Policy Research Journal
ISSN (E): 3006-7030 ISSN (P) : 3006-7022 Volume 3, Issue 12, 2025

THE INVESTIGATION OF PERFORMANCE APPRAISAL AND ITS IMPACT ON EMPLOYEE RETENTION OF A PRIVATE SCHOOL IN TANDO MUHAMMAD KHAN

Urooj Talpur[*1], Samiuddin Shaikh[2]

[*1]*MPHIL Scholar IBA, Univerity of Sindh,*
[2]*Assistant Professor, IBA, Univerity of Sindh,*

[*1]urooj.talpur86@gmail.com, [2]samiuddin@usindh.edu.pk

DOI: https://doi.org/10.5281/zenodo.17866187

Keywords
Performance appraisal; teacher retention; job satisfaction; private schools; Tando Muhammad Khan; Pakistan; Herzberg theory.

Article History
Received: 11 October 2025
Accepted: 21 November 2025
Published: 09 December 2025

Copyright @Author
Corresponding Author: *
Urooj Talpur

Abstract

This mixed-methods study investigates the impact of performance appraisal systems on teacher retention in private schools of Tando Muhammad Khan, Pakistan. Grounded in Herzberg's Two-Factor Theory, Equity Theory, and Expectancy Theory, the research addresses a critical gap in understanding how appraisal practices influence job satisfaction and, consequently, teacher retention in under-resourced educational contexts. Using a quantitative survey of 150+ teachers and qualitative interviews with 20 educators, the study applies Partial Least Squares Structural Equation Modeling (PLS-SEM) and thematic analysis. Results reveal that Career Alignment (β = 0.417), Feedback Quality (β = 0.290), and Professional Development Opportunities (β = 0.134) significantly predict Job Satisfaction (R^2 = 0.586), which in turn strongly predicts Teacher Retention (β = 0.571, R^2 = 0.526). Qualitative findings expose a stark implementation gap: while a few schools apply structured, fair, and development-oriented appraisals, most rely on informal, biased, and recognition-lacking systems. This inconsistency demotivates teachers and fuels turnover. The study concludes that teacher retention is not hindered by a flawed model but by poor execution. It recommends standardizing appraisal processes, training appraisers for fairness, linking evaluations to professional development, and institutionalizing recognition mechanisms. The findings offer actionable insights for school administrators and policymakers to enhance teacher satisfaction and reduce turnover in similar low-resource settings across Pakistan.

1. INTRODUCTION

The retention of teachers is a significant problem in educational institutions, and in this case, when it comes to the instance of the private schools, the teaching staff is required to be in a stable state to ensure the quality of the educational system and the functioning of the schools as usual. This issue is aggravated in places like Tando Muhammad Khan in Pakistan because of high rates of turnover that cause inconsistency in the instructions administered to the students, causing gaps in their learning process. According to Maqbool et al. (2025), increases in recruiting and training costs, culture shock in schools, and a loss of staff motivation due to staff turnover are also outlined. This is especially notable in the case of small towns such as Tando Muhammad Khan, where the level of competition among local schools to attract and retain trained educational staff is minimal. The issues with teacher

retention at the mentioned schools can also be regarded as reflecting the issues that may be observed throughout the entire education system of Pakistan, where performance appraisals, which are meant to enhance teacher performance and satisfaction, are not utilized or utilized inefficiently (Tariq, 2025).

The effectiveness of performance appraisal schemes in measuring teacher effectiveness, offering feedback, and promoting professional growth is an influential variable that also affects teacher retention. Ashraf et al. (2024) contend that well-constructed performance appraisal systems can help to increase teacher job satisfaction to a significant level since they can help them feel valued, respected, and uplifted. Positive and continuous feedback to the teachers will enhance their participation and commitment towards the institution. On the other hand, appraisal systems that are either weak or not well done and do not provide substantial feedback and developmental opportunities are likely to lead to dissatisfaction, disengagement, and a rise in turnover rates (Tariq, 2025). For example, the situation of private schools in Tando Muhammad Khan that was used to describe the point shows that where resources are scarce, and there is a high demand for qualified teachers, it is essential to ensure that performance appraisal systems are mainly focused on achieving teacher satisfaction and retention.

Moreover, a problem of teacher retention is just as much a major concern of the education sector in Pakistan as the issue of teacher turnover in the private schools, which are the places where the competition for good teachers is intense (Maqbool et al., 2025). Billah (2017) helps to remember that the role of retention in such institutions cannot be overestimated since the turnover of teachers kills the continuity of the academic process in the school and school culture. In the case of such institutions, teacher retention will be directly linked to the quality of education provided by a school. Teachers, particularly those who are committed and content, are likely to continue their service for a more extended period, which in turn will lead to a better education quality among the students. Besides, a well-executed performance appraisal system can be a significant instrument in diminishing the staff turnover issue as it promotes job satisfaction. An effective performance appraisal system simulates teachers' professional development by giving them the chance to identify the professional goals that align with the school and also providing them with immediate feedback, among other things, which makes them loyal to the organization (Maqbool et al., 2025). High turnover in the negative consequences can only be avoided by treating teacher dissatisfaction during appraisals.

The condition of the private schools of Tando Muhammad Khan sounds both a risk and a chance in relation to teacher retention. These educational establishments are essentially characterized by a massive shortage of resources and chaotic management situations, which, according to Maqbool et al. (2025), make it harder to execute performance appraisal processes. Moreover, the shortage of skilled teachers in the area further complicates the retention issue, as it is usually assumed that teachers would not get any professional development opportunities locally, and they would go to other provinces. Nevertheless, it has much potential that can be improved. These problems can be resolved by the appropriate performance appraisal system that will make sure that the teachers know what is expected of them, get consistent feedback, and have some chance of developing professionally. Since, in the case of Tando Muhammad Khan, the teachers' turnover rates have such extensive impacts on the quality of education, the maximization of the performance appraisal efficacy could become one of the most effective solutions to the retention issue (Tariq, 2025).

