

# The Relationship Between Teacher Appraisal and Teacher Morale Among Private Secondary School Teachers

SHAZIA ABDUL SATTAR\*

University of Management and Technology, Lahore, Pakistan

MUHAMMAD AZHAR HASEEB

University of Management and Technology, Lahore, Pakistan

## Abstract

Education is directly linked with the development of a country in which teachers are an important facet for a number of reasons. They are the people who educate the youth of the society who in turn become the leaders of the next generation. The current study was designed to examine the relationship between teacher appraisal and teacher morale in secondary school teachers of Lahore, Pakistan. The study was quantitative in nature and survey research design was used. The sample of the study consisted of 288 private secondary school teachers selected through census sampling. Two questionnaires (one for each variable) were adapted for data collection from the participants. SPSS analysis indicated a positive and significant relationship between teacher appraisal and teacher morale. Inferential statistics revealed that teacher appraisal was a strong predictor of teacher morale. It was further determined that financial benefits and teaching workload, were the major causes of low morale. It was recommended that school principals and administrators should conduct fair appraisal of teachers whose purpose should be the professional development of teachers rather than creating a threat to job security for teachers.

**Keywords:** Appraisal, Morale, School Teachers, Professional Development, Performance Appraisal

## Introduction

Teachers play an essential role in the development of students as well as in the progress of the country. Teacher appraisal refers to the formal reviews of performance which were usually conducted by school head. The purpose of appraisal is to evaluate teachers' performance aimed to identify their professional development or for administrative decisions (Looney, 2011). Brown and Heywood (2005) stated that performance appraisal was to evaluate subordinates' strengths and weaknesses according to the set criteria of organizational goals. Kyriacou (1997) conducted a research on teacher appraisal, the findings of the research were clear that generally all the appraisers had these feelings that the process of appraisal is valuable for both teachers as well as for the appraiser himself.

The impact of appraisal on performance of teachers has been widely studied. The aim of this research was to investigate the relationship between performance appraisal and morale of teachers specifically in private schools of Lahore. Previous researches found linkage of performance appraisal with efficiency and effectiveness (Monyatsi, Steyn, & Kamper, 2006) job satisfaction and performance (Aitsl, 2012; Elliott, 2015;), appraisal and goals recognition (Gratton, 2004; Iqbal, 2012), appraisal and performance of teachers (Addison & Belfield, 2008; Yariv 2009), teachers' job stress, teacher motivation and its outcomes (Kelly, Ang, Chong, & Hu, 2008) teacher productivity and their development (Furlong, 2000).

## Statement of the Problem

Lynd (2007) stated that Pakistan is a developing country facing several problems in education sector, including standard of education, low morale of teachers, inefficiency, poor management of the class rooms, lack of proper instructions from the management, communication gap between teachers (appraise) and principals (appraiser). Bennett (1999) worked on national survey reports and concluded that the role of appraiser is essential to overcome many existing problems, to enhance the school capacity and professional development of teachers. This study was designed to identify the perceptions of teachers about teacher appraisal in private schools of Lahore. The study would further determine the level of morale of private secondary school teachers, and the perceived influence of teacher appraisal on teachers' morale (if any) at private secondary schools of Lahore, Pakistan.

## The Rationale of the Study

Lambersky (2016) stated that the principals have effects on teachers' emotions and morale. In order to improve the quality of education, more focus should be put on development of the teachers to enhance their competencies. Ultimately professional development will be the source, to build up morale among teachers as well as will improve performance of the students. Hallinger (2011) claimed that the school principals can improve students' performance working through their teachers.

The current research was intended to understand the perception of teachers on teacher appraisal and its effects on their morale (if any). The analysis of the problem might reveal whether the perceptions of teachers regarding appraisal increases or decreases their morale in private secondary schools of Lahore. The study will enhance practitioners' knowledge about how to go about the appraisal approach in order to improve teachers' performance and their morale.

The appraisal process is carried out in the public sector but is limited only to the annual report and is not considered as a continuous process. On the other hand, in private sector it is taken as a continuous attention seeking activity. There are several researches related to appraisal in public sector but it is felt that there are very few researches conducted in private sector concerning this issue. This research was focused on private sector. This study intends to investigate teachers' perception at secondary level because this level covers classes from 9th to 10th or A/O levels. This could provide a more comprehensive analysis of private schools in Lahore.

### **Objectives of the Study**

The objectives of the study were;

1. To measure the level of satisfaction of teachers with the appraisal process in private secondary schools of Lahore.
2. To identify the leading factors contributing to Teacher Morale in private secondary schools of Lahore.
3. To investigate the relationship between Teacher Appraisal and Teacher Morale among private secondary school Teachers of Lahore.

