

# An Effect Of Authentic Leadership As Moderator In Teachers' Performance Appraisal Satisfaction

Mohd Nadzri Ishak, Tang Swee Mei, Abdul Halim Abdul Majid

**Abstract:** Appraisal satisfaction can be defined as the extent to which the employee accepts, satisfies and meets the needs of the employee in the performance appraisal process. Appraisal satisfaction known as one of the important dimensions in measuring performance appraisal effectiveness. This study was conducted to determine whether appraisal justice do affect appraisal satisfaction in teacher's performance appraisal and to what extent authentic leadership act as a moderator in this relationship. A total of 95 participants of secondary school teachers at the northern part of Malaysia respond to the online questionnaire. Data were analyzed using smartPLS3.0. The findings of the study clearly show that the three dimensions of appraisal justice (distributive justice, procedural justice and interactional justice) have a positive and significant relationship to appraisal satisfaction and that authentic leadership involved as a moderating variable in this study. This study clearly guides policy makers to ensure that elements of appraisal justice and authentic leadership are embedded in the implementation of the performance appraisal process.

**Index Terms:** Appraisal Satisfaction, Appraisal Justice, Authentic Leadership, Teachers Performance Appraisal.

## 1. INTRODUCTION

Appraisal satisfaction is one of the most frequently studied dimensions in performance appraisal (PA) an known as one of the important dimension in measuring the effectiveness of the PA process [1],[2]. Appraisal satisfaction is frequently used to describe employees' reactions to the effectiveness of performance appraisal from the past till now [3],[4]. How the performance appraisal process implemented has an impact on appraisal satisfaction and indirectly influences the attitude and behavior of employees within the organization [5]. There are various views expressed by researchers on what is meant by appraisal satisfaction. Among the views are appraisal satisfaction is the satisfaction of employees towards the process of performance appraisal [6], the satisfaction as an extent to which employees accept performance appraisal processes performed on them [7] and as an extent to which the performance appraisal process meets the needs of employees [8]. However, in the context of this study, appraisal satisfaction is defined as the extent to which employees accept, satisfy and meet the needs of employees in assessing their performance. Studies on satisfaction of performance appraisals have been conducted in various fields including public sector [9], private sector [10], banking [11] and higher education [12]. However, study on appraisal satisfaction base on the secondary education sector is still limited especially in Malaysia [13]. In addition, the Ministry of Education Malaysia reported that the dissatisfaction rate among teachers in Malaysia was up to 14% of the total 450,000 teachers in Malaysia [14]. Therefore, this study will examine the satisfaction level as well as the leadership role in teacher's performance appraisal in Malaysian secondary school.

## 2 LITERATURE REVIEW

Appraisal satisfaction plays a critical role in describing the effectiveness of the performance appraisal. Appraisal

satisfaction affects the success of an organization [15] by influencing employee performance [16] and employee behavior towards the organization [17]. Positive attitudes toward work are said to be attributed from the appraisal satisfaction [5]. Studies have also shown that failure to provide appraisal satisfaction can negatively impact organizational performance [18],[19]. Appraisal satisfaction depends on how the performance appraisal process is implemented in evaluating employee performance. Nevertheless, researchers still dispute what factors influence the satisfaction of performance appraisals [20],[21]. According to Equity Theory [22], in the context of appraisal justice consisting of distributive justice, procedural justice and interactional justice have been found to influence appraisal satisfaction [21]. For the purpose of this study, the discussion will focus on the three-dimensional relationship of appraisal justice with performance appraisal satisfaction. Distributive justice refers to the justice inherent in the appraisal of actual work [23] focusing on the success of the workload [24]. It refers to equality in the opportunity for reward in the organization [25]. Studies by Clarke, Harcourt, & Flynn [26] found that distributive justice does not affect satisfaction of evaluations whereas studies conducted by Sudin [27] found that distributive justice has an effect on satisfaction rating. However, many studies by other researchers have shown that distributive justice should have a positive and significant relationship to satisfaction with performance appraisals. Thus, for this study the following hypotheses were formed:

H<sub>1</sub>. There is a positive and significant relationship between distributive justice and performance appraisal satisfaction

Procedural justice involves the justice shown during the implementation of the employee performance appraisal process [24]. Procedural justice arises when an appraiser is able to prove that they have fair and consistently performed the appraisal procedure set by the organization [25]. Procedural justice is said to affect the satisfaction of direct assessment because when employees' perceptions indicate that there is justice in their appraisal procedures, they will be satisfied with their performance appraisal procedure [28]. Studies by Selvarajan and Cloninger [6] have found that procedural justice has a significant relationship with satisfaction of evaluations whereas studies by Clark [26] have found otherwise. An in-depth study should therefore be seen in the relationship between procedural justice and appraisal