The performance appraisal systems in Tando Muhammad Khan, especially in the private schools, are a significant subject that needs further discussion. The general literature theme is that there has been much focus on the role of performance appraisals in enhancing both teacher job satisfaction, teacher professional development, and teacher retention. The performance appraisal systems are well structured and are the primary method of testing the performance of teachers, and provide valid criticism and development. These systems are used to align career goals of teachers with those of the institution, which could contribute to more engagement, job satisfaction, and retention (Ashraf et al., 2024). Nevertheless, even though the significance of such systems is acknowledged, the

level of their functionality in the situation with the Tando Muhammad Khan schools under the care of the private management has not been much discussed.

The Tando Muhammad Khan area is required to make its performance appraisal systems more effective in order to satisfy the needs of the teachers. This may be understood as having a good insight into the local educational situation. It certainly means figuring out the particular needs of teachers, like the unavailability of professional development materials and their being overburdened with work in the area.

Literature review

Literature review aims to find out what kind of research has been done on performance appraisal systems and their influence on teacher retention in private schools in Tando Muhammad Khan, Pakistan. The problem of keeping teachers has escalated to the level of a crisis in the area, and the high rate of staff changing leads not only to the disruption of the educational process but also to higher operational costs. The review seeks to understand the role of performance appraisal systems in increasing teacher job satisfaction, providing professional development, and making teachers' goals consistent with school objectives, retention enhancement, if such systems are used correctly.

The review will initially touch on the very first themes, which are the conceptual framework of performance appraisals, the necessity of the feedback quality, the professional growth opportunities, and the role of career alignment in the appraisals. Besides that, it will unfold the hardships experienced by private schools in Pakistan during the implementation of effective appraisal systems. The aim of this literature review is to find missing parts in recorded studies by going through the existing pieces of writing and providing a set of practical strategies for the retention of the teaching staff through performance management improvement.

CONCEPTUAL FRAMEWORK OF PERFORMANCE APPRAISAL SYSTEMS

Performance appraisals are planned procedures that are employed by enterprises to measure the work of employees and to determine the extent to which these employees have achieved their goals and objectives. As a matter of fact, the objectives of performance appraisals are not limited to the evaluation only, and they play the role of instruments for elevating employee performance, revealing employee strengths and weaknesses, and also promoting employee career development (do Carmo Lameque et al., 2023). The connection between evaluation and improvement is an essential element of the appraisal system in which individual employees strive to achieve organizational objectives and get rewarded for good performance or face the consequences in case of underperformance. Performance appraisals, in fact, are among the sources that help to improve employee motivation, clarify expectations, and discover new work areas, becoming indispensable instruments both for the success of an organization and the satisfaction of its employees (Lameque et al., 2023). Performance appraisals provide educators with an opportunity to reflect on their teaching methods and outcomes, and to continually develop their professional skills in the domain of education.

Types of Performance Appraisal Systems Used in Different Sectors

The various sectors have separate work evaluation tools, which are their own systems to measure employee productivity, and these are designed to fulfill the needs of each specific organization. Privately owned companies use conventional performance appraisal techniques such as yearly evaluations or 360-degree feedback, which are generally acknowledged as the most favored means of measuring an employee's performance. These tools provide a structured evaluation in which the managers or supervisors rate the performance of their subordinates. Public sector organizations, which are often affected by diverse organizational dynamics and have distinct objectives, can use more formal, bureaucratic performance evaluation systems (Ensslin et al., 2022). The schools are concerned with performance appraisal systems that are customized to fulfill the education requirements and concentrate on the criteria of the effectiveness of the teacher, student outcomes, and professional development. Ensslin et al. (2022) state that private organizations give more emphasis to financial and

operational performance while educational institutions consider the development of their staff and the improvement of teaching quality as their main measures.

Teacher retention has become one of the most significant problems internationally, and the consequences reach far and wide, affecting the educational systems that depend on teachers, especially those in the less privileged or remote areas. Retaining teachers in such locations as Tando Muhammad Khan in Pakistan is a challenging task, and factors such as the socio-economic situation, lack of facilities, and problems with the administration make it worse. Over the globe, the rates of teachers leaving their jobs are considered to be alarming, and research has shown that almost half of the teachers quit their profession within the first five years of their work (Sabina et al., 2023). The scarcity of skilled teachers worldwide is worsened by the high rate of staff who keep leaving, which results in educational delivery being interrupted, the cost of running increases, and the continuity of learning being disrupted for students. In Pakistan, this issue is so entrenched in the villages that it is challenging to locate a teacher with sufficient resources and professional development prospects (Theobald et al., 2021). Therefore, the concern of teacher retention is the initial step towards bettering not only the quality of education, but also assuring that the schools will have a stable and experienced pool of staff that can offer students a work experience in terms of learning. The issue of teacher retention in the private schools, particularly in areas such as Tando Muhammad Khan, is a mixed-up one. According to Shell et al. (2023), the wages of teachers in private schools are typically lower than those of teachers in public schools, which can be the primary cause of their departure. Adding to it, there is also a lack of professional growth and a lack of career rise opportunities, so teachers find it difficult to see a future in such schools. Arthur and Bradley (2023) claim that the lack of support at the institutional level is a problem that schools in tough neighborhoods, such as rural and low-income ones, are constantly faced with, necessitating the development of teacher burnout and low morale. The issue of teacher retention in private schools in Tando Muhammad Khan, due to the lack of resources and competition with publicly funded schools, has been exacerbated by local conditions that have made it difficult for qualified teachers to be hired and retained. On top of that, teachers in such schools are often ill-equipped and untrained to meet the varied needs of students, which only increases their discontent and makes them more likely to quit the profession.

Teachers' perceived fairness and transparency in the appraisal process are key factors that significantly influence the overall success of a performance appraisal system. In case teachers consider the process to be unfair or biased, their reaction will be minimal, if they might end up in a state of demotivation, and, what is more, disengagement may result in their dropping out rate increasing. According to Tarigan, Gustomo, and Bangun (2023), fairness in performance appraisals also requires that performance be measured transparently, that expectations be communicated clearly, and that teachers be consulted for their views on the process. One of the outcomes of transparency in appraisal processes is trust, and it is this trust that enables teachers to understand the criteria by which they are being evaluated, so they are less likely to feel that they are being mistreated. Teachers, whose appraisals are seen as fair, are more motivated to plan and implement their professional growth, which, in turn, leads to their higher motivation and job satisfaction. Conversely, the absence of transparency may cause anger and, consequently, a reduction in job satisfaction, and teacher turnover will increase.

