

Enhancing Employee Performance in Sindh's Higher Education Institutes: The Role of Commitment, Involvement and Appraisal

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Abstract

Enhancing employee performance involves setting clear expectations and providing continuous feedback. It is essential to create a positive workplace. This study creates the necessity of performance appraisal activities to improve employee performance and achieve organizational goals. It investigates the impact of performance appraisal on employee performance in Higher Education Institutions (HEIs) in Sindh, Pakistan. Structural Equation Modeling (SEM) was employed using SmartPLS to analyze the relationships between variables. It includes Performance Appraisal, Organizational Commitment, Job Involvement, and Employee Performance. A sample of 127 participants was selected from various HEIs in Sindh, Pakistan. The findings reveal a significant mediating effect of organizational commitment and job involvement on the relationship between performance appraisal and employee performance. On the other hand, effective performance appraisals enhance employee performance when supported by strong organizational commitment and job involvement. It includes recommendations that hold valuable knowledge and implications for executive bodies and policymakers of HEIs.

Keywords: Performance Appraisal, Employee Performance, Organizational Commitment, Job Involvement, Higher Education Institutions.

Introduction

Performance appraisal systems are often designed to evaluate employee performance and explore training needs (Yandi & Havidz, 2022). In the presence of strong commitment between organizations and employees, these appraisals can significantly improve employees' performance (Ridwan et al., 2020; Soomro & Hafeez, 2020). A strong employee workforce often requires the careful consideration of performance appraisals. (Memon et al., 2020; Pepple & Ambilichu, 2024). Scholars suggest that organizational commitment and job involvement are the crucial elements. Kiran et al. (2022) argue that it refers to an employee's attitude toward their job. Scholars suggest that organizational commitment and job involvement are the important elements. Kiran et al. (2022) argue that it refers to an employee's attitude toward their job. It shows the employee considers their work integral to their professional identity. Hence, the job involvement and other

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associated factors, e.g., effective performance appraisal process, require further investigations (Soomro et al., 2023).

Several studies noted the relationship between different variables, such as job involvement, organizational commitment, and job performance. It is a critical factor in which a job becomes an important aspect for an individual. Organizational commitment and job involvement reflect how individuals connect with their roles. It is considered a fundamental part of their identity (Kiran et al., 2022). Performance appraisal practices with high levels of job involvement can improve organizational outcomes. Here, it shows a positive relationship between job involvement and job performance. Scholars argue that this relationship is under investigation in the HEIs of Sindh and requires further attention (Abdirahman et al., 2020).

Problem Statement

Involving employees can bring employees a sense of ownership and responsibility. It further brings commitment and high performance (Memon et al., 2020). Whereas, employee involvement in decision-making and organizational activities significantly impacts job satisfaction and performance (Soomro et al., 2023). Institutions, e.g., Colleges and Universities, etc., capacity largely depends on faculty performance. Improving faculty performance is a key priority for HEIs (Siddiqi et al., 2024). It may hold particular significance in higher education (Bashar et al., 2024; Kiran et al., 2022). Hence, it is evident that faculty members are vital in ensuring high-quality education in HEIs. The employee performance significantly influences the overall success of these institutions. Despite increasing interest in employee performance, there is still a shortage of empirical studies that specifically explore the factors affecting employee performance in higher education settings. Tashliyev (2023) argues that future studies can further deepen the understanding of employee performance in higher education settings. Performance appraisal systems can benefit faculty members and enhance the institution's overall success. In higher education, organizational commitment is shaped by various factors, e.g., leadership styles, workplace culture, and individual motivation. These factors are essential for promoting, sharing knowledge and improving overall employee performance (Zarkasyi, 2024). Siddiqi et al. (2024) argue that future research could integrate quantitative methods. It is to assess the effectiveness of performance appraisal systems. It might include surveys or statistical analyses to quantify the relationship between appraisal practices and faculty performance.

