

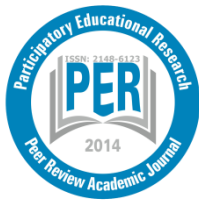
PAPER DETAILS

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The Influence of Teachers' Attitude towards Performance Appraisal System on Their Job Performance as Mediated by Secondary School Teachers' Motivation

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Article history	<p>Research on teachers' performance appraisals is increasing because of a lack of understanding of the system, how it affected their motivation to work, and performance in the educational field. Thus, this study investigated the relationship between teachers' attitudes toward the performance appraisal system and their work performance, as mediated by teachers' motivation, in Ethiopia's Enbise Sar Midir district. The researcher employed a correlational research approach by collecting data from 265 teachers through questionnaires. Initially, the validity and reliability of scales were confirmed. The results showed a statistically moderate to high, favorable, and significant relationship between teachers' attitudes about appraisal systems, motivation, and work performance. This study found that if performance appraisals are conducted with transparency, equity, and a commitment to supporting teacher improvement, they increase teachers' job performance. That means, it is reasonable to expect that if teacher views toward the PA improve, so do their motivation to work and perform. Furthermore, teachers' motivation to work partially mediates the relationship between teachers' attitude towards performance appraisal system and work performance. This study found that many motivational strategies can be used to make instructors professionally satisfied and work well, and the state government can build appropriate PA systems. This research adds knowledge to the theory and literature on teachers' performance appraisal, motivation, and performance in the context of Ethiopian situation. This is expected to encourage further researchers and has the potential to make teachers more accessible to more students and schools, and so contribute to ensuring quality education (SDG 4).</p>
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Introduction

Organizations get a competitive edge not merely from financial and technological capital but also their people, or the performance of their human capital. Human resources are the foundation of every successful company (Sriviboon & Jermisittiparsert, 2019) as the aptitude, skill and performance of the human capital, play a significant role in determining the

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accomplishment of company objectives. Job performance for the workforce was defined by Nelson and Quick (2008) as the completion of assigned duties inside an organization. According to Tehseen and Hadi (2015), teacher's job performance is determined by their capacity to deliver high-quality results and outputs, meet deadlines, present throughout work, and collaborate with other educators. Teaching performance shows how successfully teachers manage and collaborate with students in addition to carrying out their professional and instructional duties (Perla et al., 2023). Job performance may be affected by a variety of elements, such as motivation, training, work environment, pay, job satisfaction, and employee engagement (Al-Kahtani, 2018; Bernardi, 2019; Davydenko et al., 2017).

Institutions establish a system of job performance measurement in order to assess and motivate the efficacy and efficiency of the human resource base (Al-Kahtani, 2018; Bernardi, 2019). Accordingly, the performance appraisal (PA) system, which improves the teaching and learning processes and ensures teacher and school responsibility, has an impact on the teachers' performance (Rahman, 2006). According to Borg (2019) and the OECD (2018), teacher appraisal is seen as a critical strategy for measuring and improving teacher quality, and thereby upgrading the standard of education youngsters get. The performance appraisal allows both employers and employees to learn how successfully those objectives are met. The employer is already aware of the achievement or failure of a goal. Employees, on the other hand, were unable to understand how or why the results were as they are. It is equally crucial for each employee to comprehend how they are doing in relation to both the company's and their own personal goals (Dessler, 2008).

A teacher appraisal system may and should respect the complexity of teaching by combining data from multiple sources (Perla et al., 2023; OECD, 2018). The benefits of employing a range of teacher rating criteria have been demonstrated by researches. For example, student assessments, course observations, test results analysis, and instructor job inspections are used in Shanghai to evaluate teachers (Zhang & Ng, 2017). Making a "performance standard" is the first step in the evaluation process, according to Mumo et al. (2024). During the process of defining a job and a job description, performance criteria are frequently developed for the role. These standards should be clear-cut rather than vague. The supervisors should be consulted regarding these requirements in order to decide which different components should be included and how much weight and credit should be given to each one. The assessment form, which will be used to assess the employee's performance, should therefore have these facts stated on it. Formative components of appraisal that focus on performance improvement could include career development, professional learning, and feedback. On the other hand, summative features evaluate performance in order to determine eligibility for a promotion or demotion, termination, and professional progress (Elliott, 2015).

How teachers see appraisals of performance is one important aspect affecting how seriously they will take criteria of appraisals. An individual's attitude is defined as their mental state that is focused on objects, people, and events that could happen in their psychological world (Anitha, 2014). Ochiewo (2016) discovered that teachers' attitudes on teacher appraisals were negative since they are unrelated to annual salary increases. Appraisers must be aware of and understand teachers' attitudes toward performance appraisal in order for it to be performed effectively. A negative attitude toward teacher appraisals stems from perceived inadequacies or possible undesirable effects. Teachers' attitudes regarding the implementation of the performance appraisal system are divided (Mumo et al., 2024; Owuonda et al., 2020). As Danielson and McGreal (2000) contend that performance appraisals of teachers might be a useful tool for dismissing incompetent ones. Teachers with extremely negative attitudes are

more likely to quit than to go through the apparently challenging teacher evaluation process (Hyder & Farooq, 2022). Research on teachers' performance appraisals is growing because of a lack of understanding about the procedure, how it's implemented, and whether it's fair in the educational field (Hyder & Farooq, 2022).

