

A Comparative Study about the Influence of E-Performance Appraisal in Private and Public Higher Educational Institutions of Jaipur

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ARTICLE INFO	ABSTRACT
Received: 15 Oct 2024	Educational institutions are recognized as leading organizations in embracing modern systems to enhance their performance, enabling them to become more innovative and competitive. This research investigates and compares the impact of electronic performance appraisal on organizational performance of Private and Public higher educational institutions of Jaipur. By analyzing data collected from a survey of 101 teaching professionals, the study model was evaluated through one -way Anova.
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1.INTRODUCTION

A firm's capacity for growth is closely tied to its management of human resources and its ability to produce high-quality products. These factors are essential for companies to stay competitive in the marketplace. Consequently, regular performance evaluations should be conducted to provide employees with feedback aimed at improving their work performance and enhancing overall organizational productivity. It specifically addresses various policies concerning education, training, salary increases, and promotions. Human resources professionals and academics have been exploring faster, simpler, less biased, and more effective evaluation methods, prompted by increasing dissatisfaction with conventional performance appraisal systems. Consequently, advancements in technology have introduced electronic performance appraisal (E-performance appraisal) to assist organizations and HR managers in effectively evaluating employee performance and the overall performance of the organization. E-performance appraisal employs intelligent software to record, store, rate, and report employees' activities within the organization, enabling HR professionals to understand employees' strengths and weaknesses and make informed decisions.

2. LITERATURE REVIEW

Al-Raisi, A., Amin, S., & Tahir, S. (2013). Increased competition, advancements in technology, and re-engineered processes have transformed traditional practices and employee capabilities. To adapt to these demands, organizations and businesses are utilizing communication technologies to track and enhance employee performance and productivity. Many organizations are implementing electronic performance management systems to oversee performance. A review of existing literature indicates that there has been minimal research conducted to evaluate the impact of e-PMS in the Middle Eastern context. Consequently, this research presents an overview of e-PMS. The findings highlight key issues and strategic priorities that Arab organizations should consider when developing their goals to meet the needs and expectations of their employees.

Dangol, Pooja. (2020). The research results indicate that consistently evaluating performance enhances employee motivation. The ratings from performance appraisals can be seen as a method that positively influences work performance and boosts employee motivation. Ntsiful, Alex & Popesko et al (2020) the research identified a model suggesting that perceived usefulness and facilitating conditions influence the adoption of e-performance appraisal.

Thalhah, S. Z., Tahir, T., & Sari, R. E. (2022). This research focuses on the development of performance appraisal tools. This indicates that substantial efforts are necessary to enhance lecturers' performance in order to optimize their contributions. The study underscores the significance of grasping the performance appraisal process for each lecturer, providing a foundation for future improvements and career advancement.

Herzallah, F., & Ayyash, M. M. (2024) investigated that e-HRM practices, such as e-selection, e-training, e-performance appraisal, and e-communication, positively and significantly influence organizational performance. Additionally, this study's findings highlighted that e-recruitment is the most influential e-HRM practice on organizational performance. Consequently, e-HRM policymakers can leverage these results to develop strategies aimed at enhancing performance, and researchers can expand, refine, and evaluate studies within the e-HRM domain.

3. RESEARCH METHODOLOGY

The research utilized a descriptive design with stratified sampling to assess the effectiveness of electronic performance appraisal methods regarding their ease of use, the enhancement of learner access to knowledge, and the growth of learner potential within private and public higher education institutions in Jaipur. Data was gathered using a questionnaire. Both primary and secondary data sources were employed. The sample consisted of 101 teaching professionals from private and public higher educational institutions in Jaipur. A one-way ANOVA was conducted to evaluate relationship among study variables.

The study faces certain limitations. The size of the sample is limited. Since the survey is restricted to Jaipur, findings might differ if research were carried out in other regions of the world.

Hypothesis

H₀₁ There is no significant difference in the effectiveness of electronic performance appraisal practices of private and public higher educational institutions in Jaipur

To examine the hypothesis, a One-way ANOVA test was utilized, and the outcomes obtained are as follows:

4. DATA ANALYSIS AND INTERPRETATION

Demographic analysis

Data was gathered to assess the effectiveness of e-performance appraisal tools solely from the perspective of teaching. A questionnaire was distributed to 150 participants, but responses were obtained from only 101 individuals. Among these, 38 respondents were affiliated with private institutions and 63 with public institutions. The majority of the respondents (60) were female and held doctorate degrees. The respondents varied in levels of experience, with a notable portion having between 10 and 15 years of experience. This distribution indicates a slightly greater representation from public higher education institutions in the study

		N	Mean	Std. Deviation	Std. Error	Lower Bound
My institution conducts a formal electronic performance appraisal for staff.	Private	38	2.66	1.214	.197	2.26
	Public	63	3.24	.995	.125	2.99
	Total	101	3.02	1.113	.111	2.80
Electronic performance appraisal is used to understand poor performance issues in timely manner	Private	38	2.66	1.236	.201	2.25
	Public	63	3.03	1.191	.150	2.73
	Total	101	2.89	1.216	.121	2.65
Staff members are provided performance-based feedback and counselling electronically	Private	38	2.68	1.068	.173	2.33
	Public	63	3.60	.943	.119	3.37
	Total	101	3.26	1.083	.108	3.04
Staff members have faith in electronic performance appraisal system	Private	38	3.24	.883	.143	2.95
	Public	63	3.43	1.187	.150	3.13
	Total	101	3.36	1.082	.108	3.14
Electronic-performance appraisal system is easy to use	Private	38	3.37	1.217	.197	2.97
	Public	63	3.17	1.362	.172	2.83
	Total	101	3.25	1.307	.130	2.99

The study assessed the effectiveness of electronic performance appraisal methods in both private and public higher education institutions in Jaipur to evaluate the hypothesis that there is no notable difference in their effectiveness. The survey responses were analyzed using a One-way ANOVA test to investigate this hypothesis. Findings from the analysis are displayed in tables 1 and 2.

