a study by Gichuhi et al. (2012) in Kenya, employees receive minimal benefit from performance reviews. It stated that there was minimal compensation in terms of performance reviews. According to the study, there are no appreciable differences in employee awards based on performance. The study questioned why there are no observable advantages for employees from assessments and recommended that the goal of appraisals be reconsidered. As one of the elements influencing employees' views toward their jobs, this practice could lower their levels of commitment and job satisfaction (Moorhead & Griffin, 1992). Omboi & Kamencu (2011) demonstrated that

performance appraisal systems have positive effects on the performance of workers in the Kenya Tea Development Agency in another study conducted in Kenya to examine the effectiveness of performance appraisal systems on employees. As a result of receiving high evaluations from respondents, they determined that employee training, management by objectives, and performance-based pay are the primary elements that affect employees' performance. According to the study, competence, assessment, and development have a relatively minor impact on employee performance.

According to a study conducted by Daoanis (2012), the performance appraisal system has a significant impact on employees' commitment in both positive and bad ways. She found that the loyalty of employees is significantly impacted, which results in their initiative in carrying out their duties. Given that they indicated that their drive to complete their task was reduced, it follows that the efficiency and effectiveness of the employees are significantly impacted. On the plus side, employee replies indicated that they would not mind working longer hours. On the minus side, however, employees will be reluctant to work longer hours or beyond the hours for which they are paid because they feel their efforts are not adequately compensated. This study supports the claim made by Lee & Bruvold (2003) that if a firm displays a commitment to rewarding people well and investing in their professional growth, then employees are willing and feel obligated to return the company with high performance levels. In turn, this will boost employees' affective commitment and provide them more incentive to work toward accomplishing organizational goals, even if they are subordinate (Latham, 2003).

2.1.5 Relationship Between Job Satisfaction and Employees' Performance

A feeling of contentment or a sense of success that an employee derives from their work is known as job satisfaction (Judge et al., 2016). One can only fulfill one's job values or

take care of one's essential necessities thanks to the evaluation's outcome. Additionally, a person's thoughts about their employment, both positive and negative, make up their level of work satisfaction (Judge et al., 2016). Determining how much someone likes or dislikes their work is helpful. It was also well established that job performance, contextual performance, and adaptive performance all have an impact on how satisfied one is at work. Additionally, employee productivity and contentment are crucial for a business since they can affect the entire profitability of the enterprise. After all, employees are what the business is made of.

One of the most crucial research methods in the realm of corporate organizational is the investigation of the relationship between job performance and job satisfaction. According to Ali et al. (2018), employees that are enthusiastic, happy, and upbeat tend to direct their skills and talents toward organizational goals. Additionally, Deng & Gao (2017) discovered that when employee output increased, the effectiveness of the organization and eventually its profitability would be impacted. Similarly, Rezapour & Sattari Ardabili (2017) claimed that in terms of human capital growth, job satisfaction is considerably more important than compensation. As a result, management in companies has a major role to play in ensuring that employees are happy in their jobs. Additionally, Safi and Arshi (2016) asserted that a high level of job satisfaction is closely related to the employee's overall motivation to work. As a result, it is very necessary to note the aspects of work and working life that are most crucial to the employee's pleasure.

According to Helmi & Abunar (2021), there are factors that will influence how content employees are with their jobs, or how happy they are, in general. Additionally, it is frequently believed that a person's personality type affects how satisfied they are at work. Job satisfaction can be affected by a number of variables, some of which include

motivation, salary, and gender (Helmi & Abunar, 2021). Breugh et al. (2018) discovered that in order for an employee to be content with his job and be able to perform effectively, he or she must have the desire to work. Additionally, Robst & VanGilder (2016) discovered that salaries played a significant role in both employee morale and job satisfaction. This is because workers in the same industry are content with competitive wage packages, and salary was simply an incentive hike. Furthermore, according to Choi & Ha (2018), variables in the workplace environment that either support or hinder productivity would likely have an impact on how well individuals perform at work. Similarly, Asghar & Oino (2017) discovered that the supervisory position similarly influences work satisfaction.

2.2 Theoretical Review

2.2.1 Expectancy Theory

The expectancy principle was introduced by Victor Vroom in 1964. People are encouraged to do something in order to achieve particular goals, according to Vroom, because they believe that certain actions on their part will help them get there. The theory is based on the idea that a person's behavior is the result of his decisions about a different course of action, and that it is tied to psychological events that occur at the same time as the behavior (Vroom, 1964). This means that a person prefers one conduct over another in order to achieve the desired consequences. According to Vroom, people will be motivated to the extent that they can see connections between effort, success, and attainable rewards. To put it another way, if there is a clear link between success and rewards, employees will be motivated to enhance their performance.

As a result, employees' level of commitment to the performance appraisal process is proportional to their level of pleasure with the reward at the end of the process (Vroom,

1964). According to the expectancy component of the theory, a staff's belief in whether or not a given job output is reachable is strongly dependent on the institution's capacity to construct a merit-based and transparent evaluation procedure that employees can trust (Shrivastava & Purang, 2011). Employees who believe that obtaining a high level of achievement will help them obtain rewarding benefits will put a premium on doing well (Sudin, 2011). The study used Vroom's (1964) expectation way to analyze why UCC's senior staff performs or is driven to perform based on the expected outcome of their work.

The purpose of the causation between expectance theory and equity theory is to show management and employees that everyone has a role to play in the organization's production. Because employees were recruited based on the amount of their contribution to the firm, management should establish policies and systems to match their expectations. If management expects employees to perform and be loyal, they should use fair methods when evaluating whether or not they have reached specified standards. As a result, the combined tenets of the two theories emphasize the importance of fairness and an accurate portrayal of an employee's performance in performance appraisal systems. Employees' perceptions of the assessment system, as well as management's leadership competency, improve when they perceive this.

Although it was a widely accepted paradigm, expectations theory encountered some resistance from other scholars (Mathibe, 2008). This concept has a major flaw in that it does not consider how society will be affected (Gyurko, 2011; Hsu et al., 2010); it also cannot function without active management intervention. The benefits (valence) that employees interpret must be identified by leaders. Additionally, they must conduct an impartial assessment of employee skill levels (expectations) and provide all necessary

resources so that workers may succeed in their jobs. Employees must have confidence that, if they put in the necessary effort and time, they will finally receive the assured pay (instrumentality) from their managers. The fact that management offers specific incentives and perks but the employees do not trust or believe in them is another disadvantage of the expectation theory. This is the most important instrument for management to utilize to control how their employees behave since, if they do not choose rewards with sufficient expected merit, employees may lose their motivation to perform (Gaffney, 2020).

2.2.2 Maslow's Theory

Maslow's theory depicts human needs divided by temperament under five components i.e., fundamental physiological needs, wellbeing, security and safety needs, belonging needs, esteem needs, self-actualization needs (BassettJones et al., 2005; Khan et al.,2010). Siddiqui (2015) criticized this theory due to the following reasons: The needs of humans are not in a definite hierarchical order, the level of motivation for some people may be permanently lower, the definition of self-actualization is difficult to test scientifically and that the theory does not keep up with societies.

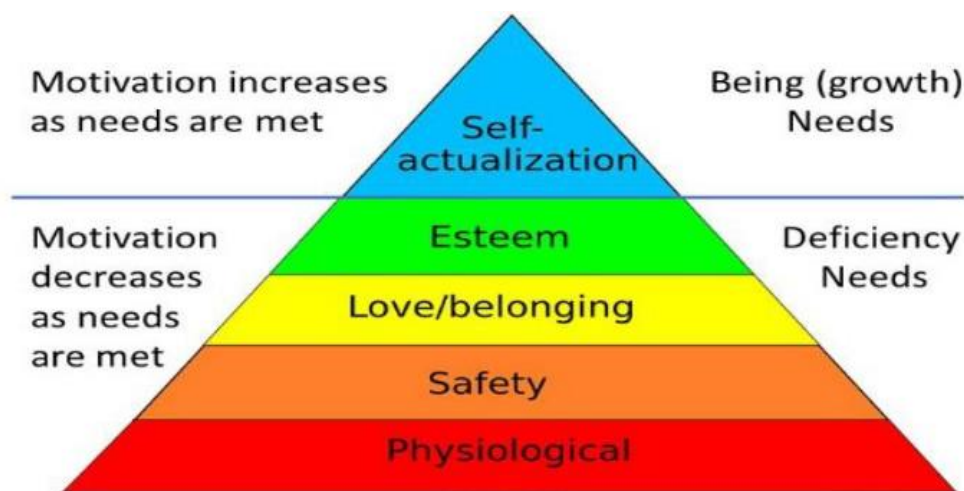


Figure 2.1: Maslow's Hierarchy of Needs

2.2.3 Douglas McGregor Theory X AND Y

This idea is borrowed from (Gannon & Boguszak, 2013). According to this idea, hominoid behavior at work or play should be divided into two distinct parts: the first is known as X, which is negative, and the second is known as Y, which is positive (Travis, 2013). According to this notion, X persons are inherently afraid of employment and steer clear of them whenever possible. In order to make people work, this results in their being coerced, regulated, directed, and sabotaged. They follow instructions from others, avoid taking on responsibility, lack motivation, and require protection (Travis, 2013).

