THE ROLE OF EMPLOYEE PERFORMANCE APPRAISAL IN THE ATTAINMENT OF ORGANIZATIONAL GOALS: THE CASE OF THE MARIST SCHOOLS IN LEBANON

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Master of Business Administration - MBA

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by

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Dedication

I dedicated this piece of academic work to my parents Mr. & Mrs. Roland Bongfen and the Marist of Champagnat family whose prayers, support, and encouragement have helped me this far.

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Abstract

Employee performance appraisal is one of the Human Resource Management (HRM) crucial tools employed by managers to get the best performance from their employees to achieve organizational goals and objectives. The reason is that, employees play a fundamental role in accomplishing organizations' goals and objectives. Therefore, this study sought to establish the role of employee performance appraisal in achieving organizational goals. The study also sought to ascertain whether job satisfaction mediates the relationship between employee performance appraisal and organizational goals. The subjects of this study comprised of 20 administrative staff (the principals, the deans, the financial administrators, and the quality assurance officers), and 188 teachers selected from the two Marist schools in Lebanon namely: College Mariste - Champville and College Mariste- Notre Dame de Lourdes (Jbail et Aamchit). The study employed a quantitative research design in which data was collected through survey questionnaire and analyzed according to the research hypotheses using SPSS. The findings showed a significant positive relationship between employee performance appraisal and organizational goals. The findings also revealed that job satisfaction mediates the relationship between employee performance appraisal and organizational goals. Based on these findings, it will be worthwhile to recommend to managers, school administrators, and school principals to take the administration of performance appraisal systems seriously to make the best out of it. However, emphasis should be laid on the quality of the performance appraisal process to avoid biases and injustices that may lead to dissatisfaction in employee performance which indirectly and negatively affects input and output and cumulatively the organizational goals and objectives

Chapter One: Introduction

General Background of the study

Employee performance appraisal is one of the Human Resource Management (HRM) crucial tools employed by managers to get the best performance from their employees. It has generally been recognized as one of the most strategic, high-performing, and human-capital-enhancing components of the human resource management techniques package (Delery & Doty, 1996; Takeuchi et al., 2007; Chiang & Birtch, 2010). The reason is that employees play a fundamental role in accomplishing organizations' goals and objectives (Koshy & Suguna, 2014). When the employee performance appraisal is employed efficiently and effectively, it significantly helps the organization achieves its set goals and priorities (Boxall & Purcell, 2003; Mathis & Jackson, 2005). Moreover, some studies have shown that performance appraisal leads to a number of significant work outcomes, including increased employee productivity and quality, job satisfaction, dedication, and trust (Guthrie, 2001; Pettijohn et al., 2001; Kuvaas, 2008; Owusu-Ansah, 2014).

Throughout history, managers, employees and researchers have described performance appraisals in various ways. Dessler (2005) defines performance appraisals as comparing the employee's current and historical performance to their performance standards. Performance appraisal, according to Armstrong and Taylor (2014), is a step-by-step process that comprises the fusing of performance expected standards and a review of the extent to which those expected standards have been met.

The most important purpose of performance appraisal practices, according to scholars (Majumder, 2012; Cheng, 2014; Ameen & Baharom, 2019), is to guide and support organizations and businesses in making sound decisions and conclusions about promotions, salaries, giving feedback, identifying training needs, and honoring employees for a job well done. Lyster and

Arthur (2007) also posit that the major goal of a performance appraisal is to allow managers and employees to meet face to face in order to determine how well an employee is accomplishing personal and organizational goals and objectives.

Koshy and Suguna (2014, P.81) postulate that "contemporary performance appraisal is a structured formal interaction between a subordinate and supervisor, in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development". Koshy and Suguna argue that "the appraisal results should be used to identify the better performing employees and poor performing employees. Better performing employees should get the majority of available merit pay increases, bonuses, and promotions. "Whereas the poorer performers may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in the pay" (P.81).

A colossal amount of research work has stressed the effect of employee performance appraisal on the employees' performance-related behaviors such as motivation, job satisfaction, employee commitment, and productivity. Rana and Malik (2017) and Owusu-Ansah (2014) noted that performance appraisal theaters an essential role in the motivation and commitment of employees. They also debate that the employees, when motivated and satisfied, will positively contribute to the organizational value, operating performance, and growth rate. Likewise, Iqbal et al. (2013) advanced that there is a positive relationship between performance appraisal and employee's performance and that motivation as a moderator positively affects the relationship between performance appraisal and employee's performance.

However, inappropriate employment of employee performance systems renders the appraisal process ineffective as employees get highly dissatisfied with the system (Hemans & Abena, 2011). According to Blau (1999), performance appraisal can lead to job discontent and the development

of negative employee attitudes toward their employer, resulting in poor productivity. If the appraisal technique is poorly planned or administered, it may have a detrimental impact on motivation, role perceptions, and turnover. Mollel et al. (2017) maintain that goals and targets could not be achieved in most organizations due to dropped staff performance, low employee productivity, and hostile internal environment and lack of employee job satisfaction. Furthermore, the performance appraisal process can be a thorny one, causing emotional stress and, in some cases, negatively affecting morale and leading to dissatisfaction. Performance assessments are time-consuming because of ineffective approaches frequently employ to assess performance (Zekeri et al., 2019).

Need for the study

Many studies have explored the impact of appraisal systems on performance in secular and public organizations. For instance, Owusu-Ansah (2014) researched the effect of the performance appraisal system on staff performance in Ghanaian academic libraries, while Ameen and Baharom (2019) assessed the performance appraisal purposes on employee performance in Nigerian civil service. Furthermore, Tiwari (2011) investigated the impact of selected HRM practices (such as performance appraisal) on employee's perceived performance in selected cement companies of southern Rajasthan.

Despite such contributions, these studies overlooked the impact of performance appraisal on the strategic goals of confessional organizations. A thought that comes to my mind is that, Yes, performance appraisal positively impacts organizations goals and objectives, however, when it comes to confessional organizations that are not profit driven and that are enriched with human values and ethics dictated by religion and God, little is known about this effect. Employees are

usually less motivated in such organizations due to low pay in general, But they me more influenced by values and the cause of serving. Also, performance appraisal might not be well incorporated in confessional organizations due to the fact that many employees are there because of religious beliefs for instance, and therefore, it is not decent to appraise them so to speak. Therefore, this necessitates the research on employee performance appraisal's role in attaining confessional organizational goals taking the case of the two Marist schools in Lebanon.

The context of the research

The two Marist Schools in Lebanon (College Mariste - Champville and College Mariste- Notre Dame de Lourdes (Jbail et Aamchit) belong to the Marist Brothers of the schools. The Institute of Marist Brothers of the Schools is a Religious Congregation in the Roman Catholic Church, founded by St. Marcellin Champagnat in 1817 in France. The Brothers directly share their mission and spirituality with more than 72,000 laypeople and educate together around 654,000 children and young people in 80 countries found in the five continents of the world. The core of Marcellin Champagnat's vision of mission was "to make Jesus Christ known and loved". He saw education as the way to lead young people to the experience of personal faith and of their vocation as "good Christians and virtuous citizens" (champagnat.org). In the same vein, the Marist schools in Lebanon have it as a goal to promote the mission of St. Marcellin Champagnat and "offer a holistic education, drawing on the Christian vision of the human person and of human development" (International Marist Education Commission, 1998, p. 19).

Research questions

The general question of the study is:

To what extent does employee performance appraisal impact the achievement of confessional organizations' goals?

To attain this ultimate goal, the researcher has broken the question down into the following:

1. How does employee performance appraisal influence the achievement of confessional organizations' goals?
2. How does job satisfaction mediate employee performance appraisal and the achievement of confessional organization's goals?

Research objectives

1. To find out the contribution of employee performance appraisal in the achievement of confessional organizations' goals.
2. To understand whether there is any relationship between employee performance appraisal and job satisfaction.
3. To determine whether there is a significant positive relationship between job satisfaction and the achievement of confessional organizations' goals.

To ascertain whether job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals.

Conceptual framework

Figure 1 presents the conceptual framework showing the relationship between the variables involved in this study namely, the independent variable, the mediating variable and the dependent variable

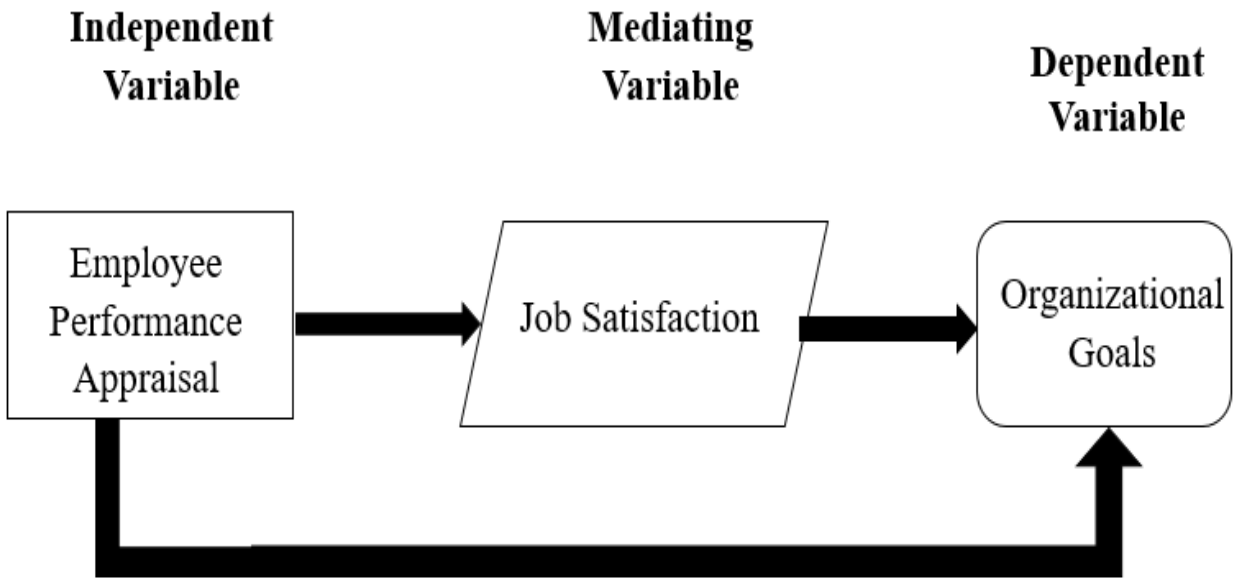


Figure 1: *Conceptual framework*

A summary of the chapters

The remaining parts of this research work is as follows: chapter one, chapter two, chapter three, chapter four and chapter five.

The introduction delineates the general background of the study, outlines the need for the study, states clearly the research questions, gives the objectives of the study, and presents a brief overview of all chapters.

Chapter two reviewed 3 bodies of literature: employee performance appraisal, job satisfaction, and organizational goals. Main frameworks related to employee performance appraisal, job satisfaction, and organizational goals were reviewed and built on. Then, we reviewed the works of Igbal et al. (2013). Ajibola, et al. (2019), Gichuhi et al. (2014), Mollel et al. (2017), Khan et al. (2020), Karimi et al. (2011), Kithuku, (2012), Kampkötter (2017), Darehzereshki (2013), Malik et al. (2010), Mahmoud (2008), and Krishman et al. (2018) to develop the hypotheses for this study.

Chapter three presents the hypotheses and variables, the research design (philosophical and reasoning approach, research strategy), the population description and the sampling technique instrumentation (data collection tool and procedure, the reliability and validity of the data collection tool, and pilot test). In addition, it discusses the data analysis techniques and the ethical aspect of the study.

Chapter four covers the output and analysis (hypotheses testing), and a discussion of the findings. Finally, the conclusion focuses on the summary of findings, the limitations of the study, the theoretical and managerial implications and the future perspectives.

Chapter two: Literature Review

Introduction

Chapter one reviews the related literature on employee performance appraisal and its role in achieving organizational goals with job satisfaction as the mediating variable. It provides a deep understanding of performance appraisal (definition, types, purpose, and drawbacks), job satisfaction, and organizational goals. The relationship between employee performance appraisal and job satisfaction, the link between employee performance appraisal and organizational goals, and the connection between job satisfaction and organizational goals are satisfactorily discussed. The theoretical framework, hypotheses development, and conceptual model are also provided.