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satisfaction. To this end the following hypothesis was formed: H<sub>2</sub>. There is a positive and significant relationship between procedural justice and performance appraisals satisfaction. Interactional justice refers to the quality of service received by employees during the performance appraisal process [29]. This justice exists when assessors treat employees with respect and avoid sensitive issues and rationally explain their assessment findings [30]. Bies[29] has identified four factors involved in interactional justice including fraud in appraisals, disrespect for workers' privacy, improper service and insulting judgment. Studies have found that interactional justice is an important justice and is directly related to satisfaction of appraisal. Some researchers agree that interactional justice has a significant relationship with appraisal satisfaction in their own research [6],[26],[27]. As a result, the following hypotheses have been formed:

H<sub>3</sub>. There is a positive and significant relationship between interactional justice and performance appraisal satisfaction

Based on the literature review of previous studies, there is a clear difference in result obtained between all dimensions of appraisal justice and performance appraisal satisfaction. This indicates that there are other variables that are expected to moderate the relationship between appraisal justice and appraisal satisfaction. The variables that often influence teacher behavior in assessing performance are leadership [31],[32]. Principals are the top officials of teachers responsible for assessing the performance of all teachers under their supervision [33]. Principals are high-level executives who are often held accountable for the performance of their subordinate teachers. The principals leadership styles will form the basis for organizational performance [34]. Leadership is a process that influencing others to guide, build and show ways in group or organizational relationships [35]. There are various approaches to leadership style, but in performance appraisal, the most important is the leadership style that focused on employee confidence, transparency, trust and ethics [36]. Leadership styles that emphasize confidence, transparency, trust and sincerity are authentic leadership [37]. Furthermore, authentic leadership styles are more consistent with Asian culture [38]. Authentic Leadership is an ethical, integrity, trustworthy and high level of awareness leadership style [39]. Authentic leaders are generally leaders who are able to prove to others naturally that they understand their leadership style and are able to effectively lead others [40]. Authentic leadership consists of four dimensions which known as self-awareness (SA); relational transparency (RT); internalized moral perspective (IMP) and; balanced processing (BP). This study will see the ability of authentic leadership to act as a moderating variable in the relationship between appraisal justice and appraisal satisfaction. Thus, three hypotheses involving the role of authentic leadership as a moderating variable were developed as follows:

H<sub>4</sub>. Authentic leadership acts as a moderating variable in the relationship between distributive justice and appraisal satisfaction.

H<sub>5</sub>. Authentic leadership acts as a moderating variable in the relationship between procedural justice and appraisal satisfaction.

H<sub>6</sub>. Authentic leadership acts as a moderating variable in the relationship between interactional justice and appraisal satisfaction

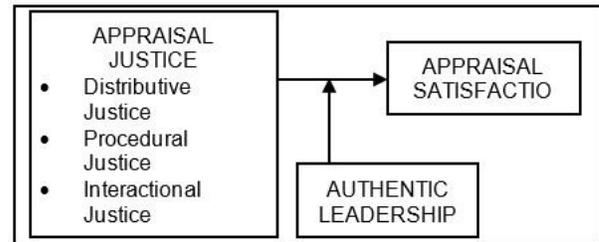


Figure 1: Research Framework

### 3 METHODED

#### 3.1 Samples

This study involved the secondary school teachers in Kubang Pasu District, Kedah, Malaysia. The total number of teachers in the Kubang Pasu district was 1400 and according to the Krejcie and Morgan Schedule [41] the respondents needed was 302. The questionnaire was sent online to all respondents and a total of 112 people responded. However, only 95 respondents can be analyzed, which is 31.5% of the sample. Overall, the respondents were 22 (22.2%) male compared to 77 (77.8%) female respondents. The majority of respondents were Malays of 92 (92.9%), followed by Indians 4 (4.0%), Chinese 2 (2.0%) and other 1 (1.0%). In terms of educational background, 83 (83.8%) respondents were first degree holders, 14 (14.1%) had a bachelor's degree and one (1.0%) had a PhD degree and one (1.0%) had a certificate. In addition, 10 (10.1%) respondents were also evaluators of the performance appraisals while the remaining 89 (89.9%) respondents were evaluates.

