

**JOB PERFORMANCE EVALUATION OF LIBRARY  
PERSONNEL IN UNIVERSITY LIBRARY SYSTEM  
A STUDY OF LIBRARIES OF CHANDIGARH,  
HIMACHAL PRADESH, HARYANA AND PUNJAB**



**BY**

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**Thesis submitted in partial fulfillment of the requirement  
of the Degree of Doctor of Philosophy in the Department  
of Library and Information Science of  
North-Eastern Hill University  
SHILLONG – 793022  
2007**

Thesis

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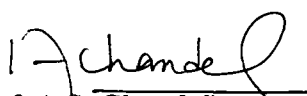
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I Neelam Sharma, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of my previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in my other University/ Institution.

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## **LIST OF ABBREVIATIONS**

|        |   |
|--------|---|
| ACR    | Annual Confidential Reports                           |
| PA     | Performance Appraisal                                 |
| JPA    | Job Performance Appraisal                             |
| CSKKV  | Chaudhary Sarvan Kumar Krishi Vishva Vidyalaya        |
| HAU    | Haryana Agriculture University                        |
| HPU    | Himachal Pradesh University                           |
| PU     | Panjab University                                     |
| PAU    | Punjab Agriculture University                         |
| YSPUHF | Dr. YS Parmar University of Horticulture and Forestry |

# **CHAPTER 1**

## **INTRODUCTION**

Of all the resources of an organisation, the human resource is probably the most critical and important. Only those organisations can progress that have the ability to utilise the human resource to the maximum potential. It could be stated that the success or failure of any organisation primarily depends upon its human resource. Thus, human efficiency and integrity are key elements of any organisation. Manpower and organisational behaviour are the major factors responsible for work output and performance. Every organisation has heterogeneous groups of employees with different levels of their output. What should be the yardstick to classify their performance? It is a common experience that employees perform differently with the same job description. Among employees, there may be some who are devoted workers and sincere in their work but their performance may not be up to the mark, some may be efficient whereas some may not be that efficient. There may be others whose performance remains much below the expected output.

Every job has its own requirements and demands that needs to be filled and accomplished by the employee or the person who has been assigned that job. Therefore every organisation must adopt some performance appraisal method and should evaluate

each aspect of jobs qualitatively and quantitatively for effective management of its human resources. A Job dimension that fails to measure important aspects of job performance would be viewed as deficient (Anthony *et al.*, 1993).

Before research process is initiated, certain terms used in this study are required to be defined and understood, which are given below:

### **1.1. Job performance Assessment**

For effective management of its human resources, every organisation devises means to know the output of its employees. The output is measured using certain norms and standards. Performance of the employees may be evaluated using various methods, such as performance appraisal, job performance, merit rating performance management, job appraisal, employees assessment, character roll and annual confidential reports etc. These terms have been interchangeably used in the present study. Performance management is a new term being used in American business. It gives two meanings namely (i) Performance appraisal or evaluation process and (ii) behaviour analysis in organisational settings (Slottje, 2000). It may be concluded that performance evaluation or performance appraisal or performance assessment are the common terms used to measure employee's performance.

## **1.2. Evaluation and Measurement Standard**

Evaluation is often done comparing the performance with some set standards or norms. Depending upon the job description, some standards are required to be set up for work measurement. Performance standards are defined as means of measuring the quantity of work produced by a person working at a normal pace under normal conditions (Dougherty and Heinrts, 1966). Performance evaluation is a method for formally measuring the output of an employee against a pre-established set of criteria, whether these criteria are dictated by a supervisor or are mutually agreed upon by the supervisor and the employee (Kroll, 1983).

The process deals with evaluating the performance and skills of the employee in terms of requirement of the job for which he / she is employed.

It has to be worked out with objectivity as to how much time a particular job would take to be completed successfully. Evaluator/observer must have clear vision regarding rate at which a worker having necessary physical and mental attribute and skill would satisfactorily carry out the task under observation (Lockyer, 1974).

A good performance standard describes, what an employee should have produced or accomplished or achieved by working for a specific period and in a particular situation (Anthony *et al.*, 1993). For setting such standards, each job has to be thoroughly analysed. Job evaluation or appraisal follows after the work analysis is completed.

### **1.3. Performance Appraisal**

Performance appraisal is an important tool of management and is an interesting and provocative topic. Various scholars in the field of management have written emphatically about the pros and cons on the performance appraisal question (*McGregor, 1957*). One new system of appraisal was developed at United Air Force Lines based on three years study. The study concluded that personnel appraisal is capable of being used successfully as a supervisory tool. It is considered a “tool of control” instead of a ‘measuring stick’. The performance evaluation system is equally helpful to the employer as well as to the employees.

Every individual is an integral part of the organisation, therefore, he should be evaluated by the degree to which he accomplishes specific results contributing to the departmental and organisational achievement (*Gagne, 1962*). It helps in planning and directing employees to perform the job assigned to them.

In the context of library management, *Kroll (1983)* concludes that performance evaluation program has been an effective tool for future planning provided the people involved are aware and anxious of achieving better results. We believe assisting an employee to maintain satisfactory performance on his present job is a worthwhile objective in itself, and have other program for administering salary and appraisal potential (*Richards, 1959*). Further, without such evaluation, salary and promotion policies can not be administered sensibly (*McGregor, 1957*). There is remarkably little evidence that this

highly touted, widely used and much researched process actually improves performance (Semke, 1991). This process is liked much neither by the manager nor by the subordinate. Appraisal report, the way it is communicated, may cause both positive and negative effects on employees morale. Even then neither of them can help escaping it. Some managers feel odd when they are put in the position of 'Playing God' over their subordinates. However, its potential benefits can only be derived if this system of job performance evaluation is logically designed and implemented. Every organisation, small or large, applies some or the other system of performance evaluation as means to get maximum output from its employees. According to McGregor (1957) formal appraisal serves three needs of an organisation and of an individual which are given below:-

- (a) It provides systematic judgment to support salary increase, promotion, transfer and some times demotions & termination etc.
- (b) Performance Appraisal is a means of telling a subordinate how he is doing and accordingly suggests needed changes in behaviour, attribute, skills or job knowledge. It also lets the employee know where he/she stands in the eyes of boss.
- (c) The Performance Appraisals are being increasingly used as a basis for the coaching and counseling of an individual employee by his superior.

According to Dick Grote (1996), there are only two fundamental expectations for a performance appraisal system namely,

1. That it will substantially aid managers in short term by improving employees performance and over the long term by contributing to employees development
2. That it will serve as an effective and efficient bookkeeping system for compensation and industrial relations departments.

Basic and fundamental objective of any kind of evaluation is to improve the performance. This is also used as a tool to assess the level of achievement of employees to various purposes like reward, punishment, remedial methods to improve upon the performance. How far this objective is achieved is an unanswered question. One of those wonderfully simple obvious questions that the literature does not address, says David L.De Vries, former Vice President of Center for Creative Leadership. How far this system has been successful in improving the performance? (Zemke, 1991).

In practice, there would a few organisations that could take its benefits. In fact, one might almost say that every body talks and writes about it, but nobody has done any real scientific testing of it. This statement of Meyer *et al.* (1965) made as early as in 1965, still holds good even today, in spite of the fact that some employees make some interesting observations as reproduced by Wendell L. French (1977).

“My boss rates us all excellent so he does not have to explain poor rating to any one”. “Why should I work harder than others when we are all rated the same”?

Some makes such observation as “my boss gives us all low rating. I bet he thinks that motivates us to work harder.”

“My boss and I are fraternity brothers. As long as I cooperate with him during the year, I get excellent”.

It should be noted that an effective appraisal system provides management with information that can be used to take decision on the employee’s training, promotion, transfer, pay, discipline and discharge (Martey, 2002).

#### **1.4. Split Role and Controversy**

Therefore, performance appraisal is a major subject of controversy in management circle In spite of continuous research on the topic particularly in business and management fields, benefits of performance appraisal is yet to be fully achieved. Goodson (1997) has identified certain criteria to design Performance Appraisal System which can withstand many challenges being faced in its implementation. Even the best designed system of appraisal is likely to fail if it is not implemented well. DeCotiis (1977) had remarked that investigation of most of the possible types of rating formats has probably been pushed to the limits of its usefulness, while study of organisational factors surrounding the appraisal process is still rudimentary. This statement made during 70’s is also true in 21 century also. It is quite rare that one comes across managers who are very comfortable and happy

with performance appraisal. In such circumstances, why one should continue with it? Because it is also not quite happy situation, if it is discontinued.

There are qualitative jobs to be performed which cannot be easily measured. Performance Appraisal System should be capable of measuring both qualitative as well as quantitative jobs which seems to be quite difficult. Management theorists have a divided opinion on Performance Appraisal. Some believe that it does not give any benefit and its objectives are hardly achieved due to its inherited weaknesses. Eminent management consultant like Deming (1982) argues that performance evaluation is generally harmful to the organisations. He has given his arguments against evaluation as:

*Basically what is wrong is that the PA or merit rating focuses on the end product, at the end of the stream, not on leadership to help people. This is a way to avoid the problems of people. A manager becomes, in effect, the manager of defects....the idea of a merit rating is alluring. The sound of the words captivates the imagination: pay for what you get; get what you pay for; motivate people to do their best, for their own good. The effect is exactly the opposite of what the words promise. Every one propels himself forward, or tries to, for his own good, on his own life preserver. The organisation is the loser.*

Nevertheless, there are thinkers who support performance appraisal system and oppose the ideas of Deming. Johnson (2004) states that Deming's answer is typically terse;

eliminate work standard, eliminate MBO, eliminate management by numbers or numerical goals, substitute leadership.

According to Berkner (1979) performance appraisal is applied for a variety of goals:

- to improve performance in the present job,
- to provide a basis for recommending promotion, salary increases, or dismissal,
- to give the employee a chance to “know where he or she stands”. In the supervisor’s estimation,
- to develop an inventory of human resources for the use of management- a record of the available talents and potential among the present staff,
- to provide a method of counseling and encouraging staff members to grow and to plan for future development.

There are some managers (supervisors) who express their resistance to the system even while admitting its merits. McGregor (1957) has attributed the following causes behind the resistance:

- A normal dislike of criticising of a subordinate (and perhaps having to argue about it).
- Lack of skill needed to handle interviews.

- Dislike of a new procedure with its accompanying changes in the ways of operating.
- Mistrust of the validity of appraisal instrument.

Serious objection to this process is subjective approach of the supervisor while evaluating his subordinates. McGregor suggests shifting responsibility to the subordinate for setting goals and appraising his own progress towards them. The boss ceases to play God and becomes a counselor, advising the subordinate on the validity of his goals and his appraisal in terms of the facts of organisation life as superior sees them (Whisler, 1958). Unfortunately, when man was substituted for God in the evaluation process, doubt was built in. Man is fallible- the evaluations are open to question (Whisler, 1958). About seventy five years ago, a formal appraisal plan instituted in the civil service system of New York City was abandoned because it was found in effective. This experience has been repeated continuously in American management practice since then Whisler (1958) performance appraisals inherently threaten employment, even as they are intended to improve performance, upward performance appraisal can similarly be threatening to employees as well as manager (Turrentine et al., 2004). These authors feel that this process is mostly used as developmental tool rather than performance or compensation evaluation.

### **1.5. Job Analysis**

Before evaluation process begins, the requirement of the every job to be performed must be identified and described. Every job has its own requirement of Knowledge, Skill

and Ability (KSA) which should be laid down. It is considered as a cornerstone to every administrative and employment decision. In depth study of Job analysis provides base for job description and proves helpful aid in staff structuring as well as allocation of work. In fact, it is the procedure through which you determine the duties of these positions and the characteristics of the people who should be hired for them. It covers duties, responsibilities, description of work to be performed and also personal requirements of a particular job. Data has to be collected on exactly what is expected to be performed on a specific job. Job analysts is to apply qualitative as well as quantitative methods to analyse library operations and services. Following steps in conducting Job Analysis has been suggested (Anthony et al., 1993):

Step 1 Determine the purpose for conducting JA

Step 2 Identify the jobs to be analysed

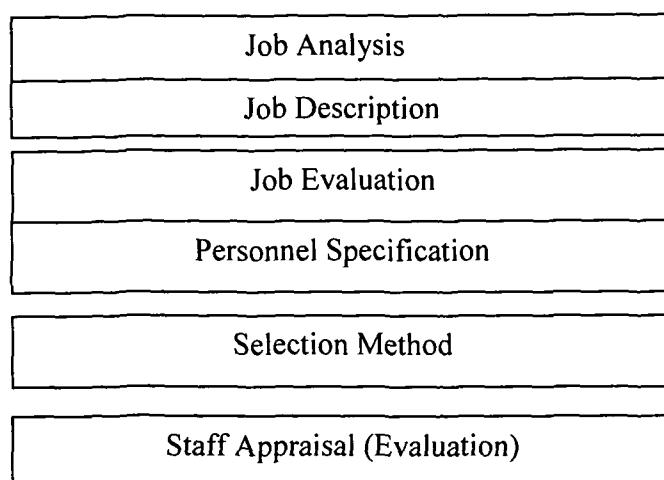
Step 3 Explain the process to employees

Step 4 Determine Data collection method

Step 5 Process the JA information

Step 6 Review and update frequently

Jones and Jordan (1987) have identified the following stages of Staff Management in relation to library work:



### **1.6. Job Description**

A job description is a written statement of what the job holder actually does, how he or she does it, and under what conditions the job is performed (Dessler, 1997). It covers job identifications, job summary, relationship, responsibilities, and duties, authority of incumbent, standards of performance, working conditions and job specifications. Formats are to be developed under these headings to cover all the activities associated with the job. Livy (1975) has rightly observed that job description or job information-sheet constitutes the fundamental starting point. Hodge (1983) had reiterated that Performance Appraisal System should be devised using analysis and enumeration of critical elements defined in terms of job descriptions performance standards or requirements for both critical elements and other important job aspects are set, either separately or within position descriptions.

The objectives of each library is to increase efficiency in technical processing of documents and improve the services to the utmost satisfaction of it readers. This presupposes proper job description and evaluation. No system of routine, however carefully prescribed, will produce desired results, unless its details are faithfully performed by the staff (Ranganathan, 1959). Therefore, in view of the objectives of the institutions, every detail of the work to be performed has to be well listed so that accountability and responsibility could be fixed on the under-performer of the tasks. Since library scenario has been changing fast and will undergo further changes, therefore, it becomes essential to modify the job from time to time. All functions to be performed by the staff are to be fully analysed and divided among different sections or divisions. There would be very small number of libraries that have analysed their functions in detail with proper assignment of every work to be performed by the individual employee or group of employees. Many jobs remain unassigned to any one. So it is important that job responsibilities must be recorded and communicated to the employee. If the employee is not fully aware as to what is expected of him, one can not expect much from him.

Job description may also serve as important instrument to match qualities, abilities and skills of individual with the job requirement. Mismatch of knowledge, skills, personality traits and other requirements of the job with the individual may affect upon the performance.

### **1.7. Inter-disciplinary relevance**

Every organisation has objectives and targets to achieve. It is its manpower, which is solely responsible for low or high output. Ultimate aim remains high productivity through high performance. The process of performance evaluation is carried out in all types of organisations irrespective of their nature of profit-making or non-profit. Basics of performance appraisal / evaluation remain the same. However, there can not be single instrument for the purpose due to difference in job description and knowledge required to perform the assigned duties. Nevertheless, model of performance evaluation could be the same with difference in job description, responsibilities of the job etc. needless to elaborate further that the project has interdisciplinary relevance.

The present study aims at evaluating the job performances of various library personnel in university library system with a view to suggest suitable and effective performance evaluation methods so that efficiency of these libraries could be improved and human resources could be appropriately utilised.

### **1.8. Performance Appraisal Methods**

Many methods of performance appraisal have been experimented all over the world with different approaches. It has also been observed that what significantly matters is not the method but the top management which executes the method. Many rating errors can be avoided if rater is well qualified and trained. It is believed that rater without any training

‘having the potential of doing more harm than good (Nathan Winstanley, 1972). More commonly used methods are:

**1.8.1. Graphic Rating Scale:** This method is one of the conventional rating methods. Printed format is used to evaluate the performance of the employees. The characteristics related to the job are included but unrelated characteristics with the job like “loyalty” respectability, cooperativeness are normally excluded from evaluation and are looked upon unfavorably in management. However, trait measures continue to be most widely used appraisal method (Friedman and Cornelius III, 1976) A variety of traits may be used in these types of rating devices, the most common being the quantity and quality of work. The rating scales can also be adapted according to the nature of the job. Level of performance could be included in this method.

**1.8.2. Behaviorally Anchored rating Scales (BARS)** are descriptions of various degrees of behavior relating to an aspect of performance dimension. The performance dimensions are derived and described from an analysis of job content and work behavior.

**1.8.3. Trait Appraisal:** Individual traits include several distinguishing characteristics firmly anchored in human behavior as described by (Ratnam and Srivastava, 1997). These traits are listed below:



|                                 |                         |
|---------------------------------|-------------------------|
| Ability for sustained hard work | Drive                   |
| Acceptance of responsibility    | Effort                  |
| Adaptability                    | Efficiency              |
| Analytical ability              | Honesty                 |
| Appearance                      | Industrious             |
| Attendance                      | Initiative              |
| Attitude towards criticism      | Integrity               |
| Capacity to train               | Intelligence            |
| Commitment to task              | Judgment                |
| Communication                   | Leadership              |
| Conduct                         | Loyalty                 |
| Confidence                      | Planning                |
| Courtesy                        | Punctuality             |
| Creativity                      | Resourcefulness         |
| Crisis Management               | Self Control            |
| Decision-making                 | Sense of responsibility |
| Delegation                      | Tactfulness             |

**1.8.4. Weighted Checklists:** A checklist represents a set of objective or descriptive statements about employee and his behavior. If the rater believes strongly that the employee possesses a particular listed trait, he checks the item, otherwise, he leaves the item blank. A more recent, variation of the checklist is weighted list. The following are sample questions which may be in the checklist:

- Is the employee really interested in task assigned?
- Is he respected by his colleagues?
- Does he follow instructions properly?
- Does he give respect to his superiors?
- Does he make mistakes frequently?
- Can he expected to complete the work on time
- Reluctant to ever work over time
- Does not accept positive criticism

Each statement in the check list receives a weighted value on the basis of its importance. The precaution to be taken in this method is that statements in the check list must be relevant to the job assigned to the employee.

**1.8.5. Essay Evaluation:** Under this method, the appraiser writes essay describing the subordinate's performance under various categories like overall performance, employees strength and weaknesses, need for training, behavior. This technique is normally used with combination of the graphic rating scale, because the rater can elaborately present the scale by substantiating an explanation for his rating. The supervisor may consider the following factors in addition to the above:

- i) Job knowledge and potential of the employee.
- ii) Employee's understanding of the organisation's programs policies, objective, etc.
- iii) The employee's general planning, organising and controlling ability.
- iv) The employee's relations with co-workers and superiors.
- v) The attitudes and perceptions of the worker.

**1.8.6. Critical Incidents:** The manager records the statements of very effective, ineffective, usually favorable or unfavorable occurrences of an employee. These critical incidents or events represent the outstanding as well as poor behavior of employees. Manager prepares records of the critical incidents of the worker's behavior. At the end of the rating period, the recorded critical incidents are used in the evaluation of the worker's performance. This method was developed by (Flanagan, 1954).

**1.8.7. Ranking Techniques:** Ranking techniques encourage superior or peers to rank-order all their subordinates or peers as the case may be. This is a form of comparative measurement. Supervisor normally ranks all his employees in some order like from better to the poorest or some other similar scale. Three major techniques are:

**1.8.71. Simple or straight ranking:** This technique provides for an ordinal scoring; first, second, third and so on. This technique requires the rater to rank from the best to the poorest all the subordinates in the same work unit doing the same job.

**1.8.72. Forced distribution ranking:** In this technique the raters are required to allocate a certain percentage of ratees to certain categories e.g. superior above average, average etc. or percentiles, e.g., top 10%, bottom 20%, etc. Both the number of categories and percentage of employees to be allotted to each category are a function of the performance appraisal design and format.

**1.8.73. Forced choice method:** It was developed to eliminate bias and the preponderance of high ratings that might occur in some organisations. Its primary purpose is the correct tendency of a rater to give consistently high or low ratings to all the employees.

**1.8.74. Paired-comparison:** This technique requires the rater to appraise which of the two employee is superior, instead of having to rank-order all the employee in the same work unit doing the same job.

**1.8.8. Confidential Report:** This is a traditional form of Performance Appraisal. A confidential report is a report on the subordinate by the immediate superior and covers a limited range of aspects like the candidate's strengths, weaknesses, achievements, failure and behavioral aspects. This system is usually a descriptive one and permits a lot of subjectivity.

**1.8.9. Appraisal by Clientele:** The appraisal by the clientele or the end users, for whom the services are being provided. Their satisfaction or feeding should be paramount and guiding factors to assess the quality of service. The customers know better whether they are being served properly or not, keeping in view the objectives of the organisation and expectations of the users. The appraisal seems to be more rationale and realistic.

**1.8.10. Self Assessment:** Various variables can be framed and listed in the Proforma, which should be completed by the employee himself. Questions pertaining to innovations, improvements, achievements, output, skills professional growth, publications, refresher courses attended, seminars and conferences attended, lectures delivered and similar other landmarks in the preceding year can be asked.. This would help the employee to know for himself about his good or weak points.

**1.8.11. Management by Objective:** It is a modern method of evaluating the performance of personnel. The concept of MBO is actually the outcome of the pioneering work of Drucker, McGreger and Odioine in management science. MBO can be described as a process whereby superior and subordinate manager of an organisation jointly identify its common goals,

define each individual's major areas of operations, responsibility and use these measures as a guide for operating the unit and assessing the contributions of each of its members. The idea behind this is that the performance, which is expected from an organisation, must be derived from the performance goals of the business, and the results must be measured by the contribution that the employees make to the success of enterprise. The manager must know the goals of the organisation and the employees must be told about the expectations from them. In fact MBO is a process whereby the superiors and subordinates of an organisation jointly identify its goals, defines each individual's major area of responsibility in terms of results expected. MBO is a process that converts organisational objectives into individual objectives. It consists four steps; *Goal setting, Action planning, Self control, Periodic review.*

***1.8.12. Result-oriented performance appraisal system:*** Result oriented performances appraisal system is an extension of the principle of "Management by Objectives" operates in the broader context of organisational, management milieu to the areas of appraisal of individual performance, more in a participative spirit and collaboration style personality traits that help or hinder the attainment of sectoral or corporate goals.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0. Introduction

The process of performance review must have been in use estimated to be since the inception of organisational structure of any institution where employees are assigned duties in one or the other form. Every organisation strives to get maximum output from its employees. Therefore, some or the other method of evaluation of performance has always been in existence. Some authors in personnel management believe that appraisal schemes have been in existence since World War 1, when W D Scott invented the man to man comparison scale. **Armstrong (1977)** points out that various schemes of merit rating were developed, mainly in USA between the Wars. **Crane (1986)** traces the history of performance appraisal since 1813 when efficiency report of officer under the command of Brigadier Lewis came out. It is difficult to trace the history of performance evaluation with exact year. But it could be believable fact that process might have started in every work place as soon as employees were assigned certain duties to perform. However, the topic has been always interesting and challenging among the management professionals. It has been considered as most problematic component of human resource management. Enough has been written on this topic and there is widespread literature scattered in different discipline as appraisal is being applied in all types of institutions engaged in performing

different jobs. This process of performance evaluation is considered useful both to the employees as well as employers. Even then, all involved in appraisal process: supervisors, employees and administrators are dissatisfied with their organisational performance appraisal system. Nevertheless, every manager is reluctant to abandon it. Instead, it is still regarded as an essential tool of human resource management (**Meyer, 1991**).

Today, all type of organisations are facing the challenge of how to develop and manage their employees strategically in order to achieve more and more with less and make optimum use of their potential (**Jain, 2006**).

