

Empirical Evidence on the Mediating Role of Job Satisfaction, Commitment, Trust in Leadership, Intention to Leave between Leadership Styles, Performance Appraisal, and Physical Education Teacher's Performance

Robina Akhtar^{1*}, Muhammad Nizam Nazarudin², Ghulam Muhammad Kundi³

¹Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia, <https://orcid.org/0000-0002-9489-5225>

²Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia, <https://orcid.org/0000-0001-5417-7731>

³College of Public Health and Health Informatics, Al-Bukayriyah, Qassim University, Kingdom of Saudi Arabia,

<https://orcid.org/0000-0003-3082-1611>

*¹alishba.daali@gmail.com

*²mnizam@ums.edu.my

*³g.muhammad@qu.edu.sa

ABSTRACT

This study aimed to validate the instrument, and investigate the mediating role of job satisfaction, commitment, trust in leadership, and intention to leave on the relationship between leadership styles, performance appraisal, and performance PETs. A deductive, quantitative, cross-sectional survey was employed using simple random sampling. PLS-SEM was used to analyze the data. The factors loadings, construct reliability, AVE, Cronbach alpha, and McDonald's Omega values met the threshold values hence instrument was validated. The study used intention to leave as mediator, earlier it was used as a criterion, further, this study used leadership style, performance appraisal, job satisfaction, organizational commitment, trust in leadership, intention to leave, and performance in one single model for the first time in Pakistani education sector teachers through the lens of social exchange theory. Results indicated that job satisfaction, commitment; trust in leadership, and intention to leave mediated the relationship between leadership styles, performance appraisal, and performance. The study used a small sample size whereas; future researchers are required to use a larger sample size in the higher education sector too. The current study is cross-sectional and future researchers are advised to conduct longitudinal studies on the research variables.

Keywords

Leadership Styles, Performance Appraisal, Job Satisfaction, Organizational Commitment, Trust in leadership, Intention to leave, PETs Performance.

Introduction

Teacher's performance is the main issue in the education system (Imhangbe, Okecha, & Obozuwa, 2018). Many factors account for the increase or decrease in the productivity level of a teacher, such factors include job satisfaction, commitment, trust in leadership/management, etc. (Udovita 2020). On the other hand, if teachers have a low level of motivation, satisfaction, commitment, and trust then, it results in a lower performance, lack of commitment, high level of burnout, frustration, emotional exhaustion, depersonalization, absenteeism, and intention to leave (Kundi, 2019; Mughal, 2019). Intention to leave involves direct, and indirect costs for organizations. To overcome these issues, organizations use several strategies to increase the performance of their workforce, reduce the intention to leave, and enhance their trust in leadership, level of their commitment, and job satisfaction. Leadership plays an important role to handle such difficult situations. For organizations having crises or low level of performance might adopt transformational or transactional leadership styles to improve the performance (Albejaidi, Kundi & Mughal, 2020; Mughal, 2020). The performance appraisal needs a lot of experience, training, and knowledge. Ineffective and subjective appraisal could lead to an increase in the intention to leave while, effective performance appraisal by organizational leadership could help physical education teachers to overcome their weaknesses, gain more knowledge, and skills through on-job training, and thus, increase their performance (Khan et al., 2019; Malik et al., 2020; Akhtar & Nazarudin, 2020).

Problem Statement

Studies have been conducted on job satisfaction, leadership styles, organizational commitment, trust, and intention to leave for example Busari et al. (2017) and Busari & Mughal (2017), however, studies in past used different mediators and moderators between leadership styles, job satisfaction and intention to leave. Moreover, studies made significant theoretical contributions by adding several mediators such as organizational citizenship behavior, training, and trust behavior to the theory of social exchange. The social exchange theory studies the relationship between manager, leader, and employees. Intention to leave was used as a criterion variable in past studies but to the best of the researcher's knowledge, no such study used intention to leave as a mediator. In addition, intention to leave is the cognitive process; it involves thinking whether to stay at the job or leave which is why it has an impact on employee performance. Based on this logic and evidence, this study added intention to leave as a mediator between leadership styles, performance appraisal, and teacher performance with support taken from social exchange theory. Studies conducted and reported on job satisfaction, promotion, and turnover intention (Mughal & Busari, 2015) were undertaken on university lecturers and professors and not on physical education teachers. They reported a negative and weak relationship between job satisfaction, leadership styles,

organizational commitment, performance, and intention to leave using it as a criterion?

