Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.4 No.2 June, 2021; p.g. 131 – 143; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

PERFORMANCE APPRAISAL IMPRESSION, ORGANIZATIONAL STRUCTURE AND TEACHERS' JOB PERFORMANCE

ADEGBOYEGA ADEBAYO
PhD Student in Business Education
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
Corresponding Author Detail:
Phone No: +2348053538099
adebayoadegboyega64@yahoo.com

&

BLESSING OLUWAFUNMILOLA FASOLA
PhD Student in Educational Management,
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

&

ADENIYI BABAJIDE AKEJU
PhD Student in Business Education
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

&

ABIODUN OLUWATOSIN ODUSINA
PhD Student in Business Education
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

Abstract

This study examined performance appraisal impression and organizational structure as correlates of secondary school teachers' job performance in Ogun State. Descriptive design of ex-post factor was adopted. The population of the study comprised 9590 public secondary school teachers' in Ogun State, Nigeria. Using simple random sampling technique, a total of 440 respondents comprising 400 public secondary school teachers' and 40 principals participated in the study. Three (3) researcher's developed questionnaire; titled: Organizational Structure Questionnaire (OSQ), Performance Appraisal Impression Questionnaire (PAIQ), and Teachers' Job Performance Questionnaire (TJPQ) with reliability coefficients 0.73, 0.69 and 0.76 were used for data collection. Frequency counts, percentage and bar-chart were used for analysing and presenting data on demographic characteristics of the respondents. Pearson Product Moment Correlation (r) and Multiple regression analysis were used for the analysis and the hypotheses were tested at 0.05 significance level. It was observed that there was significant relationship between the organizational structure and secondary school teachers' job performance in Ogun State in the order of (r = 0.191, P<.05). It was also observed that there was significant relationship between the performance appraisal impression and secondary school teachers' job performance in Ogun State in the order of (r = 0.112, P<.05). There was significant joint contribution of the independent

variables (organizational structure and performance appraisal impression) on the dependent variable (secondary school teachers' job performance); R = 0.457, P< .05. It was further revealed that {32.0% (Adj. R^2 = 0.320)} that about 33% of the variance in secondary school teachers' job performance was accounted for by the linear combination of the organizational structure and performance appraisal. impression Organizational structure and performance appraisal impression were found to be significant and strongly determine secondary school teachers' job performance with the P-value less than 0.05 and magnitude of organizational structure (β = 0.265, t = 5.328, P<.05) and performance appraisal impression (β = 0.193, t = 3.644, P<.05). The study recommends among other things that performance appraisal, which is an annual exercise, should be properly carried out because it has a great impact on teacher performance. Teachers should also know what is expected of them while carrying out their duties and this can be achieved if the employers let the teachers know their various assignments. Teachers should be enlightened about the importance of appraisal and government should provide a conducive working environment for the teachers.

Keywords: Organizational Structure, Performance Appraisal Impression, Secondary School, Teachers' Job Performance.

Introduction

The measurement of job performance or individual performance on the job serves certain organizational as well as individual goals. Job performance is defined as worker's outcomes in achieving organizational objectives in which he/she works. Teachers' job performance determines their job-performance qualities in enhancing and developing National Education growth. Job performance of public school teachers could be identified based onthe achievement of teaching objectives. Wesly (2018) opined that an evaluation of teachers' job performance could be carried out by considering their professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism and communication. The job performance is an effort of a teacher to achieve some specific goals. They indicated that teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Job performance of secondary school teacher is very crucial in the attainment of academic performance of secondary school students.