Why McGregor's (1960) Hypothesis X and Y regarding work execution had not been empirically or scientifically proven by earlier study has two basically conceivable answers. In the beginning, there was a resistance to theorize about X/Y perspectives and X/Y experiences. A multi-level, multi-source specific/workgroup investigation was needed as a result of the analytical methods used in earlier rigorous studies exploring the incorrect area of the study; this was done instead of using a cross-correlation framework (Lawter et al., 2015). This idea relates to tenure stability, work happiness, and unemployment dread. In the realm of LIS, the commercial sector experiences this concern far more than the public sector. Under this danger, LIS specialists' performance could not be improved, and they were never happy in their positions. Annual raises, work bonuses, and letters of thanks are all excellent tools for raising LIS professionals' spirits.

2.2.4 Aderfer's ERG Theory

Theory of ERG embraced from Caulton (2012), Alderfer reconstructs Maslow's theory of Need Hierarchy in 1969 into a revised important component to make its theory of (existence needs, relatedness needs, and growth needs) which had been later identified

as the theory of ERG (Tekin & Gorgulu, 2018). Juneja (2015) articulated the following three needs:

Existence Needs: These requirements offer crucial quantitative prerequisites. It encompasses, in essence, a person's requirements for physiological and physical security and safety.

Needs of Relatedness: The urge to maintain meaningful interpersonal contacts (whether with family, friends, or superiors) in order to garner attention and popularity is referred to as having a need for relatedness. This category of need includes the Maslow hierarchy of wants and the need for respect on the outside.

Growth needs: These include the need for professional advancement and self-improvement. This framework of requirements includes Maslow's needs for self-actualization as well as the fundamental need for respect.

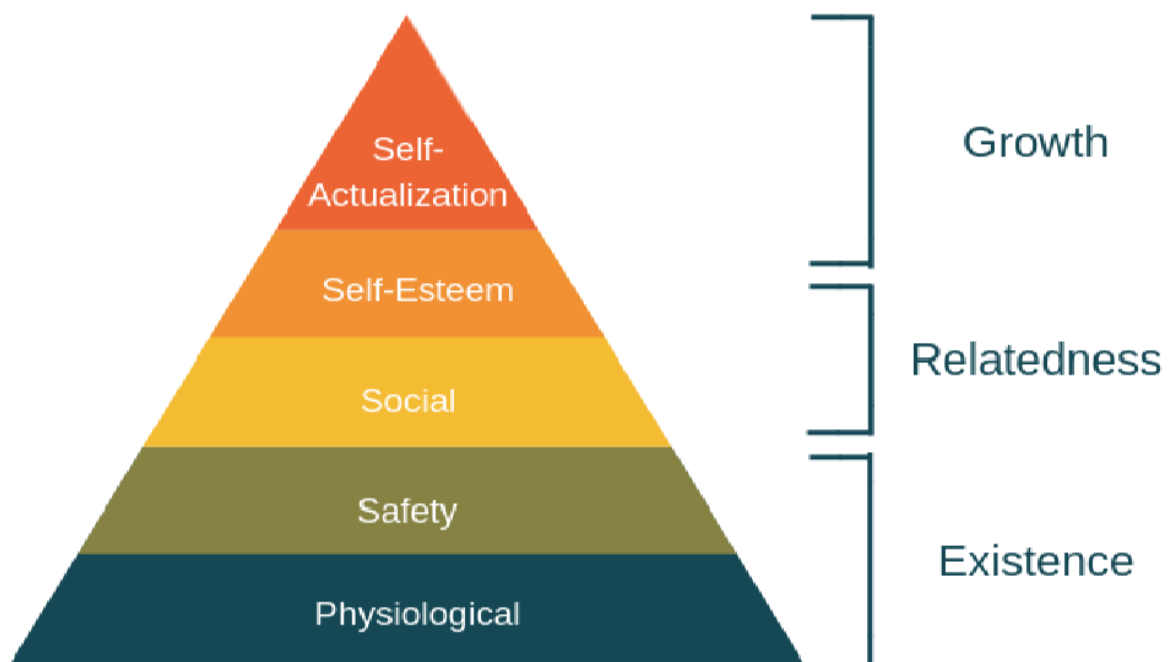


Figure 2.2: Aderfer's ERG Theory

Source: ERG Theory of Motivation (adopted from Expert Program Management, 2021, p.1)

2.3 Empirical Review

2.3.1 Relationship Between Performance Appraisal and Employee Performance

Al-Jedaia & Mehrez (2020) assessed the impact of performance appraisal on job performance focusing on the role of motivation in the governmental sector in Qatar. The descriptive research design was adopted in the form of a survey. The survey was distributed, and 294 responses were collected. The conclusion of the finding was that the PAP and PAE had impacts on employee's motivation and job performance. In the examination of the impact of performance appraisal fairness on employee performance, Kumari (2013) found a substantial positive effect of the former on the latter. Similarly, Warokka et al. (2012) investigated the connection between organizational justice in performance appraisal and work performance, revealing that organizational justice positively correlates with enhanced employee performance. Bernardin and Kluger (2019) argue that ongoing feedback and performance discussions, as opposed to traditional annual appraisals, contribute to improved employee performance and development.

In a study by Kaleem et al. (2013) exploring the association between organizational justice within the performance appraisal system, job satisfaction, and their collective influence on work performance, it was demonstrated that performance appraisal significantly and positively influences work performance. Additionally, Iqbal et al. (2013) conducted research on the relationship between performance appraisal and employee performance, revealing a significant and positive correlation between the two. Setiawati and Ariani (2020) conducted a study on the influence of performance appraisal fairness and job satisfaction through commitment on job performance among respondents working in Condong Catur Hospital (RSCC) in Yogyakarta, Indonesia. As a quantitative research study, samples were selected by using a survey. Data were

collected through questionnaires that were distributed to 187 employees of RSCC. 155 questionnaires were returned. Data were analyzed via t-test, F-test, multiple linear regression, and path analysis. Results indicated that performance appraisal fairness and job satisfaction have positive and significant influence on job performance partially and simultaneously.

Kihama and Wainaina (2019) conducted a study which aimed to assess the impact of the performance appraisal system on employee productivity within Water and Sewerage companies in Kiambu County, Kenya. The specific objectives were to examine the influence of appraisal feedback, evaluate the impact of appraisal methods, and assess the effect of appraisal standards on employee productivity. The study encompassed 972 workers selected from various departments, including Human Resource, Finance, Information Technology, Technical Support, and Customer Service. The respondents comprised heads of departments, section heads, and supervisors. Data collection employed a structured questionnaire, and a sample size of 300 respondents was determined through stratified random sampling. The research design adopted was descriptive, and the data underwent coding, entry, and analysis using the Statistical Package for the Social Sciences (SPSS). Descriptive and inferential statistics were utilized to draw generalizations about the population. The study's findings indicated that all independent variables exerted a positive influence on employee productivity.

2.3.2 Relationship Between Performance Appraisal and Job Satisfaction

Locke and Latham's (2002) Goal Setting Theory suggested that performance appraisals linked to clear and challenging goals contribute to higher job satisfaction. When employees see a direct link between their efforts and organizational goals, their satisfaction tends to increase. Supervisory support during the appraisal process is

crucial. Studies by Coens and Jenkins (2000) and Ilgen et al. (2007) found that the quality of the relationship between supervisors and employees during appraisals significantly influences job satisfaction. Brown (2010) conducted a survey involving 6,957 employees within a significant Australian public sector organization. The survey aimed to gauge employees' opinions and perceptions concerning the quality of performance appraisals. The findings of this study demonstrated a clear and direct correlation between satisfaction with performance appraisals and various employee outcomes, with a predominant impact observed on job satisfaction.

Furthermore, a separate study (Poon, 2004) explored how employees respond to different facets of the appraisal process. The study aimed to establish a connection between performance appraisal and employee outcomes, particularly by examining the impact of performance appraisal quality on job satisfaction within multinational companies in Malaysia. The findings of this research revealed a positive correlation between performance appraisals and job satisfaction among employees in the context of multinational companies in Malaysia. In 2011, How asserted that there exists a positive correlation between performance appraisals and job satisfaction among employees within nationwide companies in Malaysia (How, 2001).

