

LALA MOHEDIN (1ST CHECK)

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

⁴⁷ This study aims to investigate the relationship between perceived evaluation fairness and ³³ job engagement among primary and secondary teachers in Sulaymaniyah. This chapter explains the background of the study, problem statement, research questions, research objectives, operational and conceptual definition, scope of study and significance of study.

1.2 Background of Study

¹² Education has been an essential feature that has existed since the beginning of human life (Azar, 2011) and has an important role in the development of society and individuals ((Demirtaş, Cömert & Özer, 2011). According to Havighurst (2022), in a broad definition, teachers facilitate students' education by providing them with information and creating an atmosphere conducive to learning. Teachers, however, play a wide variety of duties, some of which are carried out in the classroom while others are carried out in the wider community, depending on the culture and the degree of education being provided.

Teachers don't only enhance knowledge, but they also help the children grow and learn more about themselves and the world around them (Nair, 2022). It is well known that school is a second home to the students since they spend up to six or eight hours at school every day, additionally, some students have a very difficult time at home and teachers can help change that by being there emotionally for the students and show them that they are safe there those hours that the students spend it at school and teachers can give them the support they need to get through the difficulties they are facing at home.

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Looking in depth, primary education is the root for nation development, students learn how to tell right from wrong during their primary stage and they develop their knowledge, skills and abilities while attending primary school (Ibrokhimovich & Furqatjon qizi, 2022).

As a result, it is important to ensure that teachers all over the world are engaged while teaching and that if there is a gap in their performance that it is addressed in a formal way, thus enabling well-structured solutions on how to improve in the necessary areas. Without doubt, teachers are the key elements to creating a better future by continuously enhancing children's knowledge and following the latest inventions and findings in the scientific world.

Notably, regardless occupation and profession, all started by needing someone as a mentor. Sadly, nowadays the only feedback that is given to the teachers is not sufficient and well efficient (Williams, 2021). Relatively, in highlighting the role of teachers, they grow and become better with a proper guidance and feedback that they need. In a bigger picture, it is even harder to keep

employees engaged in their jobs and perform to the best of their ability it is very important to highlight that teachers cannot be neglected because they need proper feedback and guidance since the future generations are in their hands, also to help teachers job performance so that they can reach their utmost ability and potential.

Nowadays, with time and ongoing change, the educational system is evolving. We can see that technology has infused every aspect of the educational system in this setting of the systems changeability (Setua,2022). Hence, it is crucial that teachers regularly update their teaching methods based on the generations they teach, because before the pandemic not many teachers were exposed to online teaching and all the necessary tools they could use, however, when the pandemic happened a big shift happened in the world of pedagogy. For example, the adaptation of online teaching process that requires teachers to perform in another milestone, where creative and effective online teaching should be presented. Resulting from the changes in method of teaching, simultaneously, a comprehensive and effective evaluation method should also be implemented as to provide proper evaluation feedback that can help enhance the knowledge skills and abilities of the teachers.

Nevertheless, educators have to be flexible to change while also finding new methods and take into consideration how and what the students feel, how much pressure they can take while also keeping in mind that most of them have different situations at home. In recent years, teachers have been viewed as the most important attribute for the educational system's success in order to achieve desired objectives from students and a high level of students' academic achievement

because teachers play the most important role in students' learning in the classroom and school (Sokolov, 2017).

1.3 Problem Statement

Particularly, job engagement is a crucial highlight that should be focused by the organization in ensuring that positive impact in continuously serve in the positive organizational and nation development (Yin, 2018). Job engagement has been considered as one of the most significant elements where through the in depth understanding, employees as whole, will be able to execute positive work outcome, such as high performances, low absenteeism, increased productivity and definitely low turnover intention (Weiss & Zacher, 2022).

Looking on the seriousness of engagement elements withing a workplace, Canada, France, Germany, United Kingdom, China and USA have ranked engagement as urgency subtopic to be taken seriously by human resources in most of the companies (SHRM, 2015). Employee engagement is viewed as a global challenge in developed countries, however, in developing countries they are starting to realize how crucial engagement truly is for a successful organization. However, while most of the job engagement research conducted in Western context, there is still limited engagement study conducted related to Iraq context (Al-Hadrawi & Jawad, 2022).

Additionally, There has been some research on the engagement level across many different countries worldwide, most of the countries in the middle east do not score higher than 26% in the engagement level (Crabtree, 2013), which can be considered as low. Relatively, in

relation to the context of this research, teachers job engagement needs to be widely investigated as they are the group of employees who involve in “creating” the roots of generation before the new generation widely explore the educational opportunities in tertiary level (Salter & Tett, 2022). Solving engagement issues among teachers can help solve many other issues that many people face in the society.

Furthermore, teaching is the occupation that helps shape the society and the students into becoming better and more enriched in knowledge, thus, it is critical that engagement issues among teachers is being investigated. Nevertheless, in order to solve the engagement issues, it is important to understand the effects engagement has and how it also affects management. Understanding the engagement among the primary and secondary teachers also enable the school management to improve their practices and management in order to ensure the sustainable knowledge development among the schoolteachers is preserved (La Velle & Flores, 2018), hence, by understanding engagement among teachers it will allow management to also enrichen and improve their practices accordingly.

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Additionally, teacher engagement needs to be always effectively monitored, since as the disengaged teacher can lead to many issues, which will jeopardize the pupil’s performance at the end, where teachers aren’t just normal employees, a teacher can be a role model, a confidant and a safe haven for many children all over the world. Throughout the responsibilities delivery, employee engagement is the result of emotional attachment to work and school, and the responsibilities and duties one has (Jayus et al., 2021). Thus, this strengthening the reason on the

need for engagement as they need to be present emotionally, physically, and mentally in order to help in educating the root of nation effectively.

One of the most significant factors that have been associated with job engagement in regarding performance evaluation or appraisal (Alsuwaidi, Alshurideh, Kurdi & Salloum, 2020) and performance evaluation is a vital human resource management (HRM) technique in businesses because it produces critical judgments that are integral to various human resource activities and results. Relatively, performance evaluation is central to employee positive behavior, thus is important for the organization to ensure that the employees evaluation system is delivered with fairness (Christensen-Salem et al., 2018).

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While mostly research on the evaluation fairness and employees' outcomes are conducted in developing and developed country, it crucial for the study to take place in the country that is currently start the implementation of human resource appraisal structure such as Iraqi Kurdistan (Farooq, 2020). It is very crucial that more research is being conducted here in Iraq Kurdistan to be able to enrich the knowledge and evaluation of the teachers.

