

Employee Contentment with the Performance Assessment System

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Abstract

The present research investigates the extent to which personnel (Executives, Supervisors, and Workers) of public sector undertaking companies are content with the organization's performance evaluation system. Satisfaction is determined through a subjective evaluation of the received and anticipated results of a performance appraisal system. The aim of this research initiative is to determine the viewpoints of employees, supervisors, and administrators of public sector companies in Hyderabad concerning the performance appraisal system. The primary data for this research was acquired via the administration of questionnaires to employees, supervisors, and administrators.

Introduction

An ongoing process, performance appraisal collects the information necessary to make objective decisions and adjustments concerning employees, supervisors, and executives. The assessment of performance relative to job prerequisites enables the recognition of the qualifications of particular executives, supervisors, and staff members affiliated with the PSU organization. The aim of this study is to determine whether or not there are discrepancies in the performance of the staff members affiliated with the organization.

Literature Review

Dorfman and Loveland conducted a study in 1986 titled "Performance Appraisal Behaviors: Supervisor Perceptions and Subordinate Reactions" which investigated the perceptions and responses of both supervisors and subordinates towards formal performance appraisal reviews. The study by Sachdeva and Arora (1989) titled "Improving employee relations climate: HRD" established the correlation between human resource development (HRD) and the enhancement of the employee relations climate at Eicher Good Earth. "A Critical Evaluation of Performance Appraisal in Selected Industrial Organizations," a 1992 study by Arahunasi U.H., detailed the seven criteria mentioned above. In his study from 2006, Kuvaas established three different correlations that may exist between performance assessment satisfaction and employee outcomes. These relationships are as follows: 1) self-reported job performance; 2) effective organizational commitment; and 3) desire to leave the company.

Need for the study

Following a comprehensive examination of previous scholarly investigations, it is apparent that a considerable number of researchers have focused on subjects including the improvement of interpersonal relationships within an organization, the perceptions of supervisors and the reactions of subordinates, and similar matters. Insufficient comprehensive research has been undertaken to ascertain the extent to which employees are content with the performance appraisal system implemented by PSUs. The ongoing investigation is expected to make a valuable contribution towards resolving the division concerning matters of risk management.

Objective of the study

1. To the Conduct an analysis of employee satisfaction (including executives, supervisors, and laborers) with respect to the performance appraisal system implemented by PSUs

Null Hypothesis (H₀)

There is no statistically significant association between the performance appraisal system evaluation and employee satisfaction with pay and benefits across all cadres, according to an analysis of the relationship between the two.

Research Methodology

Research is the methodical and scientific pursuit of relevant information. The principal aim of research is to unveil ascertain the concealed truth that remains undisclosed or to enhance the conclusions drawn from prior inquiries. An examination is undertaken of the perspectives held by employees, supervisors, and executives.

Methods of Data Collection: As soon as a research problem is identified, the data collection procedure is initiated. The inquiry is founded primarily on empirical research. The data necessary for the inquiry was gathered from a combination of primary and secondary sources.

The Primary Source: For the collection of the required information, questionnaires that were meticulously designed were utilized. A solitary survey was formulated and distributed to administrators, personnel, and leadership staff. The survey instruments comprised a variety of closed-ended and open-ended inquiries in the questionnaires.

Tools for data analysis: Incorporating the perspectives of all relevant stakeholders—including employees, administrators, and managers—is the aim of empirical analysis. The perspectives were gathered and synthesized through the implementation of a meticulously designed survey. In addition, extensive in-person interviews were carried out with a restricted sample size.

The collected data were analyzed using both non-statistical and statistical techniques, such as

the chi-square test and straightforward percentage. An endeavor has been made to determine the correlation between the evaluation of performance appraisal systems and the overall contentment of personnel across all hierarchical levels in regards to benefits and compensation.

Table-1.1

The existing performance appraisal system is satisfactory.