Various research studies have shown that one of the main factors that lead to teachers' job satisfaction and are the reasons for their staying in the same job, is a fair performance appraisal. According to Chen, Wu, and Wang's publication in 2023, which states in their paper titled "Fairness in performance appraisal increases teacher engagement," that a teacher's perception of a fair appraisal process is the most significant predictor of engagement, which is also reflected in the teaching outcomes. A good feeling of fairness in evaluation and professional development is a prerequisite for going on with the job and being more committed to the school's success, and it is a fact confirmed by numerous studies. On the contrary, unfair evaluations will only result in the non-performance and quitting disengagement among

teachers. Therefore, they are the ones pointing out the necessity of performance appraisals being not only held regularly and clearly but also considered fair by those evaluated.

Professional development is the main factor in teacher happiness and in their staying in the profession. One of the effects is the development of skills and matching their individual professional growth with the goals of the institution. According to Shilibekova et al. (2025), a teacher must continually engage in professional development to maintain high teaching quality and ensure the teacher's intention to stay the course. When teachers can develop themselves, they perceive that they are given importance and that they receive help, which in turn raises their work satisfaction and involvement enormously. In institutions of learning, where the comings and goings of teachers can be an obstacle to the learning process, the provision of professional development opportunities is a significant instrument for improving teacher retention. Therefore, by making professional development a continuous process for teachers, schools are building a culture that leads to loyalty and teachers' staying, since teachers are those who will most likely be retained in positions where they can further their careers and broaden their knowledge.

RESEARCH QUESTIONS

This study aims to answer the following key research questions:

1. What performance appraisal systems are currently in place in private schools in Tando Muhammad Khan, Pakistan?
2. How do teachers perceive the effectiveness and fairness of these appraisal systems?
3. What is the relationship between the performance appraisal process and teacher job satisfaction in private schools in Tando Muhammad Khan?
4. How does teacher job satisfaction, influenced by performance appraisals, impact teacher retention in these schools?
5. What improvements can be made to the existing performance appraisal systems to reduce teacher turnover and enhance job satisfaction?

1.4 OBJECTIVES OF THE STUDY

The specific objectives of this study are as follows:

1. To evaluate the current performance appraisal systems implemented in private schools in Tando Muhammad Khan and assess their effectiveness in evaluating teacher performance.
2. To explore teachers' perceptions of the fairness and adequacy of these appraisal systems in meeting their professional needs.
3. To investigate how performance appraisals, through feedback and professional development opportunities, influence teachers' job satisfaction in private schools in Tando Muhammad Khan.
4. To examine the relationship between job satisfaction and teacher retention, specifically focusing on the role of performance appraisals in retaining teachers.
5. To provide practical recommendations for improving the design and implementation of performance appraisal systems in order to reduce teacher turnover and enhance the overall quality of education in private schools in the region.

Hypotheses:

H^1	Career Alignment has significant effect on Job satisfaction
H2	Feedback Quality has significant effect on Job satisfaction
H3	Professional Development Opportunities has significant effect on Job satisfaction
H4	Job Satisfaction has significant effect on Teacher retention

RESEARCH DESIGN

The research design is the framework that outlines how the study was organized to meet its goals and address the research questions. A quantitative research design was used in this study to systematically examine the relationship between performance appraisal systems and teacher retention in private schools in Tando Muhammad Khan. The quantitative method was chosen because it allows the collection of measurable data that can be statistically analyzed to identify patterns, relationships, and trends among the variables. The structure enables objectivity and accuracy in establishing the role of

various factors of performance appraisal, like the quality of feedback, fairness, professional development, and goal alignment in teacher satisfaction and retention. By measuring responses, the research will provide empirical evidence to inform suitable decisions in learning institutions regarding the best practices in appraisal. The quantitative research is designed in a way that data collection and data analysis methods are applicable to all the participants, and the reliability and generalizability of the findings are enhanced. The study was a cross-sectional study, implying that the researcher only collected data at a given time among the selected respondents. Such a design was appropriate because it helped the researcher collect current perceptions of teachers regarding their performance appraisal experiences and how those experiences influenced their retention decisions

RESEARCH PHILOSOPHY AND APPROACH

Every research study is supported by an underlying philosophical orientation that shows how the researcher perceives reality and knowledge. This investigation is based on a positivist philosophy, which holds that knowledge is derived from observable, measurable facts and objective analysis, not from personal interpretation or subjective experience. The positivist paradigm was appropriate because the research was designed to quantify the relationships between variables, such as performance appraisal practices and teacher retention, by means of empirical data collected from teachers in private schools. According to the positivist perspective, the researcher is very careful and objective throughout the research process, and personal biases or assumptions are not allowed to influence the results. The aim is to have valid and replicable findings that can be generalized to a larger population. Such a philosophy is consistent with the study's purpose to lay the ground for the relation between the structured performance appraisal systems and teachers' satisfaction and retention decisions, with the help of the evidence.

POPULATION AND SAMPLING

The population of this study included teachers from the private schools in Tando Muhammad Khan, which has many well-established and newly developed educational institutions. Consequently, the teachers have been chosen because they can form a diverse workforce with varying levels of professional appraisal and organizational support. The focus on the private schools was of particular importance because such organizations are often not similar to the public ones in terms of their management practices, resource allocation, and appraisal procedures. This is a realization of their self-situation that sheds much light on the problem of teacher retention in the national institutes, which are privately managed and funded. The study population included full-time teachers at privately owned secondary and higher secondary schools in the study region. In terms of representation, male and female teachers, teachers of different subjects, and teachers of different levels of experience were chosen. This type of diversity helped the study gain an overall view of the impact of the performance appraisal system on teachers with diverse backgrounds.