Some performance criteria such as leadership and creativity can not be quantified or quantitatively measured. It should be obvious that combination of objective appraisal with objective criteria is most desirable for conducting fair performance evaluation. People are egotistic and have their own preferences thus can never be rational in making decision. A person's ability to interact smoothly with other people is a necessary condition, but it is not sufficient condition for achieving organisational goals. Some people who are loyal to their superiors and work in harmony with them; yet many such person are mediocre or inferior in performing their jobs. Promoting these individuals to upper echelons of the organisational hierarchy will only lead to a lower level of organisational performance. **Chung (1969)** suggests objective appraisal processes with objective and/or subjective criteria which are related to organisational effectiveness; a person's ability interact smoothly is only one of these criteria. **Simmons (2002)** attempted to identify the

performance criteria to academic staff for effective performance management of professionals. Author collected the views on the subject from the expert group formed for the findings of this study that the objectives of Performance Appraisal could be better achieved by giving awards for a team for goal achievement. This is being suggested to integrate appraisal with total quality process (**Hemmings, 1992**). **Abraham et al., (2001)** raised the question whether competencies are being considered as a part of performance process. Based upon their survey, they found that many of the organisations are not appraising these competencies (six in number) in their managerial processes. They conclude that failure to appraise the competencies reduces the effectiveness of competencies and managerial performance appraisal programs. All seem to be dissatisfied with the system of appraisal being followed in their organisations. Very few organisations have been successful in achieving the objectives for which the process is being continued. **Wiese Danielle and Buckley, M Ronald (1998), Cook, Mark (1995), Nevling (1992), Analoui and Fell (2002), Cuttts and Schneider (2004), Harrison and Goulding (1997)** and many more believe that present methodologies are not giving effective results. Hence, needs further research. All systems in use have some or the other limitations. These systems have universally failed and emphasis has turned to improve the managers' skill suggesting various measures to encourage employees to give improved performance (**Armstrong, 1977**). **McGregor (1957)** suggests that the superior instead of finding himself in the position of a psychologist or therapist, can become a coach helping the subordinate to reach his own decision on the specific steps that will enable him to reach his targets. **Whisler (1955)** believes that fault lies in the notion that a rating plan is basically a

measuring stick whereas it should be used as tool of control. **Richards (1959)** tries to give new concept to performance appraisal and considered it as supervisory tool - not a management tool. On the basis of survey conducted Richards inferred that most employees are anxious to get their supervisor's evaluation so that they can improve their performance on the job. Mixed reaction to this process continues right from the introduction of this concept. In one of the earlier studies conducted at the university of Minnesota reported that out of 22 firms studied 12 showed dissatisfaction with their present system (**Mahoney et al., 1957**). It was **W. Edwards Deming** who has been challenging the effectiveness of traditional performance appraisal systems used by American managers. According to him managers should always focus on quality and long term improvement. His management approach has been successfully implemented in many organisations. Supporting Deming's approach **Elmuti, Kathawal and Wayland (1992)** states that such actions will not only help to strengthen these companies' market position, but will also help to improve the overall competitiveness of American industry. Deming believes that scientific methods should be used to improve the performance of the organisations. Basically what is wrong is that performance appraisal or merit rating focuses on the end product... not on leadership to help people (**Moen, 1989**). 'Personal rating has created tension, defensiveness, and avoidance on the part of both managers and employees and usually do not improve performance.' In business, major surveys have found that not only do less than 10% of companies believe that they have successful programs. In short, performance appraisal does not improve performance instead, it is proxy measure of the relationship between reviewer and the employee (**Bowman, 1994**). The situation becomes worst when

employees perceive that evaluation is manipulated because of raters' personal bias and intention to punish subordinate. In such circumstances employees expressed less job satisfaction (**Poon, 2004**). Evaluation or rating also suffer from central tendency theories or the halo and pitchfork effects either every one is rated average because of reluctance on the part of the manager to criticise (**Harrison and Goulding, 1997**). This is the opinion of many. Adverse remarks or rating an employee below average may create problems to the rater. Therefore, he wants to escape inviting troubles. **Bowman (1994)** suggests to replace performance appraisal with Total Quality Management (TQM) and reviews the barriers performance appraisal has posed to TQM. Comparing Performance Appraisal with TQM Bowman affirms that traditional management attempts to improve performance by controlling employees; it confuses fear with discipline. TQM ensures that planning organising, staffing, and directing take place by promoting team work, coaching, listening and leading, processes are measured instead of people, and performance measurement are integrated into daily activities to meet real needs. Every one is expected to assume responsibility for problem solving to ensure quality and productivity. Some leaders of management prefer MBO (Management by Object).

**Drucker (1954) and McGregor (1957)** are some of the famous names who believe in MBO to achieve specific goals within a specified time. In a study of appraisal systems in General Electric, it was found that when specific quantitative goals were mutually established, the average accomplishment was 65%, whereas specific goals were not set, performance was estimated to be 27% (**Meyer et al., 1965**). MBO has gained favour

because it is more objective by nature, relying not on opinion of the supervisors but on the evidence of whether or not the targets have been reached (**Harrison and Goulding, 1997**). However, some don't believe in MBO. **Levinson (1970)** commented that a man may do an excellent job by objective standard of measurement but may fail miserably as partner, subordinate, superior or colleague. He called MBO as one of the illusions and recommended that an MBO program includes consideration of individual's motivation and personal goals avoidance of the static job description, which is so often a basis for the objectives.' **Latham and Yukl (1975)** confirm through research findings that challenging objectives lead to greater accomplishment only if subordinate truly accepts the goal as reasonable. **Bowman (1994)** suggested TQM as an alternative as personnel rating have created tension, defensiveness, and avoidance on the both managers and employees and usually do not improve performance. **Patel (2005)** made a systematic study in Gujarat Electricity Board. Its findings revealed the following results;

- 1 The periodic orientation programmes are not at all conducted to explain the objectives of the appraisal system.
2. Managers do not spend time to discuss with their subordinate about their performance and
3. The manager does not take performance appraisal seriously.

**Meyer et al. (1965)** while conducting survey of employees of General Electric Company excluded personal characteristics for evaluation and study was based upon job responsibility. However, **McGreger (1965)** observed that a program utilising rating of

personal characteristics of subordinate would not be suitable, but one which emphasises *behavior* might be. This means that behavioral aspects should form the part of evaluation. There is no such method of evaluation which can achieve the objectives of this process. Most of the organisations particularly government or semi-government in India hardly give any importance to evaluation though being followed as routine work in every organisation.

**Meyer et al. (1965)** while discussing traditional as well as some innovative methods of performance evaluation concluded with the following problems being faced by traditional methods:

1. *Appraisal interviews attempt to accomplish the two objectives of providing a written justification for salary action; motivating the employee to improve his work performance.*
2. *The two purposes are in conflict, with the result that the traditional appraisal system essentially becomes a salary discussion in which the manager justifies the action taken.*
3. *The appraisal discussion has little influence on future job performance.*
4. *Appreciable improvement is realised only when specified goals and deadlines are mutually established and agreed on by subordinate and his manager in an interview split away from the appraisal interview.*

**McGregor (1957)** in a new concept condemns the conventional appraisal because

it places the manager in the untenable position judging the personal worth of his subordinates and acting on these judgments. The respect we hold for the inherent value of individual leaves us distressed when we must take the responsibility for judging the personal worth of a fellow man.

**Meyer et al. (1965)** made a survey at the G E company to determine the effectiveness of our traditional performance appraisal program and found that:

- Criticism has a negative effect on achievement of goals.
- Praise has little effect one way or the other.
- Performance improves most when specific goals are established.
- Defensiveness resulting from critical appraisal produces inferior performance.
- Coaching should be a day to day, not once a year, activity.
- Mutual goal setting, not criticism, improves performance.
- Interviews designed primarily to improve a man's performance should not at the same time weigh his salary or promotion in the balance.

### **2.1. Performance Appraisal in the Academic Library**

Library profession is no exception to the problems associated with the system. There have been many performance evaluation systems developed by many university libraries. However, all such systems also have some or the other limitation at implementation level. Therefore, proper analysis of instruments/systems being used is

required so as to develop appropriate one which may help both individual as well as organisation. There are as many methods as the institutions, but none of them could be found to achieve the objectives for which these have been designed. **Dalton (1988)** stated that the professional literature of 1970's and 1980's indicates that topic has become hotbed for discussion. Today public sector accountability gives added impetus. The desire to reduce government expenditure has led to an increasing pressure on higher education and its libraries to justify their performance in terms of efficiency and comparison with other libraries. University of Northern Colorado developed a single system for University librarians and teaching faculty. This was subsequently revised several times but the latest one also can not be presumed without limitation. Since job description is varied, therefore a single instrument can not be effective to different categories of staff. The system was developed on two levels of standard; standards for satisfactory performance and standards for excellent performance (**Patricia, 1986**). Initially the system had only three levels of evaluation such as *unsatisfactory, needs improvement, meets expectation, or exceeds expectation*. It would be worthwhile to reproduce the rating system evolved by the University:

Level 1: Unsatisfactory: The individual fails to meet the Minimum Standards in the instruction area.

Level 2: Needs Improvement: The individual meets the Minimum Standards in the Instruction area and fails to meet the Minimum Standards in at least one of the

two remaining performance areas.

Level 3: Meet Expectations: The individual meets the Minimum Standards in the three performance areas.

Level 4: Exceeds Expectations: The individual achieves the Standards for excellence in at least two of the three performance areas, and meets at least the minimum standard in the third.

The revised instrument moved to a system whereby individuals are evaluated as unsatisfactory, satisfactory, or excellent in each of the performance areas, then given an overall rating into one of four levels, defined below:

Level 1: The individual fails to meet the standards for satisfactory performance in at least two of the three performance areas.

Level 2: The individual meets the standards for satisfactory performance in two areas and fails to meet the standards satisfactory performance in the third area; *or* meets the standards for excellent performance in either professional activity or service, meets the standards for satisfactory performance in instruction.

Level 3: The individual meets the standards for satisfactory performance in all three performance areas; *or* meets the standards for excellent performance in one area and meet the standards for satisfactory performance in two areas: *or* meets the standards for excellent performance in two areas and fails to meet the standards for satisfactory performance in the third area; *or* meets the standards for excellent performance in one area, meets the standards for satisfactory performance in one area, and fails to meet the standards for satisfactory

performance in the third area, provided that third area is not instruction.

Level 4: The individual meets the standards for excellent performance in at least two performance areas and meets the standards for satisfactory performance in the third area.

This study also finds that there is a strong opinion that duration of evaluation should be three years as one year duration is a short period for evaluation of professional achievements. However, matter is debatable having its advantages as well as disadvantages. The system further was considered for repeated reviews, revision and analysis so that it could achieve its objectives for which it is designed.

## **2.2. Potential Pitfalls to Performance Evaluation**

Before introducing the goals-based system, the following potential pitfalls to performance evaluation were reviewed and adapted from “8 Ways to Ruin Performance Review” (Lowe, 1986).

1. **Halo Effect-** the supervisor gives a favorable rating to all position responsibilities based on impressive performance in one job function.
2. **Pitchfork Effect-** the opposite of the “halo effect,” the supervisor gives a poor rating to all position responsibilities based on poor performance in one job function.
3. **Central Tendency-** The supervisor rates everyone as average, thereby avoiding

making judgments.

4. **Loose Rater-** the supervisor rates Everyone highly (this type of rater can also be called spineless or lenient). The supervisor thus avoids conflicts by not pointing out weaknesses.
5. **Tight rater-** The supervisor rates everyone poorly because he feels no one can live up to his standards.
6. **Recency Error-** The supervisor relies on recent events to determine a staff member's performance rating rather than the full period under review.
7. **Length of service Bias-** the supervisor assumes that a tenured staff member is performing well because of his experience.
8. **Competitive Rater-** The supervisor determines a staff member's rating based on how he has been evaluated by his own supervisor.

Evaluation of superior is not quite common. In one of the surveys of companies found that nearly 3 out of 4 had formal evaluation program for lower level managers and over half of them extended appraisal to top management studies. In view of this certain writer have pleaded that personal traits of the employees should be excluded from the appraisal process. They recommend that personal traits should be avoided. Performance evaluation must find something objective to evaluate. **(Ben Johnson, 2004)**. Problem is more complex when evaluation is considered in library environment where most of the jobs are beyond measurement. In this context **Aluri and Reichel (1994)** have discussed Deming's idea in the context of library administration. The authors have concluded that

there is bias towards an uncritical acceptance of Performance Appraisal due to the fact that most contributors of the literature are practitioner who themselves administer performance evaluation. There are many personality traits which can not be easily measured and evaluated such as dependability, loyalty, attitude, judgment, sincerity etc. Participation by the employee in the goal setting procedure helps produce favorable results. **Johnson Marjorie (1972)** conducted a survey on all university libraries in the United States having more than fifteen librarians on the staff to compile information on performance appraisal. He concluded that the best yardstick for measuring librarians is a form specifically designed to consider the special competencies of librarians.

**Hodge (1983)** suggested that the manager may develop PA instrument. The behavioral observation rating scale was selected for the development. The appraisal form was developed for the technical services at the library. He further suggested the criteria to use in developing / assessing and applying a performance appraisal system .Guidelines and recommendations based on current criteria are provided.

**Kroll (1983)** discussed in his article, how Performance Appraisal is becoming increasingly common for library faculty and professional staff. He focused specially, on the uses of the evaluation process as a means of planning for the future while reviewing the past and as a means of stimulating the library faculty to develop their talent.

The first International conference (1999) on “Performance measurement in libraries

and Information services: value and impact” was held during August 27-31,1999 in the Longhirst management Training and Conference Centre, Longhirst Hall, Northumberland (England), which was being organised by the department of information and Library management unit of Northumbria at Newcastle, England. All papers were presented by the Library professionals, concerning the findings, suggestions, recommendations and concerning methodology for performance appraisal of the library professional.

There is no doubt that there are mixed feelings about the merits and demerits of this system and literature is full of this controversy, nevertheless, this process continues. It is also established fact that performance appraisal has both negative as well as positive effects on employees. It is the methodology adopted which is responsible for its good and bad effects.

**Elliott (1983)** has given good literature review from 1975-1982. **Tyckoson (1992)** suggested that reference service should be measured on the basis of accountability to library users, colleagues, library administration based upon behavioural factors. (**Ford and MacDougall (1992)** worked out assessment techniques for academic libraries which was published as *BLRD Report*. **Jordan (1992)** described appraisal system for Metropolitan University library while examining the problems of existing conventional staff appraisal system. **Verrill (1993)** emphasised the need for performance appraisal system for staff development and enhancing their performance. He further suggested that it should be considered as an integral part of staff development not any threat from the management.

**Barker (1993)** feels that evaluation by the peer review system is the only suitable for dispersed staff structure. **Green (1993)** conducted survey of chief librarians and concluded that appraisal is well established and well received. This is effective tool of reviewing and communicating feedback on performance. **Rubin (1994)** criticises the performance evaluation of a supervisor based on observation and judgment and suggests more valid and reliable instrument based upon variety of sources like opinion of subordinates of supervisor. There are thinker like **Aluri and Reichel (1994)** quoting W Edwards Deming who condemned performance evaluation as deadly disease afflicting American management and nourishing fear, encourages short term thinking, stifle teamwork etc. Another criticism of appraisal system is that employees do not perceive the appraisal (evaluation) process as appropriate format for bringing up difficulties with other employees, though these issues are frequently key factors in determining employees success (**Lanza, 1985**). Some are also in the opinion that annual practice of appraisal is not to be encouraged rather it should be seen as natural event in course of managing organisations (**Jordan, 1992**). There are others who feel that group evaluation is better than individual. Participative management which is possible through group evaluation may yield better results. It may also cultivate team spirit among staff members. Some may also argue for the combination of the two without any conflict between the two. **Stuert and Moran (1998)** and **Stuert and Sullivan (1991)** identified tasks and duties to be included in job description. **Chan (2006)** described core competencies that characterise the qualities for super performance of library staff and suggested the way these competencies could be used in performance evaluation. **Boyatsis (1982)** defines competency as an underlying

characteristics of person which results in superior and/or effective performance in a job. Core competency should be possessed by all professionals in addition to other requirements of different jobs.

### **2.3. National Status**

Many private organisations like *Voltas Limited, Larsen and Tourbo Limited and State Bank of India* and many more institutions have developed their own systems of job performance evaluation. **Rao (1986)** has given detailed account of these systems. There are large numbers of studies conducted in the field of performance management, but no significant work has been done in the field of library and information science in India which could be applied for evaluation of library professionals. However, some studies have been conducted in India which are being briefly reviewed here below:

In 17<sup>th</sup> All India Conference of IASLIC held at Jaipur from 27-30 December, 1989 some papers were presented on the topic and issues were discussed. **Seetharama (1989)** while discussing the objectives of Performance Appraisal identified factors of job evaluation like Job knowledge, integrity, communication and cooperation and made some suggestions for manpower development. **Vashnav (1989)** also suggested planning for manpower development. **Chakraborty (1989)** discussed the advantages and disadvantages of performance appraisal and suggested the criteria and format for performance evaluation. **Gopinath (1899)** discussed the factors affecting performance and argued that the norms of performance appraisal could be based upon 5 laws of Library Science. **Seetharama**

(1989) in another paper discussed various performance standards in India. **Maharana and Panda (2001)** worked out some criteria for Job Performance Evaluation like primary responsibilities, professional development, scholarly activities by developing evaluation format. **Chopra (2001)** made a survey of rating of performance being followed in various libraries of Union Territory of Chandigarh and found that majority of the employees are being rated in B grade (Very Good) i.e. falling in the point scale of 60-79. Least rating was E grade (Poor). A grade (Excellent) was mostly awarded to professionals working in special and university libraries. On methodology of job performance evaluation, a variety of rating scale have been developed on the various experimental studies conducted in different organizations. Some of the managerial and behavioral dimensions have been identified and used by many organizations (**Pareek and Rao, 1981**).

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## CHAPTER 2

### LITERATURE REVIEW

#### 2.0. Introduction

The process of performance review must have been in use estimated to be since the inception of organisational structure of any institution where employees are assigned duties in one or the other form. Every organisation strives to get maximum output from its employees. Therefore, some or the other method of evaluation of performance has always been in existence. Some authors in personnel management believe that appraisal schemes have been in existence since World War 1, when W D Scott invented the man to man comparison scale. **Armstrong (1977)** points out that various schemes of merit rating were developed, mainly in USA between the Wars. **Crane (1986)** traces the history of performance appraisal since 1813 when efficiency report of officer under the command of Brigadier Lewis came out. It is difficult to trace the history of performance evaluation with exact year. But it could be believable fact that process might have started in every work place as soon as employees were assigned certain duties to perform. However, the topic has been always interesting and challenging among the management professionals. It has been considered as most problematic component of human resource management. Enough has been written on this topic and there is widespread literature scattered in different discipline as appraisal is being applied in all types of institutions engaged in performing

different jobs. This process of performance evaluation is considered useful both to the employees as well as employers. Even then, all involved in appraisal process: supervisors, employees and administrators are dissatisfied with their organisational performance appraisal system. Nevertheless, every manager is reluctant to abandon it. Instead, it is still regarded as an essential tool of human resource management (**Meyer, 1991**).

Today, all type of organisations are facing the challenge of how to develop and manage their employees strategically in order to achieve more and more with less and make optimum use of their potential (**Jain, 2006**).

Some performance criteria such as leadership and creativity can not be quantified or quantitatively measured. It should be obvious that combination of objective appraisal with objective criteria is most desirable for conducting fair performance evaluation. People are egotistic and have their own preferences thus can never be rational in making decision. A person's ability to interact smoothly with other people is a necessary condition, but it is not sufficient condition for achieving organisational goals. Some people who are loyal to their superiors and work in harmony with them; yet many such person are mediocre or inferior in performing their jobs. Promoting these individuals to upper echelons of the organisational hierarchy will only lead to a lower level of organisational performance. **Chung (1969)** suggests objective appraisal processes with objective and/or subjective criteria which are related to organisational effectiveness; a person's ability interact smoothly is only one of these criteria. **Simmons (2002)** attempted to identify the

performance criteria to academic staff for effective performance management of professionals. Author collected the views on the subject from the expert group formed for the findings of this study that the objectives of Performance Appraisal could be better achieved by giving awards for a team for goal achievement. This is being suggested to integrate appraisal with total quality process (**Hemmings, 1992**). **Abraham et al., (2001)** raised the question whether competencies are being considered as a part of performance process. Based upon their survey, they found that many of the organisations are not appraising these competencies (six in number) in their managerial processes. They conclude that failure to appraise the competencies reduces the effectiveness of competencies and managerial performance appraisal programs. All seem to be dissatisfied with the system of appraisal being followed in their organisations. Very few organisations have been successful in achieving the objectives for which the process is being continued. **Wiese Danielle and Buckley, M Ronald (1998), Cook, Mark (1995), Nevling (1992), Analoui and Fell (2002), Cuttts and Schneider (2004), Harrison and Goulding (1997)** and many more believe that present methodologies are not giving effective results. Hence, needs further research. All systems in use have some or the other limitations. These systems have universally failed and emphasis has turned to improve the managers' skill suggesting various measures to encourage employees to give improved performance (**Armstrong, 1977**). **McGregor (1957)** suggests that the superior instead of finding himself in the position of a psychologist or therapist, can become a coach helping the subordinate to reach his own decision on the specific steps that will enable him to reach his targets. **Whisler (1955)** believes that fault lies in the notion that a rating plan is basically a

measuring stick whereas it should be used as tool of control. **Richards (1959)** tries to give new concept to performance appraisal and considered it as supervisory tool - not a management tool. On the basis of survey conducted Richards inferred that most employees are anxious to get their supervisor's evaluation so that they can improve their performance on the job. Mixed reaction to this process continues right from the introduction of this concept. In one of the earlier studies conducted at the university of Minnesota reported that out of 22 firms studied 12 showed dissatisfaction with their present system (**Mahoney et al., 1957**). It was **W. Edwards Deming** who has been challenging the effectiveness of traditional performance appraisal systems used by American managers. According to him managers should always focus on quality and long term improvement. His management approach has been successfully implemented in many organisations. Supporting Deming's approach **Elmuti, Kathawal and Wayland (1992)** states that such actions will not only help to strengthen these companies' market position, but will also help to improve the overall competitiveness of American industry. Deming believes that scientific methods should be used to improve the performance of the organisations. Basically what is wrong is that performance appraisal or merit rating focuses on the end product... not on leadership to help people (**Moen, 1989**). 'Personal rating has created tension, defensiveness, and avoidance on the part of both managers and employees and usually do not improve performance.' In business, major surveys have found that not only do less than 10% of companies believe that they have successful programs. In short, performance appraisal does not improve performance instead, it is proxy measure of the relationship between reviewer and the employee (**Bowman, 1994**). The situation becomes worst when

employees perceive that evaluation is manipulated because of raters' personal bias and intention to punish subordinate. In such circumstances employees expressed less job satisfaction (**Poon, 2004**). Evaluation or rating also suffer from central tendency theories or the halo and pitchfork effects either every one is rated average because of reluctance on the part of the manager to criticise (**Harrison and Goulding, 1997**). This is the opinion of many. Adverse remarks or rating an employee below average may create problems to the rater. Therefore, he wants to escape inviting troubles. **Bowman (1994)** suggests to replace performance appraisal with Total Quality Management (TQM) and reviews the barriers performance appraisal has posed to TQM. Comparing Performance Appraisal with TQM Bowman affirms that traditional management attempts to improve performance by controlling employees; it confuses fear with discipline. TQM ensures that planning organising, staffing, and directing take place by promoting team work, coaching, listening and leading, processes are measured instead of people, and performance measurement are integrated into daily activities to meet real needs. Every one is expected to assume responsibility for problem solving to ensure quality and productivity. Some leaders of management prefer MBO (Management by Object).