### **Research Questions**

This study was designed to answer the following research questions.

1. What is the level of satisfaction of teachers with the appraisal process in private secondary schools of Lahore?
2. Which are the leading factors contributing to teacher morale in private secondary schools of Lahore?
3. What is the relationship between Teacher Appraisal and Teacher Morale among private secondary school Teachers of Lahore?

### **Significance of the Study**

This study will be helpful for school management and principals to understand about the teachers' perception on the influence of teacher appraisal and can make more effective appraisal system. Through this research, the principals will be able to know about the weaknesses of their appraisal system through the perception of their teachers. Consequently, they might be bringing changes in their existing appraisal system. The findings of the present research will help teachers to comprehend and appreciate the importance of teacher appraisal and its effects on teacher morale. When the teachers would know the real purpose and way of appraisal, they could be able to clarify their ambiguities about this process. They will be able to understand their school's appraisal policy more clearly. This all will be helpful in enhancing their motivation and performance in teaching-learning process. This research would open new paradigm of research for future researchers in academic field.

### **Assumptions of the Study**

The current study was based on the assumption that teacher appraisal was directly related to teacher morale. Based on this assumption, this study determined the relationship between teacher appraisal and teacher morale in secondary schools of Lahore. The study determined the effects of demographic variables (gender, professional experience, academic qualification and professional qualification) on teacher appraisal and teacher morale as well.

### **Literature Review**

The impact of performance appraisal on teachers has been widely studied. This study was designed to investigate the relationship between performance appraisal and teacher morale specifically in private schools of Lahore. Previous researches found linkage of performance appraisal with efficiency and effectiveness ( Abagi and Odipo, 1997; Monyatsi et al., 2006), job satisfaction and performance, (Keeping & Levy, 2000; Aitsl, 2012; Elliott, 2015), performance appraisal and goals recognition ( Gratton, 2004; Iqbal, 2012), performance appraisal of teachers motivation (Addison & Belfield, 2008; Yariv, 2009), performance appraisal and job stress, appraisal, motivation and its outcomes (Kelly et al. 2008), performance appraisal and professional development (Bartlett, 2000; Odhiambo, 2003).

In any employment for the sake of identifying development and improvement of employees' performance, appraisal worked as a scale or a standard to excess the performance of the employees. Performance appraisal was also a continuous encouragement tool for the better performance by the subordinates. Poor performance

appraisal leads to insecurities, frustration and lack of morale. The researcher stated that performance appraisal had an effect on the management morale and motivation. The results of the study showed that the performance of the job and employees' motivation both depended on the performance appraisal which increased their morale and productivity in the organization (Nyembe, 2016).

Seroka (2009) stated that the general level of confidence and experience which affected discipline and willingness of an employ could be defined as morale. Morale could be stated as an intangible concept heaving members' special shared feelings (trust, faith, and self-recognition) with others. Denisi and Pritchard (2006) defined that a systematic feedback about any subordinates' expected performance was taken as appraisal. The attitude of the individual within the group related to management, supervision, services or colleagues could be called employees morale. He also claimed that if the employees will be well-aware about the purpose of their appraisal, this would boost up their morale.

The morale was relative concept rather than absolute and remained high or low according to the situations. Therefore, morale was correlated with performance appraisal. If in any organization employees assumed that the appraisal was taken by their officers was unfair then they would take the process just a formality. On the other hand, if they considered this as an unbiased appraisal process and assumed that appraisal exercise could lead to a pay raise, professional development, promotion or acquisition of knowledge, then this would be a morale boosted activity (Martin, Midgley, & Urdan, 1993).

From the above discussion, it can be concluded that appraisal was positively related to emotional stress (Bartlett, 2006), and teacher motivation (Singh & Rana, 2014). Denisi and Pritchard (2006) proved through a study that appraisal was positively correlated with morale. There was a weak relationship between professional development and appraisal (Belett, 1998). Teacher morale was positively correlated with job autonomy (Miller, 1981), school climate (Moloney, 2009), administrative behavior (Miller, 1981), and student achievement (Houchard, 2005).

According to the review of past research literature, the studies highlight that the teacher appraisal is boosting teacher morale (Denisi and Pritchard, 2006). The present study was aimed to explore the relationship between teacher appraisal and teacher morale was also examined.

