EXPLORING THE INFLUENCE OF PERFORMANCE APPRAISALS AND EVALUATION SYSTEM ON TEACHERS' SELF-EFFICACY AND JOB SATISFACTION: A CASE STUDY OF CAMBRIDGE SCHOOL

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Abstract

The present study aims to explore the effect of performance appraisals and evaluation systems on teachers' self-efficacy and job satisfaction. A Qualitative research design was employed to investigate teachers' experiences, perceptions, and interpretations of performance appraisal and evaluation system in a Cambridge school of Karachi. A phenomenological approach was used to collect data through purposive sampling by taking interviews and focus group discussions. The data were analyzed through thematic analysis to identify recurring patterns, themes, and meanings in the participants' narratives. It provided a deeper understanding of the complex interchange between appraisal, evaluation, self-efficacy, and job satisfaction. The study's findings reflected teachers' experiences and provided valuable perspectives on improving their self-efficacy against the performance appraisal and evaluation systems. It was revealed that professional development opportunities help teachers recognize their expertise and sustain their autonomy, contributing to self-efficacy. A conducive and supportive environment also helps them boost their self-esteem, improving self-efficacy and teachers' overall performance. It was suggested that a productive and effective appraisal system be introduced in educational institutions, which positively impacts teachers' self-efficacy and proficiency.

Keywords: Coping strategy, Evaluation system, Job satisfaction, Performance appraisal, Teacher's autonomy, Teachers' self-efficacy.

INTRODUCTION:

Teachers' self-efficacy defines teachers' beliefs in their abilities to carry out instructional tasks and successfully influence student outcomes. It has been identified as a critical factor influencing teacher effectiveness and job satisfaction (Fathi & Derakhshan, 2019). Coates (2020) discusses the potential importance of teachers' sense of efficacy in disseminating updated knowledge and guiding the students in assimilating that knowledge to actualize it into their experience. These factors might hinder or enhance achieving these standards. One of the most imperative factors that can hinder or enhance teachers' sense of efficacy is their performance appraisal, which develops job satisfaction (Dasanayaka et al., 2021). Kagema and Irungu (2018) suggest that performance appraisals and evaluation systems influence teachers' sense of productivity, such as classroom management, student engagement, instructional strategies, and classroom controlling behavior. Purwanto (2022) believes that better appraisals provide opportunities for teachers to bring innovations and uniqueness to the classroom and display good interpersonal relationships among the faculty members. It also helps management to uplift the teaching faculty's morale and improve teacher management, teamwork, and cooperation between management and the teaching fraternity.

Teachers' self-efficacy has become a significant area of research in educational psychology after the onset of Covid-19 (Yang, 2021). The higher the level of self-efficacy more motivated,

persistent, and resilient the teachers in their teaching practices, leading to improved student achievement (Chong & Kong, 2012). Bai and Wang (2023) opine that feedback, appraisal, and teachers' evaluation systems are crucial areas suggested to impact teacher self-efficacy. Weber et al. (2018) describe feedback as the information and guidance teachers receive regarding their instructional practices, classroom management, and overall performance. On the other hand, performance appraisals and evaluation systems involve formal assessments of teachers' effectiveness and often contribute to decisions regarding promotions, recognition, or professional development opportunities (Mireless-Rios et al., 2019). That is why it is considered that feedback and appraisal systems shape teachers' perceptions of their capabilities and influence job satisfaction.

Most previous studies have investigated the association between feedback, appraisal, and teacher self-efficacy and have focused on quantitative approaches, relying on self-report measures. Though these studies have provided valuable insights, there is a need for a deeper understanding of teachers' experiences and interpretations regarding feedback and appraisal techniques (Bai & Wang, 2023; Na-Nan et al., 2020).

Therefore, the qualitative perspective was used to investigate the research gap by analyzing the influence of appraisal and evaluation systems on teacher self-efficacy beliefs and job satisfaction. It helped to understand the distinctive teachers' experiences expressing their perceptions and the meanings attributed to the feedback and appraisals in a Cambridge school context.

