

Impact of Performance Appraisal on Faculty Satisfaction - A Conceptual Study

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Abstract

In educational institutions, performance appraisal is essential for evaluating faculty performance and providing feedback for improvement. This conceptual study examines higher education performance appraisal and faculty satisfaction. The study acknowledges that faculty satisfaction is a key factor in institutional success and that good performance appraisal methods influence it. The primary goal of this study is to examine how performance appraisal impacts faculty satisfaction. The study synthesizes literature on performance appraisal methods, faculty job satisfaction, and their interactions to reach this purpose. The study examines theoretical foundations and empirical evidence to create a conceptual framework for how performance rating techniques affect faculty satisfaction. The study's findings highlight the need for transparent, supportive, and developmental performance appraisal practices that nurture a positive work environment and boost faculty motivation and engagement.

Keywords: Performance Appraisal, Faculty Satisfaction

1. Introduction

Educational systems have changed dramatically since the 1970s, with more school autonomy and human resource management responsibility (Benadusi and Giancola, 2016). An excellent performance evaluation system has a major positive impact on educators' professional development. Furthermore, teachers are critical for improving education and developing future employees (Ripamonti et al., 2018; Tripathi et al., 2018). In the ever-changing landscape of higher education, faculty members play a crucial role in determining the quality and efficacy of academic institutions. The pursuit of excellence in teaching, research, and service requires a faculty group that is motivated and fulfilled. As a systematic process for assessing faculty performance, performance appraisal has acquired prominence as a means to improve both individual and institutional outcomes. This conceptual study intends to investigate the complex relationship between performance evaluation and faculty satisfaction, casting light on how the former influences the latter in the context of higher education. In addition, educational institutions have a significant obligation to convey knowledge to society for its economic development by conducting high-quality research and graduating competent individuals. Therefore, knowledgeable and skilled academic staffs is a distinct asset for any educational institution seeking to maintain the quality of instruction and conduct world-class research in order to rise in global rankings and gain a competitive edge.

Organizations throughout the world strive to boost productivity by improving staff performance. To accomplish this improved performance, many tactics such as total quality management (TQM), performance appraisal systems (PAS), and management by objectives have been employed (Wholey, 1999). Total quality management stresses customer happiness and teamwork, whereas PAS emphasizes individual behavior control for the satisfaction of the manager, resulting in core principles that are diametrically opposed (Scholtes, 1993). None of these strategies are perfect for every firm because their benefits and drawbacks effectively cancel one other out.

Performance Appraisal is a system that includes establishing employee standards, examining employees' actual job performance, assessing that performance against the standards, providing feedback to the employee on the performance and how to improve in the future, and setting new goals and expectations for the next period (Dessler, 2008). Human resources are among the most foundational assets a business can possess. Successful managers recognize that human resources deserve attention because they play a significant role in the strategic decisions that govern the future operations of the organization and are made by top management. Mission and strategy, organizational structure, and human resource

management are essential for the effectiveness of an organization. However, people are the organization's fundamental resources because they perform the labor and generate ideas (Ivancevich & Glueck, 1989). In other words, the performance appraisal is the tool utilized to determine if an employee should be promoted or degraded depending on his or her performance, as well as whether or not there is room for advancement at work (Aguinis, 2015). Employees want better salary, promotion prospects, and contact with management (Aguinis, Gottfredson, and Joo, 2013). Furthermore, according to Guest (2017), professional development necessitates training in order to improve work quality. Performance evaluation could be improved in a similar way to ensure the overall effectiveness of the evaluation system. The goal of modern performance review is to encourage people to learn and establish a culture of quality improvement rather than to penalize them.

Moreover, little attempts at conceptualizing performance appraisal and studying its affecting faculty satisfaction (Ali et al., 2016, Paufler & Sloat, 2020, Khan et al., 2017). In addition, it cannot be assumed that the methods used to evaluate faculty satisfaction in one circumstance are the same as in another. Through a variety of studies, researchers have sought to identify the significant factors of performance appraisal that influence faculty satisfaction. This paper proposes a model that includes the performance appraisal and how performance appraisal influence satisfaction of the faculty. The significance of this proposed model is discussed below.

This study will disclose the concept of performance appraisal, which encompasses both employee motivation and satisfaction, and provide additional information for evaluating employees' perceptions of the performance appraisal. Second, the study is valuable because it makes significant theoretical contributions to the understanding of the relationship between faculty satisfaction and performance appraisal. However, there are limitations that must be acknowledged.

