

THE MEDIATING EFFECT OF TRAINING ON THE RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE IN THE BANKING SECTOR

Hasan M. Tomizh ^{*}, Mohd Saiful Izwaan Saadon ^{**},
Aleef Omar Shah Bin Nordin ^{***}

^{*} Corresponding author, Faculty of Maritime Studies, University Malaysia Terengganu, Kuala Terengganu, Malaysia
Contact details: University Malaysia Terengganu, Unnamed Road, 21300 Kuala Terengganu, Malaysia

^{**} Faculty of Maritime Studies, University Malaysia Terengganu, Kuala Terengganu, Malaysia

^{***} Faculty of Business Economy and Social Development, University Malaysia Terengganu, Kuala Terengganu, Malaysia



Abstract

How to cite this paper: Tomizh, H. M., Saadon, M. S. I., & Nordin, A. O. S. B. (2022). The mediating effect of training on the relationship between performance appraisal and employee performance in the banking sector [Special issue]. *Corporate Governance and Organizational Behavior Review*, 6(4), 221–232. <https://doi.org/10.22495/cgobrv6i4sip3>

Copyright © 2022 The Authors

This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0). <https://creativecommons.org/licenses/by/4.0/>

ISSN Online: 2521-1889

ISSN Print: 2521-1870

Received: 17.04.2022

Accepted: 23.11.2022

JEL Classification: M10, M12, M19

DOI: 10.22495/cgobrv6i4sip3

This study aimed to examine the relationship and impact of the performance appraisal process and the training process on employee performance in various banks operating in Palestine. Therefore, the descriptive-analytical approach, using both SPSS and AMIS programs to analyze the data was used. The hypotheses proposed to be tested were verified by the research. The employees of the banks operating in Palestine formed the study population, and a total number of 260 were surveyed, and 254 questionnaires were retrieved as the study sample. The expectations and achievement theories were used to build the theoretical framework. One of the most important results of this study is that it found a strong relationship between the performance appraisal process and employee performance, and the training process and performance. It also found that the general performance of employees is positively affected by several variables, including the quality and transparency of the performance appraisal process and the efficiency of the training programs that are implemented in the banking sector in Palestine. Therefore, the researchers recommended that it is necessary to continue working on developing training programs, focusing on the quality and effectiveness of the implemented programs, not the number of outputs only, and the continuous and growing interest in the performance appraisal process.

Keywords: Performance Appraisal, Training Efficiency, Employee Performance, Banking Sector, Appraisal Transparency

Authors' individual contribution: Conceptualisation — H.M.T. and M.S.I.S.; Methodology — H.M.T., M.S.I.S., and A.O.S.B.N.; Software — H.M.T. and A.O.S.B.N.; Validation — H.M.T. and M.S.I.S.; Formal Analysis — H.M.T. and M.S.I.S.; Investigation — M.S.I.S. and A.O.S.B.N.; Resources — H.M.T., M.S.I.S., and A.O.S.B.N.; Data Curation — H.M.T. and A.O.S.B.N.; Writing — Original Draft — H.M.T.; Writing — Review & Editing — H.M.T., M.S.I.S., and A.O.S.B.N.; Visualization — H.M.T.; Supervision — M.S.I.S. and A.O.S.B.N.; Project Administration — H.M.T. and A.O.S.B.N.; Funding Acquisition — H.M.T. and M.S.I.S.

Declaration of conflicting interests: The Authors declare that there is no conflict of interest.

1. INTRODUCTION

In light of the successive global and local challenges facing the banking sector operating in Palestine, which is considered one of the most important and largest operating sectors facing these challenges, increasing and continuous attention is required, especially in human resources to be able to withstand and compete (Rashwan & Kassem, 2021). The performance appraisal process is a positive indicator of the strength of management performance and serves to quickly identify and address problems that employees might encounter (Padhaya, Bhattarai, Acharya, & Adhikari 2021). It also can benefit the organization (Nurse, 2005). The performance appraisal process is one of the most essential functions of human resource management (HRM). It is a process of continuous follow-up of employees to evaluate their activities to correct them for the best results. It evaluates current performance, identifies weaknesses, addresses them, and enhances strengths to reach the desired goals (Schoefer, Wäppling, Heirati, & Blut, 2019). The performance appraisal process does not receive much attention in human resource management in the Old Testament until the United States of America adopted it in 1950 as a means of motivation (Thanh & Toan, 2018). One goal of the performance appraisal process is to motivate employees and achieve the general goals and objectives of the organization, not punishing them but selecting suitable corrective actions (Raveendran & Gamage, 2018). The performance appraisal process is a challenging and delicate task that must be carefully studied. It is subject to comprehensive criteria to evaluate employees' productivity to correct courses of action and achieve the desired goals (Xu, Liu, & Gursoy, 2019). The performance appraisal process is considered the cornerstone of human resource management tasks. It has an objective to increase the productivity and quality of employees (Mayaka & Oluoch, 2018). The performance appraisal process assists senior management in formulating its production policies and contributes to setting plans to achieve the organisation's strategic goals (Evaline & Bula, 2017). According to Kuvaas (2006), the performance appraisal process is concerned with evaluating job performance in general in terms of quality, quantity, time, and cost. This is done through the line manager or direct supervisor. This process aims to guide and develop a career. Therefore, the performance appraisal process aims to identify the nature of the tasks and current performance and work to achieve the expected performance to achieve the highest levels of productivity and quality to enable the institutions to withstand and compete against other institutions (Mahmoud & Grigoriou, 2017). One of the performance appraisal process tasks is to address the employees' weaknesses, which can only be done by training them, developing their capabilities, and increasing their skills. Therefore, one of the objectives or tasks of the performance appraisal process is the indication or recommendation of the human resources department that it is necessary to adopt training programs for employees aimed at developing employees (Lohman, 2021). The results of the performance appraisal process may be satisfied with some employees who have received a positive appraisal. As for others whose evaluation was

unsatisfactory or substandard, this leaves them with adverse psychological effects. An appropriate training program must be provided to enhance their self-confidence first, their management, and develop their performance (Arthur, 1995). In the end, the evaluation process is an analysis of performance results, whether successes or failures of employees, identifying the strengths and weaknesses of employees and addressing them either through motivation or additional training (Mani, 2002). According to Mackey and Johnson (2000), the most commonly used method for performance appraisal is management by objectives, 360-degree appraisal, behavioral observation scale, behaviorally anchored rating scales, evaluation center method, and psychological assessments.

This study aims to increase interest in the process of systematic evaluation of performance, which has a positive impact on performance on the one hand and is important in developing advanced training programs capable of increasing the effectiveness and efficiency of employees, which contributes to improving performance. Both in terms of quantity and quality. As well as to bridge the gaps between performance appraisal and unstructured training (Utami, Sapta, Verawati, & Astakoni, 2021).