The mentioned investigations remain unexplored in the context of Sindh's higher education institutions. It highlights the need for further insight into how job involvement and performance appraisal are collectively linked to employee performance (Abdirahman et al., 2020; Memon et al., 2020). This study explored the mediating role of organizational commitment and job involvement among performance appraisal and employee performance in HEIs of Sindh. The study aims to examine the relationships and provide helpful information for HEIs on improving employee performance by implementing effective performance management practices. This study helped fill an essential void in the literature about performance appraisal in higher education and assisted Sindh HEI administrators and policymakers.

There are no research questions involved in this Hypothesis-Driven Research. Having well-defined hypotheses can be sufficient to guide the study (Creswell, 2014). Creswell emphasizes that hypothesis-driven studies typically state the objectives through the hypotheses. In this research, the objectives are clearly defined by the hypotheses. It helped maintain focus and reduce complexity. The below-given hypotheses aim to test the relationships and effects identified above, clarifying how performance appraisals influence employee performance HEIs

- H1.* Performance appraisal has a direct positive effect on employee performance in HEIs in Sindh.
- H2.* Organizational commitment mediates the link between performance appraisal and employee performance in HEIs in Sindh.
- H3.* Job involvement mediates the link between performance appraisal and employee performance in HEIs in Sindh.

Objectives

OB1: To understand the effect of performance appraisal systems on employee performances in Sindh HEIs.

OB2: To analyze organizational commitment mediating role between performance appraisal and employee performance in Sindh HEIs.

OB3: To investigate how job involvement influences the relationship between performance appraisal and employee performance in Sindh HEIs.

Literature Review

Performance appraisal system is a process designed to manage organizational performance in (HEIs). Memon et al. (2020) argue that there is a relationship between appraisal systems and employee job performance. It further reflects a direct impact on the quality of education and institutional outcomes. Bibi and Akhtar (2020) believed that faculty performance is linked to employee involvement during the appraisal process. Al-Jedaia and Mehrez (2020) argue that appraisal systems can enhance motivation and prove job performance. The conceptual performance appraisal system needs to function not only as an evaluative tool but also in a way that encourages employees to become more engaged with organizational goals. It ultimately will lead to better organizational outcomes (Loan, 2020; Yandi & Havidz, 2022).

In the context of organizational commitment, considerable empirical evidence suggests that, from an industrial psychology perspective, high levels of commitment are associated with improved job performance (Karoso et al., 2022; Park et al., 2022). It is particularly apparent and well-documented in academia (Tunio et al., 2021; Bibi & Akhtar, 2020). The literature shows that organizational commitment might mediate performance appraisals on job performance by affecting how employees respond to appraisal feedback (Setiawati & Ariani, 2020; Riyanto et al., 2021). An institution committed to the personal development of academic staff through fair and supportive appraisals will reinforce job performance (Jiatong et al., 2022; Nanjundeswaraswamy, 2023).

This study utilized job performance as one of the mediating variables. According to Akridi (2021) and Alcantara and De Los Santos (2015), Job involvement is a stronger sense of job identity due to a higher level of commitment rather than external rewards. Previous literature confirms that job involvement can also facilitate the effective implementation of performance appraisals. Higher job involvement can lead to more openness and motivation for employees receiving feedback (Al-Refaei et al. 2023; Silva et al., 2023). Job involvement is related to academia, where teachers are more intrinsically motivated by the jobs they like (Tunio et al., 2022; Ahmed et al., 2023). In addition, job involvement is an influential variable interacting with various other factors, such as Job satisfaction and organizational commitment, which enhances employee performance through a synergistic effect (Loan, 2020; Nanjundeswaraswamy, 2023). It further highlights the need to increase academic staff job involvement state to enhance performance appraisal effects.