Performance appraisal

Performance appraisal is one management activity seen as crucial to leveraging human resources in the desired direction. It has long been regarded as one of the most strategic, high-performing, and human-capital-enhancing component of the human resource management package (Takeuchi et al., 2007). Performance appraisal research dates back to at least the early 1920s and has continued to this day. Barends et al. (2016) note that Stephen Halbe's 1951 study, "Evaluation of Job Performance," is one of the oldest academic studies that specifically utilize the phrase performance appraisal. Since then, many studies have been carried out regarding this subject leading to a diverse understanding of what performance appraisal is.

According to Armstrong and Taylor (2014), performance appraisal is a step-by-step process that begins with formulating performance expectations and ends with a review of how well those expectations have been met. It is the periodic review of an employee's performance versus the job's stated or anticipated requirements (Terry and Franklin 2003). Lambert (2018) defines *performance*

appraisal as a fully integrated approach that includes discussions between management and employees to achieve short and long-term objectives.

Performance appraisal is a veritable and strategic human resource tool used to assess and improve an organization's assets to achieve the pre-stated goals (Ajibola, Mukulu & Orwa, 2019). This viewpoint is shared by Coutts and Schneider (2004), who argue that performance appraisal is a critical component of a broader set of human resource practices because it is the mechanism for assessing the extent to which each employee's day-to-day performance is linked to the organization's goals. In the same vein, Joseph (2015) avers that performance appraisal is a system by which employees receive feedback or responses on how effectively and efficiently they have completed their allocated responsibilities within a given time frame. With this in mind, organizations must ensure their employees are aware of the organizational goals and objectives to participate fully in achieving them keeping in mind that their performance will be evaluated in line with the pre-stated performance evaluation system.

Many scholars emphasize that performance appraisal systems and processes be effective and maintain that effective appraisal leads to several important work outcomes, such as improved employee productivity and quality, job satisfaction, commitment, and trust (Ghorpade et al., 1995; Guthrie, 2001; Kuvaas, 2008; Pettijohn et al., 2001; Chiang & Birtch2010). However, inappropriate employment of employee performance systems renders the appraisal process ineffective as employees get highly dissatisfied with the system (Hemans & Abena, 2011).

Methods of Performance Appraisal

Performance Appraisal can be broadly classified into two categories: Traditional Methods and Modern Methods. The performance appraisal methods include:

Traditional Methods

Traditional Methods are somewhat older methods of performance appraisals. These methods are based on studying the personal qualities of the employees such as knowledge, initiative, loyalty, leadership, and judgment. The following are some of the traditional techniques of employee performance appraisal:

Critical Incident Method

As defined by Flanagan (1954), the critical incident technique is a collection of processes for describing human behavior by gathering descriptions of situations of extraordinary significance that meet systematically stated criteria. The evaluations given by the evaluator are based on the employee's responses to important occurrences. Dessler (2011) argues that the Critical Incident technique includes keeping a record of remarkably good or bad examples of an employee's work-related behavior and assessing it with the individual at preset intervals.

Graphic Rating Scales

Graphic Rating Scale is a scale that provides numerous features and an assortment of performance for each individual. In this technique, the performance appraisal forms describe several performance attributes of an employee, such as consistency, punctuality, regularity, attendance, and dependability, or a five-point scale may be utilized (Dessler, 2011). Therefore, the employees graded by determining which score best characterizes their level of performance for each attribute (Jafari et al., 2009).

Ranking Method

The ranking method involves ranking employees from best to worst on a particular trait, selecting the first, then the last, until all employees are ranked (Dessler, 2011). It is used to inform employees

of their position concerning their peers. Promotions, incentives, and other forms of recognition may be given to those who are highly ranked.

Narrative Essays

In this method, the evaluator describes the employee's strengths and weaknesses, prior performance, positional, and suggestions for their progress at the end of the evaluation period. The fundamental goal of this strategy is to concentrate on behavior (Aggarwal & Thakur, 2013). This technique is widely used in qualitative assessment and traditionally used in combination with other methods.

Modern Methods

The modern techniques of performance appraisal were established to advance the traditional techniques (Aggarwal & Thakur, 2013). And so, they were aimed at addressing the flaws of previous techniques, such as bias and subjectivity.

Management by Objectives

According to Aggarwal and Thakur (2013), management by objective technique was introduced by Peter F. Drucker in1954, in his book "The Practice of Management". It comprises three building blocks: object formulation, execution process, and performance feedback. This strategy was quickly embraced by businesses and reinvented countless times since then. For instance, in 2000, Weihrich suggested a new model: The System Approach to MBO (SAMBO), comprising seven elements: the hierarchy of aims and strategic planning, setting objectives, action planning, MBO implementation, control, and evaluation, subsystems, and organizational and managerial development (Weihrich, 2000). It is important to note that even today, MBO is one of the most often used methods of performance evaluations method or models by multi-national corporations.

360 Degree Feedback

360-degree feedback is a systematic collection and feedback of performance data for employees collected from "stakeholders like immediate supervisors, team members, customers, peers, and self" (Shaout & Yousif, 2014, p. 967). Like the MBO, 360-degree feedback is also one of the most widely used appraisal methods. Since, the participation of the managers, team members, customers, peers, and self are involved, this method gives an overview of the performance reviews collectively. This helps the performance appraisal process to have a diverse outlook.

Behaviorally Anchored Rating Scale (BARS)

BARS compares a person's performance to particular instances of behavior that are based on numerical ratings. For example, a doctor with a level three rating may be required to exhibit sympathy to patients, but a doctor with a level five rating may be required to display higher degrees of empathy (Shaout & Yousif, 2014). BARS are designed to bring the benefits of both qualitative and quantitative data to the employee appraisal process.

Assessment Centre Method

Employees are evaluated using this method by allowing them to participate in activities such as in-basket exercises, role-playing, conversations, and computer simulations. They are judged on their capacity to persuade others, communication skills, confidence, sensitivity to others' feelings, mental alertness, administrative abilities, and teamwork spirit. This entire exercise is conducted under the supervision of a trainer, who watches employee behavior and then discusses it with a rater, who then assesses the employee's performance (Aggarwal & Thakur 2013).

Humans Resource Accounting (HRA)

This method assesses the performance of employees based on the economic output that a firm generates from the employees' input. This is determined by weighing the costs of maintaining personnel against the benefits derived from their contributions (Shaout & Yousif, 2014).

720 degree

In this method, the assessment is done not only by the stakeholders within the company but also by the groups outside the organization. External groups that assess the employee's performance are customers, investors, suppliers, family, community, and other financial institutions. According to Mondy (2008), the 720-degree technique focuses on what matters most: the customer or investor's understanding of their work.

Table 1: ***Summary of performance appraisal methods***

	Technique	**Key Idea**	**Advantages**	**Disadvantages**
1	**Ranking method**	Ranking employees on a given trait from best to worst, choosing the first, then the last, until all are ranked (Aggarwal & Thakur 2013).	1.Fastest 2.Transparent 3.Cost effective 4.Simple and easy to use	1.Less objective 2.Morale problems for those who are not rated at or near the top of the list. 3.Suitable for the small workforce. 4.Worker's strengths and weaknesses cannot be easily determined.
2	Graphic Rating Scales	The employee is then graded by determining the score that best depicts their performance for each trait on a scale that lists a number of traits and a range of performance for each (Aggarwal & Thakur 2013).	1. Easy and economical to develop and administer. 2.Based on direct observations. 3.It is time tested and provides more face time	1. Time consuming and laborious to summarize and analyze the data. 2. Difficult to convince people to share their critical incidents through a survey. 3. Provides a personal perspective of organizational issues.

3	Narrative Essays	At the end of the evaluation period, the evaluator writes a description of the employee's strengths and weaknesses, prior performance, positional, and suggestions for his or her progress (Aggarwal & Thakur 2013).	1. Report actually shows employee's performance. 2. Can Cover all factors. 3. Examples are given. 4. Provides feedback	1.Time consuming. 2.Supervisor may write a biased essay 3. Effective writers are very difficult to find.
4	Management by Objectives	Employees are evaluated how well they accomplished a specific set of objectives that have been determined to be critical in the successful completion of the job.	1. Easy to implement and measure. 2. Employee motivated as he is aware of expected roles and accountability. 3.Performance oriented diagnostic system 4. Facilitates employee counseling and guidance	1. Difficult for employees to agree on goals. 2.Misses intangibles like honesty, integrity, quality, etc. 3.Interpretation of goals may vary from manager to manager, and employee to employee. 4.Time consuming, complicated, lengthy and expensive
5	Behaviorally Anchored Rating Scale	BARS is a hybrid strategy that incorporates features of critical incident and graphic rating scale approaches.	1. Job behaviors describe employee performance in a better way. 2. More objective	1. It's possible that scale independence isn't valid or dependable.

		Employees are rated on a numerical scale by their boss (Aggarwal & Thakur 2013).	3. Because managers and employees were involved, there were more acceptances.	2.Behaviors are activity oriented rather than result oriented 3. Very time consuming for generating BARS. 4. Each work will necessitate the creation of its own BARS scale.
6	Human Resource Accounting (HRA)	People are an organization's or enterprise's most precious resource. Data on human capital resources and value is useful for making decisions in the organization.	1. Ascertain the cost of labor turnover. 2. Development of human capital. 3.Planning and execution of personnel policies. 4. Return on investment on human resources. 5. Improve the efficiencies of employees.	1. There are no specific & clear-cut guidelines for finding cost and value of human resources of an organization 2. The method measures only the cost to the organization but ignores completely any measure of the value of the employee to the organization. 3. The life of human resources is uncertain and therefore, valuing then under uncertainty seems unrealistic.

7	360-degree	It enlists the help of an employee's boss, coworkers, subordinates, clients, suppliers, and partners.	1. Excellent employee development tool. 2. Reliable credible and accurate system, 3. Legally more defensible 4. It is a multi-rate system and therefore, more realistic	1. Time consuming and very costly. 2. Sensitive to organization and national culture. 3. If the feedback is harsh, it may harm employees' self-esteem (Aggarwal & Thakur 2013, p. 619). 4. Prone to political and social games played by people. 5. Difficult to implement in cross-functional teams. 6. Maintaining confidentiality may pose challenge in small organizations.
8	720 Degree	360 degree appraisal method is practiced twice. When 360-degree appraisal is done, then the performance of the employee is evaluated and having a good feedback mechanism, the boss sits down with the employee again a	1. Improved feedback from more resources. 2.Team Improvement 3. Personal and organizational Performance Development. 4.Responsibility for career development.	1.Exceptional Expectations for the process. 2. Insufficient Information. 3.Design process downfalls 4. Failure to connect the process. 5. Insufficient training and process understanding.

		second time and gives him feedback and tips on achieving the set targets.	5. Reduced discrimination risk. 6. Improved customer Service. 7. Training needs assessment.	6. Focus on negatives and weaknesses. 7.Requires commitment of top management and the human resources (time, finance, resources, etc) 8. Paperwork (computer entry overload) 9. Rater inexperience and ineffectiveness.

Source: Aggarwal and Thakur (2013)

Traditional performance evaluation methods place a greater emphasis on an employee's personality attributes. Modern methods focus a greater emphasis on the outcomes of an employee's performance. The modern performance appraisal approaches are the more impartial of the two methods, but it does not imply that traditional performance evaluation techniques are no longer valid. For any organization, no single method is the most effective. It is, therefore, safe to say that, before deciding on a performance appraisal method, or possibly a combination of them, organizations must carefully assess the nature of their business, their employees, and their goals.

Purpose of Performance Appraisal

As stated earlier in the background of the study, the most important objectives of performance appraisal procedures, according to scholars (Majumder, 2012; Cheng, 2014; Ameen & Baharom, 2019), are to guide and support organizations and businesses in making sound decisions and conclusions about promotions, salaries, giving feedback, identifying training needs, and honoring employees for a job well done. In addition, Ameen and Baharom discusses five components of performance appraisal purposes (training, job promotion, feedback, recognition, and financial reward). To Ameen and Baharom, these five components are vital human resource management practices, thus justifying the importance of performance appraisal in the management of every competitive organization. The data acquired from performance evaluations serve as a foundation for hiring and firing, training and developing current employees, and inspiring and sustaining a high-quality workforce by appropriately rewarding their efforts (Lillian et al.,2011).

Over the years, researchers have tried to classify the purposes or uses of performance appraisal in different ways. Mathis and Jackson (2008) classify performance appraisal's uses into two categories: Administrative and developmental. For the administrative category, performance appraisal is used to make payments and other administrative decisions about employees. In the developmental category, the focus is on employee development, such as recognizing strengths, areas for improvement, training and development needs, and future opportunities planning.

