

Review of Related Literature on Performance Appraisal, Self-Efficacy and Job-Satisfaction of Teachers

Smita Sah¹, Dr. Nimisha Srivastava²

¹Research Scholar, School of Educational Training and Research, Aryabhata Knowledge University, Patna, Bihar – 800 001

²Associate Professor, St. Xavier's College of Education (Autonomous), Patna, Bihar – 800011.

Abstract - How to create and sustain a client relationship is a key idea of success in today's global competitive economy. Frontline personnel connection and service to customers may play a vital part in maintaining a long-term relationship. As a result, managers must figure out how to improve frontline employees' job performance and job satisfaction, as well as assist them in providing outstanding service and maintaining a positive long-term relationship with consumers. For the organisation, there is a vast body of work focusing on organisational characteristics and how they affect frontline staff and job satisfaction. In contrast, little research has been done on the impact of personal traits like self-efficacy and effort on job performance and job happiness. According to the findings, (1) self-efficacy has a positive impact on job performance and satisfaction; (2) effort has a positive impact on job performance and satisfaction; and (3) job satisfaction has a negative impact on turnover intentions. These findings contributed to a better understanding of the impact of personal qualities on organisational performance as well as the exploration of management policies by the organisation.

Key Words: Self Efficacy, Effort, Job performance, Job satisfaction, Turnover Intention.

1. INTRODUCTION

"The Literature" refers to the collection of scholarly writings on a topic. This includes peer-reviewed articles, books, dissertations and conference papers. Review of related literature presents the comprehensive development of the problem background. It indicates what has already been studied by others which have a bearing upon the present study. The review of related literature stresses two aspects. The first in the consideration of the subject matter and the second is related to methodology and design. The review chapter is devoted to the development of the problem statement of the object of inquiry. The review is utilized to retain a direct relevancy to the study in hand.

According to **Best and Kahn (1995)**, "It provides evidence that the researcher is familiar with what is already known and what is still unknown and invested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation."

In the words of **Lokesh Koul (1990)** "A careful review of research journals, books, dissertations thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study".

1.1 SOURCES OF RELATED LITERATURE

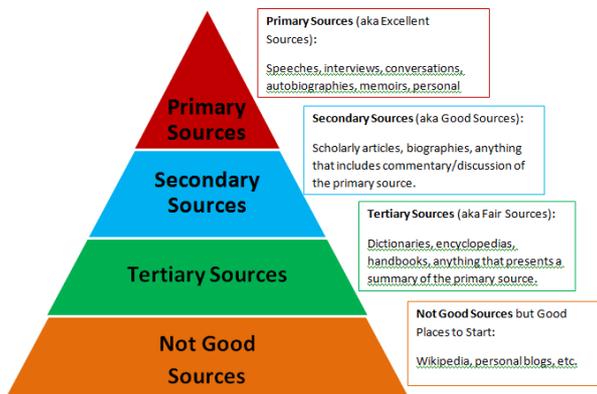
When reviewing the literature, we have to be sure to include major works as well as studies that respond to major works. We mostly focus on primary sources, though secondary sources can be valuable as well.

Primary sources - The term *primary source* is used broadly to embody all sources that are original. Primary sources provide firsthand information that is closest to the object of study. Original reports of research found in academic journals detailing the methodology used in the research, in-depth descriptions, and discussions of the findings are considered primary sources of information. Other common examples of primary sources include letters, speeches, diaries, autobiographies, interviews, official reports, court records, artifacts, photographs, and drawings.

Secondary sources - A *secondary source* is a source that provides non-original or secondhand data or information. Secondary sources are written about primary sources. Research summaries reported in textbooks, magazines, and newspapers are considered secondary sources. They typically provide global descriptions of results with few details on the methodology. Other examples of secondary sources include biographies and critical studies of an author's work.

Tertiary sources - They are sources that index, abstract, organize or compile other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. They are usually not credited to a particular author.

Not so good sources - These are those sources from where data should not be taken from directly. They might lead to a legitimate source, like a newspaper article or an academic paper, but shouldn't be used by the researchers for anything other than a stepping-stone.