The motivation of employees has also an impact on their productivity at work. Girdwichei and Sriviboon (2020) suggest that an individual's performance can be influenced by several factors such as incentives, needs, objectives, aspirations, desires, or motives. Cameron and Green (2019) define motivation as the inner force that empowers individuals to accomplish both personal and organizational goals. Work motivation has been defined as the process that facilitates the start and maintenance of goal-directed performance (Larsson et al., 2018). Employee motivation can be divided into two categories: intrinsic and extrinsic motivations. According to Larsson et al. (2018), extrinsically driven people are those that are not interested in taking on odd jobs of any kind and are only willing to put in the work necessary to gain additional benefits like recognition, promotions, wage increases, and other advantages. When someone is working effectively, they are driven by their own inherent motivation and don't need additional incentives like money or recognition. They enjoy taking on challenging assignments and achieving their objectives (Jacoby, 2018). Vanek (2017) asserts that although intrinsic motivation is the best kind of motivation because it is inherited by workers and has strong, long-lasting effects on them, and management cannot impose intrinsic drive on people.

Teachers' Performance Appraisal, Motivation and Performance in Ethiopia

Ethiopian teacher performance appraisal began in the 1930s with the primary goal of monitoring and controlling the teaching process. It subsequently changed its name to supervision and continued to function largely in the same way (Berhanu, 2006). However, since 2007, this strategy has evolved to include an assessment strategy for both parents and children. This has drawn a lot of criticism because it is believed that parents and students lack the necessary skills to complete such an important rating, which could have an impact on instructors' future careers. Since evaluating a teacher's performance necessitates expertise and personal accountability, the principal bears the most obligations (Berhanu, 2006). Thus, evaluating teachers' performance falls under the purview of the school management committee, which is led by the school principal. The principal, who bears the most responsibility and accountability, receives help from the vice principal, department heads, and unit leaders in the management body by providing statistics on teacher performance in the school's teaching and learning process.

Teachers can advance through seven stages of the career ladder, including beginning teacher, junior teacher, teacher, senior teacher, associated lead teacher, lead teacher, and senior lead teacher, based on their performance appraisal results and years of teaching experience. Ethiopia's Teacher Performance Appraisal (TPA) procedures are not without problems. Teachers, vice-principals, and principals have had difficulty implementing the evaluation system due to its complicated structure and lack of clearly defined criteria. As a result, teachers perform poorly and lack motivation (Takiso & Labiso, 2019).

Rationale and justifications

There is a strong correlation between teachers' motivation, work performance, and attitudes toward Performance Appraisal (PA) systems. Teachers' motivation and general job satisfaction can be significantly impacted by their attitudes and views about performance rating systems. Teachers are more likely to be driven and devoted to their work if they believe

that the PA system is just, open, and helpful. Furthermore, instructors are more inclined to focus on improving themselves and doing better in their responsibilities when they believe that their evaluation is positive and targeted at professional progress (Ávalos, 2022; Wartenberg et al., 2023). A well-executed and favorably seen PA system can boost teachers' motivation and job performance, creating a more dedicated and successful teaching staff.

Regarding the research gaps in other scientific investigations, the first is that many earlier researchers only evaluated the factors that affect employee job performance in specific organizations, such as job satisfaction (Wartenberg et al., 2023); professionalism (Ávalos, 2022); incentives or motivation (Cameron & Green, 2019; Girdwichai & Sriviboon, 2020; Jacoby, 2018; Larsson et al., 2018; Vanek, 2017). However, no study was conducted on the impact of teachers' attitudes toward performance appraisal systems on their job performance as mediated by teachers' motivation in Ethiopian secondary schools.

Second, research on secondary school teachers' work performance is important for a number of reasons. Secondary education, first and foremost, fosters critical thinking and problem-solving abilities in pupils, two qualities that are vital to both future employment and higher education. Since teachers are in charge of putting the secondary school curriculum into practice, their performance and motivation are essential to the success of secondary education. This study will provide light on the ways in which teachers' motivation and attitudes about the performance appraisal system influenced their work performance. It will also provide well considered strategies for improving teachers' performance in order to meet school goals. Second, for schools to foster a work environment where teachers feel inspired, respected, and dedicated, they must comprehend the relationship between study variables. When teachers are perceived positive attitude towards appraisal system, they tend to be more motivated and invested in their work, leading to positive impacts on their job performance and overall school outcomes.