To Cleveland et al. (1989), performance appraisal serves a variety of goals for the worker, the manager, and the organization. For the worker, performance appraisal provides reinforcement and career advancement in compliments, pay hikes, promotions, and additional responsibilities. The manager also benefits performance appraisal is used to make personnel decisions such as promotions, transfers, and firings. It also acts as a tool for evaluating employees' progress toward

their objectives and an opportunity to provide feedback and connect with subordinates. For the organization, performance appraisal makes it easier to analyze the productivity of individuals and work units. It can also be used to validate personnel selection and placement processes, recognize and motivate employees, and assess the success of organizational interventions such as training programs and system modifications (Ojokuku, 2013).

Chiang and Birtch (2010) emphasize appraisal's two primary functions, i.e. evaluation (short-term) and communication development (long-term) and explains that:

"Traditionally, an appraisal was used to support a top-down control-oriented style of performance management" (Vance et al., 1992). Employees were evaluated against a predetermined set of performance criteria from which subsequent administrative decisions (e.g. compensation and promotion) were made (Gomez-Mejia et al., 2004). As used in this capacity, appraisal serves as a positive reinforcer and strengthens appraisal–reward contingencies. Appraisal contingent rewards signal desired behavior and, when utilized effectively, can trigger higher levels of performance.

More recently, appraisal's role has expanded in scope to include a communication development orientation (DeNisi & Pritchard, 2006). It can be used to communicate performance gaps relative to expectations, clarify job objectives, and guide training and development plans to increase the skills and capabilities of human capital (Cardy & Dobbins, 1994). Identifying employee strengths and weaknesses, assessing training needs, and creating targeted skill supply strategies have become appraisal's modern business imperatives".

Downsides of performance appraisal

As discussed in the previous paragraphs, the application has some drawbacks as a human resource management tool despite the importance of performance appraisal. According to Kampkötter (2017), some employees may feel confined in their ability to organize and execute their work due

to continuous monitoring of their effort and behavior, which may have a detrimental impact on job satisfaction. He argues that since performance appraisal is frequently associated with monetary implications employees with variable payouts, in particular, suffer a higher income risk because bonuses may be reduced during economic downturns. Kampkötter adds that performance appraisal may causes more significant wage disparity within a corporation, impair employee satisfaction if people detest inequality. Furthermore, Baakeel (2018) opined that the political intentions of the managers performing the appraisals employees' loyalty, dedication, and performance.

Alhassan and Ali (2020) also provide a convincing argument to point out the disadvantages of employee performance appraisal. In this study, ten English (as a foreign language) teachers in an Omani private university took part in the investigation through face-to-face tape-recorded interviews. The findings revealed dissatisfaction with the performance appraisal system and its implementation, pointing to several flaws. Participants also questioned the validity of the performance appraisal process's emphasis on students in teacher evaluations, as well as the absence of clear standards and transparency in the selection of peer appraisers. Furthermore, among the critical difficulties raised by the participants was a lack of communication and training among both appraisers and appraisees.

In the study entitled *Human Resource Policy and Teacher Appraisal in Ontario in the era of professional accountability*, Dandala (2019), provided empirical evidence to suggest that implementing human resource policies such as teacher performance appraisal is a disturbance to the school organizational climate. The study was based on his cross-examination of both school managers' and teachers' discourse. Dandala's findings suggest that there are perceptual differences between teachers and school administrators when it comes to the observation-based measure. The majority of teachers (82%) believed that this human resource practice harms their working

relationships with school administrators. Only 8% of them disagreed with the majority of managers (83%) on this issue.

Pimpa (2005)' in his study: "*Teacher Performance Appraisal in Thailand: Poison or Panacea?"* highlights major problems of the current performance appraisal system by delineating the weaknesses and pitfalls of the performance appraisal system. The purpose of this study is to look into issues with the Thai Ministry of Education's national teacher performance appraisal system. The findings point to three critical issues: difficulties emerging from system mismanagement, problems arising from assessors, and problems arising from applicants.

Job satisfaction

The management of human resources is an integral part of organizational processes. For this reason, to ensure that the firm's goals are met, the organization fosters a culture of dedication and cooperation among its employees by enacting rules that promote employee job satisfaction (Parvin & Kabi 2011).

Hoppock (1935) defines job satisfaction as any mix of physical, emotional, and environmental factors that allow an individual to honestly state that they are happy with their work. According to Ellickson and Logsdon (2002), job satisfaction is the degree to which employees like their employment. In a similar spirit, Spector (1997) defines job satisfaction as people's feelings about their jobs and various aspects of their jobs. Also, job satisfaction is defined by Reilly (1991) as the feeling that a worker has about their job or a general attitude towards work or a job, and the perception of one's job influences.

According to a study conducted by Ismail & Nakkache (2014), extrinsic factors (such as salary, benefits, and promotions) and intrinsic factors (such as recognition, and challenging work environment) scored the highest for a Lebanese employee's satisfaction drivers. A review of other related literature revealed that both intrinsic and extrinsic satisfaction drivers play a role in increasing satisfaction levels (Danish et al., 2015; Fatima et al, 2017; Kalhoro et al, 2017; Ali et al., 2017 and Chekherdemian, 2020). On the other hand, Herzberg (1964) relates intrinsic factors to job satisfaction and associates extrinsic factors with job dissatisfaction.

The importance of job satisfaction in every organization cannot be overemphasized. To Lease (1998), employees who have higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display organizational commitment, and more likely to be satisfied with their lives. Furthermore, the Employee Job Satisfaction and Engagement Report from the Society for Human Resource Management (Lee et al., 2016) notes four benefits of ensuring employees are satisfied with their work. These include: increased profit, higher productivity, lower turnover, and loyalty. Once the employees are satisfied with their job, their performance will be effective, and they will be committed to achieving the goals of their organization efficiently.

Organizational goals

According to Simon (1964), organizational goals refer to constraints, or sets of constraints, imposed by the organizational role that directly relates to the personal motives of the individual who fills the role. Gagné (2018) defines it as the end state an organization wishes to attain. To him, organizational goals should be detailed and suitably challenging, taking into account the resources and capabilities of the business. In addition, Gagné emphasizes that organizational goals must be communicated to personnel, as they should not be assumed to be conspicuous or clear to them.

Having a clear idea of organizational goals helps employees determine their course of action to help them achieve those goals. Moreover, Kotlar et al. (2018) state that continuous negotiation and stabilizing procedures among necessary parties within the company result in numerous dimensions of organizational goals including production, inventory, sales, market share, and profitability. It is crucial to note that setting organizational goals aids in guiding staff efforts, justifying a company's activities and existence, defining performance standards, providing restrictions for pursuing unimportant aims, and serving as behavioral rewards.

Performance appraisal and organizational goals

Every organization has goals and objectives it strives to achieve. Organizations require excellent performance from their personnel in order to reach their goals and gain a competitive advantage (Sonnentag & Frese, 2002). Performance appraisal is a critical component of human resource management for reaching high-performance goals (Igbal et al., 2013). Ajibola, et al. (2019) explain that performance appraisal is a veritable and strategic human resource tool used to assess and improve an organization’s human resource assets to achieve the pre-stated goals. For DeNisi and Murphy (2017), performance appraisal is intended to improve individual performance and align individual objectives and behaviors with the organization's strategic goals. Moreover, Partington and Stainton (2003) suggest that staff appraisal provides enhanced communication between staff and senior colleagues determine systematic identification of roles, tasks, targets, and training plans for individuals, which support departmental and institutional goals. Performance appraisals are essential for assessing employee performance and ensuring that the organization is on track to meet its goals and objectives. Individual aims and objectives are aligned with corporate goals with the help of performance appraisal (Zekeri et al., 2019).

In today's competitive environment, performance appraisal rates the employees in terms of their performance (Koshy & Suguna2014) and how well they contribute to attaining organizational set goals. Daoanis (2012) affirms that with performance appraisal, individual contributions and performances are tracked against organizational goals, and individual strengths and opportunities for future progress are identified.

It is imperative to note that performance is strongly linked to the attainment of organizational goals and objectives. This means that if the performance of an employee improves, the achievement of organizational goals also improves. This is supported by Ojokuku (2013) who states that an employee's performance refers to the contribution made by an individual to accomplish organizational objectives. He asserts that job performance is one of the most crucial work outcomes and an extremely vital criterion in determining organizational success or failure.

Campbell (1990) also avers that performance is a worker's behavior that includes directly observable activities and mental actions or products, such as replies or decisions, resulting in organizational outcomes in the form of goal accomplishment. Besides, the value placed on performance appraisal systems stems partly from the nature of the current business environment, which is characterized by the requirement to meet organizational goals while remaining relevant in highly competitive markets through exceptional employee performance (Chen & Eldridge, 2010). The subsequent paragraphs present some empirical evidence to support the stand that there is a relationship between performance appraisal and performance, productivity, or achievement of organizational goals.

In a study by Gichuhi et al. (2014) that explored the impact of performance appraisal on employee productivity in supermarkets in Kenya, the results of the multiple regression models show that employee productivity was found to be influenced by performance criteria, feedback, and

frequency in their study. They suggested that feedback should include talks of the employee's strengths and faults and be actionable. Employees should also be rewarded if they receive positive feedback.

In addition, Oshode et al. (2014) examined performance appraisal in the Nigerian banking sector: the individual and joint variables analyses. Their findings showed a solid and favorable link between performance appraisal criteria and staff productivity. They suggested that for Nigerian banks to earn good employee performance, they should make a concerted effort to strengthen Performance Appraisal criteria.

Mollel et al. (2017) studied the influence of performance appraisal practices on employees' productivity where the results showed that performance appraisal functions like recognition and feedback are critical to employees' performance and impact their productivity in the workplace, but training, development and promotion did not have a significant effect on employees' productivity. According to the study, training and promotion should boost employee commitment and should be based on performance to improve staff productivity. Similarly, increasing employee satisfaction through appreciation should keep competent people and weed out ineffective ones.

The above set of evidence suggests a positive relationship between performance appraisal and the achievement of organizational goals. Hence the hypothesis:

H1: Employee performance appraisal is positively associated with organizational goals achievements in confessional organizations.

Employee Performance Appraisal and Job Satisfaction

Khan et al. (2020) studied the Effect of Performance Appraisal on Employees' Satisfaction in Pakistan universities. The findings revealed that performance appraisal has a significant and

positive impact on employee satisfaction. More specifically, it was shown that fair and accurate performance appraisals keep employees happy and have a favorable impact on employee efficiency and effectiveness and the organization's efficiency and effectiveness. Therefore, organizations need to strive to make their employee performance appraisals systems and processes unbiased and accurate as much as possible to enjoy all the benefits that come with its implementation, one of which is employee satisfaction.

Karimi et al. (2011) examined the relationship between employee performance appraisal system and employee satisfaction in a sample of 101 employees working at one of the international non-profit organizations. The results of Pearson's correlation and linear regression showed a positive relationship between employee performance appraisal system and employee satisfaction.

Kithuku, (2012) researched the effects of performance appraisal on job satisfaction at Kenya Commercial Bank also provided evidence to support the view that there is a positive relationship between performance appraisal and employee satisfaction. Kithuku targeted employees of Kenya Commercial Bank Limited and adopted a case study method. The study revealed inconclusive findings where performance appraisal could either have positive or negative impacts on job satisfaction. The study also found out that other factors affect the job satisfaction like staff turnover, job rotation, career development, time management, job performance, and teamwork.

Kampkötter (2017) also investigated the effect between the incidence of being formally evaluated by a supervisor and job and income satisfaction. He used fixed-effects regressions and found a significant positive impact of performance appraisal on work satisfaction, driven by assessments linked to monetary outcomes. Furthermore, Kampkötter explored “the moderating effects of personality traits (Big Five, locus of control) on the relationship between performance appraisal and job satisfaction” (p.1). He unraveled a negative interaction term between performance

appraisal and employees who scored high on openness to experience and internal locus of control, with no monetary effects. This shows that performance appraisals, which require performance monitoring without monetary compensation, hurt job satisfaction for these people.

In a study on the effectiveness of performance appraisal system and its effect on employee motivation, Idowu, (2017) found significant positive outcomes when the organization uses performance appraisal as a motivation tool. Furthermore, the study found that using multiple appraisal techniques results in increased satisfaction and, as a result, higher motivation. The study concluded that linking performance to rewards, utilizing the performance appraisal systems (PAS) to assist in creating objectives and benchmarks and using the PAS to help identify employees' strengths and weaknesses are all specific features of PAS that can boost motivation.