A sample was selected using stratified random sampling. The first categorization of schools was based on size and management type (small, medium, and large schools). The selection of each stratum was random to have an equal number of teachers to maintain a balance. The approach minimized sampling bias and enabled meaningful comparisons across subgroups. The applied sample size was attributed to the statistical factors that could be applied to social scientific research, and this ensures that the sample size was sufficient to achieve a valid and reliable statistical analysis. Adequate statistical power was to be attained by targeting about 150 to 200 teachers.

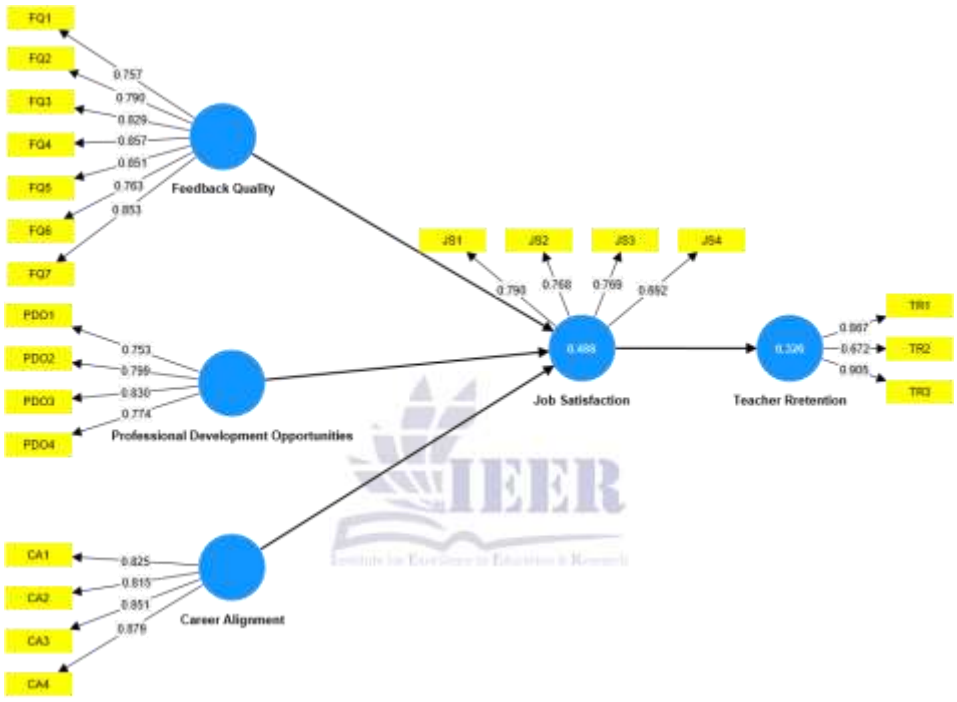
DATA COLLECTION METHODS

Data collection is the most important and pivotal part of research, which in turn decides the validity, reliability, and relevance of the findings to the research objectives. This study has been done with the help of different data collection methods - primary and secondary methods – to acquire an in-depth understanding of how the performance appraisal system impacts teacher retention in private schools in Tando Muhammad Khan. Primary data were collected using a structured questionnaire administered to teachers working in private secondary and higher secondary schools. The instrument aimed to collect information about their

perception of appraisal fairness, feedback quality, professional development opportunities, and overall satisfaction with their school's appraisal system. The survey consisted of closed-ended and Likert-scale questions so that the researchers could quantify attitudes and experiences and carry out statistical analysis. Before the questionnaire was circulated widely, it was tested for clarity, consistency, and reliability by a few teachers from whom the final version of the questionnaire was prepared.

Assessment of the Measurement Model

The first phase of PLS-SEM analysis is to define the reliability and validity of the measuring model. This makes the survey items that are applied in the measurement of the latent constructs reliable and accurate. This test will entail looking at the reliability of the indicators, internal consistency, convergent validity, and discriminant validity.



Indicator Reliability

The reliability of indicators is determined by looking at the outer-loading of each of the items on the construct. The overall principle recommends that outer loadings should be 0.70 or more. All the 25 indicators used in this study exceed this threshold, as seen in Table 4. The items of Career Alignment are grouped between 0.815 and 0.879, and those of Teacher retention are in the range of 0.774 to 0.905 these good loadings, which are also represented in diagram of the measurement model, show that all the items are good measures of the intended latent constructs.

	Career Alignment	Feedback Quality	Job satisfaction	Professional Development Opportunities	Teacher retention
CA[1]	0.825				
CA2	0.8[1]5				
CA3	0.85[1]				
CA4	0.879				
FQ[1]		0.757			

FQ2		0.790			
FQ3		0.829			
FQ4		0.857			
FQ5		0.85[1]			
FQ6		0.763			
FQ7		0.853			
JS[1]			0.790		
JS2			0.768		
JS3			0.769		
JS4			0.768		
PDO[1]				0.753	
PDO2				0.799	
PDO3				0.830	
PDO4				0.774	
TR[1]					0.867
TR2					0.774
TR3					0.905

Internal Consistency, Reliability, and Convergent Validity

Internal consistency and convergent validity are assessed using Cronbach's Alpha, Composite Reliability (rho_a and rho_c), and the Average Variance Extracted (AVE). The results are presented in Table

Table Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Career Alignment	0.864	0.874	0.907	0.7[11]
Feedback Quality	0.9[1]5	0.9[1]8	0.933	0.664
Job satisfaction	0.749	0.753	0.842	0.57[1]
Professional Development Opportunities	0.80[1]	0.8[11]	0.869	0.623
Teacher retention	0.758	0.8[1]4	0.859	0.674

The statistics show great internal consistency. All values of Cronbach's Alpha (e.g., FQ = 0.915) and Composite Reliability (rho_c) (e.g., CA = 0.907) are much higher in comparison to the recommended 0.70. The AVE measures convergent validity, which

stipulates that the indicators used to represent a certain construct are actually measuring the same concept. The values of all the AVEs are above the minimum required value of 0.50. Indeed, the AVEs are 0.571 for Job Satisfaction and 0.711 for Career
Alignment. The findings indicate that convergent validity has been reached with regard to all constructs.