Third, there are a variety of management-related issues related to teachers and schools in Ethiopia, which prevent Ethiopian performance appraisals systems from fulfilling the goal of teaching and guaranteeing student learning. Teachers were seen to be unwilling to accept criticism or lower scores, for example, and Endale (2010) reported that there were confronted and disputed with principals or appraisers. The main factors affecting teachers' PA were found to be inadequate classroom observation, low participation from school supervisors (department heads and unit leaders), a lack of validity and reliability of the criteria, the absence of pre- and post-appraisal meetings, a focus on administrative rather than developmental goals, and a lack of training on performance appraisal schemes (Takiso & Labiso, 2019; Yilma, 2007). Endale (2010), Takiso & Labiso (2019), and Yilma (2007) have all identified many challenges and shortcomings in the implementation of teacher performance appraisal in schools. To fill a gap in the literature, the current study alters the designs, sample sizes, dependent variables, and field of study of Endale (2010), Takiso and Labiso (2019), and Yilma (2007). This is accomplished by investigating the impact of teachers' views regarding teacher performance appraisal on their performance, as mediated by motivation, in public secondary schools in Ethiopia's Amhara region. Thus, the general purpose of this study was to look into the impact of teachers' opinions toward the performance appraisal system on their performance as mediated by motivation in secondary schools in Enbise Sar Midir district, Amhara region, Ethiopia.

Theoretical Framework and Hypotheses

It is a common assertion in psychology and education that motivation and ability determine how well a person does on the job (Pritchard, 2006). Essentially, job performance usually relates to how successfully somebody does their work. Thus, the expectation and equity theories of motivation lend credence to this study. According to the theory of expectation, a person's attitudes toward acting in a particular way are impacted by how firmly and how attractively they anticipate their actions to produce a particular outcome.

According to the theory, an employee's motivation results from the degree to which a person desires a reward after performance appraisal (Vroom, 1964). The relevance of this theory to this study is that it proposes that better appraisal system enhance motivation which results in improving employee performance. This is due to their psychological nature, which requires desire to fulfill both corporate and personal goals. To this purpose, the format of teacher performance appraisals may encourage instructors because high appraisal scores may lead to promotions and pay raises (Boström & Palm, 2020; Mumo et al., 2024). The equity theory of motivation explains how an employee's perception of fair treatment affects their incentive to work hard. Equity refers to the relationship between an individual's job inputs (such as effort or skill) and employment rewards (such as money or promotion) that influence job performance. According to equity theory, those who believe they are either overly or under rewarded would become demotivated, and this will result in poor performance (Idemobi, 2010). According to Chiekezie et al. (2009), people assess the equity of rewards by contrasting them with the assessment awards that others receive for similar work or with some other efforts reward ratio. Principals are played essential roles using administrative strategies like revitalizing old structures and managing teachers' morale to implement performance appraisal (Mumo et al., 2024).

Teachers' attitudes towards performance appraisal system and their motivation

The primary goal of employee appraisals is not only to increase their productivity, but also to inform choices about their pay and promotions (Ameen & Baharom, 2019). Therefore, when workers believe their performance appraisal is fair and accurate, the organization's performance appraisal system can be a useful tool for employee growth and motivation (Chahar, 2020; Mulugeta, 2018; Saeed & Shah, 2016; Singh & Rana, 2015; Thurston & McNall, 2010). Employee motivation and retention can be greatly enhanced by the use of an open appraisal system (Azeez, 2017; Hyder & Farooq, 2022).

According to Owuonda et al. (2020), employee attitude has a significant impact on the evaluation system that originates at the individual and organizational levels. The results of Okoth and Florah (2019) further demonstrated that teacher motivation in Gem sub-county, Kenya, was positively and significantly impacted by fairness in performance appraisal, performance appraisal comments, performance rewards, and performance goal setting. On contrary, Jacoby (2018) stated that noting that an organization's appraisal system and the nature of the assignment itself might function as motivators for employees. This suggested that appraisal reactions probably have a major influence on how positive job and organizational attitudes emerge and how motivation to do better is enhanced. Sah and Topno (2019) also found that in Ethiopia, teachers are motivated to grow and better themselves by the feedback they receive from their superiors. A teacher is further encouraged to aim higher and receive the necessary recognition from other educators when they receive positive reinforcement and awards. As a result, this study suggested a positive correlation between teachers' attitudes towards performance appraisal practices and their motivation.

H1: Teachers' attitudes towards performance appraisal system will increase their motivation

Teachers' motivation and their performance

Motivation has been shown to play an important part in organizational operations, and in competitive contexts, it is what provides organizations with the strength to achieve their strategic goals (Jalloh & Jalloh, 2016). When given adequate resources, performance was viewed as the consequence of a combination of skill and motivation; as a result, motivating people became an important component of most management. When a business maximizes its human resources (HR) to its greatest capacity, it can achieve unrivaled performance, productivity, and efficiency. A positive, engaging work atmosphere can improve employee performance while also increasing engagement and achievement-striving capacity (Girdwachai & Sriviboon, 2020; Zhenjing et al., 2022).