2. REVIEW OF RELATED LITERATURE

Hassan and Ibourk (2021) tested the structures of three scales designed for measurement of self-efficacy, burnout and job satisfaction among Moroccan primary school teachers and investigated the possible correlations between them. 404 teachers of El Kalaa Des Sraghna participated in this study. Data were analyzed by Structural Equation Modelling (SEM) using the AMOS 25 software. Findings of the study confirmed the two-dimensionality of the Burnout measurement scale, depersonalization and emotional exhaustion, the multidimensionality of the scale of teacher self-efficacy (six dimensions) and the uni-dimensionality of the scale of job satisfaction. Negative correlation was found between the teacher self-efficacy and job satisfaction on the one end and the two dimensions of burnout, on the other end.

Mokhtar, Maouloud, Omowunmi, and Nordin (2021) aimed to establish the mediating role of teachers' self-efficacy of Malaysian primary school in the relationship between teachers' job satisfaction and teachers' commitment. The researcher used a validated questionnaire on a sample of 984 teachers and the research questions were addressed using structural equation modelling. The findings indicated that self-efficacy significantly mediated the relationship between teachers' commitment and job satisfaction, job satisfaction of these teachers was significantly and directly impacted by teachers' commitment and self-efficacy that is, the presence of self-efficacy enhanced teachers' commitment and improved the job satisfaction of these teachers.

Tsai and Antoniou (2021) aimed to analyse the relationship between teachers' attitude to mathematics teaching, self - efficacy, student achievement and job satisfaction of 110 fifth grade teachers in Taiwan. 2334 students between the age of 10 and 10 of the academic year 2016 - 2017 were given criterion - reference test in mathematics to find the student achievement. The data was analysed with the help of confirmatory factor analysis and stepwise linear regression. The study revealed teachers' attitude to teaching mathematics, teaching efficacy in

classroom environment and students' achievement in mathematics described the variations in job satisfaction of teachers. Attitude towards teaching mathematics, was the biggest factor responsible for job satisfaction.

Udemba (2021) investigated the relationship between self-efficacy and job performance and satisfaction of secondary school teachers in Anambra State. Correlational survey research design was adopted by the researcher. A sample of 485 teachers were selected through stratified random sampling technique. A structured questionnaire was used for collection of data and was analysed using Pearson Product Moment Correlation coefficient. The results indicated that there is very less and low positive relationship between self-efficacy and job performance of Anambra secondary school teachers.

Sułkowski, Przytuła, Borg and Kulikowski (2020) identified various tensions between Performance Appraisal (PA) and Public Service Motivation (PSM), by exploring the impact of PA on PSM of academics in public higher education institutions (HEIs). The study revealed that many of the public HEI management and academics have failed to understand the complete purpose of PA activities. The existing rift between PA normative aims of motivation and fair evaluation and its descriptive effects of increasing bureaucracy and dissatisfaction might weaken PSM, an essential driving force that motivates academics to work in public HEIs.

Wakwoya, F. (2020) in his research investigated the relationship between Human Resource Management Practice and Teachers' Job Satisfaction in government Secondary Schools. Using random sampling, 150 teachers were selected and 5 school principals were purposively selected for the study. The data collected were analysed and interpreted using simple percentages, means, standard deviation, analysis of variance and Pearson correlation. The study revealed that there was poor teaching staff resource planning (M=2.14, SD=1.18), inadequate provision of training and development on various issues (M=2.24, SD=1.32), performance appraisal practice was based on unclear and non - transparent procedures (M=2.05, SD=1.15) and a good number of teachers felt moderate job satisfaction to the existing work environment (M=3.24, SD=1.35). Correlation analysis indicated significant positive interaction between human resource management and teachers job satisfaction ($r=0.55, p=0.00$).

Dal Corso, De Carlo, Carluccio, Girardi and Falco (2019) investigated the effects of perceived performance appraisal justice on teachers' well-being, in terms of job performance, job satisfaction, and life satisfaction, hypothesizing the mediation role of performance appraisal satisfaction. Data from a sample of 161 Italian teachers were analysed through structural equation modelling using the Lisrel 8.80 software. Results confirm the mediation role of performance appraisal satisfaction.

Mwangi and Njuguna (2019) aimed to establish relationship between appraisal and reward/compensation and study three important questions i.e. how setting standards and targets influenced the performance of the teachers; secondly establish how monitoring teachers work on regular basis affect their performance and finally measure the effect of work quality on performance of teachers in public secondary schools in Kiambu County. 80 teachers representing 12% of the accessible population of 686 teachers were selected using systematic random sampling. The study confirmed that the standards and targets, measuring and monitoring performance managing quality of work and reward/pay positively and significantly affected the performance of the teachers.

