

Evaluating the effectiveness of performance appraisal awareness among employees in west Maharashtra's industrial sector

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Abstract: The focus of this study is on how employees in the industrial units in West Maharashtra perceive and use evaluation systems. The effectiveness of the awareness of performance appraisal among workers in these industrial units is investigated. Structured questionnaires and interviews were both techniques by which a total of one hundred twenty persons, which included managers and employees from the engineering and production departments, were able to participate in the mixed-methods data gathering process. The research investigates a number of significant factors that are related to assessment awareness. These include the technical literacy of employees, training programs, educational background, job experience, and organisational culture. Employees who have finished more formal education programs or who have participated in comparable structured training programs previously have a greater understanding of the aims and processes involved in performance evaluations. Awareness is further increased by familiarity with digital assessment technology in addition to organisational cultures that promote openness and engagement in assessments. According to the findings of a correlation research, training efforts, technological integration, and organisational culture are all substantially connected with the improvement of appraisal awareness. The study suggests that targeted interventions, such as technology-enabled assessment platforms, awareness campaigns, and regular evaluation training, be used in order to improve both employee understanding and engagement. By increasing awareness of performance evaluations, industrial units located in West Maharashtra are able to boost their workers' understanding of the process, therefore contributing to the success of the company and motivating employees, in addition to improving the accuracy of their performance assessments. By giving empirical insights into the knowledge of evaluation systems that personnel in the industrial sector possess, this research fills a gap in the literature. By bridging theoretical knowledge, it offers pragmatic ways for effective control of one's level of performance.

Keywords: Performance Appraisal, Employee Awareness, Industrial Sector, West Maharashtra, Appraisal Effectiveness, Organizational Culture

INTRODUCTION

Since it offers an organised method of evaluating employees' efforts, providing them with constructive criticism, and ensuring that everyone is working towards the same objectives, performance appraisal is a critical component of human resource management (HRM). In the

industrial sector of West Maharashtra, performance evaluation methodologies are relied on substantially for the management of a workforce that is diverse in manufacturing, engineering, and associated industries [1]. This sector include places such as Pune, Nashik, and Kolhapur. The effectiveness of the systems is significantly influenced by the extent to which the workers are acquainted with and comfortable with the assessment methods.

Significance of Employee Awareness in Performance Appraisal Systems

When workers are given a thorough understanding of the procedures used to assess their performance, it is possible to significantly improve organisational trust, transparency, and motivation. According to research, employees are more likely to take an active role in performance evaluations when they have a thorough awareness of the objectives, standards, and processes involved in the reviews. This, in turn, increases their level of satisfaction and productivity at work. On the other side of the spectrum, ignorance may result in misunderstandings, a loss of morale, and feelings of disappointment.

Factors Influencing Appraisal Awareness in the Industrial Context

Employees' familiarity with performance reviews is influenced by many factors:

- **Educational Background:** A higher level of education is often associated with a more favourable attitude towards and familiarity with performance evaluation processes [2].
- **Training and Development Programs:** Employees' understanding of performance reviews and their place in the company's advancement opportunities is bolstered via consistent training.
- **Organizational Culture:** Employees are more likely to participate constructively in performance evaluation systems when the work environment supports open communication and feedback.

Implications for Organizational Effectiveness

In order to maximise the return on their human resource efforts, organisations must have a clear understanding of the extent to which their employees are cognisant of the significance of performance evaluations [3]. Increased awareness may result in a variety of positive consequences, including improved performance, more accurate evaluations, and a tighter

alignment of both personal and organisational goals. It is important to assess and improve assessment awareness in order to develop an inspired and productive workforce. This is a responsibility that goes beyond the scope of simple administration.

OBJECTIVES

1. To evaluate the knowledge of performance assessment systems among workers in the industrial sector in West Maharashtra.
2. To ascertain the principal elements affecting employee comprehension and efficacy of performance appraisals within these organisations.