#### 3.2 Instrumentation

The online questionnaire was developed by adapting the questionnaire from previous researchers. The questionnaire has been Translated from English to Malay using the word by word translation procedures. All questionnaires used a five-point intercept rating scale of "1 = strongly disagree", "2 = disagree", "3 = neutral", "4 = agree", and "5 = strongly agree". Distributive justice (DJ) was adapted from a study conducted by Saad and Elshaer [42] consisting of four items. Examples of the questions used are "The results of the performance appraisal process based on my performance". The alpha value of this instrument was .931. Procedural justice (PJ) was adapted from the instrument studied by Saad [43] consisting of 5 items. An example of the item is "The performance appraisal procedures have been applied consistently". The alpha value of this instrument was .878. Interactional justice (IJ) was adapted from the instrument of Zapata-Phelan et al. [44] with 4 items. An example of the question is "the appraiser evaluates me politely". The alpha value of this question was .931. Authentic leadership (AL) consists of 16 items taken from Walumbwa et al. [40]. An example of this question is "my principal really says what he means". The alpha value of this instrument is .972. Appraisal satisfaction (AS) was adapted from the instrument by Dusterhoff et al. [18] which consisting of 4 question items. An example item is "I'm happy with my performance review session". The alpha value for this instrument is .906.

#### 3.3 Data analysis

The Partial Least Square (PLS) analysis techniques were used to analyzed data in this study. Two steps of data analyzing methods were applied: the measurement model evaluation (for testing validity and reliability) and the structured

model evaluation (for hypothesis testing) [45]. Measurement model should be carried out in advance followed by the structured model [46]. The PLS Technique Approach is used because it enables the measurement of structured models and multiple relationships simultaneously and thus provides more accurate measurement values [46]. All data analyses were conducted using smartPLS 3 [47]. Measurement model evaluation was performed by using convergence validity and discriminant validity. Convergence validity is evaluated by factor loading, average extracted variance (AVE) and composite reliability. The factor loading should exceed .7, AVE should also exceed .7 while composite reliability should exceed .5 [45]. The validity of the tests was determined by comparing the mean correlation values of the constructs with the square root of AVE of the construct [48]. Structural model evaluation was performed using R2, beta, and t-values [45]. For this test the bootstrapping procedure with a sample repeat value of 5000 was applied.

## 4 RESULT

### 4.1 Measurement Model Evaluation

Convergence validity determines whether there is a correlation between the constructs tested. Test results show that the loading values of each construct range from .765 to .965. This value exceeds the recommended .7. The AVE values for each construct ranged from .719 to .918 and these values also exceeded .7 while composite validity showed values between .917 to .915 were also above .5. Therefore, all constructs were found to comply with the conditions of convergence validity.

**Table 1** shows the overall value of convergent validity for each construct and item studied.

First-Order Construct	Second-order Construct	Item	Factor Loading	AVE	CR
DJ		DJ1	.919	.828	.951
		DJ2	.906		
		DJ3	.928		
		DJ4	.887		
PJ		PJ1	.902	.736	.917
		PJ2	.820		
		PJ3	.765		
		PJ5	.934		
		PJ4	.887		
IJ		IJ1	.918	.879	.956
		IJ2	.934		
		IJ3	.960		
RT		RT1	.840	.719	.927
		RT2	.850		
		RT3	.886		
		RT4	.854		
		RT5	.808		
IMP		IMP6	.962	.847	.943
		IMP7	.907		
		IMP8	.891		
BP		BP11	.958	.918	.957
		BP12	.958		
SA		SA13	.914	.847	.957
		SA14	.930		
		SA15	.942		
		SA16	.895		
		RT	.958		
		IMP	.929		
AS		BP	.933	.780	.934
		SA	.975		
		AS1	.859		
		AS2	.916		
		AS3	.861		
		AS4	.895		

Table 1. Results of the measurement evaluation

**Table 2:** Fornell-Larcker criterion of discriminant validity

	1	2	3	4	5
1 DJ	<b>.910</b>				
2 PJ	.853	<b>.858</b>			
3 IJ	.595	.722	<b>.938</b>		
4 AL	.650	.679	.727	<b>.858</b>	
5 AS	.765	.846	.744	.686	<b>.883</b>

Discriminant validity was assessed to ensure that measurement model did not contain overlapping items [46]. The Fornell-Larcker criterion was used to test this validity. The test results show that all the correlation values of the construct are lower than the values of the square root of AVE as shown in Table 2. Therefore, the discriminant validity of this measurement model has been fulfilled satisfactory.