Okoth and Florah (2019) aimed to establish the influence of performance appraisal on motivation of public secondary school teachers in Gem Sub- County. The findings of the study revealed that fairness and impartiality in performance appraisal system, performance appraisal feedback, performance rewards and performance goal setting had a positive and significant effect on teacher motivation in Gem sub-county.

Kagama and Irungu (2018) investigated the influence of teacher performance appraisals on teacher performance in secondary schools in Kenya. Using stratified and simple random sampling technique, a sample of 460 teachers from 46 secondary schools in two Kenyan counties were taken. The variables under research included teacher remuneration, government policies, school administration, the school environment, and the school curriculum, that were investigated in form of comparisons, explanations, and relationships on the aspects of teacher motivation to perform well. The research confirmed that teacher appraisals have greatly influenced teacher performance.

Aunga and Masare (2017) investigated the effect of leadership styles on teachers' performance in primary schools in Arusha District. The study concluded that teachers' performance is good in the primary schools in Arusha district. There is a significant relationship between Transformational Leadership Style and Teachers' Performance.

Barman and Bhattacharyya (2017) tried to assess the level of Job Satisfaction of Teacher Educators working in different types of B.Ed. colleges in West Bengal in relation to some personal and socio-demographic variables. The results of the study explore that Teacher Educators working in different Govt. Aided and Private B.Ed. colleges in West Bengal are satisfied with their job overall. They are satisfied with all the dimensions or aspects of Job Satisfaction except only one dimension i.e., salary & compensation.

Dhull and Jain (2017) in their study of attitude towards teaching profession in relation to job satisfaction among secondary school teachers attempted to find out the difference in teaching attitude of senior secondary school teachers in relation to job satisfaction. The findings of the study revealed: Female teachers were found to possess more favourable attitude towards teaching than male teachers; Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers; and a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers was found.

Kihara, Gichuhi and Kamau (2017) tried to analyse the influence of work environment factors on teachers' job satisfaction in Murang's East Sub County. The study used a descriptive survey design. Relationships between independent variable (work environment factors) and dependent variable (job satisfaction) were established through correlation and regression techniques. From the study findings majority of respondents (66%) agreed on existence of good work environment conditions in the workplace. Consequently, on job satisfaction majority of respondents (74%) were satisfied with work environment factors. Using correlation, a strong positive relationship was established between work environment factors and teachers' job satisfaction.

Afshar and Doosti (2016) investigated the differences between satisfied and dissatisfied Iranian junior secondary school English teachers in terms of their job performance. The results indicated that satisfied teachers significantly differed from their dissatisfied counterparts in terms of their job performance suggesting that the observed differences in their job performance might have mainly been caused by the degree to which they were satisfied with their profession.

Kumar and Chaturvedi (2016) explored the relationship between Performance Appraisal and Job Satisfaction and suggested ways to implement Performance Appraisal System effectively in the organization. The study reiterated that a good and fair performance system can work as factor of enhancing Job Satisfaction among the employees. Unbiased HR practice, timely feedback of Performance appraisal and simple and easy pattern of Performance Appraisal policy can increase the effectiveness of the Performance Management System.

Mtyuda and Okeke (2016) analysed the Factors Associated with Teachers' Job Dissatisfaction in Schools in Rural Eastern Cape Province. Data obtained through semi-structured interviews and focus groups discussions were analysed by using the narrative analysis model. Results indicated that lack of resources, overcrowded classes and lack of discipline, administrative issues and no recognition by principals and parents for good work done, caused dissatisfaction among teachers who took part in this study.

Raath and Hay (2016) in his study 'Self-efficacy: A South African case study on teachers' commitment to integrate climate change resilience into their teaching practices' reports on the differences among teachers regarding their self-efficacy and how this relates to their confidence and commitment to integrate climate change in their teaching practice. The findings showed that teachers with beliefs of greater self-efficacy were more willing and resilient to engage in a climate change project.

Shrivastava & Purang (2016) examined fairness perceptions of performance appraisals in the fast-changing Indian banking sector. The findings emphasize the importance of employee perceptions and consequent reactions that shape employee outcomes versus the intent and design of HR systems. For ensuring success of the HR systems organizations need to incorporate regular assessments of employee perceptions and reactions as despite best efforts employee perceptions can vary from management intent.