This study uncovered the complex interchange between evaluation, appraisal, self-efficacy, and job satisfaction through an in-depth evaluation of teachers' narratives. The findings provided valuable insights into how appraisal and evaluation systems could support or hinder teachers' self-efficacy beliefs and overall job satisfaction. Moreover, this research has further contributed to the existing knowledge by emphasizing the importance of qualitative approaches. It has informed and implemented more effective feedback and appraisal practices that promote teacher well-being and professional growth.

CONTEXT OF THE STUDY:

This research study was conducted within the Cambridge School context to assess and evaluate the influence of performance appraisal and evaluation systems on teachers' self-efficacy and job satisfaction. Educational institutions practice several types of feedback, performance appraisal, and evaluation systems in the educational landscape to assess and improve teacher performance. These systems may involve a variety of feedback sources, such as colleagues and students, as well as formal appraisal processes that assess teachers against predetermined criteria. This study's feedback and appraisal mechanisms consist of formative and summative approaches to get a holistic picture of the impact on teacher self-efficacy and job satisfaction.

Turkoglu et al. (2017) claim that teachers' self-efficacy is pivotal to instructional practices, student outcomes, and job satisfaction. Understanding the specific role of feedback and appraisal systems in shaping teacher self-efficacy contributes to the ongoing efforts to alleviate teacher proficiency and support their professional growth (Hoang & Wyatt, 2021).

Ethical considerations were considered while interviewing teachers and collecting data by obtaining necessary permission from the school's administration. The participants were purposively selected from various grades and subjects with diverse backgrounds and experiences.

Purpose of the Study:

This study investigated the effect of performance appraisal and evaluation systems on teachers' job self-efficacy and satisfaction. The study seeks to understand how feedback and appraisal practices shape teachers' perceptions of their capabilities and impact their overall satisfaction with their profession.

The specific objectives of the study include:

1. To assess the influence of performance appraisals on teachers' self-efficacy and job satisfaction.

2. To evaluate teachers' strategies and coping mechanisms to maintain their self-efficacy in response to performance appraisals outcome.

Significance of the Study:

The significance of this qualitative study is explained as follows:

Valuable Improvement in Teachers' Self-Efficacy:

According to Sehgal et al. (2017), positive feedback and appraisals have enhanced teachers' sense of self-efficacy. This study's contributing factors could provide valuable insights into the factors contributing to developing and enhancing teachers' confidence in their instructional abilities. The administration can develop support mechanisms and implement interventions to foster teachers' professional growth by understanding how feedback and performance appraisals positively impact teachers' performance.

Inform Decisions Can Improve Quality of Teaching Practices:

By minutely assessing the specific elements within the teachers' evaluation systems, policymakers, educationists, and administrators can make informed decisions to improve the quality of teaching practices. Teachers perceive that more effective feedback and practical guidance could be another area that can be improved (Gabriel, 2017).

Fostering Teacher Job Satisfaction and Retention:

There is a close association between teachers' satisfaction with their job and their self-efficacy and well-being. The more satisfied they are, the more proficiently they perform and feel better (Granziera & Perera, 2019). This research can highlight the factors related to their job satisfaction with their sense of self-achievement and well-being that ultimately influence their professional role.

Constructive Feedback Supports Teachers' Professional Growth:

Productive feedback and appraisals are crucial for teachers' professional development (Okoth & Florah, 2019). By identifying the factors that hinder or support teacher self-efficacy, this study can contribute to creating supportive environments that promote continuous learning and growth. The findings can guide the design of targeted professional development programs and resources that address the specific needs of teachers and foster their confidence in their instructional practices.

Advancing Qualitative Educational Research:

This study may contribute to qualitative education research. Employing qualitative methods such as interviews and focus group discussions expands the understanding of teachers' subjective experiences and interpretations regarding feedback and appraisal practices (Braun & Clarke, 2021). It adds depth and richness to the existing quantitative literature and highlights the importance of qualitative insights in understanding complex educational phenomena.

This study's significance lies in its potential to inform educational policies, improve feedback and appraisal practices, enhance teacher self-efficacy and job satisfaction, and ultimately contribute to teachers' professional growth and well-being, leading to better student educational outcomes.