The remainder of this paper is structured as follows. Section 2 is a brief discussion of recent literature, which is followed by a theoretical framework and hypothesis development. Section 3 explains the research methodology. The results are presented in Section 4. Section 5 discusses the findings of the paper. The study ends with conclusions and recommendations in Section 6.

2. LITERATURE REVIEW

2.1. Performance appraisal

Organizations can enhance and develop the skills, competencies and quality of their human resources; and must pay attention to feedback, training and experience in order to compete and succeed in their field (Jayarathna, Perera, & Gunarathna, 2011). It is usual for employees to exchange opinions about the performance appraisal results. If the results are based on fair standards and measures, this will positively affect the morale of the employees, which helps to increase confidence in their management and increase loyalty to the organization (Salleh, Amin, Muda, & Halim, 2013). Therefore, the human resources department should pay more attention to the concerns and opinions of employees (Roberts, 2003).

Objectives of performance appraisal

The performance appraisal process is the responsibility of human resource management and aims to link the overall objectives of the organization with the criteria used in the appraisal process (Pickett, 2003). In its broadest sense, the performance appraisal process is highly concerned with an organization's administration, development, and communication (Scott & Einstein, 2001). Fairness and accuracy in compensation and rewards identification of potential promoters provide a two-way communication system, determine training directions, work to improve performance, provide feedback to employees about their performance level, assist in planning a career path, and assist in manpower planning.

The performance evaluation process also aims to increase the effectiveness of performance and improve and develop the training process in order to achieve the objectives of the institution (Wilson & Nutley, 2003). Performance appraisal has several objectives, depending on the objective for which it is intended. Therefore, the main objective of the process of performance appraisal is to give employees feedback on their efficiency in carrying out their job duties as well as direct them to develop their performance in the future. It is clear that defining the objectives of the performance appraisal system is important (Al-Jedaia & Mehrez, 2020). The performance appraisal process is a complex and costly process for organization, through which many training programs can be accredited (Poursafar, Rajaeepour, Seyadat, & Oreizi, 2014). Also, through a transparent performance appraisal process, it is possible to learn the beliefs and opinions of some employees, which may help develop capabilities and identify new ways to address employee weaknesses (Roberts, 2003). Transparency and credibility in the performance appraisal process are among the pillars of its success, as well as the loyalty and affiliation of employees to the institution that contributes to achieving justice and the success of the evaluation process (Ikramullah, Shah, Hassan, Zaman, & Khan, 2011; Getnet, Jebena, & Tsegaye, 2014).

The procedure of the appraisal process

According to (Maher, 2014), in order to build enterprise performance standards for each function in the organization, it is necessary to rely on the job analysis process, as standards vary according to job specifications and descriptions to the fact that most jobs in contemporary organizations are complex and may involve many dimensions. It is necessary to use multiple criteria to measure performance provided that these criteria meet some important conditions including validity, honesty, and performance standards that are free from deficiencies and distortion. It takes into account objectives and environmental variables that affect performance. Also, reliability and consistency mean stability and agreement in evaluation results, even if the people doing the evaluation differ. Furthermore, discriminating the scale's ability to clearly distinguish between effort and performance, gives decision-makers an opportunity and issuing stimulus or training and development decisions. Finally, acceptance is the accepted standard that refers to fairness and transparency and reflects the actual performance of individuals (Akinbowale, Jinabhai, & Lourens, 2013). The performance appraisal process is one of the indispensable human resource management policies.

As for the benefits that accrue to its application on peaceful grounds, it provides objectivity as much as possible and is far away from bias and favoritism. The following is a presentation of the essential benefits that management can obtain through the performance appraisal process: raising workers' morale, and notifying workers of their responsibilities. A way to ensure fair treatment, supervising superiors, continuity of control and supervision, evaluation of selection and training policies, and performance appraisal results provide feedback, performance appraisal is nowadays an essential part of the total quality management methodology (Ameen & Baharom, 2019).

2.2. Training

The training process is considered one of the most essential tasks of human resource management in various organizations. The management seeks to increase employees' effectiveness, competencies, and skills to obtain the highest level of quality and increase productivity through which the organization can withstand and compete efficiently and effectively (Alkali & Mansor, 2017). Training is also related to the increasing performance of the firms as it eases the development of knowledge and skills required for the firm (Shipton, Fay, West, Patterson, & Birdi, 2005). Training employees is the cornerstone of increasing productivity (Pfeffer, 1998). Institutions specializing in training employees in various disciplines work on intensive training to raise skills, capabilities, and competencies as quickly as possible (Chen & Huang, 2009). To keep pace with the rapid technological developments, the human resource department must work to raise the capabilities and skills of employees. In order to provide the best services to customers, employees must be trained on the latest programs through which the quality and capabilities of employees are increased (Tabassi, Ramli, & Bakar, 2012). Skilled and highly qualified employees have become a requirement of many organizations.

Many studies have examined the importance and necessity of investing in training, including Oktafien and Budi Santoso (2021). The training process is a process that is subject to the planning and attention of the human resources department, and through which it seeks to increase the skills and efficiency of employees (Jones & George, 2005). One of the strategic objectives of the training process is the positive impact on employees' behavior, which affects the positive evaluation of employees, and thus increases satisfaction and improves the quality and quantity of performance (Akinribido, 2015). In order to increase the effectiveness of training programs, it is necessary to update the means and methods used in employee training constantly (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006). The training process is not limited to specific levels of employees, but different managerial levels can be subject to training. Flexibility in implementing training at various levels contributes to achieving the desired goals (Benedicta, 2010).

Effective training principles

There is a number of principles or foundations that must be taken into account when exercising, the most important of which is continuity through a clear systematic plan (Afroz, 2018) including training as a continuous activity, not a luxury for a certain period. The institution should work on developing fixed and continuous policies to activate the training programs in a systematic and continuous manner and be able to keep pace with the developments and challenges facing the institution. Also, training is a changing and renewable activity which means that training deals with many variables from within and outside the organization. Furthermore, training is a technical managerial activity and this must contain the elements of work. Finally, competent administrator training is also considered technical work that requires specialized expertise and experience in implementing training programs.

The importance of training

Training leads to a number of benefits for businesses and other organizations (Zaman, Iftikhar, & Rana, 2019), the most important of which are an increase in production, a decrease in expenses, decreased turnover, a rise in the morale of the workers, providing backup strength in the organization, involved in work accidents. Through continuous and advanced training programs, the capabilities and skills of employees can be increased to be able to face challenges and enhance the company's presence in the market (Obeidat, Masa'deh, & Abdallah, 2014).