Discriminant Validity

The discriminant validity is used to show that the latent constructs are empirically differentiated. This was determined by the Heterotrait-Monotrait Ratio (HTMT) and the findings given in Table.

Table Discriminant Validity (Heterotrait-Monotrait Ratio - HTMT)

	Career Alignment	Feedback Quality	Job satisfaction	Professional Development Opportunities	Teacher retention
Career Alignment					
Feedback Quality	0.585				
Job satisfaction	0.76	0.676			
Professional Development Opportunities	0.477	0.507	0.538		
Teacher retention	0.6[1]8	0.7[1]7	0.734	0.593	

To confirm that the discriminant validity has taken place, the value of all the HTMTs must be less than the conservative value of 0.85. Its maximum in the matrix is 0.76 (Career Alignment Job satisfaction). Since all the values are well below the 0.85 mark, discriminant validity is clearly proven. This shows that the five constructs are constructing unique and different phenomena, which is a key requirement to test the structural model.

Assessment of the Structural Model (Hypothesis Testing)

After the validation of the measurement model, the structural model was tested to test the hypothesized relationships. This included the presence or absence of collinearity, the explanatory power of the model (R^2), and the analysis of the path coefficients (β) and their value (T-statistics and p-values).

Collinearity Assessment

Collinearity statistics (VIF) were determined for all indicators before analysis of the paths. VIF values were between 1.253 (JS4) and 3.149 (FQ4). Since all the values of VIF are significantly below the generally accepted value of multicollinearity, which is 5.0, this is an indication that there is no multicollinearity effect in the model. This makes the path coefficients stable and the results credible.

Explanatory Power (R-squared)

The R^2 value represents the amount of variance of an endogenous construct that is represented by its predictor constructs. The two endogenous constructs have their R^2 values displayed in Table 4.4.

Table 4.4: R-square (R^2) and R^2 Adjusted

	R-square	R-square Adjusted
Job satisfaction	0.586	0.582
Teacher retention	0.526	0.525

The findings show a high explanatory power. The model accounts for 58.6% of the variance in Job

Satisfaction (R^2= 0.586) and 52.6% of the variance in Teacher retention (R^2= 0.526). These results show that three appraisal components (CA, FQ, PDO) are very relevant and important predictors of Job Satisfaction as well as retention among the teachers sampled.

Path Coefficient Analysis (Direct Effects)

Instead, the main hypotheses were observed through the implementation of a bootstrapping process (5,000 subsamples) to assess the importance of the path coefficients. Table 4.5 displays the findings, such as path coefficients (β), T-statistics, and p-values, and the structural model diagrams illustrate the results.

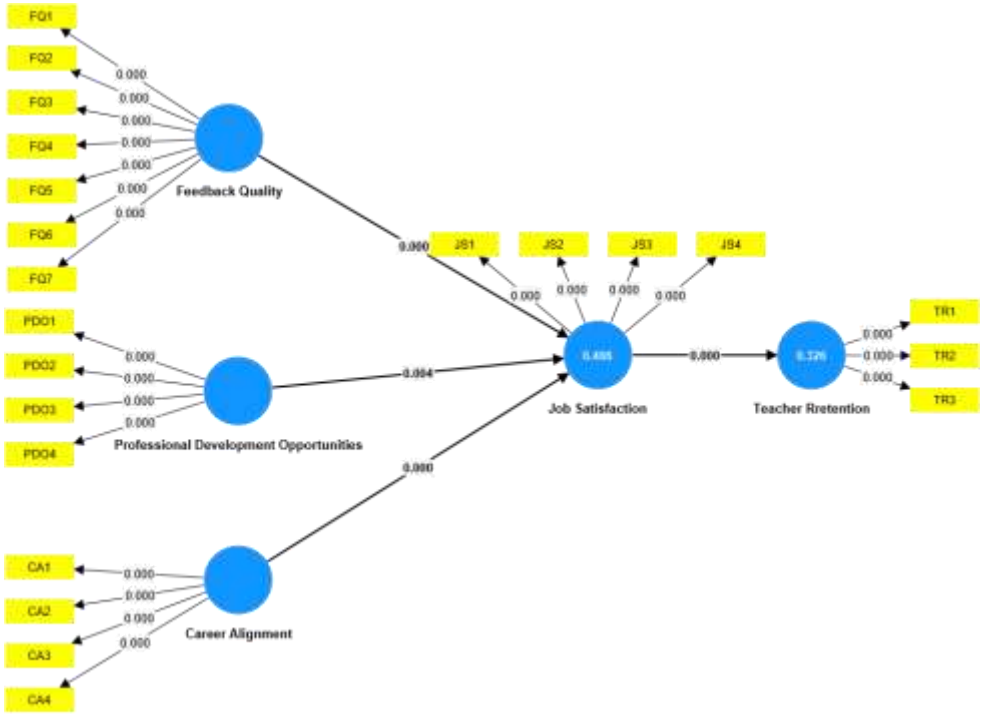


Table : Path Coefficients, T-Statistics, and P-Values (Direct Effects)

Path	Original Sample (β)	T Statistics	P Values	Result
H[1]: Career Alignment → Job satisfaction	0.4[1]7	7.592	0.000	Supported
H2: Feedback Quality → Job satisfaction	0.290	5.65	0.000	Supported
H3: Professional Development Opportunities → Job satisfaction	0.134	2.873	0.004	Supported
H4: Job Satisfaction → Teacher retention	0.571	5.202	0.000	Supported
Source:				

The analysis provides strong support for all four hypotheses:

- **H[1] (Career Alignment → Job satisfaction):** This was the highest predictor of Job Satisfaction (= 0.4[1]7), T-stat = 7.592, p = 0.000.1, which means that the congruence between appraisal and career goals and recognition has a very strong, positive, and highly significant effect on teacher job satisfaction.
- **H2 (Feedback Quality → Job satisfaction):** The quality, fairness, and constructiveness of feedback obtained in terms of appraisal is also a highly significant path (0.290, T = 5.615, p = 0.000).
- **H3 (Professional Development Opportunities → Job satisfaction):** this path was statistically significant but less important than the other two predictors (0.134, T = 2.873, p = 0.004). This indicates that though PDOs based on appraisals contribute to job satisfaction, they do so less significantly than the other two predictors, in the present case.