Significantly, the importance of a high-quality teacher evaluation should be emphasized as this will motivate teachers to do better and it will be easier to navigate the teacher's weaknesses, so that they can easily try to improve themselves. Teachers especially are one the most affected in their engagement level compared to another academician level due to the nature of autonomy that seems to be weak and ineffective (Salter & Tett, 2022).

Moreover, when teachers are just being given one-word feedback such as “Satisfactory”, that doesn’t help the teacher significantly and it leaves the teacher uncertain of what to improve on, how to improve it and which areas to develop. In details, important point is that when a teacher is being told that their hard work and efforts are only “Satisfactory”, it leaves them discouraged, which makes the teachers think they are wasting their time, and no one appreciates their efforts (Williams, 2021). Therefore, the teachers will slowly decrease their job performance which leaves the students not educated properly.

Besides, it is important to investigate the perceptions upon the evaluation fairness in order to get a clear understanding of what teachers’ actually, so that ¹⁰ways of improving the system that could satisfy both head teachers and teacher in primary schools will be discovered (Chisefu et al., 2022). Furthermore, this indicated that if the teachers view evaluation as fair and clear, it will be easier to navigate the problem, which will enable the organization to come out with proper effective solutions.

Thinking for the sake of teachers and students, it is crucial to find a way where the teachers are being evaluated fairly and more accurately, where in some practices, the evaluation noy just being made by the school supervisor but teachers ought to be evaluated extensively by their students in return, in order to be more enthusiastic about improving classroom delivery and teaching effectiveness as a result (Tran & Do, 2022; Kornell & Hausman,2016). In essence, each school should emphasize the goal that must be accomplished in terms of its vision and purpose where the focus should be on the teachers as they are the one who navigate the school to success.

Perceived unfairness hold by the employees will breed discontent, and if it isn't addressed right away, it may result in students acting out in unsavory ways while they're in school. (Jayus et al., 2021). Specifically, performance appraisals can improve employees' engagement in two ways, Which workers are more likely to succeed if they participate in the goal-setting process with their superintendent, are driven to meet their objectives, and improve their job versatility.

Employees are likely to strive to receive a good evaluation if it is interconnected to organizational rewards and punishments, such as pay, promotion, or discharge (Meyer, Kay, & French, 1965). Including employees during the goalsetting process allows the employees to feel that they are being treated fairly and that their opinions matter. By allowing employees in the goalsetting process, it also helps supervisors truly grasp and understand what the employees themselves think they should be evaluated on, this can be very eye opening for both the employees and supervisors.

Admittedly, the fairness that implemented in the appraisal process in any public or private organization is a vital indicator, whether to see improvement or dissatisfaction among the employees, which later resulted in their engagement, performance and development (Ryu, Geunpil, Hong & Sung-Woo, 2019). Thus, evaluation fairness is very crucial because it can either make the employees more engaged or if the employees feel that they have been evaluated unfairly their behavior will change so will their job engagement it will lead to deviant behavior such as arriving late to work (Jayus et al., 2021).

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Relatively, performance appraisal, concepts have received more attention in the field of human resource management, since employees believe that performance appraisers are incompetent and biased for political reasons, and when they are not pleased with the appraisal, it may change their attitude and behavior toward the organization (Farooq, 2020). Besides, if an employee feels like the supervisor is giving an undeserving evaluation feedback to another employee that is not believed of deserving it, might end up causing attitude problems among the other employees.

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42 1.4 Research Objectives

The following research objectives are established as follows:

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RO1: To determine the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah.

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RO2: To determine the level of job engagement among primary and secondary teachers in Sulaymaniyah.

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RO3: To examine the relationship between perceived evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah.

1.5 Research Questions

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RQ1: What is the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah?

RQ2: What is the level of job engagement among primary and secondary teachers in Sulaymaniyah?

RQ3: Is there any relationship between perceived evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah?

1.6 Scope of Study

The aim of this research is to examine the relationship between evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah. This study will be conducted among primary and secondary teachers in Sulaymaniyah. A quantitative Approach will be used which will also be Cross Sectional. A questionnaire will be developed for the respondents to answer. When all the data will be gathered it will be transferred to an application called Statistical Package for the Social Sciences (SPSS), In order to fulfil all the research objectives and answering all established research questions. This study uses engagement theory/model by Kahn 1990.

1.7 Significance of Study

The significance of this study is divided into:

1.7.1 Theoretical Contribution

This study will emphasize more in details on how engagement theory and equity theory would be able to explain the relationship between perceived evaluation and job engagement.

7 Teacher performance or performance is the level of employee work that results in achieving the requirements of a given job. In other words, work performance is the result of employees' work both in terms of quality and quantity based on predetermined work standards (Jayus et al., 2021).

For an employee to have a high-quality performance they need to be fully engaged in their job duties. Furthermore, teachers are the backbones of society and the future, they guide, give knowledge and help a person grow and reach their full potential. The employee performance level is the result of employee engagement. It is crucial for teachers to be engaged in their duties because they are dealing with students and enhancing their knowledge and their emotional intelligence as well (Jayus et al., 2021).

1.7.2 Practical Contribution

Besides, this study would be an additional insight for the future research. Primarily, teachers will benefit from this study specifically in Iraq since research is very limited in the middle east on perceived evaluation fairness among teachers. There are many articles from many developed and developing countries, but unfortunately not many in middle east and Iraq to be precise. If more research is conducted here in Iraq or the middle it would benefit teachers because more people would find an interest in advancing teachers knowledge and teaching technique, hence, the teachers will have a better and more improved evaluation process.

Additionally, the benefit will not only be for the organization but also for the students because the students are the ones who are in the frontline of their learning process. In order to

make sure that students all over the world are getting the support and knowledge they need, the teachers have to engaged. In order for teachers to be engaged they have to perceive the valuation as fairly done, if they do not perceive it as fairly done they will not execute their jobs properly (Jayus et al., 2021).

1.8 Conceptual Definitions

The conceptual definition for the independent variable (perceived evaluation fairness) and dependent variable (job engagement) described as follows:

1.8.1 Job engagement

Engagement has been defined as when individual use and express themselves in physically, cognitively, and emotionally investment while performing their roles at work (Kahn, 1990).

Employees that are engaged in their work utilize all aspects of themselves, including their bodies, minds, and emotions, to do their tasks. The cognitive viewpoint on employee engagement investigates the degree to which an employee trusts the company, the management of the organization, and the atmosphere of the workplace. The employee's feelings about the company and its leader, as well as his or her favorable or negative attitude toward the organization and its leader, are factors that are considered part of the emotional component of the evaluation (Kahn, 1990).