The performance of physical education teachers in the elementary and secondary education department, Government of Khyber Pakhtunkhwa is influenced by several social, political, economic, psychological, organizational, and managerial factors. It is reported by Daily Mashriq (February 03, 2020: 4) that across the province, physical education teachers are agitating, demonstrating, and demanding for a conducive work environment, lack of timely promotion, subjective appraisal, which is evident on the job dissatisfaction. Further, it is reported in studies that there is a lack of trust in the management. Resultantly it develops intention to leave, and

Literature Review

Social Exchange Theory

Homan (1961) defined social exchange as an exchange of activities either these activities might be tangible or intangible, rewarding, or costly between at least two-persons or party 'A', and party 'B'. Thus, social exchange behavior means that how the behavior of one party strengthens or weakens the behavior of the other party. According to Cropanzano and Rupp (2008), SET is based on a broad conceptual paradigm, having a family of conceptual models. Therefore, SET explains the relationship between two parties based on mutual benefits and reciprocity, and in this relationship, one party repays the good or bad deeds of another party (Cropanzano et al., 2017; Mitchell, Cropanzano, & Quisenberry, 2012). Similarly, Blau (1964) named two parties as actors and targets. Previously Organ, (1990) illustrated a low level of trust, and high monitoring in economic exchanges while, in social exchange, an open, flexible, and high trust is observed. Researchers have analyzed the majority of topics such as organizational citizenship behavior (organ, 1990), leadership styles (Ladd & Henry, 2000), performance appraisal, organizational commitment (Bishop et al., 2000), trust (Gillespie, 2003), and intention to leave, and employee's performance through the lens of SET. Eisenberg et al. (2004) reported that when a perpetrator or organizational actor such as heads, supervisor, colleagues, treats the target negatively or positively, the social exchange process immediately starts. This, then leads to initiating an action, whereas a positive action leads to managerial support (Ringle et al., 2009), organizational commitment, justice, trust (Cropanzano & Rupp, 2008), and job satisfaction, while a negative behavior leads toward bullying, abusive leader, poor, and subjective appraisal, intention to leave, and low level of performance (Rayner & Keashly, 2005). In response to that positive and negative initiating action, the target also reciprocates in a good or a bad way/ behavior of his/her own. In response to a positive action, the target responds more positively, and kindly while, a negative response for negative actions. Since this study investigated the impact of leadership styles and performance appraisal on the PETs performance mentioned in the problem statement, therefore, based on the above arguments from the research studies the researchers have

this is the cause of their low performance (Miguel & Jose, 2017). Thus, the research question of this study was to investigate that how leadership styles and staff appraisal affect the performance of health and physical education teachers. Further, the current study also investigated that how job satisfaction, commitment; trust in leadership and intention to leave mediate this relationship between predictors and criterion variables? The objective of this study was to validate the instrument and investigate the mediating role of job satisfaction, commitment, trust in leadership, and intention to leave on the relationship between leadership styles, performance appraisal, and performance PETs.

based this study on the social exchange theory as suggested by (Bligh, 2017; Busari et al., 2019).

Theoretical Buildup and Hypotheses

The theoretical framework of this study is founded on social exchange theory. This provides a basis for understanding the relationship between leadership and followers. A better working relationship creates a positive attitude and behavior among leaders and followers where employees feel motivated and responsible. Social exchange theory is the most related to a non-specific positive exchange that is initiated by the leadership with the expectation that this positive exchange will reciprocate that leads towards efficient and effective performance of the teachers (Khan et al., 2020).

Transformational and transactional leadership styles got much attention in recent times. According to Judge and Piccolo (2004), transformational, and transactional leadership are significantly related to job satisfaction, motivation, organizational commitment, and performance. Krishnan (2005) reported that leadership styles are stronger predictors of satisfaction, performance, and commitment. Khan and Mughal (2018) claimed a significant association among the variables. This implies that leaders play a very important role in enhancing the productivity, and commitment level of the teachers. Furthermore, PETs get motivation from their leadership, and the democratic, friendly, open, and flexible leadership thus increases their job satisfaction. However, Khan et al. (2018) stated that the transactional style and trust in leadership are positively related to the follower's performance. They also explained that trust is a bond between a leader, and a follower as well as an organization that is why they are significantly related. Antonakis and House (2013) contend that leaders must explain to the followers the importance of tasks on how to complete tasks, and what benefits it will offer to them upon completion. If a leader fails to provide rewards to the teachers, the relationship between leaders and teachers, and their trust level will decrease. Asencio (2016) used trust as a mediator between transactional leadership, and