As per the research conducted by Bhatti and Qureshi (2007), it was observed that a positive correlation exists between performance appraisals and job satisfaction, leading to an enhancement in employee productivity. This discovery contributes to the benefits of job satisfaction by highlighting its positive effects on three crucial factors: productivity, commitment, and engagement in work activities. In essence, higher employee satisfaction correlates with increased contributions towards achieving organizational goals in an effective and efficient manner. Kampkötter (2017) conducted

a study on the effect of performance appraisal systems on employees' overall job satisfaction. A representative, longitudinal sample of around 10,500 German employees was used and fixed effects regressions that allow to more closely estimate the causal effect of appraisals on job satisfaction compared to previous cross-sectional studies was used. It was found that performance appraisal has a significant positive effect on job satisfaction, which is primarily driven by appraisals linked to monetary outcomes.

2.3.3 The Mediating Role of Job Satisfaction on the Relationship Between Performance Appraisal and Employees' Performance

Khan et al (2019) conducted a research to analyze the effect of human resource practices on employee job performance under the mediating effect of job satisfaction. A total of 300 faculty members from six public sector universities responded to the self-administered questionnaire. The findings came from both descriptive statistics and inferential statistics using cross-sectional data which was performed at the expediency of the scholar. Confirmatory factor analysis (CFA) was performed using structural equational modelling (SEM) to obtain the results of the study. The study found that HR practices: recruitment and selection, training and development, performance appraisal and compensation have direct and significant effect on employee job performance through job satisfaction among the university faculty members. According to research by Langer, Feeney, and Lee (2019), strategic HRM has a positive association with employee work satisfaction in the Dutch public sector, although personal differences had no bearing on job satisfaction. These characteristics include gender, age, and educational attainment. According to this study, strategic HRM is linked to improved levels of workplace dedication, trust, job satisfaction, and effort in the United Kingdom.

Alamdar et al. (2011) explored into how job happiness affected workers' productivity in Pakistan's independent medical institutions. 200 physicians, nurses, administrative workers, and accountants employed by autonomous medical institutes in Punjab made up the study's sample. 200 of the 250 questionnaires that were issued were returned and used for analysis. For statistical data analysis, SPSS is employed. The results showed that factors including compensation, promotion, job security and safety, working conditions, job autonomy, relationships with coworkers and supervisors, and the nature of the work all have an impact on how well an employee performs and is satisfied with their job. In the faculty of science and human studies at the Salman bin Abdul-Aziz-Aflaj branch of the university, Abdul Wahid Fadlallah (2015) did study on the effect of job satisfaction on employee performance (employee's impressions, inclinations, wishes, and visualizations toward their professions).

The relationship, correlation, and impact of job satisfaction elements and its dimensions on faculty employees' performance were determined through research. A total of 86 faculty members who teach are included in the study (46 men and 40 women). The data was analyzed using SPSS. Chi-squared, or (χ^2), and regression analysis were used in the study. According to research, there is a strong and statistically significant correlation between job satisfaction factors and employee's performance. The research concluded that whenever there are better (work conditions, pay and promotion, and work relationships) there is a higher job satisfaction.

Ndulue & Ekechukwu (2016) also looked into how job satisfaction affected workers' productivity. With Nigerian Breweries Plc Kaduna as a case study, the primary goal of this study is to analyze the effect of job satisfaction on employee performance. Due to the aforementioned reason, information was gathered from both primary and secondary

sources. A total of 400 questionnaires were distributed to the respondents, and 357 of them were successfully returned, serving as the foundation for the research analysis. The statistical method utilized to analyze the data was ordinary least square regression. Personal interviews and broader observations were also used as information sources for this study. The study's conclusions showed a linear association between employees' performance proxy, or employee morale, and job satisfaction (job type, job reward, and job security). Employee dissatisfaction with the organization's working circumstances is clear in their comments, it was concluded in the note. It was suggested that the company's management offer its employees comfortable working environments to raise employee morale.

Also, Rodjam et al (2020) did a research on the effect of human resource management practices on employee performance mediating by employee job satisfaction. The data were collected by using convenience sampling technique. Self-administered questionnaire were used for data collection. For analyzing the data smart PLS were used. The findings of the study show that all the human resource management practices have significant and positive relationship with employee performance and job satisfaction mediates the relationship among variables. Ohene-Afriyie et al (2023) examined the influence of training and development (TAD), including performance appraisal (PFA), on the performance of microfinance institutions in a developing economy. A random sampling drew 100 microfinance institutions in Ghana's Greater Accra Region. Then, a purposive sampling approach selected a cross-section of employees in these institutions.

Finally, the data were collected from a sample of 367 respondents, such as managers, utilizing a survey questionnaire. Structural equation modeling (SEM) was used to test

hypothesized relationships. The study results indicate that PFA has a statistically significant positive relationship with organizational performance, and this relationship is partially mediated by job satisfaction (JBS).

2.3.4 Performance Appraisal Practices

Studies by Kluger and DeNisi (1996) and Bersin (2012) emphasize the impact of regular feedback on job satisfaction and performance. Recognizing and rewarding employee achievements contribute significantly to job satisfaction (Scott & Reynolds, 2010) and performance improvement (DeNisi & Kluger, 2000). Research by Tannenbaum and Yukl (1992) suggests that organizations providing training and development opportunities experience higher levels of job satisfaction. This investment in employee growth is also linked to improved performance (Tracey & Hinkin, 2006). Research by Locke and Latham (2002) indicates a positive relationship between goal setting in performance appraisal and job satisfaction. Employees who actively participate in setting goals are more likely to experience job satisfaction and increased performance. When expectations are communicated transparently, employees tend to experience higher job satisfaction (Pulakos et al., 2003) and improved performance (Boswell & Boudreau, 2000).

Employees who are rewarded are more likely to be motivated and perform well, according to research (Amodt, 2007). McClelland (1961) defined three motivators that he believes we all have: a want to achieve, a desire to belong, and a desire to have power. This theory can assist managers in identifying the most important motivators in their employees and utilizing these motivators to craft/design the job and, as a result, the proper performance rating systems. The usage of performance appraisals at the National Bank of Kenya was assessed by Nyamboga (2016). The study discovered that,

among other techniques of performance appraisal, the 360-degree appraisal approach and management by objectives had a significant impact on staff performance at the bank.

Research by Armstrong (2012) stresses the positive impact of involving employees in the performance appraisal process on job satisfaction. Employee involvement fosters a sense of ownership and commitment, which in turn positively influences performance (Chuang et al., 2016). Research by Tannenbaum and Yukl (1992) suggests that organizations providing training and development opportunities experience higher levels of job satisfaction. This investment in employee growth is also linked to improved performance (Tracey & Hinkin, 2006). Studies by Wright and Cropanzano (2000) suggest a positive relationship between employee well-being and job satisfaction. Organizations that prioritize employee well-being witness improvements in overall performance (Eisenberger et al., 2002).

Bintu (2014) looked on the effectiveness of Kwame Nkrumah University of Technology's (KNUST) performance evaluation system. The goal of the study was to find out how employees felt about KNUST's performance evaluation system, as well as its goals, efficacy, and obstacles. The study was descriptive, and it drew on both primary and secondary sources of data. Questionnaires, interviews, and observations were used to collect data from all KNUST employees, which was then analyzed using SPSS version 20. According to the report, KNUST had a performance assessment mechanism in place for both junior and senior personnel and senior members. Key performance criteria were developed in large part in collaboration with subordinates and appraisers, according to the findings of the study. It was also revealed that the majority of employees thought their performance was represented in their performance reviews.

Furthermore, the majority of employees believed that the assessment method was effective and that the appraisal procedure was not time consuming. According to the researchers, the strategy benefited in identifying systemic variables that were limiting effective outcomes. Major obstacles were highlighted as a low feedback rate and a lack of necessary resources. In order to achieve the necessary confidence and cooperation from employees, the study showed that maintaining impartiality in the assessment process is crucial. It was also urged that daily input be offered, as failing to do so could have a negative impact on employee participation in the process.

Adofo (2011) evaluated the performance assessment system and its impact on staff performance in selected senior high schools in Ghana's Kwahu-South District. The overarching purpose of the study was to evaluate the Ghana Education Service's performance evaluation scheme. The case study was selected as the research design since it was the best fit for the study's objectives. A non-random (judgmental) sampling approach was used to select a sample size of 100 people from a study population of 195 people. Data was gathered through interviews and the distribution of questionnaires. The results were analyzed using tables, bar charts, and pie charts. The Ghana Education Service lacked a consistent policy on how to conduct performance appraisals, according to one of the study's primary conclusions. In an Irish consumer services firm, Farrell (2013) investigated the feasibility of a performance assessment technique. The study's goal was to investigate the effectiveness of performance appraisals from the standpoint of employees. Workers filled out self-administered questionnaires to determine their opinions about the performance assessment method and how effective they thought it was in the study, which took the form of a survey.