Research Question of the study:

The following research questions guide the study:

1.   How do performance appraisals influence teachers' self-efficacy and job satisfaction?

2.   What strategies or coping mechanisms do teachers employ to maintain their self-efficacy and job satisfaction in response to the performance appraisal outcomes?

PROBLEM STATEMENT:

The teaching profession has been characterized by an increased emphasis on accountability and performance metrics over the past decades. These metrics often include feedback and performance appraisal systems (Granziera & Prera,2019). While these systems are instituted to enhance teaching quality and professional growth, their influence on teachers' self-efficacy beliefs and job satisfaction remains under-researched and poorly understood.

Existing studies indicate that teacher self-efficacy, a belief in one's ability to promote student learning and manage the classroom effectively, is a critical factor affecting teachers' job satisfaction, burnout rates, and their students' academic achievement (Dasanayaka et al., 2021). However, the role of feedback and appraisal systems in shaping teacher self-efficacy beliefs has not

been thoroughly explored. It is unknown how teachers perceive these systems, how they influence teachers' sense of their abilities, and how they consequently impact teachers' job satisfaction.

The assessment systems may, on the one hand, enhance self-efficacy by providing helpful feedback and recognition, promoting professional development, and highlighting areas of improvement. On the other hand, Zhou et al. (2021) show their concerns that teachers could potentially undermine self-efficacy if perceived as unfair, overly critical, or unrelated to actual classroom practices, negatively impacting job satisfaction.

Therefore, the central problem this research seeks to address is the ambiguity and lack of comprehensive understanding surrounding the impact of performance appraisal, and evaluation systems on teachers' beliefs about self-efficacy beliefs and job satisfaction. Gabriel, 2017 suggest that Investigating these connections is crucial to inform policy and practice in teacher evaluation and professional development, with far-reaching implications for teacher retention and student outcomes.

The theoretical background of the study:

Social Cognitive Theory(1986):

Bandura's Social Cognitive Theory, developed by Albert Bandura, emphasizes shaping human behavior and motivation through his self-efficacy. The basis of social and intellectual skills provided by the self-efficacy theory presented by Bandura (1977, 1986, 1993, 1997, 2000) helped people to facilitate in life. It can now be benefited people connected with other fields like health, medicine, social and political movements, psychopathology, athletics, sports, business, and international affairs (Parajes, 1996, 1997). In addition to all these, it is also reported by Parajes (1996) that the self-efficacy beliefs also help and have been associated with a large variety of other issues faced by men like phobias, depression, drug addiction, aggressiveness, smoking, other social ills, health issues and even performance in the field of athletics. According to Parajes (1996), studies in these areas indicate that people with high levels of competence and proficiency manifest behaviors and attitudes that lead them to success. Such people are more confident and consider challenging tasks golden opportunities to learn and improve; they never try to show their reluctance to accept those challenges. The outcome of high-level self-efficacy imbues a sense of security and tranquility in people while handling and undertaking challenging tasks and activities (Parajes, 1996).

Job Satisfaction Theories:

Amin (2021) defines job satisfaction as an individual's satisfying feelings regarding his task. Edwin Locke (1976) explains the job satisfaction theory as how much an individual values his work concerning how well the expectations are met. Various models of organizational behavior and psychology theories, like the Job Characteristics Model and the Job Demands-Resources Model, develop an understanding of different factors contributing to job satisfaction. The job satisfaction theories focus on positive and prompt feedback, support mechanism, and a conducive environment with growth opportunities. These theories can provide a wide lens for understanding the impact of performance appraisals and evaluation systems (Judge et al., 2020).

Self-Determination Theory: Self-Determination Theory by Deci and Ryan (2000) emphasizes an essential aspect of the human being is his intrinsic motivation, autonomy, and well-being. Feedback and appraisal are external factors within self-determination theory that directly influence teachers' sense of competence, impacting their self-efficacy and job satisfaction. Performance appraisals and feedback can hinder or promote teachers' efficiency and psychological needs, contributing to a deeper understanding of their effects on self-efficacy and job satisfaction (Guay et al., 2003).