organizational performance, and reported significant results. Previously Oreg (2006) claimed that lack of trust between leaders, and their team members lead to three types of resistances i.e., affective, cognitive, and behavioral, and it would then leads to intention to leave, and reduced performance. Khaola (2019) argued that there is a positive significant relationship between leadership styles and organizational commitment. Rao, and Zaidi (2020) have reported a significant relationship between perceived leadership, and organizational commitment. Mukhezakule and Orthodox Tefera (2019) found a significant association between satisfaction, commitment, leadership style, and performance. Busari, Khan, Abdullah, and Mughal (2019) though reported a negative, but significant relationship between transformational leadership, and turnover intention. Based on the above discussion, the following hypothesis was postulated:

H₁: Leadership styles and performance appraisal significantly predict the performance of the PETs.

H₂: Job satisfaction, organizational commitment, trust in leadership, and intention to leave significantly mediate the relationship between leadership styles, and performance of the physical education teachers.

Performance appraisal helps the leaders as well as teachers to align their objectives with organizational objectives. It helps the teachers to know about their weaknesses through appraisal methods and try to overcome their deficiencies through training and development. Earlier, studies have reported that performance appraisal has a positive, and significant relationship with job satisfaction, organizational commitment, trust in leadership, and employee performance. In this way, teachers might improve their productivity, and subsequently, it increases individual as well as organizational performance (Khan, Yousaf, Hussain, and Ismail, 2019). On the other hand, ineffective, and subjective performance appraisal could result negatively, it will increase an intention to leave, lower the performance on one hand, and increase absenteeism on the other. With this context and discussion, the researchers, therefore, proposed the following hypothesis:

H₃: Job satisfaction, organizational commitment, trust in leadership, and intention to leave significantly mediate the relationship between performance appraisal, and performance of the physical education teachers.

Figure 1 Schematic Diagram of the Theoretical Model of the Study

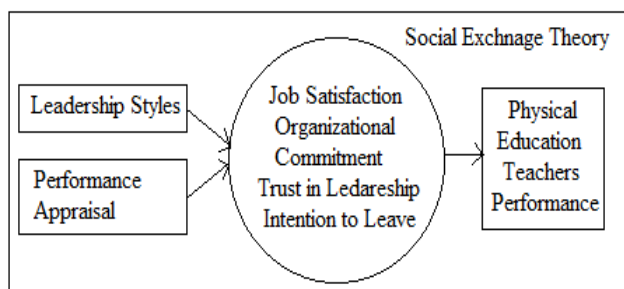
Methodology

This study aimed to validate the instrument, and investigate the mediating role of job satisfaction, commitment, trust in leadership, and intention to leave on the relationship between leadership styles, performance appraisal, and performance of the physical education teachers (PETs). A cross-sectional survey approach was adopted. The population of the study was female physical education teachers (PETs) from district Mardan and Nowshera. The sample size for the finite population was determined using Krejcie & Morgan (1970) table which was 103. Out of 140 questionnaires, 103 three questionnaires were received. After screening, three questionnaires with missing values were excluded, and 100 properly filled questionnaires were used in data analysis. Questionnaires were administered among the sampled respondents through simple random convenient sampling. Yielding a response rate of 71.42%. Smart PLS-3 run-on small data set, due to this limitation, the sample size was fixed accordingly to get sophisticated results (Hair et al., 2017).

Due to lockdown, and restriction on movements because of the Covid19 Pandemic, questionnaires were administered through an email and WhatsApp group among the sample respondents. Respondents were given surety that data will be kept confidential, and their anonymity will be ensured since data will be used only for academic purposes. Furthermore, the current study will not harm the reputation of the organizations, and individuals. The unit of analysis in this study were individuals.