- **H4 (Job Satisfaction [1]0 Teacher retention):** This is the best path in the whole model with a very high path coefficient (= 0.571) and T-statistic (15.202). This means that Job Satisfaction is a strong and direct positive predictor of Teacher retention.

ANALYSIS OF MEDIATION (INDIRECT EFFECTS)

The hypothesized conceptual framework (Chapter 2) was that the performance appraisal elements (CA, FQ, PDO) serve as an intervening variable between Teacher retention and the appraisal elements. In order to test this, the indirect effects were tested.

Table : Total Indirect Effects (Mediation Analysis)

Path	Original Sample (O)	T Statistics	P Values	Result
Career Alignment → Teacher retention	0.238	6.321	0.000	Significant
Feedback Quality → Teacher retention	0.166	5.199	0.000	Significant
Professional Development Opportunities → Teacher retention	0.077	2.761	0.006	Significant
Source:				

The results in Table 4.6 confirm that Job Satisfaction is a significant mediator for all three exogenous constructs.

- The indirect effect of Career Alignment on Teacher retention (via Job satisfaction) is strong and significant (β = 0.238, p = 0.000).
- The indirect effect of Feedback Quality on Teacher retention is also significant (β = 0.[1]66, p = 0.000).
- The indirect effect of Professional Development Opportunities on Teacher retention is significant as well (β = 0.077, p = 0.006).

A combination of direct and indirect paths proves the importance of the two direct paths (H[1]-H3) and the two indirect paths. This implies that the appraisal elements (CA, FQ, PDO) do not merely affect retention by job satisfaction, but serve as some of the key building blocks to job satisfaction. This confirms the key place of Job Satisfaction as the engine of conversion that transforms the good experiences of appraisal into intention to stay.

QUALITATIVE DATA ANALYSIS AND FINDINGS

The following segment outlines the thematic analysis of the 20 semi-structured interviews with teachers. The thematic analysis is organized based on the a priori themes of the interview guide, which aimed at delving into the details of the appraisal experience. The qualitative data show a profound polarization in teacher perceptions, and they provide critical explanatory grounds for the quantitative data. It is this polarization between those with a functional, developed system and those with a dysfunctional, biased, and non-existent system that seems to be the main force behind the retention problem.

THEME 1: PERCEPTIONS OF THE APPRAISAL SYSTEM'S STRUCTURE

This theme, in line with the first research question, investigated the awareness and description of the appraisal system in the school of teachers. The results indicate a serious lack of standardization, which proves the implementation gap mentioned in Chapter 1 Teacher experiences.

On the positive side, there is a group of teachers who report having a structured, regular, and clear process. Their descriptions include:

- "The school has a formal appraisal every six months".
- "Our appraisal includes classroom observation".
- "It's conducted every term".

- "Evaluation done every quarter".

On the other hand, there is a vast mass of teachers talking about systems that are, at best, primitive, and, at worst, imaginary. The experience of this group is inconsistent and not accompanied by a formal procedure:

Checklists are used to evaluate our school... It's outdated. ".

- "Appraisal is informal".
- The principal undertakes annual appraisals.

Annual coordinator appraisal.

This disparity in the structure of the appraisal process (e.g., quarterly vs. informal) suggests that the system is not a school-wide policy but very much relies on the school or administrator. This non-standardization is a root issue that establishes the grounds of the perceived injustice that is described in the following theme.

Theme 2: Feedback Quality and Perceived Fairness

The theme that addresses the quality, usefulness, and fairness of feedback can be related to the concept of Equity Theory and the quantitative construct Feedback Quality (FQ). The results in this case are the most extreme and emotionally intense, that is, they are directly associated with the strong quantitative route (FQ → JS, β=0.290).

The group, which is called the Positive Experience, believes that feedback is fair, developing, and motivating. Their reaction focuses on openness and good intentions:

It is data-driven and transparent... Feedback is positive and timely.

- Clear and just... classroom observation... Feedback is articulate and descriptive.
- "Transparent and respectful... Constructive feedback on a quarterly basis.
- "My coordinator provides me with constructive feedback on a regular basis.

Conversely, the Negative Experience group views the process as not objective, subjective, and unfair. Such feedback is a breach of the main principles of the Equity Theory and results in demotivation and disengagement:

- I believe that it is somewhat leaning towards senior personnel.
- "Not transparent at all".
- "Seems one-sided".
- "Feels biased".
- "Feedback depends on mood... Management bias is high".
- "Feels unfair sometimes".

This feeling of prejudice and subjectivity (depending on mood) is the main driver of the dissatisfaction that the quantitative model will cause low retention. The positive potential of the appraisal system is entirely reduced when the perception of the appraisal system is that it is a tool of favoritism and not development.

Theme 3: Professional Development Opportunities

The qualitative results on this topic offer a very strong and lucid explanation of why the Professional Development Opportunities (PDO) path was the weakest significant predictor in the quantitative model (β= 0.134). The data show that in most cases, this relationship is just not there.

For the small "Positive Experience" group, the connection between appraisal and development is clear and highly valued:

- "We are offered workshops afterward".
- "Teachers are sent for training".
- "Training sessions follow".
- "Linked to teacher workshops".
- "Training linked to performance".

Nevertheless, a much bigger group on this theme, the Negative Experience group, reports an absence of any relationship between their assessment and any further growth prospects. This makes the appraisal a dead-end evaluation as opposed to a developmental one:

- "No clear training plan follows the appraisal".
- "No follow-up training or improvement plan".
- "No professional development offered".
- "No link with training".
- "No training after evaluation".
- "No training or follow-up".
- "No training ever".
- "No professional support".

This extensive lack is the reason why there is a poor quantitative direction. The road is not feeble since PDO is not important; it is statistically feeble since it

is rare. Those teachers who do get it (e.g., I-5, I-8) are very satisfied. This discovery reveals a very important, high-impact managerial opportunity that is being overlooked by the majority of schools.