Literature review:

Literature suggests that teachers' self-efficacy and job satisfaction significantly depend on performance appraisals and evaluation systems, consequently influencing their beliefs and sense of achievement. Social Cognitive Theory by Bandura (1986) has proven that performance feedback, appraisals, and quick evaluation influence teachers' self-efficacy beliefs. The investigation by Tschannen-Moran and Hoy (2001) and Pajares (1997) discovered a positive relationship between teacher self-efficacy and job satisfaction. It says that teachers with higher self-efficacy experience greater job satisfaction than those with lower self-efficacy and less job satisfaction.

Research by Lee et al. (2016) highlights the importance of feedback quality and timely delivery in enhancing teacher self-efficacy and professional growth. Constructive feedback that focuses on specific teaching practices offers suggestions for improvement and acknowledges teachers' efforts can positively impact their self-efficacy beliefs. Conversely, vague, judgmental, or overly critical feedback can harm self-efficacy and job satisfaction (Barton & Dexter, 2020).

Moreover, the literature emphasizes the role of appraisal systems in shaping teachers' perceptions of their capabilities and job satisfaction. Performance appraisals perceived as fair, transparent, and aligned with teachers' professional goals can enhance self-efficacy and job satisfaction (Mingasia et al., 2022). On the other hand, appraisal systems that focus solely on evaluation, and lack supportive and developmental components, may undermine teachers' self-efficacy and job satisfaction (Saljoohi & Salehi, 2016).

Research by Deci and Ryan (2000) on Self-Determination Theory suggests that feedback and appraisal systems that support teachers' autonomy, competence, and relatedness needs can foster intrinsic motivation and job satisfaction. Autonomy-supportive feedback practices, such as providing choices, involving teachers in decision-making, and recognizing their expertise, can positively influence self-efficacy and job satisfaction (Jabeen & Khan, 2021).

Several studies have examined the impact of appraisal and evaluation systems on teacher self-efficacy and job satisfaction within specific educational contexts. For instance, a study by Jabeen and Khan (2021) investigated the relationship between teacher self-efficacy and feedback received from principals in urban high schools. The investigation revealed that job satisfaction and self-efficacy are higher in teachers who receive feedback more frequently with the guidelines to improve further (Liu & Stronge, 2018; Morris et al., 2017). JO Odanga et al. (2018) opine that peer feedback also plays an instrumental role in improving teachers' self-efficacy and job satisfaction, followed in many elementary school settings as a part of appraisals and evaluation systems. Whitley et al. (2019) suggest that school mentors' collaborative feedback motivates and encourages teachers' self-efficacy and improves job satisfaction.

Moreover, a study by Hajovsky et al. (2020) highlights the importance of professional development to provide maximum support to benefit teachers for their appraisals and evaluation systems. Erlangga et al. (2021) assert that the continual professional development of in-service teachers creates a collaborative learning environment. This supportive mechanism integrates feedback and appraisal practices into teachers' ongoing growth and development. Jabeen et al. (2023) proclaim that such an environment fosters teachers' self-efficacy, impacting students' learning outcomes, as teachers receive better feedback and appraisals based on students' achievements.

However, Fileborn et al. (2022) find it essential to design a good toolkit for feedback and appraisals to address the potential challenges and limitations associated with teachers' evaluation. Ghavifekr and Pillai (2016) show their defensiveness regarding feedback as judgemental, developing resistance among teachers and adversely affecting their proficiency. Ford et al. (2017) are concerned that teachers' self-efficacy is most likely to be negatively affected if power dynamics are inherited in the appraisal systems causing less job satisfaction and lower performance. Therefore, a comprehensive and consolidated understanding needs to be developed regarding contextual feedback, feedback delivery methods, and the organizational structure to receive better teacher performance and retention (Gabriel, 2017).

The literature strongly supports providing effective and timely feedback and appraisal to teachers to develop better job satisfaction and enhance their self-efficacy. High-quality, timely feedback that supports teachers' autonomy and competence can contribute to positive self-efficacy beliefs and overall job satisfaction (Deepa et al., 2014; Mungasia et al., 2022; Whitley et al., 2019). Conversely, ineffective or damaging feedback practices and poorly designed appraisal systems may hinder self-efficacy beliefs and diminish job satisfaction. On the contrary, positive feedback and appraisal systems significantly shape teacher self-efficacy beliefs and job satisfaction (Zhou et al., 2021).