Darehzereshki (2013), on the other hand analyzed the role of the performance appraisal quality on job satisfaction, Malaysia. From his findings, Darehzereshki concluded that employees with high-quality performance appraisal experiences were more likely to be satisfied with their job. He also resolved that human resource (HR) professionals must consider whether allocating more resources to ensure that all employees enjoy a consistently high-quality performance appraisal experience is a worthwhile investment. Iqbal et al. (2017), on the other hand, argued that employee job satisfaction and other performance appraisal benefits such as employees' commitment, and the employees' opportunity to reach their potential, including their self-efficacy, are all enhanced by performance appraisal that is devoid of prejudice.

In the same way, Brown et al. (2010) used a sample of over 2,300 Australian non-managerial employees of a large public sector organization to investigate the relationship between performance appraisal(PA) quality, as evaluated by clarity, communication, trust, and fairness of the PA process, and job satisfaction and commitment. According to the findings, employees who

report a low PA quality (lowest levels of trust in supervisor, poor communication, lack of clarity about expectations, perception of a less fair PA process) also report lower job satisfaction and commitment.

Employees' perceptions of political intentions in performance review have a negative effect on job satisfaction, according to Poon (2004) when he investigated the effects of performance appraisal politics on job satisfaction and turnover intention. The regression analysis findings established that employees exhibited lower job satisfaction and more intent to quit when they believed performance ratings were rigged due to raters' prejudice and motivation to punish subordinates. Poon concluded that manipulations of ratings for motivational purposes, did not affect job satisfaction and turnover intention.

From the afore mentioned empirical evidence, it is clear that performance appraisal impacts the satisfaction of employees. This impact can be negative or positive and therefore, we hypothesize that:

H2: There is no significant positive relationship between Employee performance appraisal and job satisfaction.

Job satisfaction and organizational goals

For a company to be successful, it needs employees dedicated to achieving organizational goals, and have a strong sense of loyalty (Molander, 1996). It is imperative to state that for the employees to be dedicated to the organizational goals and be loyal to the organization, they need to be satisfied. Lease (1998) affirms this claim when he argues that employees with higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display

organizational commitment and be satisfied with their lives. In addition, employee satisfaction is considered one of the essential factors in achieving organizational goals and objectives (Selden et al., 2001). Several empirical studies have affirmed a relationship between job satisfaction and performance or productivity which is the goal of every organization.

Malik et al. (2010) discovered that employee job satisfaction was a positive predictor of employee productivity when they examined the relationship between organizational commitment, job satisfaction, and productivity in a telecommunication company, in Pakistan. They concluded that the more employees will be satisfied with their work more they would be contributing towards achieving organizational goals effectively and efficiently.

Mahmoud (2008) investigated the link between job satisfaction and organizational commitment among nurses and discovered that the two variables were significantly connected. To him, the feeling of belonging to an organization is known as organizational commitment and this happens when a person voluntarily wishes to work in a company. Therefore, job satisfaction helps the employees to work with the organization with total interest, capacity, and love.

Another research conducted on 34 organizations in different industries including oil and gas, banking and telecommunication, by Bhatti and Qureshi (2007) found a positive relationship between job satisfaction with employee participation, employee commitment, and employee productivity. Roberson (1990) examined the relationship of job satisfaction to dimensions of employee personal work goals. Based on previous theory and research, Roberson hypothesized that goal accomplishment, goal positivity, and negativity, goal commitment, expected negative consequences for goal attainment, and goal clarity would be associated with job satisfaction. The personal goals and perceived goal dimensions of 150 employees were assessed using a hybrid idiographic-nomothetic technique. The findings indicated that employees were more satisfied with

their jobs to the extent that they had higher goal commitment, perceived high chances of success for attaining their goals, and had few opposing goals in their job situation. Furthermore, two indices of goal clarity, knowing the methods to achieve the objective and having specified timelines for achieving the goals, were linked to satisfaction.

Krishman et al. (2018) conducted a study examining the role of job satisfaction and work-life balance on task performance of academic staff in a selected public higher learning institution in Malaysia. The findings showed that job satisfaction tends to be the strongest predictor of academicians' task performance compared to work-life balance.

Based on the above set of evidence on the link between job satisfaction and organizational goals and related literature the following hypothesis is established:

H3: There is a significant positive correlation between job satisfaction and the achievement of confessional organization’s goals.

Theoretical framework

This research is underpinned by control theory which is arguably one of the famous models that try to explain the relationship between feedback and individual performance. According to this theory, individuals use feedback to evaluate their performance relative to achieve their goals ore standards. The outcome of this evaluation can be a positive or negative evaluation of one's performance concerning the set goals. Control theory advocates that when a discrepancy between feedback intervention and their goals or standards is noted, individuals are motivated to reduce it (Kluger & DeNisi, 1996). This argument is in line with that of several other central control theorists such as Carver & Scheier, 2012; Podsakoff & Farh, 1989; Campion & Lord, 1982). In the same vein, the result of performance appraisal gives the employees information about the discrepancies

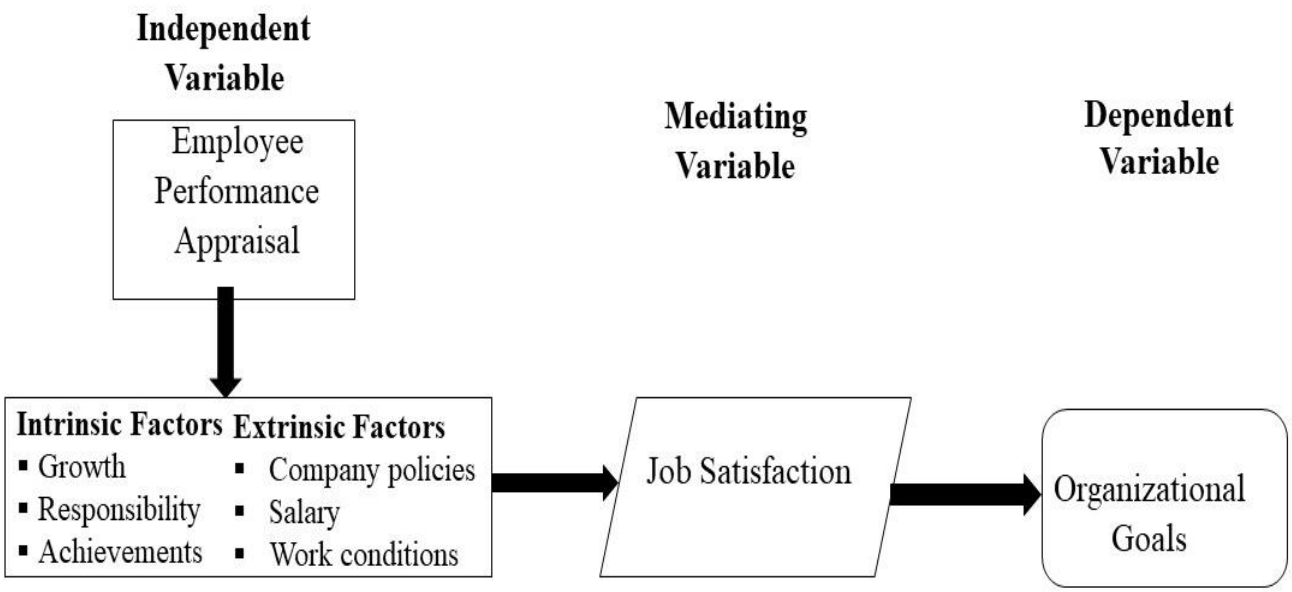
between their performance and the goals or standards of the organization for which they work. Therefore, they will be motivated to reduce these discrepancies to achieve the organization's goals.

In addition, the two-factor theory postulated by Frederick Herzberg is also provides us the basis for explaining the relation that exist between the performance related outcomes such as promotion, growth and recognition and job satisfaction. Herzberg and his colleagues at Psychological Service of Pittsburgh conducted a comprehensive evaluation of the literature on job attitudes and satisfaction, which served as the foundation for this theory. (Herzberg et al., 1957). However, Herzberg later developed the theory to what is known today as the two-factor theory though he preferred to call it a motivation-hygiene theory. The theory relates extrinsic factors such as quality of supervision, pay, company policies, physical work conditions, relationships with others, and job security to job dissatisfaction, and associates intrinsic factors such as promotional opportunities, personal growth opportunities, recognition, responsibility, and achievement with job satisfaction (Herzberg, 1964). Therefore, this theory forms the basis of the study because most of the intrinsic and extrinsic factors mentioned in the theory are the effects of employee performance appraisal.

Conceptual model

A conceptual framework is a research technique that can help a researcher better comprehend the situation under investigation. It depicts the interplay between dependent, mediating, and independent variables. From the literature review and the theories, this research is based on the following model developed to demonstrate the relationship between variables involved in this study.

Figure 2: *Conceptual model.*



Summary of chapter two

In this chapter, the researcher first reviewed literature under the following themes: performance appraisal, job satisfaction, and organizational goals. Secondly, related literature regarding the relationship between employee performance appraisal and job satisfaction, the link between employee performance appraisal and organizational goals, and the connection between job satisfaction and organizational goals are satisfactorily discussed. In each case, a hypothesis was developed. Finally, the theoretical review and conceptual models were also delivered. This leads us to the next chapter (chapter two) where the researcher discusses the methodology employed in the study.

Chapter Three: Methodology

Introduction

In this section, the researcher presents the methodology that the researcher followed to attain the aim of the study. It discusses the research design, the population description and sampling techniques. Also, it deliberates on the data collection tool, the procedure for data collection, the reliability and validity of the data collection tool, the data analysis, the pilot test, the ethical considerations, and hypotheses.

Research Design

The research utilized a quantitative research design. Quantitative research is an empirical research approach that employs hypothesis testing to uncover generalizable patterns and facts (De Vaus, 2002). According to Christensen, Johnson, and Turner (2011), a quantitative research study is a deductive approach whereby one gathers numerical data to address a specific research issue. The quantitative research design is used when the topic under research has been well-explained throughout the literature review and examined research variables have been subjected to multiple previous scientific validations or rejections. Therefore, looking at the trend of the present research spanning from the research topic, the research hypotheses, and the detailed literature review, it is clear that quantitative research design is the most appropriate design for this research. Based on the above argument, the researcher found the quantitative research design fitting for the present research.

Philosophical approach

The philosophical approach employed in this research is the positivist philosophical stand.

The positivists assert that the social world can be comprehended objectively. They believe that the researcher is an objective analyst in this research philosophy. Based on it, the researcher dissociates himself from personal values and works independently (Žukauskas, 2018). The researcher chose to employ the philosophical approach in this research because the research involves hypothesis testing. This is supported by the argument of Park et al. (2020). They state that "Positivism relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables)" (p. 690).

Reasoning approach

The study followed the deductive reasoning approach, which applies a general theory to a specific case (Sekaran & Bougie, 2016). The reason being that deductive reasoning concerns a formulation of hypotheses from already existing theories and testing them in a particular setting. Furthermore, the research design and the philosophical approach employed in this study are deductive.

Survey

The researcher used a cross-sectional survey strategy to collect data. A cross-sectional survey gathers data in order to make inferences about a target population at a specific point in time (Hall & Lavrakas, 2008). On the other hand, Gay (1996) argues that survey research involves collecting data to test hypotheses or answer questions about people's opinions on some topic or issue. A survey strategy allowed the researcher to collect quantitative and qualitative data on many types of research questions (Bougie & Sekaran, 2016). Therefore, based on the explanation of the survey above, the researcher chose the cross-sectional survey strategy for this research. It allowed the researcher to collect quantitative data once to test the hypotheses proposed in this study.

The researcher used the quantitative research method, specifically survey questionnaire, since the positivist philosophical approach might naturally be aligned with a quantitative methodology (O'Gorman & MacIntosh, 2014; Bowen, 2001). This quantitative research method aided the researcher to collect quantitative data, which allowed him to approximately describe variables and make inferences about the larger population according to the behavior of the sample surveyed.

Participants questionnaire

According to Bougie and Sekaran (2016), a questionnaire is a pre-written collection of questions in which respondents record their responses, which are usually limited to a few options. A Questionnaire technique is the most widely used technique for the following reasons: A questionnaire is relatively inexpensive, has questions created for specific goals, has the same questions for all participants, and may assure anonymity (White, 2003). Based on the reasons mentioned above, the researcher chose the survey questionnaire as a data collection tool for this study.

The survey questionnaire was administered to seek employees' opinions on the role performance appraisal in their job satisfaction leading to achieving their organization's goals. The questionnaire comprised two sections: A, B**, C,** and D. Section A consisted of the demographic questionnaire to obtain demographic information from the respondents. The themes from which data were collected from the respondents in this section included gender, date of birth, school, and job designation. Information from these themes helped the researcher know their influence on performance appraisal, job satisfaction, and attainment of goals.