Analyses of descriptive statistics highlighted the average scores, standard deviations, and standard errors for each point concerning electronic performance appraisal methods in both public and private sectors. Table 1 illustrates that, on average, both public and private institutions achieved relatively high ratings in all facets of electronic performance appraisal practices. Nonetheless, significant differences can be observed in the average scores between public and private institutions for every statement. For

example, public institutions generally have higher average scores for statements like "My institution conducts a formal electronic performance appraisal for staff" and "Staff members have faith on the electronic performance appraisal system" when compared to private institutions.

Table .2 ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
My institution conducts a formal electronic performance appraisal for staff.	Between Groups	7.979	1	7.979	6.811	.000
	Within Groups	115.981	99	1.172		
	Total	123.960	100			
Electronic performance appraisal is used to understand poor performance issues in timely manner	Between Groups	3.313	1	3.313	2.270	.036
	Within Groups	144.489	99	1.459		
	Total	147.802	100			
Staff members are provided performance-based feedback and counselling electronically	Between Groups	20.017	1	20.017	20.369	.107
	Within Groups	97.290	99	.983		
	Total	117.307	100			
Staff members have faith in electronic performance appraisal system	Between Groups	.871	1	.871	.742	.074
	Within Groups	116.297	99	1.175		
	Total	117.168	100			
Electronic performance appraisal system is easy to use	Between Groups	.890	1	.890	.519	.001
	Within Groups	169.921	99	1.716		
	Total	170.812	100			

To determine if these differences are statistically significant, a One-way ANOVA test was conducted, and the results are presented in Table 2.

However, for the remaining statements, significant differences were found between private and public institutions.

- For the statement "My institution conducts a formal electronic performance appraisal for staff," a significant difference was observed $F(1, 99) = 6.811, p < .001$, rejecting the null hypothesis. Public institutions showed a considerably higher average score than private institutions, suggesting that formal electronic performance appraisal practices are more commonly found in public institutions.
- Similarly, for the statement "Electronic performance appraisal is used to understand poor performance issues in a timely manner," a significant difference was found ($F(1, 99) = 2.270, p = .036$), rejecting the null hypothesis. Public institutions exhibited a higher mean score, suggesting a more effective utilization of electronic performance appraisal for addressing poor performance issues promptly compared to private institutions.
- For the statements "Staff members are provided performance-based feedback and counseling electronically" and "Staff members have faith in the electronic performance appraisal system," although there were differences between private and public institutions, the ANOVA tests yielded p-values greater than .05 ($p = .107$ and $p = .074$ respectively). Therefore, the null hypothesis could not be rejected for these statements, indicating that the differences observed may not be statistically significant.
- For the statement "Electronic performance appraisal system is easy to use," the ANOVA test yielded a statistically significant result $F(1, 99) = .519, p = .001$, indicating that there is a significant difference in perceptions between private and public institutions regarding the ease of use of electronic performance appraisal systems.

To summarize, the analysis indicates a rejection of the null hypothesis for three out of the five statements assessed. It seems that public higher education institutions in Jaipur are more effective in certain dimensions of electronic performance appraisal practices than their private counterparts. Nevertheless, it's important to emphasize that, despite the significant differences observed, both private and public institutions generally reflect a positive view of electronic performance appraisal practices according to their overall mean scores. These results point to possible areas where private institutions could enhance the effectiveness of their electronic performance appraisal methods to better align with those of public institutions. Additional research and specific interventions may be needed to tackle these discrepancies and encourage best practices in electronic performance appraisal across all higher education institutions in Jaipur.

5. CONCLUSION

This comparative examination of the effectiveness of E-performance appraisal in public versus private higher education institutions in Jaipur explores the different applications, challenges, and benefits of this technology. Both public and private sectors have adopted electronic performance appraisal practices yet the effectiveness of these practices varies significantly based on several factors, including organizational culture, available resources, and institutional objectives.

Organizational culture significantly influences the effective operation of electronic performance appraisal. A culture that promotes innovation, efficiency, and empowers employees is typically beneficial for the successful rollout of these practices in private institutions. In contrast, a traditional and hierarchical culture often found in public institutions may resist change, presenting challenges in harnessing the full advantages of electronic learning. However, public institutions can achieve

comparable effectiveness in electronic learning as private ones if they foster a culture that embraces technological advancement. The research underscores the necessity of support and training for the effectiveness of electronic learning systems. To ensure that both HR personnel and employees are skilled in utilizing e-learning tools, institutions, whether public or private, must commit to continuous training. The full benefits of electronic learning cannot be achieved without adequate training, which may lead to underuse and frustration among users. Addressing technical issues and enhancing user experiences also necessitate effective support mechanisms, such as help desks and user guides.

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