Additionally, The individuals involved in the interaction engage in communication and convey their thoughts, feelings, and actions through the utilization of role-playing. (Siddique et

al., 2022). Work engagement is defined as a ⁴ high level of personal interest in one's job and encompasses traits like motivation, cognitive awareness, and a desire to put up additional effort to accomplish objectives (Sonnentag et al., 2010). Presence may be broken down into four different categories: being aware, being related to other people, being coherent, and concentrating on one's role performances. There is a correlation between an atmosphere high in trust and safety and increased levels of engagement. (Picard & Kutsyuruba, 2017).

1.8.2 Perceived evaluation fairness

Perceived evaluation fairness at the workplace is defined as the fairness that have been practiced in the decision-making process related to distributive, procedural, and interactional distribution (Beugre & Baron, 2001) Perceived evaluation fairness is the quality of the feedback provided to employees on their performance is just one of several aspects that the research suggests might help ensure fairness in the assessment process. Wasta, an ²² informal network style prevalent in the Arab world, has long been considered a crucial element of administrative actions and practices in Arab companies. This practice has a complex and extensive history and is widely prevalent. Therefore, it is challenging to separate this custom from the societal and occupational context of this geographical area, consequently, it can affect how incumbents are perceiving evaluation fairness. (Alsarhan, 2022).

The literature suggests that if the quality of feedback is strong, it will support an impression of fairness, whereby fairness refers to 'sense of justice that engages people with their workplace (Leiter & Maslach, 1997).

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1.9 Operational Definitions

In this part, the operational definitions of independent and dependent variables will be discussed. The independent variable is the perceived evaluation fairness, and the dependent variable is job engagement.

1.9.1 Job engagement

Job engagement is the extent to which an individual feels like they can express themselves physically, emotionally, and cognitively. In other words, the attitude of the employee solely relies on how the employee feels about the organization and how much employees believe in the leadership and in the organization. Thus, indicate to what extent the employees feel enthusiasm, excitement, energetic and interested in their job (emotionally), the extent to which employees focus and concentrate in their job (cognitive) and to what extent the employees intensely invest their energy in their work (physical), (Rich, Lepine & Crawford 2010).

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1.9.2 Perceived evaluation fairness

The extent to which an individual perceives the evaluations as fairly done or unfairly done. Studies suggest that if the feedback is given in a strong manner, it will support the impression of fairness. What is meant by "procedural fairness" is the degree to which workers see the mechanisms employed to distribute results as fair. The term "interactional fairness" describes how satisfied workers are with the level of interpersonal treatment they have gotten because of the

organization's policies and practices. Distributive fairness refers to the extent to which employees feel fair about the outcomes/decision made at the workplace (Beugre & Baron, 2001).

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1.10 Summary

This chapter outlines the overall background of the study. It demonstrates the reasons behind the importance of this study and the construction of this study. This chapter further clarifies in detail the significance of the study as well as the conceptual and operational definitions of the leading concepts that are being examined in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will further discuss on the conceptualization variable, which the dependant variable is Job engagement and independent variable is the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah. Besides, this chapter also features the research framework developed from the variables of the study.

Individual will execute positive behaviour/outcomes if the value is being protected and served well. Once the employees' resources being treated and evaluated fairly, they will be showing positive behaviour and resulted in productive results.

Engaged employees have more resources to invest in obtaining further resources and so engage in more knowledge sharing compared to disengaged employees.

2.2 Job Engagement

According to Kahn (1990) who was a psychologist by the name William Kahn was one of the first industry professionals to adopt the term "employee engagement," and he is credited with establishing the concept that engagement is when people use and express themselves physically, cognitively and emotionally while performing their roles at work (Kahn,1990). Meanwhile, according to (Smith, 2022) engagement has been defined as the level of excitement and commitment a person has for their work is referred to as employee engagement, which is an HR concept. Kahn (1990) assumed that individual's perceptions of their work contexts and their own individual characteristics foster psychological conditions that directly influence the willingness to personally engage in work roles.

Therefore, job engagement is important because an individual will execute positive behaviour/outcomes if the value is being protected and served well. Once the employees' resources being treated and evaluated fairly, they will be showing positive behaviour and resulted in productive results. Engaged employees have more resources to invest in obtaining further resources and so engage in more knowledge sharing compared to disengaged employees. Employee engagement is acknowledged as one of the critical factors in determining organizational success (Nair & Salleh, 2015)

Basically, employee engagement is the emotional commitment that they have to the organization and the organization's goals. When employees are engaged, when they are emotionally committed, it means they are going to give discretionary effort. They are going to go

the extra mile. ²⁶ Individuals who experience meaningfulness tend to feel worthwhile, useful, valuable, and able to give themselves to their work role and to others.

According to Kahn's research, the three most important aspects of employee participation are the ²⁸ physical, cognitive, and emotional facets. These aspects are as follows:

i. Physical engagement

This is tied in some way to the mental and physical effort that workers put forth in the course of their job at their respective workplaces. Kahn cited a number of cases of persons who were so engrossed in their job that they felt as if they were "flying." His theory proposes that an individual's level of self-confidence is correlated with their ability to do mental and physical labor at a higher level of intensity during the course of their working day. (Sinclair, 2021).

ii. Cognitive engagement

Employees need to not only be aware of what is expected of them, but also the ways in which they can be of the most assistance to the company in order for them to feel as though they have ²⁴ a complete financial and emotional investment in the success of the company. This will allow employees to feel as though they have ²⁴ a total financial and emotional investment in the success of the firm. This may be accomplished by ensuring that staff members are aware of their obligations as well as the ways in which they can be of the greatest assistance to the organization. Kahn was also important because he brought to light the emphasis that people put on their professions and the idea that a better knowledge leads to greater creativity and confidence in one's own judgements. Both of these ideas are noteworthy in their own right. Kahn was the one who was instrumental in

bringing to light these revelations. Kahn acted in this manner because he was of the opinion that individuals' efforts would be valued more highly if they had a greater degree of education. According to Kahn, this way of thinking was accurate. (Sinclair, 2021).

iii. ⁶ Emotional engagement

This is based on the emotional connection workers have with their employer. In order to foster a positive relationship, an organization must figure out how to help workers feel like they belong at work, which will inspire them to believe in and support the vision and values of the business. Positive interpersonal relationships, group dynamics, and management styles are a few examples of techniques that Kahn listed as helping people feel safe and trustworthy (Sinclair, 2021).

Kahn made a major addition to the discipline with his work connecting the three mental disorders ²⁸ to the three dimensions of engagement (physical, cognitive and emotional) (Kahn, 1990). Together, he believed, these factors would offer workers confidence in their employment, affirmation that their efforts were appreciated, and assurance that their well-being, both psychologically and physically, would be protected. This is a reprint from (Sinclair, 2021). (Kahn, 1990).