Section B, C, and D of the questionnaire involved a Likert scale of the fifth continuum from 1 to 5. 5= strongly agree, 4=agree, 3= uncertain, 2=disagree, and 1= strongly disagree. This questionnaire was adapted from Iqbal et al., (2013) and M'Mbui (2011). Sections B, C, and D

involved questionnaires on performance appraisal, job satisfaction, and organizational goals respectively.

Independent variable

According to Apuke (2017), an independent variable (an experimental or predictor variable) is a variable that can be manipulated in an experiment to observe how it affects a dependent variable (an outcome variable). The independent variable in this research is employee performance appraisal. It is the variable that was manipulated to observe its effect on the dependent variable (attainment of organizational goals). Performance appraisal is a veritable and strategic human resource tool used in assessing and improving the human resource assets of an organization to achieve the pre-stated goals (Ajibola et al., 2019). Section B of the questionnaire calculates the independent variable which is employee performance appraisal and includes 11 items (see appendix B).

The mediating variable

Sekaran and Bougie (2016) define a mediating variable (an intervening variable) as a variable that appears when the independent variables begin to influence the dependent variable, and their effect is felt. In this study, the mediating variable is job satisfaction. This is because, from the literature and theories reviewed, job satisfaction is seen as one of these variables for the effect of performance appraisal on the attainment of organizational goals. Hoppock (1935) defines job satisfaction as any mix of physical, emotional, and environmental factors that allow an individual to honestly state that they are happy with their work. Section C of the questionnaire calculates the mediating variable which is job satisfaction and includes 15 items (see appendix B).

The dependent variable

The dependent variable is the variable of primary interest to the research (Sekaran & Bougie, 2016). That is the variable we seek to predict. In this piece of academic work, the variable of primary interest is the attainment of organizational goals. Gagné (2018) defines organizational goals as the end state an organization wishes to attain. These goals should be detail, clear, challenging, and communicated to every employee in the organization. Hence, organizational goals give direction and focus to every organization to remain true to its vision and mission. The importance of goal-setting and achievement in an organization inspired the choice by the researcher of organizational goal as the variable of primary interest for the present research. Section D of the questionnaire calculates the dependent variable which is organizational goals and includes eight items (see appendix B).

Reliability and validity of the instrument

It is critical to ensure that the instrument we create to measure a specific concept accurately measures the variable and the concept that we set out to measure (Sekaran & Bougie 2016). Sekaran and Bougie define reliability as a test of how consistently a measuring instrument measures whatever concept it is measuring. The Cronbach’s Alpha was used to test the reliability of the questionnaire. According to Sekaran and Bougie, Cronbach's alpha is a reliability coefficient that measures how well elements in a set are positively related.

On the other hand, Christensen et al. (2011) define validity as the extent to which an instrument that is developed measures the particular concept it is intended to measure. To achieve optimum validity of the research instrument, the supervisor evaluated and improved the questionnaire. Burg

and Gall (2001) argue that the validity of a research instrument can be improved through expert judgment.

Population Description and Sampling Technique

Population Description

The population under study consisted of all employees of the two Marist schools in Lebanon. Data was collected to investigate the role of employee performance appraisals in the attainment of organizational goals. The employees included the two principals, quality assurance officers, deans, financial administrators, and teachers. The support staff were excluded because of language barrier issues. The questionnaire was constructed in English and French; hence most of the support staff might have found comprehension of the questionnaire difficult.

Sampling Technique

A sample of 208 respondents was selected for the research from the two Marist schools in Lebanon. These respondents comprised two principals, six quality assurance officers, four financial administrators, and eight deans purposively selected. According to Cresswell (2005), purposive sampling is a qualitative sampling approach in which researchers purposefully select individuals and settings to learn about and understand the fundamental phenomenon. The researcher chose participants who, in their opinion, were most likely to have the information needed and be ready to offer it. The researcher will use this sampling method to collect much-needed data from the categories of employees listed above.

On the other hand, 188 staff were randomly selected using simple random sampling. Simple random sampling is a definite case of a probabilistic sampling technique whereby everyone in the population has an equal chance of being selected to form a sample. Because of its equal chance

property, simple random sampling produces representative samples to directly make some generalizations about the population (Christensen et al., 2011). The researcher employed this random sampling technique to select the teacher participants because the teachers are many so, it is necessary to choose a representative sample from teachers to avoid biases.

Procedure

The researcher contacted the principals of the two Marist schools in Lebanon by phone call to book an appointment for a face-to-face meeting with each of them. When the researcher was granted an audience by the principals, he explained the research topic to them. When permitted to carry out the study in their institutions, the researcher solicited the help of an assistant researcher (the principals) to assist in sending the questionnaires to the participants. The researcher also asked for the list of all the teachers to help him select the sample of teacher participants. The participants were given two weeks to fill out the questionnaire and submit them. The assistant researcher followed the process by reminding the participants at least twice. The questionnaires (google forms) were sent via e-mails or WhatsApp.

Pilot test

A pilot test for the survey questionnaires was performed on the sample of 20 employees in the two Marist schools in Lebanon, taking 10 employees from each school. This pilot study was intended help identify, make precise and accurate, or remove any ambiguous items in the questionnaire. However, there were no ambiguous items identified.

Data analysis

The quantitative data collected from questionnaires was analyzed using Statistical Package for Social Scientists (SPSS) program -version 24. With SPSS, the researcher generated graphs, charts,

frequency distribution tables and calculated the mean values that accurately describe the interested variables. Furthermore, the SPSS program facilitated the calculations of inferential values such as coefficients of correlation for hypotheses testing. SPSS also aided in the computation of Cronbach's Alpha to assess the reliability of the questionnaire. It is imperative to note that quantitative data analysis systematically transforms raw data collected from the field into numerical data (Jung, 2019) used for statistical interpretation.

Ethical considerations

The ethical considerations in this research revolved around the following themes: necessary permissions, respect of confidentiality and anonymity, informed consent, and safety of the participants.

The researcher booked appointments via a telephone call to meet face-to-face with the principals of the two Marist schools in Lebanon. During the meeting, the researcher explained to the principals the topic of the study, the reasons for the study, and then obtained permission to carry out the research their schools.

The research assured the participants of anonymity and confidentiality by stating clearly on the questionnaire and the consent form that their identity will not be disclosed to anyone and their information will be used purely for academic purposes. It was also made known to the participants that they were not forced in any circumstance to take part in the questionnaires.

The consent of the participants was sought by presenting the consent form to them to read and sign before filling the questionnaire. The opportunity was given to the participants to stop answering the questions at any point they feel like doing so. To effect this, the questionnaire was designed so that the researcher will only see the participants' responses only when they click submit.

Hypotheses

The hypotheses formulation in this research is based on the related literature reviewed, the theories reviewed and the conceptual model developed in chapter one. These hypotheses are, therefore, outlined as follows:

H1: Employee performance appraisal has a significant positive role in the achievement of organizational goals.

H2: There is a significant positive correlation between job satisfaction and the achievement of organizational goals.

H3: There is no significant positive relationship between employee performance appraisal and job satisfaction.

H4: Job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals.

Conclusion

In the chapter, the research design was also presented, discussing the philosophical and reasoning approach and the research strategy in detail. The research method was presented, offering a detailed explanation of the data collection tool, the data collection procedure, the reliability and validity, and the pilot test. Finally, the data analysis tools, the ethical considerations and the hypotheses involved in this study were also presented. The analysis and the discussion of the findings will be discussed in the subsequent chapter, chapter three.

Chapter Four: Results and Analysis

Introduction

This chapter presents, analyses and discusses data that are churn out from the research questions on the role of employee performance appraisal in achieving organizational goals: the case of Marist Schools in Lebanon. The study used a questionnaire to collect quantitative data, which was presented using tables and graphs to facilitate comprehension and interpretation of the result.

The analysis and discussions in this chapter were guided by the following research questions: How does employee performance appraisal influence the achievement of organizational goals? How does job satisfaction mediate employee performance appraisal and the achievement of organizational goals? These research questions were answered by systematically testing, interpreting and making conclusions about the following hypotheses: Hypothesis 1: Employee performance appraisal has a significant positive role in achieving organizational goals. Hypothesis 2: There is no significant positive relationship between employee performance appraisal and job satisfaction. Hypothesis 3: There is a significant positive correlation between job satisfaction and the achievement of organizational goals. Hypothesis 4: Job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals.

Research Framework

Figure 2 below presents the research framework model that underpins the study. It depicts the various relationships among the independent variable, the mediating variable and the dependent variable. It also shows the different hypotheses (H1, H2, H3, and H4) that developed from these relationships. This model is immediately followed by table 2, which presents these hypotheses and the inferential statistical tool used to test them.

Figure 3: *Research framework model*

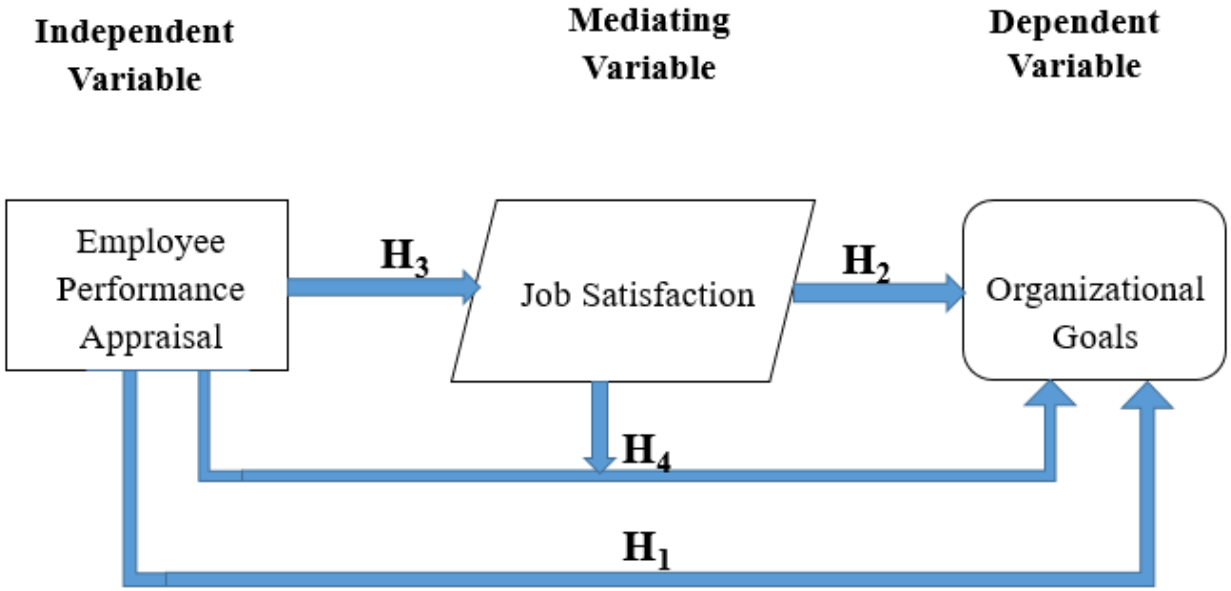


Table 2: ***An illustration of the hypotheses of the study and their corresponding inferential statistical tools used to test them.***

No	Hypothesis	Inferential statistical tool
1	Employee performance appraisal has a significant positive role in the achievement of organizational goals.	Spearman's Correlation Coefficient
2	There is no significant positive relationship between employee performance appraisal and job satisfaction	Spearman's Correlation Coefficient

3	There is a significant positive correlation between job satisfaction and the achievement of organizational goals.	Spearman's Correlation Coefficient
4	Job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals.	Sobel Test

Output and Analysis

Questionnaire response rate

The researcher administered 208 questionnaires to participants, and 164 questionnaires were responded to, making the response rate 78.85%. The questionnaires were therefore used in the analysis because the response rate was considerable and representative of the population. However, the researcher discarded four questionnaires that were incomplete, reducing the number of responses to 160. Table 3 presents the detailed questionnaire response rate.

Table 3: ***Questionnaire response rate***

Job designation	Sample size	Number of responses	Response rate(%)
Principal	2	1	50.00%
Quality Assurance officer	6	0	0.00%

Financial Administrator	4	2	50.00%
Dean	8	5	62.50%
Teachers	188	156	82.98%
Total	208	164	78.85%

Reliability of data collection instrument

The data collection instrument was subjected to the Cronbach's Alpha reliability test to verify its consistency in measuring the identified concepts in the study. The 34 items in the questionnaire resulted in an alpha value of 0.946, which was greater than 0.8 and thus the instrument was considered reliable (Sekaran & Bougie 2016). The result of the reliability test is presented in Table 4.