**Drucker (1954) and McGregor (1957)** are some of the famous names who believe in MBO to achieve specific goals within a specified time. In a study of appraisal systems in General Electric, it was found that when specific quantitative goals were mutually established, the average accomplishment was 65%, whereas specific goals were not set, performance was estimated to be 27% (**Meyer et al., 1965**). MBO has gained favour

because it is more objective by nature, relying not on opinion of the supervisors but on the evidence of whether or not the targets have been reached (**Harrison and Goulding, 1997**). However, some don't believe in MBO. **Levinson (1970)** commented that a man may do an excellent job by objective standard of measurement but may fail miserably as partner, subordinate, superior or colleague. He called MBO as one of the illusions and recommended that an MBO program includes consideration of individual's motivation and personal goals avoidance of the static job description, which is so often a basis for the objectives.' **Latham and Yukl (1975)** confirm through research findings that challenging objectives lead to greater accomplishment only if subordinate truly accepts the goal as reasonable. **Bowman (1994)** suggested TQM as an alternative as personnel rating have created tension, defensiveness, and avoidance on the both managers and employees and usually do not improve performance. **Patel (2005)** made a systematic study in Gujarat Electricity Board. Its findings revealed the following results;

- 1 The periodic orientation programmes are not at all conducted to explain the objectives of the appraisal system.
2. Managers do not spend time to discuss with their subordinate about their performance and
3. The manager does not take performance appraisal seriously.

**Meyer et al. (1965)** while conducting survey of employees of General Electric Company excluded personal characteristics for evaluation and study was based upon job responsibility. However, **McGreger (1965)** observed that a program utilising rating of

personal characteristics of subordinate would not be suitable, but one which emphasises *behavior* might be. This means that behavioral aspects should form the part of evaluation. There is no such method of evaluation which can achieve the objectives of this process. Most of the organisations particularly government or semi-government in India hardly give any importance to evaluation though being followed as routine work in every organisation.

**Meyer et al. (1965)** while discussing traditional as well as some innovative methods of performance evaluation concluded with the following problems being faced by traditional methods:

1. *Appraisal interviews attempt to accomplish the two objectives of providing a written justification for salary action; motivating the employee to improve his work performance.*
2. *The two purposes are in conflict, with the result that the traditional appraisal system essentially becomes a salary discussion in which the manager justifies the action taken.*
3. *The appraisal discussion has little influence on future job performance.*
4. *Appreciable improvement is realised only when specified goals and deadlines are mutually established and agreed on by subordinate and his manager in an interview split away from the appraisal interview.*

**McGregor (1957)** in a new concept condemns the conventional appraisal because

it places the manager in the untenable position judging the personal worth of his subordinates and acting on these judgments. The respect we hold for the inherent value of individual leaves us distressed when we must take the responsibility for judging the personal worth of a fellow man.

**Meyer et al. (1965)** made a survey at the G E company to determine the effectiveness of our traditional performance appraisal program and found that:

- Criticism has a negative effect on achievement of goals.
- Praise has little effect one way or the other.
- Performance improves most when specific goals are established.
- Defensiveness resulting from critical appraisal produces inferior performance.
- Coaching should be a day to day, not once a year, activity.
- Mutual goal setting, not criticism, improves performance.
- Interviews designed primarily to improve a man's performance should not at the same time weigh his salary or promotion in the balance.

## **2.1. Performance Appraisal in the Academic Library**

Library profession is no exception to the problems associated with the system. There have been many performance evaluation systems developed by many university libraries. However, all such systems also have some or the other limitation at implementation level. Therefore, proper analysis of instruments/systems being used is

required so as to develop appropriate one which may help both individual as well as organisation. There are as many methods as the institutions, but none of them could be found to achieve the objectives for which these have been designed. **Dalton (1988)** stated that the professional literature of 1970's and 1980's indicates that topic has become hotbed for discussion. Today public sector accountability gives added impetus. The desire to reduce government expenditure has led to an increasing pressure on higher education and its libraries to justify their performance in terms of efficiency and comparison with other libraries. University of Northern Colorado developed a single system for University librarians and teaching faculty. This was subsequently revised several times but the latest one also can not be presumed without limitation. Since job description is varied, therefore a single instrument can not be effective to different categories of staff. The system was developed on two levels of standard; standards for satisfactory performance and standards for excellent performance (**Patricia, 1986**). Initially the system had only three levels of evaluation such as *unsatisfactory, needs improvement, meets expectation, or exceeds expectation*. It would be worthwhile to reproduce the rating system evolved by the University:

Level 1: Unsatisfactory: The individual fails to meet the Minimum Standards in the instruction area.

Level 2: Needs Improvement: The individual meets the Minimum Standards in the *Instruction area and fails to meet the Minimum Standards in at least one of the*

two remaining performance areas.

Level 3: Meet Expectations: The individual meets the Minimum Standards in the three performance areas.

Level 4: Exceeds Expectations: The individual achieves the Standards for excellence in at least two of the three performance areas, and meets at least the minimum standard in the third.

The revised instrument moved to a system whereby individuals are evaluated as unsatisfactory, satisfactory, or excellent in each of the performance areas, then given an overall rating into one of four levels, defined below:

Level 1: The individual fails to meet the standards for satisfactory performance in at least two of the three performance areas.

Level 2: The individual meets the standards for satisfactory performance in two areas and fails to meet the standards satisfactory performance in the third area; *or* meets the standards for excellent performance in either professional activity or service, meets the standards for satisfactory performance in instruction.

Level 3: The individual meets the standards for satisfactory performance in all three performance areas; *or* meets the standards for excellent performance in one area and meet the standards for satisfactory performance in two areas: *or* meets the standards for excellent performance in two areas and fails to meet the standards for satisfactory performance in the third area; *or* meets the standards for excellent performance in one area, meets the standards for satisfactory performance in one area, and fails to meet the standards for satisfactory

performance in the third area, provided that third area is not instruction.

Level 4: The individual meets the standards for excellent performance in at least two performance areas and meets the standards for satisfactory performance in the third area.

This study also finds that there is a strong opinion that duration of evaluation should be three years as one year duration is a short period for evaluation of professional achievements. However, matter is debatable having its advantages as well as disadvantages. The system further was considered for repeated reviews, revision and analysis so that it could achieve its objectives for which it is designed.

## **2.2. Potential Pitfalls to Performance Evaluation**

Before introducing the goals-based system, the following potential pitfalls to performance evaluation were reviewed and adapted from “8 Ways to Ruin Performance Review” (Lowe, 1986).

1. **Halo Effect-** the supervisor gives a favorable rating to all position responsibilities based on impressive performance in one job function.
2. **Pitchfork Effect-** the opposite of the “halo effect,” the supervisor gives a poor rating to all position responsibilities based on poor performance in one job function.
3. **Central Tendency-** The supervisor rates everyone as average, thereby avoiding

making judgments.

4. **Loose Rater-** the supervisor rates Everyone highly (this type of rater can also be called spineless or lenient). The supervisor thus avoids conflicts by not pointing out weaknesses.
5. **Tight rater-** The supervisor rates everyone poorly because he feels no one can live up to his standards.
6. **Recency Error-** The supervisor relies on recent events to determine a staff member's performance rating rather than the full period under review.
7. **Length of service Bias-** the supervisor assumes that a tenured staff member is performing well because of his experience.
8. **Competitive Rater-** The supervisor determines a staff member's rating based on how he has been evaluated by his own supervisor.

Evaluation of superior is not quite common. In one of the surveys of companies found that nearly 3 out of 4 had formal evaluation program for lower level managers and over half of them extended appraisal to top management studies. In view of this certain writer have pleaded that personal traits of the employees should be excluded from the appraisal process. They recommend that personal traits should be avoided. Performance evaluation must find something objective to evaluate. **(Ben Johnson, 2004)**. Problem is more complex when evaluation is considered in library environment where most of the jobs are beyond measurement. In this context **Aluri and Reichel (1994)** have discussed Deming's idea in the context of library administration. The authors have concluded that

there is bias towards an uncritical acceptance of Performance Appraisal due to the fact that most contributors of the literature are practitioner who themselves administer performance evaluation. There are many personality traits which can not be easily measured and evaluated such as dependability, loyalty, attitude, judgment, sincerity etc. Participation by the employee in the goal setting procedure helps produce favorable results. **Johnson Marjorie (1972)** conducted a survey on all university libraries in the United States having more than fifteen librarians on the staff to compile information on performance appraisal. He concluded that the best yardstick for measuring librarians is a form specifically designed to consider the special competencies of librarians.

**Hodge (1983)** suggested that the manager may develop PA instrument. The behavioral observation rating scale was selected for the development. The appraisal form was developed for the technical services at the library. He further suggested the criteria to use in developing / assessing and applying a performance appraisal system .Guidelines and recommendations based on current criteria are provided.

**Kroll (1983)** discussed in his article, how Performance Appraisal is becoming increasingly common for library faculty and professional staff. He focused specially, on the uses of the evaluation process as a means of planning for the future while reviewing the past and as a means of stimulating the library faculty to develop their talent.

The first International conference (1999) on “Performance measurement in libraries

and Information services: value and impact” was held during August 27-31,1999 in the Longhirst management Training and Conference Centre, Longhirst Hall, Northumberland (England), which was being organised by the department of information and Library management unit of Northumbria at Newcastle, England. All papers were presented by the Library professionals, concerning the findings, suggestions, recommendations and concerning methodology for performance appraisal of the library professional.

There is no doubt that there are mixed feelings about the merits and demerits of this system and literature is full of this controversy, nevertheless, this process continues. It is also established fact that performance appraisal has both negative as well as positive effects on employees. It is the methodology adopted which is responsible for its good and bad effects.

**Elliott (1983)** has given good literature review from 1975-1982. **Tyckoson (1992)** suggested that reference service should be measured on the basis of accountability to library users, colleagues, library administration based upon behavioural factors. **(Ford and MacDougall (1992)** worked out assessment techniques for academic libraries which was published as *BLRD Report*. **Jordan (1992)** described appraisal system for Metropolitan University library while examining the problems of existing conventional staff appraisal system. **Verrill (1993)** emphasised the need for performance appraisal system for staff development and enhancing their performance. He further suggested that it should be considered as an integral part of staff development not any threat from the management.

**Barker (1993)** feels that evaluation by the peer review system is the only suitable for dispersed staff structure. **Green (1993)** conducted survey of chief librarians and concluded that appraisal is well established and well received. This is effective tool of reviewing and communicating feedback on performance. **Rubin (1994)** criticises the performance evaluation of a supervisor based on observation and judgment and suggests more valid and reliable instrument based upon variety of sources like opinion of subordinates of supervisor. There are thinker like **Aluri and Reichel (1994)** quoting W Edwards Deming who condemned performance evaluation as deadly disease afflicting American management and nourishing fear, encourages short term thinking, stifle teamwork etc. Another criticism of appraisal system is that employees do not perceive the appraisal (evaluation) process as appropriate format for bringing up difficulties with other employees, though these issues are frequently key factors in determining employees success (**Lanza, 1985**). Some are also in the opinion that annual practice of appraisal is not to be encouraged rather it should be seen as natural event in course of managing organisations (**Jordan, 1992**). There are others who feel that group evaluation is better than individual. Participative management which is possible through group evaluation may yield better results. It may also cultivate team spirit among staff members. Some may also argue for the combination of the two without any conflict between the two. **Stuert and Moran (1998)** and **Stuert and Sullivan (1991)** identified tasks and duties to be included in job description. **Chan (2006)** described core competencies that characterise the qualities for super performance of library staff and suggested the way these competencies could be used in performance evaluation. **Boyatsis (1982)** defines competency as an underlying

characteristics of person which results in superior and/or effective performance in a job. Core competency should be possessed by all professionals in addition to other requirements of different jobs.

### **2.3. National Status**

Many private organisations like *Voltas Limited, Larsen and Tourbo Limited and State Bank of India* and many more institutions have developed their own systems of job performance evaluation. **Rao (1986)** has given detailed account of these systems. There are large numbers of studies conducted in the field of performance management, but no significant work has been done in the field of library and information science in India which could be applied for evaluation of library professionals. However, some studies have been conducted in India which are being briefly reviewed here below:

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## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0. Introduction

The main objective of the present study was to ascertain the main factors that are responsible for good and bad performance of library professionals working in different academic libraries and suggest suitable measures to improve performance. At the same, it was also thought appropriate to evaluate the effectiveness of the present systems of performance evaluation being followed in the universities forming the sample of this study. Every university library has been found to have performance rating system having least concern about the output of the said system. It has become almost a ritual which is performed annually not giving due consideration by the supervisory staff as well as subordinate staff accountable to give their maximum output. The system of such evaluation can only emerge out of the job analysis and description. Job responsibilities and duties could only be derived from the nature of jobs assigned to the employees. Any error or bias or omission in choice and presentation of factual evidence of functions being done may affect the reliability of the system as being observed in the existing system. Therefore, proper care has to be taken to derive criteria of evaluation from the job description of employees working in a particular position. Thus, job description format has to be developed for the purpose. Johnson (1972) also after studying performance appraisals of

librarians in colleges and university libraries concluded that performance appraisal must be for performance in a specific position while still allowing credit for scholarly achievement beyond the call of the duty. This aspect was duly taken care of while designing the questionnaires. However, libraries were not found not to have formal job description format.

Key Performance Areas (KPA), duties and responsibilities and other qualities, associated with the job forms the basis for evaluation.

### **3.1. Statement of Problem**

Is Job Performance Evaluation (JPE) useful? This could be a debatable issue. There are different views on the subject. Some management experts feel that it does more harm than good. Unless handled with consummate skill and delicacy, constitute something dangerously close to violation of the integrity of the personality. Managers feel uncomfortable while writing JPE report as it may create administrative problems rather than giving solutions *Longenecker (1988)*. W. Edwards Deming claimed that appraisal is devastating to individuals and destructive to organization which demolishes team work and nourishes rivalry and politics. It leaves people bitter, crushed, bruised, battered, desolate, despondent, dejected, feeling inferior, some even depressed, all unfit to work for weeks after receipt of rating, unable to comprehend why they are inferior *Latham (1993)*. This criticism can not be accepted as such. But it warns the evaluators or supervisors that evaluation system must be improved one which should not have negative affect on the

employees. Every organization wants maximum output from its employees and takes necessary steps to improve their performance levels. It is only possible if employees get incentives / rewards and recognition of their good work. In this context, JPE are viewed primarily as mechanism for increasing employees commitment or motivation to task accomplishment (*Heneman III, Herbert G*). The evaluation process may have some limitation but its advantages outweigh its demerits. Therefore, importance of job performance measurement cannot be undermined and some or the other method is to be adopted for rating the performance of employees.

### **3.2. Objective of the Study**

The focus of the present study has been mainly on the following objectives:

1. To study and evaluate the existing systems of Job performance Evaluation in use based upon opinion survey of supervisory as well as subordinate staff.
2. To identify the factors that are responsible for good and bad performance.
3. To recommend and suggest the measures to improve performance of library personnel.

### **3.3. Hypotheses**

The following hypotheses were formulated for the purpose of this study:

***Hypothesis # H1:*** Present system of Job Performance Evaluation being followed in University libraries does not serve any significant purpose.

**Hypothesis #H2:** Job performance and job satisfaction are interrelated.

**Hypothesis # H3:** There is improved performance if target / goal are fixed or set to be achieved.

**Hypothesis # H4:** Supervisory staff rarely gives adverse remarks to their subordinate staff.

### **3.4. The Research Site**

The sample has been drawn from all libraries of general universities and technical universities located in Himachal Pradesh, Punjab, Chandigarh and Haryana, namely:

- i) Panjab University, Chandigarh
- ii) Punjabi University, Patiala
- ii) H.P. University, Shimla
- iv) CSK Krishi Vishav Vidyalya, Palampur
- v) Punjab Agricultural University, Ludhiana
- vi) Dr. Y.S. Parmar University of Horticulture and Forestry Solan, and
- (g) Haryana Agricultural University, Hissar

### **3.5. Population**

All the professional staff working in the above mentioned libraries constitutes the sample for the study. The population has been divided into following two categories of staff:

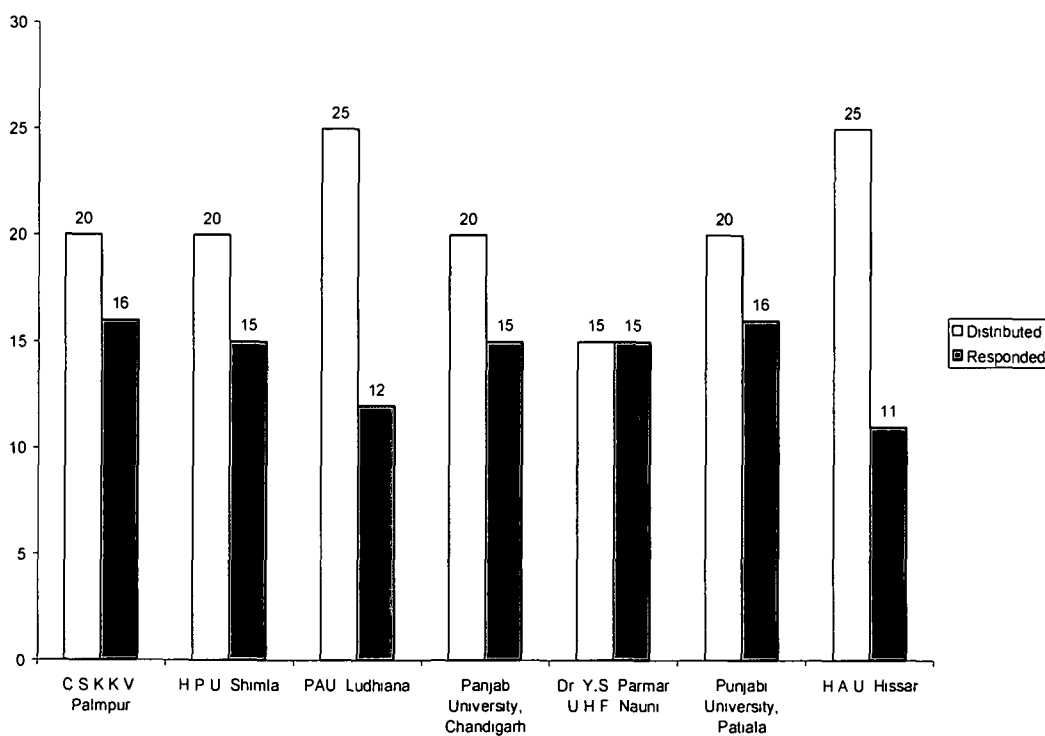
*Supervisory staff* who in addition to their own job have the responsibility to supervise the performance of their subordinate. Hence, they participate in the evaluation of

their subordinate staff periodically. Second category is the *subordinate staff* who are accountable to show their out put to their immediate boss as well to the chief Librarian/University Librarian. The detail of the population is given in the following Tables:

**Table 3.1: Questionnaire Distributed and Received from Subordinate Staff**

| Sr. No. | Name of the Institution       | Questionnaire distributed | Questionnaire responded | % Responses  |
|---------|-------------------------------|---------------------------|-------------------------|--------------|
| 1       | C.S.K.K.V. Palmpur            | 20                        | 16                      | 80%          |
| 2       | H.P.U. Shimla                 | 20                        | 15                      | 75%          |
| 3       | PAU. Ludhiana                 | 25                        | 12                      | 48%          |
| 4       | Panjab University, Chandigarh | 20                        | 15                      | 75           |
| 5       | Dr. Y.S. Parmar U.H.F. Nauri  | 15                        | 15                      | 100%         |
| 6       | Punjabi University, Patiala   | 20                        | 16                      | 60%          |
| 7       | H.A.U. Hissar                 | 25                        | 11                      | 44%          |
|         | <b>Total</b>                  | <b>144</b>                | <b>100</b>              | <b>69.4%</b> |

**Fig. 3.1: Graphic presentation of questionnaire distributed and received from subordinate staff**

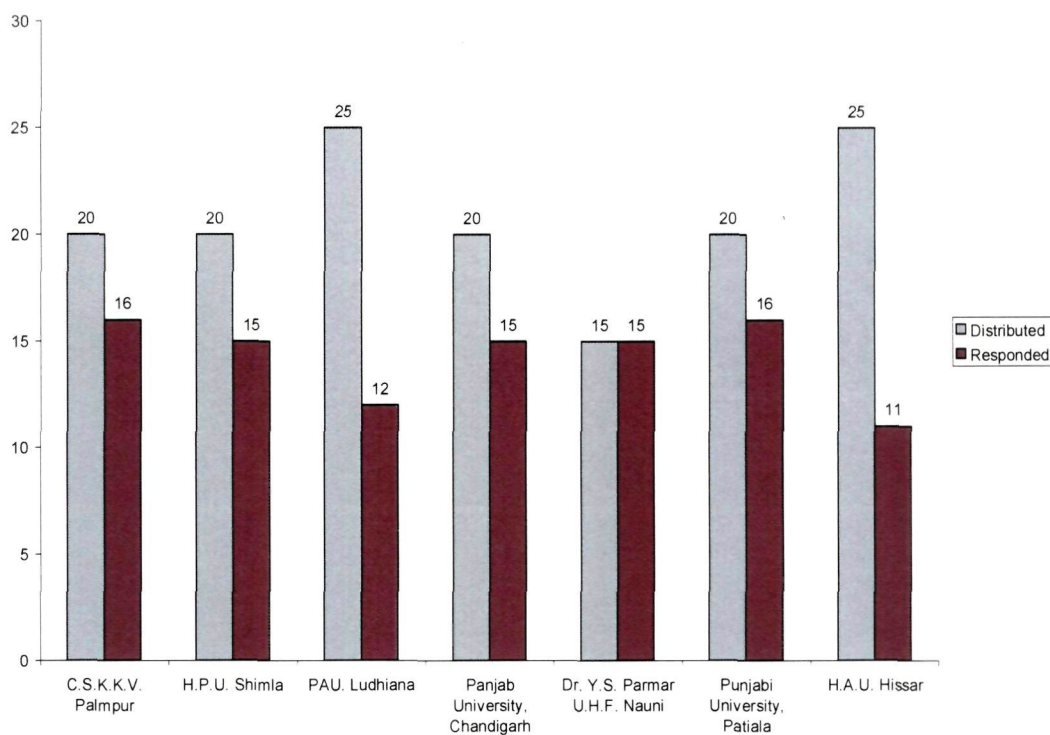


Out of 144 questionnaires distributed amongst subordinate staff, the questionnaires of 100 respondents were received back thereby giving the overall response rate as 69.4% as presented in the table above. Another questionnaire was designed for the supervisory staff to get their opinion on the subject so that findings emerging out of analysis of both the questionnaires could be combined to draw inferences and conclusions of the findings. Since number of supervisory staff in each of the library is less in number, therefore only 76 questionnaires were distributed, out of which 55 questionnaires were received. Detail is given in following table:

**Table 3.2: Questionnaires Distributed and Received from Supervisory Staff**

| Sr. No | Name of the Institution       | Questionnaire distributed | Questionnaire Responded | % of Responses |
|--------|-------------------------------|---------------------------|-------------------------|----------------|
| 1      | C.S.K.K.V. Palampur           | 04                        | 03                      | 75%            |
| 2      | H.P.U. Shimla                 | 08                        | 06                      | 75%            |
| 3      | DAU Ludhiana                  | 15                        | 10                      | 66.6%          |
| 4      | Panjab University, Chandigarh | 15                        | 11                      | 73.3%          |
| 5      | Dr. Y.S. Parmar U.H.F. Nauri  | 13                        | 13                      | 100%           |
| 6      | Punjabi University, Patiala   | 06                        | 05                      | 83.3%          |
| 7      | H.A.U. Hissar                 | 15                        | 07                      | 46.6%          |
|        | <b>Total</b>                  | <b>76</b>                 | <b>55</b>               | <b>72.3%</b>   |

**Fig. 3.2: Graphic presentation of Questionnaire Distributed and Received from Supervisory Staff**

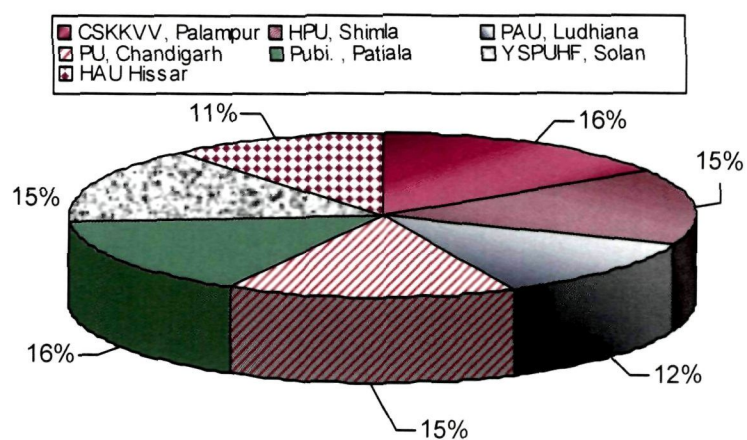


The rationale for uneven distribution of questionnaires was based upon number of supervisory staff available in these libraries. In some libraries as shown above have less number of supervisory staff, therefore, these libraries were sent as many questionnaires as number of staff working in supervisory positions. Nevertheless, the response from 55 questionnaires were received out of 76 questionnaires distributed having response % of 72.3.