According to Cameron and Green (2019), motivation can influence a person's performance, abilities, and skill acquisition. Highly motivated individuals would come to work on a daily basis and feel like they belonged in the firm. Product quality will improve, waste will be decreased, productivity will increase, and performance will be exceptional (Asiati, 2023; Jalloh & Jalloh, 2016). It is the duty and obligation of every manager to ensure that employees are highly motivated. Managers should provide both monetary and non-monetary benefits. Employee motivation is also required for them to supply vital abilities that will allow them to do their duties efficiently. Based on these empirical observations, the researcher proposed the following second hypothesis:

H2: Teachers' motivation will be correlated with teachers' job performance

Teachers' attitudes towards performance appraisal system and their performance

To put it simply, evaluators are conscience-driven and believe that the primary purpose of teacher assessment is to improve teaching and learning practices. Because student achievement is viewed as central to teacher assessment goals, it also seeks to establish accountability for teachers and schools (Tehseen and Hadi, 2015). Mumo et al. (2024) discovered that performance appraisal has improved student learning results and the teaching profession as a whole (Muli, 2010). Asiati (2023), Eric and John (2012), Ocho (2012), and Wamimbi and Bisaso (2021) all agree that performance appraisals have a significant favorable impact on teachers' capacity to accomplish their duties properly. The findings revealed that, in a subset of secondary schools in Kampala, Uganda, motivation and performance appraisal had a significant impact on secondary school teachers' job performance. This study shows that if performance appraisals are conducted with an eye toward transparency, equity, and a dedication to supporting teacher improvement, they will surely help teachers' professional development. Employees should understand that their performance will be judged honestly and equally. They should also understand that their performance will be recognized with suitable benefits, such as increased wages and promotions, which will encourage them to join in the program and adhere to its requirements. This implies that an effective performance appraisal system has a favorable impact on teachers' performance. It enables teachers to perform better in their day-to-day tasks of instructing and facilitating student learning. In contrast, a poorly timed implementation of the system for evaluating teacher performance will have a detrimental impact on their efficacy in

the classroom. If not done correctly, it can demoralize teachers. These empirical findings prompted the researcher to propose hypothesis 3, which is listed below:

H3: Teachers 'attitudes towards performance appraisal system will be correlated to their performance

Teachers 'attitudes towards performance appraisal system, motivation and their job performance

The clear correlation between performance and work motivation was mediated by a teacher's professional demeanor (Shaleh, 2019). According to Hanaysha and Majid (2018), motivation has a direct and indirect impact on raising organizational commitment and productivity. Furthermore, a study of elementary school teachers in the South Labuan Amas District of Hulu Sungai Tengah Regency revealed a substantial correlation between teachers' professional attitudes and performance and their job motivation (Shaleh, 2019). The findings of a study by Mohamud et al. (2017) in a number of Somalian firms, which demonstrated that work motivation had a significant direct or indirect impact on employees' performance, further supported the idea that work motivation and performance are directly related. Singh and Rana's (2015) research on the effects of performance reviews on worker effectiveness, commitment, and motivation was also supported. If teachers feel that the PA system is just, transparent, and beneficial, they are more likely to be motivated and committed to their profession. Furthermore, when teachers perceive the appraisal process as constructive and geared toward their professional development, they are more inclined to work on bettering themselves and carrying out their duties (Ávalos, 2022; Wartenberg et al., 2023). A well-designed and well-received PA system can increase teachers motivation and productivity at work, resulting in a more successful and driven teaching team. In light of these empirical results, the researcher put out hypothesis 4, which is stated as follows:

- *H4: Teachers' motivation has mediation effect in the association between teachers 'attitudes towards performance appraisal system and their performance*

The conceptual framework of this study is based on the Igartua and Hayes's (2021) XYM mediation hypothesis, which evaluates the indirect effect of teacher attitudes toward performance appraisal (X) on job performance (Y) through teachers' motivation. This model can be used to analyze issues from a systemic standpoint, and the interrelationships between the variables were investigated. Furthermore, the objectives of this study closely correspond to the qualities and intent of the XYM model. Figure 1 shows the theoretical model of the relationships generated during the inquiry. The symbol> represents the indirect effect of teachers' attitudes performance appraisal job performance (H4).

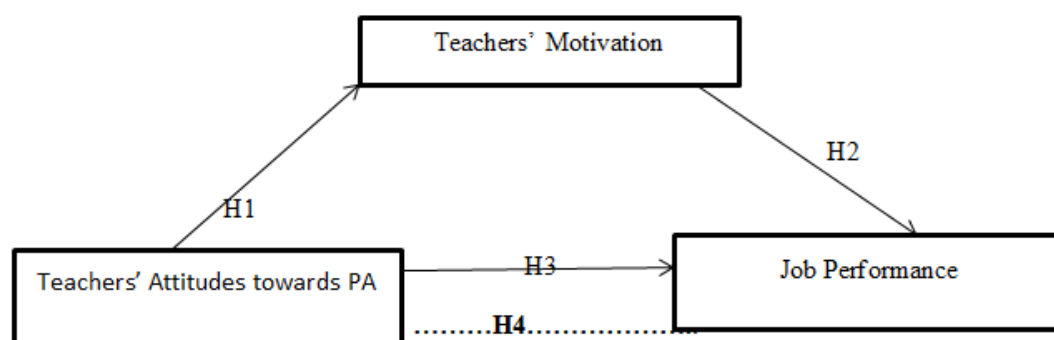


Figure 1: Proposed Conceptual Framework

Figure 1 Alt text: This study followed the conceptual framework of the Igartua and Hayes XYM model (2021) (the mediation hypothesis that estimates the indirect effect of teachers' attitudes toward performance appraisal (X) on job performance (Y) through instructors' motivation to work (M).