Measures

The scales for leadership styles were adopted from Bass and Avolio (1997). Later on, the short version of the MLQ multifactor leadership questionnaire measuring each construct with only one item was also introduced by Bass et al. (2003). The scale for the performance appraisal was measured by adopting 12 items, 6 items for teacher's performance appraisal, and 6 for teacher's performance feedback (WIOS, 2012; Stronge, 2007). Job satisfaction was measured by adopting the job descriptive index (JDI), three constructs i.e., salary, promotion, and job security were adopted (Smith Kendal & Hulin, 1969; Tasios & Giannouli, 2017). Organizational commitment scale was originally developed by Meyer and Allen (1997) but Jarros (2003) used a revised version of organizational commitment scale. The same was adopted in the current study. Likewise, trust in leadership has five items, and it was adopted from Gillespie (2003). Intention to leave has five items (Mobley, Horner & Hollingsworth, 1978), and PETs performance has ten items (Stronge, 2007). All items were measured on a 5-point Likert scale.



Schematic Diagram of Theoretical Model

Data Analysis

Smart PLS-SEM was used to develop, analyze the measurement model. It analyzes the non-normal data, small data sets, and both reflective, and formative models can be analyzed at the same time. In this study, the measurement model was tested, and analyzed including factor loadings, average variance extracted (AVE), construct reliability (CR), and Cronbach alpha using the guidelines given by Hair et al. (2011).

The model was developed including the first, and second-order constructs. According to Hair et al. (2011), AVE value must be >0.50, CR>0.070, factor loadings >0.70, and Cronbach alpha >0.70 while Hayes (2020) argued that the value of McDonald's Omega ($\bar{\omega}$) must be greater than 0.70 using Omega maximum likelihood (ML) method, it is evident that all Omega values are >0.70.

Table 1 CFA Measurement Model

Variable	Items	Loadings	AVE	CR	Cronbach Alpha	McDonald's $\bar{\omega}$
Leadership Styles	IC	0.708				
	IIA	0.855				
	IIB	0.822	0.625	0.909	0.885	0.892
	IS	0.760				
	CR	0.826				
Performance Appraisal	TPA	0.860	0.756	0.861	0.677	0.707
	TPF	0.879				
Job Satisfaction	Job security	0.876				
	Promotion	0.902	0.806	0.926	0.881	0.897
	Salary	0.916				
Organizational Commitment	AC	0.846				
	CC	0.816	0.747	0.898	0.832	0.849
	NC	0.928				
Trust in Leadership	TRUST1	0.919				
	TRUST2	0.925	0.815	0.930	0.887	0.823
	TRUST4	0.864				
	TRUST3	0.864				
Intention to Leave	ITL1	0.743				
	ITL2	0.870				
	ITL3	0.867	0.695	0.919	0.889	0.882
	ITL4	0.838				
	ITL5	0.844				
Physical	PETP3	0.749				

Educational Performance	PETP6	0.691				
Teacher's Performance	PETP7	0.881	0.629	0.870	0.803	0.827
	PETP8	0.837				

In leadership styles, one construct of inspirational motivation was deleted due to low factor loading because of the small sample size, however, since it is a universally recognized and validated construct, therefore, it could be used again in the final study with a larger sample size. 2 items from the trust were deleted, out of 12, 8 items from performance of PETs were also deleted because of low factor loading. Out of 16 items of performance appraisal, 4 items were deleted and 12 were retained used as two composite constructs i.e., teacher performance appraisal and teacher performance feedback.

According to Fornell and Larcker, the value of discriminant validity highlighted in table 2 must be greater than the rest of the value in the column, however, it must not be greater than >1. According to Henseler, the value must be <0.85, yet Hair et al. (2018) accepts the value even it is greater than 0.9, however, according to them, the value must be less than 1.

The measurement model in table 1 shows that all factor loadings of all the variables and their respective constructs are higher than 0.70, AVE is >0.50, and CR is also >0.70. The values of Cronbach alpha for all variables are >0.70 but the value of one variable i.e., performance appraisal is 0.677, however, it also falls within the acceptable threshold value of 0.60 as suggested by (Price and Mueller, 1986). It could be seen from Table 1 that the values of the McDonald's Omega for all of the variables are > 0.70. The results in the table-1 thus established the internal consistency, reliability, and convergent validity for all the variables, therefore, accepted.