Table 4: ***Reliability statistics***

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.946	.948	34

Demographic information

Gender of participants

Table 5 shows that 83.8% of the surveyed participants were female, and the remaining 16.3% were male. This result indicates a gender imbalance, among the sample population, in favor of females.

Table 5: ***Frequency distribution of Gender***

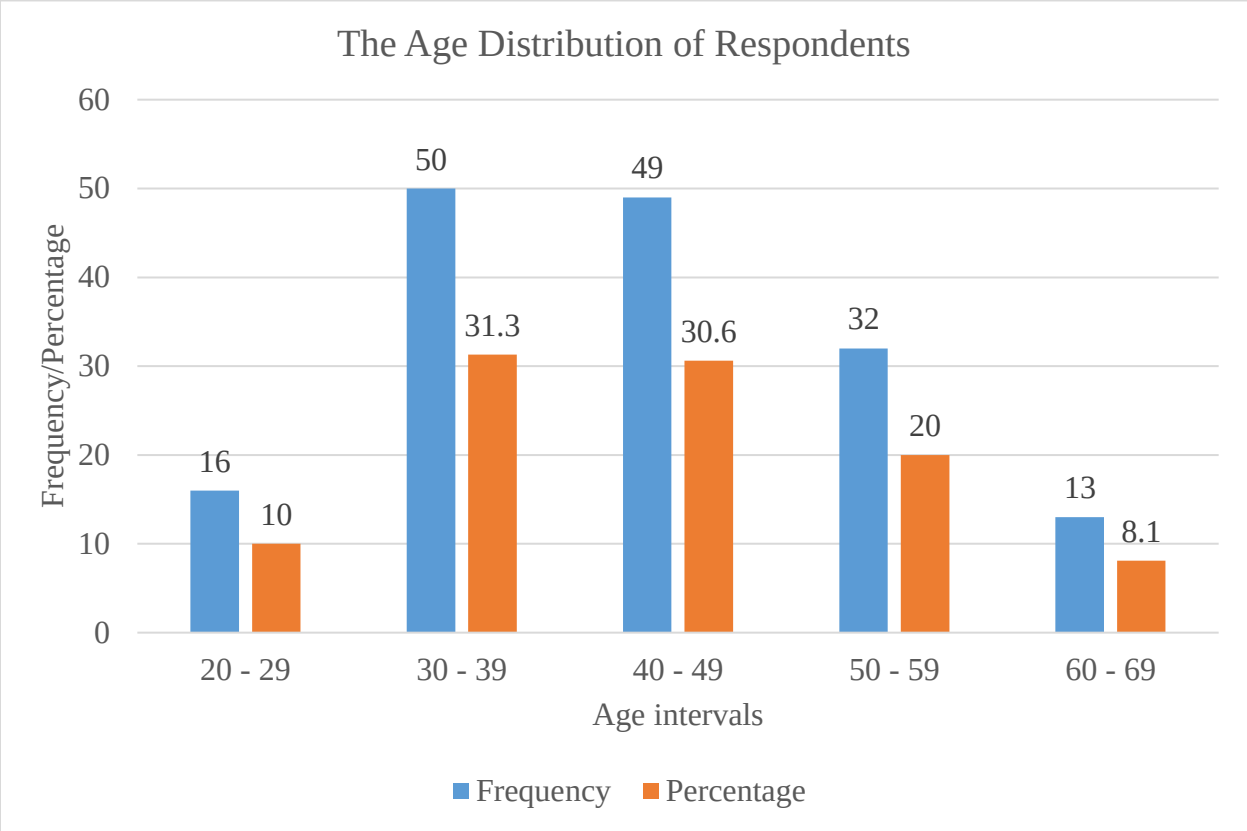
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	134	83.8	83.8	83.8
	Male	26	16.3	16.3	100.0
	Total	160	100.0	100.0	

Age of participants

Figure 2 below shows the age distribution of participants. This information indicates that there is an unequal distribution of participants in terms of age groups. The participant's age distribution is as follows; 30-39 years (31.3%), 40-49 years (30.6%), 50-59 years (20%), 20-29 years (10%), and 60-69 years (8.1%). However, it can be observed that the age distribution is bell-shaped, indicating a normal distribution of participants' age.

Figure 3: *A bar chart showing the age distribution of participants*



School of participants

While 60 % of the participants were from Collège Mariste Champville, Dik El Mehdi-Metn, the remaining 40% were from Collège Mariste N. D. de Lourdes, Jbail-Byblos. The finding showed that the majority of the sample population was from Collège Mariste Champville, Dik El Mehdi – Metn. However, the analysis based on the data would likely reflect the reality of the population given that the former school has a higher staff population than the latter.

Table 5: ***Frequency distribution of school of participants***

Name of School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Collège Mariste N. D. de Lourdes, Jbail - Byblos	64	40.0	40.0	40.0
	Collège Mariste Champville, Dik El Mehdi – Metn	96	60.0	60.0	100.0
	Total	160	100.0	100.0	

Job Designation of participants

Table 6 below shows that 95% of the sample population are teachers, while the remaining participants (principal, dean, and financial administrator) represent only 5%. This means that the analysis based on this data would likely reflect the reality of the total population since the teachers form the majority of the staff population of any educational institution.

Table 6: ***Frequency distribution of Job designation of participants***

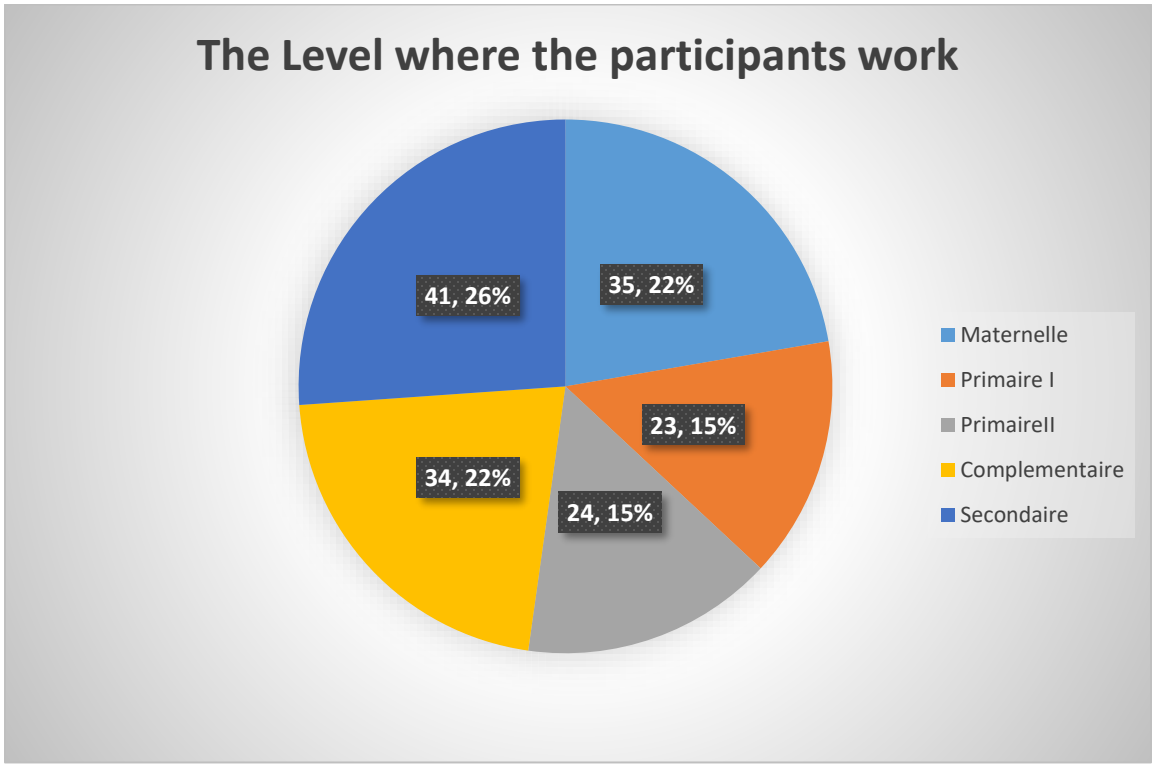
Job designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principal	1	.6	.6	.6
	Dean	5	3.1	3.1	3.8
	Financial Administrator	2	1.3	1.3	5.0
	Teacher	152	95.0	95.0	100.0
	Total	160	100.0	100.0	

The Level where the participants work

Figure 3 indicates that 26% of the survey participants work at Secondaire (high school), while participants who work at Complementaire (secondary school) and Maternelle (kindergarten) each make up 22% of the sample population. The Primaire II (Upper Primary School) and Primaire I (Lower Primary School) each represent 15% of the sample population.

Figure 4: ***A pie chart of the school levels where the participants work***



Correlation Analysis

The first three hypotheses were tested using Spearman's Correlation Coefficient because an ordinal scale was used to obtain the data for this purpose (Sekaran & Bougie 2016).

Correlation between employee performance appraisals and organizational goals.

Spearman's rank correlation analysis was performed for the surveyed data to determine the relationship between employee performance appraisal and organizational goals. The results shown in Table 7 revealed that the relationship between these two constructs is positive, good in strength and statistically significant (r (158) = .55, p = .000). This implied that employee performance had a positive and moderate impact on the achievement of organizational goals.

Table 7: ***Correlation between employee performance appraisal and organizational goals***

Correlations

			Performance Appraisal	Organizational goals
Spearman's rho	Performance Appraisal	Correlation Coefficient	1.000	.554**
		Sig. (2-tailed)	.	.000
		N	160	160
	Organizational goals	Correlation Coefficient	.554**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160

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

Correlation between employee performance appraisal and job satisfaction.

Table 8, on the other hand, displays the Spearman's Rank correlation between employee performance appraisal and job satisfaction. The results indicate a statistical significance with a strong positive correlation between employee performance appraisal and job satisfaction (r (158) =.60, p =.000).

Table 8: ***Correlation between employee performance appraisal and job satisfaction***

Correlations

			Performance Appraisal	Job Satisfaction
Spearman's rho	Performance Appraisal	Correlation Coefficient	1.000	.595**
		Sig. (2-tailed)	.	.000
		N	160	160
	Job Satisfaction	Correlation Coefficient	.595**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160

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

Correlation between Job satisfaction and organizational goals

Table 9 below displays the Spearman's Rank correlation between job satisfaction and organizational goals. The results indicate a strong positive correlation between job satisfaction and organizational goals, which is statistically significant. (r (158) = .68, p = .000).

Table 9: ***Correlation between Job satisfaction and Organizational goals***

Correlations

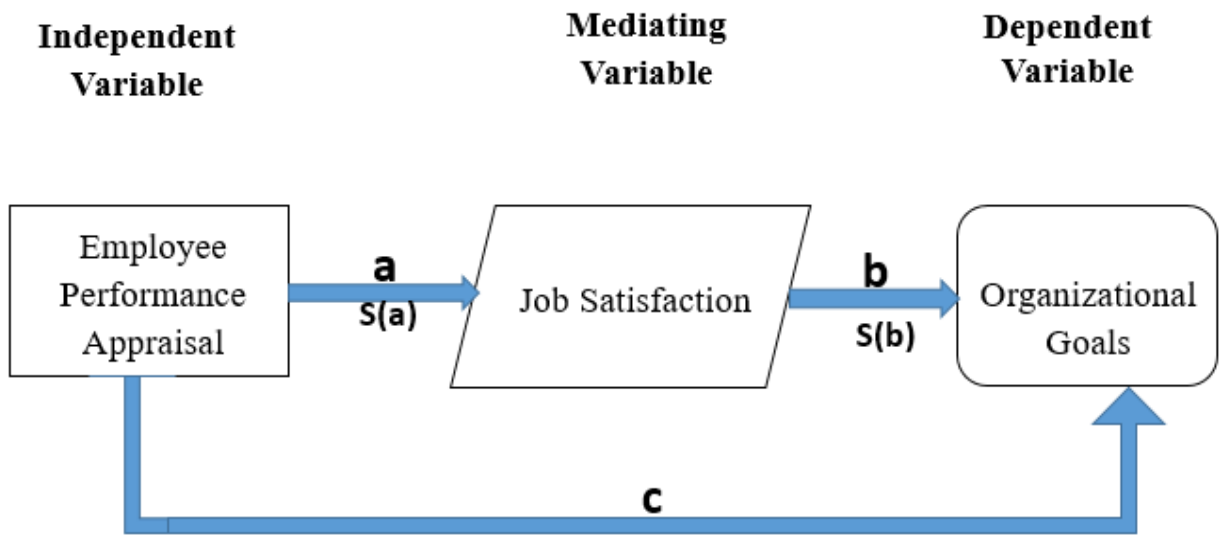
			Job Satisfaction	Organizational goals
Spearman's rho	Job Satisfaction	Correlation Coefficient	1.000	.677**
		Sig. (2-tailed)	.	.000
		N	160	160
	Organizational goals	Correlation Coefficient	.677**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160

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

Mediating Analysis

The mediating analysis involves testing whether job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals. This was done using the Sobel mediator test. Figure 1 shows the mediation model displaying the relationship between employee performance appraisal as the independent variable, organizational goals as the dependent variable, and job satisfaction acting as the mediating variable.