2.3. Employee performance

An employee performance is the amount of production or services he produces. The level of performance is measured based on several criteria adopted in the organization. These standards determine the quality of performance, and the more objective, comprehensive, and precise the standards are, the more accurate knowledge of the level of performance of employees helps (Becker, Antuar, & Everett, 2011). It is natural and necessary for every organization to have a goal or set of goals. These goals can be achieved through qualified and highly trained human resources (Lu, Tjosvold, & Shi, 2010). According to Gomez-Mejia, Balkin, and Cardy (2007), increasing employee satisfaction and a sense of reassurance requires increased trust between employees and upper management, especially those responsible for the performance appraisal process. The mental image of employees should be enhanced so that the performance appraisal process is to motivate, develop and address deficiencies. The performance appraisal process for senior management shows the actual current performance level of the employees in order to arrive at the employees' expected performance to achieve the organization's desired goals. There should be an increase in the employees' capabilities, skills, and competencies. This requires improved employee

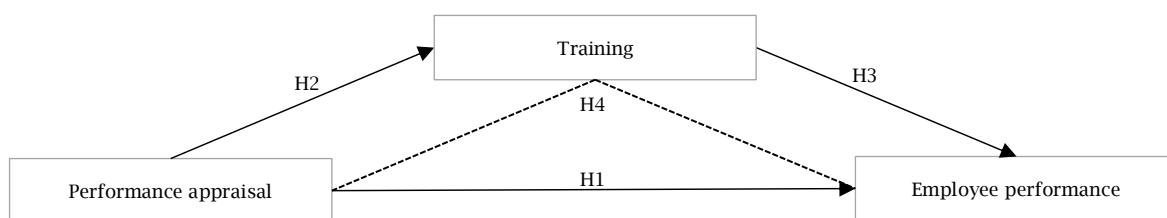
behavior and morale (Bernstein, 2008). It is necessary to resort to advanced training programs capable of facing challenges and increasing productivity in quantity and quality.

This study can develop the capabilities and skills of employees and invest in employee training (Becker et al., 2011). Most organizations seeking to achieve their goals have become convinced of the need to invest in training (Bakker & Demerouti, 2017). Through training, employees can transition to work on other tasks with higher efficiency and reduce costs, turnover, and absenteeism, while increasing self-confidence and the ability to achieve goals in the least possible time with high efficiency (Lamba & Choudhary, 2013). One of the central goals of any organization is to achieve the goals of the institution, and for this, it is necessary to increase performance in quantity and quality. This requires continuity in transparent performance appraisal processes capable of addressing employee deficiencies, as well as continuity in training and developing the capabilities and skills of employees.

2.4. Theoretical framework and hypotheses development

Expectation theory and achievement theory were adopted to develop the theoretical framework for this study. Expectancy theory is based on the assumption that an individual's behavior is an indicator of the degree to which that behavior is expected to lead to goals and outcomes in the future (Yarin et al., 2022; Maher, 2014). The achievement theory was founded by David McClelland, where he explained the basic concepts of this theory which indicate that human needs are by nature relatively stable. It needs external or internal influences to develop it, and usually through incentives through which the goals are achieved. Achieving this goal by the individual leads to the satisfaction of the need that he/she raises and thus becomes his/her motivation (Elbatrawy, 2016).

Figure 1. Theoretical framework of this study



By reviewing the literature on employee performance, training, and work performance, it appears that there is a strong relationship between these variables. Hence, this paper is supported by various articles and numerous studies that dealt with the relationship between performance appraisal, training, and job performance. Khanna (2016) argues that HRM should make every effort to motivate employees to achieve peak performance by running an active and fair performance appraisal process. Gautam (2014) indicated that effective employee training and systematic performance appraisal is a positive incentive that affects their performance. Also, it is noted that performance

appraisal is necessary to determine the success and failure of any of them. Iqbal, Ahmad, Haider, Batool, and Qurat-ul-ain (2014) suggested the need to focus and follow up on the relationship between performance appraisal, training, and employee performance.

Based on the previous discussion, the following hypotheses have been developed:

H1: There is a positive relationship between the performance appraisal process and the performance of employees in banks operating in Palestine.

H2: There is a positive relationship between employee performance evaluation and employee training in banks operating in Palestine.

H3: There is a positive relationship between employee training and employee performance in banks operating in Palestine.

H4: Training is the mediator in the relationship between the performance appraisal process and employee performance in banks operating in Palestine.

3. RESEARCH METHODOLOGY

This study aimed to study the performance of employees and the variables that affect it, to show the results, and to provide the necessary recommendations to improve future performance. It also aimed at clarifying the relationship between the performance appraisal process and the training process on the one hand, and the performance of workers in the banking sector in Palestine, on the other. Therefore, quantitative research based on a questionnaire was adopted to collect data. The questionnaires were distributed manually directly to human resource managers in banks, who then distributed them to their employees. The study population consisted of all banks operating in Palestine with different administrative levels, the total number of employees is approximately 6000 employees, according to publications from

The Palestinian Banks Association. The study sample consisted of 260 questionnaires which were distributed to employees; 254 questionnaires were retrieved and used for analysis. This questionnaire was built after holding several meetings with human resource managers and a number of employees in banks. Also, an extensive literature review of recent studies was used as well as using personal experiences. The questionnaire consists of four parts. The first part consists of five demographic questions. The second part consists of ten questions aimed at knowing the evaluation mechanisms, their time and effectiveness, and their impact on performance and training. The third part consists of ten questions related to the training process, its effectiveness, and its impact on performance. The fourth part consists of ten questions aimed at knowing and following up on performance development, attention to employee ideas, training needs, and performance quality.

3.1. Study sample

The sample consisted of 254 employees working in the banking sector in Palestine, it has been chosen randomly, and Table 1 shows the demographic characteristics of the sample.

Table 1. Demographic characteristics

Variable	Variable level	Frequency	Percentage (%)
Gender	Male	143	56.3
	Female	111	43.7
	Total	254	100.0
Level of education	BA	192	75.6
	High Studies	62	24.4
	Total	254	100.0
Working experience	Less than 5 years	50	19.7
	5 to less than 10 years	68	26.8
	10 to less than 15 years	81	31.9
	More than 15 years	55	21.7
	Total	254	100.0
Training courses	Less than 3	174	68.5
	3 and more	80	31.5
	Total	254	100.0
Job description	Administration	92	36.2
	Officer	123	48.4
	System technician	39	15.4
	Total	254	100.0

3.2. Questionnaire reliability

Reliability is the degree of consistency or accuracy demonstrated by a measuring instrument. The less variance the tool produces in repeated measurements of a trait, the higher its reliability. The questionnaire

was presented to a group of academic specialists, as well as to a number of human resources managers in the banking sector, and their recommendations were taken and modified. Also, Cronbach's alpha scale was used to measure the reliability of the questionnaire, as shown in the following table.