Previous evidence shown that teacher's job performance in secondary school is affected by some factors in which organizational structure is one of the factors. Organizational structure is defined as a formal organizational structure in an organization, in whichthe organization allocates people and jobs so that their work can be performed tomeet the organizational objectives (Elsaid, 2015). A vertical organization structure is useful in stable circumstances, but not in a rapid environment change. In the vertical structure, managers and employees are not closely related, so it creates a gapamong departments.As a result, it prevents coordination and quick responses between top and lower managers. Currently, most organizations have tried to change from the vertical structure into the horizontal structure based on the working process instead of departmental functions because in the vertical structure, activities are classified into the same functions from lower to top managers. A vertical organizational structure is known as a rigid organization based on Weber's organizational system (Elsaid,

2015). In order to change the organizational structure, the organization basic characters need to be changed to meet organizational objectives (Lunenburg & Ornstein, 2015). One of the organizational structures introduced to replace the vertical structure according to Wesly (2018) for the schooling system is the school-based management (SBM) which delegates the managerial decision making process from top managers to lower managers. Organizational structure is the way responsibilities and power are allocated, and work procedures are carried out among organizational members (Mbaraka, 2015). According to Mbaraka (2015), different structures arise in response to a variety of internal and external forces, including technological demands, organizational growth, environmental turbulence, size and business strategy. Organizational structure institutionalizes how people interact with one another, how communication flows, and how power relationships are defined (Robbins, 2016). It is a framework of an organization that helps in determining individual responsibilities and task processes of delegation and the distribution of authority. It is a tool of management for achieving plans. As plans tend to change, the organizational structure should be responsive to change.

Performance appraisal impression is a systematic process of determining an employee's performance level (Obasi & Ohia, 2014). It identifies the individual's areas of strength and weakness. Performance appraisal impression measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth. The process is to recognize achievement, to evaluate job progress and then to design training for further development of skills and strength Performance appraisal is the process of evaluating how well employers perform their jobs as compared to a set of standards and then communicating that information to those employees (Obasi & Ohia, 2014). Specifically, it identifies the gap between the expected performance level and the actual performance level. Santiago and Benavides (2016) maintained that performance appraisal can be interlinked with school arrangement to improve teaching process. They further added that results from performance appraisal can be used to identify teaching needs and contribute to the definition of the school plan in order to improve the teaching process in the school. Performance appraisal impression is an important constituent of the whole human resource management function in the civil service (Aloo, Ajowi & Aloka, 2017). The appraisal predicated impression upon the principle of setting agreed performance targets, work planning, reporting, and feedback. The general objective of the performance appraisal system is to improve and manage performance of the workers. Improving and managing performance of workers/employees would enable an advanced level of staff involvement and participation in delivery, evaluation, and planning of work performance. Aloo, Ajowi and Aloka (2017) reiterated that performance appraisal impression system should consist of the following; setting of performance targets, work planning, values, and monitoring, competency assessment, evaluation, and end of year appraisal. Likewise, they noted that a public officer shall improve the level of professionalism and standards of performance in his organization to the extent appropriate for his office. Low level of teacher commitment to curriculum implementation in schools results in poor performance in secondary education among others (Aloo, Ajowi & Aloka, 2017).

Statement of the Problem

The quest for the delivery of quality education at all levels has continued to be a wild-goose chase despite efforts of the governments. Some factors that have remained pain in the neck of

quality secondary education are the quality of teaching personnel in terms of professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism and communication. Stakeholders have observed with concern that there are unqualified and inexperienced teachers in the system. The Federal Ministry of Education once disclosed that 56,294 out of a total population of 208,497 (27%) secondary school teachers are not qualified to teach. This number excludes those in private secondary schools. Considering the critical role that teachers play in the teaching – learning process, poor teacher quality obviously exacerbates poor job performance with its attendant negative consequences on the quality of the system's products and the society at large. The major concerned therefore is an investigation into secondary school teachers' job performance and the likely influence of organizational structure and performance appraisal impression.

Purpose of the Study

The main purpose of the study was to examine organizational structure and performance appraisal impression as correlates of secondary school teachers' job performance in Ogun State. Specifically, the study examined the:

1. extent to which organizational structure influence secondary school teachers' job performance in Ogun State.
2. extent to which performance appraisal impression influence secondary school teachers' job performance in Ogun State.
3. composite influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.
4. relative influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

Hypotheses

The following null hypotheses were stated for this study:

H_{o1}: There is no significant relationship between organizational structure and secondary school teachers' job performance in Ogun State.