### 4.2 Structural Model Evaluation

Hypothesis testing was performed by using structured model evaluation to obtain beta, R<sup>2</sup> and t-values. Table 3 shows the results for each hypothesis tested. It clearly shows that distributive justice ( $\beta = .177$ ,  $t = 1.522$ ,  $p < .1$ ), procedural justice ( $\beta = .469$ ,  $t = 3.528$ ,  $p < .01$ ) and interactional justice ( $\beta = .281$ ,  $t = .344$ ,  $p < .01$ ) was positively associated with appraisal satisfaction. The value of R<sup>2</sup> = .789 shows that 78.9% satisfaction can be explained by the appraisal justice in this study.

**Table 2.** Results of the structural evaluation.

Hypothesis	Relationship	Std. Beta	Std. Dev	t-value	P-value
H1	DJ → AS	.177	.117	1.522	.064*
H2	PJ → AS	.469	.133	3.528	.000***
H3	IJ → AS	.281	.081	3.447	.000***
H4	DJ+AL → AS	.165	.110	1.491	.068*
H5	PJ+AL → AS	-.237	.130	1.827	.034**
H6	IJ+AL → AS	.149	.078	1.910	.028**

\*\*\*p<.01, \*\*p<.05, \*p<.1

Authentic leadership do has have effect as a moderating variable in the relationship between appraisal justice and appraisal satisfaction. In the relationship between distributive justice and appraisal satisfaction, authentic leadership has shown moderating effect ( $\beta = .165$ ,  $t = 1.491$ ,  $p < .1$ ), in the relationship between procedural justice and appraisal satisfaction, the role of authentic leadership was also identified ( $\beta = -.237$ ,  $t = 1.827$ ,  $p < .05$ ) and the relationship between interactional justice, the effect of authentic leadership as a moderator variable also occurred ( $\beta = .149$ ,  $t = 1.910$ ,  $p < .05$ ). In particular from the hypotheses testing that have been made, all hypotheses are accepted. Appraisal justice is found to have a positive and significant relationship with the appraisal satisfaction and authentic leadership do acts as a moderating variable in this relationship.

## 5 DISCUSSION

Appraisal satisfaction is an important element of enhancing

employee positive attitudes and enhancing employee contribution towards achieving organizational objectives [49]. This study involved factors that influence the satisfaction of performance assessment. In this study, researchers have demonstrated that the dimension of appraisal justice has acted as a factor in evaluating appraisal satisfaction and at the same time authentic leadership influences the relationship between appraisal justice and appraisal satisfaction as a moderator variable. The findings of the study clearly show that the factors of appraisal justice have a positive and significant relationship to appraisal satisfaction while the authentic leadership do act as moderating variable in this model. The findings of this study are in line with a study conducted by Ibeogu [10] in the banking industry which shows that all dimensions of appraisal justice have a positive relationship with appraisal satisfaction. However, there are dimensions of assessment justice that do not contribute to satisfaction in studies conducted by other researchers [26],[8],[6],[27]. The findings of this study indicate that procedural justice and interactional justice have more positive and significant effect towards appraisal satisfaction if compared with distributive justice. This finding is in line with the study by [27] which stated that distributive justice is less important in performance appraisal. The finding also appropriate for teachers who work in Southeast Asia who more satisfied with their assessment results [50]. Leadership styles plays an important role in organizational which influence performance [51]. According to Joo et al. [52] authentic leadership is a leadership style that is more appropriate to Asian culture. Authentic leadership style also being frequently studied in field of education [53], [54]. In this study shows that authentic leadership do act as moderator in teacher's performance appraisal but it not a good moderator. The result shows that authentic leadership has lower the effect between appraisal justice and appraisal satisfaction. This maybe because the management practices in Malaysia is a top down practice where teachers always follow the task given. Therefore other leadership style should be tested in the relationship studies to find a better moderator for example transformational leadership as suggested by Setianingrum [55].

## 6 CONCLUSION

This study looks at the role of appraisal justice in influencing performance appraisal. Based on the findings of the study showing that all dimensions of appraisal justice involving distributive justice, procedural justice and interactional justice have a positive and significant relationship to appraisal satisfaction. In addition, it appears that authentic leadership also acts as a moderator by lowering the relationship between appraisal justice and appraisal satisfaction. Based on this finding, appraisal justice is an important element in determining the satisfaction of performance appraisal for teachers working in Northern Peninsular Malaysia. Therefore, relevant parties who want the performance evaluation process for teachers to be effective must ensure that all elements of appraisal justice are met while implementing the performance appraisal process.

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