According to Tunio et al. (2022), effective feedback practices that are timely, specific, and supportive can enhance teachers' confidence in their instructional abilities and contribute to their

overall organizational behavior and satisfaction in their professional roles. Likewise, well-designed appraisal systems that provide developmental opportunities and recognize teachers' expertise can positively influence self-efficacy and job satisfaction (Huang, 2019). However, as expressed by Ford et al. (2017), challenges such as the perception of critical feedback and power dynamics within the appraisal process should be addressed to maximize the benefits of these systems. Understanding the complexities of feedback and appraisal practices is crucial for informing policies and practices that support teachers' professional growth, self-efficacy, well-being, and improved student outcomes.

RESEARCH METHODOLOGY:

The proposed qualitative study employed a phenomenological research approach to explore the influence of appraisal and evaluation systems on teacher self-efficacy beliefs and job satisfaction. Phenomenology aims to understand individuals' lived experiences and subjective perspectives within a particular phenomenon. In this case, the focus is on teachers' experiences with performance appraisal and evaluation systems and their impact on self-efficacy and job satisfaction.

The participants for this study were selected using purposive sampling, ensuring a diverse representation of teachers across different grade levels, subjects, and educational contexts. The sample size was eight individual teachers and 12 teachers in a focused group discussion. Data were collected through a self-developed semi-structured interview guide and focus group discussions. Open-ended questions in the interview guide allowed for flexibility and in-depth exploration of participants' perspectives. The Semi-structured interviews allow to explore individual teachers' experiences, perceptions, and interpretations of appraisal and evaluation procedure. Simultaneously, focus group discussions provide a broader perspective on the phenomenon under investigation to facilitate group interactions, permitting participants to compare and contrast their experiences.

Data were analyzed thematically using the approach described by Corbin and Strauss (2008). The audio recordings of the participants were converted to verbatim, which was member checked by consulting participants to improve the study's trustworthiness. The data was then coded and categorized into meaningful themes that emerged at the end of this process. The process of thematic analysis was based on the predetermined themes identified from the literature. Rigorous data triangulation and member-checking techniques were used to enhance the validity and reliability of the findings. The comprehensive analysis process involved familiarizing with the data, identifying initial codes, developing themes, and interpreting the findings.

Following ethical considerations outlined by the research ethics committee informed consent from the participants and the administration of the Cambridge school was obtained in writing, ensuring confidentiality, anonymity, and the right to quit the study at any time without any explainable reason. The findings of this study were presented in a narrative form supported by direct quotes of the participants to elaborate their replies in detail about their experiences concerning the appraisal and evaluation system followed in their institution.

Findings of the study:

Teachers perceive specific and constructive feedback as beneficial:

The study participants expressed specific, actionable feedback focusing on their instructional practices. The appraisal is perceived as helpful and contributes to their self-efficacy beliefs and job satisfaction. One respondent expressed her concern by saying:

"I think the emphasis should be on the direct feedback that supports our professional growth and enhance our confidence in our teaching abilities."

It supported literature focusing on the importance of constructive and timely feedback to enhance teachers' professional growth (Sehgal et al., 2017).

Appraisal systems with developmental components positively impact self-efficacy:

The study may find that appraisal systems provide professional development opportunities, recognize teachers' expertise, and support their autonomy positively influence teachers' self-efficacy beliefs and job satisfaction (Okoth & Florah, 2019).

One of the comments in the focused group[discussion was:

"Teachers appreciate appraisal processes focusing on growth and improvement rather than solely evaluation which considers only content knowledge."

Challenges in feedback and appraisal systems:

The findings have identified challenges within feedback and appraisal systems. Teachers expressed concerns about receiving feedback that is judgmental, vague, or lacking constructive suggestions.

One of the concerns was surfaced in the group discussion was:

"The appraisal system highlights power dynamics within the appraisal process that adversely affect our self-efficacy, ultimately creating job dissatisfaction."

The evidence of this has already been found in the literature warned by Zhou et al. (2022) that adverse effects of power dynamics in appraisal systems badly damage teachers' self-efficacy, which needs to be critically addressed.