2. Literature Review

2.1 Performance Appraisal

One of the most important HR management tools is performance appraisal, and its effective application is one of the most difficult issues for HR professionals, particularly in terms of validity and reliability (Gupta and Kumar, 2013; Ivaldi et al., 2015). Individual performance standards are established through performance evaluation, which recognizes the individual's contribution to corporate objectives (Ikramullah et al., 2012). It has the potential to be a true job resource (Farndale, 2017). Employee performance is assessed formally through performance appraisal (Snape et al., 1998). Its ultimate goal is to enable employees to keep improving their job performance (Selvarajan et al., 2018) and to teach creativity (Benadusi and Giancola, 2016). Performance evaluation targets organizational progress in addition to responsibility and professional development (Delvaux et al., 2013).

PAS is perceived as a facilitator and motivator across the globe; it is regarded as an effective program for enhancing employee performance (DeNisi and Gonzalez, 2017). Through its implementation, educational sectors around the globe and the private education sector in India have achieved the desired results in teacher performance (Ballou & Springer, 2015; Ali et al., 2016). Teaching is a profession with a strong sense of purpose and civic responsibility; the value of this trait is evident. It enables children, for example, to emancipate from their families, assimilate norms and values, and be recognized for their achievements (Freddano, 2016). As a result, performance appraisal is a critical tool for improving not just the quality of teaching but also the quality of schools. It identifies teacher development and training needs and improves a variety of outcomes (Obasi and Ohia, 2014). For example, Robinson et al. (2008) said that instructors' professional development has an indirect effect on their students' outcomes. Teacher performance evaluation is a complex procedure. On the one hand, it has a major impact on teachers' well-being (Borrelli et al., 2014; Benevene et al., 2018b), who may experience worry and stress as a result of the assessment (Benevene and Fiorilli, 2015; Girardi et al., 2015, 2018; Falco et al., 2017; Cuevas et al., 2018). On the other hand, several challenges may occur, such as a lack of time, confidence, or training (Donaldson and Mavrogordato, 2018). Job satisfaction, life satisfaction, and job performance are commonly employed as markers of well-being because they are characterized as self-actualization, social integration, and task-orientation (Alonso et al., 2019). Teachers' performance appraisal aspires to be an objective method that evaluates teachers and teaching based on observations made by supervisors. Additional assessments, such as the opinions of colleagues and students, or the instructors' self-evaluation, may be used by principals (Bradford and Braaten, 2018). As a result, the process will be accommodating and participatory, with the ability to use scientific approaches (such as action-research) to develop a model of excellent practice for the entire school community (Freddano, 2016).

2.2 Related Theories to Performance Appraisal Process

Boyd (2004) stated that the most important criteria for evaluating employees' performance in developing an understanding of PA are job-specific behavior (e.g., volume of work, quality of work, knowledge of the job, dependability, innovation, etc.), core responsibilities of employees' roles, and non-job-specific behavior (e.g., punctuality, dedication, enthusiasm, cooperation, persistence, etc.). PA systems are anticipated to use both quantifiable and non-quantifiable elements to obtain a more full picture of the measures in place (Bhosale et al., 2013). Evaluation of such non-job-specific employee behavior will specifically assist a company in understanding and improving employee work satisfaction (Zeffane & McLoughlin, 2006; Buric & Moe, 2020). Given this significance, many firms choose to highlight non-job-specific behaviors in their appraisal processes, such as cooperation and excitement (Ampong & Abrokwa, 2020). Unsatisfied personnel, on the other hand, may avoid their obligations, leading to significant absenteeism and a lack of excitement and attention to their jobs. This makes achieving the organization's goals and objectives more challenging. Similarly, the authors contended that the PAP is a result-oriented evaluation approach that is used to assess individuals' performance in relation to organizational goals. According to Fletcher (2001), the PAP has a strategic approach that integrates an organization's employees' actions with its policies, goals, and objectives. PAP as a process can thus uncover areas for performance improvement activities at the individual employee level and, ultimately, at the organizational level (Miah et al., 2012). Although there are several definitions of PA, they all express the same concept: PA assists employers and employees in understanding one another's expectations.

The essay-appraisal method with a graphic rating scale, the field-review method, the forced-choice rating method, and the critical event appraisal method, management by objectives, the work standard approach, and the ranking method are some of the strategies Oberg (1972) put in a logical order. Other contemporary PA approaches include Management by Objectives (MOB), the cost-accounting approach, balance-score, psychological appraisal, 360-appraisal, the European quality framework model, dashboard, and 720-appraisal (Taylor & Baines, 2012). The primary factor in formulating this logical order is in the subsequent recommended approaches, which offer enhancements to address the limitations inherent in the preceding methods.