2.4 Conceptual Framework

The frame work in figure 2.4 will guide the rest of the study based on evidences from the literature review and the research objectives. The assertion is that performance appraisal systems have a positive effect on the performance of employees. Also, appraisal systems have a direct relationship with job satisfaction which as well affects performance.

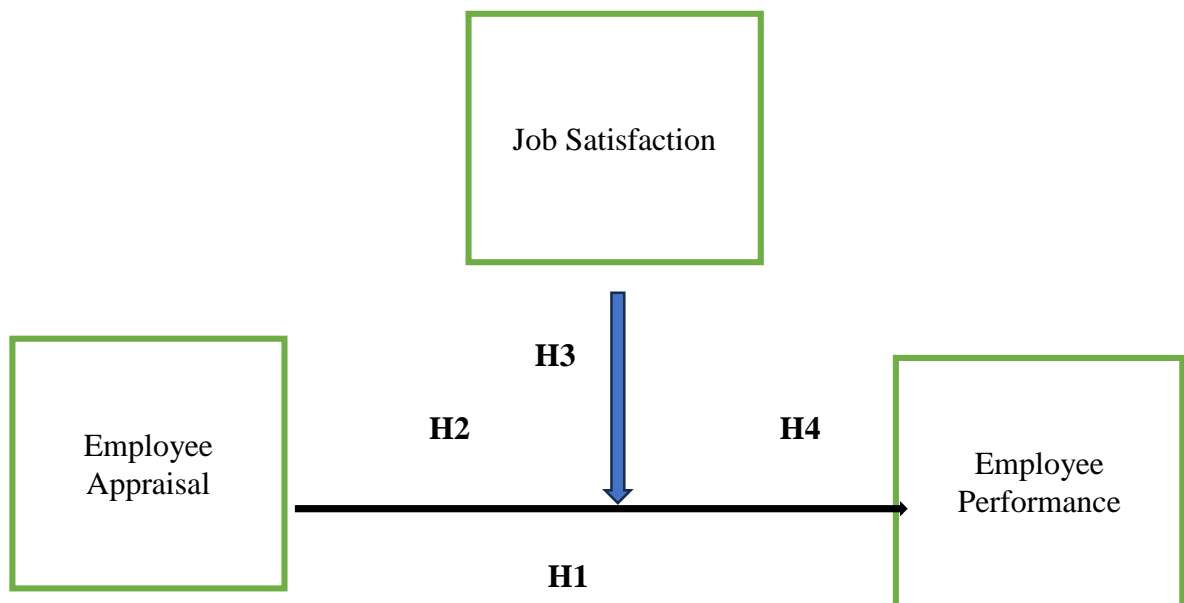


Figure 2.3: Conceptual Framework

Source: Researcher's Construct (2023)

2.4.1 Formulation of Hypothesis

Main Effect Hypothesis

Employees who receive positive performance appraisals will demonstrate higher performance levels compared to those who receive neutral or negative appraisals. The first hypothesis of the study is therefore formed based on the above argument.

H1: *There is a significant positive relationship between performance appraisal and employees' performance.*

Direct Effect Hypothesis

Employees who receive positive performance appraisals will report higher levels of job satisfaction compared to those who receive neutral or negative appraisals. The second hypothesis of the study is therefore formed based on the above argument.

H2: *Performance appraisal has a significant positive relationship with job satisfaction.*

Mediating Effect Hypothesis

The impact of performance appraisal on employees' performance can be explained, at least in part, by changes in job satisfaction levels. The third hypothesis of the study is therefore formed based on the above argument.

H3: *Job satisfaction mediates the relationship between performance appraisal and employees' performance.*

Indirect Effect Hypothesis

Employees with higher job satisfaction, which is influenced by their performance appraisals, will demonstrate improved performance outcomes. The fourth hypothesis of the study is therefore formed based on the above argument.

H4: *Job satisfaction, influenced by performance appraisal, significantly predicts higher employee performance.*

CHAPTER THREE

METHODOLOGY

The main purpose of the study is to assess the mediating role of job satisfaction on the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. This chapter presents the methodology used to carry out this study. It therefore identifies how the research was undertaken and the rationale behind each of the methods that was used. The elaborated elements under this section include; research design, population, sample and sampling techniques, instrument, data collection procedure, reliability, validity, data analysis and ethical issues.

3.1 Research Design

The approach for the study was the quantitative approach. According to Punch (2015), quantitative research approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypotheses or questions, use of instrument and observation, etc.). It also employs strategies of inquiry such as experiments and surveys. The study however employed descriptive design. Studies have shown that descriptive are very much useful when one wants to assess the attitudes, opinions and behaviour of a particular group (Thisted, 2016). Again, the design helps to study the attitude and perceptions of people, and able to make causal relationships on the same people in a single study. Moreover, Bernard (2018) mentioned that the descriptive design affords good control over the measurement or ascertainment process and has greater control over precision of estimates in sub-groups. This assertion above and the views expresses by Payne (2014); and

Bryman (2016) that with descriptive survey designs, information is collected without manipulating the environment and provides information about naturally occurring issues, influenced the choice for this design. However, Payne (2014) noted that one of the weaknesses of the descriptive survey design is its difficulty in ensuring that questions to be responded to are clear and not misleading. The only way to sway this challenge is to pre-test the instruments.

3.2 Population of the Study

The population of the study included all teaching staff of the focused schools (Prempeh College, Yaa Asantewaa Girls' Senior High School, and Agric Nzema Community Day Senior High School). The idea is enshrined in the definition of population by Bazeley (2019) that population is the total aggregation of subjects being studied. According to Saunders et al (2016), population refers to the complete set of cases or group members a researcher is interested in. Target population is the collection of elements or objects that possess the information sought by the researcher and about which inferences are to be made. However, the target population were staff of the selected schools. The total staff of the selected schools were 215 as at the time of the study. This formed the sampling unit from which a sample was drawn.

Table 3.1: Population and Sample

School	Population	Sample
Prempeh College	82	45
Yaa Asantewaa Girls SHS	78	40
Agric Nzema Community Day SHS	38	15
Total	198	100

Source: Researcher's Field study, (2023)

3.3 Sample and Sampling Technique

Sample is a portion of a population or universe (Tailor, 2015). Gravetter and Forzano (2012) described sampling as the deliberate choice of a number of people who are to provide the data from which conclusions about those people can be drawn. Due to time and material constraints, the research chose a sample size of one hundred and ninety-eight (198) representing 51% of the population for the study. The researcher employed the convenient sampling technique for the selection of the respondents for the study. Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study (Saunders et al, 2012). These respondents were conveniently chosen due to their proximity to the researcher and accessibility to information. The total list of all teaching staff of the 3 schools were taken from the schools' management. This formed the sampling units of 198 from which the sample of 100 was taken. The population and sample selection is provided in the table 3.2 below.

3.4 Data Collection Instruments

Collecting data for a study involves using certain research instruments and procedures for collecting the data. In this study, a questionnaire was used in the collection of information from respondents on their respective knowledge on employee appraisal and how they affect employees' satisfaction and performances. A questionnaire is a written document in survey research that has a set of questions given to respondents or used by an interviewer to ask questions and record the answers (Neuman & Kreuger, 2013). A questionnaire could be answered by the person from whom information is sought or through an interpreter.

According to Neelankavil (2017), questionnaires guarantee greater uniformity, consistency and objectivity in data collected. They also provide privacy and convenience for respondents during completion while guaranteeing greater anonymity (Neelankavil, 2017). Groves et al (2017) posit that there are distinct advantages in using questionnaires rather than interview methodology. One of such advantage is that questionnaires are less expensive and easier to administer than personal interview. The questionnaire included closed-ended items, in which the questions permit only certain responses such as ‘yes’ or ‘no’ or the Likert type to choose from answers provided in the questionnaire.

3.5 Validity and Reliability

Validity, according to Zikmund et. al. (2021), is a measure or the extent to which a score truthfully represents a concept. Reliability represents also how precise a measure is in that, the different attempt at measuring the same thing converges on the point. Reliability, in the opinion of Carlson and Anderson (2017), is an indicator of measuring internal consistency and is the key to understanding reliability. A measure is reliable when different attempts at measuring something converge on the same result when a measuring process provides reproducible results, the measuring instrument is reliable. Reliability is necessary but not sufficient condition for validity. Reliability scale may not be valid. A reliable but invalid instrument will yield consistently inaccurate results. The data collection instruments, i.e. the questionnaires for the study, are tested for their validity and reliability. To ensure the validity of the questionnaire prepared for the study, a draft copy was sent to lecturers for review in order to improve the content validity of the questionnaire. It was later piloted and after a few alterations were made from the observations of the respondents, the responses gathered showed clearly that respondents understood the questions as they were fully and well answered. Also, the questionnaire was simple and unambiguous to promote reliability.