H_{o2}: There is no significant relationship between performance appraisal impression and secondary school teachers' job performance in Ogun State.

H_{o3}: There is no significant composite influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

H_{o4}: There is no significant relative influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

Significance of the Study

The findings of this study would provide educational planners and administrators with adequate information about teachers' job performance. It will also help in the course of recruiting the teachers. The study may help other researchers in this area in identifying the areas that require further research so as to fill the information gap and also to add to the pool of currently existing knowledge. The findings of the study would serve as a spring board for developing a veritable job appraisal system for university staff in order to help them in the development of appropriate skills towards the enhancement of total quality in the system.The findings of the study would create awareness for the government on the need to appoint

teachers strictly on the basis of their competency and recognize certificate. The findings of this study would provide educational planners and administrators with adequate information about teacher job performance.

Scope of the Study

The study was conducted in public secondary schools in Ogun East Senatorial District, Ogun State, Nigeria. In terms of contents coverage, composite and relative influence of independent variables (organizational structure and performance appraisal impression) on dependent variable (teachers' job performance) was also examined.

Review of Related Literature and Theoretical Framework

Theory of Human Relationship

This study is based on the theory of Human relationship in organization, one of the behavioural schools of thought theories.

The behavioural school of thought theories

The behavioural school emerged because managers found that the classical approach (the scientific approach) did not quite achieve complete production efficiency and harmony in the work place. This theory was postulated by Douglas McGregor. This theory is referred to as theory X and Y and the theory tries to identify two sets of assumptions about the nature of people. The theorists argued that the approach or the way an administrator deals with his subordinates depends on his own perception of the subordinates. Administrative behaviour that is typical of theory X is based on the following assumptions: That the average human being has an inherent dislike of work and will avoid it if he can; that because of this inherent dislike of work, most people must be forced, controlled, directed and even threatened to do the work, and the average human being prefers to be directed as he avoids responsibility, has little ambition and wants security. Administrator that is based on theory X will be characterized by no nonsense, strongly directive leadership, tight control and very tight close supervision. Conversely, theory Y embraces some very different assumption of human beings. Work is as natural as play if it is satisfying, people will exercise self direction and self control towards an organizational goal if they are committed those objectives, commitment of objectives is a function of the rewards associated with the achievement; the average human beings learn under proper conditions not only to accept but to seek responsibility, the capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized. Theory Y is optimistic, dynamic and flexible with an emphasis on direction and the integration of individual needs with organizational demand. It gives room for dialogue, mutual understanding and there is no coercion. It gives room for dialogue, mutual understanding and there is no coercion.

The theory is relevant to this study in the following ways: The administrative implication of theories X and Y is that (managers) school principals who accept either or both theories will utilize the essential ideas of the theory (theories) in planning their (organizational policy) schools activities; in formulating their decisions and in carrying out other facets of their administrative behaviour. Theory X is essential as the principal may sometimes need to apply force or cohesion to ensure that lazy teachers do their works. It is also guides against indolence

and complacence among teachers. Theory Y is suitable in achieving school effectiveness as there will be a mirage if there is no conducive atmosphere, dialogue and mutual understanding between the school principals and teachers. The style a leader adopts at different times is determined by prevailing situations. As such in the school system, the principal may go by either theory X or Y. Through proper motivation of teachers by the school principal, productivity is enhanced and the goal of the school is achieved. Theory Y gives opportunity for participative decision making in matters relating to the school which in turn ensures healthy environment, teachers motivation and makes the realization of school goals and objectives to be easy and possible.