According to Carroll and Craig (1982), the PAP helps employees comprehend their current situation and what they need to accomplish to achieve corporate goals. Furthermore, prior authors (McGregor, 1957; Vallance, 1999) have explained why the PAP is important for a workplace and its employees:

- i. PAP gives feedback to employees on their performance and opportunities for growth (e.g., job knowledge, abilities, behavior, dispositions, and so on).
- ii. PAP provides administrators with the necessary information to make administrative decisions like hiring, firing, promoting, replacing, transferring, terminating, etc.
- iii. Personal biases based on ethnicity, gender, religion, and so on are possible. These might have a beneficial or bad impact on employees.
- iv. PAP helps managers mentor and counsel their staff in order to solve their flaws and skill shortages.

Silaban and Margaretha (2021) found that work-life balance affects job satisfaction, employee retention, and other factors. As a result, they advocated for firms to provide a suitable work environment and facilities in order to boost employee engagement and promote a healthy work-life balance. According to Gopinath (2016), employee job happiness contributes to their employment and may boost their efficiency. Furthermore, he underlined the importance of having a thorough understanding of an individual's personality and value system in order to comprehend and express his or her job happiness. Furthermore, Kondrasuk (2011) presented a thorough assessment of the typical difficulties observed during a PA surgery. Employee unhappiness and poorer productivity may ensue if these drawbacks are incorporated into a PAP. Furthermore, Levinson (1984) stated that PA should not be implemented as a technical process within an organization, but rather as a human process that does not infringe on employees' independence.

2.3 Performance Appraisal and Satisfaction

Satisfaction is defined as "a positive (or negative) evaluation of one's job" (Moe, Pazzaglia, & Ronconi, 2010, p. 1145) and has an impact on teachers' sentiments of professional dedication and/or motivation (Skaalvik & Skaalvik, 2011). (Christaioannou & Papaioannou, 2007) These assessments involve an interaction between how individuals experience teaching and the school environment, as well as what they expect from these encounters. Teacher satisfaction was

characterized by Sylvia and Hutchinson (1985) as the fulfillment of "higher order" requirements, or intrinsically gratifying components of the profession. When an individual's abilities and the complexity of a task is a good match, they experience satisfaction as a cognitive process (Csikszentmihalyi, 1990). According to Hargreaves (2010), teachers' satisfaction is closely related to their capacity to seek and benefit from the "psychic rewards" that initially attracted them to the field. The same is true for those employed in related fields of human development. The achievement of their pupils, autonomy, and meaningful relationships with coworkers and students are all significant psychological rewards for teachers (Cohen, 2011; Scott, Stone, & Dinham, 2001; Shen et al., 2012; Taylor & Tashakkori, 1995). In general, past research has measured two components of teacher job satisfaction: the amount to which teachers have a favorable perception of their work and/or profession, and school working circumstances (Judge, Thoresen, Bono, and Patton, 2001; Klassen and Chiu, 2010; Weiss, 2002). Several studies have found a link between performance review, employee motivation, and work performance. Aslam (2011) highlighted ambiguity in the appraisal process as one of the variables that contributed to poor motivation and acted as a substantial obstacle to university academics delivering desired performance. Werner et al. (2012) further stated that performance management approaches handle employee motivation difficulties, ensuring that individuals' abilities are used to their full potential.