Table 2. Cronbach's alpha coefficient for the entire questionnaire

Variable	No. of paragraphs	Alpha value
Employee performance appraisal	10	0.833
Training	10	0.852
Employee performance	10	0.840

Therefore, a five-point Likert scale was used to measure variables consisting of five classes, where "1: strongly disagree", "2: disagree", "3: neutral", "4: agree", and "5: strongly agree". The reasons for selecting the questionnaire included the need to cover many points from employees in a short amount of time, which is not possible if an interview is conducted instead. Also, the need to address the current topic with practical and numerical

suggestions to management at these banks. Finally, banks in Palestine rely heavily on their human resource as one of the most important assets and pay a lot of attention to their training and development, which is related to distributing surveys to their employees on a constant basis, and hence, employees are familiar with the topic and can provide reliable data as an input for the current study.

4. RESULTS

This section includes the study results in order to answer the study questions.

RQ1: What is the level of employee performance appraisal in the banking sector in Palestine?

To answer the first research question, means and standard deviations were calculated as shown in Table 3.

Table 3. Means and standard deviations of the level of employee performance appraisal in the banking sector in Palestine

No.	Items	Mean	Std. dev.	Relative weight	Ranking	Degree of agreement
1	Performance appraisal is carried out before and after training.	3.50	1.33	70.0	5	High
2	Performance appraisal is considered a positive motivation.	3.19	1.30	63.9	10	Moderate
3	The appraisal is carried out using clear standards for all employees.	3.52	1.02	70.5	3	High
4	The appraisal is carried out with the integrity of those responsible.	3.48	1.02	69.5	6	High
5	Performance appraisal is periodically carried out with evolving standards.	3.42	1.01	68.3	7	High
6	The appraisal is considered with a fast speed of performing duties.	3.51	1.00	70.2	4	High
7	The appraisal considers the employee's ability to meet pre-set objectives by the management.	3.31	1.32	66.1	8	Moderate
8	The appraisal is related to customer service and caring for their needs.	3.26	1.39	65.2	9	Moderate
9	Management highly considers employee relationships.	4.15	0.74	82.9	2	High
10	Employee time management is essential to performance appraisal.	4.16	0.73	83.1	1	High
The total degree of employee performance appraisal		3.55	0.47	71.0	High	

The data in Table 3 indicate that level of employee performance appraisal in the banking sector in Palestine was high, with a mean of 3.55 and a percentage of 71.0%. The item "Employee time management is essential to performance appraisal" occupied the first position with a mean of 4.16 and a percentage of 83.1%. The item "Performance appraisal is considered a positive motivation" occupied

the last position with a mean of 3.19 and a percentage of 63.9%.

RQ2: What is the level of training in the banking sector in Palestine?

To answer the second research question, means and standard deviations of training in the banking sector in Palestine were calculated as shown in Table 4.

Table 4. Means and standard deviations of the level of training in the banking sector in Palestine

No.	Items	Mean	Std. dev.	Relative weight	Ranking	Degree of agreement
1	Training needs are determined based on periodical evaluations.	4.07	0.72	81.4	7	High
2	Training needs are determined by comparing current abilities and needed work standards.	4.00	0.72	80.0	10	High
3	Training needs are based on comparing the current and expected performance.	4.02	0.70	80.4	9	High
4	Training needs are determined when new jobs or orders are created.	4.05	0.72	81.0	8	High
5	The training aims to develop skills needed to improve work quality.	4.19	0.87	83.8	5	High
6	The training aims to increase efficiency and productivity.	4.24	0.78	84.8	2	Very high
7	The training aims to improve loyalty.	4.18	0.77	83.6	6	High
8	The training aims to decrease mistakes.	4.20	0.78	84.0	4	Very high
9	The training aims to improve customer service.	4.28	0.68	85.6	1	Very high
10	The training aims to speed up service.	4.23	0.79	84.6	3	Very high
The total degree of training		4.15	0.42	80.3	High	

The data in Table 4 indicate that the level of training in the banking sector in Palestine was high, with a mean of 4.15 and a percentage of 80.3%. The item "The training aims to improve customer service" occupied the first position with a mean of

4.28 and a percentage of 85.6%. The item "Training needs are determined by comparing current abilities and needed work standards" occupied the last position with a mean of 4.00 and a percentage of 80.0%.

RQ3: What is the level of the employee performance in the banking sector in Palestine?

in the banking sector in Palestine were calculated as shown in Table 5.

To answer the third research question, means and standard deviations of the employee performance

Table 5. Means and standard deviations, of the level of employee performance in the banking sector in Palestine

No.	Items	Mean	Std. dev.	Relative weight	Ranking	Degree of agreement
1	The human resource department seeks to develop employee performance all the time.	4.00	0.89	80.0	1	High
2	Management considers employee ideas for developing the work.	3.99	0.89	79.8	2	High
3	Management spread and empowers a culture of service quality.	3.95	0.92	79.0	3	High
4	Management encourages teamwork to help complete the duties.	3.87	0.97	77.4	7	High
5	Human resource management seeks qualified staff all the time.	3.91	0.92	78.2	5	High
6	Management seeks to develop new ways of service performance.	3.93	0.89	78.6	4	High
7	Management performs studies to determine the training needs of employees.	4.00	0.87	80.0	1	High
8	Management seeks to solve problems objectively with employees.	3.91	0.88	78.2	5	High
9	Management seeks coordination among departments to help complete the duties.	3.88	0.89	77.6	6	High
10	Management uses open communication among employees to encourage teamwork.	3.36	0.88	67.2	8	Moderate
The total degree of employee performance		3.88	0.55	77.6	High	

It is clear from Table 5 that the level of employee performance was high, where the averages ranged between 3.36 and 4.00. The highest response according to the relative mean is as follows in item which states “The human resource department seeks to develop employee performance all the time”, the relative mean equals 4.00 with a percentage of 80.0%. The lowest response according to the relative mean is as follows in item which states “Management uses open communication among employees to

encourage teamwork”, the relative mean equals 3.36 with a percentage of 67.2%.

RQ4: What is the nature of the relationship between an employee performance appraisal and each training and employee performance?

To answer this question, the researchers used the Pearson correlation coefficient to identify the type and strength of the relationship between the variables, and the results were shown in Table 6.

Table 6. Pearson correlation coefficients for the relationship between employee performance appraisal and each training and employee

	Training	Employee performance
Employee performance appraisal	0.421**	0.546**

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows that the correlation coefficients between employee performance appraisal and training were positive and statistically significant at 0.01. This indicates a positive statistically significant correlation between employee performance appraisal and training. This means increasing employee performance appraisal will increase training and vice versa. Also, the correlation coefficients between employee performance appraisal and employee performance were positive

and statistically significant at 0.01. This indicates a positive and statistically significant correlation between employee performance appraisal and employee performance. This means increasing an employee performance appraisal will increase employee performance and vice versa.