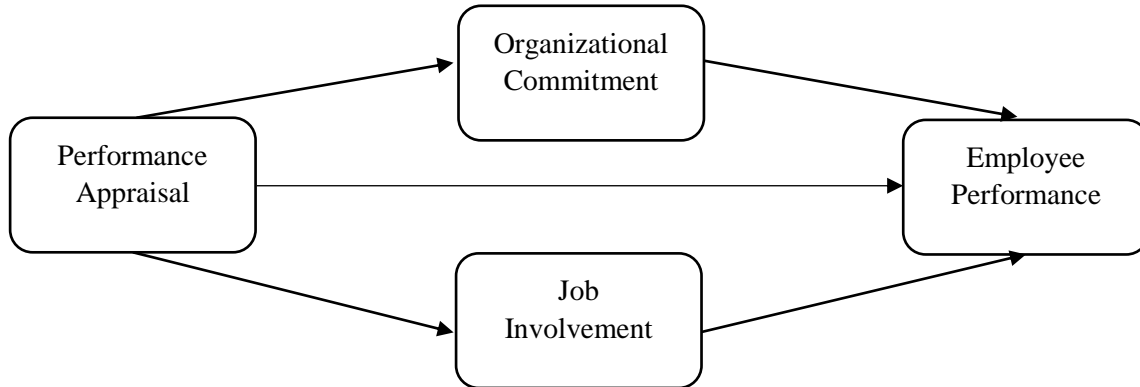
Committed employees and productive team members are very important for the success of any organization (Park et al., 2022; Riyanto, Endri, & Herlisha, 2021). Research has proven that

performance appraisals improve employees' commitment by delivering an honest perception and recognition, resulting in high job overall task performances (Memon et al., 2020; Al-Jedaia & Mehrez, 2020). This is particularly important in the academic sector, as committed faculty members are more likely to excel in research-based studies for their institutions (Tunio et al., 2022; Ahmed et al., 2023). In addition, a mediating role of employee commitment between leadership styles and organizational outcomes has been identified (Jiatong et al., 2022; Silva, Moreira, and Mota). The significance of the study is to compose a performance appraisal system in universities, including technical education and HEIs working as a semi-government, so that employee engagement can be increased among teachers, especially in public sector universities located in Sindh. Literature also highlights the interrelationship between job involvement and organizational commitment, particularly concerning the performance of academic staff working in Higher Education Institutions (HEIs) in Sindh. The degree of job involvement increases the level of organizational commitment and performance in that particular job (Loan, 2020; Karoso et al., 2022).

These performance appraisals help the employees feel acknowledged for their efforts or performances to improve job involvement and affect commitment level, increasing company-level performance, according to Setiawati & Ariani (2020) and Silva et al. (2023). HEIs are associated with job involvement variables such as respect, professional development opportunities, and fairness of appraisal process that have been verified by (Tunio et al., 2021; Shaikh et al., 2020). Furthermore, job involvement has been identified as a mediator of the relationship between performance appraisal fairness and job performance: employees who are satisfied with the appraisal process tend to perform better (Demir 2020; Yandi & Havidz 2022). This research signifies there is a relationship between performance appraisals and job involvement, which ultimately can make the academic workforce more committed, one of the indicators for turning in high-performing employees.

Similarly, one cannot deny the influence of all these factors on the effectiveness of performance appraisal systems in HEI sectors in Sindh. In some studies, job involvement and commitment also positively impact employee engagement, which results in better performance (Park et al., 2022; Jiatong et al., 2022). When appraisals are conducted formally, and training is provided, it helps staff develop and perform at their best. This process can significantly boost employee morale, motivating everyone to strive for excellence (Al-Refaei et al., 2023; Nanjundeswaraswamy, 2016). Formal appraisals in public sector universities have been demonstrated to greatly enhance the performance review and end up with faculty members with higher performance appraisals (Bibi & Akhtar et al., 2020; Tunio et al., 2022). Various studies have shown that the choice of leadership style within an organization is a key consideration for connecting increased and decreased management controls to effective employee appraisals, significantly impacting transformational leaders (Riyanto et al., 2021; Tortorella et al., 2021). In Pakistan, these variables are essential for enhancing the academic staff's job performance.