Collaborative and supportive environments enhance self-efficacy:

The study revealed that collaborative structures, professional learning communities, and supportive work environments positively impacted teachers' self-efficacy and job satisfaction (Jabeen et al., 2023).

One respondent reported:

" The importance of working in environments where we feel supported, valued, and have opportunities for collaboration and professional growth enhance our self-efficacy and strongly support our belief system in our organization to remain attached to it."

Discussion related to themes

Perceptions of Feedback:

The theme exploring teachers' perceptions of feedback provides insights into the quality and impact of feedback on self-efficacy and job satisfaction. Teachers' perspectives on feedback can shed light on the effectiveness of different feedback sources and their preferences for specific types of feedback (Gabriel, 2017). Understanding teachers' perceptions can help inform feedback practices more aligned with their needs and contribute to their self-efficacy and job satisfaction (Barton & Dexter, 2020).

Influence of Performance Appraisal:

The theme focusing on the influence of performance appraisal systems highlights the importance of a fair and supportive appraisal process. Mungasia et al. (2022) endorse that when teachers perceive appraisals as fair and transparent, they are more likely to see them as opportunities for growth and development, which can positively impact their self-efficacy and job satisfaction. Conversely, if appraisal systems are perceived as solely evaluative or lacking in developmental components, they may undermine teachers' confidence and job satisfaction (Huang, 2019).

Factors Enhancing Self-Efficacy:

Exploring the factors within the feedback and appraisal systems that enhance self-efficacy provides valuable insights into specific practices contributing to teachers' confidence in their instructional abilities (Jabeen & Khan, 2021). These factors could include timely and specific feedback, recognition of expertise, opportunities for professional growth, and autonomy-supportive appraisal approaches. Understanding these factors can inform the design of effective feedback and appraisal practices that foster self-efficacy and job satisfaction (Fileborn et al., 2022).

Challenges and Hindrances:

The theme addressing challenges within the feedback and appraisal systems brings attention to potential barriers that may hinder self-efficacy and job satisfaction. Teachers' concerns about critical feedback or power dynamics within the appraisal process must be considered when designing or revising feedback and appraisal practices (Ghavifekr & Pillai, 2016). Addressing these challenges is crucial for creating an environment that supports teachers' professional growth and well-being (Ford et al., 2017).

Role of Appraisals on Professional Growth and Development:
The theme related to professional growth and development highlights the role of feedback and appraisal systems in supporting in-service teachers' learning opportunities. Erlangga et al. (2021) assert that effective feedback and appraisal practices allow teachers to reflect on their teaching-learning process and improve their self-efficacy and job satisfaction.

Creating a Collaborative and Professional Environment:
Educational stakeholders can contribute to developing a collaborative and conducive environment by looking into challenges and issues teachers face and can promote effective performance appraisals and evaluation systems. It can improve instructional practices, job satisfaction, and student educational outcomes (Hajovsky et al., 2020).

CONCLUSION OF THE STUDY:

This qualitative study investigated the effect of performance appraisal and evaluation systems on teacher self-efficacy and job satisfaction. The study provided valuable insights into the reciprocity between evaluation, appraisal, self-efficacy, and job satisfaction.

By identifying teachers' experiences, perceptions, and interpretations of the appraisal systems, a significant influence was found on teachers' self-efficacy and job satisfaction within their unique educational contexts. Interviews and focus group discussions were based on their feedback on their institution's appraisal systems and their impact on teachers' self-efficacy beliefs and job satisfaction. Most participants perceived evaluation practices as more specific, constructive, and supportive. However, few of them voiced their opinions that the appraisals must be more beneficial for contributing to their confidence in their instructional abilities. Similarly, appraisal systems that provide growth opportunities to teachers recognize teachers' expertise and support their autonomy. Professional support and teachers' autonomy are essential for higher self-efficacy and job satisfaction.