2.4 Motivation

Motivation is the process that encourages and propels employees to pursue their objectives. Well-designed and well-executed performance evaluations have a significant motivating effect on employee performance. Employees are motivated by evaluations because they provide a variety of interconnected benefits (Lloyd Kin, 2009). According to Hackman and Oldham (1997), motivation is the interior drive that directs a person to be goal-oriented. Others viewed the professional connotation of motivation as the willingness to apply one's own skills and efforts to attain both personal and organizational goals (Gabris & Simo, 1995). Motivation is an essential ingredient for enhancing employee performance, as it stems from the necessity of work. Golshan and Abraham (1996) found that variables such as employees' learning, aptitudes, innovation, organizational climate, and managerial style are significant determinants of employee performance and satisfaction. Human resource management is responsible for ensuring that employees are satisfied, have the required skills and knowledge, and have objectives that motivate them to perform their jobs enthusiastically (Borowski & Daya, 2014). According to the reviewed literature on motivation, there are primarily two types of motivational tools: monetary and non-monetary. Scholars have developed numerous theories and models to comprehend the factors and elements that motivate employees. These theories and models are divided by academics into two categories: content theories and process theories. First, the content theories assert that employees' internal needs, such as safety, social, and esteem needs, motivate them to work hard to satiate these needs (Borowski & Daya, 2014). According to the examined motivational literature, there are two sorts of motivational tools: monetary and non-monetary. Scholars have created a plethora of theories and models to better understand the characteristics and elements that motivate employees. Academics categorize these theories and models into two categories: content theories and process theories. To begin, content theories contend that employees' internal demands, such as safety, social, and esteem needs, inspire individuals to work hard in order to meet these needs (Borowski & Daya, 2014). Expectancy Theory, Equity Theory, Goal-Setting Theory, and Reinforcement Theory are the primary process theories of motivation. Scholars indicate, based on numerous motivation theories and studies, that a number of crucial factors impact work motivation. Lloyd et al. (2016) and Parijat and Bagga (2014) discovered that the Vroom Theory of Expectation highlighted a number of critical aspects that drive motivation, consequently improving motivation and work performance. These aspects include supervisors or managers who are accountable for evaluating and delivering honest feedback, the work atmosphere and teamwork, job discretion and substance, as well as rewards and incentives. Furthermore, using the goal-setting theory of motivation, Lunenburg (2011) found major motivating elements. The first component is the deadline, which has a direct impact on the goal's efficacy since it drives employees to complete a specified goal within a specific time limit. The author also claimed that a learning goal orientation would outperform a performance goal orientation. This suggests that people like to set goals that will help them improve and capitalize on their abilities and talents. Furthermore, group goal setting is more significant than individual goal setting since it promotes team communication and relationships while also aligning with company objectives.

3. Conceptual Framework

This conceptual paper outlines the two most fundamental antecedents of performance evaluation based on the theoretical foundations of past research. Faculty motivation and faculty competencies are two widely used and accepted reasons for the relationship between performance evaluation and teacher satisfaction.

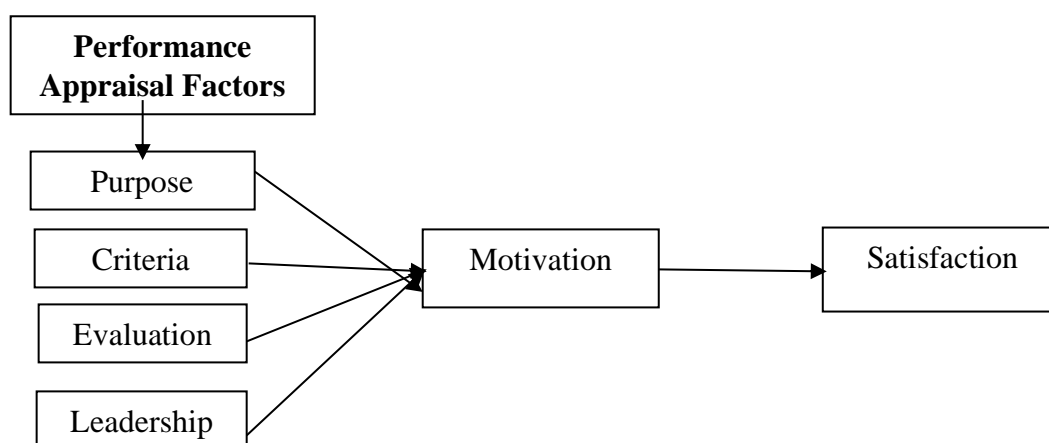


Figure: 1 Conceptual Framework of the Study

Employee motivation and work performance are influenced by management's performance evaluation (PA) feedback (Gautam, 2014). RAO (2015) also stated that monitoring employee performance and the elements that may drive them is critical for determining the success or failure of any organization's plan execution and development. Iqbal et al. (2014) proposed a link between PA and employee happiness, with a particular emphasis on the impact of motivation. Later, Aydn and Tiryaki (2018) created and tested a model of the links between Motivation, Performance evaluation, and Job Satisfaction. In essence, (Iqbal et al., 2014) and (Aydn & Tiryaki, 2018) (Fig. 1) created a model in which Performance Appraisal elements such as Performance Appraisal purpose, Performance Appraisal criteria, Leadership Style, and Evaluation Method might influence Employee motivation and thereby satisfaction.