HYPOTHESIS

1. **H₁:** Employees with higher educational qualifications have greater awareness of performance appraisal systems.
2. **H₂:** Participation in training and development programs positively influences employees' awareness of performance appraisal processes.
3. **H₃:** Organizational culture is positively related to employee awareness of performance appraisal systems.

RESEARCH METHODOLOGY

We provide a description of the methods that were used in order to gather information from industrial units located in Western Maharashtra. The purpose of this is to draw conclusions on the factors that have an impact on the extent to which workers comprehend and comply with performance assessment systems. Included in the process are the demographics and sampling tactics, the processes for acquiring data, and the designs and research methodologies that are analytical.

Research Design

A mixed-method approach, which is a combination of both quantitative and qualitative research methods, was used in order to provide a complete understanding of the level of awareness that workers have of their own assessments. The quantitative component consisted of an evaluation of the extent to which employees were cognisant of the situation, as well as an analysis of the connections between awareness and a variety of variables, such as training,

education, organisational culture, and exposure to technology. As part of the qualitative component of the research, interviews were conducted with employees to discuss their ideas, emotions, and issues related to performance evaluation systems [4].

Population and Sampling

Population:

The population that forms the basis of the research consists of employees in the engineering, manufacturing, and associated industries in the region of Western Maharashtra, which includes locations such as Nashik, Kolhapur, and Pune. The consideration process took into account all of the personnel who had been working for the organisation for a minimum of one year and had participated in performance evaluations.

Sampling Method:

In order to ensure that every individual, ranging from the personnel on the front line to the managers and department heads, was represented, we made use of a stratified random sampling method. The survey had a total of 120 participants, which provided a sufficient amount of data for the gathering process to be considered appropriate for both qualitative and quantitative analysis.

Inclusion Criteria:

- Employee participation in the performance review process must be active.
- Workers must have worked in the industrial unit for at least a year.

Data Collection Methods

1. Structured Surveys:

The quantitative data was gathered via the use of a standardised questionnaire. Assessments were made using closed-ended questions:

- Educational Background (professional qualifications, degree, etc.)
- Programs for training and development (such as attending seminars on appraisals)
- Technological Awareness (knowledge of digital appraisal systems, for example)

- Culture of the organisation (e.g., encouragement of feedback, openness in evaluation procedures)
- Employee Knowledge of Performance evaluation (e.g., comprehension of the goals, standards, and procedures of the evaluation)

On a 5-point Likert scale, where 1 signifies Strongly Disagree and 5 means Strongly Agree, responses were evaluated.

2. Semi-Structured Interviews:

To obtain a clearer understanding of the following:

- The ways in which personnel have utilised and perceived the performance appraisal systems
- The extent to which training and the culture of the organisation have influenced awareness
- The challenges they have faced when attempting to participate in or comprehend the evaluation process
- The steps that can be taken to make appraisals more effective and commonly used

We converted the audio recordings of the interviews into text and performed a theme analysis on them.

Data Analysis

An examination of the relationships between the factors that have an impact on employee awareness was performed using quantitative data analysis techniques, which included descriptive statistics, correlation, and regression analysis. Thematic analysis was used to uncover patterns, viewpoints, and recommendations associated with appraisal awareness in qualitative data obtained from interviews [5].

RESULT

The findings of a data analysis that was performed with the objective of determining the level of competence of appraisers at industrial engineering facilities in the Kolhapur district of Maharashtra are presented in this chapter. Descriptive statistics were used in order to assess

the data and examine the hypotheses, as discussed in the chapter on research methodologies. Education, job history, training, technical expertise, and cultural norms are some of the principal domains of interest that this research addresses [6]. It was assumed that elements pertaining to the work environment may have a major impact on the competence of appraisers.