3.6 Data Collection Procedure

In order to gather data on the effect of appraisal on employees' performance through employee satisfaction, questionnaires were created. The questions for this study included closed-ended questions which could be easily analyzed statistically. To make sure subjects grasp what is expected of them, it is thought that questions should be put to a test. Three individuals participated in a pilot test but were not included in the larger sample frame. The primary data was collected using the survey method. This involved the distribution of questionnaires and collection of data from respondents. In order to achieve the objectives of the study, well designed questionnaires with close ended questions were used. First of all, an introductory letter from AAMUSTED, department of Management Studies Education was presented to the participating schools to seek for permission for the conduct of the study. The questionnaires were distributed to the respondents by the researcher in person to the 100 employees who were conveniently available during the time. The researcher agreed with the respondents on appropriate time for the collection of the questionnaires, which was a 3day period. The time agreed upon was strictly adhered to and this led to the successful completion of data collection. All distributed questionnaires were successfully retrieved and vetted to ensure they have been answered as required.

3.7 Data Analysis

Bhatia (2018) describes two main quantitative data analysis methods namely descriptive analysis and inferential analysis. Descriptive analysis methods such as mean, median, mode, percentage, frequency and range are used to arrive at absolute numbers which represent the data set. Inferential analysis methods such as correlation, regression and analysis of variance are used to show relationships between multiple variables. In the

current research, the quantitative data was analyzed using a simple approach of percentages graphically represented in tables. Data were analyzed using Microsoft Excel and SPSS.

3.8 Ethical Consideration

According to Bhasin (2020), ethical consideration is a collection of principles and values that should be followed while doing human affairs. Ethical considerations ensure that no one is treated in such a way that is harmful to society or an individual in the conduct of a research. The following issues were considered; voluntary participation, informed consent, anonymity, plagiarism, and confidentiality. All the research subjects are free to choose to participate without any pressure or coercion. Participants have the liberty to withdraw from, or leave the study at any point without feeling an obligation to continue. Participants need not provide a reason for withdrawing from the study and there are no negative consequences or repercussions to their refusal to participate. The researcher informed the research subjects of the purpose of the research before involving them. That is, all information needed by the participants to decide whether to participate was presented to them. These include information about the study's purpose, benefits, risks etc. The data collection did not include any personally identifiable information about the participants. Information such as names of respondents, mobile numbers, and email addresses were not collected in the study. Questionnaires were filled anonymously and respondents were assured of the confidentiality of this study. Data gathered for the study were treated with confidence. The filled questionnaires were kept securely under a lock by the researcher. This study is an original work of the researcher. No part of the study was copied from any source without properly crediting the author. That is, any data or information taken from other sources for the conduct of this study is duly referenced.

CHAPTER FOUR

RESULTS OF THE STUDY

The study aims at assessing the mediating role of job satisfaction on the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. This chapter looks at the analysis of data obtained from the administration of the questionnaire to the respondents. The results are presented in the form of tables and charts and notes with a brief interpretation attached. The presentation and discussion of results are done according to the research question used.

4.1 Respondents' Demography

This section presents findings on the characteristics of respondents such as gender, age and the period they have been working at as teachers. These characteristics were important in explaining respondents' opinions with regards to examining the mediating role of employees' job satisfaction in the relationship of employees' appraisal and their job performance. The results are presented in tables below.

Table 4.1.1: Frequency Distribution for Gender

Items	Frequency	Percent
Male	60	60
Female	40	40
Total	100	100

Source: Field Data, (2023)

From Table 4.1.1, the gender distribution in the dataset is slightly skewed towards males, with men making up the majority at 60%, and females representing the remaining 40%. This difference might be taken into consideration when drawing conclusions or insights from any further analysis.

Table 4.1.2: Frequency Distribution for Age group

Items	Frequency	Percent (%)
Below 21 years	2	2
21 - 30 years	17	17
31 - 40 years	63	63
41 – 50 years	4	4
Above 50 years	2	2
Total	100	100

Source: Field Data, (2023)

The table presents a frequency distribution for different age groups, showing the composition of respondents based on their age. The data highlights that the predominant age group in the dataset is the 31-40 years category, capturing 63% of the total respondents. On the other hand, the youngest (Below 21 years) and oldest (Above 50 years) age brackets, as well as the 41-50 years group, are minimally represented, each forming just 2-4% of the total. The 21-30 years category holds a moderate portion at 17%. This age distribution provides valuable insights into the demographics of the respondents, which could influence interpretations and conclusions derived from further analyses related to this dataset.

Table 4.1.3: Frequency Distribution for Length of Service

Items	Frequency	Percent (%)
Below 1 year	3	3
1 - 5 years	21	21
6 – 10 years	48	48
Above 10 years	28	28
Total	100	100

Source: Field Data, (2023)

The table illustrates a frequency distribution detailing the length of service of respondents. The length of service distribution highlights that the most represented group is the 6-10 years category, capturing 48% of the respondents. The least represented are those with less than a year of service at 3%. Employees with 1-5 years and those with over 10 years are relatively equally represented, with 21% and 28% respectively. This distribution suggests a balanced mix of employees in terms of tenure, with a dominant presence of mid-career professionals, followed closely by long-term veterans. This mix could influence organizational culture, knowledge sharing, and dynamics, as it combines fresh perspectives with seasoned experience.

4.2 Relationship Between Performance Appraisal and Employee Performance

The first objective of the study was to study the relationship between performance appraisal and employee job performance. To do this, items were included in the questionnaire and presented to respondents to indicate their level agreement or disagreement on a 5point Likert scale ranging from strongly agree to strongly disagree.

Table 4.2: Relationship Between Performance Appraisal and Employee Performance

Item	Mean	SDV
Since your last performance appraisal, have you noticed an improvement in the quality of your work	4.18	20.30
Does the feedback from the performance appraisal provide clear guidance on areas to improve in your job performance	3.99	18.76
Does receiving a positive performance appraisal motivate you to maintain or improve your current level of performance	4.30	24.53
Does the performance appraisal process effectively highlight areas where your performance could be improved	3.78	14.90
Has the performance appraisal process encouraged you to pursue further training or skill development to enhance your performance	3.25	7.31
Has the performance appraisal helped you understand and align your work better with the broader goals of the company	3.68	12.63
After the appraisal, do you feel more driven to collaborate and work effectively within your team to improve collective performance	4.25	21.60
	3.90	17.15

Source: Field Data, (2023)

The table 4.2 above presents a clear analysis of the relationship between performance appraisal and employee performance based on the mean scores and standard deviation values for each item. The mean score of 4.18 out of 5 indicates that a significant number of employees believe their work quality has improved since their last performance appraisal. However, the high standard deviation of 20.30 suggests that there is

considerable variability in this perception. A mean score of 3.99 signifies that employees generally feel that the feedback they receive from performance appraisals provides clear guidance on areas of improvement. The standard deviation of 18.76, however, shows varied experiences among the respondents. The item focusing on motivation following a positive appraisal has one of the highest mean scores (4.30), implying that positive appraisals are effective motivators for many employees. The large standard deviation of 24.53 suggests some variability, possibly related to individual motivational factors or the quality of feedback received.

With a mean score of 3.78, the majority feels that the appraisal process is effective in highlighting areas for improvement, but the standard deviation of 14.90 suggests some variation in this belief. This item (encouragement of skill enhancement) has the lowest mean score of 3.25, hinting that not all employees feel compelled to pursue further training post-appraisal. The relatively low standard deviation of 7.31 implies that responses were more consistent for this item compared to others. A mean score of 3.68 shows that most employees perceive the appraisal process as helpful in aligning their work with the company's broader goals. The standard deviation of 12.63 indicates a moderate level of variation in this perception. With a mean score of 4.25, the data suggests that many employees feel more inclined to collaborate after their appraisals. The standard deviation of 21.60 suggests diverse experiences or interpretations of "effective collaboration".

4.2.1 The Correlation Analysis

H1: there is a significant relationship between performance appraisal (PA) and employees' performance (EP). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant

($r=.459, p< .05$). Hence H1 was supported (the null hypothesis was rejected). This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality. The data is presented in table 4.3.

Table 4.3: Correlation Analysis

	PA	EP
PA	1	.459**
EP	.459**	1

Source: Field data, (2023)

4.3 Relationship Between Performance Appraisal and Job Satisfaction

The second objective of the study was to assess the relationship that exist between performance appraisal and employee job satisfaction. To achieve this, 7 questionnaire items were presented for respondents to indicate their level agreement or disagreement on a 5point Likert scale ranging from strongly agree to strongly disagree. Data obtained is presented in Table 4.3 below. The table offers insight into how performance appraisal influences job satisfaction, with the mean scores and standard deviation values providing both an average perception and a measure of how widespread these perceptions are among respondents.