Performance Appraisal is defined as "a formal system of review and evaluation of individual or team task performance" (Shtern et al., 2015). Performance Appraisal Purposes defined as the primary objectives of performance appraisal practices, which aim to facilitate organizations in making determinations and reaching conclusions regarding salary adjustments, promotions, identification of training needs, provision of feedback, and acknowledgment of employee achievements (Thomas, 1994). Performance Appraisal Criteria described as "the process of establishing performance standards that are tailored to the organizational context. This involves defining specific expectations based on the unique characteristics of jobs or positions within the company, as well as considering the nature of the company's activities in which the appraisal system is being implemented" (Pulakos, 2009). Evaluation Methods is defined as "Matching the organization's requirements and goals to the strengths and weaknesses of the appraisal system" (Webb & Kleinberg, 1992). Leadership Style (LS) is defined as "the ability to motivate individuals to perform at their highest level in order to accomplish a certain objective, while also fostering positive relationships with both individuals and the team as a whole" (Phillips & Gully, 2013). Employee motivation is defined by Ramlall (2004) as "the process of stimulating the personnel and its activities in order to achieve the organization's goals." Finally, "the value an employee expects from discrete behaviors performed by the employee over time in an organization" (Motowidlo & Van Scotter, 1994) is defined as satisfaction.

Discussion and Conclusion

Organizations must evaluate employee performance in order to successfully maximize the potential of human resources. However, the efficiency of this appraisal technique has not been demonstrated or assessed. Performance appraisal system is not only important for employee retention, but it also has a significant impact on an employee's performance. A successful performance evaluation necessitates both monetary and non-monetary motivation (Rashid et al., 2011; Khan & Praveen, 2023).

The relationship between faculty satisfaction and performance appraisal seems almost intuitive, and several researchers have attempted to confirm this in their research (Blackburn & Pitney, 1988; Mahajan & Raheja, 2014; Sowmya et al., 2023; Alredaisy, 2023). Faculty members can receive feedback on their teaching methodologies, research contributions, and overall performance through the use of performance evaluation. When constructive feedback is delivered effectively through the appraisal process, it can result in the professional growth and development of faculty members, ultimately leading to greater job satisfaction.

Performance appraisal in faculty context is well researched (Blackburn & Pitney, 1988; Guruprasad et al., 2016; Wang & Li, 2022). This investigation has the following theoretical implications from an academic standpoint. This study, unlike previous research, investigated the potential relationships between the various dimensions of performance evaluation, thereby influencing faculty satisfaction. The majority of these associations are validated by the available data. In conclusion, careful administration of performance evaluation contributes to the development of a positive image for the educational institution.

This paper examines the complex relationship between performance evaluation and faculty satisfaction within the context of schools. This article introduces several key concepts, such as Performance Appraisal Purpose, Performance Appraisal Criteria, Evaluation Methods, Leadership Style, Motivation, and Faculty Satisfaction, to illuminate the multifaceted nature of this relationship. The construct "Performance Appraisal Purpose" underlines the significance of well-defined goals and objectives in the appraisal process. When performance appraisal reasons are well-defined and matched with faculty expectations and institutional goals, it is reasonable to assume a favorable impact on faculty motivation. When faculty members understand the aim of the appraisal and how it pertains to their professional development, they are more likely to be motivated. Performance appraisal criteria are essential for determining what is evaluated and how faculty members are evaluated. When these criteria are pertinent, equitable, and transparent, motivation can be increased. Faculty members who perceive that their performance evaluation criteria are valid and relevant to their job responsibilities are more likely to be motivated to improve their work. The evaluation methodologies employed can have a significant impact on faculty motivation. If evaluation methods are perceived to be equitable and objective, they can have a positive effect on motivation. However, if faculty members perceive subjectivity or bias in the evaluation process, it can result in discontent and decreased motivation. The leadership style of the academic institution has a significant impact on the faculty's experience with performance appraisal. Faculty members are more likely to be motivated by supportive and transformational leadership styles. An authoritarian or unsupportive leadership style, on the other hand, might be damaging to motivation. Motivation is a key concept in this study. It stands to reason that motivation will play a substantial impact in faculty satisfaction. Faculty members that are highly motivated are more likely to be satisfied with their job and the appraisal process. In this conceptual study, motivation can function as both a predictor and an outcome.

By the above model, we can show support for many of the connections found in earlier studies and provide a conceptualization of the overall performance appraisal construct. In addition, the study highlights the importance of motivation in determining faculty satisfaction. Motivated faculty members are more likely to be content with their work, which can lead to enhanced institutional performance and faculty retention. It is concluded from this study that faculty satisfaction appears to be most influenced by motivation. For those who work in human resources, these findings have immediate ramifications. Human resource professionals should think about focusing on integrated performance appraisal methodologies that promote faculty satisfaction and quality in the faculty performance rather than just job performance.

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