Table 2 Fornell Larcker Criterion for Discriminant Validity

Intention to leave	0.834						
Job satisfaction	0.400	0.980					
Leadership styles	0.356	0.507	0.791				
Org commitment	0.327	0.681	0.301	0.865			
Performance appraisal	0.655	0.387	0.390	0.318	0.869		
Pet performance	0.657	0.415	0.523	0.355	0.775	0.930	
Trust in leadership	0.291	0.336	0.422	0.309	0.385	0.374	0.903

Table 3 HTMT (Hetero-Trait Mono-Trait) Ratios for Discriminant Validity

Intention to leave		
Job satisfaction	0.439	
Leadership	0.390	0.530

styles	4	6				
Org commitmen t	0.36 6	0.81 1	0.28 9			
Performanc e appraisal	0.84 2	0.48 7	0.47 2	0.43 8		
Pet performanc e	0.75 6	0.49 8	0.62 2	0.43 8	1.00 6	
Trust in leadership	0.32 6	0.35 7	0.40 7	0.33 9	0.48 9	0.48 9

To investigate the discriminant validity of the scale, Fornell-Larcker criterion, and Henseler et al. (2017) criteria were used. The bold values in table-2 are the square root of AVE values in table-1. HTMT ratios are also presented in table-3, a clear difference can be seen in table-3 among all the bold values, which illustrates that all variables in the instrument discriminates well, thus established the discriminant validity of the scales. Based on the above results, therefore, it is concluded that the measurement model of this study is reliable and valid.

Table 4 Path Coefficients

Variables	β	t-Statistics	p-Values
Leadership styles-> PETs Performance	0.518	6.000	0.000
Performance Appraisal-> PETs Performance	0.714	10.090	0.000
Intention to leave -> PETs performance	0.551	6.055	0.000
Job satisfaction -> PETs performance	0.105	0.856	0.381
Leadership styles -> intention to leave	0.119	1.105	0.251
Leadership styles -> job satisfaction	0.420	4.882	0.000
Leadership styles -> org commitment	0.209	2.344	0.031
Leadership styles -> trust in leadership	0.321	2.935	0.002
Org commitment -> pet performance	0.053	0.431	0.651
Performance appraisal -> intention to leave	0.609	8.070	0.000
Performance appraisal -> Performance	0.223	2.854	0.003

appraisal -> job satisfaction	0.236		
appraisal -> org commitment	3.009	0.003	
appraisal -> trust in leadership	2.216	0.032	
Trust in leadership -> PETs performance	2.097	0.035	

To test the hypotheses, the researchers did bootstrapping with 5000 resample to obtain t and p values (Hair et al., 2011). Out of 14, 3 variables were found insignificant while, remaining 11 were significant (table 4). The result shows that leadership styles have a direct impact on PETs performance as indicated in the above table-4 with $\beta=0.518$, $t=6.000$, $p<0.05$. Likewise, performance appraisal was also a significant predictor of the PETs performance with its respective results i.e., $\beta=0.714$, $t=10.090$, $p<0.05$. Impact of intention to leave upon PETs performance (PETP) was found significant i.e., $\beta=0.551$, t value= 6.055, $p<0.05$, similarly, impact of job satisfaction upon PETs performance was $\beta=0.105$, $t=0.856$, $p>0.05$, which is insignificant. Moreover, the effect of leadership styles upon intention to leave was insignificant $\beta=0.119$, $t=1.105$, $p>0.05$. Further analysis of results reveals that the influence of leadership styles upon job satisfaction was significant with $\beta=0.420$, $t=4.882$, $p<0.01$ values. Likewise, leadership styles were found to have a significant effect upon the organizational commitment, $\beta=0.209$, $t=2.344$, $p<0.05$, in the same way, the impact of leadership styles upon trust in leadership was also significant with $\beta=0.321$, $t=2.935$ at $p<0.01$. Similarly, the results of the study also indicate that organizational commitment has an insignificant impact upon the PETs performance $\beta=0.053$, $t=0.431$, $p>0.05$. While performance appraisal was found with significant impact upon the intention to leave, job satisfaction, organizational commitment, and trust in leadership i.e. ($\beta=0.609$, $t=8.070$, $p<0.01$), ($\beta=0.223$, $t=2.854$, $p<0.01$), ($\beta=0.236$, $t=3.009$, $p<0.01$), ($\beta=0.260$, $t=2.216$, $p<0.05$), on the other hand, trust in leadership also have a significant impact upon the PETs performance ($\beta=0.162$, $t=2.097$, $p<0.05$) respectively.