In order to test the hypotheses, mediation analyses were conducted using path analysis in the Amos program. The significance of the paths in the mediation model can be found in Figure 2.

Figure 2. Mediation of employee performance appraisal and performance by training

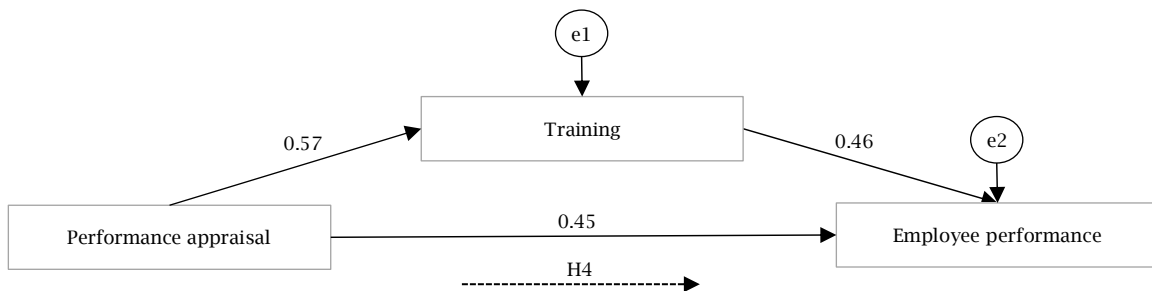


Table 7. Regression weights

	<i>Variable</i>	<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>
<i>Employee performance appraisal</i>	— <i>Training</i>	0.358	0.049	7.374	***
<i>Employee performance</i>	— <i>Employee performance appraisal</i>	0.611	0.065	9.353	***
<i>Training</i>	— <i>Training</i>	0.387	0.056	6.969	***

Table 8. The direct, indirect, and total effect of employee performance appraisal on employee performance

<i>Type of effect</i>	<i>Variable</i>	<i>Training</i>	<i>Employee performance</i>
Standardized direct effect	<i>Training</i>	-	0.46
	<i>Employee performance appraisal</i>	0.57	0.45
Standardized indirect effect	<i>Training</i>	-	-
	<i>Employee performance appraisal</i>	-	0.26
Standardized total effect	<i>Training</i>	-	0.46
	<i>Employee performance appraisal</i>	0.57	0.72

Testing *H1*: The path analysis results show a positive effect of employee performance appraisal on employee performance, where the coefficient of direct effect was positive and equal to 0.45.

Testing *H2*: The path analysis results show a positive effect of employee performance appraisal on training, where the coefficient of direct effect was positive and equal to 0.57.

Testing *H3*: The path analysis results show a positive effect of training on employee performance, where the coefficient of direct effect was positive and equal to 0.46.

Testing *H4*: The results of the path analysis show that there is a positive effect of employee performance appraisal on employee performance, where the coefficient of indirect effect when mediating was positive and reached 0.26, and this indicates that training plays an important role as a mediating variable, as it was able to increase the effect of the indirect relationship of employee performance appraisal on employee performance by 0.26.

5. DISCUSSION

The reliability of the collected data was measured using Cronbach's alpha coefficient. The test was conducted to investigate the association between financial rewards and job and employee satisfaction performance in the questionnaire. The test results for the three variables are 0.833, 0.852, and 0.840, significantly, which exceeded the acceptable limit (Zikmund et al., 2010). The values of kurtosis and skewness of each variable must be achieved from the normal distribution of each variable. Linear regression tests were performed using 254 cases. As a result, there is a need to check for normal values to ensure that all variables have an acceptable normal distribution and a linear relationship between the independent and dependent variables.

The banking sector is receiving significant attention from various officials. Therefore, this study focused on examining the direct and indirect relationships between the performance evaluation process and the general performance of employees and the extent of the influence of the mediator variable, which is training, on the relationship between performance evaluation and employee performance. The results confirm a positive and direct connection between the performance evaluation process and employee performance. The process of systematic evaluation of performance, which is subject to transparent, clear, and understandable criteria and measures,

the results are very accurate and describe actual performance, and decision-makers can take appropriate decisions based on them. Thus, it can contribute to the quality of performance. The first result of the first question about performance evaluation was high and equal based on the coefficient which totaled 0.45. This result is in agreement with the study by Najafi, Hamidi, Ghiasi, Shahhoseini, and Emami (2011). This result also confirms and agrees with the first hypothesis. Based on the results obtained, it can be concluded that performance appraisal had important effects on motivation and job performance as well, and motivation has a relationship with job performance, and it has implications for it.

It can then be seen that the study statistically showed the effect of performance appraisal purpose (PAP) such as training, development, recognition, and rewards which had an effect on the employees. The results indicated that banks operating in this sector value their employees for having good grades in performance appraisal. This appreciation can be expressed through incentives, annual salary increases, promotions, and bonuses that affect their motivation and job performance. This is in agreement with previous findings (Khan, 2012; Saharuddin & Suleiman, 2016; Zaraket & Saber, 2017; Jayarathna et al., 2011). It was also found that there is an effect of the performance evaluation method (PAE) on motivation and job performance.

The second result came in agreement with the second hypothesis and confirmed its validity, as it showed a direct and positive relationship between the performance appraisal process and the training process for employees. Also, an effective appraisal process can describe the actual performance of employees, and through this, decision-makers can nominate a number of employees for training. So, the result of the performance evaluation affects the training programs and can be developed or new programs capable of raising the efficiency and effectiveness of employees. That is, effective evaluation increases the effectiveness and quality of training programs and this result of the second question about the performance appraisal process and the training process for employees was high and equal based on the coefficient which totaled 0.57. Also, this result agreed with the study by Kadiresan, Selamat, Selladurai, Ramendran, and Mohamed (2015). Effective training contributes to finding highly qualified employees who can lead the organization in the right direction. Competent employees are key to excellent performance as a way of how a manager or leader handles the workforce,

controls resources within the organization, and motivates employees to work hard. As a result, raising the level of job performance enhances the overall performance of the organization and thus increases profits (NawoseIng'ollan & Roussel, 2017).

The third result also agreed with the third hypothesis and confirmed its validity, and there was a positive relationship and direct effect between the systematic training process and the performance of employees working in the banking sector in Palestine. The study variables are related to each other, each variable has a relationship to the other, and as we mentioned earlier, the performance evaluation process contributes to raising the effectiveness of training programs, and thus there is an increase in the efficiency of trainees. This positively affects performance, meaning that effective training affects and increases the quality of performance. This result of the third question about the training process and the performance of employees was high and equal based on the coefficient which totaled 0.46. This result also agreed with a study by Algharibeh, Almsafir, and Alias (2015). From the respondents' answers to the questions of the first part of this study, it is clear that all 254 employees have received a number of training courses. Therefore, conclusions can be made. Training is used on a regular basis. Systematic and advanced planning. Moreover, its benefit lies in maintaining efficiency. The effectiveness of workers in this sector is also indispensable. The importance of employee training in improving performance was highlighted.