Opinion	No. of Respondents	(%)
Strongly Disagree	60	10.00
Disagree	112	18.67
Neutral	76	12.67
Agree	184	30.67
Strongly Agree	167	27.00
Total	600	99

Source : Primary Data

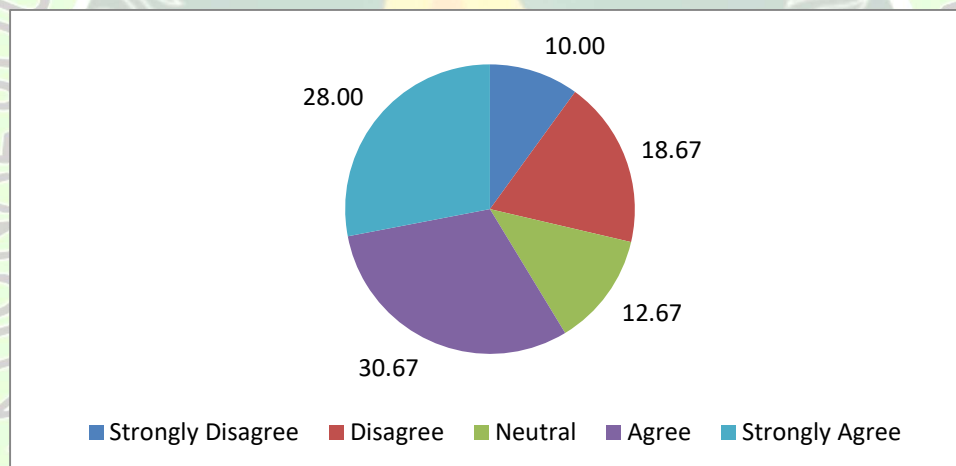


Table-1A value of 1 signifies that the participants maintain a positive viewpoint regarding the existing performance evaluation system. A considerable segment of the respondents (30.67%) indicated concurrence with the assertion, whereas a comparatively minor fraction (28.00%) strongly agreed. A significant proportion of the participants, comprising 10% or approximately 18.67% of the whole, voiced substantial disagreement. A mere 12.67% of the respondents indicated an unbiased position. It is possible to infer that the existing performance evaluation system is sufficient.

Table-1.2

The performance evaluation is being done in an objective manner.

Opinion	No. of Respondents	(%)
Strongly Disagree	44	7.33
Disagree	60	10.00
Neutral	101	16.83
Agree	155	25.84
Strongly Agree	240	40.00
Total	600	100

Source: Primary Data

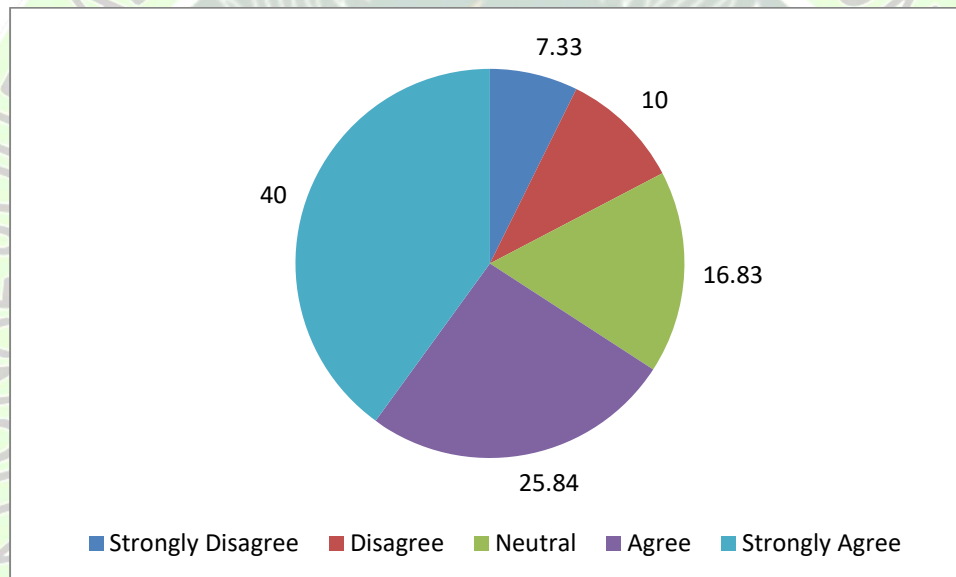


Table-1.2 demonstrates that the viewpoints of the respondents regarding the performance evaluation are objectively considered. A considerable percentage of the respondents (40%) indicated that they strongly agreed with the provided statement. Following this, 25.84 percent of the participants conveyed their concurrence. However, a small proportion of the participants (10%) expressed disagreement. A proportion of 16.83 percent of the participants indicated no stance, whereas 7.33 percent held a firm dissenting opinion. It is feasible to infer that the performance evaluation is carried out in an unbiased manner based on the data.