Therefore, when designing a performance appraisal system in any Higher Education Institution (HEI) in Sindh, it is important to explore this phenomenon through leadership, assuming that leaders can effectively guide their teams without interference or compromising quality. Moreover, figure 1 shows the conceptual Model explaining the relationship between performance appraisal and employee performance via the mediation effect of organizational commitment and job involvement.

Figure 1: The Conceptual Model

Methodology

This research employed a cross-sectional study design to investigate the perceptions and experiences of staff within higher educational institutions in Pakistan. This design was chosen for its ability to capture a snapshot of data simultaneously, allowing for the analysis of relationships between variables across different management levels. A sample of 127 participants were selected from various higher educational institutions in Pakistan. Hair et al. (2010) recommended a minimum sample size of 100-150 to conduct SEM analysis when the Model is not too complicated and has moderate effect sizes.

A list of high ranked institutes and universities was obtained from the Pakistan's Higher Education Commission (HEC). It was done to ensure the credibility of the findings from reputable and recognized institutions. Stratified random sampling was utilized to divide the population into subgroups based on management levels within the institutions. The stratification was crucial in ensuring that each management level was equally represented in the sample. The management levels include senior management, middle management, and operational staff. It helped facilitate an understanding of perceptions across different hierarchical levels. The quantitative data was collected through a structured, close-ended questionnaire.

To estimate and understand the relationships among variables, this study used SEM with Smart PLS. It helps in accessing how performance appraisals influence employee outcomes in HEIs in Sindh. For the variables, e.g., performance appraisal and employee performance, seven-point scale items were first adapted from Horsoo's study (2009). Secondly, Organizational commitment was measured using nine items from Allen and Meyer (1990). Lastly, job involvement was assessed using six items drawn from the research of Weng and Hu (2009). A seven-point Likert scale was employed for these items, which had response options ranging from strongly agree (1) to disagree (7) strongly.

Results

The Reliability of Scales

The results were derived from a survey conducted in HEIs across Sindh, Pakistan. Most participants were men, with an age range predominantly between 40 and 55. Additionally, 72% of the participants held master's degrees. The accuracy of the scales used in this study to measure the intended constructs was supported by strong Cronbach's alpha values, indicating good internal

reliability. The Performance Appraisal scored 0.823, Organizational Commitment scored 0.720, Job Involvement scored 0.781, and Employee Performance scored 0.823. These findings confirm the reliability of the scales employed in this research.

Table 1: Reliability analysis and central tendencies

Variable	Cronbach's Alpha	Mean	Std. Deviation
Performance Appraisal	0.823	0.389	1.27
Organizational Commitment	0.720	0.412	1.20
Job Involvement	0.781	0.393	1.24
Employee Performance	0.853	0.362	1.39

Additionally, each variable's mean value and standard deviation reveal a normal distribution, suggesting that respondents' opinions vary. The average mean for job involvement, organizational commitment, performance appraisal and employee performance are 0.389, 0.412, 0.393 and 0.362 respectively. It supports the validity of the data by showing that the findings are regularly distributed. Based on these findings, it can be said that the two scales used appropriately capture what they are meant to, and that the data gathered may in fact, aid in the necessary generalization across the desired constructs.

Factor Loading Analysis

Table 2 presents the outer loadings of the latent variables in detail. The factor loadings represent the regression weights or correlations between each latent variable and its observed variables, which must be evaluated as part of our assessment of the measurement model (Bagozzi & Yi, 1988). Based on the standards suggested by Hair et al. (2010), higher loading values (above 0.7) refer to a stronger correlation between the latent variable and its indicators. Hence, outer loadings contribute a meaningful verification of the quality and relevance of your measurement model since they show you how well each indicator reflects its respective latent variable (Khuwaja et al., 2014). The indicator values for Performance Appraisal (PA), Organizational Commitment (OC), Job Involvement (JI), and Employee Performance (EP) are generally substantial, according to Table 2's outer loadings. The performance appraisal indicators PA1, PA2, PA3, PA4, and PA5 loadings are 0.812, 0.761, 0.720, 0.733, and 0.792, in that order. The loadings for the markers OC1, OC2, OC4, OC5, OC6, OC8, and OC9 for organizational commitment range from 0.711 to 0.832. In that order, the indicators JI1, JI2, JI3, and JI6 in Job Involvement have loadings of 0.733, 0.812, 0.731, and 0.784. The loadings for employee performance are 0.800, 0.772, 0.720, and 0.794 for the indicators EP1, EP2, EP3, and EP4.