⁸ Notably, target setting involves setting goals that outline what employees are expected to accomplish, and a review and an agreement of a psychological contract because goals are crucial for initiating engagement to stimulate energy, focus, and intensity (Ganimian, Alejandro, &

Murnane, 2014). Job engagement is a crucial part of any organization and the employees career path. To be successful means to be fully engaged in the work environment and to also develop one's career. If an employee is engaged they get tremendous work done and also feel great about their career choice while also feeling safe working at an organization.

2.3 Perceived Evaluation Fairness

Evaluation is the methodical assessment of the quality of projects, programs or for the purpose of decision making by drawing conclusion based on what it is one has observed for developmental purposes (Poth et al., 2014). When managers are evaluating the employees they are observing the employees performances in order to see if there are any areas the employees can improve on. Fairness refers to 'sense of justice that engages people with their workplace (Leiter & Maslach, 1997)

Many academics, including Cohens and Jenkins (2010), among others, have advocated for businesses to desert the practice of conducting transactional performance appraisals. Their rationale for this position is based on the belief that, in the majority of companies, these evaluations cause more problems than they solve. These academics propose replacing transactional and conventional forms of performance evaluation with other methods of ²⁹talent management, such as mentoring and feedback (Cohens & Jenkins, 2010; Trost, 2017), (Dandalt & Brutus, 2020)

Fairness is making decisions without using any form of bias is what is meant by being fair. Fairness should be practiced by magistrates, referee and instructors, and many people pay special attention to fairness decision making, ranking and evaluating someone's performance (Pitoura et

al., 2021). Perceived evaluation fairness at the workplace is defined as the fairness that have been practiced in the decision-making process related to distributive, procedural, and interactional distribution (Beugre & Baron, 2001)

Perceived evaluation fairness is the quality of the feedback provided to employees on their performance is just one of several aspects that the research suggests might help ensure fairness in the assessment process. The literature suggests that if the quality of feedback is strong, it will support an impression of fairness. As indicated in the prior subject, accuracy is another important consideration (Alharbi, 2013). Designing and running government organizations with fairness in mind is not only a moral obligation. A principle's normative origins shouldn't obscure the fact that it has the ability to have a significant practical influence on how an organization operates (Hassan, 2013)

However, it could be tricky to find and hire new teachers, but it might be even more difficult to hold on to excellent educators once you have them. It is against the rules for teachers to remain in the same classroom or institution for an extended period of time if there is no discernible path for their continued education or career advancement (Sudibjo, & Bernarto, 2017). That is why it is crucial for organizations to ensure that the evaluation process is perceived as fairly done in order for the organizations to keep the teachers. Organizations can always hire new teachers, but they have to give the new teachers trainings and even then the new educators might quit as well. Hence, it is more beneficial for the organization to try to keep their teachers from quitting their jobs.

15 Distributive justice focuses on the perceived fairness of outcomes three important distributive rules which are equity, equality and need (Beugre & Baron, 2001; Adam, 1965).

15 Perceptions of procedural justice may also influence perceptions of systemic justice. Procedural justice refers to the perceived fairness of the procedures used to distribute outcomes (Tyler, 1987; Beugre & Baron, 2001) Perceptions of systemic justice may also be influenced by how fair individuals are in their interactions with one another. The concept of interactional justice examines how individuals are treated informally inside an organization when policies and procedures are carried out. The term "style" is used to describe the manner in which distributions are created and proclaimed, as well as the way in which institutionalized norms are enforced when referring to interactional justice. (Greenberg, 1993; Beugre & Baron, 2001)

For instance, evaluation of teachers should have several primary goals, the first of which is to cultivate and improve the teachers' knowledge, skills, and talents; the second is to assist teachers in improving the quality of service they provide in schools; and the third is to ensure that teachers are appropriately carrying out their responsibilities. The evaluation of a man's contribution and expertise is one of the most emotionally taxing responsibilities in the corporate world. The performance review procedure gets in the way of this evaluation. (Thompson and Dalton, 1970)

18 The three primary components of distributive justice, procedural justice, and interactional justice are employed as independent variables in the performance appraisal method, with job satisfaction of an employee acting as the dependent variable. (Umair et al.,2016). Adams theory also discusses three justices for perceived fairness, which are:

- 2 i. Distributive justice: Focuses on the perceived fairness of the appraisal rating or outcome received in relation to the actual work performed.
- 2 ii. Procedural justice: Involves giving employees knowledge of the appraisal system and how it affects them well ahead of any formal appraisal.

- iii. Interactional justice: ² interactional justice refers to 'people's concerns about the quality of interpersonal treatment they receive during the enactment of organizational procedures.

Therefore, if all three perceived justices are implemented all together, it will create a harmonious and positive workplace where many of the employees can thrive and do better. ⁵ Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Akampurira, 2010).

Employee feedback and performance of teachers has been examined in varying degrees; performance appraisal results can be used to motivate, direct and develop subordinates (Lutheran, 2011). While Omoeva and Gale (2016) ¹⁸ also stated that performance appraisal can be a primary source of information and feedback for employees, which is the key for their future ⁸ development. Feedback also promotes engagement because it fosters learning, which increases job competence and the likelihood of being successful in achieving one's work goals (Singh & Rana, 2014).

The criteria for performance assessment that are applicable to contingent instructors need to also be included into the criteria that are ¹⁰ used to evaluate the performance of teachers in order to ensure that the business is run in a fair and equitable manner. If what we're trying to do is effective, then the method of staffing based on performance will be fair for all of the people who are participating in the process (Dandalt & Brutus, 2020). By allowing teachers be a part of the creation of performance appraisal forms, or even by allowing teachers conduct performance evaluations it will show the teachers that they are being treated fairly.

2.4 Underpinning Theory

This section will discuss on the selected theories in understanding the variables chosen in this study.

2.4.1 Theory of Job Engagement

An employee's degree of engagement in their work is a measure of how much they value their employment and feel personally invested in the success of the company. (Kahn, 1990).

In other words, Kahn believes that a person will be more engaged in their jobs if they see that their wants and needs align with what the organization can offer. If the organization can offer a good salary with many benefits or something simple as positive reinforcement , the employee will be more engaged in the execution of the job duties.