It is known that any administrative process may have a direct and indirect impact, so the performance appraisal process has a clear and direct impact on the performance of employees as we mentioned earlier, and also has an indirect

impact on performance as stated in the results. The mediator, which is training, played an important direct and indirect role in influencing the relationship between the performance appraisal process and employee performance. The indirect effect of the relationship transfers as it was able to increase the effect of the indirect relationship of employee performance appraisal on employee performance by 0.26.

6. CONCLUSION

This study added new and important information and practices for human resource management that emphasizes the importance of continuity in performance appraisal and the practice of continuous training capable of enhancing self-confidence and developing the capabilities and skills of employees. And also to establish an understanding that performance appraisal is for the sake of following up and developing current performance and not for the purpose of looking for errors and penalties.

One of the most essential recommendations that can be made to decision-makers in the Palestinian banking sector is to pay more attention to the performance evaluation process and to make more efforts to find the best methods for the performance evaluation process, as well as to update and develop training programs to keep up with technological developments and competitiveness. Researchers can also study the same sector with other variables or industries and make the necessary comparisons. The scope of the study was limited to the banking sector in Palestine so that the study variables can be used to investigate the banking sectors operating in neighboring countries in the future.

REFERENCES

1. Afroz, N. N. (2018). Effects of training on employee performance — A study on banking sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1) 111-124. <https://doi.org/10.12816/0048158>
2. Akinbowale, M. A., Jinabhai, D. C., & Lourens, M. E. (2013). The impact of performance appraisal policy on employee performance — A case study of Guaranty Trust Bank in Nigeria. *Mediterranean Journal of Social Science*, 14(4), 677-686. Retrieved from <https://www.semanticscholar.org/paper/The-Impact-of-Performance-Appraisal-Policy-on-%E2%80%93-A-Akinbowale-Jinabhai/333aba2210173e66d1b482001224467775d7878e>
3. Akinribido, M. (2015). The effect of training on the productivity of workers: A case study of National Petroleum Investment Management Service (NAPIMS). *ARP International Journal of Social Science*, 1(1), 37-52. Retrieved from <https://zenodo.org/record/44741/files/4.Akinribido.pdf>
4. Algharibeh, F. I., Almsafir, M., & Alias, R. B. (2015). The relationship between training and employee performance: A case of Jordanian public universities. *Journal of Advanced Social Research*, 4(12), 1-15. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.934.6492&rep=rep1&type=pdf>
5. Al-Jedaia, Y., & Mehrez, A. (2020). The effect of performance appraisal on job performance in governmental sector: The mediating role of motivation. *Management Science Letters*, 10, 2077-2088. <https://doi.org/10.5267/j.msl.2020.2.003>
6. Alkali, A. U., & Mansor, N. N. A. (2017). Interactivity and trust as antecedents of e-training use intention in Nigeria: A structural equation modelling approach. *Behavioral Sciences*, 7(3), 47. <https://doi.org/10.3390/bs7030047>
7. Ameen, A., & Baharom, M. N. (2019). The assessment of effects of performance appraisal purposes on employee performance in Nigerian civil service. *Journal of Social Sciences and Humanities*, 16(5), 1-17 https://www.researchgate.net/publication/334442469_THE_ASSESSMENT_OF_EFFECT_OF_PERFORMANCE_APPRAISAL_PURPOSES_ON_EMPLOYEE_PERFORMANCE_IN_NIGERIAN_CIVIL_SERVICE
8. Arthur, J. B. (1995). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management Journal*, 37(3), 670-687. <https://doi.org/10.5465/256705>
9. Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273-285. <https://doi.org/10.1037/ocp0000056>
10. Becker, K., Antuar, N., & Everett, C. (2011). Implementing an employee performance management system in a nonprofits organization. *Nonprofits Management and Leadership*, 21(3), 255-271. <https://doi.org/10.1002/nml.20024>