**Table 3.3: Responses Received from Different Categories of Staff**

| Sr. No.      | Job Title                  | Frequency  | Percentage  |
|--------------|----------------------------|------------|-------------|
| 1.           | Librarian/Deputy Librarian | 07         | 07.00       |
| 2.           | Assistant Librarian        | 22         | 22.00       |
| 3.           | Professional Assistant     | 17         | 17.00       |
| 4.           | Jr. Prof. Assistant        | 29         | 29.00       |
| 5.           | Semi-Prof. Assistant       | 11         | 11.00       |
| 6.           | Library Assistant          | 14         | 14.00       |
| <b>Total</b> |                            | <b>100</b> | <b>100%</b> |

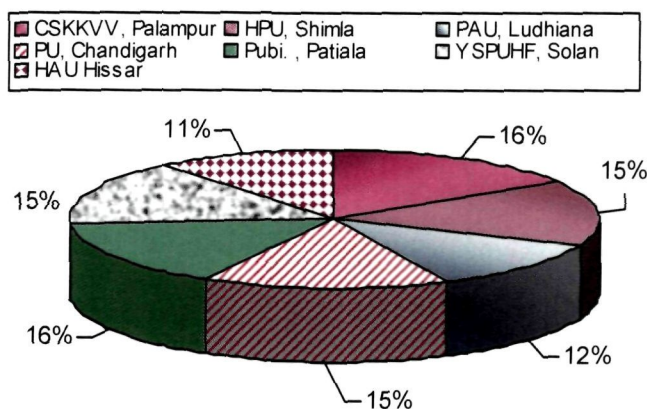
**Fig. 3.3: Pie chart indicating designation-wise break-up of responses**



**Table 3.4: Institution-wise Break-up of Responses**

| Sr. No.      | Name of Institution   | Frequency  | Percentage    |
|--------------|-----------------------|------------|---------------|
| 1.           | CSKKVV, Palampur      | 16         | 16.00         |
| 2.           | HPU, Shimla           | 15         | 15.00         |
| 3.           | PAU, Ludhiana         | 12         | 12.00         |
| 4.           | PU, Chandigarh        | 15         | 15.00         |
| 5.           | Punjabi Univ. Patiala | 16         | 16.00         |
| 6.           | YSPUHF, Solan         | 15         | 15.00         |
| 7.           | HAU Hissar            | 11         | 11.00         |
| <b>Total</b> |                       | <b>100</b> | <b>100.00</b> |

**Fig. 3.4: Pie Chart Institution-Wise Break-up of Responses**



In all there were 100 respondents from seven universities forming the sample. There was equal representation of 16% from CSKVV Palampur and Punjabi University Patiala, followed by Dr. YS Parmar University Solan, Punjab University Chandigarh, H.P. University Shimla, and HAU having 15% each. Responses from PAU Ludhiana and HAU have been lower as compared to other universities having 12% and 11% respectively.

### 3.6. Data Collection

Data has been collected as discussed in the sample above mainly through questionnaire method, followed by interviews.

### 3.7. Questionnaire Method

Two separate questionnaires were designed, one for the supervised staff (questionnaire I) i.e., the subordinate staff whose job performance was being evaluated by their seniors/peers, and another i.e., (Questionnaire II) was designed for supervisory staff i.e., those who are responsible for evaluating the performance of subordinate staff.

### **3.7.1. Questionnaire I**

The questionnaire I designed for supervised staff has mainly following five elements besides individual background information of the employees:

1. Job description, job analysis and their relationship with evaluating factors.
2. Factors inhibiting performance.
3. System of performance evaluation and critical comments about it, and
4. Impart of adverse remarks on future performance.

### **3.7.2. Questionnaire II**

The questionnaire II designed for supervisory staff has following elements such as:

1. Performance monitoring.
2. Degree of satisfaction from job & performance.
3. Reasons for under performance.
4. Measures for performance improvement.
5. Objectives achieved by evaluation process.
6. Impact of evaluation.
7. Need of an improved performance evaluating system; and
8. Reaction of supervisors to the present system of performance evaluation.

Both these questionnaires have been given in as appendix II (a) and II (b). Data collection on the topic has really been a Herculean Task, though in every social science research, this has been and continues to be a main hindrance in conducting research. However, in the present research, some peculiar problems were encountered because of the unfamiliarity of the participants from the process of performance evaluation. It is interesting to note that in one of the participating libraries, all the staff were requested to assemble at one place where every question was explained to them so that appropriate answers could be obtained. After reading and understanding the questions, participants unanimously refused to fill up the questionnaires on the pretext that performance evaluation to them has no meaning and relevance. They are not even asked to write about their annual performance. It is only their head/supervisor who himself fills up the prescribed format about the performance of his subordinate staff, may not be based upon factual output of his subordinates. Their performance reports are kept in the administration which may be opened up while processing the promotional cases after the span of 5-10 years. In some of the cases, these reports are only kept for records not even referred while deciding promotional cases. However, in spite of many such difficulties, data was collected through these questionnaires and interviews. After distribution of these questionnaires personally, the participants were fully explained each and every question along with the purpose behind this exercise. After giving them sufficient time, the participants were once or twice approached again personally to receive the filled up questionnaires. Informal discussion was also done with the population of the sample to gather certain additional data relating to the present research topic.

### **3.8. Data Analysis**

Both the questionnaires were designed based upon 5 point Likert Scale. Every question was assigned value from 1-5; 5 having highest value. The main issue of data analysis was to determine the cumulative assigned value so that most and least affecting factors could be determined and arranged in the definite hierarchy. Certain factors that hinder or facilitate performance were conceived. Opinions were gathered to establish as to what factors predominately influence upon the output of an employee. The possible answers; for example, were *least*, *much more* and *most and maximum* giving value 1, 2, 3, 4 and 5 respectively. The cumulative value of every question thus was to be determined.

### **3.9. The Statistical Method**

Various methodologies were experimented to obtain the results. Finally, Chi Square method was found appropriate for data analysis and proving and disproving hypothesis. SPSS and Excel statistical packages were used for the purpose. Data after analysis has been presented in tables and figures wherever found appropriate to support the findings.

#### **3.9.1. Chi-Square**

The Chi-Square test is an important test amongst the several tests of significance developed by statisticians. It is a statistically measure used in the context of sampling analysis for comparing a variance to a theoretical variance. As a non-parametric test, it can be used to determine if categorical data shows dependency or the two classifications are

independent. It can also be used to make comparisons between theoretical population and actual data. The test is a technique is used to: (i) test the goodness of fit; (ii) test the significance of association between two attributes, and (iii) test the homogeneity or the significance of population variance (Kothari, 1990).

### **3.10. Significance of Study**

Nonprofit organization faces a special dilemma in appraisal process not ordinarily found in business sectors. The study of appraisal process is an attempt into tremendously complicated behavior. Literature review shows that there is a little positive impact of performance appraisal.

Most of the libraries including University libraries in India don't have any standards neither for quantitative work nor qualitative. Therefore, proper evaluation in such situation obviously becomes subjective and ad-hoc. There are many routine quantitative jobs to be performed in the library by professional and para-professional staff. In the absence of standards and norms, performance level remains unascertainable. When staff does not have any specific target to achieve, their performance is just average or below average. It also becomes difficult for the supervisor to give proper rating of the work in the absence of such norms. Needless to emphasize that there is a need to evolve some norms/standards for its staff as a unit of measurement at least for quantitative jobs. Standardisation can be applied with advantage to all the functions of the library. It is yet to be established as to how much output is expected from an average professional engaged in

different library operations. In the absence of such standards/norms, there are other criteria that could be taken into account for evaluation of performance. The standard for performance evaluation in different libraries varies significantly. No serious thinking has been given in this direction. It is considered to be a routine work without any significance which is done after every year as a routine job having least impact on the performance of the professionals. The only method of performance evaluation is writing of Annual Confidential Report by the senior professionals. In view of this, it was felt that the present system in operation in different academic libraries be reviewed based upon job description and job analysis of each category of staff.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0. Introduction**

There is a common agreement among management personnel that there should be some techniques to measure and evaluate the performance employees to get feedback and make improvements in their performances. The process can review the past work and plan for present and future. It can also enable the manager to identify inhibiting as well as facilitating factors to improve and reinforce performance. By identifying such factors modification factors may emerge out which may help the organisation to achieve its objectives in a better and effective way. Every employee is likely to face some or the other problem in her/his day to day works. Their feedback by way of appraisal interview, discussion could give positive results. Every organisation is adopting one or the other method of rating their employees mainly to increase their output and give some incentives for good performers and motivate others to give their best to the organisation.

The present study was undertaken to identify mainly the factors that inhibit and facilitate the performance and evaluate the existing systems in use in various academic libraries. The same are being analysed as below:

#### 4.1. Factors Responsible for Inhibiting Better Performance

There could be number of factors which come on the way of employees to give their best in day to day work. It is not possible to identify and analyse all of them. The performance of library professionals varies from person to person and various factors are responsible for their under performance such as *lack of work culture, lack of team spirit, lack of interest in their job, lack of necessary qualifications and training facilities, lack of motivation, competence, skill and desired aptitude* as well as *lack of infrastructural facilities*. Data from the supervisory staff was collected to find out as to what factors are responsible for under performance of your staff. These factors have been tabulated in the following tables and ranked statistically applying Chi-square method:

**Table 4.1: Factors Responsible for under-Performance of Sub-Ordinate Staff according to Supervisory Staff**

| Sr. No. | Factors                               | Does not effect |      | Affects little |      | Affects much |      | Affects more |      | Affects most |      | Total |
|---------|---------------------------------------|-----------------|------|----------------|------|--------------|------|--------------|------|--------------|------|-------|
|         |                                       | F               | %    | F              | %    | F            | %    | F            | %    | F            | %    |       |
| 1       | Lack of work culture                  | 04              | 07.3 | 21             | 38.2 | 21           | 38.2 | 07           | 12.7 | 02           | 03.6 | 55    |
| 2.      | Lack of team spirit                   | 07              | 12.7 | 08             | 14.5 | 17           | 30.9 | 19           | 34.5 | 04           | 07.3 | 55    |
| 3.      | Lack of interest in job               | 04              | 07.3 | 10             | 18.2 | 24           | 43.6 | 12           | 21.8 | 05           | 09.1 | 55    |
| 4.      | Don't possess required qualifications | 06              | 10.9 | 13             | 23.6 | 23           | 41.8 | 08           | 14.5 | 05           | 09.1 | 55    |
| 5.      | Lack of motivation                    | 05              | 09.1 | 13             | 23.6 | 14           | 25.5 | 20           | 36.4 | 03           | 05.5 | 55    |
| 6.      | Lack of infrastructure facilities     | 07              | 12.7 | 07             | 12.7 | 13           | 23.6 | 19           | 34.5 | 09           | 16.3 | 55    |
| 7.      | Lack of training facilities           | 04              | 07.3 | 12             | 21.8 | 11           | 20.0 | 20           | 36.4 | 08           | 14.5 | 55    |
| 8.      | Lack of competence & skill            | 05              | 09.1 | 14             | 25.5 | 08           | 14.5 | 25           | 45.5 | 03           | 05.5 | 55    |
| 9.      | Lack aptitude for professional work   | 03              | 05.5 | 17             | 30.9 | 08           | 14.5 | 21           | 38.2 | 06           | 10.9 | 55    |

As shown in the above table no.4.2, supervisory staff feel that majority of the subordinate working under them to the extent of 69% is not performing at the level of their expectation. The reason for the same was determined in the following table:

Ho = The average effect of responsible factors of under-performance are the same

H<sub>1</sub> = The average effect of responsible factors of under- performance are not same.

**Table 4.2: Possible Reasons for Under- Performance**

| Sr. No. | Factors                               | Observed and Expected Frequency |    |                |    |              |    |              |    |              |    | Cal. Value of $\chi^2$ | Ranks |
|---------|---------------------------------------|---------------------------------|----|----------------|----|--------------|----|--------------|----|--------------|----|------------------------|-------|
|         |                                       | Does not effect                 |    | Affects little |    | Affects much |    | Affects more |    | Affects most |    |                        |       |
|         |                                       | fo                              | fe | fo             | fe | fo           | fe | fo           | fe | fo           | fe |                        |       |
| 1       | Lack of work culture                  | 04                              | 05 | 21             | 12 | 21           | 16 | 7            | 17 | 02           | 05 | 17.39                  | 1     |
| 2.      | Lack of team spirit                   | 07                              | 5  | 08             | 12 | 17           | 16 | 19           | 17 | 04           | 5  | 2.62                   | 8     |
| 3.      | Lack of interest in job               | 04                              | 5  | 10             | 12 | 24           | 16 | 12           | 17 | 05           | 5  | 6.2                    | 6     |
| 4.      | Don't possess required Qualifications | 06                              | 5  | 13             | 12 | 23           | 16 | 08           | 17 | 05           | 5  | 8.1                    | 4     |
| 5.      | Lack of motivation                    | 05                              | 5  | 13             | 12 | 14           | 16 | 20           | 17 | 03           | 5  | 1.85                   | 9     |
| 6.      | Lack of infrastructure facilities     | 07                              | 5  | 07             | 12 | 13           | 16 | 19           | 17 | 09           | 5  | 6.87                   | 5     |
| 7.      | Lack of training facilities           | 04                              | 5  | 12             | 12 | 11           | 16 | 20           | 17 | 08           | 5  | 4.8                    | 7     |
| 8.      | Lack of competence & skill            | 05                              | 5  | 14             | 12 | 08           | 16 | 25           | 17 | 03           | 5  | 9.69                   | 2     |
| 9.      | Lack aptitude for professional work   | 03                              | 5  | 17             | 12 | 08           | 16 | 21           | 17 | 06           | 5  | 8.02                   | 3     |

n = 55 fo =frequency Observed, fe = frequency expected

Degree of Freedom = 4

Table value of  $\chi^2 = 9.49$

Calculated value of  $\chi^2$  (degrees of freedom=4) for reasons for under-performance

are as under:

1.  $\chi^2 = 17.39$
2.  $\chi^2 = 2.62$
3.  $\chi^2 = 6.2$
4.  $\chi^2 = 8.1$
5.  $\chi^2 = 1.85$
6.  $\chi^2 = 6.87$
7.  $\chi^2 = 4.8$
8.  $\chi^2 = 6.69$
9.  $\chi^2 = 8.02$

As shown in the above table the significant reason for under performance are:

1. Lack of work culture
2. Lack of competence and skill

Remaining factors may be responsible for low performance but these are not significant ones. However, hierarchy of these non-significant factors are:

1. Lack of infrastructure facilities
2. Lack of aptitude for professional work
3. Lack of infrastructure facilities
4. Lack of interest in the job
5. Lack of training facilities
6. lack of team spirit and
7. lack of motivation.

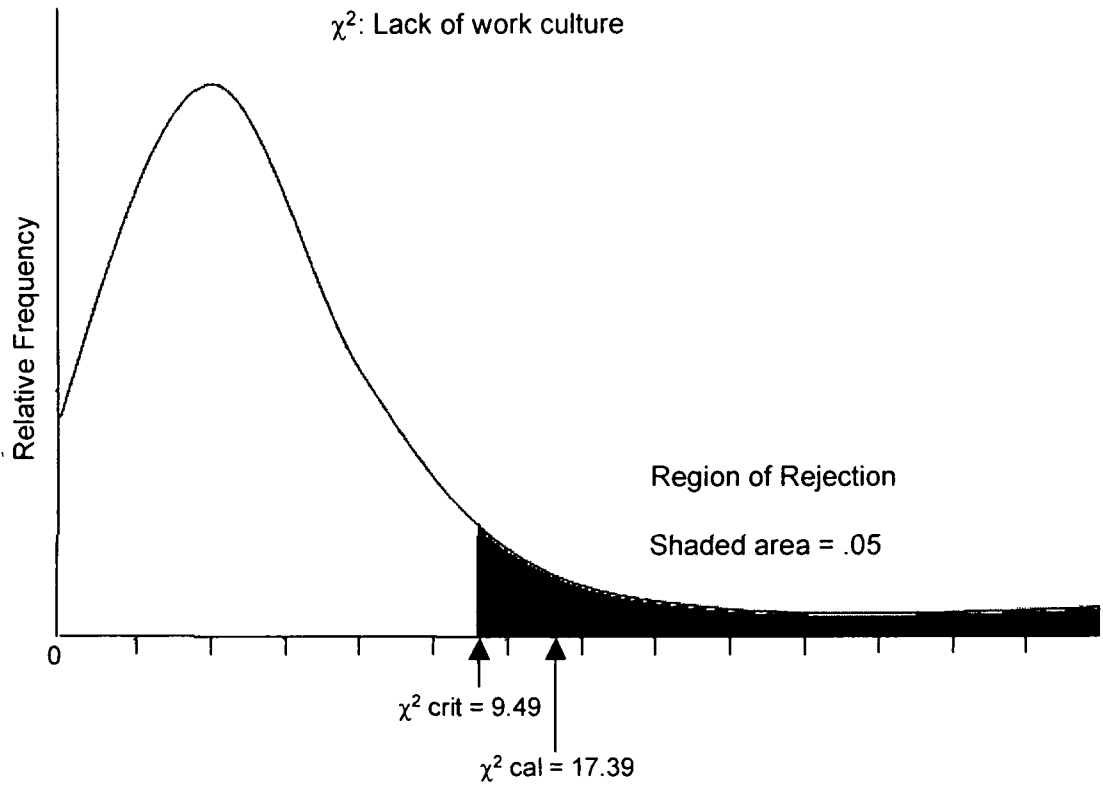


Fig. 4.1 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$ , d.f. = 4, for lack of work culture

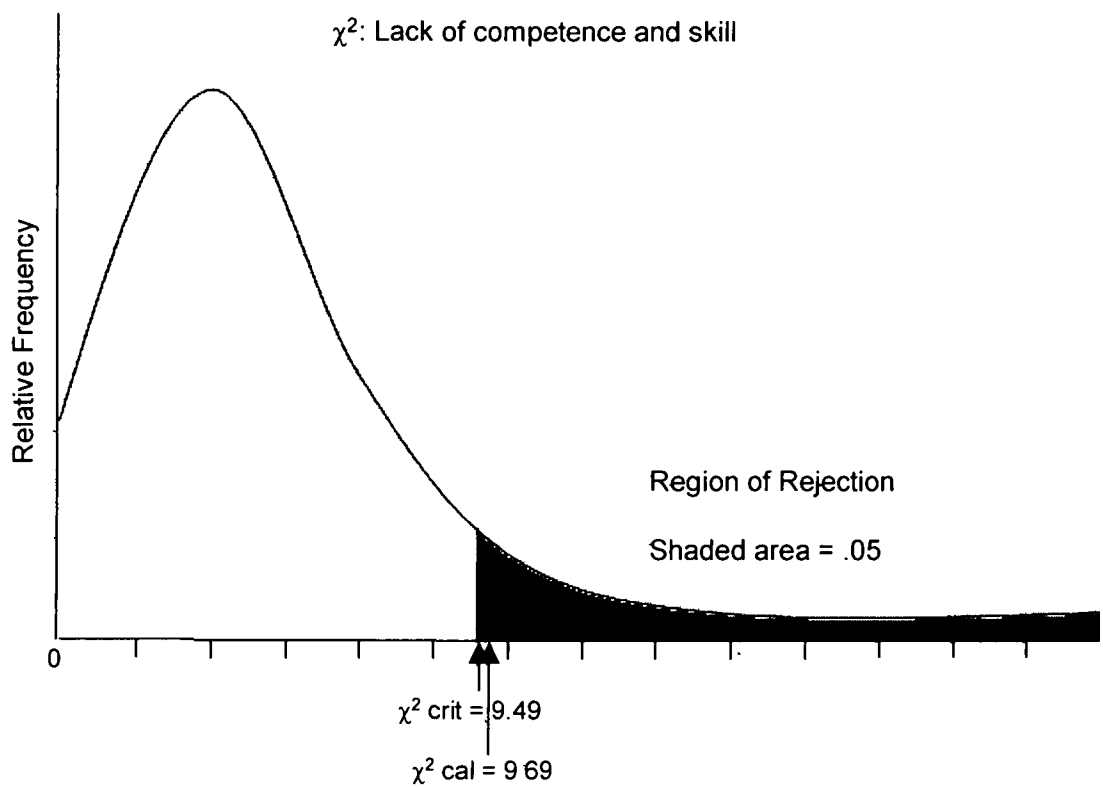


Fig. 4.2 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of competence and skill

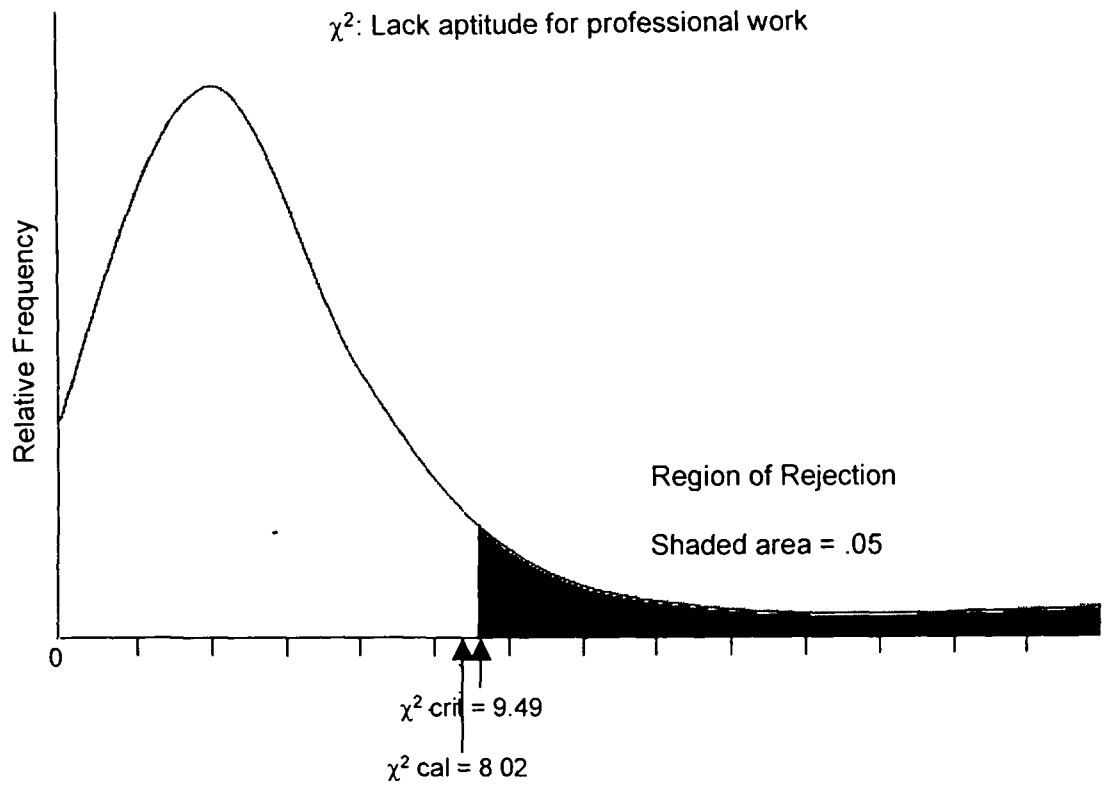


Fig.4.3 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack aptitude for professional work