Moreover, the engagement theory model is comprehensive because it explains to what extent a worker is ready to be engaged in their duties, it also discusses and explains in detail what it takes for an individual to be ³¹ fully engaged in their duties. Increasing personnel engagement has been found in a range of studies to have a favorable effect on a company's bottom line. Despite this, the vast majority of corporate companies have been unable to successfully use interaction channels (Kumar, 2021)

⁶⁰ Without a shadow of a doubt, one of the most important goals of the Human Resources department and the whole firm is to ensure that workers are actively involved in the operations of their companies. Greater organizational growth is the consequence of several factors, including

the performance of engaged people, the accomplishments those employees achieve, the personalities of those individuals, and the ways in which they do their work. Participation might take place on a number of different levels, such as the organizational, task, individual, or team level (Kumar, 2021). A proficient educator is not only expected to impart knowledge effectively but also to undertake additional responsibilities such as monitoring ethical conduct and maintaining discipline in the classroom, motivating students, and managing student-teacher interactions in a constructive manner. Time management is also a crucial aspect of a teacher's role (Siddique et al., 2022)

Employee engagement begins with an individual's workplace experience and is often a personal choice that cannot be pushed or mandated by management. It is only applicable to people on an individual level, not to businesses or other organizations. Thus, employee engagement is a term that refers to individuals rather than groups at the level of the company. Moreover, ³⁴employee engagement refers to a dynamic, work-related psychological state that encompasses a worker's perceptions, feelings, and actions. High levels of energy and interest in one's work are the hallmarks of workplace excitement. Therefore, involvement may be felt on an emotional level, understood on a cognitive level, and shown via activity on a physical one (Sun & Bunchapattanasakda, 2019).

Kahn's job engagement theory has been used in some research to measure the engagement of employees. Kahn believed that if an employee feels that their emotional, mental and physical align with the organizations vision and mission they are more determined to go the extra mile and will execute their job duties in a positive manner. In engagement, organization members harness

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their full selves in active, complete work role performances by driving personal energy into physical, cognitive, and emotional labors. Engagement is observed through the behavioral investment of personal physical, cognitive, and emotional energy into work roles (Siddique et al., 2022).

Moreover, people who are engaged in their roles are defined by researchers as being in the moment, present, aware, empathic, connected, integrated, and focused. When workers see that they are being treated fairly, their confidence and motivation in the workplace rise. This is why it's important to include workers in defining objectives (Kahn, 1990). Kahn's idea of engagement, which he defines as 46 the allocation of personal resources to role performance and the intensity and persistence with which those resources are deployed, is motivating since it focuses on how people choose to put forth their best efforts in their roles (Kahn, 1990).

Furthermore, A proficient educator is not only expected to impart knowledge effectively but also to undertake additional responsibilities such as monitoring ethical conduct and maintaining discipline in the classroom, motivating students, and managing student-teacher interactions in a constructive manner. Time management is also a crucial aspect of a teacher's role. (Siddique et al., 2022). In understanding the relationship between the perceived evaluation fairness and employee engagement, employees will be engaged and continuously engaged if they are persistently treated fairly, their investment have been compensated, treated and implemented fairly.

2.4.2 Equity Theory

According to the Equity Theory (Adam's equity theory) it clarifies that the method by which a worker evaluates whether management decisions are justifiable or not. People evaluate the fairness of their treatment depending on how others who are similar to them are treated. The equity theory proves that the perceived fairness does matter, if the employees believe that they are being treated unfairly they start to distrust the organization and the management, which then in return will lead to less motivated employees.

Equity theory claims that it is the perception of equity and inequity. ³⁹ A worker assesses the ²⁷ inputs and outputs ratios for his or her position. A worker who notices injustice will take action to make it right. It's possible that the worker will work less efficiently or do their task of inferior quality. (Zawahreh & Madi, 2012)

Subsequently, the notion of equity provides a thorough framework for analyzing the fairness that exists in the workplace. When employees are made aware of this reality, it increases the likelihood that their efforts will deliver the intended results. When we discuss the "input" of employees, we are referring to the amount of time, effort, and skill that they provide to a certain endeavor. When it talks about production, it is talking about the money, recognition, and prospects for promotion that people gain in return (Al-zawahreh & Al-Madi, 2012).

Additionally, since previous studies have shown ²⁹ that teachers are the individuals who are most affected by the results of performance evaluations, it is essential to inquire about the instructors' perspectives on the prerequisites for evaluations (Dandalt & Brutus, 2020). Educators are the ones who require evaluation fairness and see great importance in being treated fairly

because they always have high standard of being fair towards their own students, therefore the demand for fairness in assessment among teachers is very crucial.

According to the central principle of the equity theory, people assess the fairness of their treatment based on how their peers are being treated whom are similar to them and in the same field. If teachers perceive that they are being treated and evaluated fairly they will perceive the evaluation process as fairly done, however if teachers do not believe that they are being treated fairly they will not perceive the evaluation process as fairly done.

Hence, it will affect their job performance because they will be disengaged. ³ People exhibit engagement when they become physically involved in tasks, whether alone or with others; are cognitively vigilant, focused, and attentive; and are emotionally connected to their work and to others in the service of their work (Kahn, 1990). In understanding the relationship between the perceived evaluation fairness and employee engagement, employees will be engaged and continuously engaged if they are persistently treated fairly, their investment have been compensated, treated and implemented fairly.

2.5 Relationship between Perceived Evaluation Fairness and Job Engagement

⁶⁴ Initially, it has been discussed all over the world that the relationship between evaluation fairness and job engagement among teachers go hand in hand together. Teachers, especially are one of the most affected in their engagement level compared to another academician level due to the nature of autonomy that seems to be weak and ineffective (Salter & Tett, 2022). When

workers have faith that their employer will appreciate their efforts and treat them equally regardless of whether or not they succeed in their tasks, they feel more at ease in their work environment (Gupta & Kumar, 2013).

According to a Jayus et al. (2021), the concept of distributive justice does not have a significant influence on the level of engagement shown by teachers. There is no correlation between interaction justice, procedural justice, and teacher participation, nor is there a correlation between distributive justice and successful teaching. Despite this, there is a clear correlation between the fairness of the interactions and the engagement of the teachers. The instructors' performance was only little affected by the procedural fairness of the evaluation process. There is a significant correlation between the interactional fairness of a teacher and the effectiveness of their teaching (Jayus et al., 2021).

However, organizational fairness has implications for both employees' economic well-being as well as their psychological health by satisfying many socioemotional needs in the workplace, which later can result in the implication towards engagement (Hassan 2013). Employees must perceive that their appraisal as fair in order for them to express themselves cognitively, physically and emotionally during delivering their job at work (Latham, 2005).

Furthermore, many different articles from different parts of the world have been published such as Africa, Asia and Europe. If employees feel that they are being evaluated fairly and the guidelines for the evaluations are clear and understandable, the employees will increase their job engagement, hence, their job performance will increase as well. Towards developing and

sustaining a good education quality, its highly crucial to understand what elements that can enhance academician engagement and this will be useful for the related stakeholders to investigate what is working well and what isn't fully effective in their own practice (UCET, 2009).