Empirical Review

Organizational Structure and Teachers' Job Performance

Mustafa, Richard, Kjell and Hanan (2019) examined the role of organizational structure on employee job performance and behaviours. The empirical analysis shows that formalization is positively associated with self-efficacy while centralization has a negative association, and such an improvement/attenuation in self-efficacy is partly transformed into performance improvements. Wesly (2018) examined the direct and indirect effects of organizational culture, organizational structure, and job-satisfaction on teachers' jobperformance and revealed direct effect of organizational structure on job-performance was 29.50%. Djamaluddun (2018) examined that relationship between organizational structure, and organizational culture with teacher performance in Pesantren institution as an indigenous educational institution in Indonesia and found out a significant relationship between organizational structure and organizational culture to teacher performance in Pesantren education system. Bambang, Made, Mumi and Imam (2016) examined the direct effect of organizational structure, leadership and trust on the performance of employee of Ternama University and they indicated a direct effect of organizational structure on trust, performance and leadership on performance.

Performance Appraisal and Teachers' Job Performance

Aloo, Ajowi and Aloka (2017) examined the impact of Teachers Performance Appraisal (TPA) policy on effectiveness in curriculum evaluation in public secondary schools in Kenya and established that TPA policy had a significant positive influence on curriculum evaluation by teachers. Obasi and Ohia (2014) examined teacher performance assessment and techniques adopted and the frequency of their utilization among public and private secondary schools in South East Nigeria. The design was descriptive. The population was 2,214 schools with 27,986 principals and teachers. 108 schools were sampled with 877 principals and teachers as respondents. Stratified random sampling technique was adopted, each state served as a stratum. The instrument for data collection was questionnaire. Percentage, mean and standard deviation were used to answer the research questions, while t-test was used for the hypothesis. The study revealed that all the seven techniques examined are all utilized by both schools, but the frequency is significantly more in private schools. The government in collaboration with the Teachers Registration Council of Nigeria (TRCN) should provide a legal framework that will ensure that teachers are regularly assessed.

Methodology

The study used descriptive design of ex-post factor. The population of the study comprised 15,590 public secondary school teachers' in Ogun State, Nigeria. Using simple random

sampling technique, a total of 400 public secondary school teachers' and 40 principals making a total of (440 respondents) were selected from Ogun East, Ogun State. Stratified sampling technique was used for selecting these teachers with the view to ensure gender balance. The study used three (3) researcher's developed questionnaire; titled: Organizational Structure Questionnaire (OSQ), Performance Appraisal Impression Questionnaire (PAIQ), and Teachers' Job Performance Questionnaire (TJPQ). These questionnaires request responses on a four (4) – point scale format which is a modification of 5-point Likert scale. The responses rating scales are as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Each of the questionnaire has two sections of A and B. Section A of each of the questionnaire focused on demographic characteristics of the respondents, while section B examined items on organizational structure, performance appraisal and teachers' job performance respectively. The initial draft of the questionnaire was subjected to face validity by the researcher's supervisor and other three experts from the department of Educational Management. All the issues raised were dully attended to, in order to ensure its content, construct, and criterion validity. In order to ensure the reliability of the instrument, a test-retest study was carried out among 15 public secondary school teachers' who were not part of the study sample size. Pearson Product Moment Correlation (PPMC) was used for testing the reliability coefficients with the view to ascertain whether the instruments were reliable or not and this yielded 0.73, 0.69 and 0.76 respectively. Pearson Product Moment Correlation (r) and Multiple regression analysis were used for the analysis and the hypotheses were tested at 0.05 significance level.

Results and Discussion

H_{o1}: There is no significant relationship between organizational structure and secondary school teachers' job performance in Ogun State.

Table 1: Relationship between organizational structure and secondary school teachers' job performance in Ogun State

Variables	N	Mean	Std. Dev	df	r-value	p-value
Job performance	440	39.8977	6.82358	3	.191	.001
Organizational structure		29.5432	7.88083			

Source: Author's Field Survey, 2021.