11. Benedicta, A. A. (2010). *The impact of training on employee performance: A case study of HFC Bank (Ghana) Limited* (Thesis, Ashesi University College). Retrieved from <http://hdl.handle.net/20.500.11988/63>
12. Bernstein, D. A. (2008). *Essentials of psychology* (5th ed.). Belmont, CA: Cengage Learning.
13. Chen, C.-J., & Huang, J.-W. (2009). Strategic human resource practices and innovation performance — The mediating role of knowledge management capacity. *Journal of Business Research*, 62(1), 104–114. <https://doi.org/10.1016/j.jbusres.2007.11.016>
14. Elbatrawy, T. (2016). Research in political economy, Dar es Salaam, Alexandria. *Civil Dialogue*, 5331, 21–31. Retrieved from <https://www.ahewar.org/debat/show.art.asp?aid=536685>
15. Evaline, H., & Bula, H. (2017). Performance appraisal systems and employee productivity in commercial banks in Nairobi, Kenya. *International Journal of Current Aspects in Human Resource Management (IJCAHRM)*, 1(1), 114–125. Retrieved from <http://www.ijcab.org/wp-content/uploads/2017/07/Performance-Appraisal-Systems-and-Employees-Performance-in-Commercial-Banks-in-Nairobi-City-County-Kenya.pdf>
16. Gautam, A. (2014). A study on performance appraisal system practiced in sugar mills, and its impact on employees' motivation. A case study of Simbhawli sugar limited, India. *Asian Journal of Management Research*, 4(3), 350–360. Retrieved from https://www.researchgate.net/publication/299566460_A_study_on_performance_appraisal_system_practiced_in_sugar_mills_and_its_impact_on_employees'_motivation_A_case_study_of_Simbhawli_sugar_limited_India
17. Getnet, B., Jebena, T., & Tsegaye, A. (2014). The effect of employee's fairness perception on their satisfaction towards the performance appraisal practices (A case study of University of Gondar). *International Journal of Management and Commerce Innovations*, 2(1), 174–210. <https://cutt.ly/bBuFZ3i>
18. Gomez-Mejia, L., Balkin, D., & Cardy, R. (2007). *Managing human resources* (7th ed.). Pearson Education. Retrieved from <https://industri.fatek.unpatti.ac.id/wp-content/uploads/2019/03/183-Managing-Human-Resources-Luis-R-G%C3%B3mez-Mej%C3%ADa-David-B.-Balkin-Robert-L.-Cardy-Edisi-7-2011.pdf>
19. Grobler, P., Warnich, S., Carrell, M. R., Elbert, N. F., & Hatfield, R. D. (2006). *Human resource management in South Africa* (3rd ed.). London, England: Thompson Learning.
20. Grote, R. C. (2002). *The performance appraisal question and answer book: A survival guide for managers*. American Management Association. Retrieved from <https://cutt.ly/iBuGzHa>
21. Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity and corporate financial performance. *Academy of Management Journal*, 38(3), 635–672. <https://doi.org/10.2307/256741>
22. Ikramullah, M., Shah, B., Hassan, F. S. U., Zaman, T., & Khan, H. (2011). Fairness perceptions of performance appraisal system: An empirical study of civil servants in District Dera Ismail Khan, Pakistan. *International Journal of Business and Social Science*, 2(21), 92–100. Retrieved from https://www.researchgate.net/publication/236174053_Fairness_Perceptions_of_Performance_Appraisal_System_An_Empirical_Study_of_Civil_Servants_in_District_Dera_Ismail_Khan_Pakistan
23. Iqbal, N., Ahmad, N., Haider, Z., Batool, Y., & Qurat-ul-ain. (2014). Impact of performance appraisal on employee's performance involving the moderating role of motivation. *Oman Chapter of Arabian Journal of Business and Management Review*, 3(1), 37. <https://doi.org/10.12816/0002354>
24. Jayarathna, L. C. H., Perera, K. H., & Gunarathna, R. R. P. K. (2011). The impact of reward & recognition programs on employees' motivation in Commercial Bank, Sri Lanka. Paper presented at the *2th Annual Research Symposium, University of Kelaniya*. Retrieved from https://www.researchgate.net/publication/280022197_The_impact_of_reward_recognition_programs_on_employees_motivation_in_Commercial_Bank_Sri_Lanka
25. Jones, G. R., & George, J. M. (2005). *Contemporary management*. Irwin and McGraw Hills. Retrieved from https://www.academia.edu/41476127/Contemporary_Management
26. Kadiresan, V., Selamat, M. H., Selladurai, S., Ramendran, C. S. P. R., & Mohamed, R. K. M. H. (2015). Performance appraisal and training and development of human resource management practices (HRM) on organizational commitment and turnover intention. *Asian Social Science Archives*, 11(24), 162–176. <https://doi.org/10.5539/ass.v11n24p162>
27. Khan, M. (2012). The impact of training and motivation on performance of employees. *Business Review*, 7(2), 84–95. <https://doi.org/10.54784/1990-6587.1205>
28. Khanna, V. (2016). A study on impact of performance appraisal on employee satisfaction in IT sector. *Delhi Business Review*, 17(2), 103–116. <https://doi.org/10.51768/dbr.v17i2.172201608>
29. Kuvaas, B. (2006). Performance Appraisal Satisfaction and Employee outcomes; mediating and moderating roles of work motivation. *International Journal of Human Resources Management*, 17(3), 504–522. <https://doi.org/10.1080/09585190500521581>
30. Lamba, S., & Choudhary, N. (2013). Impact of HRM practices on organizational commitment of employees. *International Journal of Advancements in Research & Technology*, 2(4), 407–423. Retrieved from https://www.academia.edu/3622440/IMPACT_OF_HRM_PRACTICES_ON_ORGANIZATIONAL_COMMITMENT_OF_EMPLOYEES
31. Lohman, L. (2021). Evaluation of university teaching as sound performance appraisal. *Studies in Educational Evaluation*, 70, 101008. <https://doi.org/10.1016/j.stueduc.2021.101008>
32. Lu, J.-F., Tjosvold, D., & Shi, K. (2010). Team training in China: Testing and applying the theory of cooperation and competition. *Journal of Applied Social Psychology*, 40(1), 101–134. <https://doi.org/10.1111/j.1559-1816.2009.00565.x>
33. Mackey, K., & Johnson, G. (2000). *The strategic management of human resources in New Zealand*. Auckland, New Zealand: Irwin/McGraw-Hill.
34. Maher, A. (2014). *Success skills set for human development*. Success Skills Training Center. Retrieved from <https://sst5.com/readArticle.aspx?ArtID=1455&SecID=40>
35. Mahmoud, A. B., & Grigoriou, N. (2017). When empathy hurts: Modelling university students' word of mouth behavior in public vs. private universities in Syria. *Higher Education Quarterly*, 71(4), 369–383. <https://doi.org/10.1111/hequ.12138>
36. Mani, B. (2002). Performance appraisal systems, productivity, and motivation: A case study. *Public Personnel Management*, 31(19), 141–159. <https://doi.org/10.1177/009102600203100202>