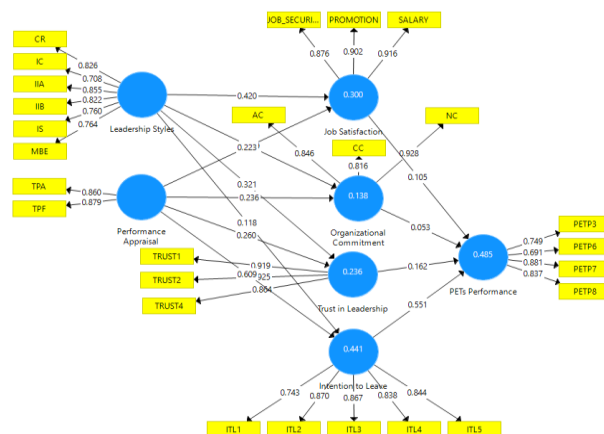


Figure 2The CFA Measurement Model

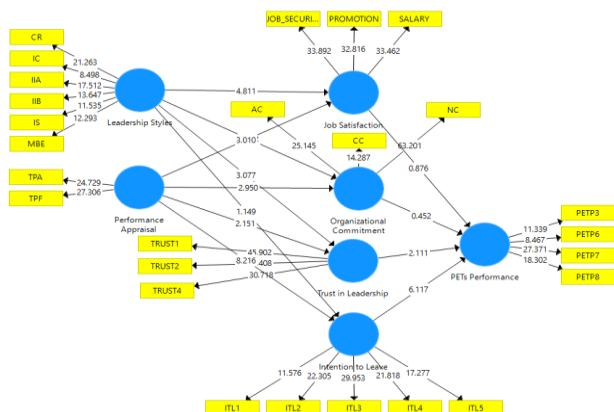


Figure 3The Structural Model

Table 5 Mediation Analysis (Bootstrapping 5000)

Variables	Beta	SE	t	p
LS-JS-PET performance	0.3254,	0.078,	4.135,	0.0001,
LS-OC-PET performance	0.2474	0.0700	3.533	0.0006
LS-TIL-PET performance	0.3865,	0.071,	5.445,	0.0000,
LS-ITL-PET performance	0.2605,	0.0641	4.067	0.0001
PA-JS-PET Performance	0.3352,	0.0729,	4.59,	0.0000,
PA-OC-PET Performance	0.3431	0.077	4.45	0.0000
PA-TIL-PET Performance	0.3147,	0.073,	4.30,	0.0000,
PA-ITL-PET Performance	0.3268	0.068	4.78	0.0000
PA-JS-PET Performance	0.492,	0.057,	8.568,	0.0000,
PA-OC-PET Performance	0.197	0.055	3.55	0.0006
PA-TIL-PET Performance	0.5122,	0.056,	9.03,	0.0000,
PA-ITL-PET Performance	0.1787	0.555	3.222	0.0017
PA-JS-PET Performance	0.483,	0.058,	8.30,	0.0000,
PA-OC-PET Performance	0.241	0.066	3.61	0.0005
PA-TIL-PET Performance	0.3731,	0.069,	5.36,	0.0000,
PA-ITL-PET Performance	0.3275	0.077	4.25	0.0000

Bootstrapping with a resample rate of 5000 was run to test the hypotheses. To get beta, t-values, and p values, eight hypotheses were tested. H₁ was aimed at investigating the mediating role of job satisfaction between leadership styles, and the performance of the physical education teachers ($\beta=0.3254$, $\beta=0.2474$, $p<0.01$). Moreover, analysis of results reveals that organizational commitment also mediates the relationship between leadership styles, and physical teachers' performance ($\beta=0.3865$, $\beta=0.2605$, $p<0.01$). Similarly, trust in leadership mediates the relationship between leadership, and performance ($\beta=0.3352$, $\beta=0.3431$, $p<0.01$). Intention to leave also mediates between the leadership styles, and performance ($\beta=0.3147$, $\beta=0.3268$, $p<0.01$). Performance appraisal was also used as a predictor in the current study, it was found that job satisfaction, organizational commitment, trust in leadership, and intention to leave also mediated the relationship between performance appraisal, and physical education teacher's

performance ($\beta=0.492$, $\beta=0.197$, $p<0.01$), ($\beta=0.5122$, $\beta=0.1787$, $p<0.01$), ($\beta=0.483$, $\beta=0.241$, $p<0.01$), ($\beta=0.3731$, $\beta=0.3275$, $p<0.01$).