From Table 1, it was observed that there was significant relationship between the independent variable and the dependent variable (job performance) in the order of ($r = 0.191$, $P<.05$). On this premise, the null hypothesis is hereby rejected. This implies there is significant relationship between organizational structure and secondary school teachers' job performance in Ogun State.

H_{o2}: There is no significant relationship between performance appraisal impression and secondary school teachers' job performance in Ogun State.

Table 2: Relationship between performance appraisal impression and secondary school teachers' job performance in Ogun State

Variables	N	Mean	Std. Dev	df	r-value	p-value
Job performance	440	43.8909	11.38604	3	.112	.001
Performance appraisal impression		63.8205	9.89913			

Source: Author's Field Survey, 2021.

From Table 2, it was observed that there was significant relationship between the independent variable and the dependent variable (job performance) in the order of ($r = 0.112$, $P<.05$). On this premise, the null hypothesis is hereby rejected. This implies that there is significant relationship between performance appraisal impression and secondary school teachers' job performance in Ogun State.

H_{03}: There is no significant composite influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

Table 3: Composite influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State

R = .457 R^2 = .325 Adj R^2 = .320 Std. Error = 1.05539					
ANOVA					
Source of Variation	SS	df	MS	F-ratio	p-value
Regression	1402.494	2	701.247	5.521	0.000
Residual	55510.270	437	127.026		
Total	56912.764	439			

Source: Author's Field Survey, 2020.

a. Dependent Variable: jobperformance

b. Predictors: (Constant), performance appraisal impression, organisation structure

Table 3 showed that there was significant influence of the independent variables (organizational structure and performance appraisal impression) on the dependent variable (secondary school teachers' job performance); $R = 0.457$, $P< .05$. The Table 3 further revealed {32.0% (Adj. $R^2 = 0.320$)} that about 33% of the variance in secondary school teachers' job performance was accounted for by the combination of the independent variables (organizational structure and performance appraisal impression). The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; $F (2, 437) = 5.521$, $P<.05$.

H_{04}: There is no significant relative influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

Table 4: Relative influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
1	(Constant)	33.084	3.681		8.988	.000
	Organisation structure	.265	.071	.114	5.328	.020
	Performance appraisal impression	.193	.056	.181	3.644	.031

a. Dependent Variable: job performance
Source: Author's Field Survey, 2021

Table 4 showed that the independent variables (organizational structure and performance appraisal impression) were found to be significant and strongly determine secondary school teachers' job performance with the P-value less than 0.05 and magnitude of organizational structure ($\beta = 0.265$, $t = 5.328$, $P<.05$) and performance appraisal impression ($\beta = 0.193$, $t = 3.644$, $P<.05$). This implied that the null hypothesis was rejected and that there is significant relative influence of organizational structure and performance appraisal impression on secondary school teachers' job performance in Ogun State.

Discussion of Findings

There is significant relationship between organizational structure and secondary school teachers' job performance in Ogun State. This finding correlates with Wesly (2018) who examined the direct and indirect effects of organizational culture, organizational structure, and job-satisfaction on teachers' job performance and showed that organizational culture, organizational structure and job-satisfaction had a positive impact on teachers' job-performance. Djamaluddun (2018) examined that relationship between organizational structure, and organizational culture with teacher performance in Pesantren institution as an indigenous educational institution in Indonesia and found that significant relationship between organizational structure and organizational culture to teacher performance in Pesantren education system. Bambang, Made, Mumi and Imam (2016) examined the direct effect of organizational structure, leadership and trust on the performance of employee of Ternama University and there is a direct effect of organizational structure on trust; there is a direct effect of organizational structure on performance; there is a direct effect of leadership on trust; there is a direct effect of leadership on performance; there is a direct effect of trust on performance and there is a indirect effect of organizational structure on performance through trust. Pelin, Kanten and Merit (2015) investigated the effects of organizational structures and learning organization on job embeddedness and individual adaptive performance and indicated that organic organization structure has been found to have direct effect on job embeddedness and individual adaptive performance. Mbaraka (2015) assessed the effect of organizational structure on organizational effectiveness, in public and private universities in

Kenya, and indicated that the locus of decision-making had positive and significant effects on productivity, stability, resource acquisition and human resource satisfaction and development.