Figure 5: ***Mediation Model***



Step1: Regression analysis

To test for mediation using the Sobel test, we first ran the regression analysis (using SPSS) for the following relationships: (1) regress performance appraisal on organizational goals, (2) regress performance appraisal on job satisfaction, and (3) regress performance appraisal and job satisfaction on organizational goals. Tables 1-3 present the SPSS regression output. These tables show the unstandardized and standardized regression coefficients, standard errors, the t and p values, and the 95% confidence interval for each analysis.

Regression of performance appraisal on organization goals

Table 10 shows that performance appraisal is a significant predictor of organizational goals with a $p<0.01$. Note that the unstandardized coefficient "c" = 0.516 and the standard error = 0.065

Table 10: ***Regression of performance appraisal on organization goals***

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.112	.273		7.729	.000	1.572	2.651
	Performance Appraisal	.516	.065	.535	7.955	.000	.388	.645

a. Dependent Variable: Organizational goals

Regression analysis of Performance appraisal on Job satisfaction

Table 11, shows that Performance appraisal is a significant predictor of Job satisfaction with P<0.01. Note that the unstandardized coefficient "a" = 0.681 and standard error = 0.068

Table 11: *Regression analysis of Performance appraisal on Job satisfaction*

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.116	.288		3.873	.000	.547	1.686
	Performance Appraisal	.681	.068	.621	9.946	.000	.546	.816

a. Dependent Variable: Job Satisfaction

Regression analysis of job satisfaction on organizational goals controlling for performance appraisal

Table 12 shows that while controlling for performance appraisal, job satisfaction is a significant predictor of organizational goals with P<0.01. Note that the unstandardized coefficient "b" = 0.437 and standard error = 0.067.

Table 12: ***Regression analysis of job satisfaction on organizational goals controlling for performance appraisal***

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.624	.255		6.380	.000	1.121	2.127
	Performance Appraisal	.219	.074	.227	2.969	.003	.073	.364
	Job Satisfaction	.437	.067	.497	6.506	.000	.304	.569

a. Dependent Variable: Organizational goals

Step 2: Sobel test calculations

The researcher entered the values a=0.681, S(a)=0.068, b=0.437, and S(b)=0.067 from the regression analysis above into the online Sobel test calculator to obtain the results shown in table(screen) 13, below.

Table 13: ***Online calculator for mediation***

Input:			Test statistic:	Std. Error:	*p*-value:
a	0.681	Sobel test:	5.46545315	0.05445056	0.00000005
b	0.437	Aroian test:	5.4464211	0.05464084	0.00000005
s_a	0.068	Goodman test:	5.48468614	0.05425962	0.00000004
s_b	0.067	Reset all	Calculate		

Table 13 shows that the computed z score (Z=5.47) falls outside the z critical values of ±2.58. This indicates a statistically significant result at alpha =.01. This shows that job satisfaction significantly mediates performance appraisal and organizational goals. However, we can notice that the value of the Unstandardized Coefficients "c" has reduced from .516 (in table 10) to .219 (in table 12) but is still significant (p = .003). This indicates job satisfaction partially mediates the relationship between employee performance appraisal and the attainment of organizational goals.

Discussion of results

This section provides the answer to the major question of this study: to what extent does employee performance appraisal impact the achievement of organizational goals? It also deals with the discussion of the result in light of the literature reviewed in chapter one. This is guided by the analysis of hypotheses tested in the analysis section of this chapter, which helps us to reject or fail to reject each of these hypotheses. In doing so, the research questions were in turn answered. The hypotheses were developed in line with the research objectives. These include finding out the contribution of employee performance appraisal in the achievement of organizational goals; understanding whether there is any relationship between employee performance appraisal and job satisfaction; ascertaining whether there is a significant positive relationship between job satisfaction and the achievement of organizational goals; to determine whether job satisfaction

mediates the relationship between employee performance appraisal and the attainment of organizational goals.

Hypothesis 1:

Employee performance appraisal is positively associated with organizational goals achievements in confessional organizations

The spearman's rank correlation test was conducted to verify the research hypothesis that employee performance appraisal has a significant positive role in the achievement of organizational goals. This hypothesis was developed based on the experience of the researcher and also on the related literature reviewed that suggests that employee performance appraisal has a positive role to play in achieving organizational goals (Igbal et al., 2013; Ajibola, et al. 2019; DeNisi & Murphy, 2017; Zekeri et al., 2019).

The results in table 7 yielded a significant spearman *r*- value (r (158) =.55, p =.000). This implied that the hypothesis was supported by the study data. In other words, employee performance appraisal has a significantly moderate positive role in the achievement of organizational goals. Therefore, we fail to reject the hypothesis and conclude that employee performance appraisal has a significant positive role in the achievement of organizational goals.

This result is consistent with the study's theoretical framework based on Kluger & DeNisi, control theory. Kluger and DeNisi (1996) posit that individuals use feedback to evaluate their performance relative to achieving their goals and standards. This argument is also in line with several other central control theorists, such as Carver & Scheier, 1981; Podsakoff & Farh, 1989; Campion & Lord, 1982; Taylor et al., 1984). This means that the result of the performance appraisal gives the

employees information about the discrepancies between their performance and the goals or standards of the organization for which they work. Therefore, the employees are motivated to work harder to reduce these discrepancies to achieve organizational goals. This finding is laudable in answering the research question: how does employee performance appraisal influence the achievement of organizational goals?

Hypothesis 2:

There is no significant positive relationship between employee performance appraisal and job satisfaction.

The Spearman correlation test was also used to verify the research hypothesis that there is a significant positive relationship between employee performance appraisal and job satisfaction. This result (in table 8) yielded a significant *r*-value (r (158) =.60, p =.000). This indicates that there is a statistically significant strong correlation between employee performance appraisal and job satisfaction. Therefore, we reject the hypothesis that there is no significant positive relationship between employee performance appraisal and job satisfaction. This finding is supported by the empirical studies of Khan and al. (2020), Karimi et al. (2011), and Kithuku, (2012).

However, reviewing the related literature revealed that other empirical studies emphasized the quality of performance appraisals and the degree of fairness. Darehzereshki (2013), from his findings, concluded that employees with high-quality performance appraisal experience were more likely to be satisfied with their job. Similarly, Iqbal et al. (2017) argue that employee job satisfaction is enhanced by a performance appraisal, void of prejudice. Besides, Brown et al. (2010) discovered that employees who report low-performance appraisal quality (least trust in their supervisor, poor communication, lack of clarity about expectations, and perception of a less fair performance appraisal process) also report lower job satisfaction and commitment. Therefore,

human resource (HR) professionals must consider employing a consistently high-quality performance appraisal experience to ensure that employees are satisfied with their jobs.

Hypothesis 3:

There is a significant positive correlation between job satisfaction and the achievement of confessional organization's goals.

The Spearman's correlation results in table 9 shows a strong positive correlation (r (158) = .68, p = .000) between job satisfaction and the achievement of organizational goals. This evidence fails to reject the hypothesis that there is a significant positive correlation between job satisfaction and the achievement of organizational goals. Therefore, we conclude that there is a significant positive correlation between job satisfaction and the achievement of organizational goals. This result is supported by the observations of Selden et al. (2001), Lease (1998), among others. This means that organizations need to ensure that their employees are satisfied with their jobs to motivate work hard in achieving organizational goals and objectives.

Hypothesis 4:

Job satisfaction mediates the relationship between employee performance appraisal and the attainment of confessional organization's goals.

The researcher fails to reject the hypothesis that job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals. This is because the Sobel mediation test result yielded a significant Z-score (Z = 5.47). Thus, job satisfaction statistically mediates the relationship between employee performance appraisal and the attainment of organizational goals. This finding successfully resolves the second research question: how does

job satisfaction mediate employee performance appraisal and the achievement of organizational goals?

It is imperative to note that the mediation was partial. The partial mediation could be attributed to biases, injustices, inequality and many other vices that cloud the performance appraisal process. This partial mediation may also be a result of the poor quality of the performance appraisal system applied. Another reason for this partial mediation could be that other variables mediate the relationship between performance appraisal and organizational goals.

Human resource (HR) professionals can exploit this specific finding by ensuring that the performance appraisal process is void of biases, injustices and inequality. Additionally, HR professionals must consider whether allocating more resources to ensure that all employees enjoy a consistently high-quality performance appraisal experience is a worthwhile investment.

Summary of the chapter

This chapter presented the analysis of the results obtained from the administered questionnaires. These results were discussed following the research hypotheses: *Hypothesis 1:* Employee performance appraisal has a significant positive role in the achievement of organizational goals. *Hypothesis 2:* There is no significant positive relationship between employee performance appraisal and job satisfaction. *Hypothesis 3:* There is a significant positive correlation between job satisfaction and the achievement of organizational goals. *Hypothesis 4:* Job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals. This chapter precedes the study conclusion, which outlines the summary of findings, the limitations, the theoretical and managerial implications, and future perspectives.

Chapter Five: Conclusion

The conclusion presents the summary of findings, the limitations, the theoretical and managerial implications, and the future perspectives derived from the study, which is to probe the role of employee performance in attaining organizational goals: the case of Marist schools in Lebanon. The respondents were employees, including the principal, deans, financial administrators (purposely chosen) and the teachers (randomly chosen). The study employed quantitative research and utilized the questionnaire as a data collection tool. The statistical tools used were the Spearman correlation test and the Sobel test (mediation test).

Summary of Findings

The findings of the research were summarized according to the hypotheses stated in the introduction of the study.

Firstly, the study revealed that employee performance appraisal has a significantly moderate positive role in the achievement of organizational goals. This result is consistent with the study's theoretical framework based on Kluger & DeNisi, control theory.

Secondly, the findings of the study showed a statistically significant, strong correlation between employee performance appraisal and job satisfaction. This finding is supported by the empirical studies of Khan and al. (2020), Karimi et al. (2011), and Kithuku, (2012).

Thirdly, the result of the study indicated a significantly strong positive correlation between job satisfaction and the achievement of organizational goals. This finding is supported by the observations of Selden et al. (2001), Lease (1998), among others.

Finally, the study revealed that job satisfaction significantly mediates the relationship between employee performance appraisal and the attainment of organizational goals. However, the mediation was a partial one.

Table 14: Summary of the findings

Number	**Hypothesis**	**Inferential statistical tool**	**Result**	**Supported or not supported**	**Reject or Fail to reject**
1	Employee performance appraisal has a significant positive role in the achievement of organizational goals.	Spearman's Correlation Coefficient	The results indicate that the relationship between these two constructs is positive, good in strength and statistically significant (r (158) = .55, p = .000)	Supported	Fail to reject
2	There is no significant positive relationship between employee performance appraisal and job satisfaction	Spearman's Correlation Coefficient	The results indicate a statistical significance with a strong positive correlation between employee performance appraisal and job satisfaction (r (158) =.60, p =.000).	Not supported	Reject
3	There is a significant positive correlation between job satisfaction	Spearman's Correlation Coefficient	The results indicate a strong positive correlation between job satisfaction and organizational goals, which is statistically significant. (r (158) = .68, p = .000).	Supported	Fail to reject

	and the achievement of organizational goals.				
4	Job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals.	Sobel Test	The results show that job satisfaction significantly mediates performance appraisal and organizational goals.	Supported	Fail to reject

Limitations

Simon (2011) defines limitations as the potential weaknesses in one's study and are out of their control. These limitations are important to point out since they might affect the implementation of the findings.

The study used the case of the two Marist schools in Lebanon as an example of the many confessional organizations and other organizations in Lebanon. Other types of schools, public, and private organizations were not examined. This means that the findings may not be generalized to other organizations. However, the findings may be generalized to the two Marist schools.