Discussions

The leadership styles instrument also known as multifactor leadership questionnaire (MLQ) was developed and validated by Bass and Avolio (1995). Later on, researchers have validated this instrument in the western as well as eastern perspective. In western perspective, it was first validated by Bass and Avolio (1995) but in eastern perspective, Busari (2011) has validated this instrument in Malaysia and reported its reliability (Cronbach alpha=0.89) similarly, Busari, Khan, Abdullah, and Mughal (2019) reported the reliability of leadership instrument (Cronbach alpha= 0.87). Moreover, Khan, Busari, Abdullah, and Mughal (2018) also reported the reliability of leadership instrument (Cronbach alpha=0.87). In this study, the Cronbach alpha of the leadership instrument is (0.885), thus, based on the above discussion, the instrument for the leadership scale of this study is considered internally consistent, and reliable. The instrument of job satisfaction was developed by Smith, Kendall, and Hulin (1969), later it was validated by researchers in different scenarios. In the Eastern perspective Tasios & Giannouli (2017) reported the reliability of JDI (Cronbach alpha=0.82), our result (Cronbach alpha =0.881) is consistent with Tasios & Giannouli thus, our instrument for job descriptive index is considered reliable. Likewise, the scale for organizational commitment was developed by Meyer and Allen (1997), later on, Jarros (2007) reported the reliability of the organizational commitment scale, furthermore, Neves et al. (2018) have also reported the reliability of organizational commitment questionnaire (OCQ) (Cronbach alpha=0.82) respectively, and again our Cronbach alpha score 0.832 is consistent with the previous studies. The instrument for the construct of trust in the leadership scale was developed by Gillespie (2003), and it had five items. Khan et al. (2018) reported Cronbach's alpha value for this scale (0.90), while our results are aligned with their study at an alpha value of 0.887. Similarly, the scale on the intention to leave scale was developed by Chang (1999), and validated by Imran and Mughal (2018), the alpha value of our study 0.889 is greater than the value of Imran and Mughal (0.804). Moreover, in this study the researchers have adopted the Stronge (2007) scale to measure the teacher's performance, earlier, Yusoff, & Khan (2013) validated this scale and reported a 0.85 alpha value of teacher's performance, whereas the Cronbach alpha value for physical education teacher's performance is 0.803. Based on the above facts, thus, all of our scales were internally consistent, and reliable.

The originality of this study lies in investigating the mediating role of job satisfaction, organizational commitment, trust in leadership, and intention to leave between leadership styles, performance appraisal, and performance through the lens of social exchange theory. Findings indicated that all the mediators such as job satisfaction, organizational commitment, trust in leadership, and intention to leave mediated the relationship between leadership styles, performance appraisal, and performance of physical education teachers. Crede et al. (2007) identified

job satisfaction as a significant mediator between predictors, and criterion. Further Puteh, Mohamad, and Syairah (2018) also used job satisfaction as a mediator between leadership styles and found that job satisfaction mediated between leadership styles, and the criterion variable. This shows that to have more productive teachers in the field of physical education, the leadership of the educational institutions/schools must focus on increasing the job satisfaction of their teachers. In this way, teachers could be motivated, and they would work hard to complete the task on time, thus the performance will be increased. Organizational commitment was used as a mediator between leadership styles, and performance. The results indicated that organizational commitment has a mediating role between leadership, and performance. The results of this study are consistent with Yousaf (2000) who reported the significant mediating effects of organizational commitment between leadership, and performance. The results also indicate that trust mediates the relationship between leadership, and performance. The findings of this study are consistent with Goodwin et al. (2011) who also concluded that trust mediates the relationship between leadership, and performance. Further results of Asencio (2016) also reported the mediating role of trust between transformational, and transactional leadership styles, and performance. Leaders must fulfill their promises made to employees. Such as providing bonuses, promotion opportunities, and flexible working hours on completion of task. If these promises are not fulfilled, it will weaken the relationship between leaders, and teachers and as a result, the performance will be low. The Intention to leave mediates the relationship between leadership and the performance of the physical education teachers. The findings got support from Sangeeta et al. (2018) who reported a significant mediating role of the intention to leave between predictors and criterion variables. Based on the results of this study, and the above discussion, the H_1 is thus, substantiated.