Table 2: Factor Loading Analysis: Outer loadings

No.	Items Code	PA	OC	JI	EP
1	PA1	0.812			
2	PA2	0.761			
3	PA3	0.720			
4	PA4	0.733			
5	PA5	0.792			
6	OC2		0.832		
7	OC4		0.810		

8	OC5	0.711	
9	OC6	0.724	
10	OC8	0.717	
11	OC9	0.802	
12	JI1		0.733
13	JI2		0.812
14	JI3		0.731
15	JI6		0.784
16	EP1		0.800
17	EP2		0.772
18	EP3		0.720
19	EP4		0.794

A value greater than 0.7 is considered as significant (Hair et al., 2016). Most of the indicators in this study have large loadings (Table 2), which suggests that they are highly related to their respective latent variables. Despite previously being determined, some of those factors including OC3, OC7, JI4, JI5 and EP5 were subsequently excluded from the final analysis as a result of their non-significant loadings. To stabilize the data, all other indicators are held constant before this adjustment so that they remain a strong and valid reflection of the constructs under study.

Validity and Reliability Analysis

Table No. 3 shows the Average Variance Extracted (AVE) values to evaluate the reliability of constructs in the study. The AVE is simply an assessment of how much variance in the indicators can be accounted for by your latent variable. For the AVE values are 0.5 to onwards have significantly extraction validity Fornell and Larcker, (1981). Hair et al. (2016) recommended an AVE value ≥ 0.5 as a rule of thumb for the significance of constructs in this study. Another critical parameter that Smart PLS calculates is discriminant validity, which examines the extent to which constructs are tapping into separate dimensions. It is assessed by checking the correlation coefficients between factors to ascertain their significant levels of differences (Hair et al., 2016). Results from the present study show that each construct demonstrates values of discriminant validity greater than 0.7, meaning these constructs measure unique properties and do not overlap in what they capture.

Table 3: Internal Consistency and Covariance

Variable	AVE	Divergent	Composite Reliability
Performance Appraisal	0.611	0.782	0.831
Organizational Commitment	0.574	0.758	0.746
Job Involvement	0.602	0.775	0.801
Employee Performance	0.686	0.829	0.871