CHI-SQUARE TEST

Aim: Ascertain whether a correlation exists between the assessment of performance appraisal systems and the general satisfaction of personnel across all ranks with regard to their remuneration and perks.

Null Hypotheses (H0): An analysis reveals that, across all cadres, there is no statistically significant correlation between employee satisfaction with pay and benefits and the evaluation of performance appraisal systems.

Alternate Hypotheses (H1): There is a significant correlation between the evaluation of performance appraisal systems and the overall satisfaction of personnel at all levels of the organizational hierarchy with respect to compensation and benefits.

Table No-1.3

Table No: 1.1 & table No: 1.2 are cross-tabulated in order to acquire the following data:

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	15 25.00	15 25.00	4 6.67	16 26.67	10 16.67	60
Disagree	7 6.25	12 10.71	63 56.25	26 23.21	4 3.57	112
Neutral	5 6.58	3 3.95	8 10.53	45 59.21	15 19.74	76
Agree	9 4.89	18 9.78	15 8.15	25 13.59	117 63.59	184
Strongly Agree	8 4.76	12 7.14	11 6.55	43 25.60	94 55.95	168
Total	44	60	101	155	240	600

Observed values

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	15	15	4	16	10	60
Disagree	7	12	63	26	4	112

Neutral	5	3	8	45	15	76
Agree	9	18	15	25	117	184
Strongly Agree	8	12	11	43	94	168
Total	44	60	101	155	240	600

Expected frequencies

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	4	6	10	16	24	60
Disagree	8	11	19	29	45	112
Neutral	6	8	13	20	30	76
Agree	13	18	31	48	74	184
Strongly Agree	12	17	28	43	67	168
Total	44	60	101	155	240	600

Table illustrating the computation of the value of χ^2 .

O_i	E_i	O_i - E_i	(O_i - E_i)²	(O_i - E_i)² / E_i
15	4	11	121	25.5364
15	6	9	81	13.5000
4	10	-6	36	3.6842
16	16	1	1	0.0161
10	24	-14	196	8.1667
7	8	-1	1	0.1792
12	11	1	1	0.0571
63	19	44	1936	103.3731
26	29	-3	9	0.2974
4	45	-41	1681	37.1571
5	6	-1	1	0.0590
3	8	-5	25	2.7842
8	13	-5	25	1.7959
45	20	25	625	32.7743

15	30	-15	237	7.8013
9	13	-4	20	1.4963
18	18	0	0	0.0087
15	31	-16	255	8.2376
25	48	-23	508	10.6820
117	74	43	1884	25.5918
8	12	-4	19	1.5148
12	17	-5	23	1.3714
11	28	-17	299	10.5586
43	43	0	0	0.0037
94	67	27	718	10.6881
			χ^2	307.34