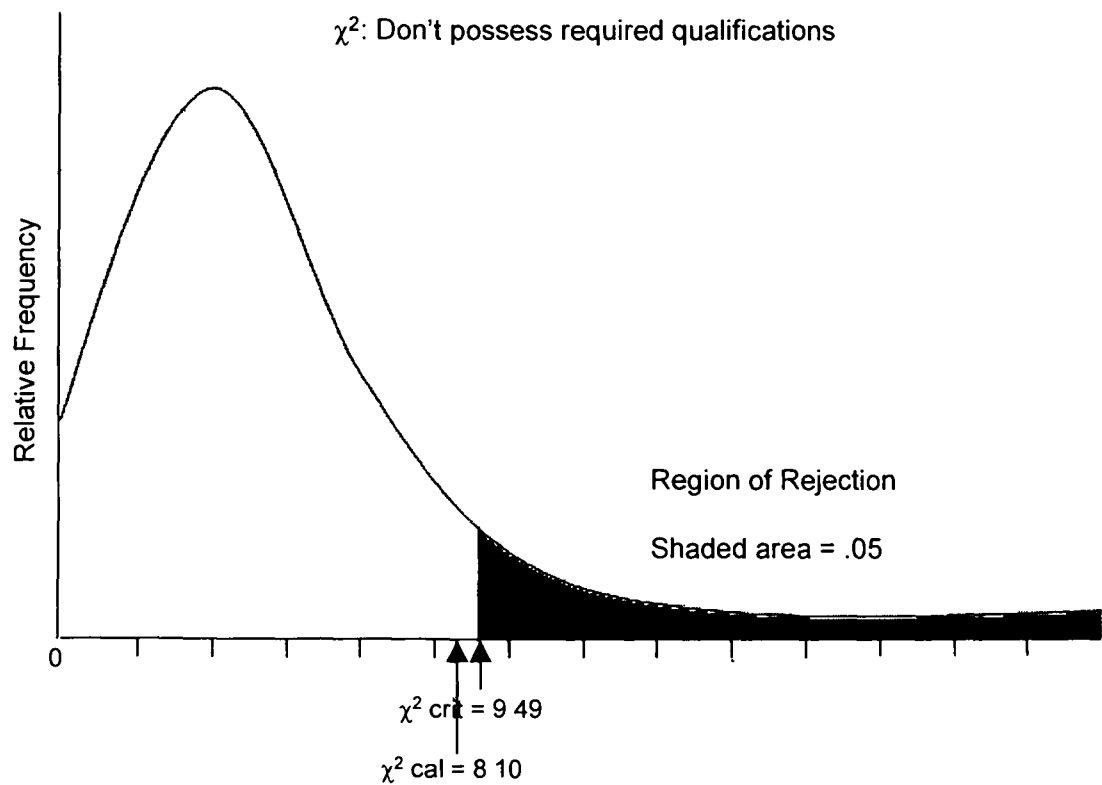


Fig. 4.4 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for don't possess required qualifications

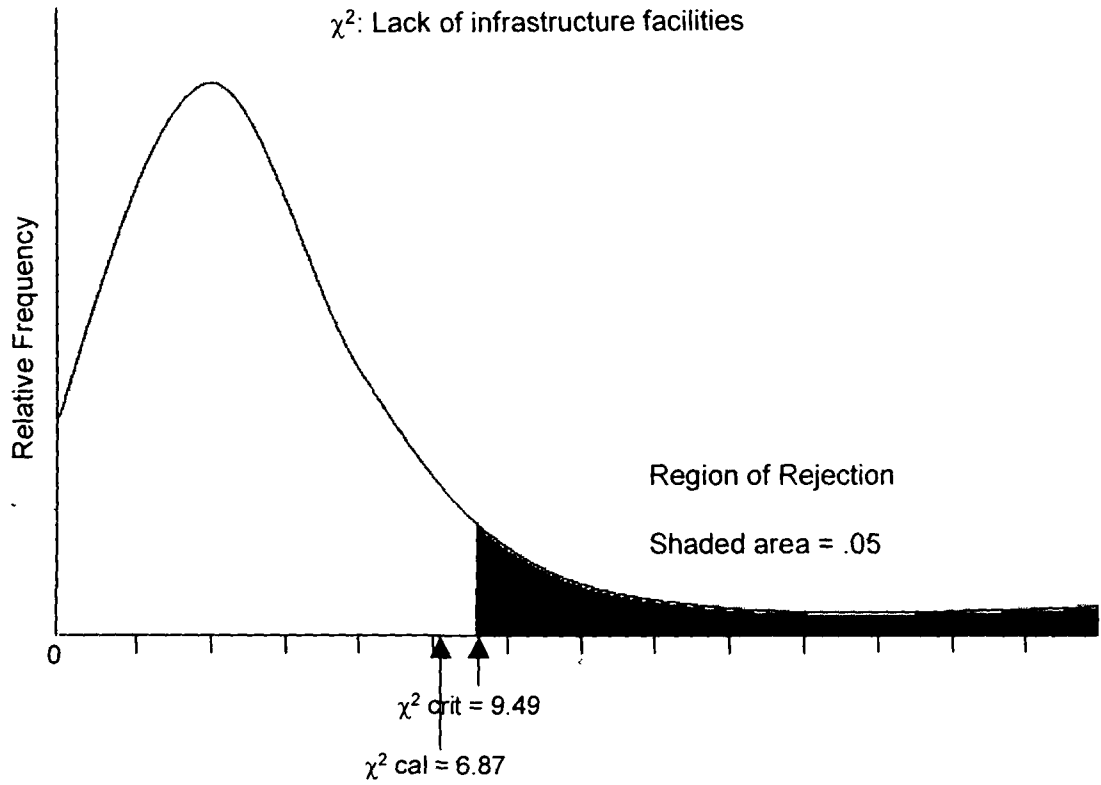


Fig.4.5 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of infrastructure facilities

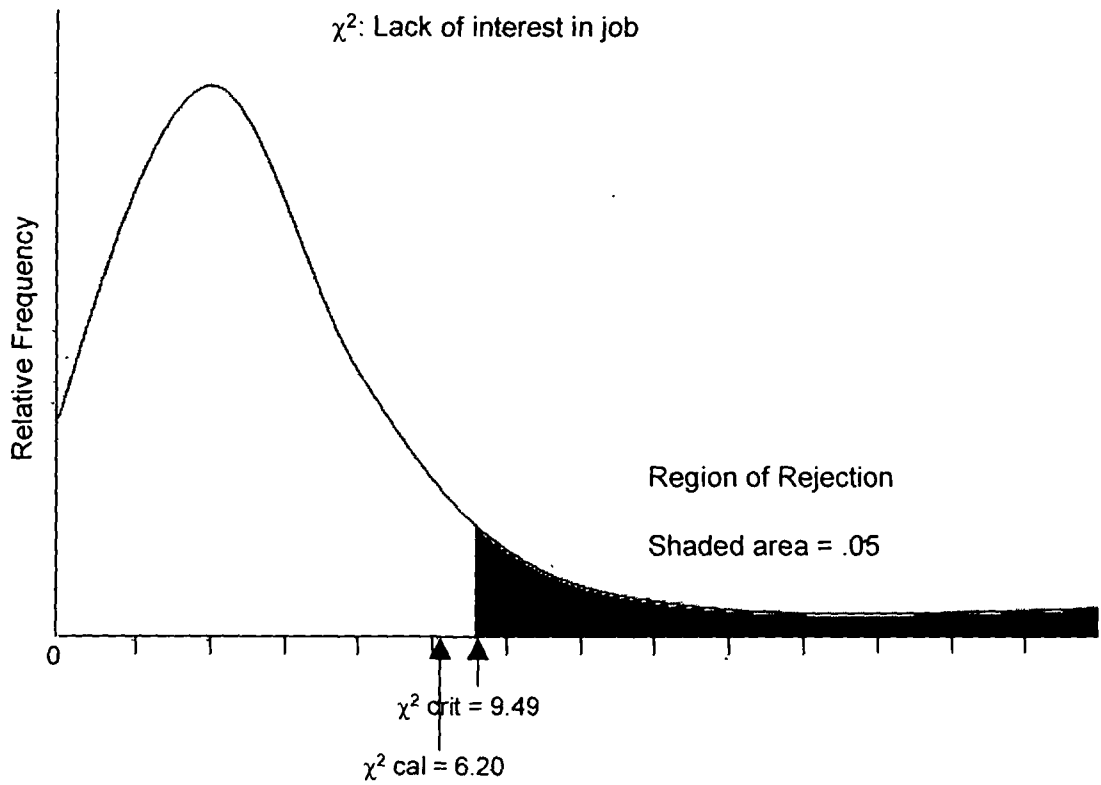


Fig.4.6 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of interest in job

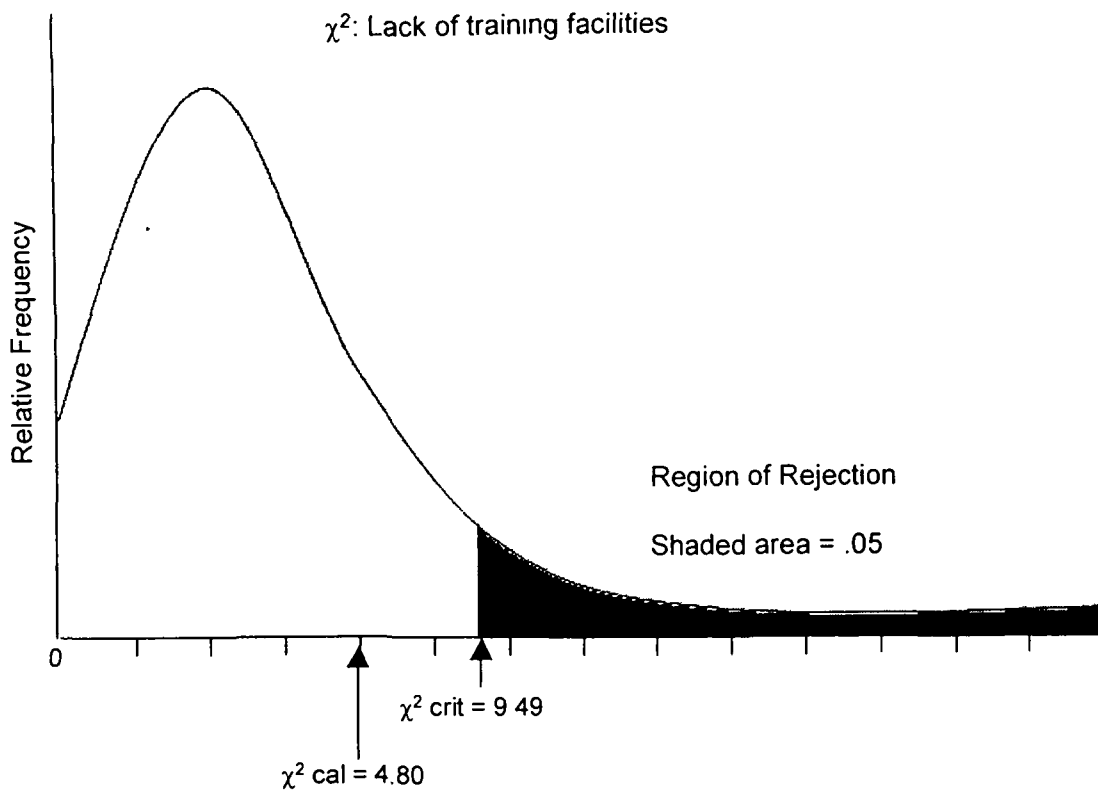


Fig.4.7 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of training facilities

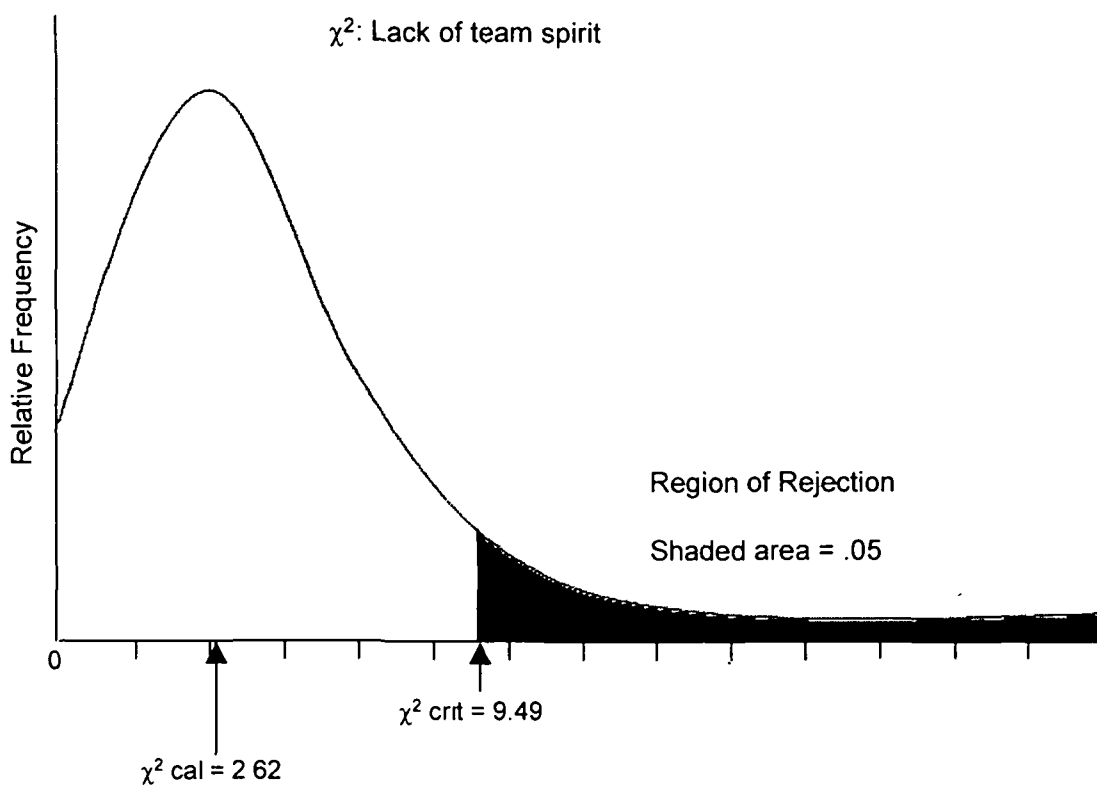


Fig.4.8 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of team spirit

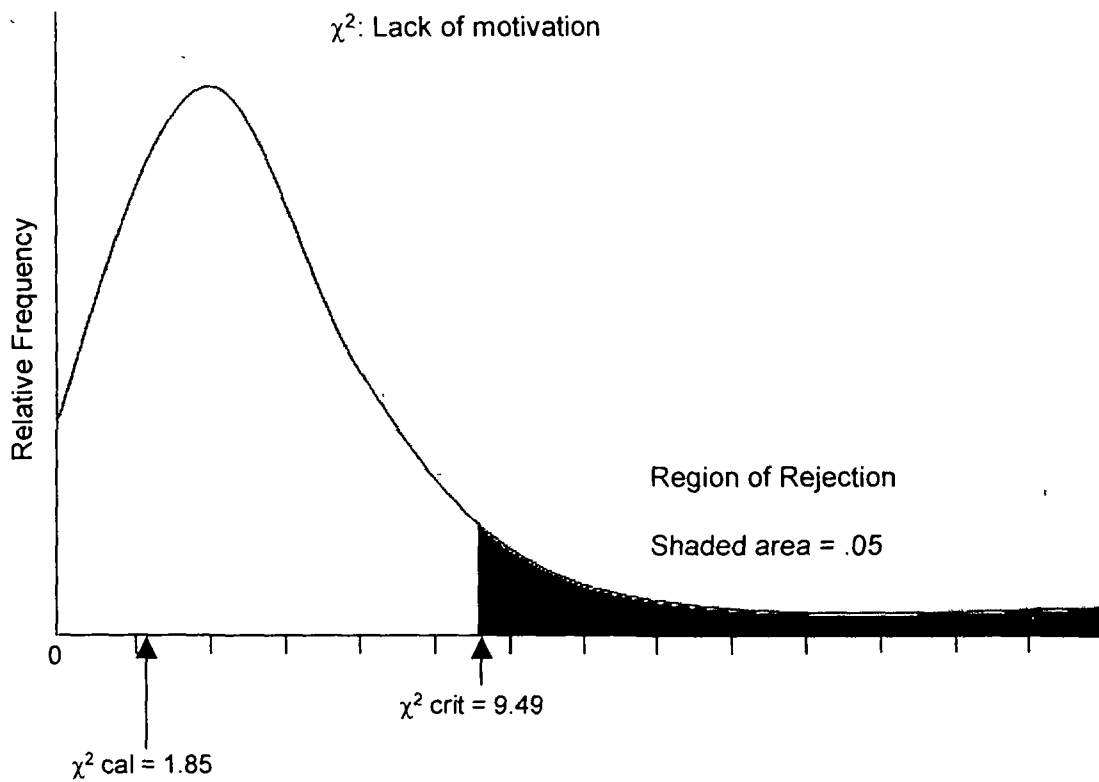


Fig.4.9 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for lack of motivation

#### 4.2. Hindering Factors in the Performance of Subordinate Staff

There are number of factors that affect upon the performance of individual employees. Thirteen such factors were identified which are likely to obstruct the desired output. Among these thirteen factors, hierarchical order in the sequence of most affecting factor to the least one was determined using chi-square method. Thus calculated value of each factor was determined to arrange these factors in the order of most affecting to the least affecting. The subordinate staff was asked about the obstructing factors in their performance. These hindering factors were determined based upon the data collected from the employees working in academic libraries forming the sample.

**Table 4.3: Key factors affecting the performance of employees from least to maximum**

| Sr. No. | Factors  | Least |    | Little |    | More |    | Much |    | Maximum |    | Total |
|---------|--|-------|----|--------|----|------|----|------|----|---------|----|-------|
|         |  | F*    | %  | F      | %  | F    | %  | F    | %  | F       | %  |       |
| 1       | Lack of guidance                                     | 37    | 37 | 22     | 22 | 21   | 21 | 8    | 8  | 12      | 12 | 100   |
| 2       | Non- cooperation from Senior colleagues              | 30    | 30 | 25     | 25 | 21   | 21 | 11   | 11 | 13      | 13 | 100   |
| 3       | Non-cooperation from junior colleagues               | 34    | 34 | 15     | 15 | 33   | 33 | 10   | 10 | 8       | 8  | 100   |
| 4       | Lack of motivation for good work                     | 31    | 31 | 13     | 13 | 33   | 33 | 11   | 11 | 12      | 12 | 100   |
| 5       | Lack of freedom to work                              | 38    | 38 | 13     | 13 | 20   | 20 | 18   | 18 | 11      | 11 | 100   |
| 6       | Lack of training facilities                          | 39    | 39 | 18     | 18 | 16   | 16 | 15   | 15 | 12      | 12 | 100   |
| 7       | Lack of required facilities to work (infrastructure) | 28    | 28 | 25     | 25 | 16   | 16 | 16   | 16 | 15      | 15 | 100   |
| 8       | Disliking for the present job                        | 48    | 48 | 18     | 18 | 15   | 15 | 8    | 8  | 11      | 11 | 100   |
| 9       | Low Salary   | 27    | 27 | 13     | 13 | 15   | 15 | 17   | 17 | 28      | 28 | 100   |
| 10      | Stagnation in same scale                             | 27    | 27 | 9      | 9  | 17   | 17 | 16   | 16 | 31      | 31 | 100   |
| 11      | Lack of work culture in the organisation             | 33    | 33 | 21     | 21 | 23   | 23 | 14   | 14 | 9       | 9  | 100   |
| 12      | Lack of adequate expertise required for the job      | 40    | 40 | 21     | 21 | 21   | 21 | 11   | 11 | 7       | 7  | 100   |
| 13      | Due to domestic responsibilities                     | 50    | 50 | 21     | 21 | 11   | 11 | 8    | 8  | 10      | 10 | 100   |
|         | Total  | 462   |    | 234    |    | 262  |    | 163  |    | 179     |    | 1300  |

To find out the significant factor, expected frequencies of each factor was determined to calculated value of  $\chi^2$ . Since there are five classes of answers to each

question ranging from least affecting to the maximum, as such degree of freedom comes to

4. Table value of  $\chi^2$  is 9.49 at level of .05%.

### Testing of Hypothesis

$H_0$  = the average effect of the hindering factors in performance is the same.

$H_1$  = the average effect of each factor is not same.