There is significant relationship between performance appraisal impression and secondary school teachers' job performance in Ogun State and about 33% of the variance in secondary school teachers' job performance was accounted for by the linear combination of organizational structure and performance appraisal impression. These variables were also found to be significant and strongly determine secondary school teachers' job performance. These findings correlate with Aloo, Ajowi and Aloka (2017) who examined the impact of Teachers Performance Appraisal (TPA) policy on effectiveness in curriculum evaluation in public secondary schools in Kenya and established that TPA policy had a significant positive influence on curriculum evaluation by teachers. Momoh and Koolo (2017) assessed the level of performance evaluation feedback in governmental secondary schools in Jos North Local Government Area and found out that teachers in governmental secondary schools in Jos North Local Government Area are satisfied with the performance evaluation feedback they got.

Conclusion

Having examined organizational structure and performance appraisal impression as correlates of secondary school teachers' job performance in Ogun State, the following conclusions were drawn based on the findings of the study that organizational structure and performance appraisal impression positively influence secondary school teachers' job performance and that about 33% of the variance in secondary school teachers' job performance was accounted for by the linear combination of the organizational structure and performance appraisal.

Recommendations

Based on the findings of the study, the following recommendations are provided:

1. Performance appraisal, which is an annual exercise, should be properly carried out because it has a great impact on teacher performance. Teacher should also know what is expected of them while carrying out their duties and this can be achieved if the employers let the teachers know their various assignments. The teachers should be informed about the importance of appraisals. The government should provide a conducive working environment for the teachers. That will go a long way to increase performance.
2. Performance appraisal should provide accurate and relevant ratings of an teachers performance as compared to pre-established criteria. The principal who are to rate the teachers during the appraisal exercise should go on training. The set criteria should be used. Teachers should not be appraised based on their personal trait, but the performance variables should be considered. Performance appraisal of teacher should be carried out based on the adoption of the right performance appraisal technique by the institution to avoid bias and unfair appraisal of employees. The institution should strictly follow the organizational blue-print for reward system so as to encourage the teachers.
3. There should be periodic training of teachers in terms of seminars and conferences so as to keep them acquainted with the fact that performance appraisal exercise should not be seen as ingestion but rather as a means of developing the employee in his job

with the intention of strengthening the strong points of the employee and enabling him to improve on his weak point.

References

Adeola, K. (2017). *Educational qualification and job performance of primary school teachers in Ogun state, Nigeria*. Olabisi Onabanjo University, Ago-Iwoye.

Ajayi, A., Waliu, S. B., Ajayi, O. A., Olodude, D. O., & Olowoporoku, A. J. (2017). Influence of personality traits and work commitment on job performance of public secondary school teachers. *International Journal of Rural Development, Environment and Health Research, 1*(1), 68-79.

Akinbowale, M. (2013). The impact of performance appraisal policy on employee performance. *Mediterranean Journal of Social Science, 14*(4), 123-130.

Aloo, J. O., Ajowi, J. O., & Aloka, F. J. (2017). Influence of teacher performance appraisal on effectiveness in curriculum evaluation in Kenya public secondary schools. *Academic Journal of Interdisciplinary Studies, 6*(3), 77-84.

Appelbaum, S. H. (2014). Globalization of performance appraisals: Theory and applications. *Emerald Journals, 49*(4), 236-243.

Aquinis, H. (2017). *Performance management.* New Jersey, Pearson Prentice Hall; Upper Saddle River.

Armstrong, M. (2016). *Performance management*: Key strategies and practical guidelines, 3rd ed. London: Kogan Page.