The study also identified several challenges within appraisal and evaluation systems that must be addressed. For instance, teachers expressed concerns about judgemental feedback, power dynamics, and the lack of developmental components in appraisal processes, which could undermine self-efficacy and job satisfaction. The findings suggested the importance of re-designing evaluation and appraisal practices that are perceived as fair, transparent, and aligned with teachers' professional goals. The study emphasized the significance of continuing professional development and support to gain maximum performance benefits from the feedback and appraisal systems. Collaborative structures, professional learning communities, and supportive work environments were highlighted as crucial factors that fostered a sense of collective efficacy and positively influenced self-efficacy and job satisfaction. By addressing the challenges and promoting effective feedback and appraisal practices, educational stakeholders can contribute to developing a positive and empowering professional environment for teachers. This study, in turn, can lead to improved instructional practices, increased job satisfaction, and, ultimately, better student educational outcomes.

Based on the study's findings, it is recommended that educational policymakers, administrators, and practitioners design and implement appraisaland evaluation systems that prioritize specific, constructive, and supportive feedback. Appraisal processes should focus on professional growth, recognize teachers' expertise, and provide opportunities for autonomy. Moreover, fostering collaborative and supportive work environments can enhance teacher self-efficacy and job satisfaction.

Future recommendations:
In conclusion, the study proposes to improve the appraisal and evaluation system by catering to (a) the system and methods of evaluation appraisal, (b) the quality of the feedback and appraisals, and (c) the purpose and outcomes of appraisal and evaluation. Following are some recommendations:

Constructive and Evidence-Based Feedback to be Linked with Teachers' Successful Careers:
The feedback should be specific, constructive, and evidence-based. The feedback should address both: the areas of improvement as well the strengths and successes of the teachers. Furthermore,

the appraisal system should be linked to professional growth, promotions, and monetary benefits, likely to provide intrinsic and extrinsic motivation for improvement.

Professional Development Programs to be Designed for Implementing Effective Feedback Practices:

It is recommended to introduce effective feedback practices for in-service professional development in educational institutions. It will benefit teachers getting training and support in incorporating specific, constructive, timely feedback that promotes self-efficacy and job satisfaction. Such professional development programs will harmonize balance in reinforcing positive feedback and required improvements for teachers' professional growth and performance.

Transpicuous Appraisal Procedures to be Communicated to Teachers:

It is crucial to have a feedback and appraisal system which is fair, transparent, and geared towards improvement and growth rather than penalizing and punishment to ensure maximum benefit for the teachers and the institutions. The appraisal system should be transparent, clear, and precise communicated to teachers. Furthermore, teachers should have their say in the whole process. The evaluation systems should be seen as an opportunity for growth to improve and improve performance.

Conducive and Collaborative Environments to be Cultivated for Collegial Relationships:

Fostering a conducive environment supports teaching fraternity in empowering them to be proficient. Collegial support creates a learning environment that helps teachers get collaborative peer support. Mentoring programs provide opportunities for exchanging ideas to support appraisals and evaluations. And appraisal experiences.

Administrators/Principals to be trained to prepare effective Feedback and Appraisal systems:

Administrators and principals should be given rigorous training opportunities for a realistic and tangible performance appraisal. Performance checklists and proformas be designed based on constructive and productive feedback, supportive and growth-oriented conversations, and evaluation systems. Principals and administrators should be trained to create a positive culture to encourage teachers to attain self-efficacy and job satisfaction.

Reviewing Performance Appraisals Policies to remain updated with Global trends in Appraisal Systems:

Educational institutions should review their appraisal policy regularly to remain updated with modern trends. It requires teachers' involvement in the appraisal systems to share their experiences for improving their self-efficacy and satisfaction in their jobs. This exercise will provide policymakers with insight to incorporate necessary adjustments based on the feedback received. It ensures that the evaluation systems align with teachers' needs and desires to foster continuous improvement in the professional environment.

Future Research in Longitudinal Studies:

It is recommended that longitudinal studies be conducted to assess the long-term effects of performance appraisals and evaluation systems on teachers' self-efficacy and job satisfaction to an overhaul of the appraisal system in educational settings. Teachers' instructional practices can be improved by gaining insight into the effectiveness and sustainability of the teachers' evaluation and performance appraisal system.

Teachers can be empowered by implementing the abovementioned recommendations to improve teachers' efficiency and professional growth, consequently impacting students' educational outcomes and developing their job satisfaction.

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