For convenience purposes and due to the time and financial constraints, the researcher used only one method (a questionnaire) to collect data. This may be subject to potential biases that may arise from the use of only one method. Hence, there is a threat to the generalization of the findings.

The study was conducted at the time Lebanon was hit with the economic crisis. As the majority of the population struggled to meet their basic needs, the participants' commitment to responding to the questionnaire could be compromised. This might have also affected the response to the questionnaire relating to job satisfaction, as their salaries could not sustain them economically.

Theoretical and Managerial Implications

Theoretical implications

From the findings mentioned in the preceding paragraphs, it is worthwhile to say that this research contributes to relevant literature from the following perspectives: Firstly, this research examined the role of employee performance appraisals in the attainment of confessional organization's goals: the case of Marist schools in Lebanon. The results revealed that performance appraisals have a

positive role in the achievement of organizational goals. This discovery adds significantly to the existing body of knowledge on the relationship between performance appraisal and the attainment of organizational goals. Secondly, this study advances the findings of Karim *et al*. (2017), Igbal et al., (2013), Ajibola, et al. (2019), DeNisi and Murphy (2017), and Zekeri et al. (2019) in that it captures the additional richness of the role of performance appraisal on achievement of organizational goals in confessional organizations (the Marist schools in Lebanon). Thirdly, this study confirms the use of Kluger & DeNisi control theory in understanding the relationship between employee performance and the achievement of organizational goals.

The findings of the study showed a statistically significant, strong correlation between employee performance appraisal and job satisfaction. This confirms the use Herzberg's two-factor theory in understanding the relationship between employee performance appraisal and job satisfaction because most of the intrinsic and extrinsic factors mentioned in the theory are the effects of employee performance appraisal.

Finally, the study examined if job satisfaction mediates the relationship between employee performance appraisals and the attainment of organizational goals. The results showed that job satisfaction mediates the relationship between employee performance appraisal and the attainment of organizational goals. According to extensive literature reviewed by the researcher, there was no empirical study that showed the same result, giving original identity to this research. Therefore, this research may have added a new body of knowledge in this field.

Practical implications

The study results highlight that performance appraisal plays a significant role in the confessional organizations' attainment of their set organizational goals. This results would help leaders of

confessional organizations and other organizations the results would help make better informed interventions on employee networks, to create a better culture in the organization, to develop better programs that lead to superior performance by the employees, and to facilitate workshops on the importance of performance appraisal and better develop systems that can capture performance from its different perspectives. Therefore, it will be worthwhile to recommend to managers, school administrators, and school principals of confessional schools and other organizations to take the administration of performance appraisal systems seriously to make the best out of it. However, emphasis should be laid on the quality of the performance appraisal process to avoid biases and injustices that may lead to dissatisfaction.

The study's findings showed a significant positive relationship between employee performance appraisals and job satisfaction. We, therefore, recommend that managers handle the effects of performance appraisals well to get the best out of their employees. For instance, a manager could develop training programs to enhance the growth of employees in their organization by using information obtained from performance appraisal statistics.

The study established that job satisfaction partially mediates the relationship between employee performance appraisals and the attainment of organizational goals. Following this, we recommend that human resource professionals allocate more resources in the employment of performance appraisal systems to ensure that all employees enjoy a consistently high-quality performance appraisal experience. This is because other variables could also mediate this relationship.

From the varied literature on the performance review methods with their advantages and disadvantages, the 360-degree review method looks like it would be suitable for use in most organizations, especially in educational institutions. Thus, it involves colleagues, students, parents, the principal or vice-principal, and other employees. With this in mind, the researcher recommends

the 360-degree review as the employee performance appraisal system to all the Marist schools in Lebanon.

Finally, one of the goals of any educational institution is to aid the learners to acquire knowledge and skills that will help them fit into society. So, the learners will benefit more from this study in the sense that, once a useful and comprehensive model proposed is employed effectively, it will assist the employees especially the teachers to attain that goal of improving the knowledge acquisition and skills of learners.

Future Perspectives

The study only focused on the role of employee performance appraisal in the achievement of organizational goals: the case of Marist schools in Lebanon. The study suggests further research:

A comparative study on the same topic involving private-owned organizations and confessional organizations. This will go a long way to ascertain the differences and similarities that these groups of organizations in relation to the topic of this research.

Delve into the emotional effects of performance appraisal on employees and their job satisfaction. A thought of being evaluated can cause a lot of psychological effects on the employees such fright. So carrying a research on the emotional effects of performance appraisal on employees and their job satisfaction will help to establish the above claim.

Same study in different countries and cultures. Since the present study was conducted in the Lebanese context with a unique culture, carrying out the same research in other countries with different culture could help through light on the subject.

Since the present research was a cross-sectional study, a longitudinal study which examines the pre and post effect of appraisal systems. This will aid to see whether improvements have been made after the implementation of a system and the extent of such improvements.

Another study could be undertaken to examine the effect of other systems such as Human Resource systems, IT systems, innovation, and total quality management on performance appraisal

The impact of job performance in terms of crises and how does this create resilience could also be delved into.

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Appendices

Appendix A: Consent Form

Informed Consent Form

(Based on IRB Guidebook)

A study on Performance appraisal

Under the supervision of Dr. Mony Trad

GENERAL INFORMATION

Title of Research	The Role of Employee Performance Appraisals in the Attainment of Organizational Goals: The Case of the Marist Schools in Lebanon
Funding Agency/Sponsor, if any:	
Names of the Leading Researcher and Those Individuals Who will Obtain Consent	Bongben Emmanuel Tangwa
Contact Person Phone Office Hours	[Bongben Emmanuel Tangwa] [+96176417368]

RESEARCH STUDIES: MATERIALS & METHODS

Statement About the Research Studies	Employee performance appraisal is one of the Human Resource Management (HRM) crucial tools employed by managers to get the best performance from their employees to achieve organization's goals and objectives. The reason is that employees play a fundamental role in accomplishing organizations' goals and objectives. Therefore, this study seeks to establish the role of employee performance appraisals in achieving organizational goals. The study also seeks to ascertain whether job satisfaction mediates the relationship between Employee performance appraisal and organizational goals.
Purpose(s) of the Research	The study is interested in ascertaining the extent to which employee performance appraisal impact the achievement of organizational goals.
Expected Duration of the Subject's Participation	The study will require about 15 minutes of your time to answer the questionnaire.
Description of the Procedures to be Followed	If you decide to participate in this study, you will fill a set of questions asking your opinion on employee performance appraisal in your school, your level of satisfaction in your job and the achievement of your school's goals.

Detailed Experimental Procedures	
Approximate Number of Subjects Involved in the Study	The study will involve approximate 208 subjects consisting of 20 administrative staff and 188 teachers.
Profile of the Research Subjects	The subjects of this study comprise of the principals, deans, financial administrators, quality assurance officers, and teachers of Marist schools in Lebanon.
Circumstances Under Which the Subject's Participation May be Terminated by the Leading Researcher Without Regard to the Subject's Consent	The researcher may terminate the responses of a participant who deliberately provide wrong answers.

RISKS & BENEFITS

Foreseeable Risks or Discomforts to the Subject	There is no known risk as a result of participating in this study beyond those encountered while answering questions on performance appraisal, job satisfaction, and organizational goals. Your participation in this research is completely voluntary. You can skip any questions you may feel uncomfortable answering. Your refusal to participate will not result in any penalty or disadvantage.
Benefits Expected from the Research	The potential benefits that the participants will gain from our study are:

	✓ Be aware of the part they play in the achievements of their organizational goals ✓ Be aware of level of satisfaction in their job
Disclosure	Description of appropriate alternative procedures or courses of treatment if any, that might be advantageous to the subject
Confidentiality Statement	Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total.
Medium to High Risks	There is no known medium to high risks that can occur as a result of participating in this study.
Subject's Compensation to be expected (if any)	There will be no payment for participating in the study and you may withdraw from the study at any time without consequences and may refuse to answer any question and still remain in the study.

Consent Statement (Based on *IRB Guidebook*)

Being informed that any particular treatment or procedure may involve risks which are currently unforeseeable; I, [_____], state hereby that my participation in the research study is voluntary. Any refusal to participate will involve no penalty or loss of benefits to which I am entitled. I may as well discontinue participation at any time without penalty or loss of benefits to which I am entitled.

_____, _____,

Signature(s) of the participant(s) Signature of the Leading Researcher (LR)

or guardian

_____,

Signatures of the witnesses (where appropriate)

Appendix B: Questionnaire

Notre Dame University- Department ofMarketing and Management

Dear Participants,

I am an MBA student at Notre Dame University - Lebanon, Main Campus. I am conducting aresearch on “The Role of Employee Performance Appraisals in the Attainment of Organizational Goals: The Case of the Marist Schools in Lebanon". Kindly fill out this questionnaire and submit it. Any information obtained from you will be kept strictly anonymous and confidential and will only be used for academic purpose. Your cooperation will be highly appreciated in this regard. Thanks a lot for your time and corporation.

Please do not hesitate to contact me if you have any inquiries: erbongben@ndu.edu.lb

INSTRUCTIONS: *Please, provide the answers following the instructions indicated in each question*

SECTION A: Demographic Variables

1. **What is your gender? (please click one).**

   Fem
   ale

   Mal
   e

2. **What is your date of birth? (kindly, indicate only the year)**

   _____

3. What is the name of your school? (please click one)

   College Mariste N. D. de Lourdes, Jbail - Byblos

   College Mariste, Champville

4. **What is your Job designation? (please click one)**

- Principal
- Quality Assurance
- OfficerDean
- Financial
- administrator
- Teacher

5. If you are a teacher or dean, please, indicate the level. (please click one)

- Maternelle
- Primaire Un
- Primaire Deux
- Complementair
- e Secondaire

SECTION B: Performance Appraisal (PA)

6. **Please, indicate the extent to which you agree with the following statements below about PA by clicking appropriate corresponding space.**

SA- Strongly Agree, A – Agree, UD – Undecided, D – Disagree, SD – Strongly Disagree

	Item	**SA**	**A**	**UD**	**D**	**SD**
1	P A ensures the achievement of school goals					
2	PA helps individuals staff meet set targets and goals					
3	PA identifies skills, gaps, and developmental needs					
4	PA assists staff to know their level of performance					
5	PA is used by your school to determine rewards/penalties for performance					
6	Human Resource offers sufficient training on PA in your school					
7	Actual performance is rated based on set targets in your school					
8	The PA method used in your school is professional, objective, and fair					
9	The supervisor rates my performance accurately					
10	The frequency with which the PA is conducted in my school is sufficient					

11	Timely feedback is given on PA in your school					

SECTION C: Job Satisfaction

7. Kingly rate your level of satisfaction with your job in relation to the under listed aspects by choosing the appropriate option.

SA- Strongly Agree, A – Agree, UD – Undecided, D – Disagree, SD – Strongly Disagree

	Item	**SA**	**A**	**UD**	**D**	**SD**
	Salary increments are linked to performance rating					
	Rewards/penalties are based on skills, competencies, and performance					
	I am satisfied with fringe benefits					
	Promotions are linked to performance					
	My supervisor is accurate in measuring actual performance against set targets					

	I am satisfied with my supervisor's rating					
	I am encouraged to speak out when I disagree with my supervisor					
	I am satisfied with communication on performance with the organization					
	My performance targets were well explained to me					
	Work done is based on set objectives					
	My school has opportunities for career growth					
	My school puts emphasis on staff training					
	I enjoy working with co-workers					
	I am satisfied with the performance management policy and guidelines					
	Overall, I am satisfied with my job					

SECTION D: Organizational Goals

8. kindly indicate the extent you agree with the following statements about organizational goals by choosing the appropriate option.

SA- Strongly Agree, A – Agree, UD – Undecided, D – Disagree, SD – Strongly Disagree

	Item	**SA**	**A**	**UD**	**D**	**SD**
	My school has well-defined goals and objectives					
	I work hard to achieve the goals of my school					
	Promoted employees work harder to achieve school's goals and objectives					
	Rewards improve staff zeal to achieve standards, goals, and objectives					
	Your supervisor communicates to you frequently about your performance					
	There is a fair and consisted basis for measuring performance and individual contribution school's objectives					
	I always strive to improve my performance appraisal score to meet the standards of the school					
	Overall, My school achieves its set goals and objectives					

9. Are there any other suggestions you would like to recommend your school to do as far as performance appraisal is concerned to achieve school's goals and objectives? Please, mention them in the space provided below.

……

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