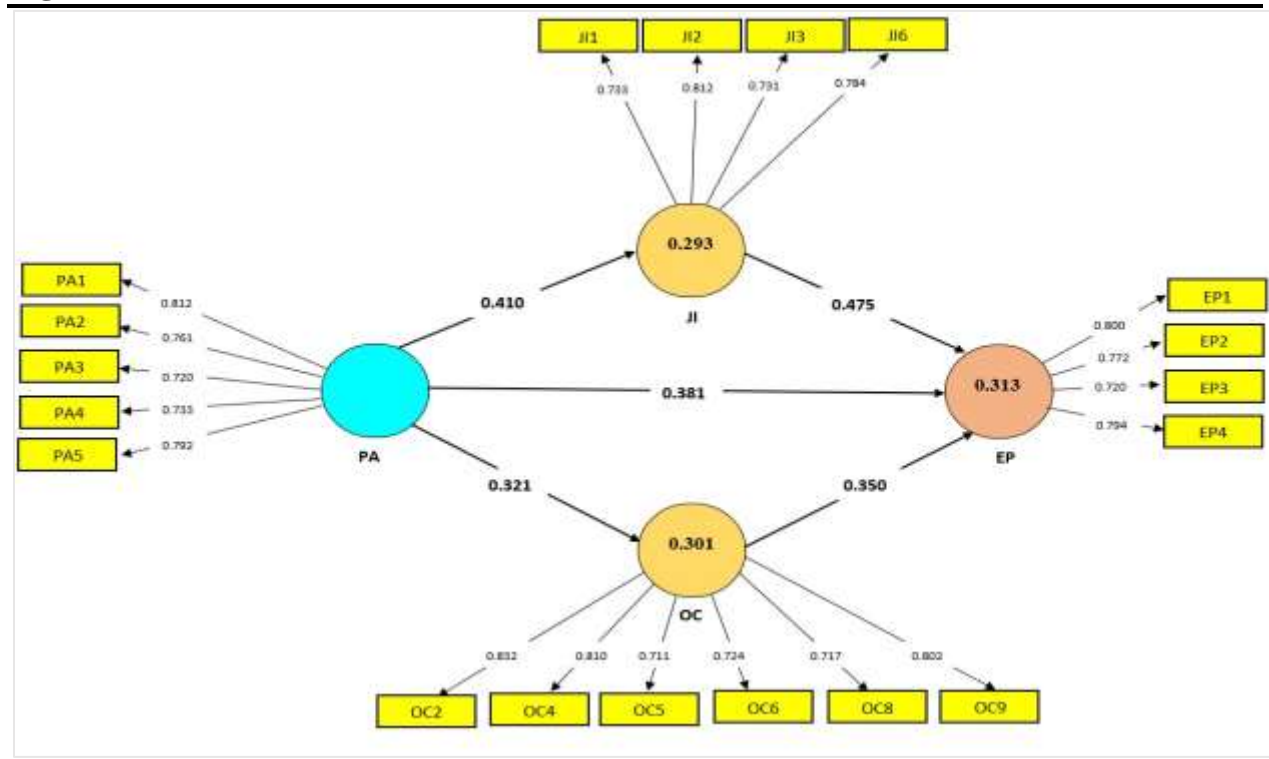
Composite reliability is said to be a measure of internal consistency and the extent to which multiple indicators tap into what should all be measuring at the same theoretical construct (Bagozzi & Yi, 1988). Shabayah et al. (2010) recommended that a CR value should be significant if it is more than 0.7 As indicated in table 3, the composite reliability values for all constructs are above this threshold: performance appraisal (0.831), organizational commitment (0.746), job involvement (0.801) and employee performance (0.871). These values confirm the reliability of

composite measures and provide some evidence that our indicators in this study, measure the same concept.

Measurement Model of the Study

Measurement models are important in SMART PLS analysis and are considered a fundamental component of Structural Equation Modeling because they provide reliability and validity to the measures used for the study (Hair et al., 2022). The measurement model used in this study is important to assess the capability of instruments reflecting performance appraisal, organizational commitment, job involvement, and employee performance constructs. It ensures that these measures correspond to the constructs they were designed to measure.

Figure 2: Measurement Model



Model Fit Test (R- Square and F- Square)

The model fit is shown in table 4 with R-Square and F-Square as reliability indicators for relationships between performance appraisal, organizational commitment, job involvement and employee performance within Higher Education Institutions (HEIs) of Sindh Pakistan. The R-Square values (representing how much variance in a dependent or mediating variable is captured by independent) and F-Square represent effect size and how strongly they are associated.

The mediator, "organizational commitment," has an R-squared value of 0.322, indicating that only 32% variance can be explained by the independent variables, so this also falls under moderate explanatory power. Similarly, the value of R-Square is 0.248 in the result for "Job Involvement," which means that the model explains the 24.8% variance about Job involvement was a moderate category. Finally, for employee performance, the value of R-Square is 0.313 (31.3% variance in

employee performance explained by the Model). According to both Cohen and Chin (1988), this is moderate.