Arifin (2015) in his study the influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance aimed to find out and analyze the influence of competence, motivation, and organizational competence to high school teacher job satisfaction and performance in Jayapura City, Papua, Indonesia. Findings indicate that competence and organizational culture affect positively and insignificantly teacher job satisfaction.

Khan, Fleva and Qazi (2015) conducted the study on the Role of Self-Esteem and General Self-Efficacy in Teachers' Efficacy in Primary Schools. It explored the factors that affect teachers' efficacy in cultural context. The results indicated significant relationship between teachers' efficacy and general self-efficacy and self-esteem. It was found that low self-esteem and low general self-efficacy led to low teachers' efficacy and consequently substandard performance in the class. On the contrary, high teachers' efficacy was a reflection of high self-esteem and high general self-efficacy.

Koedel, Li and Springer (2015) in their study The Impact of Performance Ratings on Job Satisfaction for Public School Teachers merged teacher performance evaluations from the new appraisal system with data from post-evaluation teacher surveys to examine the effects of teacher ratings on job satisfaction. Using a regression-discontinuity design, we show that ratings causally affect teachers' perceptions of work – all else equal, teachers who receive higher ratings are made to be more satisfied with teaching.

Guha and Paul (2014) in their study Attitude towards Constructivist Approach and Self-Efficacy: Perspective of Secondary School Teacher investigated the attitude of school teachers of West Bengal in advocating constructivist approach in their teaching strategy and its relationship with self-efficacy. However significant difference in teacher self-

efficacy was observed on the basis of the location of school. Gender did not reveal any significant difference in teacher self-efficacy.

Karabiyik and Korumaz (2014) investigated the relationship between teachers' self-efficacy perceptions and job satisfaction level. Short Form Minnesota Satisfaction Questionnaire and Self-Efficacy Perception Instrument were used for the study. According to the result, there is a significant and positive relationship between teachers' self-efficacy perceptions and job satisfaction level.

Usop, Askandar, Kadtong and Usop (2013) attempted to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most teachers are 31-40 age bracket. Majority of them are females, married, earned a college degree and further master's unit. Sixty-four percent of them had 11 to 15 years of service. Therefore, the findings concluded that the teachers of Division of Cotabato City display a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

Cherian & Jacob (2013) aimed to perform a meta-analysis which analyses the individual research findings which pertain to the relationship between self-efficacy, employee motivation and work-related performance of the employee. From the results of the study, it is observed that self-efficacy theory can be applied for work related performance in terms of motivating different employee related facets as well as organizational pursuits. The results of the study show that the self-efficacy does play a mediating role in the relationship between managers rated effectiveness and an employee's engagement.

Shrivastavas and Chabra (2012) assessed the job satisfaction level of teacher educators and tried to find out if the expressed level of job satisfaction was influenced by their gender or educational qualification like NET and Ph.D. The study concluded that teacher educators are satisfied with their job, with gender not influencing the level of job satisfaction significantly and qualification having a significant effect.

Kumar (2011) studied on the topic "Ensuring Teachers' Accountability through Performance Evaluation" According to him, despite recommendations and suggestions by different Committees and Commissions, teachers are not being evaluated properly for their work. Whatever teachers' evaluation in the name of annual confidential report or through self-appraisal is being done these days is just an eye wash and is not serving the very purpose of introducing the concept of teacher evaluation.

Ozder (2011) in his study *Self-Efficacy Beliefs of Novice Teachers and Their Performance in the Classroom* examined the data related to the novice teachers' self-efficacy beliefs and their performance in the classroom. According to the findings, teacher self-efficacy beliefs of the novice teachers were found to be at a sufficient level.

3. CRITICAL REVIEW OF RELATED LITERATURE

The review of literature brought to light the role of effective performance appraisal system and self-efficacy in the job satisfaction of the school teachers.

Khan, Fleva and Qazi and Koedel, Li and Springer (2015) found a significant relationship between performance appraisal and job satisfaction. On the other hand, Klassen, Usher and Bong (2010) in their study found that job stress was negatively related to job satisfaction for North American teachers, whereas cultural dimension of collectivism was significantly related to job satisfaction for the Korean teachers. Stephanou, Gkavras and Doukeridou (2013) showed that the teachers experienced form moderate negative emotions to moderate positive emotions at school, particularly in the context-task- and self-related emotions; teachers' self-efficacy had positive effect on school collective-efficacy beliefs and job satisfaction, and on the impact of collective efficacy on job satisfaction; self-efficacy, collective efficacy and job satisfaction, as a group, explained from a small to moderate amount of the variance of the emotions, while the impact of job satisfaction on the emotions was to a significant extent mediated by teachers' perceptions about their school collective efficacy; and self-efficacy had direct and indirect effect, through the interaction of collective efficacy and job satisfaction, on the emotions. Babu and Theresu (2016) revealed the fact that the level of job satisfaction and Interest in Teaching are at moderate levels. Further, it is noted that there is negligible amount of correlation between job satisfaction and Interest in Teaching among the Teacher Educators.