Theme 4: Recognition and Career Alignment

The theme was the role of appraisals in recognising achievements and career goals, which is directly correlated with the quantitative finding that Career Alignment (CA) was the best predictor of Job Satisfaction (=0.417).1 The presence or absence of recognition is an immense cause of (de)motivation.

The "Positive Experience" group is perceived as a group that is recognized and appreciated, and the recognition is in both monetary and non-monetary ways:

- "Recognition includes certificates".
- "Recognition through bonuses".
- "Recognized with rewards".
- "Recognized through praise".
- "Recognition is verbal but sincere".

The group of Negative Experience, however, complains that their efforts go unnoticed, which, according to the Herzberg theory, results in active demotivation.

- "Efforts aren't recognized enough".
- "No recognition".
- "Achievements ignored".
- "Recognition lacking".
- "No reward mechanism".

The implementation gap is evident between the stark contrast that lies between recognition through bonuses and no reward mechanism. This is one of the main factors of dissatisfaction and the main elements of Career Alignment, which confirms its high statistical correlation with Job satisfaction.

Theme 5: The Appraisal's Impact on Job Satisfaction and Retention

This last theme directly investigated the relationship between the appraisal experience and satisfaction and retention intent of the teachers. The answers give a strong narrative confirmation of the whole quantitative model, as they show the causal relationship between appraisal and retention.

Positive Appraisal → Satisfaction → Retention: This group, which identified fair feedback (Theme 2), development (Theme 3), and recognition (Theme 4), explicitly confirms the research model:

- "I feel satisfied... I'm happy to stay here".
- "I feel motivated and valued... I'm satisfied... I plan to continue here".
- "Motivating process... Highly satisfied... Staying long-term".
- "Happy and satisfied... I plan to stay".
- "Highly satisfied... Staying long-term".
- "Loyal to this school".

Negative Appraisal → Dissatisfaction → Turnover Intention: In this category, where respondents reported bias (Theme 2), no development (Theme 3), and no recognition (Theme 4), the model is supported in its opposite form and qualifies as the high turnover problem 1:

- "I've considered leaving because of it".
- "I feel demotivated... I'm unsatisfied... Planning to leave soon".
- "Not satisfied... Considering leaving".
- "Minimal motivation... Dissatisfied... Planning to leave".
- "Demotivating... Very dissatisfied... Looking for another job".
- "Motivation low... Dissatisfied... Plan to leave".

Neutral (Retention via Hygiene Factors): A third and decisive category was formed. These educators are remaining, but not due to the appraisal system. They are held back by what Herzberg would term as hygiene factors (salary, job security, convenience):

- "I've stayed mainly for stability, not appraisal".
- "Staying for convenience".
- "Staying for salary".

This is an important finding of a "Neutral" group. They are not content or involved; they have weak and transactional retention. They pose a great retention risk because such employees do not have a commitment to the institution and will tend to jump ship the moment a better opportunity arises.

TRIANGULATION AND SYNTHESIS OF FINDINGS

The quantitative findings are incorporated in this section alongside the qualitative findings in order to come up with a comprehensive view of the research problem.

To begin with, the quantitative model gives the plan for successful retention: the Career Alignment (CA), Feedback Quality (FQ), and Professional Development (PDO) system will result in the Job Satisfaction (JS), which will later result in Teacher retention (TR). The evidence from qualitative data point is eloquent to confirm this blueprint. The teachers belonging to the Positive Experience group (e.g., I-8, I-14, I-17) are exactly the ones who mention all these elements. They are staying long-term and they are highly satisfied as the model predicts.

Second, the high turnover issue, which was observed in Chapter 1, is justified by the occurrence of failure during implementation. This effective model is not being exercised under the Negative Experience group (e.g., I-4, I-9, I-11). Their qualitative report is biased (no FQ), unrecognised (no CA), and untrained (no PDO). This combination directly results in "dissatisfied" (no JS) and "planning to leave" (no TR) as suggested by the quantitative model. The qualitative data, therefore, demonstrates the reason why the retention issue exists, though the quantitative data demonstrates how to correct it.

Third, the qualitative data elaborates the order of significance in the quantitative model.[1] The strongest predictor (0.417) was the path between Career Alignment and Job Satisfaction (CAJS). This is evidenced in the qualitative data, since the most fundamental and emotionally resonant needs are the core of CA recognition and feeling of purpose, and the core of FQ fairness and respect. The negative complaints of the Negative group are most vehement on the topics of bias (I-2, I-9, I-11) and no recognition (I-4, I-9), which can be related to the basic needs of equity (Equity Theory) and motivation (Herzberg Theory). On the other hand, the PDO I-JS path was weakest (=0.134) since the qualitative data reveals that it is the most unmet component (e.g., No training ever [I-11]). This is an indication that the schools are not only failing at a higher level by not using PDO, but are also falling short at a lower level, in which the schools are not able to offer fair feedback and recognition.

Conclusion:

The main hypothesis was that the root cause of the problem is the ineffective performance appraisal systems that do not motivate and satisfy teachers. The hypothesis has been proved in the mixed-methods analysis performed in this research and has given a legitimate way forward. This study is quantitatively one of the first studies in this particular context, which empirically verifies Model proving that Career Alignment, Feedback Quality, and Professional Development are not the objects of desire, but the decisive factors leading to the Job Satisfaction that retains teachers. On a qualitative level, the research revealed a ghastly truth, namely that this useful model is activated in a few teachers only. To most, the appraisal system is an uneven, unofficial, and discriminatory procedure that acts as a demotivating factor. It has turned into a turnover rather than a retention tool. This thesis ends on a safe note of hope. The fact that the field of teaching is associated with a high turnover rate is not a given characteristic in the educational realm in Tando Muhammad Khan. It is not a structural but a managerial problem. The model of success is evident with the validation of the quantitative model [1] and expressed by the teachers themselves in which the processes can be standardized, managers should be trained to be fair and constructive, and the appraisal systems should be systematically related to professional development and recognition which will allow the change of the appraisal systems in the private schools of Tando Muhammad Khan. They can be used as an instrument of evaluation to a potent motivational, satisfaction, and, finally, the teacher retention, which is the precondition to educational excellence.