Methods

Research Design

The purpose of this study was to look into how teachers' views regarding performance appraisal affected their job performance, as mediated by instructors' motivation. To achieve this great goal, the researcher used a correlational study strategy, which tries to create a generalized model that connects the relationships between numerous aspects under diverse conditions (Allen, 2017; Cohen et al., 2018).

Participants

This study was conducted in the Amhara region, East Gojam province, Enbise Sar Midir district. In this district, there are six secondary schools of which three of them are located in the town, of Mertulemariam, the rest three are dispersed in the rural kebeles taking to address the issue of access to secondary education in community living at a distance from the town. There are 505 teachers in six schools. A proportional random sampling was applied to select teachers from all secondary schools based on the total number of teachers using a sampling formula provided as follows. In so doing, Yamane's (1967) formula was applied to select a sample size for teachers, and proportional sampling is used to select from each of the schools, i.e. $n = N / (1 + N(e)^2)$ at the margin error value of .05. Therefore, $N=505$, and the obtained samples were 223 teachers. Furthermore, an additional 20% of respondents were included as the topic is sensitive and expected non-response to items (Naing et al., 2006). Accordingly, the total sample size was $(223 + (20/100 \times 223)) = 223 + 44.6 \approx 268$ teachers. However, out of these respondents ($N=268$), only 265 (98.8%) were used in the analysis who completed the dispatched questionnaire as needed.

Data Collection Instruments

A three sections questionnaire comprising a total of 22 closed-ended items and background questions was prepared. Most of the items were adapted from previous studies



(Berhanu, 2023; Fernet et al., 2008, Owuonda et al., 2020; Mulugeta, 2018). The first part of the close ended questionnaire deals with the attitudes of teachers towards appraisal system, and the second and third set of items tap data on the level of teachers' motivation and work performance respectively. All questions were close-ended items in three categories in the form of Likert scal. When a Likert scale is used to measure attitude, its usual or standard format consists of a series of statements to which a respondent is to indicate a degree of agreement or disagreement using the following options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The use of questionnaires also allows researcher to collect large amounts of data relatively cheaply (Kombo & Tromp, 2006; Mills, 2003; Robinson & Lai, 2006). The use of questionnaires was also employed, since the questionnaires would enable the researcher to code the data easily for subsequent analysis; thereby, reducing the error gap (Sekaran, 2003). The details are described as follows:

The attitudes of teachers towards performance appraisal scale- this scale was adapted from previous empirical studies (Owuonda et al., 2020; Mulugeta, 2018). Originally, According to Mulugeta (2018) Cronbach Alpha for teacher's perception towards performance appraisal scale was 0.854. The scale has 8 items (sample of items: The appraisal system in my school is fair, I am satisfied with the feedback aspect of performance appraisal, and the appraisal system is effective in encouraging me to work hard). When investigating the scale of Cronbach's coefficient alpha using SPSS-25, this scale has an alpha value of 0.896 In order to know the fitness of the attitudes of teachers towards performance appraisal instrument, the researcher conducted confirmatory factor analysis (CFA). The following values were accepted as per fitness index criteria of Schermelleh-Engel et al (2003). RMSEA=.052, IFI=.92, NFI=.97, RFI=.97, NNFI=.97 and CFI=.98, GFI=.9 and AGFI=.89.

Teachers' motivation scale it was based on Fernet et al.'s (2008) work task motivation scale for teachers. The scale was created to evaluate motivational factors for tasks. To design and validate the scale, the Fernet et al.'s (2008) conducted a preliminary (n = 42) and main study with elementary and high school teachers (n = 609). Overall, internal consistency values met Nunnally's (1978) threshold of 0.70. The current study's scale consists of seven items. The Cronbach's coefficient alpha for this study was 0.854. Examples of items include "It is enjoyable to complete tasks at school, and my task allows me to meet job objectives that I think significant".

Sample of items include "It is pleasant to carry out task in school and my task allows me to attain work objectives that I consider important". Furthermore, to know the suitability of the teacher motivation instrument, the researcher did CFA: RMSEA=.059, IFI=.93, NFI=.98, RFI=.98, NNFI=.97, CFI=.99, GFI=.9, and AGFI=.92. All of these values were accepted as Schermelleh-Engel et al.'s (2003) fitness index standards.

The teachers' job performance scale- it was based on previous research of Berhanu (2023). It was validated in Ethiopian setting. It has seven items, such as "I took on challenging work tasks when available." The researcher performed CFA to test the scale's fit to the current data regarding work performance. The CFA results indicate that the fitting indices are within an acceptable range (Schermelleh-Engel et al., 2003): $\chi^2/df = 2.78$, RMSEA =.073, IFI =.93, NFI =.99, RFI =.99, NNFI =.99, CFI =.97, GFI =.9, and AGFI =.86. Cronbach's coefficient alpha was used to measure reliability. As a result, the scale's Alpha coefficient is.873, indicating a good level of consistency (Field, 2009).