Bambang, M. S., Made, I. P., Muni, S., & Imam, G. (2016). Effect of organizational structure, leadership and trust on job performance of employee. *International Review of Management and Marketing, 6*(4), 711-721.

Boswell, W. R., & Boudreau, J. W. (2012). How leading companies create, measure, and achieve strategic results through line of sight. *Journal of Management Decision, 39,* 851–859.

Burnas, R. G. (2012). An empirical comparison of the relative effects of rater response bias on three rating scale formats. *Journal of Applied Psychology, 59*, 307 – 312.

Cameron, D. (2014). *Performance appraisal and review.* England, MCB Publication Ltd, the Publishers.

Chaithra, V. K., & Uma, S. H. (2018). Job performance and secondary school teachers. *International Journal of Pure Applied Journal, 6*(2), 854-860.

Chapman, A. (2015). *Performance appraisal.* Source from http://www.businessballs.com/performan ce-appraisals

Colquitt, J. A. (2009). Organizational behaviour: Improving performance and commitment in the workplace. New York: McGraw Hill.

Cooper, W. H. (2013). *Ubiquitous halo psychological*. Bulletin, No. 91, Pp. 218 – 244.

Dabo, S. A. (2016). Enhance job satisfaction for teachers: A strategies for achieving transformation of secondary education in Nigeria. *Journal of Education and Practice, 7*(15), 37-41.

Daft, R. L. (2014). *Organization theory and Design* (8th ed.). RR Donnelley & Sons Company.

DeNisi, A. S., & Pritchard, R. D. (2016). Performance appraisal, performance management and improving individual performance: A motivational framework. *Management and Organization Review, 2*(2), 253-277.

Dess, G. G. (2017). *Maximum flexibility with primis cases*. McGraw Hill Irwin.

Djamaluddin, P. (2018). Relationship between organizational structure and organizational culture with teacher performance. *Advance in Social Science, Education and Humanities Research, 200,* 710-716.

Edu, G. O., & Kalu, I. M. (2012). *Influence of academic qualification on gender on teachers' perception of difficult concept in primary science* in Ikom, educational zone of Cross River.

Eldman, D. (2013). Managing individual and group behaviour in organism. Japan, McGraw Hill Book Company.

Elsaid, N. M., Okasha., A. E., & Abdelghaly, A. A. (2015). Defining and solving the organizational structure problems to improve the performance of Ministry of State for Environmental Affairs-Egypt. *International Journal of Scientific and Research Publications, 3*(10), 1-10.

Grant, R. M. (2014). Challenge to management theory and practice. *Sloan Journal of Management Review, 35*, 25-35.

Greenberg, J. (2016). *Managing Behaviour in Organization*. 5th ed. New Jersey: Pearson Education, Inc.

Griffin, R. W. (2017). *Management (5th ed.).* Houghton Mifflin Company.

Hale, J. A. (2014). *Performance-based management*: What every manager should do to get results. San Francisco: Japan, John Wiley & Sons, Inc.

Hrebiniak, L. G. (2017). Industry differences in environmental uncertainty and organizational characteristics related to uncertainty. *Academy of Management Journal, 23*, 750-759.

Imam, N. S. (2013). *Teacher training and welfare package as correlates of teacher* effectiveness in Ikorodu local government area of Lagos State. M.Ed Dissertation.Department of Educational Administrationand Planning. Nigeria: University of Calabar.

Ivancevich, J. M. (2018). *Organizations behaviour and management*. 8th ed. Singapore: McGraw-Hill/Irwin.

Jain, D., & Garg, M. S. (2013). Awareness towards the performance appraisal systems in HRH group of Hotels. *International Journal of Marketing, Financial Services and Management Research, 2*(4), 20-49.

Kampkotter, P. S. (2014). Impact of performance appraisal on corporate profitability. *Indian System Research Journal, 1*(4), 20-42.

Kay, E, M. H. (2013). Effects of threat in performance appraisal interview. *Journal of Applied Psychology, 49*, 311 – 317.