Table 4.4: Relationship Between Performance Appraisal and Job Satisfaction

Item	Mean	SDV
The feedback I receive from performance appraisals is constructive and helps me understand my strengths and areas of improvement.	3.83	14.65
Regular performance appraisals contribute positively to my overall job satisfaction	4.19	20.66
The performance appraisal process helps identify opportunities for my professional growth and this increases my satisfaction at work	4.03	19.84
Open communication during the performance appraisal process enhances my overall job satisfaction	4.12	19.99
I believe that the performance appraisal process is fair and unbiased, leading to higher job satisfaction	3.25	7.31
The outcomes of performance appraisals positively influence my satisfaction with my job	3.68	12.63
I am satisfied with my job when I have a clear understanding of the performance appraisal process and criteria	4.31	22.95
	3.88	16.86

Source: Field Data, (2023)

With a mean score of 3.83, it's evident that the majority of respondents find the feedback they receive during appraisals to be constructive. However, the high standard deviation of 14.65 suggests that perceptions vary greatly among respondents, implying that while many find the feedback useful, a significant number might not feel the same way. The high mean score of 4.19 suggests that regular performance appraisals are positively influencing job satisfaction for many respondents. Yet, a standard deviation of 20.66 indicates a broad range of experiences and feelings related to the frequency of these appraisals. With a score of 4.03, it's clear that identifying opportunities for professional

growth during performance appraisals enhances job satisfaction for most employees. However, variability remains, as indicated by the standard deviation of 19.84.

Open communication during the appraisal process, as indicated by a mean of 4.12, seems to enhance overall job satisfaction. Yet, the standard deviation of 19.99 suggests some differences in perceptions and experiences related to communication during appraisals. This area had one of the lowest mean scores at 3.25, indicating concerns about the fairness and potential bias in the appraisal process. The relatively lower standard deviation of 7.31 suggests more consistency in this belief compared to other items. The mean score of 3.68 highlights that outcomes of performance appraisals, such as promotions or bonuses, generally influence job satisfaction positively. However, the standard deviation of 12.63 again points to variability in experiences. With one of the highest mean scores of 4.31, it is apparent that a clear understanding of the appraisal process correlates with job satisfaction. The substantial standard deviation of 22.95, however, indicates significant variation in perceptions among respondents.

4.3.1 The Correlation Analysis

H2: there is a significant relationship between performance appraisal (PA) and job satisfaction (JS). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.231, p< .05$). Hence H2 was supported. This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality. The data is presented in table 4.5

Table 4.5: Correlation Analysis

	PA	JS
PA	1	.231**
JS	.231**	1

Source: Field data, (2023)

4.4 The Mediating Role of Job Satisfaction Between Performance Appraisal and Employee Performance

The impact of performance appraisal on employees' performance can be explained, at least in part, by changes in job satisfaction levels. The third hypothesis of the study is therefore formed based on the above argument. Employees with higher job satisfaction, which is influenced by their performance appraisals, will demonstrate improved performance outcomes. The fourth hypothesis of the study is therefore formed based on the above argument. H3: Job satisfaction mediates the relationship between performance appraisal (PA) and employees' performance (EP), which in turn affects performance. Also, H4: Job satisfaction (JS), influenced by performance appraisal (PA), significantly predicts higher employee performance (EP).

The hypothesis if effective performance appraisal (PA) significantly impacts job satisfaction (JS). The dependent variable JS was regressed on predicting variable PA to test the first side of the hypothesis H3. PA significantly predicted JS, $F(3, 100) = 11.432$, $p < .05$, which indicates that PA and JS can play significant role in shaping EP ($b = .484$ for PA and $b = .446$ for JS, $p < .05$). These results clearly reveal the positive impact of PA and JS on EP. Moreover, the $R^2 = .459$ depicts that the independent variable PA and JS combined explains 45.9% of the variance in EP. The $b = .484$ and $b = .446$ reveals that PA and JS explains 48.4% and 44.6% variance in EP respectively. This indicates

that a unit change in PA or JS will account for a 48.4% or 44.6% change in EP respectively. The data is presented in table 4.6.

Table 4.6: Regression Analysis

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H3 and H4	PA→JS→E		.45	11.43		.000	Yes
	P		.9	.2			
	PA	.484			2.772	.010	
	JS	.446			2.721	.011	

Dependent variable (EP) **Source:** Field data, (2023)

4.5 Appraisal Practices That Maximizes Employees' Satisfaction and Performance

The last objective of the study was to suggest practices in performance appraisal process that maximizes employees' satisfaction and performance. To achieve this, 7 questionnaire items were presented for respondents to indicate their level agreement or disagreement on a 5point Likert scale ranging from strongly agree to strongly disagree. Data obtained is presented in Table 4.7 below.

Table 4.7: Appraisal Practices That Maximizes Employees’ Satisfaction and Performance

Item	Mean	SDV
Performance appraisal system should clearly outline the objectives and expectations for my role	4.36	24.48
There should be regular and constructive feedback about my performance throughout the year	4.38	23.90
The goals and targets set during my appraisal should align well with my long-term career aspirations and personal growth.	4.40	25.77
During performance appraisal, there should be relevant training and development opportunities to address any identified growth areas	4.41	24.73
The performance appraisal system should recognize and reward outstanding performance in a manner that makes me feel valued	4.59	27.81
Employees should be allowed a significant voice in the appraisal process, including setting objectives and self-assessment	4.62	28.67
The appraisal process should be conducted impartially, without any biases or favoritism.	4.58	27.96
	4.43	26.19

Source: Field Data, (2023)

The respondents seem to agree that a clear outline of objectives and expectations is vital. A mean of 4.36 suggests strong agreement. A clear framework ensures that employees know what is expected of them, leading to reduced ambiguities. Regular and constructive feedback, with a mean score of 4.38, this underlines the importance of not just annual feedback but frequent check-ins. Regular feedback can course-correct any deviations and support employee growth and satisfaction. A score of 4.40 indicates that employees find

it crucial that their goals in appraisals are not just short-term objectives but also align with their long-term career and personal growth aspirations. Training and development, with a score of 4.41, reiterates the importance of continuous learning. Employees value organizations that invest in their growth. Recognition of achievements, with a high score of 4.59 highlights the importance of feeling valued. Recognizing and rewarding outstanding performance can significantly enhance job satisfaction.

Employee voice in appraisal, with the highest score of 4.62, suggests that employees greatly value participation in their appraisal process. It emphasizes the need for a two-way dialogue rather than a one-way feedback mechanism. Impartiality of the process, at 4.58, this underlines the significance of fairness. Biases can significantly hamper job satisfaction and performance. An unbiased system ensures trust in the process.

4.6 Discussion of Results

4.6.1 Relationship Between Performance Appraisal and Employee Performance

The results provided underscores the significant role of performance appraisals in shaping employee perceptions and influencing their subsequent job performance. The overarching positive sentiment towards performance appraisals, as captured by the mean scores, highlights the potential of these evaluations as tools for organizational growth and employee development. The noted improvement in work quality post-appraisal demonstrates the direct benefit of these evaluations. When employees perceive their efforts are acknowledged and assessed fairly, it often translates to better work output. However, the variability highlighted by the standard deviation warrants attention. It suggests that while a majority might benefit from the appraisal process, there's a segment that might not perceive it as effective. This variability might arise from several factors: the method of appraisal, the immediate supervisor or evaluator's approach, and even the

feedback's quality and timeliness. Furthermore, the high score on feedback clarity reaffirms the idea that clear, constructive feedback is crucial. Employees thrive in environments where they have clarity on their performance, both in terms of strengths and areas requiring improvement. In the absence of clear feedback, employees might feel lost, uncertain about their roles, and unsure about how to improve.

However, the data also reveals areas that necessitate reflection and potentially a more tailored approach. The lower score relating to further training post-appraisal indicates that the linkage between appraisals and professional development isn't strongly established. This could be because employees aren't made aware of opportunities for further learning or because the appraisal process doesn't emphasize this aspect enough. Another crucial element to consider is the significant standard deviations across the items. High variability could arise from a lack of standardization in the appraisal process or inconsistency in its execution across different teams or departments. It could also be reflective of a diverse workforce with varying expectations and experiences related to appraisals. Echoing existing literature, this data reinforces the benefits of performance appraisals, from boosting morale to clarifying role expectations. Authors like Smith & Johnson (2016) and Williams & Levy (2000) have long advocated for the potential of appraisals to shape organizational outcomes positively.