### **Research Design**

A research's methodological stance asserts that how the researchers perceive and view the world and also what are their beliefs and assumptions that concern in their existence (Saunders, 2011) helping the researcher to choose relevant research methodology (Creswell, 2009). Epistemology is concerned with the study of knowledge and how researcher defines the knowledge (Bryman & Bell, 2015). Traditionally, epistemology covers the paradigm of positivism and interpretivism and generally guiding towards the selection of techniques and tools used in the study (Taylor, Sinha & Ghoshal, 2006). Therefore, Positivism was chosen as the paradigm suitable for research purpose (Gay & Mills, 2015).

Positivism was considered useful due to its basic assumptions, i.e. "the social world exists externally and is viewed objectively (Gay & Mills, 2015, p.17), indicates that the role of the researcher will be minimal and would not be able to effect the evidence collected. By adopting deductive approach of positivism, the researcher aims to uncover true reality of teacher appraisal and its probable effect on teacher morale in secondary school teachers of Lahore. Furthermore, the researcher used the methods and techniques that have been already used in the similar research previously conducted (Scheerens, 2010; Schleicher, Watt, & Greguras, 2015). Therefore, relevant to the positivist paradigm, the researcher has chosen to do a cross sectional study using correlational research, which allows measuring the interactive relationships of various variables of the study.

### **Population and Sample**

The population of the present study consisted of all school teachers teaching in private secondary schools of Lahore. There were total 1125 private secondary schools in Lahore (schooling log, 2017). There were 2 tehsils of Lahore district. One tehsils of district was selected by using simple random sampling. There were total 180 private secondary schools in sample tehsil. Out of these 180 schools, 20 were selected through simple random sampling. The researcher personally visited sample schools to know that whether they possess a formal appraisal system. The researcher came to know that 6 schools did not have formal system for teacher appraisal. Consequently, those schools were excluded from the sample of the study. To select the respondents, census sampling was used. All the teachers teaching at secondary level were selected as respondents. There were approximately 22 teachers on average in these 14 schools. The sample size consisted of 308 private secondary school teachers. The response rate of the study was 93%.

### **Instrumentation**

To measure teacher appraisal among private secondary school teachers, a questionnaire was adapted which was originally developed by an organization named OECD Teaching and Learning International survey (TALIS) in

2010. The questionnaire was adapted to make it fit for local context of Pakistan. It consisted of 28 items based on five point Likert type scale. The questionnaire was further divided into five subscales which were, (1) Leadership Role in the process, (2) Improvement in Teaching and Learning, (3) Increased Financial Benefits, (4) Enhanced chances of Professional Development, and (5) Satisfaction with the Appraisal Process. To measure teacher morale, the Purdue Teacher Opinionnaire was adapted. This scale was developed by Bentley and Rempel in 1961. It consisted of different dimensions, which include (1) Teacher's Rapport with principal, (2) Motivation for Teaching, (3) School Environment, (4) Teacher salary and (5) Teaching load. The final questionnaire consisted of 25 items in total on five point Likert type scale.

## DATA ANALYSIS

Data analysis means to extract results from given sets of data. SPSS (Statistical Package for Social Sciences) version 21 was used to tabulate record and analyze the data. Both descriptive and inferential statistics were used to answer the research questions. Pearson correlation analysis approach was applied to examine the relationship between teacher appraisal and teacher morale.

Table 4.1 Mean and Standard Deviation of Subscales of Teacher Appraisal (N=288)

<i>Variables</i>	<i>Mean</i>	<i>SD</i>
Leadership Role in the process (LR)	4.12	.67
Improvement in Teaching & Learning (TL)	4.17	.71
Increased Financial Benefits (FB)	3.41	.76
Chances of Professional Development (PD)	3.76	.54
Satisfaction with Appraisal Process (SWAP)	3.65	.39

In table 4.1, it is shown that the mean value of teaching and learning (TL) is higher which means that private secondary school teachers were highly satisfied of the teacher appraisal with respect to teaching and learning ( $M = 4.17$ ,  $SD = .71$ ). Secondary school teachers were also highly satisfied of teacher appraisal with respect to leadership role ( $M = 4.12$ ,  $SD = .67$ ). The table shows that secondary school teachers were moderately satisfied of teacher appraisal with respect to professional development ( $M = 3.76$ ,  $SD = .54$ ). The table presents that secondary school teachers were least satisfied of teachers appraisal with respect to financial benefits ( $M = 3.41$ ,  $SD = .76$ ). Overall, secondary school teachers were highly satisfied of teaching and learning and least satisfied of financial benefits.