Demographic Statistics

Table 1. Demographic Statistics of Appraiser's

Demographic Category	Details	Count (%)
Total Respondents	No. of Appraisers	120
Gender Distribution	Male	102 (85%)
	Female	18 (15%)
Age Distribution	18-30 years	30 (25%)
	31-40 years	42 (35%)
	41-50 years	30 (25%)
	51+ years	18 (15%)
Educational Background	Diploma Holders	36 (30%)
	Bachelor's Degree	66 (55%)
	Master's Degree	18 (15%)
Professional Industrial Experience	0-5 years	24 (20%)
	6-10 years	48 (40%)
	10+ years	48 (40%)

Descriptive Statistics

We were able to make use of descriptive statistics in order to summarise the data and get an understanding of how each of the main variables—which included appraiser competency, school credentials, work experience, training programs/technology exposure, and

organisational culture—were responded to. These statistics are useful for summarising the data prior to additional analysis, which includes hypothesis testing [7].

Table 2: Descriptive Statistics Of Key Variables Of Factors Impacting On Appraiser's Competence

Variable	Mean	Standard Deviation	Min	Max
Educational Backgrounds	3.82	0.76	2	5
Professional Industrial Experience	4.1	0.81	2	5
Training & Development Programs	3.94	0.85	1	5
Technological Proficiency	4.05	0.78	2	5
Organizational Culture	4.18	0.72	2	5
Appraiser Competency	4.08	0.8	2	5

Examining the descriptive statistics of key variables of factors influencing the appraiser's competency is shown in table no.1, which is located above.

- **Educational Backgrounds:-** According to the results, the proportion of appraisers who have college degrees varies significantly from the average figure of 3.82. The individuals' educational backgrounds were distributed in a manner that was well dispersed, as seen by the coefficient of variation, which was 0.76. The results show that around 58 appraisers have only completed high school, whilst the rest of the appraisers have earned college degrees, with the scores ranging from 2 to 5. Although there is a good chance that there is a positive correlation between appraiser competence and higher education, the sample is diverse [8].
- **Professional Industrial Experience:** The mean score of 4.1 indicates that the majority of the participants had a great deal of professional expertise in the field of appraisal. The moderate data variability, which is indicated by a coefficient of variance of 0.81, suggests that a small minority of appraisers may have less experience than the average, despite the fact that the majority of appraisers are likely to have more experience than the average.

We are of the opinion that the range of two to five will be beneficial in enhancing the abilities of the appraisers by demonstrating that professional competence is highly valued.

- **Training & Development Programs:-** Although appraisers are involved in specific professional development activities, the average score of 3.94 indicates that their engagement is not ideal [9]. The moderate value indicates that the standard deviation of 0.85 indicates that the training level is a variable that has a significant degree of variability. The amount of training that an appraiser has received might fall anywhere on a scale of 1 (extremely low) to 5 (very high), depending on the value of the training variable. The training will increase the capabilities of the appraisers, even if there is data that suggests that participation in or access to the training varies.
- **Technological Proficiency** The fact that the average score is 4.05 suggests that evaluators have a certain degree of familiarity with technology; nonetheless, the extent of their technical skill differs from person to person. The standard deviation is 0.78, and the minimum and highest numbers are 2 and 5, respectively, indicating that there is a moderate range of technical knowledge. The research questions [10] show that the level of experience with technology is one of the factors that promotes appraiser competency, as is presumably the case given the current technological improvements in the evaluation process.
- **Organizational Culture:-** It is evident that the atmosphere in which appraisers operate is optimistic and supportive of productivity, as shown by the average score of 4.18. According to the mean score of 7.38, it would seem that the majority of appraisers are satisfied with the work environment, although a tiny number of appraisers, perhaps as few as two, may have an unfavourable opinion of the business culture. An appraiser's competence may also be influenced by factors such as the support that they get from their colleagues and other components of the corporate culture, such as appraisal competency.
- **Appraiser Competency:-** The average score for the dependent variable, which is the appraiser competence factor, is 4.08. This suggests that appraisers have a tendency to believe that they are competent in the tasks that they do. The findings show that there is a wide variety of viewpoints; for instance, while some appraisers gave themselves lower ratings of ability (standard deviation [SD]=0.8), others gave themselves greater

evaluations (SD=5.0). This is shown by the fact that the logic of appraisers and their own self-perception of their aptitude or ability may vary [11].