37. Mayaka, C. B., & Oluoch, O. (2018). Influence of performance appraisals on employee productivity among county governments in Kenya. *International Journal of Social Sciences and Information Technology*, 4(10), 89-107. Retrieved from https://www.academia.edu/37777390/Influence_Of_Performance_Appraisals_On_Employee_Productivity_Among_County_Governments_In_Kenya_pdf
38. Mihardjo, L. W. W., Jermittiparsert, K., Ahmed, U., Chankoson, T., & Iqbal Hussain, H. (2021). Impact of key HR practices (human capital, training and rewards) on service recovery performance with mediating role of employee commitment of the Takaful industry of the Southeast Asian region. *Education + Training*, 63(1), 1-21. <https://doi.org/10.1108/ET-08-2019-0188>
39. Najafi, L., Hamidi, Y., Ghiassi, M., Shahhoseini, R., & Emami, H. (2011). Performance evaluation and its effects on employees' job motivation in Hamedan City health centers. *Australian Journal of Basic and Applied Sciences*, 5(12), 1761-1765. Retrieved from https://www.researchgate.net/publication/289350536_Performance_Evaluation_and_its_Effects_on_Employees'_Job_Motivation_in_Hamedan_City_Health_Centers
40. NawoseIng'ollan, D., & Roussel, J. (2017). Influence of leadership styles on employees' performance: A study of Turkana County, Kenya. *International Journal of Business and Social Science*, 8(7), 82-98. Retrieved from https://ijbssnet.com/journals/Vol_8_No_7_July_2017/9.pdf
41. Nurse, L. (2005). Performance appraisal, employee development and organizational justice: Exploring the linkages. *The International Journal of Human Resource Management*, 16(7), 1176-1194. <https://doi.org/10.1080/09585190500144012>
42. Obeidat, B. Y., Masa'deh, R., & Abdallah, A. B. (2014). The relationships among human resource management practices, organizational commitment, and knowledge management processes: A structural equation modeling approach. *International Journal of Business and Management*, 9(3), 9-26. <https://doi.org/10.5539/ijbm.v9n3p9>
43. Oktafien, S., & Budi Santoso, A. (2021). Effect of effective training and geographical education on the development of employee performance. *Review of International Geographical Education*, 11(3), 62-71. Retrieved from https://www.researchgate.net/publication/356747476_Effect_of_Effective_Training_and_Geographical_Education_on_the_Development_of_Employee_Performance
44. Padhaya, P. R., Bhattarai, L., Acharya, L. N., & Adhikari, S. (2021). Performance appraisal system and effectiveness of universities in Nepal. *International Journal of Advance Research and Innovative Ideas in Education*, 7(2), 43-48. Retrieved from https://ijariie.com/AdminUploadPdf/Performance_Appraisal_System_and_Effectiveness_of_Universities_in_Nepal_ijariie13763.pdf
45. Pfeffer, J. (1998). Seven practices of successful organisations. Part 2: Invest in training, reduce status differences, don't keep secrets. *Health Forum Journal*, 42(2), 55-70. <https://pubmed.ncbi.nlm.nih.gov/10538903/>
46. Pickett, L. (2003). Transforming the annual fiasco. *Industrial and Commercial Training*, 35(6), 237-240 <https://doi.org/10.1108/00197850310493893>
47. Poursafar, A., Rajaeepour, S., Seyadat, S. A., & Oreizi, H. R. (2014). The relationship between developmental performance appraisal, organizational support, organizational commitment and task performance: Testing a mediation model. *International Journal of Human Resource Studies*, 4(2), 50-65. <https://doi.org/10.5296/ijhrs.v4i2.5765>
48. Pratheepkanth, P. (2011). Reward system and its impact on employee motivation in Commercial Bank of Sri Lanka Plc, in Jaffna District. *Global Journal of Management and Business Research*, 11(4), 85-92. Retrieved from https://www.academia.edu/77413325/Reward_System_and_Its_Impact_on_Employee_Motivation_in_Commercial_Bank_of_Sri_Lanka_Plc_in_Jaffna_District
49. Rashwan, A. R. M. S., & Kassem, Z. A.-E. A. (2021). The role of digital transformation in increasing the efficiency of banks' performance to enhance competitive advantage. In A. M. A. Musleh Al-Sartawi (Ed.), *The big data-driven digital economy: Artificial and computational intelligence* (Studies in Computational Intelligence, Vol. 974, pp. 325-335). Springer, Cham. https://doi.org/10.1007/978-3-030-73057-4_25
50. Raveendran, T., & Gamage, A. (2018). Impact of leadership on employee performance: A review of literature. *Journal of Business Studies*, 5(2), 50-60. <https://doi.org/10.4038/jbs.v5i2.37>
51. Roberts, G. E. (2003). Employee performance appraisal system participation: A technique that works. *Public Personnel Management*, 32(1), 89-98. <https://doi.org/10.1177/009102600303200105>
52. Saharuddin, & Sulaiman. (2016). The effect of promotion and compensation toward working productivity through job satisfaction and working motivation of employees in the Department of Water and Mineral Resources Energy North Aceh District. *International Journal of Business and Management Invention*, 5(10), 33-40. Retrieved from [https://www.ijbmi.org/papers/Vol\(5\)10/version-2/E0510023340.pdf](https://www.ijbmi.org/papers/Vol(5)10/version-2/E0510023340.pdf)
53. Salleh, M., Amin, A., Muda, S., & Halim, M. A. S. A. (2013). Fairness of performance appraisal and organizational commitment. *Asian Social Science*, 9(2), 121-128. <https://doi.org/10.5539/ass.v9n2p121>
54. Schoefer, K., Wäppling, A., Heirati, N., & Blut, M. (2019). The moderating effect of cultural value orientations on behavioral responses to dissatisfactory service experiences. *Journal of Retailing and Consumer Services*, 48, 247-256. <https://doi.org/10.1016/j.jretconser.2019.02.009>
55. Scott, S. G., & Einstein, W. O. (2001). Strategic performance appraisal in team-based organizations: One size does not fit all. *Academy of Management Executive*, 15(2), 107-116. <https://doi.org/10.5465/ame.2001.4614990>
56. Shipton, H., Fay, D., West, M., Patterson, M., & Birdi, K. (2005). Managing people to promote innovation. *Creativity and Innovation Management*, 14(2), 118-128. <https://doi.org/10.1111/j.1467-8691.2005.00332.x>
57. Tabassi, A. A., Ramli, M., & Bakar, A. H. A. (2012). Effects of training and motivation practices on teamwork improvement and task efficiency: The case of construction firms. *International Journal of Project Management*, 30(2), 213-224. <https://doi.org/10.1016/j.ijproman.2011.05.009>
58. Thanh, V. B., & Toan, N. V. (2018). The relationship between organizational justice and social loafing in Ho Chi Minh City, Vietnam. *The Journal of Asian Finance, Economics, and Business*, 5(3), 179-183. <https://doi.org/10.13106/jafeb.2018.vol5.no3.179>
59. Utami, N., Sapta, I., Verawati, Y., & Astakoni, I. (2021). Relationship between workplace spirituality, organizational commitment, and organizational citizenship behavior. *The Journal of Asian Finance, Economics, and Business*, 8(1), 507-517. <https://doi.org/10.13106/jafeb.2021.vol8.no1.507>

60. Wan Hooi, L., & Sing Ngui, K. (2014). Enhancing organizational performance of Malaysian SMEs: The role of HRM and organizational learning capability. *International Journal of Manpower*, 35(7), 973-995. <https://doi.org/10.1108/IJM-04-2012-0059>
61. Wilson, F., & Nutley, S. (2003). A critical look at staff appraisal: The case of women in Scottish universities. *Gender, Work and Organization*, 10(3), 301-319. <https://doi.org/10.1111/1468-0432.00197>
62. Xu, X., Liu, W., & Gursoy, D. (2019). The impacts of service failure and recovery efforts on airline customers' emotions and satisfaction. *Journal of Travel Research*, 58(6), 1034-1051. <https://doi.org/10.1177/0047287518789285>
63. Yarin, A. J., Encalada, I. A., Elias, J. W., Surichaqui, A. A., Sulca, R. E., & Pozo, F. (2022). Relationship between motivation and academic performance in Peruvian undergraduate students in the subject mathematics. *Education Research International*, 2022. <https://doi.org/10.1155/2022/3667076>
64. Zaman, K., Iftikhar, U., & Rana, M. S. (2019). A multilevel analysis of job demands and intention to resign through perceived service recovery performance. *Business & Economic Review*, 11(2), 67-82 <https://doi.org/10.22547/BER/11.2.4>
65. Zaraket, W. S., & Saber, F. (2017). The impact of financial reward on job satisfaction and performance: Implications for blue collar employees. *China-USA Business Review*, 16(8), 369-378. Retrieved from https://www.researchgate.net/publication/320377544_The_Impact_of_Financial_Reward_on_Job_Satisfaction_and_Performance_Implications_for_Blue_Collar_Employees
66. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business research method* (8th ed.). South-Western Cengage Learning. Retrieved from https://www.academia.edu/33978482/Business_Research_Method_Zikmund_8th_edition_pdf