Procedure of Data Collection

It is crucial to guarantee the accuracy of data collection in any research. Consent from all parties who were interested in providing data directly or indirectly was obtained. After ethical clearance, the researcher selected and gave the data collectors, a one-day briefing on the study's aim and the interpretation of the question items in the questionnaires, as well as how to create rapport with respondents and general questionnaire administration techniques. The data collectors then went to the schools, introduced him/her to the school administration, briefly explained the reason for his/her visit, and requested cooperation. The data collection tools were subsequently distributed to the chosen responders (teachers) from each secondary school. The data collectors would check the questionnaires for completion, collect them, and return them to the researcher. Following data collection, data organization, cleaning, and preliminary analysis were carried out to ensure the reliability and precision of the data. To keep ethical considerations, respecting the rights of participants, research settings, and those who read the study were the ethical concerns that are most frequently raised (Creswell, 2009). These ethical concerns were taken into account throughout the study's sampling, data gathering, and overall process. Data was supplied anonymously to keep private information of teachers.

Data Analysis

The data acquired using the identified instruments were analyzed to answer the basic hypotheses. Demographic characteristics would be summarized using frequencies and percentages for all categories, including age, gender, educational level, and experience. Depending on the nature of the core study hypothesis, various statistical approaches were used. Because the study is correlational in nature, Spearman correlation with the Statistical Package for Social Sciences (SPSS) version 29 and structural equation modeling with Lisrel 8.7 were used.

Results

Demographic Characteristics of Respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents. Accordingly, the characteristics of the study groups were examined in terms of sex, qualification, and working experience.

Table 2: Demographic Characteristics of Respondents.

		Frequency	Percent
Gender	Male	135	50.9
	Female	130	49.1
Age	18-35	71	26.8
	36-48	91	34.3
	49-52	56	21.1
	53-60	47	17.7
	> 60	10	3.8
Working experiences	1-3 Years	22	8.3
	4-6	75	28.3
	7-9	101	38.1
	10-12	57	21.5
	> 13 years	10	3.8
Education level	.Degree	193	72.8
	Master	72	27.2
Total		265	100

As shown below in Table 2, as far as the level of education is concerned, great majority of the respondents 193 (72.8%) were bachelor's degree holders and 72 (27.2%) were second degree holders. This is not in line with the new road map of Ethiopia guideline as the qualification for secondary schools required second degree (MoE, 2018).

The Relationship between Teachers' Attitude towards Performance Appraisal System, Teachers' Motivation and Work Performance

Table 3: The relationship between teachers' attitude towards performance appraisal system, teachers' motivation and work performance

Variables	Mean	attitude	Motivation	performance
Attitude	3.3706	1.000		
Motivation	4.2377	.409**	1.000	
Performance	3.4601	.661**	.490**	1.000

As shown in Table 3, a Spearman correlation analysis was used to investigate the relationship between instructors' attitudes toward the performance rating system, motivation, and work performance. On a five-point Likert scale, $M \geq 3.66$ indicates high, $M \leq 2.34 < 3.67$ indicates moderate, and $M < 2.34$ indicates low (Yamashita & Millar, 2021). Thus, teachers' motivation to work is high, although teachers' attitudes toward the TA and their performance are moderate. According to Cohen's (1998) correlation meaning (Low, < 0.30 ; medium, 0.3 to 0.5 ; large, > 0.5), the strength of the link between variables was rated as moderate to strong. This revealed a statistically moderate to high, positive, and significant link between the predictor variable and predicted variables (outcome). As a result, it is possible to assume that as instructors' attitudes regarding the PA improve, so does their drive to work and perform.

The mediation effect of teachers' motivation in the relationship between teachers' attitude towards performance appraisal (PA) and their job performance

A structural equation modeling study using Lisrel 8.7 was used to investigate the mediation effect of instructors' motivation on the link between teachers' views toward the performance appraisal system and job performance. This approach allows for a careful examination of how teachers' views about performance appraisal and motivation affect their capacity to do their jobs well.