**Table 4.4: Calculated  $\chi^2$  value of Observed and Expected Frequencies of Hindrance factors affecting upon Performance of the Subordinate Staff**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |            |    |            |    |            |    |            |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|------------|----|------------|----|------------|----|------------|----|---------------------|-------|
|         |  | Least                           |    | Little     |    | Much       |    | More       |    | Maximum    |    |                     |       |
|         |  | Fo                              | Fe | Fo         | Fe | Fo         | Fe | Fo         | Fe | Fo         | Fe |                     |       |
| 1.      | Lack of guidance                                     | 37                              | 36 | 22         | 18 | 21         | 20 | 8          | 12 | 12         | 14 | 2.81                | 12    |
| 2.      | Non- cooperation from Senior colleagues              | 30                              | 36 | 25         | 18 | 21         | 20 | 11         | 12 | 13         | 14 | 4.11                | 10    |
| 3.      | Non-cooperation from junior colleagues               | 34                              | 36 | 15         | 18 | 33         | 20 | 10         | 12 | 8          | 14 | 11.66               | 4     |
| 4.      | Lack of motivation for good work                     | 31                              | 36 | 13         | 18 | 33         | 20 | 11         | 12 | 12         | 14 | 10.67               | 5     |
| 5.      | Lack of freedom to work                              | 38                              | 36 | 13         | 18 | 20         | 20 | 18         | 12 | 11         | 14 | 4.38                | 9     |
| 6.      | Lack of training facilities                          | 39                              | 36 | 18         | 18 | 16         | 20 | 15         | 12 | 12         | 14 | 1.77                | 13    |
| 7.      | Lack of required facilities to work (infrastructure) | 28                              | 36 | 25         | 18 | 16         | 20 | 16         | 12 | 15         | 14 | 6.60                | 7     |
| 8.      | Disliking for the present job                        | 48                              | 36 | 18         | 18 | 15         | 20 | 8          | 12 | 11         | 14 | 7.38                | 6     |
| 9.      | Low Salary   | 27                              | 36 | 13         | 18 | 15         | 20 | 17         | 12 | 28         | 14 | 21.7                | 2     |
| 10.     | Stagnation in same scale                             | 27                              | 36 | 9          | 18 | 17         | 20 | 16         | 12 | 31         | 14 | 30.31               | 1     |
| 11.     | Lack of work culture in the organisation             | 33                              | 36 | 21         | 18 | 23         | 20 | 14         | 12 | 9          | 14 | 2.97                | 11    |
| 12.     | Lack of adequate expertise required for the job      | 40                              | 36 | 21         | 18 | 21         | 20 | 11         | 12 | 7          | 14 | 4.42                | 8     |
| 13.     | Due to domestic responsibilities                     | 50                              | 36 | 21         | 18 | 11         | 20 | 8          | 12 | 10         | 14 | 12.46               | 3     |
|         | <b>Total</b>   | <b>462</b>                      |    | <b>234</b> |    | <b>262</b> |    | <b>163</b> |    | <b>179</b> |    |                     |       |

n= 100, fo = frequency observed, fe = frequency expected

Degree of Freedom = 4

Table value of  $\chi^2$  at .05% significant level = 9.49

Calculated value of  $\chi^2$  for hindering factors in performance are as follow:

1.  $\chi^2 = 2.81$
2.  $\chi^2 = 4.11$
3.  $\chi^2 = 11.66$
4.  $\chi^2 = 10.67$
5.  $\chi^2 = 4.38$
6.  $\chi^2 = 1.77$
7.  $\chi^2 = 6.60$
8.  $\chi^2 = 7.38$
9.  $\chi^2 = 21.7$
10.  $\chi^2 = 30.31$
11.  $\chi^2 = 2.97$
12.  $\chi^2 = 4.42$
13.  $\chi^2 = 12.46$

Looking at the value of calculated  $\chi^2$  for various factors that cause hindrances to the performance, it has been observed that the factors such as '*Stagnation in same scale*' followed by "*low salary*", "*Domestic responsibilities*", "*Non cooperation from Juniors*", "*Lack of motivation for good work*" had much higher chi square value as compared to table values. The result is significant. This means that views of individual respondent varies distinctively in terms of various performance hindering factors. Hence it is concluded that the main hindering factors in order of most effecting to least ones are as given below:

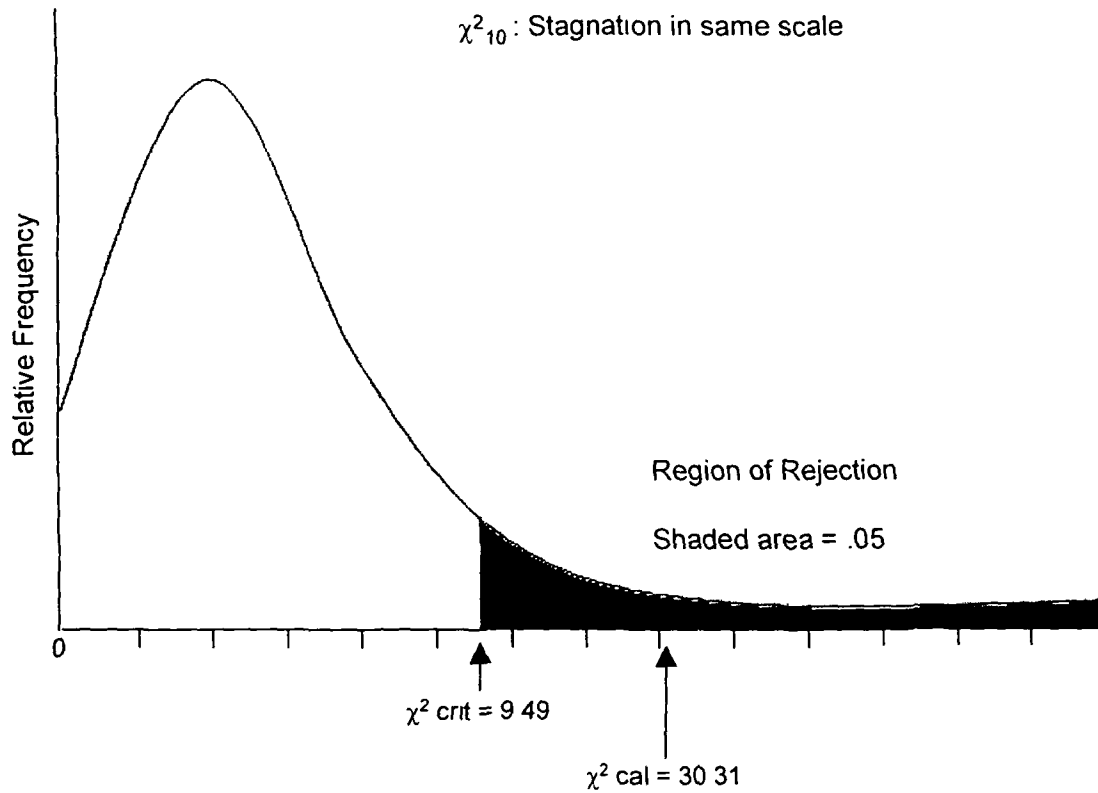


Fig.4.10 Location of the calculated value of  $\chi^2_{10}$  related to the expected distribution of  $\chi^2$  d.f. = 4, for stagnation in same scale

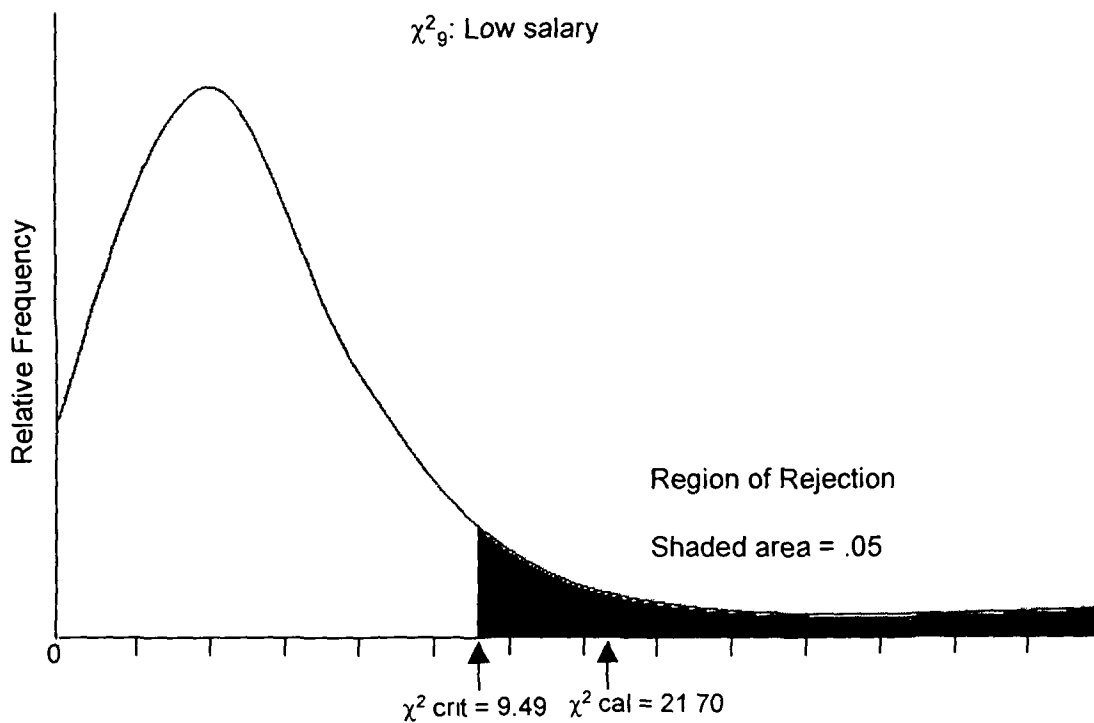


Fig. 4.11 Location of the calculated value of  $\chi^2_9$  related to the expected distribution of  $\chi^2_9$  d.f. = 4, for low salary

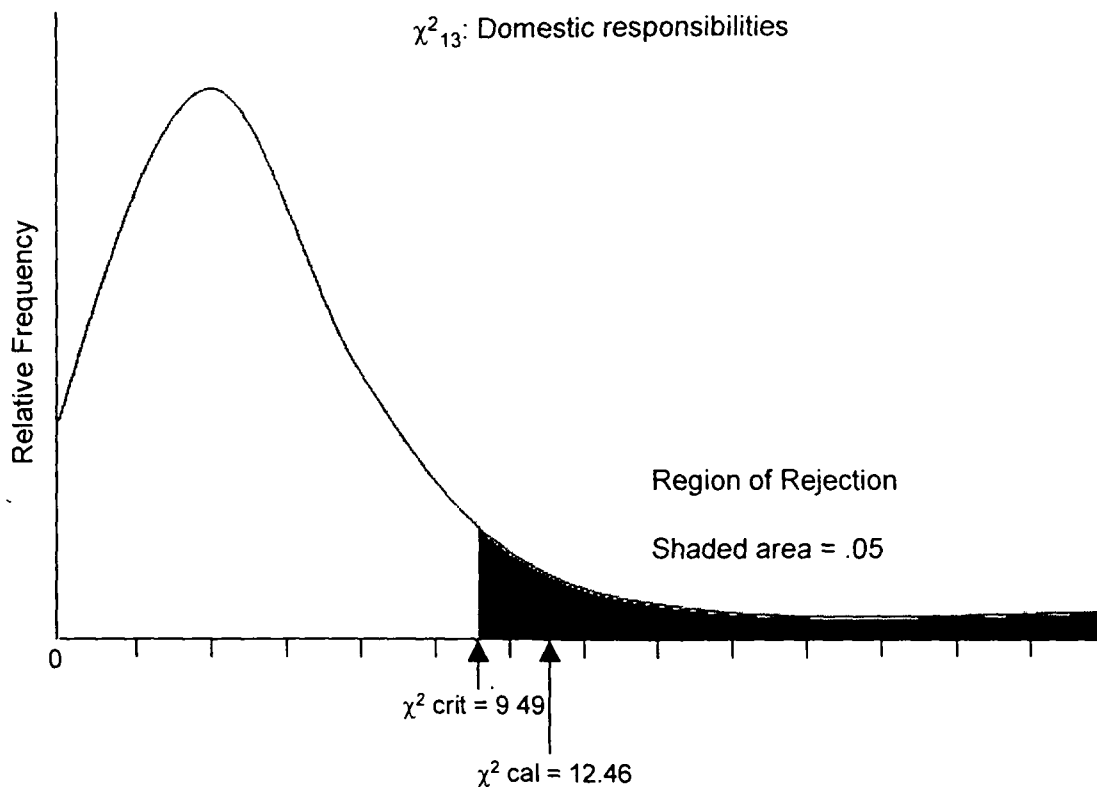


Fig.4.12 Location of the calculated value of  $\chi^2_{13}$  related to the expected distribution of  $\chi^2_{13}$  d.f. = 4, for domestic responsibilities

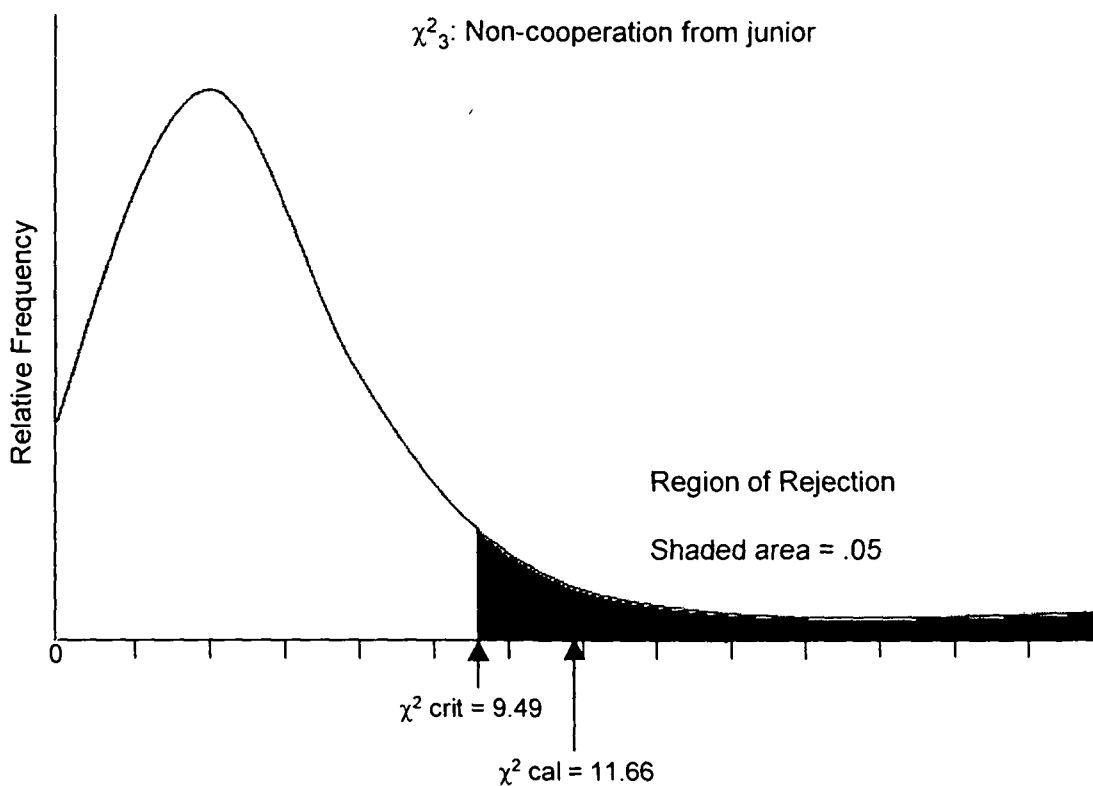


Fig.4.13 Location of the calculated value of  $\chi^2_3$  related to the expected distribution of  $\chi^2_3$ , d.f. = 4, for non-cooperation from junior

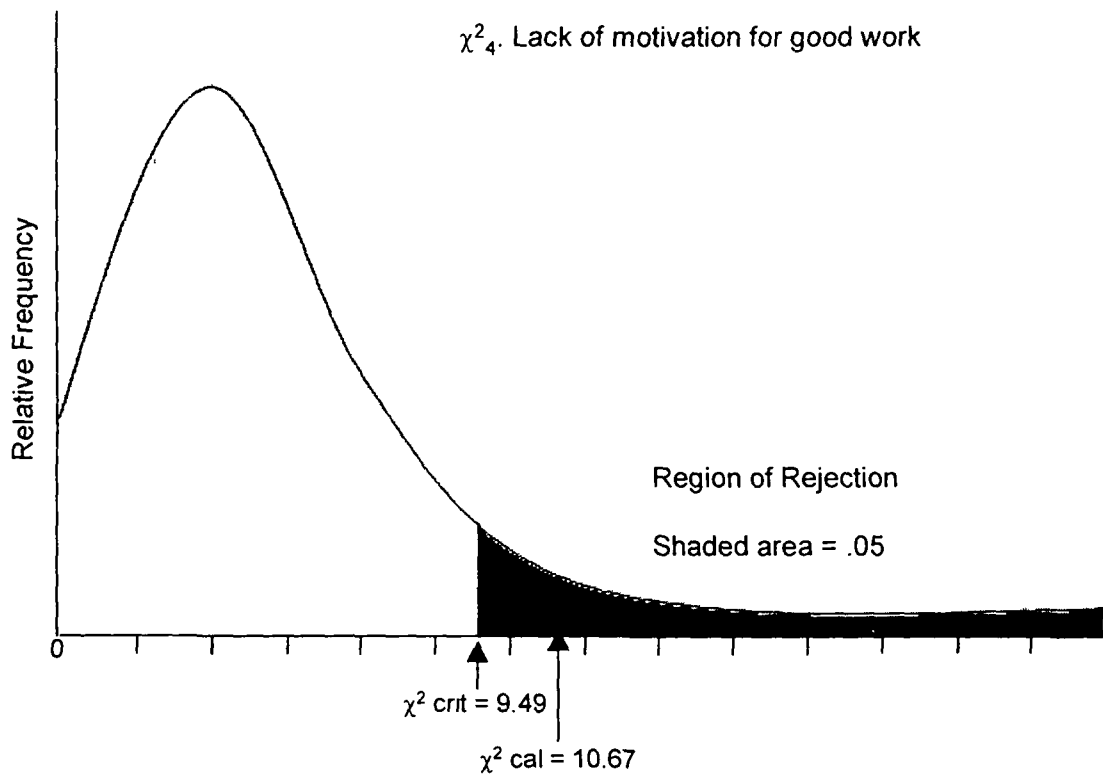


Fig.4.14 Location of the calculated value of  $\chi^2_4$  related to the expected distribution of  $\chi^2_4$  d.f. = 4, for lack of motivation for good work

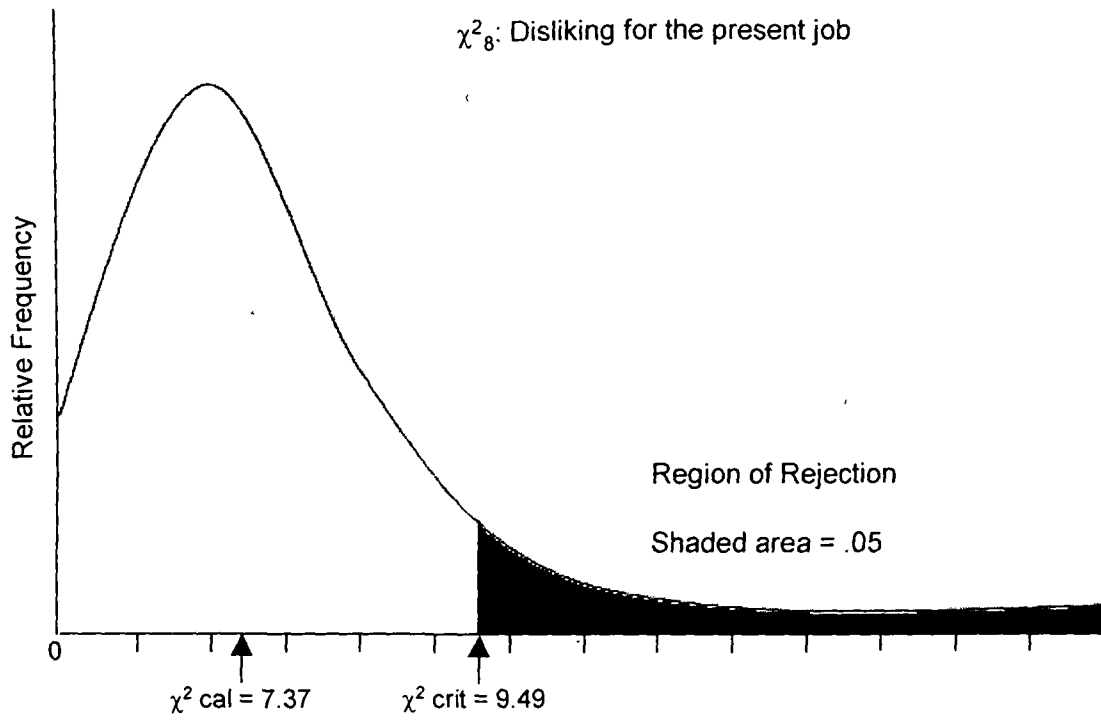


Fig. 4.15 Location of the calculated value of  $\chi^2_8$  related to the expected distribution of  $\chi^2_8$  d.f. = 4, for disliking for the present job

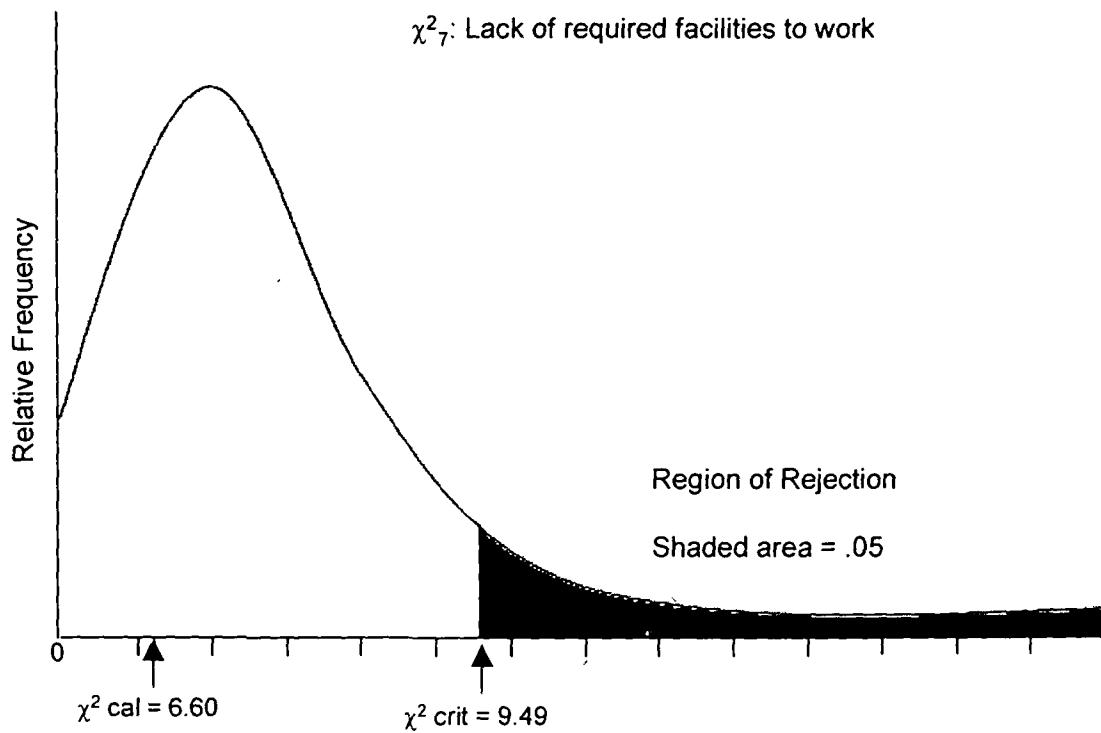


Fig. 4.16 Location of the calculated value of  $\chi^2_7$  related to the expected distribution of  $\chi^2_7$  d.f. = 4, for lack of required facilities to work

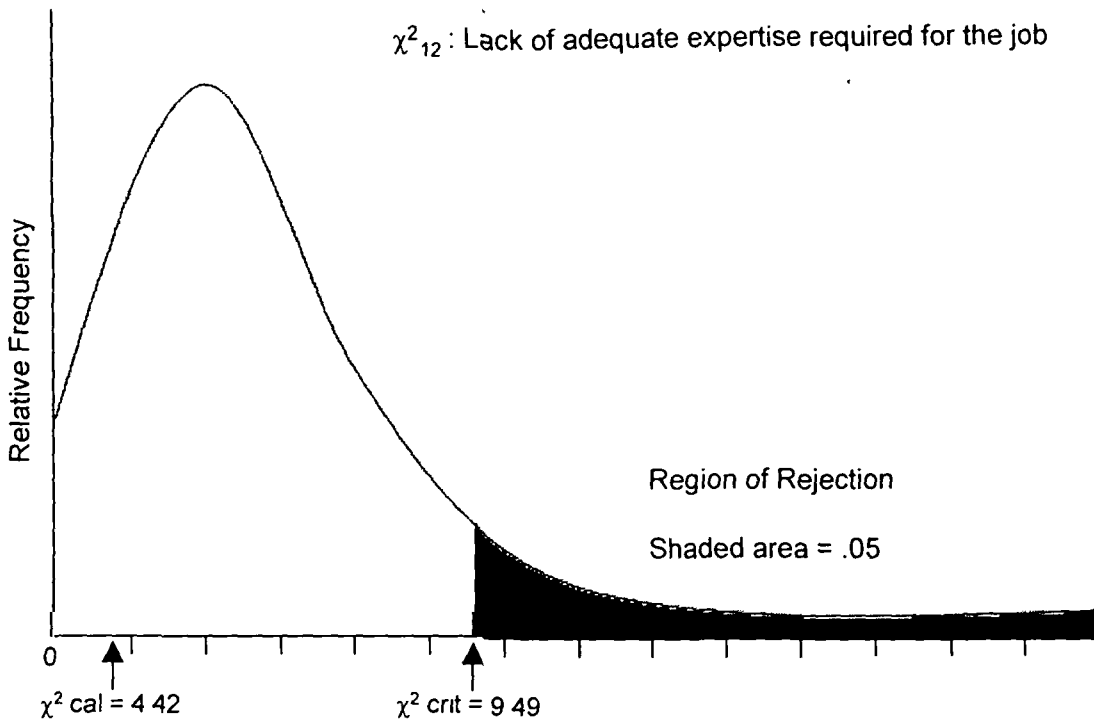


Fig.4.17 Location of the calculated value of  $\chi^2_{12}$  related to the expected distribution of  $\chi^2_{12}$  d.f. = 4, for lack of adequate expertise required for the job