Similarly, it is believed that a good evaluation process and proper feedback can help with employees engagement and help them grow more professionally. Just like teachers are evaluating their students' progress and help them enrich their knowledge, skills and ability, it is vital that teachers get the same help in order for teachers to enrich their knowledge further and get the help they need to develop more professionally. Kahn believed that by allowing employees be a part of the goalsetting process it will show the employees that they are being treated fairly which then in return will boost their confidence and job engagement (Kahn,1990).

Briefly, the fairness that implemented in the appraisal process in any public or private organization is a vital indicator, weather to see improvement or dissatisfaction among the employees, which later resulted in their engagement, performance and development (Ryu, Geunpil, Hong & Sung-Woo, 2019). Hence, the level to which a worker is interested in, satisfied with, and thrilled about their job is referred to as employee engagement, and it is measured in terms of the percentage of time spent working. An employee has to be questioned about the resources that are available to them, the new skill-learning opportunities that are out there, the relevance and significance of their work, and the usefulness of their interactions with their supervisor so that this may be evaluated. (Sudibjo, & Bernarto, 2017).

2.6 Research Framework

5 CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

13 The methods used to perform this study will be detailed in this chapter along with the research design, population, sampling, research instrument, data collection method, and data analysis.

3.2 Research Design

The research design is the altogether research strategy that describes how the research questions will be addressed. Surprisingly, professionals consider research design as the glue that ties the study project together. Furthermore, they argue that the proper research design aids in providing structure and direction to the research, resulting in positive outcomes (Jaiswal, 2022). 32

The cross-sectional research design is one of the most common and widely used study types. This method is widely used for making inferences about possible relationships, or for gathering preliminary data to facilitate further research and testing (Cherry, 2022). The study will

be carried out using a quantitative method, which will give primary data from the target population in accordance with the matter in question.

Commented [yf9]: Need to explain more.

3.3 Respondents/Population/Sample

This study will involve the primary and secondary teachers in Sulaymaniyah. The research will take place at 3 private schools, and they are; the British international school of Sulaymaniyah primary and secondary, WISE private school primary and secondary and Xawn private basic school which only has primary stage. The population is 300 teaching staff, and the sample obtained 169 respondents (Krejcie & Morgan, 1975)

Both primary and secondary school teachers in Sulaymaniyah has been chosen as the respondent dur to the fact that the limited number of sample and the difficult cooperation given by those personnel in answering the questionnaire, besides, Sulaymaniyah is a small state. In order to avoid lack of data, both primary and secondary school teachers are selected.

Table 3.1

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Population of the study

From the total population of 300 teacher, the sample that will be chosen is 169, as based on the Krejcie and Morgan (1975).

3.4 Sampling Techniques

The sampling technique that will be used for this research paper is simple random sample because this will give everyone an equal chance to be selected (Sekaran & Bougie, 2016). The population sample will be primary and secondary teachers in Sulaymaniyah.

3.5 Data Collection Procedures

The process of gathering information or resources in preparation for more research is known as data collection. This study will use quantitative data gathering techniques, with quantitative data being obtained through the sharing of questionnaires. As a result, surveys will be employed as a way to collect primary data, it will subsequently be utilized to respond to the study's research questions.

Once the instrumentation has been validated, permission letter shall be obtained from both, Qaiwan International University and primary and secondary schools. Once the approval is obtained, the process of questionnaire distribution will start. The questionnaire will be sent out to the teaching staff at some schools in Sulaymaniyah via email. The questionnaire will be written in English.

Relatively, the answered questionnaire will be collected after 2 weeks approximately, depending on the availability of the teachers. Significantly, all the answered questionnaires will be treated as private and confidential.

Commented [yf10]: Explain the way you collect the data from respondent. For example, you use by google form or give the questions by physically

3.6 Research instruments

The instrumentation for perceived evaluation fairness and job engagement will be adapted from Beugre and Baron (2001) and Rich, Lepine & Crawford (2010) respectively. Questionnaire that will be prepared will be using the Five (5) Likert Scale (from 1; strongly disagree, 3; neutral and 5; strongly agree) which is reliable to be adapted as it is not too short and too long to be implemented (Leung, 2011).

According to Beugre and Baron (2001), the reliability value (Cronbach alpha) obtained for this instrument is 0.92, and this item been classified as reliable, as it is greater than 0.7 (Sekaran & Bougie, 2016). Additionally, for the job engagement, the reliability reported to be 0.94. which also indicates that the questions are reliable to be used in this study. Table 3.2 below presented the questionnaire structure and the item that will be adapted in this study:

Table 3.2

Adapted Questionnaire

3.7 Pilot Study

Besides the reliability value that obtained from the previous research, the pilot study is being conducted in ensuring that the questions that will used for the research is well comprehended and checking again the reliability of the instrumentation. The pilot study currently being conducted upon minimum 15 lecturer in Qaiwan International University which the job characteristic is the same as secondary and primary teachers in Sulaymaniyah.

Commented [yf11]: Why use the lecturer? Should be find from the primary and secondary teachers.

What is the scope job for them? Have you explain before??

3.8 Data Analysis

As to organize and assess the collected raw data in order to respond to the predetermined study questions, SPSS is utilized. Descriptive analysis and Pearson's correlation will be utilized to investigate and evaluate the relationship between perceived evaluation fairness and job engagement.

3.8.1 Descriptive Analysis

In fulfilling research objective 1 and 2, mean score analysis will be deployed. Descriptive analysis assisted in characterizing the attributes of individuals, events, or circumstances, as well as allowing the researcher to have a better understanding of the variables and features included in

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the study (Sekaran & Bougie, 2016). Table 3.3 indicates the mean level based on the score obtained from the descriptive analysis, where a score of 1.00 to 2.33 is regarded low, a score of 2.34 to 3.67 is considered moderate, and a score of 3.68 to 5.00 is considered high.

Table 3.3

Frequency Mean Analysis

Source: Zikmund, Babin, Carr & Griffin (2010)

3.8.2 Correlation Analysis

In fulfilling the research objective 3 and answering research question 3, correlation analysis will be deployed in determining the relationship between perceived evaluation fairness and job engagement. Correlation approaches aid in determining the significance, consistency, and direction of the independent variables (perceived evaluation fairness) and dependant variable (job engagement).

Correlation coefficients can vary from -1.00 to 1.00, with 0 indicating that there is no link between the variables. The correlation value of 1.0 indicated that the link had an ideal positive correlation, whilst the correlation value of -1.0 indicated that the connection had an optimal negative correlation. Correlations of 0.01 to 0.09 indicate extremely low correlation, 0.10 to 0.29 indicate low correlation, 0.30 to 0.49 suggest moderate correlation, 0.50 to 0.69 indicated good correlation, and 0.70 or 1.00 indicated very high correlation.