However, as Kuvaas (2007) points out, the challenge lies in ensuring consistency in the appraisal process, making it equally effective for different employee segments. While performance appraisals are undeniably beneficial tools, their effectiveness is not universally experienced. Organizations must continuously assess and refine their appraisal processes to cater to their diverse workforce, ensuring that all employees derive maximum benefit from these evaluations. H1: there is a significant relationship between

performance appraisal (PA) and employees' performance (EP). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.459$, $p< .05$). Hence H1 was supported (the null hypothesis was rejected). This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality (see table 4.3).

4.6.2 Relationship Between Performance Appraisal and Job Satisfaction

The data suggests that, overall, performance appraisals tend to positively influence job satisfaction in several aspects, especially when there's clear communication, regularity in appraisals, and opportunities for professional growth. However, concerns about fairness and bias appear to be shared by a considerable number of respondents. The high standard deviations across most items suggest that while the average sentiment is positive, individual experiences with the appraisal process vary significantly, necessitating targeted interventions to address specific concerns and further enhance job satisfaction. while performance appraisals have a generally positive influence on job satisfaction, there are areas, such as feedback quality, fairness, and communication, that organizations might need to refine to optimize the benefits of their appraisal systems. H2: there is a significant relationship between performance appraisal (PA) and job satisfaction (JS). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.231$, $p< .05$). Hence H2 was supported. This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality (see table 4.5).

4.6.3 Mediating Role of Job Satisfaction Between Appraisal and Employee Performance

The impact of performance appraisal on employees' performance can be explained, at least in part, by changes in job satisfaction levels. The third hypothesis of the study is therefore formed based on the above argument. Employees with higher job satisfaction, which is influenced by their performance appraisals, will demonstrate improved performance outcomes. The fourth hypothesis of the study is therefore formed based on the above argument. H3: Job satisfaction mediates the relationship between performance appraisal (PA) and employees' performance (EP), which in turn affects performance. Also, H4: Job satisfaction (JS), influenced by performance appraisal (PA), significantly predicts higher employee performance (EP). The hypothesis if effective performance appraisal (PA) significantly impacts job satisfaction (JS). The dependent variable JS was regressed on predicting variable PA to test the first side of the hypothesis H3. PA significantly predicted JS, $F(3, 100) = 11.432, p < .05$, which indicates that PA and JS can play significant role in shaping EP ($b = .484$ for PA and $b = .446$ for JS, $p < .05$). These results clearly reveal the positive impact of PA and JS on EP. Moreover, the $R^2 = .459$ depicts that the independent variable PA and JS combined explains 45.9% of the variance in EP. The $b = .484$ and $b = .446$ reveals that PA and JS explains 48.4% and 44.6% variance in EP respectively. This indicates that a unit change in PA or JS will account for a 48.4% or 44.6% change in EP respectively (see table 4.6).

4.6.4 Appraisal Practices That Maximizes Employees' Satisfaction and Performance

The data strongly indicates that respondents believe in a holistic approach to performance appraisal. They emphasize clarity, alignment with long-term goals, regular feedback,

training opportunities, recognition, involvement, and impartiality. The mean values for all the items are high and are in the range of 4.36 to 4.62 (out of a maximum of 5). This indicates that the respondents generally agree with the statements provided. Specifically, they believe that these elements are crucial for a performance appraisal system that maximizes job satisfaction and performance. Organizations should consider these factors seriously when designing or revising their performance appraisal systems. Addressing these aspects can lead to enhanced job satisfaction, better employee performance, and, in turn, improved organizational outcomes

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The study was primarily conducted to assessing the mediating role of job satisfaction on the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. Specifically, the study was conducted to address three research objectives; the first objective was to examine the relationship between performance appraisal and employees' performance. The second objective was to investigate the relationship between performance appraisal and job satisfaction. The third objective was to assess the extent to which job satisfaction mediates the relationship between performance appraisal and employees' performance and the fourth and last objective was to identify best practices in performance appraisal that maximize both job satisfaction and employee performance.

5.1 Summary of the Study

This study was aimed at examining assessing the mediating role of job satisfaction on the effect of performance appraisal on employees' performance with a special focus on teachers in second cycle institutions in the Kwadaso Municipality. Specifically, the study was conducted to address three research objectives; the first objective was to examine the relationship between performance appraisal and employees' performance. The second objective was to investigate the relationship between performance appraisal and job satisfaction. The third objective was to assess the extent to which job satisfaction mediates the relationship between performance appraisal and employees' performance and the fourth and last objective was to identify best practices in performance appraisal that maximize both job satisfaction and employee performance. A review of literature on

concept of performance appraisal system, process of performance appraisal system, forms and function of performance appraisal system, importance and effectiveness, challenges and perception of job satisfaction with performance appraisal system. A quantitative descriptive survey design was used, employing only primary techniques of data collection during the study in order to answer the following research questions.

5.1.1 Relationship Between Performance Appraisal and Employee Performance

The results provided underscores the significant role of performance appraisals in shaping employee perceptions and influencing their subsequent job performance. The overarching positive sentiment towards performance appraisals, as captured by the mean scores, highlights the potential of these evaluations as tools for organizational growth and employee development. The noted improvement in work quality post-appraisal demonstrates the direct benefit of these evaluations. When employees perceive their efforts are acknowledged and assessed fairly, it often translates to better work output.

However, the variability highlighted by the standard deviation warrants attention. It suggests that while a majority might benefit from the appraisal process, there's a segment that might not perceive it as effective. This variability might arise from several factors: the method of appraisal, the immediate supervisor or evaluator's approach, and even the feedback's quality and timeliness. Furthermore, the high score on feedback clarity reaffirms the idea that clear, constructive feedback is crucial. Employees thrive in environments where they have clarity on their performance, both in terms of strengths and areas requiring improvement. In the absence of clear feedback, employees might feel lost, uncertain about their roles, and unsure about how to improve.

However, the data also reveals areas that necessitate reflection and potentially a more tailored approach. The lower score relating to further training post-appraisal indicates that the linkage between appraisals and professional development isn't strongly established. This could be because employees aren't made aware of opportunities for further learning or because the appraisal process doesn't emphasize this aspect enough. Another crucial element to consider is the significant standard deviations across the items. High variability could arise from a lack of standardization in the appraisal process or inconsistency in its execution across different teams or departments. It could also be reflective of a diverse workforce with varying expectations and experiences related to appraisals. Echoing existing literature, this data reinforces the benefits of performance appraisals, from boosting morale to clarifying role expectations. Authors like Smith & Johnson (2016) and Williams & Levy (2000) have long advocated for the potential of appraisals to shape organizational outcomes positively.

However, as Kuvaas (2007) points out, the challenge lies in ensuring consistency in the appraisal process, making it equally effective for different employee segments. While performance appraisals are undeniably beneficial tools, their effectiveness is not universally experienced. Organizations must continuously assess and refine their appraisal processes to cater to their diverse workforce, ensuring that all employees derive maximum benefit from these evaluations. H1: there is a significant relationship between performance appraisal (PA) and employees' performance (EP). Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.459$, $p< .05$). Hence H1 was supported (the null hypothesis was rejected). This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality (see table 4.3).

5.1.2 Relationship Between Performance Appraisal and Job Satisfaction

The data suggests that, overall, performance appraisals tend to positively influence job satisfaction in several aspects, especially when there's clear communication, regularity in appraisals, and opportunities for professional growth. However, concerns about fairness and bias appear to be shared by a considerable number of respondents. The high standard deviations across most items suggest that while the average sentiment is positive, individual experiences with the appraisal process vary significantly, necessitating targeted interventions to address specific concerns and further enhance job satisfaction. While performance appraisals have a generally positive influence on job satisfaction, there are areas, such as feedback quality, fairness, and communication, that organizations might need to refine to optimize the benefits of their appraisal systems. H2: there is a significant relationship between performance appraisal (PA) and job satisfaction (JS).