REFERENCES

Ahmad, A., Ali, D. N., Siddiq, A., Akbar, D. N., Bibi, D. P., & Rahman, D. H. (2024). Impact of talent management on job performance of teachers of government colleges: mediating role of psychological empowerment. *Migration Letters, 21*(S3), 1119-1127.

Alam, A. (2022). Impact of university's human resources practices on professors' occupational performance: empirical evidence from India's higher education sector. In *Inclusive businesses in developing economies: Converging people, profit, and corporate citizenship* (pp. 107-131). Cham: Springer International Publishing.

Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review, 34*(3), 1177-1216.

Amjad, F., Abbas, W., Zia-UR-Rehman, M., Baig, S. A., Hashim, M., Khan, A., & Rehman, H. U. (2021). Effect of green human resource management practices on organizational sustainability: the mediating role of environmental and employee performance. *Environmental Science and Pollution Research, 28*(22), 28191-28206.

Amjad, F., Abbas, W., Zia-UR-Rehman, M., Baig, S. A., Hashim, M., Khan, A., & Rehman, H. U. (2021). Effect of green human resource management practices on organizational sustainability: the mediating role of environmental and employee performance. *Environmental Science and Pollution Research, 28*(22), 28191-28206.

Amri, U. H., Putri, N. A., & Wahjono, S. I. (2023, November). Performance Appraisal and Performance Appraisal Methods. In *Proceeding International Conference on Economy, Management, and Business* (Volume 1, 2023) (Vol. 1, No. 1, pp. 1338-1342).

Arifin, A., Suryaningsih, S. S., & Arifudin, O. (2024). The relationship between classroom environment, teacher professional development, and student academic performance in secondary education. *International Education Trend Issues, 2*(2), 151-159.

Ashraf, A., Billah, M., Ayoob, M., & Zulfiqar, N. (2024). Analyzing the impact of microfinance initiatives on poverty alleviation and economic development. *Review of Applied Management and Social Sciences, 7*(4), 431-448.

Asiati, M., Bagiwa, Z. L., Mulegi, T., Muhammad, T., & Wilson, M. (2024). Enhancing Teachers' Job Performance through Objective Performance Appraisal and Motivation: A Review. *IAA Journal of Education, 10*(2), 47-54.

Atmaja, D. S., Fachrurazi, F., Abdullah, A., Fauziah, F., Zaroni, A. N., & Yusuf, M. (2022). Actualization of performance management models for the development of human resources quality, economic potential, and financial governance policy in Indonesia Ministry of Education.

Baird, K., Su, S. X., & Nuhu, N. (2022). The mediating role of fairness on the effectiveness of strategic performance measurement systems. *Personnel Review, 51*(5), 1491-1517.

Bassok, D., Markowitz, A. J., Bellows, L., & Sadowski, K. (2021). New evidence on teacher turnover in early childhood. *Educational Evaluation and Policy Analysis, 43*(1), 172-180.

Billah, M. (2017). *Business and Financial Performance Glaxo Smith Kline Pakistan Ltd. Project Objectives and Overall Research Report*. GRIN Verlag.

Boamah, S. A., Hamadi, H. Y., Havaei, F., Smith, H., & Webb, F. (2022). Striking a balance between work and play: The effects of work–life interference and burnout on faculty turnover intentions and career satisfaction. *International Journal of Environmental Research and Public Health, 19*(2), 809.

Boursicot, K., Kemp, S., Wilkinson, T., Findyartini, A., Canning, C., Cilliers, F., & Fuller, R. (2021). Performance assessment: Consensus statement and recommendations from the 2020 Ottawa Conference. *Medical Teacher, 43*(1), 58-67.

Bristol-Alagbariya, B., Ayanponle, O. L., & Ogedengbe, D. E. (2022). Developing and implementing advanced performance management systems for enhanced organizational productivity. *World Journal of Advanced Science and Technology, 2*(1), 39-46.

Camilleri, M. A. (2021). Evaluating service quality and performance of higher education institutions: a systematic review and a post-COVID-19 outlook. *International Journal of Quality and Service Sciences, 13*(2), 268-281.

Constantinou, C., & Wijnen-Meijer, M. (2022). Student evaluations of teaching and the development of a comprehensive measure of teaching effectiveness for medical schools. *BMC Medical Education, 22*(1), 113.

Dai, W., Lin, J., Jin, H., Li, T., Tsai, Y. S., Gašević, D., & Chen, G. (2023, July). Can large language models provide feedback to students? A case study on ChatGPT. In *2023 IEEE international conference on advanced learning technologies (ICALT)* (pp. 323-325). IEEE.

Das, J. K., Siddiqui, F., Padhani, Z. A., Khan, M. H., Jabeen, S., Mirani, M., & Bhutta, Z. A. (2023). Health behaviors and care seeking practices for childhood diarrhea and pneumonia in a rural district of Pakistan: a qualitative study. *PLOS ONE, 18*(5), e0285868.

Tatto, M. T. (2021). Professionalism in teaching and the role of teacher education. *European Journal of Teacher Education, 44*(1), 20-44.

Theobald, R. J., Goldhaber, D. D., Naito, N., & Stein, M. L. (2021). The special education teacher pipeline: Teacher preparation, workforce entry, and retention. *Exceptional Children, 88*(1), 65-80.

Ueda, D., Kakinuma, T., Fujita, S., Kamagata, K., Fushimi, Y., Ito, R., & Naganawa, S. (2024). Fairness of artificial intelligence in healthcare: review and recommendations. *Japanese Journal of Radiology, 42*(1), 3-15.

Unachukwu, G. O., & Nwanga, S. A. (2021). Staff training and performance appraisal practices adopted by principals for teachers' retention in public secondary schools in Ebonyi State. *International Journal of Advanced Academic Research, 7*(9), 40-51.

Vadivel, B., Namaziandost, E., & Saeedian, A. (2021, November). Progress in English language teaching through continuous professional development—teachers' self-awareness, perception, and feedback. In *Frontiers in Education* (Vol. 6, p. 757285). Frontiers Media SA.