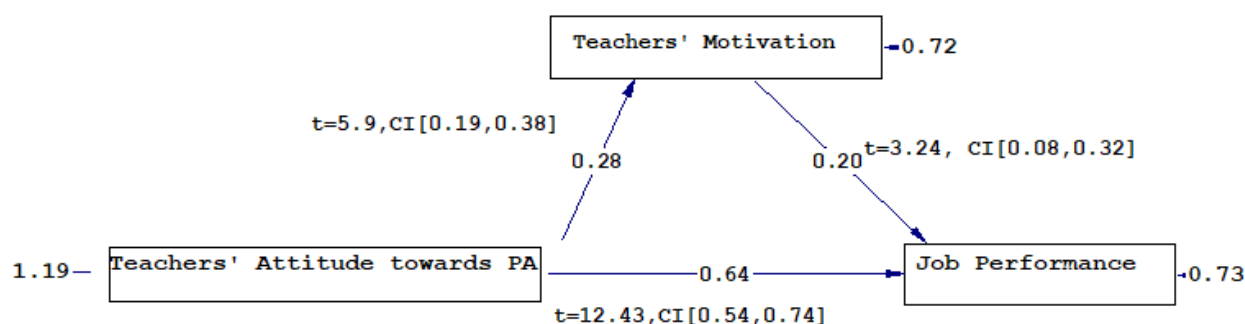


Figure 2: Verified Conceptual Framework

Using LISREL 8.7, Fig. 2 displays the results of the conceptual framework given and illustrated in Fig. 1. The framework illustrates how well the data fits into it. The χ^2/DF ratio is a simple test for evaluating the framework's fit. If the χ^2/df model is less than 2, it will fit nicely. In this study, χ^2/df is equivalent to 0.08. RMSEA = 0.041, RMR = 0.042, and SRMR = 0.042. The RMSEA, RMR, and SRMR values were all less than 0.50. As a result, all model fit indices are satisfactory (Schermelleh-Engel et al., 2003).

Table 3: Path analysis of association between teachers' motivation in the relationship between teachers' attitude towards PA and their job performance

Effects	Direct	Indirect	Total effect
Teachers' attitude towards PA → Job performance (H1)	0.28		0.28
Teachers' motivation → Job performance (H2)	0.2		0.2
Teachers' attitude towards PA → Job performance (H3)	0.64		0.64
Teachers' attitude towards PA → Teachers' motivation → Job performance (H4)	0.64	0.056	0.696

Note: Overall, the P-values are smaller than 0.5.

Figure 2 and Table 3 exhibit the SEM path analysis results. The study indicated that teachers' motivation to work was significantly predicted by their attitude toward PA ($\beta=0.28$, $p<0.05$, $t=5.9$, 95% CI [0.19, 0.38]). Teachers' motivation to work also strongly predicted job performance ($\beta=0.2$, $p<0.05$, $t=3.24$, 95% CI [0.08, 0.32]). Teachers' attitudes towards PA influenced their job performance ($\beta = 0.64$, $p < 0.05$, $t=12.43$, 95% CI [0.54, 0.74]). The path coefficients revealed that the indirect influence of teachers' attitudes toward performance appraisal is 0.056. Teachers' attitudes towards PA had an overall greater effect (0.696) on work performance than the direct impact (0.64) ($p < 0.05$). The findings show that instructors' motivation has a mediating effect on the relationship between their views toward PA and work performance. Based on the results, all hypotheses were accepted and mentioned as follows.

- H1: Teachers' attitude towards performance appraisal is positively correlated with teachers' motivation.
- H2: Teachers' motivation is positively correlated with teachers' job performance.
- H3: Teachers' attitude towards performance appraisal is positively correlated with teacher job performance.
- H4: Teachers' motivation has mediation effects in the association between teachers' attitude towards performance appraisal and job performance\

Discussion and Conclusion

This study looked into how teachers' motivation mediated the relationship between composite ratings of their attitudes about performance appraisal and work performance. The expectancy and equity theories of motivation serve as the theoretical foundations for this investigation. The equity theory of motivation discusses how an employee's impression of fair treatment influences their willingness to work hard. That indicates that people who perceive they are excessively or underpaid will become demotivated, resulting in poor performance (Idemobi, 2010).

Teachers rate their motivation to work, attitudes toward the PA, and performance as medium to high. According to Borg (2019) and the OECD (2018), teacher appraisal is viewed as a vital technique for monitoring and improving teacher quality, hence raising the standard of education for pupils. In contrast to the current study, Mumo et al. (2024), Owuonda et al. (2020), and Ochiewo (2016) discovered that teachers' opinions toward teacher assessments are unfavorable since they are unrelated PA to annual wage increases. Furthermore, Danielson and McGreal (2000) and Hyder and Farooq (2022) claim that views of performance appraisals of teachers may be related with dismissal from the job, which resulting in instructors to develop negative attitudes towards PA. In the current study, teachers have a medium degree of attitude toward performance reviews. This may be due to projected potential for advancement or promotion via stages of the career ladder (Takiso & Labiso, 2019). However, teachers' PA in Ethiopia could be influenced by insufficient classroom observation, limited engagement from school supervisors, the absence of pre- and post-appraisal meetings, and a lack of training on performance appraisal schemes (Takiso & Labiso, 2019; Yilma, 2007). Endale (2015), Takiso & Labiso (2019), and Yilma (2007) have all found significant obstacles and deficiencies in the implementation of teacher performance appraisal in Ethiopian schools.