Performance appraisal and performance of physical education teachers were also mediated by job satisfaction, organizational commitment, trust in leadership, and intention to leave. The results of the current study are in line with the findings of Khan et al. (2019) who reported the significant mediating role of job satisfaction between the performance appraisal and performance. Furthermore, Supartha et al. (2018) reported a significant mediating role of organizational commitment, thus the current study got support from findings of the Supartha et al. (2018). Performance appraisal needs a lot of time, expenses, expertise, and training, the official evaluating the teacher must possess such skills, and knowledge otherwise, any mistake in the appraisal will result in losing the well-performed teachers, and it will also decrease their motivation level. If it is conducted at regular intervals, and the teachers get direction, and training from their institutions, it could increase their performance. In the same way, the trust of a leader upon employees, and allowing them to work independently will result in creativity, and this could further bring innovativeness among teachers, thus, they will be able to think critically, contribute more, and could resolve the issues of the teaching-learning process by employing novel ideas. However, in case, a breach of trust

happens, it will result in serious consequences such as absenteeism, intention to leave, and a low level of performance. Based on the above discussion, therefore, we accept our H_2 .

Conclusion

This study investigated the indirect effect of job satisfaction, organizational commitment, trust in leadership, and intention to leave on the relationship between leadership styles, performance appraisal, and performance of the PETs in the E&SED Government of Khyber Pakhtunkhwa through the lens of social exchange theory. It was concluded that an increase in job satisfaction, organizational commitment, trust in leadership also strengthens the relationship between leadership, performance appraisal, and performance while the intention to leave was found significant but it weakens the relationship. If the level of job satisfaction, commitment, and trust is low, it will increase the intention to leave among teachers and will lower the individual performance. This study successfully added four mediators into social exchange theory, therefore, it is concluded that leaders and supervisors in organizations could attain competitive advantage by increasing their teacher's job satisfaction, commitment, and trust to decrease intention to leave, and vice versa. This study has extended the body of knowledge through the lens of social exchange theory (SET). This means that the leadership is responsible for enhancing job satisfaction, level of commitment, trust, and performance of employees, and also to decrease the intention to leave as well. This study also concludes that fair, and objective performance appraisal also gives a chance to employees to know their weaknesses and overcome their negative/ gray areas so that in the future they may perform well. The instruments for leadership styles, appraisal, job satisfaction, organizational commitment, trust in leadership, intention to leave, and performance of PETs in the less developed region of Pakistan were validated with a small sample, however, this study suggests that in the future, the researchers need to measure the reliability, and validate the instrument with a large sample. The data analyzed in the current study was cross-sectional, it is therefore recommended for future academicians and researchers to collect longitudinal data.

Contributions

Theoretical Contributions

Previous studies on Social exchange theory have used intention to leave as a dependent variable, whereas this added it as a mediator, the results confirmed it as a significant mediator between leadership styles, performance appraisal and performance of the physical education teachers. This implies that intention to leave is responsible for reducing the productivity level and performance of the employees. Therefore, it is recommended that leaders while dealing with talented, and hardworking employee, must not play down this important aspect of management.

Methodological Contributions

The current study has validated the instruments by applying latest and most recommended tests i.e., confirmatory factor analysis. The study has further cross checked the results of

reliability and validity by employing with McDonald Omega. All findings met the threshold value; thus, it establishes the reliability and validity in the context of developing countries.

Practical Contributions

The bureaucratic nature, cumbersome procedures, and high level of formalism in the elementary and secondary education system of public sector have discretionary power while dealing with their employees. Likewise, the attitude, behavior of the leaders and subjective performance appraisal system demoralize the employee and thus lower their performance.

The findings of this study could be significant for management of the elementary and secondary education department to develop mutual trust between the leaders and followers, better working relationships inter alia fair appraisal system. Which might be helpful in rewarding and retaining the tilted staff. This means that if the leadership focus on the employees, in turn, they might reciprocate to their leadership and develop a creative and supportive culture at workplace.

Limitations and Future Studies

The data used in this study was collected from sample from the secondary and elementary education, where it is suggested that in future, researchers may collect data from different samples i.e., higher education sector and other manufacturing and services sector. The study used a small sample size whereas; future researchers are required to use a larger sample size. The current study is cross-sectional and future researchers are advised to conduct longitudinal studies on the research variables. Moreover, study in hand was based on social exchange theory, while future studies could investigate the same variables through the lens of social cognitive theory (SCT) and leader-member exchange theory (LMX).

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