Lunenburg, F. C., & Ornstein, A. C. (2015). *Educational administration, concepts and practices*. Third Edition. USA: Wadsworth.

Mackanzle, D. O. (2015). *An uneasy look at performance appraisal*. USA, Harvard Business Review, Winston.

Mbaraka, R. (2015). A comparative analysis of organizational structure and effectiveness between public and private universities. *International Journal of Humanities and Social Science Invention, 4*(8), 15-25.

McShane, S.L., & Mary, A.V.G. (2014). *Organizational behaviour.* 2nd ed. New York: McGraw-Hill/Irwin.

Mehta, S. (2017). Personality of teachers. *International Journal of Business and Management Tomorrow, 2*(2), 1-9.

Meyer, M. W. (2015). *Rethinking performance measurement, beyond the balanced scorecard.* New York: Cambridge University Press.

Momoh, Z., & Kolo, M. (2017). An assessment of performance evaluation on feedback in government secondary school in Plateau State. *Journal of Education in Black Sea Region, 3*(1), 171-185.

Muhammad, S. M., & Surayya, A. (2013). Performance appraisal and employee's motivation in Pakistan. *Pakistan Journal of Social Sciences, 33*(1), 179-189.

Mustafa, G., Richard, G., Kjell, G., & Hanan, G. A. (2019). Structural impact on formation of self-efficacy and its performance effects. *Journal of Sustainability, 11*, 1-24.

Nelson, D. L., & James, C. Q. (2016). *Organizational behaviour: Foundations, realities and challenges*. 5th ed. Ohio: Thomson South-Western.

Obasi, K., & Ohia, A. N. (2014). Teacher performance evaluation techniques in public and private secondary school in South East, Nigeria. *Global Journal of Educational Research, 13*, 117-123.

Ogundele, M. O., Musa, J. M., & Jimba, D. N. (2015). Peace education in nigerian schools. problems and prospects. *Educational Research International*, *4*(2), 100-106.

Ogunleye, A. W. (2015). Strategies for improving teachers' performance in secondary school of Ondo state. *Afro Asian Journal of Social Sciences, 4*(11), 1-14.

Pelin, K., Kanten, S., & Merit, G. (2015). *Effects of organizational structure and learning organizational on job embeddedness and individual adaptive performance*. Procedia Economics and Finance.

Randall, S. S., & Jackson, S. E. (2016). Human resource management – positioning for the 21st century (6th ed.). England, Person Professional Ltd.

Robbins, R. W. (2016). The organization of marketing activities: a contingency theory of structure and performance. *Journal of Marketing, 49*, 13-25.

Roberson, Q. M., & Stewart, M. M. (2016). Understanding the motivational effects of procedural and informational justice in feedback processes. *British Journal of Psychology, 97*(3), 281-298.

Santiago, P., & Benavides, F., (2016). *Teacher evaluation*. www.oecd.Org/edu/teacherev

Seniwoliba, J. A. (2016). Assessing the performance appraisal concept of the local government service in Ghana. *Academic Journals, 8(*15), 599-611.

Shani, A. B. (2015). *Behaviour in organizations: An experimental approach*. Singapore: McGraw-Hill/Irwin.

Sonnentag, S. (2012), *Psychological management of individual performance.* West Sussex: John Wiley & Sons, Ltd.

Stephen, R., & Thimoty, J. (2014). *Organization behaviour*. 13th ed. Upper Saddle River, New Jersey: Perason Education, Inc.

Tsai, C., & Wang, W. (2013). Exploring the factors associated with employees' perceived appraisal accuracy: A study of Chinese state-owned enterprises. *The International Journal of Human Resource Management, 24*(11-12), 2197-2220.

Wesly, H. (2018). *Impact of organizational culture, organizational structure and jib-satisfaction on high school teachers' job performance*. Faculty of Mathematics and Basic Science, the State University of Medan.