This study found a statistically moderate to high, positive, and significant relationship between the predictor and predicted variables (outcome). For instance, teachers' attitudes about performance appraisal are positively related to their motivation (H1). Jacoby (2018), who supports the current study, claims that the organization's appraisal system and the nature of the assignment itself may serve as motivators for employees. The current study is consistent with previous research by Al-Kahtani (2018), Bernardi (2019), and Davydenko et al. (2017), who discovered that job performance, can be influenced by a range of factors such as motivation, and work environment. According to the current study, the fundamental purpose of employee evaluations of performance is not only to boost productivity, but also to inform decisions about pay and their motivation (Ameen and Baharom, 2019; Chahar, 2020; Mulugeta, 2018; Saeed & Shah, 2016; Singh & Rana, 2015; Thurston & McNall, 2010). An open appraisal method can significantly increase employee motivation (Azeez, 2017; Hyder and Farooq, 2022). Sah and Topno (2019) discovered that in Ethiopia, teachers are driven to learn and improve themselves by comments from their superiors. As a result, when employees believe their performance appraisals are fair and accurate, the organization's performance appraisal system can be an effective instrument for employee motivation. This revealed that assessment reactions are likely to have a significant impact on how positive job and organizational attitudes form and motivation to do better is increased. Positive reinforcement and incentives inspire teachers to achieve higher and receive the recognition they deserve from other educators.

There is a positive connection between teacher motivation and work performance (H2).

Consistent with the current study, Jalloh and Jalloh (2016) discovered that performance is the result of a combination of skill and motivation, and that a motivating, positive, and engaging work environment can improve employee performance (Girdwachai & Sriviboon, 2020; Zhenjing et al., 2022). Teachers' work performance will improve in schools when leaders use effective supervision strategies to encourage and motivate teachers to work more (Berhanu, 2024; Berhanu & Sabanci, 2019). Product quality will improve, waste will be reduced, productivity will rise, and performance will be excellent (Asiati, 2023; Cameron & Green, 2019; Jalloh & Jalloh, 2016). As a result, it is the responsibility of all school leaders to guarantee that teachers are highly motivated. Leaders should offer both monetary and non-monetary benefits. Employee motivation is also necessary for them to provide critical skills that will help them to do their responsibilities effectively.

The current study also found a positive correlation between teachers' attitudes toward performance appraisal and teacher job performance (H3), as well as a relationship between teachers' perspectives on performance appraisal and job performance is mediated by teachers' motivation (H4). In a similar spirit to the third hypothesis, Asiati (2023), Eric and John (2012), Mumo et al. (2024), Ocho (2012), and Wamimbi and Bisaso (2021) all concur that performance appraisals have a major positive impact on teachers' ability to fulfill their jobs properly. This study demonstrates that if performance assessments are conducted with transparency, equity, and a commitment to promoting teacher improvement, they will undoubtedly assist teachers in performing their duties properly. Employees should recognize that their performance will be evaluated.

They can also realize that their efforts will be rewarded with appropriate advantages, such as higher pay and promotions, which will encourage them to participate in the program and follow its guidelines. This implies that an effective performance appraisal system improves teacher performance. It enables teachers to perform more effectively in their daily activities of instructing and promoting student learning. On contrast, a badly timed adoption of the system for evaluating teacher performance will reduce their effectiveness in the classroom. If not executed correctly, it has the potential to demoralize teachers. As a result, it is possible to suppose that as instructors' views toward the PA improve, so does their motivation to work and perform.

Implications and limitations

As the study assessed teachers' attitudes toward the performance appraisal system and its impact on their performance through the mediation effect of their motivation, it would have theoretical and practical implications for school leaders and concerned bodies. In practice, school leaders and policymakers can be proactive in giving teachers with opportunities for improved performance by implementing various motivational tactics and establishing acceptable teacher performance appraisal procedures. For educational officials at all levels, the study's findings suggest that teachers' attitudes about performance rating systems are moderately positive and affect their performance. To be effective, the teachers' appraisal system can be utilized as an instrument to achieve the motivation, dedication, and passion of the key players (teachers), rather than for the purpose of satisfying school's rule. Furthermore, the performance appraisal results can be used for teacher motivation rather than just career structure/promotion to address the performance appraisal's intended purposes. It is advised that the principal and other relevant entities explicitly link performance appraisal and motivation. This encourages teachers to complete assigned work efficiently and on time, as well as to have a positive perception of the performance rating system.



This research also makes contributions to theory and management. The main purpose of this research was to gain a full understanding of teachers' views toward the PA system and how they affect teachers' work performance, both directly and indirectly. The work contributes to the body of knowledge about leadership and education. Policymakers, educators, parents, students, and school administrations are also expected to find the research findings useful. The study's findings will also be relevant to education bureaus and secondary schools in the Enbise Sar Midir district when evaluating teachers' work performance. The overall performance of students can be enhanced by identifying numerous factors that influence their work performance as teachers. Confident and motivated teachers can boost students' academic progress, which benefits all parties involved in the school by increasing happiness and commitment to the institution. Furthermore, the findings could have a stronger positive impact on ongoing measures to improve teachers' work performance. It may also motivate more scholars to do long-term, in-depth investigations in this field of study.

This work is subject to some limitations, including a lack of generalizability and a focus on a single district in Ethiopia. Because the current study was conducted in one district and secondary schools, a comparable study can be conducted in another district and in primary schools to compare the findings. Thus, there is an urgent need for more research into the relationship between teachers' performance in various situations, motivation, and perceptions of instructors' PA. This study also included perceptual data, such as teachers' perceptions of their own job performance, motivation, and attitudes toward teachers' PA. However, common source bias could have happened. Future studies should consider lengthier experimental designs to uncover causal links, as well as additional behavioral data collected.

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