Table 3.4

Interpretation of Strength (Correlation)

Source: Pallant (2013)

Summary of data analysis as follow:

Table 3.5

Data Analysis Method aimed at Research Objective

Research Process	Analysis Technique
Pilot Test/Instrumentation Reliability	Reliability Test
RO 1: To determine the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah	Mean Score Analysis
RO 2: To determine the level of job engagement among primary and secondary teachers in Sulaymaniyah	Mean Score Analysis
RO 3: To examine the relationship between perceived evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah.	Pearson Correlation Analysis

3.9 Summary

This chapter gives the reader insight on the methods used to conduct the research methodology, the sampling material, and data analysis methods, the targeted sampling are primary

and secondary teachers in Sulaymaniyah city in Kurdistan, Iraq. A survey questionnaire will be sent out, furthermore, SPSS 25 will be used for data analysis. The analytical approaches that are used are descriptive analysis and correlational analysis for this quantitative research

5 CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter presents the findings of a study titled "The Relationship Between Perceived Evaluation Fairness and Job Engagement: The Case of Primary and Secondary Teachers in Sulaymaniyah." The data was analyzed using the SPSS statistical package for social science. The study's data was obtained from a questionnaire designed to align with the study's objectives and completed by engineers. The researcher conducted descriptive analysis on the demographic section, as well as on the independent and dependent variables. The relationship between these variables was examined using both descriptive analysis and Pearson's correlation. This chapter's analysis was conducted in accordance with the objectives outlined in chapter one of the study.

4.1 Response Rate

The data used for this research is collected from three (3) schools in Sulaymaniyah through the distributions of adapted questionnaire. The population is 300 teaching staff, and the sample obtained 169 respondents (Krejcie & Morgan, 1975). Conversely, from 169 distributed

questionnaire, only 58 (32%) respondents returned the questionnaire. The response rate is considered as low, however, due to the fact that this is the first time research has been conducted upon the teachers in these schools, it is understandable why the response rate is low. As for the mail questionnaire, it is always expected the response will be low and a 30% rate is acceptable (Sekaran & Bougie, 2016).

4.2 Reliability Analysis

Based on Pallant (2020), the reliability statistic over 0.7 is reliable and adoptable. In the present study, the Cronbach's Alpha for independent variable, perceived Evaluation Fairness, is 0.950 and for the dependent variable, Job Engagement, is 0.907. The result is very good and

4.3 Demographic Analysis

The demographic analysis is a crucial component of the data analysis chapter. These data can yield diverse results for the researcher. This research's data consists of 58 primary and secondary teachers in Sulaymaniyah. Based on section A in the questionnaire, the demographic data consists of age, gender, education level, marital status, years of experience, and school level. The researcher utilized a frequency table to analyse the data in this section.

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4.3.1 Respondents' Gender

Table 4.2 show the frequency of respondents' gender in Sulaymaniyah. There are two categories of gender which are female and male. The number of female teachers is 41 employee (71%) while the number of male teachers is 17 (29%). The study's results indicate that the vast majority of respondents were female, which amounts to 70.7%.

4

4.3.2 Respondents' Age

Table 4.3 shows the frequency of respondents' age in the primary and secondary teachers in Sulaymaniyah.

Primary and secondary teachers in Sulaymaniyah, most respondents are at the ages between 28-33 which had 22 votes for each (38%). Followed by respondents at the age 23-27 which is 16 employees (28%). While the respondents at the ages 43-47 and above 48 are both just 1 employee for each and the percentage for both (2%). Also, the respondents the 18-22 which is 5 employees (9%). Then the respondents at the age 33-37 which is 9 employees (16%). Finally, the respondents at the age 38-42 are 4 employees (7%). From the findings it can be concluded that 28-32 years had the highest response rate, whereas 43-47 and above 48 had the lowest response rate among teachers.

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4.3.3 Respondents' Education Level

Table 4.4 shows the frequency of the respondents' educational levels. In this research, there are three types of educational levels which are Bachelor's, Master and Ph.D. The employees with bachelor's are 50 (86%) and master is 7 (12%) then with PHD degree is 1 (2%). 86.2% concludes that most of the employees have bachelor's degree.

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4.3.4 Respondents' Current Marital Status

Table 4.5 shows the frequency of the respondents' Marital Status. In this research, there are four types of marital statuses which are Single, Married, Divorced and Widowed. There are 24 (41%) single teachers, and 31 (54%) married teachers, then there are 2 divorced teacher and only 1 (2%) Widowed teacher.

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4.3.5 Respondents' Years of Experience

Table 4.6 shows the frequency of the respondents' work experiences. This research shows that most respondents have one to three years of experience 21 (36%) followed by four to six years of experience 17 (29%) then we have seven to nine years of experience 8 (14%) and we also ten to eleven years of experience 9 (16%), above 13 years is 3 (5%). So it can be seen that more than 50% of employees have less than 6 years of working experience.

4.3.6 Respondents' School level

¹³ Table 4.7 shows the frequency of the respondents ' School level'. ⁵ In this research, there are two types of school level primary and secondary. The frequency for the teachers that are working in primary is 34 (59%) and the 24 (41%) teachers are working in secondary.

4.5 Descriptive Statistics (Mean Score Analysis)

Descriptive statistics, specifically mean score analysis, is a critical component of ⁵⁷ data analysis. This study employs descriptive statistics to summarize and support the research findings through the use of illustrative data. Mean score analysis facilitates the attainment of research objectives. The following subsections will present and analyse a detailed mean score analysis. The mean score analysis is conducted in fulfilling research objective 1 and research objective 2.

4.5.1 Objective 1: To determine the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah

Based on Table 4.8, the mean score of the independent variable, Reward Management, is (3.4923) which is considered to be moderate according to Zikmund, Babin, Carr & Griffin (2013). So, it concludes that perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah is moderate. Furthermore, question sixteen which stated "I am treated with respect

and dignity in this company” has the highest mean score of 3.36 with a standard deviation of 1.224. however, question seven which stated “I am fairly rewarded, considering the level of stress in my job” has the lowest mean score of 2.07 with a standard deviation of .971.