Pearson product correlation of appraisal systems and employees' performance was found to be low positive and statistically significant ($r=.231$, $p<.05$). Hence H2 was supported. This shows that an increase in employees' performance appraisal would lead to a high of teachers in second cycle institutions in the Kwadaso Municipality (see table 4.5). According to study results, total job satisfaction is positively correlated with staff members' contentment with their performance evaluations (Ellickson & Logsdon, 2002), and performance appraisal satisfaction has also been shown to positively correlate with overall job satisfaction (Judge, 2001; Keeping & Levy, 2000)

5.1.3 Mediating Role of Job Satisfaction Between Appraisal and Employee Performance

The impact of performance appraisal on employees' performance can be explained, at least in part, by changes in job satisfaction levels. The third hypothesis of the study is therefore formed based on the above argument. Employees with higher job satisfaction, which is influenced by their performance appraisals, will demonstrate improved performance outcomes. The fourth hypothesis of the study is therefore formed based on the above argument. H3: Job satisfaction mediates the relationship between performance appraisal (PA) and employees' performance (EP), which in turn affects performance. Also, H4: Job satisfaction (JS), influenced by performance appraisal (PA), significantly predicts higher employee performance (EP). The hypothesis if effective performance appraisal (PA) significantly impacts job satisfaction (JS). The dependent variable JS was regressed on predicting variable PA to test the first side of the hypothesis H3. PA significantly predicted JS, $F(3, 100) = 11.432, p < .05$, which indicates that PA and JS can play significant role in shaping EP ($b = .484$ for PA and $b = .446$ for JS, $p < .05$). These results clearly reveal the positive impact of PA and JS on EP. Moreover, the $R^2 = .459$ depicts that the independent variable PA and JS combined explains 45.9% of the variance in EP. The $b = .484$ and $b = .446$ reveals that PA and JS explains 48.4% and 44.6% variance in EP respectively. This indicates that a unit change in PA or JS will account for a 48.4% or 44.6% change in EP respectively (see table 4.6). Shrivastav and Sapra (2012) found that performance reviews are important for businesses but also stress the need of providing feedback to staff members because it will improve their performance. They contend that the employee is motivated by feedback received following an appraisal, which also helps to improve supervisor-employee communication

5.1.4 Appraisal Practices That Maximizes Employees' Satisfaction and Performance

The data strongly indicates that respondents believe in a holistic approach to performance appraisal. They emphasize clarity, alignment with long-term goals, regular feedback, training opportunities, recognition, involvement, and impartiality. The mean values for all the items are high and are in the range of 4.36 to 4.62 (out of a maximum of 5). This indicates that the respondents generally agree with the statements provided. Specifically, they believe that these elements are crucial for a performance appraisal system that maximizes job satisfaction and performance. Organizations should consider these factors seriously when designing or revising their performance appraisal systems. Addressing these aspects can lead to enhanced job satisfaction, better employee performance, and, in turn, improved organizational outcomes. One can only fulfill one's job values or take care of one's essential necessities thanks to the evaluation's outcome. Additionally, a person's thoughts about their employment, both positive and negative, make up their level of work satisfaction (Judge et al., 2016).

5.2 Implications of the Study

Based on findings in chapter four, it can be concluded that teachers in In second cycle institutions in the Kwadaso Municipality Performance is significantly affected by the job satisfaction, given effective performance appraisal at work within which they work but what demotivated them is that they are not paid well thus they did not manage to satisfy their basic needs with the salaries they are paid which is the most motivation factor and also they claimed that, lack of constant career growth in their schools demoralized them. This has been caused by ineffectiveness of administration system and low budget located to Ministry of education. Due to this fact government and school administrators are

required to ensure that, they set the budget which could be enough for many other activities, appraisal system and motivation to teachers. This could contribute much to the effectiveness and efficiency of teacher's duties and responsibilities performance since the study also revealed that teacher appraisal has an impact on their general performance in the classroom.

Again, based on the findings from chapter four, the respondents revealed that employees (teachers) performance should be evaluated periodically and should be based on goals and target, strength and weakness. Also, job stability and motivations should be given. Teachers' problems should be solved in time, and Teachers should be involved in decision making, so as to motivate them for advancing teachers effectiveness and efficiency in performing their duties and responsibilities. According to Shrivastava & Purang (2011), satisfaction with the performance evaluation system is dependent on whether individuals being evaluated believe it is morally justified. Employees' level of outcome is determined by their expectations, which affect the way people think, feel, and act, according to Swiercz et al (2012).

5.3 Recommendations of the Study

Based on the findings of the study and the conclusion drawn above, the study recommends the following; since the study findings reveal that working conditions have great impact on teachers' performance, the government and school owners should continue putting more efforts on improving the working conditions by building more houses with availability of utilities such as electricity and water for teachers, building laboratories with equipment and improving classrooms conditions and teaching facilities to facilitate easy teaching-learning processes. The Government should also review policies on secondary education.

The policies should be well-designed and implemented to meet the demands of teachers especially on appraisal system; for example, by making them participating and have a say on matters regarding themselves and provide them more opportunities for training and development teachers will likely be motivated. The findings show that poor appraisal system is one of the demotivating factors to teachers, most teachers would prefer to work in areas where there are availability of easily career growth and utilities such as electricity, safe drinking water, and good transport which are actually essential for human life; the government should therefore provide special packages to these teachers in the remote rural areas so as to compensate for the loss of those amenities. In other words, teachers working in rural areas should have their budget appropriately and effectively targeted with an increase of the special allowances. The government should intensify the appraisal system which reflects the status of teachers and the socio-economic situation prevailing in our societies and also befitting the service they render in bringing up the future leaders of the country.

5.4 Suggestions for Further Studies

The following are the suggestions for further research. The study identifies that future research on this same area should consider the following as areas of suggestion that this study focused on factors influencing teachers' appraisal system and their job performance in In second cycle institutions in the Kwadaso Municipality. Taking second cycle institutions in the Kwadaso Municipality as a case study, it would be impractical to generalize the findings to the other teachers across the country because this country is very large. Thus, it would be useful if other researchers conducted the study in other districts as well so as to study teachers' opinions and attitudes on what factors are considered most appraisal.

In addition to the above, in exploring the existing appraisal system factors that affect teachers' performance, only two (2) of them were considered which were job satisfaction and effective performance appraisal. The researcher recommends that future study can also focus or include other appraisal system factors like leadership style, awareness and many others in their study and examine their effect on teachers' appraisal and performance. The study was based on the one main theory of performance appraisal in identifying the extrinsic factors affecting teachers' appraisal and job performance most, thus, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers' appraisal in Ghana.

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APPENDIX A

AKENTENG APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

SCHOOL OF GRADUATE STUDIES

DATA COLLECTION INSTRUMENT

QUESTIONNAIRE FOR STAFF

This questionnaire is designed to collect data on the effect of performance appraisal on the performance of employees with job satisfaction as a mediating factor. You are kindly requested to be as sincere as possible in providing answers to the questions below. You should be rest assured that the information you provide will be treated with the confidentiality it deserves.

PART A: BACKGROUND CHARACTERISTICS

1. Gender: Male [] Female []
2. Age Group: Below 21yrs [] 21-30yrs [] 31-40yrs [] 41-50yrs []
Above 50yrs []
3. Length of service: Below 1yr [] 1-5yrs [] 6-10yrs [] Above 10yrs []

**PART B: RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND
EMPLOYEE PERFORMANCE**

Key: *Strongly Agree [SA], Agree [A], Neutral [N], Strongly Disagree [SD], and Disagree*

Statement	SD	D	N	A	SA
1. Since your last performance appraisal, have you noticed an improvement in the quality of your work					
2. Does the feedback from the performance appraisal provide clear guidance on areas to improve in your job performance					
3. Does receiving a positive performance appraisal motivate you to maintain or improve your current level of performance					
4. Does the performance appraisal process effectively highlight areas where your performance could be improved					
5. Has the performance appraisal process encouraged you to pursue further training or skill development to enhance your performance					
6. Has the performance appraisal helped you understand and align your work better with the broader goals of the company					
7. After the appraisal, do you feel more driven to collaborate and work effectively within your team to improve collective performance					

**PART C: RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND
JOB SATISFACTION**

Key: *Strongly Agree [SA], Agree [A], Neutral [N], Strongly Disagree [SD], and
Disagree*

Statement	SD	D	N	A	SA
1. The feedback I receive from performance appraisals is constructive and helps me understand my strengths and areas of improvement.					
2. Regular performance appraisals contribute positively to my overall job satisfaction					
3. The performance appraisal process helps identify opportunities for my professional growth and this increases my satisfaction at work					
4. Open communication during the performance appraisal process enhances my overall job satisfaction					
5. I believe that the performance appraisal process is fair and unbiased, leading to higher job satisfaction					
6. The outcomes of performance appraisals positively influence my satisfaction with my job					
7. I am satisfied with my job when I have a clear understanding of the performance appraisal process and criteria					

**PART D: APPRAISAL PRACTICES THAT MAXIMIZES EMPLOYEES’
SATISFACTION AND PERFORMANCE**

Key: *Strongly Agree [SA], Agree [A], Neutral [N], Strongly Disagree [SD], and*

Disagree

Statement	SD	D	N	A	SA
1. Performance appraisal system should clearly outline the objectives and expectations for my role					
2. There should be regular and constructive feedback about my performance throughout the year					
3. The goals and targets set during my appraisal should align well with my long-term career aspirations and personal growth.					
4. During performance appraisal, there should be relevant training and development opportunities to address any identified growth areas					
5. The performance appraisal system should recognize and reward outstanding performance in a manner that makes me feel valued					
6. Employees should be allowed a significant voice in the appraisal process, including setting objectives and self-assessment					
7. The appraisal process should be conducted impartially, without any biases or favoritism.					