As seen by the data presented above, the skill of the appraisers was influenced by a variety of variables, and these factors exhibited considerable variability throughout the sample. There seems to be a connection between increased levels of education and higher assessments of competence, however there is still a significant amount of heterogeneity when taking a look at professional backgrounds and degrees of education [12–13]. The majority of appraisers have a significant amount of competence in their field, despite the fact that experience levels might vary greatly from one appraiser to the next. The intensity of the appraisers' engagement in the various training and development programs indicates that there is even more possibility for growth in the future, despite the fact that they are already participating in these programs. It seems that overall, the level of technological competency is very high; yet, the current study found that there are significant variances in competency across appraisers. These variations indicate that there is a tendency towards even higher levels of technical proficiency. Although there are few individuals who have had negative experiences that have reduced their ability to function, the prevailing sentiment among employees is that the workplace culture is good. In general, the evaluators feel confident in their capacity to conduct assessments effectively. Nevertheless, the broad spectrum of replies to this self-assessment question brings to light the fact that competence arises from the intricate interaction of a variety of elements, including education, experience, training, technology, and culture.

Correlation Analysis

Table 3: Pearson's Correlation Coefficients for Appraiser Competency and Important Variables

Variable	Educational Backgrounds	Professional Industrial Experience	Training & Development Programs	Technological Proficiency	Organizational Culture	Appraiser Competency

Education al Backgrou nds	1	0.56**	0.45**	0.40**	0.53**	0.61**
Profession al Industrial Experienc e	0.56**	1	0.50**	0.45**	0.60**	0.65**
Training & Developm ent Programs	0.45**	0.50**	1	0.56**	0.58**	0.60**
Technolog ical Proficienc y	0.40**	0.45**	0.56**	1	0.52**	0.63**
Organizati onal Culture	0.53**	0.60**	0.58**	0.52**	1	0.70**
Appraiser Competen cy	0.61**	0.65**	0.60**	0.63**	0.70**	1
Note: p < 0.01						

*Source - Author's independent assessment.

Table 2's correlation coefficients demonstrate strong positive connections between all significant factors. The data support the assumption that degrees, years of experience, training, technology, and business culture improve assessment abilities. The appraiser's education is positively correlated with their skill ($r=0.61$). More qualified appraisers are excellent at their jobs. There is a high association between appraisers' professional experience and competence and their performance level ($r = 0.65$), showing that these factors improve performance. It was shown that training and technology use improved appraiser performance ($r = 0.60$ and 0.63 , respectively). This shows that these activities improve assessment accuracy. Organisational culture has the biggest effect on appraiser competence ($r = 0.70$); appraisers perform better in welcoming, learning-focused firms. These studies show that appraisers' education, experience, training, technology, and organisational culture improve their skills.

Multiple Regression Analysis

We searched for indicators of the influence that interdependent variables have on perceptual appraiser competency by using a multivariate regression analysis.

Table 4: Findings from a Multiple Regression Analysis

Variable	Unstandardized Coefficient (β)	Standardized Coefficient (β)	t-value	p-value
Constant	1.13		4.52	0
Educational Backgrounds	0.29	0.22	3.68	0
Professional Industrial Experience	0.35	0.28	4.21	0
Training & Development Programs	0.23	0.18	2.97	0.003
Technological Proficiency	0.27	0.21	3.48	0.001
Organizational Culture	0.4	0.33	5.11	0