Table 4: R Square and F Square Analysis (Model Fit Test)

Latent Variables	R Square	F Square
Performance Appraisal	--	0.421
Organizational Commitment	0.322	0.301
Job Involvement	0.248	0.293
Employee Performance	0.313	--

In addition, F-Square values for the latent variables help emphasize our variable's explanatory power. According to Cohen (1988), 'performance appraisal' has a large effect size, as F-Square=0.421. This implies that the Model is highly dependent on performance appraisal. Both "organizational commitment" and "job involvement," with F-Square values of 0.301 and 0.293, respectively, large to moderate effect sizes in this Model massively influence the overall findings. To summarize, R-Square indicates that the actual performance outcomes explain moderate variance in both dependent and mediating variables. The value of F-Square shows that the effect size is large enough, which means an independent variable performance appraisal strongly impacts organizational commitment, job involvement, and employee performance. Therefore, this investigation ensures the reliability and stability of the proposed model concerning performance appraisal via organizational commitment and job involvement in HEIs of Sindh Pakistan.

Path Coefficients Analysis

The Smart PLS coefficient analysis is conducted to clearly recognize and identify the inter-relationship amongst independent variables (performance appraisal) as well as dependent variables (employee performance), with mediation effects of organizational commitment (OC) & job involvement (employee). According to Hair et al. (2010), using the coefficient is important in indicating how big and which way each predictor variable is associated with the dependent one so research find out how much variance changes depending on when independent variables likelihood explanation of it. As presented in this study, the path coefficient analysis illustrates the power and importance of relationships between variables in a model. Hair et al. (2010) reported that in coefficient analysis, algorithms are rampant with functional mobility from given state to desired condition concurrently conserving exact problem-solving. Another key method is bootstrapping, which resamples the original data to estimate a statistic distribution within it, allowing for more reliable standard errors and confidence intervals (Hair et al., 2020).

Table 5: Path Coefficient Analysis

Hypotheses	Beta (O)	Sample Mean (M)	Std. Deviation (STDEV)	T Statistics (O/STDEV)	P Values
PA -> EP	0.381	0.231	0.040	9.525	0.006
PA -> (OC) -> EP	0.321	0.220	0.034	9.441	0.001
PA -> (JI) -> EP	0.410	0.221	0.035	11.714	0.004
Other Effects					
OC -> EP	0.350	0.223	0.041	8.536	0.001
JI -> EP	0.472	0.245	0.032	14.75	0.000

The results of the analysis indicate that there is a significant relationship between performance appraisal and employee performance. Moreover, the coefficient of beta is 0.381, and the t-statistic is 9.525, thus making PA affect EP very significantly because the p-value is (0.006) less than 0.05. Furthermore, when making the mediating effect of the organizational commitment between PA and EP, the coefficient of beta is 0.391, and the t-statistic is 9.089. Therefore, OC significantly mediates PA to EP, as the p-value is 0.001. For the mediating effect of Job Involvement, if PA is made to JI and then to EP; the beta is 0.410, and the t-statistic is 11.714, then it has significance to EP as well, thus indicating p-value 0.004 as less than 0.05. Moreover, the direct effects of OC on EP and JI on EP are also significant. The beta is 0.350 and 0.472, and the t-statistic is 8.536 and 14.75; therefore, OC and JI affect EP significantly as their p-values are less than 0.05. The analysis confirms the impact of PA on EP, and OC and job involvement play a significant role as mediators on the association of PA from EP. Since t-stat is high, and p is low, the Model works effectively while predicting EP for Sindh universities.

Discussion

This study provides evidence that performance appraisal affects employee performance both directly and through the mediating roles of organizational commitment, which fully mediates the effect of performance appraisals on job involvement. This statement explains the essential role of effective appraisal systems for boosting employee output as reflected in its direct effect on Employee Performance, beta = 0.381 and t-statistic=9.525 (p-value-0.006). This is consistent with what past research has shown; performance appraisals tend to remain positively related to certain outcomes for employees but only when they are perceived by these same individuals as fair and useful, which presumably would lead in enhanced job satisfaction or better performance (Ahmed et al., 2023; Pepple & Ambilichu, 2024).