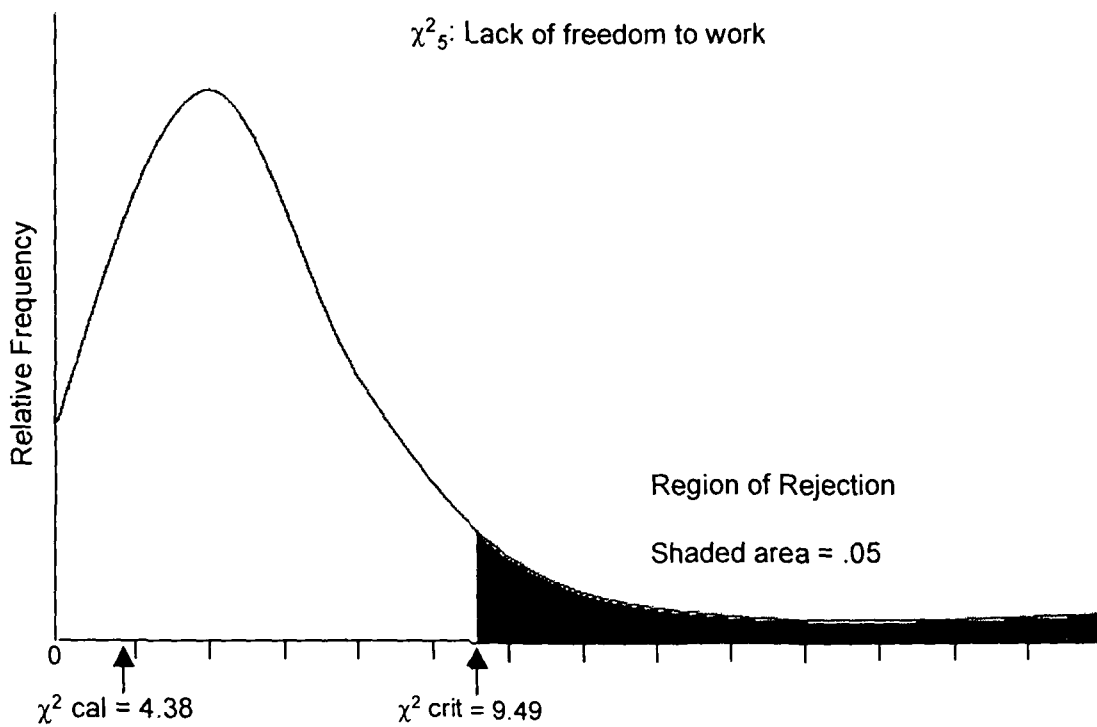


Fig.4.18 Location of the calculated value of  $\chi^2_5$  related to the expected distribution of  $\chi^2_5$ , d.f. = 4, for lack of freedom to work

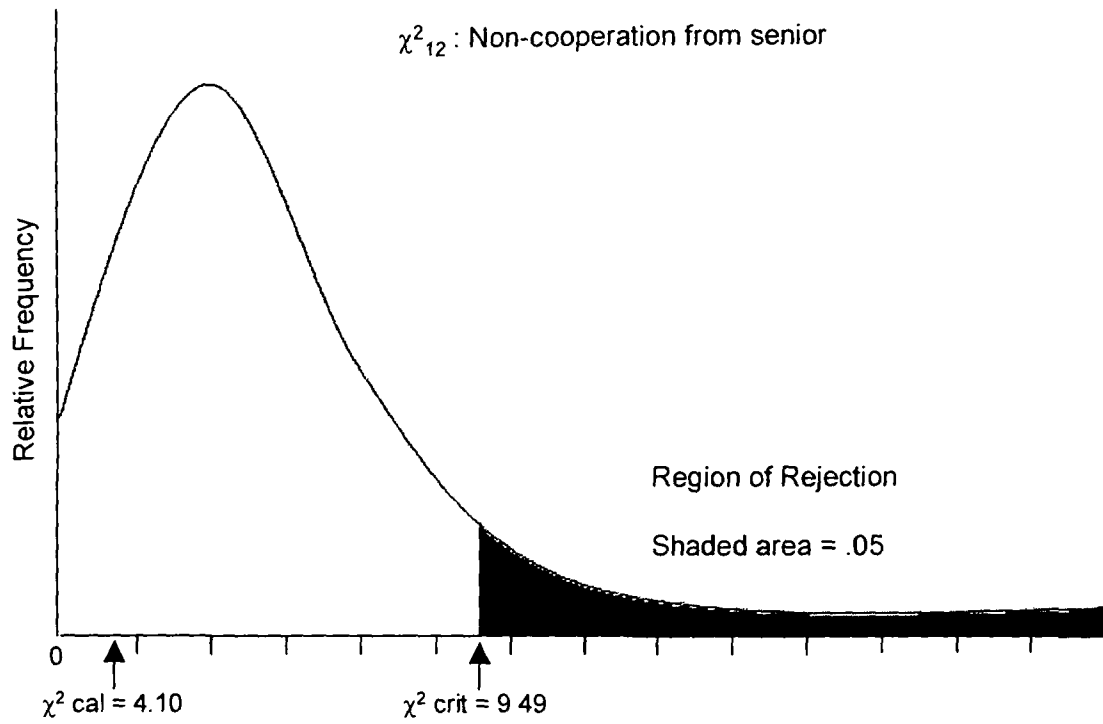


Fig.4.19 Location of the calculated value of  $\chi^2_{12}$  related to the expected distribution of  $\chi^2_{12}$  d.f. = 4, for non-cooperation from senior.

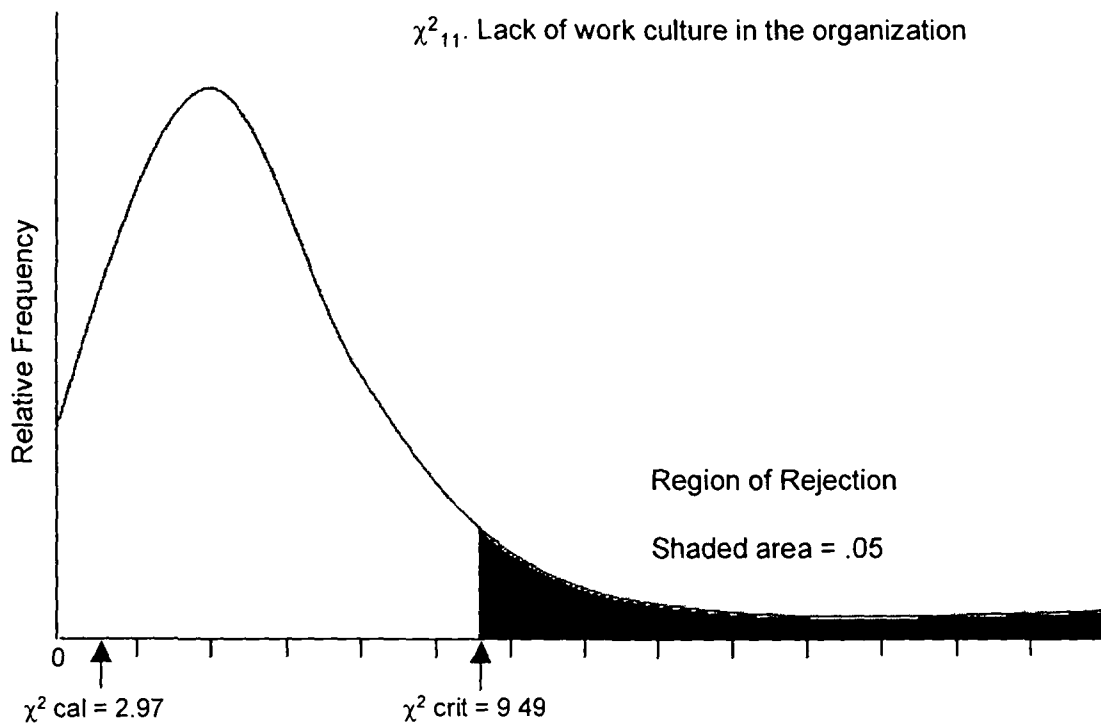


Fig.4. 20 Location of the calculated value of  $\chi^2_{11}$  related to the expected distribution of  $\chi^2_{11}$  d.f. = 4, for lack of work culture in the organization

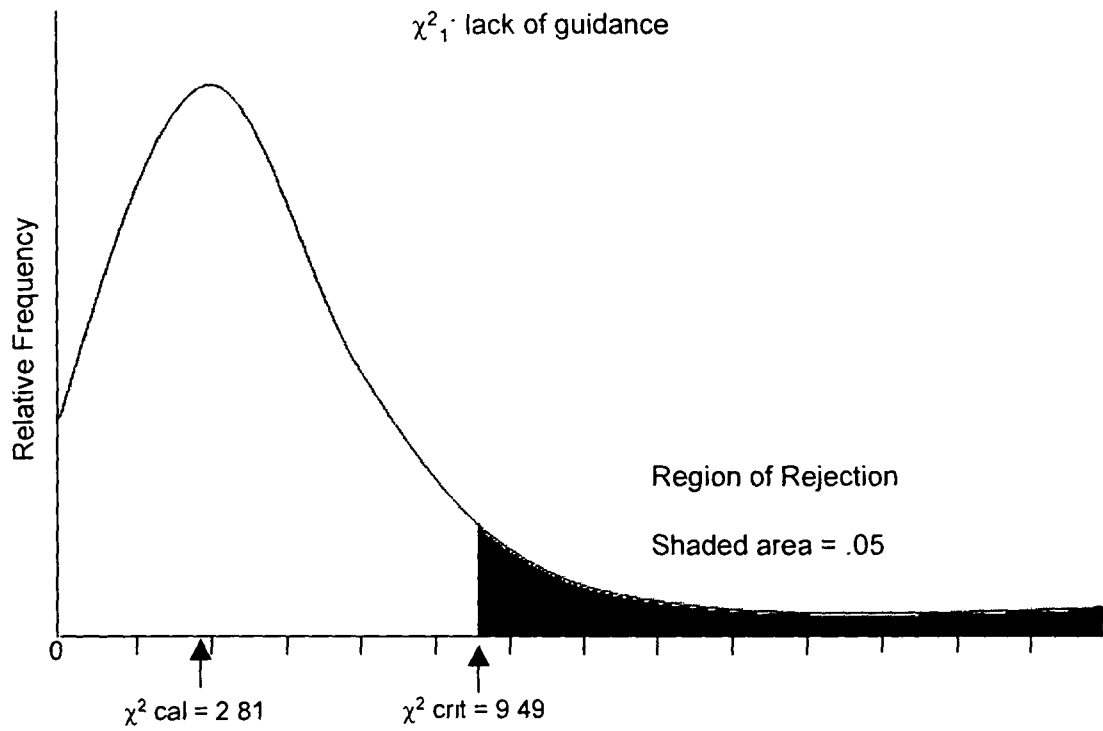


Fig.4.21 Location of the calculated value of  $\chi^2_1$  related to the expected distribution of  $\chi^2_1$ , d.f. = 4, for lack of guidance

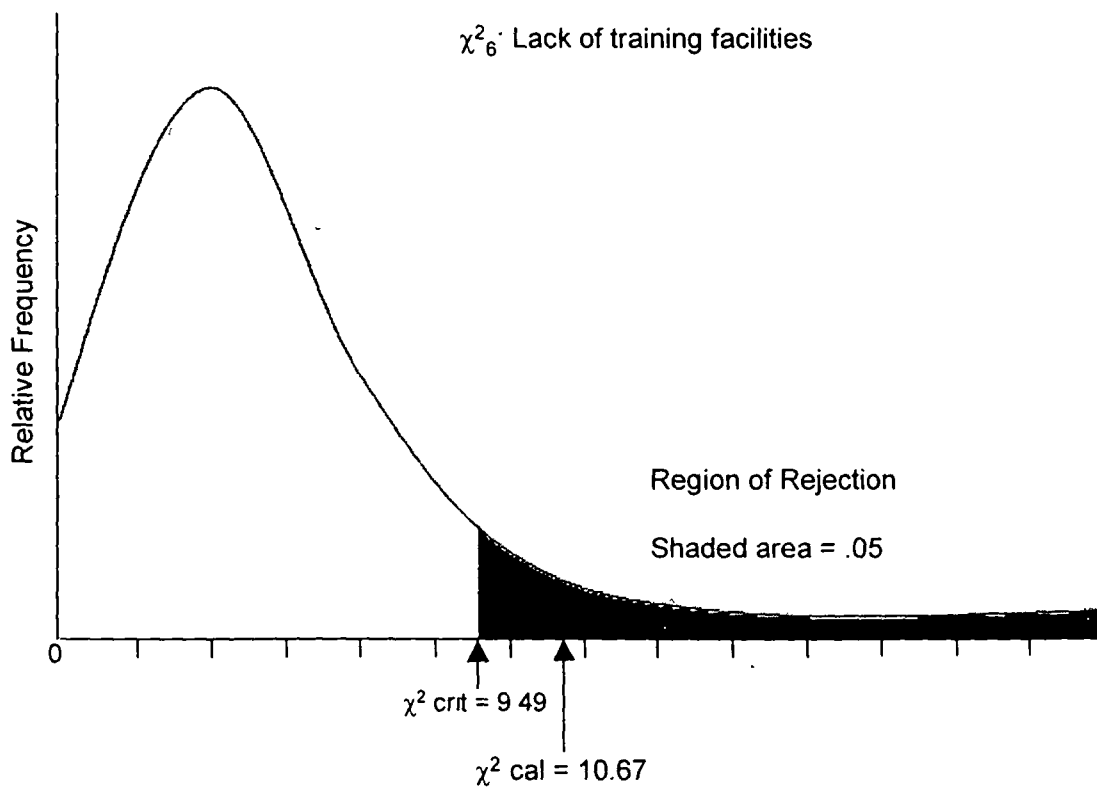


Fig.4.22 Location of the calculated value of  $\chi^2_6$  related to the expected distribution of  $\chi^2_6$  d.f. = 4, for lack of training facilities

| <i>Factors</i>                       | <i>Calculated value of chi square</i> |
|--------------------------------------|---------------------------------------|
| 1. Stagnation in same scale          | 30.31                                 |
| 2. Low salary                        | 21.7                                  |
| 3. Domestic responsibilities         | 12.46                                 |
| 4. Non cooperation from junior staff | 11.6                                  |
| 5. Lack of motivation for good work  | 10.67                                 |

Maximum difference in ranking the classes is observed at Sr. No.1 proving that employees have been found not giving their best due to *stagnation in the same scale*. It means that employees are not being promoted to the next post. Hence they seem to loose interest in their job. This is followed by *low salary, domestic circumstances* and *lack of motivation*. While comparing the ranking of remaining hindering factors, the calculated value of  $\chi^2$  was noted to be less than table value, which indicated a minimum difference between observed and expected frequency of individual ranking. It means the result is non-significant and all are having the same views for the other hindering factors of performance. These are:

| <i>Factors</i>  | <i>Calculated value of chi square</i> |
|---|---------------------------------------|
| 1. Disliking for the present job                        | 7.38                                  |
| 2. Lack of required facilities to work (infrastructure) | 6.60                                  |
| 3. Lack of adequate expertise required for the job      | 4.42                                  |
| 4. Lack of freedom to work                              | 4.38                                  |
| 5. Non cooperation from seniors                         | 4.10                                  |
| 6. Lack of work culture in the organisation             | 2.97                                  |
| 7. Lack of guidance                                     | 2.81                                  |
| 8. Lack of training facilities                          | 1.77                                  |

**Performance hindering factors of different universities**

**Table 4.5: CSKVV, Palampur**

| Sr. No | Hindering Factors                                    | Observed and Expected frequency |    |           |    |           |    |           |    |           |    | Cal. $\chi^2$ value | Ranks |
|--------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|---------------------|-------|
|        |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum   |    |                     |       |
|        |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe |                     |       |
| 1.     | Lack of guidance                                     | 11                              | 7  | 1         | 2  | 1         | 3  | 0         | 2  | 3         | 2  | 6.61                | 6     |
| 2.     | Non- cooperation from Senior colleagues              | 7                               | 7  | 2         | 2  | 3         | 3  | 0         | 2  | 4         | 2  | 4                   | 9     |
| 3      | Non-cooperation from junior colleagues               | 5                               | 7  | 1         | 2  | 10        | 3  | 0         | 2  | 0         | 2  | 21.4                | 2     |
| 4.     | Lack of motivation for good work                     | 6                               | 7  | 3         | 2  | 3         | 3  | 1         | 2  | 3         | 2  | 1.6                 | 11    |
| 5.     | Lack of freedom to work                              | 6                               | 7  | 2         | 2  | 2         | 3  | 5         | 2  | 1         | 2  | 5.47                | 8     |
| 6.     | Lack of training facilities                          | 1                               | 7  | 4         | 2  | 3         | 3  | 5         | 2  | 3         | 2  | 12.14               | 3     |
| 7      | Lack of required facilities to work (infrastructure) | 9                               | 7  | 2         | 2  | 2         | 3  | 1         | 2  | 2         | 2  | 0.90                | 13    |
| 8.     | Disliking for the present job                        | 12                              | 7  | 3         | 2  | 0         | 3  | 1         | 2  | 0         | 2  | 9.57                | 5     |
| 9.     | Low Salary   | 5                               | 7  | 2         | 2  | 3         | 3  | 4         | 2  | 2         | 2  | 2.57                | 10    |
| 10.    | Stagnation in same scale                             | 2                               | 7  | 0         | 2  | 2         | 3  | 6         | 2  | 6         | 2  | 21.9                | 1     |
| 11.    | Lack of work culture in the organisation             | 8                               | 7  | 2         | 2  | 2         | 3  | 2         | 2  | 2         | 2  | 6.43                | 7     |
| 12.    | Lack of adequate expertise required for the job      |                                 | 7  | 3         | 2  | 4         | 3  | 0         | 2  | 0         | 2  | 1.8                 | 12    |
| 13.    | Due to domestic responsibilities                     | 13                              | 7  | 1         | 2  | 2         | 3  | 0         | 2  | 0         | 2  | 9.97                | 4     |
|        | <b>Total</b>   | <b>94</b>                       |    | <b>26</b> |    | <b>37</b> |    | <b>25</b> |    | <b>26</b> |    |                     |       |

**Table 4.6: HPU, Shimla**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |           |    |           |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|---------------------|-------|
|         |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum   |    |                     |       |
|         |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe |                     |       |
| 1.      | <b>Lack of guidance</b>                              | 4                               | 5  | 2         | 4  | 5         | 3  | 2         | 2  | 2         | 1  | 3.53                | 7     |
| 2.      | Non- cooperation from Senior colleagues              | 4                               | 5  | 7         | 4  | 3         | 3  | 1         | 2  | 0         | 1  | 3.95                | 5     |
| 3.      | Non-cooperation from junior colleagues               | 3                               | 5  | 7         | 4  | 4         | 3  | 0         | 2  | 1         | 1  | 5.38                | 4     |
| 4.      | Lack of motivation for good work                     | 4                               | 5  | 0         | 4  | 6         | 3  | 2         | 2  | 3         | 1  | 11.20               | 1     |
| 5.      | Lack of freedom to work                              | 5                               | 5  | 3         | 4  | 4         | 3  | 3         | 2  | 0         | 1  | 2.08                | 11    |
| 6.      | Lack of training facilities                          | 7                               | 5  | 6         | 4  | 0         | 3  | 0         | 2  | 2         | 1  | 6.30                | 2     |
| 7       | Lack of required facilities to work (infrastructure) | 4                               | 5  | 5         | 4  | 3         | 3  | 2         | 2  | 1         | 1  | 0.40                | 13    |
| 8.      | Disliking for the present job                        | 8                               | 5  | 3         | 4  | 2         | 3  | 1         | 2  | 1         | 1  | 2.88                | 9     |
| 9.      | Low Salary   | 4                               | 5  | 2         | 4  | 3         | 3  | 3         | 2  | 3         | 1  | 5.70                | 3     |
| 10.     | Stagnation in same scale                             | 6                               | 5  | 1         | 4  | 4         | 3  | 2         | 2  | 2         | 1  | 3.28                | 8     |
| 11.     | Lack of work culture in the organisation             | 7                               | 5  | 3         | 4  | 3         | 3  | 1         | 2  | 1         | 1  | 1.55                | 12    |
| 12.     | Lack of adequate expertise required for the job      | 6                               | 5  | 5         | 4  | 3         | 3  | 0         | 2  | 1         | 1  | 2.45                | 10    |
| 13.     | Due to domestic responsibilities                     | 8                               | 5  | 4         | 4  | 2         | 3  | 1         | 2  | 0         | 1  | 3.63                | 6     |
|         | <b>Total</b>   | <b>70</b>                       |    | <b>48</b> |    | <b>42</b> |    | <b>18</b> |    | <b>17</b> |    |                     |       |

**Table 4.7: PAU, Ludhiana**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |           |    |          |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|----------|----|---------------------|-------|
|         |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum  |    |                     |       |
|         |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo       | Fe |                     |       |
| 1       | Lack of guidance                                     | 2                               | 1  | 6         | 4  | 3         | 4  | 1         | 2  | 0        | 2  | 3.75                | 7     |
| 2       | Non-cooperation from Senior colleagues               | 1                               | 1  | 5         | 4  | 4         | 4  | 2         | 2  | 0        | 2  | 1.25                | 11    |
| 3       | Non-cooperation from junior colleagues               | 1                               | 1  | 1         | 4  | 6         | 4  | 4         | 2  | 0        | 2  | 6.25                | 2     |
| 4       | Lack of motivation for good work                     | 0                               | 1  | 7         | 4  | 3         | 4  | 2         | 2  | 0        | 2  | 4.50                | 6     |
| 5       | Lack of freedom to work                              | 1                               | 1  | 4         | 4  | 5         | 4  | 1         | 2  | 1        | 2  | 0.75                | 12    |
| 6       | Lack of training facilities                          | 1                               | 1  | 3         | 4  | 3         | 4  | 5         | 2  | 0        | 2  | 6                   | 3     |
| 7       | Lack of required facilities to work (infrastructure) | 0                               | 1  | 5         | 4  | 5         | 4  | 2         | 2  | 0        | 2  | 2.5                 | 9     |
| 8       | Disliking for the present job                        | 1                               | 1  | 4         | 4  | 5         | 4  | 1         | 2  | 1        | 2  | 0.75                | 13    |
| 9       | Low Salary   | 1                               | 1  | 1         | 4  | 5         | 4  | 5         | 2  | 0        | 2  | 8.00                | 1     |
| 10      | Stagnation in same scale                             | 2                               | 1  | 7         | 4  | 2         | 4  | 1         | 2  | 0        | 2  | 5.75                | 5     |
| 11      | Lack of work culture in the organisation             | 0                               | 1  | 6         | 4  | 2         | 4  | 4         | 2  | 0        | 2  | 6                   | 4     |
| 12      | Lack of adequate expertise required for the job      | 2                               | 1  | 4         | 4  | 5         | 4  | 0         | 2  | 1        | 2  | 2.15                | 10    |
| 13      | Due to domestic responsibilities                     | 0                               | 1  | 5         | 4  | 4         | 4  | 1         | 2  | 2        | 2  | 2.75                | 8     |
|         | <b>Total</b>   | <b>12</b>                       |    | <b>58</b> |    | <b>52</b> |    | <b>29</b> |    | <b>5</b> |    |                     |       |

**Table 4.8: Panjab University, Chandigarh**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |          |    |          |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|-----------|----|-----------|----|----------|----|----------|----|---------------------|-------|
|         |  | Least                           |    | Little    |    | Much      |    | More     |    | Maximum  |    |                     |       |
|         |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo       | Fe | Fo       | Fe |                     |       |
| 1       | Lack of guidance                                     | 10                              | 11 | 3         | 2  | 2         | 2  | 0        | 0  | 0        | 0  | 59                  | 11    |
| 2       | Non-cooperation from Senior colleagues               | 10                              | 11 | 3         | 2  | 2         | 2  | 0        | 0  | 0        | 0  | 59                  | 12    |
| 3       | Non-cooperation from junior colleagues               | 11                              | 11 | 1         | 2  | 3         | 2  | 0        | 0  | 0        | 0  | 1                   | 9     |
| 4       | Lack of motivation for good work                     | 10                              | 11 | 3         | 2  | 1         | 2  | 1        | 0  | 0        | 0  | 1.09                | 7     |
| 5       | Lack of freedom to work                              | 13                              | 11 | 1         | 2  | 1         | 2  | 0        | 0  | 0        | 0  | 1.36                | 6     |
| 6       | Lack of training facilities                          | 13                              | 11 | 0         | 2  | 2         | 2  | 0        | 0  | 0        | 0  | 2.36                | 4     |
| 7       | Lack of required facilities to work (infrastructure) | 11                              | 11 | 3         | 2  | 1         | 2  | 0        | 0  | 0        | 0  | 1                   | 10    |
| 8       | Disliking for the present job                        | 11                              | 11 | 4         | 2  | 0         | 2  | 0        | 0  | 0        | 0  | 4                   | 1     |
| 9       | Low Salary   | 10                              | 11 | 3         | 2  | 2         | 2  | 0        | 0  | 0        | 0  | 59                  | 13    |
| 10      | Stagnation in same scale                             | 10                              | 11 | 0         | 2  | 3         | 2  | 1        | 0  | 1        | 0  | 2.59                | 2     |
| 11      | Lack of work culture in the organisation             | 8                               | 11 | 3         | 2  | 3         | 2  | 1        | 0  | 0        | 0  | 1.81                | 5     |
| 12      | Lack of adequate expertise required for the job      | 10                              | 11 | 3         | 2  | 1         | 2  | 0        | 0  | 1        | 0  | 1.09                | 8     |
| 13      | Due to domestic responsibilities                     | 12                              | 11 | 3         | 2  | 0         | 2  | 0        | 0  | 0        | 0  | 2.59                | 3     |
|         | <b>Total</b>   | <b>139</b>                      |    | <b>30</b> |    | <b>21</b> |    | <b>3</b> |    | <b>2</b> |    |                     |       |