The value computed for Chi-Square = 307.34

Degree of Freedom = $(r-1)(c-1)$

= $(5-1)(5-1)$

= $4 \times 4 = 16$

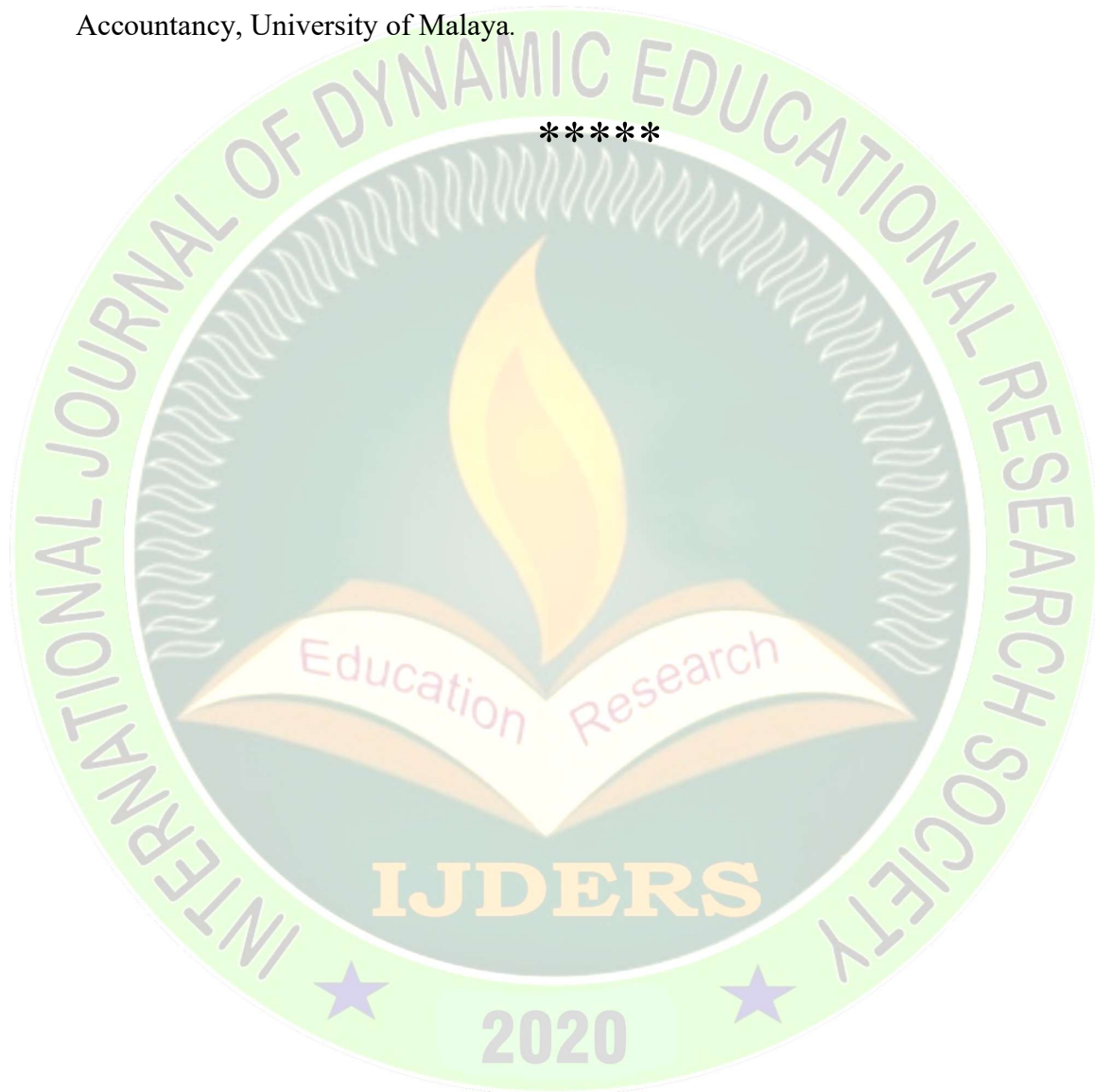
At a 5% level of significance, the table value of χ^2 for dof = 16 is 34.27.

Result: In light of the obtained value of j^2 (307.34) exceeding the critical value of j^2 (34.27) as presented in the table, it is possible to reject the null hypothesis (H_0). Conversely, a noteworthy correlation can be inferred between the evaluation of performance appraisal systems and the overall contentment of personnel spanning all hierarchical levels in regards to remuneration and perks.

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“Poetry a Verbal Art”-Analysis of teaching and reading poetry

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Abstract

Poetry is like a deep ocean where we can search for pearls of wisdom that enhance our souls' beauty. It is a verbal art in which meaning, beauty, and emotion are expressed through language.

According to Cleanth Brook- “A poem is a well-wrought urn”

He expresses his respect and awe for poetry as a verbal art and his belief in its basic worth and significance. Poetry is a creative and unique expression of truth that goes beyond the bounds of common language and reasoning, rather than merely reflecting or portraying reality.

It is an art form to teach poetry. To mold our students' thoughts, instructors must master this skill. It is more than just a mode of expression where sounds are supreme. A variety of methods, including annotation, paraphrasing, analysis, interpretation, evaluation, recitation, dramatization, and creative writing, can be employed by instructors to present, practice, and appraise the poetry. Poetry isn't just a form of entertainment or culture; it's a force that opens up the world of truth and pushes people to the edges of their lives and the world around them. It is a language but unlike our ordinary language. We find out what we're here for through language, since it's through language that we are mortal.

Poetry's use of figurative language, complex syntax and grammar, and layers upon layers of meaning can make it challenging to comprehend. Poems' styles, objectives, and readers can all influence how diverse and varied their poetry is. Students may therefore require some instruction and practice in order to acquire the abilities and methods necessary for effective poetry analysis.