In most of the studies, random sampling techniques have been used for selecting the sample. In most of the studies, the researchers have used psychological tests and psychological inventories and also interview and observation schedules standardized by the researchers. In the above reviewed studies, the researchers have used t-test, correlation, analysis of variance and analysis of covariance for testing their hypotheses. The main objectives of the reviewed studies were to find the difference, association, correlation and casual effect relationship between the variables. In these studies, both survey method and experimental methods were used.

While reviewing the above related literatures, it could be, first of all, concluded that there was no such study conducted so far as it is known which had these three combined variables of performance appraisal, self-efficacy and job satisfaction.

REFERENCES

- [1] Afshar, H. S. and Doosti M. (2016), Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
- [2] Arifin H. M. (2015). The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance. *International Education Studies*, 8(1), 38-45. <http://dx.doi.org/10.5539/ies.v8n1p38>
- [3] Aunga, D.O.A. & Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review*, 4(4), 42-52. <https://doi.org/10.15739/IJEPRR.17.006> on 09-10-2020.
- [4] Babu, R. and Theresu, V.T. K. (2016). A Study of Teacher Educators' Job Satisfaction and Interest in Teaching. *IOSR Journal Of Humanities And Social Science*, 21(2), Ver. III, 40-43. <https://doi.org/10.9790/0837-21234043>
- [5] Barman, P. and Bhattacharyya, D. (2017). Job Satisfaction of Teacher Educators in Different Types of B.Ed. Colleges in West Bengal. *IOSR Journal Of Humanities And Social Science*, 22(2). 80-99. <https://doi.org/10.9790/0837-2202028099>
- [6] Cherian, J. & Jacob, J. (2013). Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management*, 8(14), 80-88. <http://dx.doi.org/10.5539/ijbm.v8n14p80>
- [7] Dal Corso L, De Carlo A, Carluccio F, Girardi D and Falco A (2019) An Opportunity to Grow or a Label? Performance Appraisal Justice and Performance Appraisal Satisfaction to Increase Teachers' Well-Being. *Front. Psychol.* 10:2361. <https://doi.org/10.3389/fpsyg.2019.02361>
- [8] Dhull, K. and Jain, M., (2017), A Study Of Attitude Towards Teaching Profession In Relation To Job Satisfaction Among Secondary School Teacher, *International Education and Research Journal*, 3(1). <http://ierj.in/journal/index.php/ierj/article/view/645>
- [9] Guha, A. & Paul, U. (2014). Attitude towards Constructivist Approach and Self-Efficacy: Perspective of Secondary School Teachers. *Indian Journal of Educational Research*, III. 14-24.
- [10] Hassan, O., & Ibourk, A. (2021). Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco. *Social Sciences & Humanities Open*, 4(1), 100148. <https://doi.org/10.1016/j.ssaho.2021.100148>
- [11] Kagema, J. and Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher

- performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93-98. <http://dx.doi.org/10.17509/ije.v11i1.11148>
- [12] Karabiyik, B. and Korumaz, M. (2014). Relationship Between Teachers' Self-Efficacy Perceptions and Job Satisfaction Level. *Procedia - Social and Behavioral Sciences*, 116, 826 - 830. <https://doi.org/10.1016/j.sbspro.2014.01.305>
- [13] Khan, A., Fleva, E., & Qazi, T. (2015). Role of Self-Esteem and General Self-Efficacy in Teachers' Efficacy in Primary Schools. *Psychology*, 6, 117-125. <http://dx.doi.org/10.4236/psych.2015.61010>
- [14] Kihara, S.N, Gichuhi, D.M and Kamau, A.W. (2017). Influence of Work Environment Factors on Teachers' Job Satisfaction in Public Primary Schools in Murang's East Sub County. *The International Journal Of Business & Management*, 5(7), 217-222. <http://www.internationaljournalcorner.com/index.php/theijbm/article/view/124283>
- [15] Koedel, C., Li, J., Springer M.G. and Tan L. (2017) The Impact of Performance Ratings on Job Satisfaction for Public School Teachers. *American Educational Research Journal*, 54(2), 241-278. <https://doi.org/10.3102/0002831216687531>
- [16] Kumar, R. and Chaturvedi, S. (2016) Impact of Performance Appraisal on Job Satisfaction. *International Journal in Management and Social Science*, 04(05), 242-248. https://www.academia.edu/27522100/IMPACT_OF_PERFORMANCE_APPRAISAL_ON_JOB_SATISFACTION
- [17] Mokhtar, A., Maouloud, V. M., Omowunmi, A. K., & Nordin, M. S. Bin. (2021). Teachers' commitment, self-efficacy and job satisfaction as communicated by trained teachers. *Management in Education*. <https://doi.org/10.1177/08920206211019400>
- [18] Mtyuda, P. N. P. and Okeke, C. I. O. (2016). Factors Associated with Teachers' Job Dissatisfaction in Schools in Rural Eastern Cape Province. *Studies of Tribes and Tribals*, 14(1), 44-53. <https://doi.org/10.1080/0972639X.2016.11886731>
- [19] Mwangi, B. and Njuguna, R. (2019) Performance Appraisal Strategies on Performance of Teachers in Public Secondary Schools in Kiambu County, Kenya. *International Journal of Current Aspects*, 3(II), 218-230. <https://doi.org/10.35942/ijcab.v3iii.19>
- [20] Okoth A. A. and Florah O. M. (2019) Influence of Performance Appraisal on Motivation of Public Secondary School Teachers in Gem-Sub County, Kenya. *American International Journal of Contemporary Research*, 9(4), 39-49. <https://doi.org/10.30845/aijcr.v9n4p5>
- [21] Raath, S. and Hay, A. (2016). Self-efficacy: A South African case study on teachers' commitment to integrate climate change resilience into their teaching practices. *Cogent Education*, 3(1), <https://doi.org/10.1080/2331186X.2016.1264698>
- [22] Shrivastava, A. & Purang, P. (2016). Performance Appraisal Fairness and Its Outcomes: A Study of Indian Banks. *The Indian Journal of Industrial Relations*, 51(4), 660-674. <http://www.jstor.org/stable/43974589>
- [23] Shrivastavas, S., Chabra, S. (2012). Job satisfaction among teacher educators: Interplay of gender and qualification. *Researcher*, 4(8), 26-30. http://www.sciencepub.net/researcher/research0408/006_10772research0408_26_30.pdf
- [24] Stephanou, G., Gkavras, G. and Doukeridou, M. (2013). The Role of Teachers' Self- and Collective-Efficacy Beliefs on Their Job Satisfaction and Experienced Emotions in School. *Psychology*, 4(3A), 268-278. <http://dx.doi.org/10.4236/psych.2013.43A040>
- [25] Sułkowski, Ł., Przytuła, S., Borg, C. and Kulikowski, K. (2020), Performance Appraisal in Universities—Assessing the Tension in Public Service Motivation (PSM), *Education Sciences*, 10(7), 174. <https://doi.org/10.3390/educsci10070174>
- [26] Tsai, P. and Antoniou, P. (2021), "Teacher job satisfaction in Taiwan: making the connections with teacher attitudes, teacher self-efficacy and student achievement", *International Journal of Educational Management*, 35(5), 1016-1029. <https://doi.org/10.1108/IJEM-02-2020-0114>
- [27] Udemba, N. (2021). Relationship between Self Efficacy and Job Performance and Satisfaction of Secondary School Teachers in Anambra State. *International Journal of Multidisciplinary Research and Analysis*, Vol. 4(5), 537-542. <https://doi.org/10.47191/ijmra/v4-i5-06>
- [28] Usop, A. M., Askandar, K., Langguyuan-Kadtong, M., & Usop, D. A. S. O. (2013). Work performance and job satisfaction among teachers. *International Journal of Humanities and Social Science*, 3(5), 245-252. http://www.ijhssnet.com/journals/Vol_3_No_5_March_2013/25.pdf
- [29] Wakwoya, F. (2020). Human Resource Management Practice and Teachers' Job Satisfaction: The Case Study of East Wollega Zone Secondary Schools, Western Ethiopia. *Asian Journal of Education and Social Studies*, 9-19. <https://doi.org/10.9734/ajess/2020/v12i130301>