Table 4.8: Descriptive Statistic of Perceived Evaluation Fairness

4.5.2 Objective 2: To determine the level of job engagement among primary and secondary teachers in Sulaymaniyah.

Based on Table 4.9, the mean score of the dependent variable, Job Engagement, is (4.1948) which is considered to be high according to Zikmund, Babin, Carr & Griffin (2013). So, it concludes that job engagement among primary and secondary teachers in Sulaymaniyah is high. Also, questions two and three have the highest mean score which is 4.45. Question two which stated “I devote a lot of energy to my job” has a mean score of 4.45 and a standard deviation of .776, whereas, question three which stated “I try my hardest to perform well on my job” with a mean score of 4.45 but with a standard deviation of .841. Question six which stated “I feel energetic at my job” has the lowest mean score of 3.79 with a standard deviation of 1.039.

Table 4.9: Descriptive Statistic of Job Engagement

4.6 Pearson Correlation

This study is being conducted in fulfilling research objective 3. In this study, Pearson correlation analysis has been conducted targeting to know the correlation between the independent and the dependent variables correlation between the independent and the dependent variables which are Perceived Evaluation Fairness and Job Engagement among primary and secondary teachers in Sulaymaniyah. This correlation, helps fulfilling and supporting research objective three in the present research.

4.6.1 Objective 3: To examine the relationship between perceived evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah.

Based on Table 4.10, the results show that there is a low relationship between Perceived evaluation fairness and Job Engagement ($r = 0.204$). So, according to Pallant (2020) the relationship between Perceived Evaluation Fairness and Job Engagement is considered to be low ± 0.10 to ± 0.29 .

1 4.7 Summary

This chapter presents the findings of the study. This chapter presents the results of descriptive statistics, reliability testing, and Pearson correlation analysis. These methods were used to determine the relationship between perceived evaluation fairness and job engagement, which is the focus of this study.

Table 4.11: Summary of the Findings

CHAPTER FIVE

CONCLUSION & RECOMMENDATION

5.0 introduction

This chapter aims to present the study's findings and suggest areas for future research. The data analysis results will be thoroughly discussed. Limitations and recommendations are offered to enhance future research.

5.1 Discussion

This chapter extensively discussed the study's findings, which were aligned with the objectives and substantiated by the relevant characteristics and theories from the literature review. This chapter's data analysis is divided into three study objectives: examining Perceived Evaluation Fairness and Job Engagement levels and examining the correlation between PEF and job engagement.

5.1.1 Objective 1: to determine the perceived evaluation fairness among primary and secondary teachers in Sulaymaniyah.

The initial objective of this research is to ascertain the extent to which primary and secondary school educators in Sulaymaniyah perceive evaluation fairness. The research conducted has led to the determination that the level of implementation of PEF practices in schools located in Sulaymaniyah, Iraq is moderate. The findings indicate that there has been a gradual improvement in perceived assessment fairness methods within the educational sector. This suggests that individuals employed in this industry hold a moderate perspective of PEF.

Organizations in developed countries have been implementing perceived evaluation fairness. Developing countries, particularly in the Middle East, encounter challenges in implementing human resource management practices. These include the absence of a comprehensive evaluation system, disregard for the potential contribution of human resources

departments, and the influence of wasta, a form of nepotism, on human resource-related decisions (Twal, 2021).

5.1.2 Objective 2: to determine the level of job engagement among primary and secondary teachers in Sulaymaniyah.

The research conducted for the second aim reveals that the level of work engagement exhibited by elementary and secondary school teachers in Sulaymaniyah, Iraq is notably elevated. The aforementioned assertion can be substantiated by a range of potential justifications that could elucidate the mean degree of engagement in the educational domains within Sulaymaniyah.

The findings concluded a high level of job engagement among primary and secondary teachers. Teachers are very intrinsically motivated and engaged in their jobs, hence, the level of job engagement scored high.

5.1.3 Objective 3: To examine the relationship between perceived evaluation fairness and job engagement among primary and secondary teachers in Sulaymaniyah.

The third objective of this study is to examine the level of engagement exhibited by elementary and high school educators in Sulaymaniyah, as well as the correlation between Professional Empowerment Factors PEF and job engagement. Based on the available data, the correlation between PEF and JE appears to be low.

Educators who are actively involved in their profession are more proficient in fulfilling their duties within the academic environment. The individuals demonstrate devotion, commitment, and immersion towards their tasks, which enhances their overall proficiency.

5.2 Recommendation

This section is going to provide recommendations for future studies on PEF and job engagement, as well as recommendations for organizations.

5.2.1 Recommendation For Organizations

1. For perceived evaluation fairness process it could be argued that a crucial consideration for corporations is to recruit principals who possess expertise in instruction, and to deploy their most effective evaluation personnel across multiple schools in the role of full-time instructional leaders or coaches. The optimization of teacher and instructional specialist pairing within school districts could be facilitated through the allocation of resources towards the employment of evaluators or coaches in a full-time capacity. This investment would enable the districts to leverage the expertise of these professionals in the same subject matter and grade level, thereby enhancing the quality of instruction. (Kraft & Christian, 2021)
2. For job engagement it is imperative that school principals engage in professional development initiatives aimed at enhancing their leadership competencies. The implementation of effective leadership strategies ensures the involvement of educators in the decision-making procedure and the preservation of transparent channels of communication. Consequently, this will augment the instructors' motivation and cultivate positive perceptions of their respective profession.

It is advisable for policymakers to initiate collaborative efforts with private educational institutions and the wider community to improve the quality of school infrastructure and optimize the allocation of resources, thereby fostering an improved teaching and learning milieu. This will serve to strengthen the external factors that contribute to the job satisfaction of educators. Establishing partnership programs with parents and delineating their respective roles can offer teachers increased assistance and alleviate their individual workload (Baroudi et al., 2020).

5.2.2 Recommendation For Future Studies

1. Despite the increasing amount of research being conducted to comprehend the mechanics that underlie this behavior, the contexts in which it arises, the rationales that drive its widespread adoption, and the consequences that ensue, less attention has been devoted to identifying a solution to this problem. Although, certain scholars have endeavored to offer practical recommendations on how to address waste with the aim of hindering its increase and disrupting its methods of operation.
2. The study's results indicate that further investigation is necessary to examine the correlation between work satisfaction and intrinsic values in low socioeconomic countries, along with other factors that could potentially impact these factors, such as teachers' self-efficacy and autonomy.

5.3 Conclusion

The primary objectives of this study are to examine the perceive evaluation fairness practices and employee engagement levels among primary and secondary school teachers in Sulaymaniyah city. Furthermore, the objective of this investigation was to examine the correlation between PEF and employee. The findings indicated a low relationship between PEF and JE, this can be because teachers have very high intrinsic level toward their jobs even if the perception of evaluation fairness is low. Teachers have to be very engaged in their jobs and their daily tasks and duties. This means that even when teachers don't perceive evaluation as fairly done they still have high level of engagement due to the nature of their job.

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