Keywords: art, significant power, sacred mystery, essence of ideas

Introduction

Poetry has a significant power to influence how we live. It distils feelings and ideas into a form that has a profound emotional resonance, capturing the complexity of the human experience. Poetry is a language that expresses itself with increasing intensity. Values, feelings, and cultural expressions are intricately entwined with poetry's beautiful language and vivid imagery. It directs our behavior and mold our lives. They may consider global facts, societal rules, and regulations, or personal ethics.

But they are, you say, like the wine-god's holy priests,

Who fared from land to land in holy night. (Poetry, Language, Thought p-92)

The place where poetry and thought interact can be gradually found, approached, and investigated in thought. The nearest area to man's existence is where language resides. We come across language everywhere. Poetry is a language that speaks, speaks from the bottom of our hearts. Our goal is to hear language in a poem. Poetry is an instrument of using words to express the truth of existence, not just a kind of literature. Poetry, according to Heidegger, is the purest form of language because it can convey ideas that ordinary language cannot.

The German word for poems and fiction is Dichtung, from the word dicht, which means "thick" or "dense."

“The original language is the language of poetry.” (Heidegger)

Heidegger is interested in poetry because he has always loved books and was introduced to Holderlin, Goethe, Rilke, and Trakl when he was in school. But he is also interested in poetry because he has always been interested in the language of philosophy.

Analysis and Discussion

Poetry is more than just beautiful speech; it is the very fabric that enables us to live here, find purpose, and be truly human. Poems breathe deeper meaning into our lives and that we in turn breathe deeper life into poems. Reading poems is an act of creativity, a path of renewal, and a return to because you're interested.

I will shed light on the strategies of reading and understanding a poem. For students, interpreting and understanding a poem can be difficult, particularly for non-native speakers. Students' language proficiency, creative thinking, and cultural understanding all increase when they read and analyze poetry. Poetry analysis and reading are forms of art, and it is the duty of an instructor to impart these forms of knowledge through artistic means. Students must be instructed to read attentively.

“Attentiveness is the natural prayer of the soul.” Walter Benjamin

Reading poetry genuinely is about being encountered and influenced by a poem. Instructors need to encourage students to read with genuineness. Motivate them to admire language, concepts, imagery, and rhythm. For example, Shakespeare is one poet who succeeds at creating strong, emotive poetry that is both natural and simple, and that speaks to the reader's experience and feelings.

“In English verse, even in Shakespeare’s grandest rhetorical passages, the ear is always aware of its relationship to everyday speech.” W. H. Auden

Shakespeare's poetry is more universal and timeless, because it does not depend on specific cultural or historical contexts, but rather on the common language and feelings of humanity. Shakespeare's poetry effectively conveys the human condition and its existential issues, including freedom, love, guilt, and mortality. Heidegger also liked the way Shakespeare used language. He thought it was rich, imaginative, and fundamentally artistic.

In his sonnet 71- "No longer mourn for me when I am dead" Shakespeare explores themes common to his sonnets. These include death, afterlife, mourning, and relationships. It focuses light on the Bard's inspirational heart that expresses motivational ideas and thoughts. There is a life inspiring message, especially for the widows. The speaker says when I lie dead and am clad in the clay of the earth, and you read my poetry, don't even think of my name. It shows his concern and practical attitude towards life. He advises us to take death as part of a natural process. It expresses his feelings towards the mankind. It is a guiding star especially for those who lose their loved ones at an early age. It will motivate them to survive in the world, with great loss. Losing our loved ones is not the end of our journey, we have many duties to perform. As Robert Frost says in his poem Stopping by Woods on a Snowy Evening -

**"But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep."**

The reader is what Wallace Stevens calls "the scholar of one candle" The scholar of one candle is a figure that represents the human quest for knowledge and truth. The scholar is someone who studies and reads by the light of one candle. The reader of poetry, according to Stevens, is a kind of scholar of one candle.

In this sense, the reader is someone who attempts to understand and appreciate the poet's language talent but struggles with its significance and ambiguity. However, the issue remains: how can one learn this verbal art and overcome this struggle?

Poetry never loses its sense of sacred mystery. Let your students take part in the mystery-solving process. Instil in them the concept of language and its deeper meaning. Since language is the medium of poetry, the instructors explain language and how it functions in our lives in terms of feelings and emotions. Motivate them to read actively.

Reading poetry is a reciprocal act that fosters a relationship between the poet and the reader as well as a virtual exchange between two individuals. A lyric poetry is a very focused and emotional way for two strangers to communicate. It is a way of connecting through the medium of language.