Table 4.2 Mean and Standard Deviation of Subscales of Teacher Morale (N=288)

<i>Variables</i>	<i>Mean</i>	<i>SD</i>
Teacher's Rapport with Principal (TRP)	3.81	.65
Motivation for Teaching (MFT)	4.11	.55
School Environment (SET)	4.09	.57
Teacher Salary (TS)	3.58	.87
Teaching Load (TLD)	3.10	.91

In table 4.2, it is shown that secondary school teachers had the highest morale with respect to motivation for teaching (MFT) subscale ( $M = 4.11$ ,  $SD = .55$ ). Secondly, the teachers had the highest morale on school environment (SET) subscale ( $M = 4.09$ ,  $SD = .57$ ). Secondary school teachers had middle level teacher morale on the teacher's rapport with principal (TRP) subscale ( $M = 3.81$ ,  $SD = .65$ ). The table shows that private secondary school teachers had low morale on teacher salary (TS) subscale ( $M = 3.58$ ,  $SD = .87$ ). The alarming result was that private secondary school teachers had the lowest teacher morale with respect to teaching workload ( $M = 3.10$ ,  $SD = .91$ ). Overall results revealed that private secondary school teachers had the lowest morale because of salary and workload.

Table 4.3 Pearson Product-Moment Correlations

1	2	3	4	5	6	7	8	9	10
Leader Teaching Role	Financial Learning	Professional Benefits	Development	Satisfaction with Process	Rapport with Principal	Motivation for Teaching	School Environment	Teacher Salary	Teaching Load
1	.744**	.471**	.351**	.557**	.736**	.440**	.475**	.222**	.189**
2	1	.483**	.344**	.553**	.730**	.412**	.521**	.267**	.483**
3		1	.540**	.237**	.468**	.955**	.534**	.520**	.035
4			1	.217**	.389**	.559**	.433**	.288**	.004
5				1	.576**	.224**	.321**	.089	.448**
6					1	.438**	.701**	.381**	.390**
7						1	.522**	.513**	.019
8							1	.539**	.229**
9								1	.496
10									1

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

The role of leadership has most strong and positive relationship with (TL) scope of improvement in teaching and learning ( $r=.744^{**}$ ;  $p < .01$ ). Furthermore, TL is most strongly and positively correlated with TRP, teachers' rapport with principal ( $r=.730^{**}$ ;  $p < .01$ ) and moderately correlated with satisfaction with the appraisal process ( $r=.730^{**}$ ;  $p < .01$ ) and school environment ( $r=.521^{**}$ ;  $p < .01$ ), whereas, it is weakly but positively correlated with financial benefits ( $r=.553^{**}$ ;  $p < .01$ ) or teaching load ( $r=.521^{**}$ ;  $p < .01$ ).

Motivation for teaching is most strongly correlated with financial benefits ( $r=.955^{**}$ ;  $p < .01$ ) and teacher's rapport with principal ( $r=.559^{**}$ ;  $p < .01$ ), whereas moderately correlated with leadership role ( $r=.440^{**}$ ;  $p < .01$ ), teacher's rapport with principal ( $r=.438^{**}$ ;  $p < .01$ ) and satisfaction with teaching and learning ( $r=.412^{**}$ ;  $p < .01$ ).

Satisfaction with appraisal process is positively but moderately correlated with satisfaction with teaching and learning ( $r=.553^{**}$ ;  $p < .01$ ) and the leadership role ( $r=.5570^{**}$ ;  $p < .01$ ) in the appraisal process ( $r=.412^{**}$ ;  $p < .01$ ). School environment is highly correlated with teacher's rapport with principal ( $r=.701^{**}$ ;  $p < .01$ ) and moderately correlated with scope of improvement in teaching and learning ( $r=.521^{**}$ ;  $p < .01$ ).

Overall, the leadership role in the appraisal process and personal rapport with the principal are most powerful factors for determination of high morale (motivation for teaching) and probable chance of staying in the school. However, the role of financial benefits and chances for professional development cannot be undermined as well.

### Major Findings

The major findings of the study were presented as under;

#### Perceptions of Teachers about Teacher Appraisal

The statistics revealed that private secondary school teachers were highly satisfied with the teacher appraisal with respect to subscale, teaching and learning. Secondary school teachers were also highly satisfied with the process of teacher appraisal with respect to subscale, leadership role. The results further indicated that secondary school teachers were moderately satisfied with the outcomes of teacher appraisal with respect to subscale, professional development. Secondary school teachers were least satisfied with the outcomes of teacher appraisal with respect to subscale, financial benefits. Overall, secondary school teachers were highly satisfied with teaching and learning and least satisfied with financial benefits.