The mediating effects of OCM and JOM with beta coefficients 0.321 and 0.410 confirm these factors' importance in Performance Appraisal--Employee performance linkage. Framework These studies pointed out that organizational commitment and job involvement were the mediation roles that strengthened the effect of performance appraisals on employee outcomes (Al-Refaei et al., 2023; Bashar et al., 2024). Consequently, the strong t-statistics and small p-values through all pathways reinforce these associations, reinforcing our overall argument that well-designed performance appraisals enhance both direct and indirect commitment at Higher Education Institutions in Sindh (Pakistan).

Response to Research Objectives

OB1: *Responding to OB1*, the study's t-statistic of 9.525 (p-value = 0.006) and a beta of 0.381 demonstrate a direct relationship between performance appraisal and employee performance. These figures demonstrate how crucial efficient appraisal procedures are to raising worker productivity.

OB2: *Responding to OB2*, With a beta coefficient of 0.321, the results clearly show that organizational commitment completely mediates the impact of performance reviews on work participation. It shows the role of corporate commitment in tying employee success to performance reviews.

OB3: *Responding to OB3*, with a beta 0.410 coefficient, the results show that job participation plays a significant mediating function. The results showed two outcomes. Firstly, it sheds light on how important job involvement and organizational commitment are to performance appraisal. Secondly, job involvement increases the impact of performance on worker outcomes.

Implications

The results showed significant implications and improvements for management and policymakers in Higher Educational Institutions (HEIs) in Sindh. The performance appraisal systems can lead to increased employee task-based behavior. It also highlights the importance of investing in clear, unbiased, and supportive appraisal mechanisms. It can further evaluate performance and align individual goals with the institution's objectives.

The study further shows important mediators between the performance appraisal process and its outcomes, e.g., employee commitment and job involvement. This part can strengthen the positive effects of performance appraisals on overall employee performance. The appraisal systems may likely improve institutional performance by focusing on the above-mentioned elements. The findings further reveal important implications for human resource strategies (HRs). The higher education institutes can foster a more motivated and committed workforce. It can help policymakers in enhancing their effectiveness.

Future Directions

This study ended with a few limitations. The research is focused on HEIs. Future studies can extend this research by including a broader range of occupations and industries. It may include healthcare settings or corporate environments. Additionally, comparative studies across different cultures or regions would be valuable in examining how cultural differences influence performance appraisals and their mediating factors. This cross-cultural perspective could yield practical insights for adapting appraisal systems to fit diverse organizational contexts better. However, longitudinal research that tracks changes in employee performance over time due to implementing or modifying appraisal systems could offer deeper insights into how these practices interact to influence employee outcomes. Such studies would help establish a clearer causal relationship and identify best practices for optimizing performance appraisal systems across various sectors.

Conclusion

The study suggests that performance appraisal has a unique significance in enhancing employee performance in HEIs in Sindh provinces of Pakistan. Performance appraisal directly affects employee performance and has an indirect significant impact through mediating effects of organizational commitment and job involvement. The strong statistical support suggests that properly implementing performance appraisals can increase commitment and involvement, contributing to better employee outcomes. These findings underscore the importance of an appraisal structure to promote firm performance and provide implications from the strategic human resource management (SHRM) perspective for educational administrators who wish to direct worker behaviors toward maximizing output.

Recommendations

This study recommends that HEIs in Sindh establish and adopt performance appraisal systems to enhance organizational performance. It should be fair, easily understandable and supportive and aligned with the goals of each institution. Additionally, by providing training for appraisers through comprehensive and interactive programs can improve the perceived fairness. It can lead to improved job performance and satisfaction. Moreover, it is important to mitigate any potential negative effects and enhance favorable. To avoid such effects, it is recommended that institutions foster organizational commitment and job involvement. It involves developing a culture of commitments and strengthens the connection between appraisals and performance. Furthermore,

promoting job involvement can amplify this effect. Several other aspects such as performance feedback and rewards can also encourage positive behaviors and outcomes. The policymakers should consider above factors when designing HR strategies to build a motivated and high-performing workforce.

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