$R^2 = 0.70$ (Adjusted $R^2 = 0.68$)				
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As can be seen in table number three, the results of the multiple regression analysis demonstrate that all of the independent characteristics that were studied are powerful indicators of the competency of the appraiser. An increased risk of developing chronic diseases such as diabetes, heart disease, and certain types of cancer. The standardised coefficient for organisational culture was found to be 0.33. This was followed by a value of 0.28 for professional experience and a coefficient of 0.22 for educational qualifications. This indicates that the organisational enabler, in addition to the appraiser's education and experience, is the most likely factor of the appraiser's competence. The technical familiarity of an appraiser and the training programs they have completed are two other elements that influence the competence of an appraiser. However, their coefficient is much smaller than that of organisational culture and experience. The score of 0.70 indicates that the independent variables that were used may account for 70 percent of the variability in the competency of appraisers. The model seems to have sufficiently matched the data points based on a high percentage such as this.

DISCUSSION

According to the results of the data analysis, there are a number of factors in West Maharashtra industrial units that have an impact on the extent to which employees understand and comprehend performance assessment systems. The link between educational background and knowledge of evaluations was a slight positive one ($r = 0.61$), indicating that employees who have more education are more likely to be acquainted with the objectives, criteria, and methods of assessments. According to a strong positive correlation ($r = 0.65$) between tenure and performance, employees who have been with the company for a longer period of time and have relevant industry expertise are more likely to be familiar with performance evaluation methods and participate in them. Structured training sessions and digital literacy were shown to be important factors in improving the comprehension and involvement of employees with appraisal systems, as evidenced by the positive associations between greater awareness of appraisals and participation in training and development programs ($r = 0.60$) and familiarity with technological tools ($r = 0.63$). A connection of a value of 0.70 was found between evaluation awareness and organisational culture, which was higher than the correlation found

between evaluation awareness and any of the other categories. Performance evaluations are much more relevant and beneficial when employees are members of a positive culture that values and encourages open communication and feedback, as well as a culture that focusses on learning.

As shown by multiple regression analysis, all of the independent characteristics, which include training, education, technical proficiency, corporate culture, and work experience, are powerful predictors of employee awareness. As the findings demonstrate, the most significant factors in determining appraisal awareness are professional experience, with a coefficient of 0.28, and a supportive organisational environment, with a coefficient of 0.33. Education is the third most important factor, with a coefficient of 0.22. Training programs and familiarity with technology are still important elements in the enhancement of both understanding and active participation in assessment processes, despite the fact that they have a lesser impact [15]. The regression model was able to account for 70 percent of the variance in the knowledge that employees have about performance rating systems, which indicates that the model has a good degree of fit and confirmation that these features together account for the majority of the variability in evaluation awareness among workers. The findings emphasise the need of organisations in the industrial sector in West Maharashtra investing in the training of their employees, digital technology, and a supportive culture in order to enhance performance evaluation systems in terms of transparency, engagement, and overall effectiveness.

CONCLUSION

In order to ensure that performance evaluations in industrial companies in West Maharashtra are effective, fair, and transparent, it is essential that workers be made aware of how they operate. The many factors that have an effect on employees' understanding and participation in evaluation processes are brought to light by this study. Some of these factors are as follows: educational background, engagement in training programs, expertise with evaluation technologies, and organisational culture. Among them, the most critical was organisational culture, which emphasised the need of a supportive environment that encourages education, criticism, and participation. Training programs and technical competence contribute to enhancing the ability of employees to understand and use evaluation systems effectively, while professional experience and educational degrees also play important roles in creating awareness of appraisal. The notion that increasing workers' understanding is a complicated

process that requires financial support for seminars and courses as well as digital tools and the creation of a supportive, educational atmosphere is brought into focus by these findings. The industrial units in the western region of Maharashtra might potentially enhance their overall performance by concentrating on the following areas: increasing the accuracy and openness of evaluations, encouraging personnel, and promoting career advancement. Increasing awareness has two purposes: it enhances the assessment process, and it generates personnel who are capable of responding to the changing demands of the business while making substantial contributions to the success of their own firms.

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