#### Perceptions of Teachers about Teacher Morale

The results have established that the subscale motivation for teaching (MFT) as the strongest indicator of teacher morale of the secondary school teachers. Secondly, the subscale school environment (SET) was found the most influencing factor of teacher morale. The factor, teacher's rapport with principal (TRP) had moderate level effect on teacher morale of secondary school teachers. The results further exposed that the factors teacher salary (TS) and teaching load (TLD) had the weakest relationship with teacher morale of private secondary school teachers. The workload of secondary school teachers caused decline in their morale. Overall results revealed that private secondary school teachers had the lowest morale because of salary and workload.

#### Relationships between Teacher Appraisal and Teacher Morale

The sample of the study consisted of 288 private secondary school teachers ( $N = 288$ ). The results unveiled a positive and strong relationship between teacher appraisal and teacher morale in secondary school teachers. The relationship was significant at the significance level of  $p < .05$ . The statistics revealed that teacher appraisal was positively correlated with teacher morale.



Leadership role in the appraisal process and personal rapport with the principal are most powerful factors for determination of high morale (motivation for teaching) and probable chance of staying in the school according to results of correlation (see Table 4.19).

According to stepwise regression, that teacher morale is more affected by outcomes of teacher appraisal, financial benefits, improvement in teaching and learning, and professional development.

### **Conclusion**

The dominant factors controlling teacher morale were found to be “motivation for teaching” and “school environment” which positively influence teacher morale, whereas, “teacher salary” and “teaching load” had the weakest relationship with teacher morale signifying that these two factors need improvement to increase teacher morale of private secondary schools of Lahore.

The results concluded that teacher morale is more affected by outcomes of teacher appraisal, financial benefits, improvement in teaching and learning, and professional development.

The present study was designed to examine the relationship between teacher appraisal and teacher morale and impact of teacher appraisal on teacher morale in secondary school teachers working in district Lahore. The study concluded a positive and strong relationship between teacher appraisal and teacher morale among secondary school teachers of Lahore.

### **Discussion**

The findings of the study indicated a positive and strong relationship between teacher appraisal and teacher morale. The correlation between teacher appraisal and teacher morale was significant at the significance level of  $p < .05$ . The findings of the current study were supported by the previous researches (*Denisi and Pritchard, 2006*; *Seroka, 2009*). These studies also reported a positive and significant relationship between teacher appraisal and teacher morale. *Denisi and Pritchard (2006)* reported that appraisal is always related to the morale however, the relationship may become positive or negative depending upon the scenario and situation under consideration. Moreover, the results of the present study indicated that teacher appraisal had a positive impact on teacher morale. This finding was supported by a previous research conducted by (*Nyembe, 2016*) on the administrators of education department in Durban. The current study unveiled that morale of secondary school teachers was low because of low salary, and workload. These results were also supported by the findings of a previous research conducted by *Rauf et al. (2010)* on higher secondary school teachers and subject specialists in KPK, Pakistan. Furthermore, the study exposed that school environment was related to morale of secondary school teachers. This finding was also supported by a previous research conducted by *Monyatsi et al. (2006)* on school teachers in Botswana which stated that *fair teacher appraisal causes healthy working relations at workplace*.

### **Recommendations**

The findings of the study uncovered that teacher appraisal is a strong predictor of teacher morale. School teachers should be provided clear SOPs for teacher appraisal because fair and free appraisal increases their Morale. When they perceive that appraisal is fair and it is given importance beyond the increments and it will be used for their professional development, they feel themselves worthy and also pay due significance and consideration to appraisal and appraisal process. The school teachers should be made clear about the aims and objectives of teacher appraisal. The results showed that secondary school teachers had low morale because of low salary and excessive workload. In the light of these findings, the policy makers should mitigate the workload of private secondary school teachers and boost their salary packages. Previous studies have also argued that unbiased appraisal exercise could lead to pay raise, professional development, and promotion which would ultimately lead towards high morale (*Martin et al., 1993*). The private secondary school teachers should also be provided adequate facilities to help them perform better in teaching learning process. The administrators, managers, boards of directors, and school principals should make strategies to improve the life style and social status of private secondary school teachers in order to make them feel that they are not deprived of the financial benefits which are available to the teachers around the globe.

The policy makers and school administrators should also consider other factors that contribute to teacher morale among private secondary school teachers which financial benefits as well. The school teachers themselves should consider appraisal as a part of process and not a threat to their jobs. The school administrators should not use teacher appraisal as a tool to cut bonuses and increments of teachers rather to help them grow professionally. This would surely heighten their morale.

### **Acknowledgment**

The authors are very grateful to the supervisor, co-supervisor and the teachers of secondary schools in Lahore for their participation in the study. We would also like to thank University of Management and Technology for granting the permission to conduct this research.

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