**Table 4.9: Punjabi University, Patiala**

| Sr. No | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |           |    |           |    | Cal. $\chi^2$ value | Ranks |
|--------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|---------------------|-------|
|        |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum   |    |                     |       |
|        |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe |                     |       |
| 1.     | Lack of guidance                                     | 5                               | 6  | 5         | 3  | 3         | 3  | 3         | 2  | 0         | 2  | 3.99                | 9     |
| 2.     | Non- cooperation from Senior colleagues              | 2                               | 6  | 6         | 3  | 6         | 3  | 2         | 2  | 0         | 2  | 10.66               | 4     |
| 3.     | Non-cooperation from junior colleagues               | 8                               | 6  | 2         | 3  | 3         | 3  | 1         | 2  | 2         | 2  | 1.49                | 12    |
| 4.     | Lack of motivation for good work                     | 8                               | 6  | 0         | 3  | 5         | 3  | 3         | 2  | 0         | 2  | 7.49                | 6     |
| 5.     | Lack of freedom to work                              | 7                               | 6  | 0         | 3  | 3         | 3  | 0         | 2  | 6         | 2  | 13.16               | 2     |
| 6.     | Lack of training facilities                          | 9                               | 6  | 2         | 3  | 3         | 3  | 1         | 2  | 1         | 2  | 2.83                | 10    |
| 7.     | Lack of required facilities to work (infrastructure) | 1                               | 6  | 7         | 3  | 4         | 3  | 4         | 2  | 0         | 2  | 12.74               | 3     |
| 8.     | Disliking for the present job                        | 6                               | 6  | 0         | 3  | 2         | 3  | 4         | 2  | 4         | 2  | 5.33                | 7     |
| 9.     | Low Salary   | 3                               | 6  | 3         | 3  | 2         | 3  | 2         | 2  | 6         | 2  | 9.83                | 5     |
| 10.    | Stagnation in same scale                             | 5                               | 6  | 0         | 3  | 1         | 3  | 4         | 2  | 6         | 2  | 13.49               | 1     |
| 11.    | Lack of work culture in the organisation             | 6                               | 6  | 3         | 3  | 1         | 3  | 2         | 2  | 4         | 2  | 2.33                | 11    |
| 12.    | Lack of adequate expertise required for the job      | 7                               | 6  | 4         | 3  | 3         | 3  | 1         | 2  | 1         | 2  | 1.49                | 13    |
| 13.    | Due to domestic responsibilities                     | 9                               | 6  | 4         | 3  | 0         | 3  | 2         | 2  | 1         | 2  | 5.33                | 8     |
|        | <b>Total</b>   | <b>76</b>                       |    | <b>36</b> |    | <b>36</b> |    | <b>29</b> |    | <b>31</b> |    |                     |       |

**Table 4.10: YSPUHF, Solan**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |           |    |           |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|---------------------|-------|
|         |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum   |    |                     |       |
|         |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe |                     |       |
| 1.      | Lack of guidance                                     | 3                               | 3  | 0         | 2  | 3         | 3  | 2         | 3  | 7         | 4  | 4.58                | 9     |
| 2.      | Non- cooperation from Senior colleagues              | 4                               | 3  | 0         | 2  | 2         | 3  | 5         | 3  | 4         | 4  | 3.99                | 10    |
| 3.      | Non-cooperation from junior colleagues               | 5                               | 3  | 2         | 2  | 6         | 3  | 2         | 3  | 0         | 4  | 8.66                | 4     |
| 4.      | Lack of motivation for good work                     | 1                               | 3  | 0         | 2  | 7         | 3  | 4         | 3  | 3         | 4  | 9.24                | 3     |
| 5.      | Lack of freedom to work                              | 4                               | 3  | 3         | 2  | 0         | 3  | 6         | 3  | 2         | 4  | 7.83                | 5     |
| 6.      | Lack of training facilities                          | 0                               | 3  | 2         | 2  | 5         | 3  | 2         | 3  | 6         | 4  | 5.66                | 6     |
| 7.      | Lack of required facilities to work (infrastructure) | 1                               | 3  | 2         | 2  | 1         | 3  | 4         | 3  | 7         | 4  | 5.24                | 8     |
| 8.      | Disliking for the present job                        | 3                               | 3  | 3         | 2  | 5         | 3  | 1         | 3  | 3         | 4  | 3.49                | 11    |
| 9.      | Low Salary   | 2                               | 3  | 2         | 2  | 0         | 3  | 1         | 3  | 10        | 4  | 13.66               | 2     |
| 10.     | Stagnation in same scale                             | 1                               | 3  | 1         | 2  | 1         | 3  | 1         | 3  | 11        | 4  | 15.57               | 1     |
| 11.     | Lack of work culture in the organisation             | 2                               | 3  | 4         | 2  | 4         | 3  | 4         | 3  | 1         | 4  | 3.24                | 12    |
| 12.     | Lack of adequate expertise required for the job      | 4                               | 3  | 2         | 2  | 1         | 3  | 5         | 3  | 3         | 4  | 2.91                | 13    |
| 13.     | Due to domestic responsibilities                     | 5                               | 3  | 3         | 2  | 1         | 3  | 4         | 3  | 2         | 4  | 5.66                | 7     |
|         | <b>Total</b>   | <b>35</b>                       |    | <b>24</b> |    | <b>36</b> |    | <b>41</b> |    | <b>59</b> |    |                     |       |

**Table 4.11: HAU, Hissar**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |           |    |           |    |           |    |           |    | Cal. $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|---------------------|-------|
|         |  | Least                           |    | Little    |    | Much      |    | More      |    | Maximum   |    |                     |       |
|         |  | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe |                     |       |
| 1.      | Lack of guidance                                     | 2                               | 3  | 5         | 1  | 3         | 3  | 1         | 2  | 0         | 2  | 18.83               | 1     |
| 2.      | Non- cooperation from Senior colleagues              | 2                               | 3  | 2         | 1  | 1         | 3  | 1         | 2  | 5         | 2  | 7.66                | 10    |
|         | Non-cooperation from junior colleagues               | 1                               | 3  | 1         | 1  | 1         | 3  | 3         | 2  | 5         | 2  | 7.66                | 11    |
| 4.      | Lack of motivation for good work                     | 2                               | 3  | 0         | 1  | 8         | 3  | 1         | 2  | 0         | 2  | 12.16               | 4     |
| 5.      | Lack of freedom to work                              | 2                               | 3  | 0         | 1  | 8         | 3  | 1         | 2  | 0         | 2  | 12.16               | 5     |
| 6.      | Lack of training facilities                          | 8                               | 3  | 1         | 1  | 2         | 3  | 0         | 2  | 0         | 2  | 12.66               | 3     |
| 7       | Lack of required facilities to work (infrastructure) | 2                               | 3  | 1         | 1  | 0         | 3  | 3         | 2  | 5         | 2  | 8.33                | 8     |
| 8.      | Disliking for the present job                        | 7                               | 3  | 1         | 1  | 1         | 3  | 2         | 2  | 0         | 2  | 8.66                | 7     |
| 9.      | Low Salary   | 2                               | 3  | 0         | 1  | 2         | 3  | 7         | 2  | 0         | 2  | 16.16               | 2     |
| 10.     | Stagnation in same scale                             | 1                               | 3  | 0         | 1  | 4         | 3  | 1         | 2  | 5         | 2  | 7.66                | 12    |
| 11.     | Lack of work culture in the organisation             | 2                               | 3  | 0         | 1  | 8         | 3  | 0         | 2  | 1         | 2  | 12.16               | 6     |
| 12.     | Lack of adequate expertise required for the job      | 2                               | 3  | 0         | 1  | 4         | 3  | 5         | 2  | 0         | 2  | 8.16                | 9     |
| 13.     | Due to domestic responsibilities                     | 3                               | 3  | 0         | 1  | 2         | 3  | 1         | 2  | 5         | 2  | 6.33                | 13    |
|         | <b>Total</b>   | <b>36</b>                       |    | <b>11</b> |    | <b>44</b> |    | <b>26</b> |    | <b>26</b> |    |                     |       |

While looking at the various performance hindering factors of different universities and analysing them individually, it was found that different factors are responsible for under performance in different university libraries which are to be taken care of by the respective library. In library Chaudhary Charan Singh Krishi vishva Vidayala, the most dominating hindering factors were **stagnation in the same scale** with  $\chi^2$  value at 21.90 followed by **non-cooperation from junior colleagues** with  $\chi^2$  value 21.40 and **lack of training facilities** whereas in case library (B) Haryana Agricultural University, Hissar, the most dominant performance hindering factors were found **lack of guidance** with  $\chi^2$  value at 18.83 followed by **low salary** and **lack of training facilities**.

In library HPU, Shimla, situation was quite different where **lack of motivation** was found only significant factor with  $\chi^2$  value as 11.70 whereas in library of Punjabi University **stagnation in the same scale** was the most significant factor with  $\chi^2$  value as 13.49 followed by another factor i.e. **lack of freedom to work** with  $\chi^2$  value as 13.16 followed by **lack of infrastructural facility** having  $\chi^2$  value at 12.74.

In case library Dr. Y S Parmar University of Horticulture and Forestry most significant factor of performance hindrance was **stagnation in the same scale** with  $\chi^2$  value as 15.57 followed by **low salary** as the second significant factor and **lack of motivation** was ranked third. However, in case of library (F) and (G) Punjab University as well as Punjab Agricultural University none of the performance hindering factors were of any significance.

While looking at the performance hindering factors in totality i.e. for all the universities it was found that **stagnation at the same scale** was the most significant one with  $\chi^2$  value at 30.31 as against 21.7 for **low salary** and the factor pertaining to **domestic responsibilities** was the third most significant one having  $\chi^2$  value at 12.46 where as the tabulated value of  $\chi^2$  at 4 degrees of freedom at .05% level of significance was 9.49. Every factor has its own reasons to be effective or non-effective which are to be analysed.

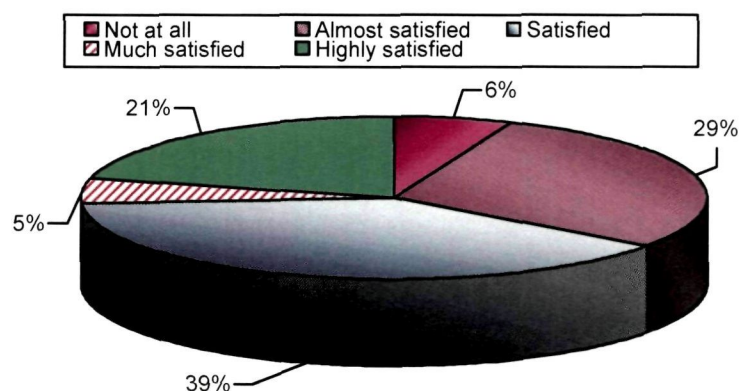
### 4.3. Job Satisfaction

Performance is also affected by job satisfaction and dissatisfaction. If employees are satisfied with their job, they are likely to give better performance. Data was collected about job satisfaction from the respondents which have been presented in the following table:

**Table 4.12: Satisfaction from Present Job**

| Sr. No. | Scale of Satisfaction with Present Job | Frequency  | %             |
|---------|--|------------|---------------|
| 1.      | Not at all                             | 06         | 06.00         |
| 2.      | Almost satisfied                       | 29         | 29.00         |
| 3.      | Satisfied                              | 39         | 39.00         |
| 4.      | Much satisfied                         | 05         | 05.00         |
| 5.      | Highly satisfied                       | 21         | 21.00         |
|         | <b>Total</b>                           | <b>100</b> | <b>100.00</b> |

**Fig. 4.23: Pie Chart indicating extent of satisfaction from present job**



As evident from the table and the pie-chart above, 21% of the employees were *highly satisfied* whereas 5% of the respondents were *much satisfied*. 39% respondents were *satisfied* with their present job whereas 29% expressed that they are *almost satisfied*. Only

6% of them were *not at all* satisfied with their present job. Majority of staff seems to be satisfied with their job proving that job dissatisfaction is not the factor responsible for under performance.

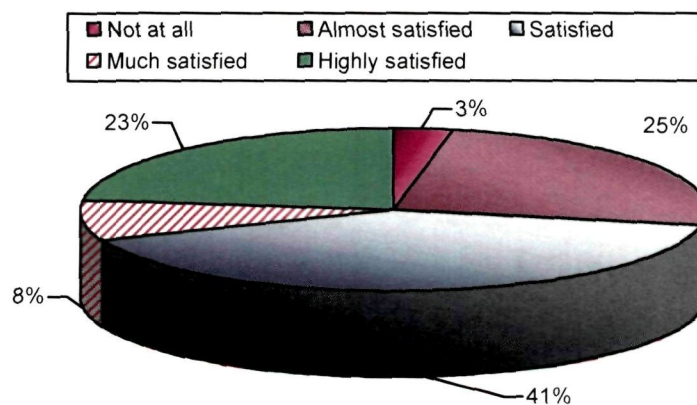
#### 4.4. Performance Satisfaction

As proved above that disliking the job is non-significant factor in performance. Data was also collected to prove that how far the employees are satisfied with their individual. The findings arrived at are given in the following table performances:

**Table 4.13: Satisfaction with Performance**

| Sr. No. | Extent of Satisfaction | Frequency  | Percent       |
|---------|------------------------|------------|---------------|
| 1.      | Not at all             | 03         | 03.00         |
| 2.      | Almost satisfied       | 25         | 25.00         |
| 3.      | Satisfied              | 41         | 41.00         |
| 4.      | Much satisfied         | 08         | 08.00         |
| 5.      | Highly satisfied       | 23         | 23.00         |
|         | <b>Total</b>           | <b>100</b> | <b>100-00</b> |

**Fig. 4.24: Pie Chart indicating level of satisfaction from individual performance**



As shown in the above table and figure, only 3% of the employees don't seem to be satisfied with their performance. However, majority seems to be satisfied i.e. 41%, whereas, 8% and 23% are *much* and *highly satisfied* respectively. The inference is that employees are satisfied with their jobs as well as their performance. Therefore, their individual performance and job satisfaction are not much responsible for their under performance but their relationship can not be denied which has been proved by applying Chi Square Test.

### TESTING OF HYPOTHESIS

The relationship between job satisfaction and job performance was determined by applying Chi Square Test.

*Hypothesis: #*      $H_0$  = Job satisfaction is not dependent on Job performance.

$H_1$  = Job satisfaction and job performance are interdependent

**Table 4.14: Relationship between Job satisfaction and Job performance**

| Job Performance  |              | Job Satisfaction |                  |           |                |                  |            |
|------------------|--------------|------------------|------------------|-----------|----------------|------------------|------------|
|                  |              | Not at all       | Almost satisfied | Satisfied | Much satisfied | Highly satisfied |            |
| Not at all       | Observed     | 2                | 0                | 1         | 0              | 0                | 3          |
|                  | Expected     | 0.2              | 0.9              | 1.2       | 0.2            | 0.6              | 3          |
| Almost Satisfied | Observed     | 1                | 18               | 2         | 1              | 3                | 25         |
|                  | Expected     | 2                | 7                | 10        | 1              | 5                | 25         |
| Satisfied        | Observed     | 2                | 7                | 30        | 1              | 1                | 41         |
|                  | Expected     | 2.5              | 11.9             | 16        | 2.05           | 8.61             | 41         |
| Much Satisfied   | Observed     | 0                | 3                | 2         | 3              | 0                | 8          |
|                  | Expected     | 0.5              | 2.3              | 3.1       | 0.4            | 1.7              | 8          |
| Highly Satisfied | Observed     | 1                | 1                | 4         | 0              | 17               | 23         |
|                  | Expected     | 1.4              | 6.7              | 9         | 1.2            | 4.8              | 23         |
|                  | <b>Total</b> | <b>6</b>         | <b>29</b>        | <b>39</b> | <b>5</b>       | <b>21</b>        | <b>100</b> |

### Observed frequency and Expected frequency

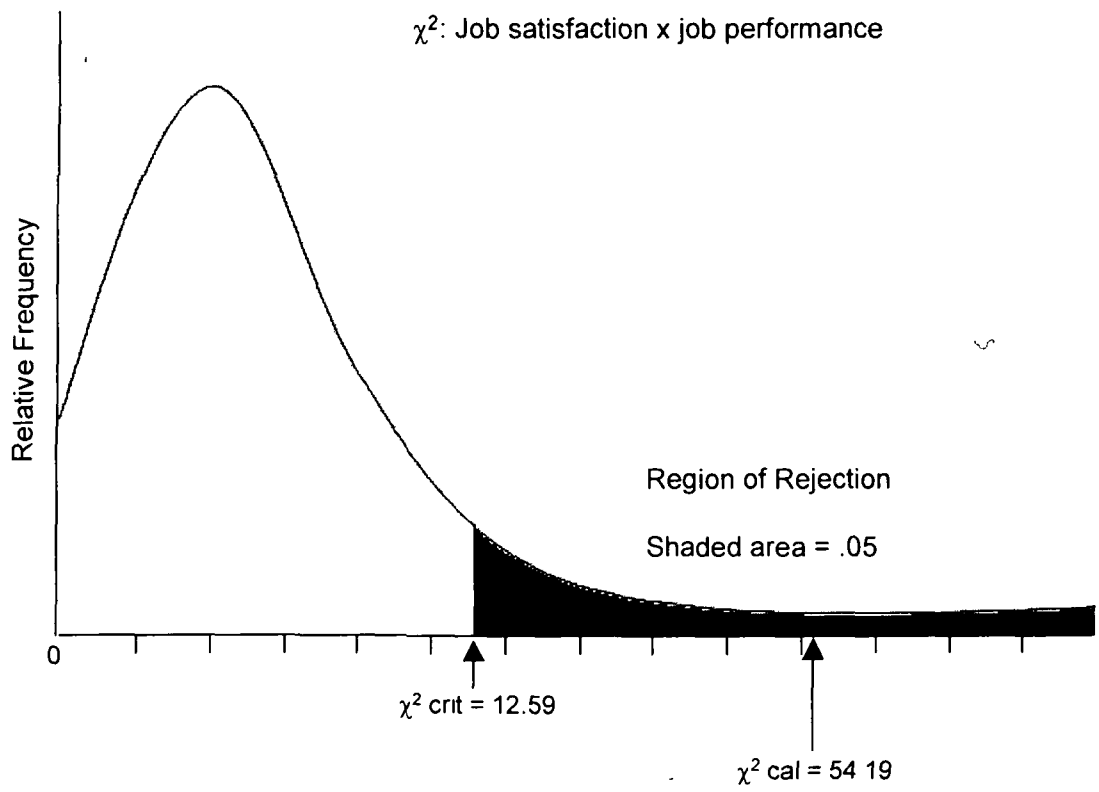
|    |   |    |    |    |     |
|----|---|----|----|----|-----|
| Fo | 3 | 18 | 3  | 4  | 28  |
| Fe | 2 | 8  | 11 | 7  |     |
| Fo | 2 | 7  | 30 | 5  | 44  |
| Fe | 3 | 13 | 17 | 11 |     |
| Fo | 1 | 4  | 6  | 17 | 28  |
| Fe | 2 | 8  | 11 | 7  |     |
|    | 6 | 29 | 39 | 26 | 100 |

Degrees of freedom = 6

Calculated value of  $\chi^2 = 54.19$

Table value of  $\chi^2 = 12.592$

The calculated value of chi-square is much more than tabulated value of chi-square at 0.5% level at 6 degrees of freedom. The result is significant. Hence,  $H_1$  is accepted. The job performance and job satisfaction cannot be treated independent. These are related. More job satisfaction is likely to results in better performance.



Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for job satisfaction x job performance

#### 4.5. Performance Improving Measures

The supervisory staff was also asked as to how frequently they had been taking the help of performance improving measures such as *giving guidance and directions, recognising good work and punishing for low performance, assigning targets to individual as well as to groups, issuing warning for negligence of duty, performing the role of a counselor and developing an understanding among the staff members.*

The tabulated values as per the table given below, shows that the responses are more or less concentrated in the middle ranges. A Chi-square test was conducted to know the measures suggested by the supervisory staff.

**Table 4.15: Measures for Improving Performances**

| Sr. No. | Measures  | Never |       | Sometimes |       | Often |       | Quite often |       | Much often |       | Total |
|---------|---|-------|-------|-----------|-------|-------|-------|-------------|-------|------------|-------|-------|
|         |   | F     | %     | F         | %     | F     | %     | F           | %     | F          | %     |       |
| 1       | Give the directions and guidance                      | 03    | 05 45 | 07        | 12 73 | 16    | 29 09 | 24          | 43 64 | 05         | 09 09 | 55    |
| 2       | Give recognition to good workers                      | 02    | 03 64 | 10        | 18 19 | 9     | 16 36 | 22          | 40 0  | 12         | 21 81 | 55    |
| 3       | Call for explanation of low performance               | 07    | 12 72 | 32        | 60 0  | 5     | 9 09  | 9           | 18 19 | 2          | 03 63 | 55    |
| 4       | Assign targets to staff members                       | 04    | 07 27 | 18        | 32 73 | 19    | 34 55 | 12          | 21 82 | 02         | 03 63 | 55    |
| 5       | Assign targets/goal to team/section                   | 08    | 14 55 | 18        | 32 73 | 16    | 29 09 | 11          | 20 0  | 02         | 03 63 | 55    |
| 6       | Issue warning for negligence of duty                  | 16    | 29 09 | 26        | 47 27 | 11    | 20 0  | 1           | 1 82  | 1          | 01 82 | 55    |
| 7       | Perform the role of a counselor rather than of a boss | 02    | 03 64 | 05        | 09 09 | 11    | 20 0  | 19          | 34 54 | 18         | 32 73 | 55    |
| 8       | Develop mutual understanding among the staff          | 01    | 1 82  | 02        | 03 64 | 15    | 27 27 | 19          | 34 54 | 18         | 32 73 | 55    |

**Table 4.16: Calculated  $\chi^2$  value of Measures for Improving Performances**

| Sr. No. | Factor  | Observed and Expected Frequency |    |            |    |       |    |             |    |            |    | Cal. Value of $\chi^2$ | Ranks |
|---------|---|---------------------------------|----|------------|----|-------|----|-------------|----|------------|----|------------------------|-------|
|         |   | Never                           |    | Some-times |    | Often |    | Quite often |    | Much often |    |                        |       |
|         |   | Fo                              | Fe | Fo         | Fe | Fo    | Fe | Fo          | Fe | Fo         | Fe |                        |       |
| 1       | Give the directions and guidance                      | 03                              | 5  | 07         | 15 | 16    | 13 | 24          | 15 | 5          | 7  | 11.72                  | 5     |
| 2.      | Give recognition to good workers                      | 02                              | 5  | 10         | 15 | 9     | 13 | 22          | 15 | 12         | 7  | 11.52                  | 6     |
| 3.      | Call for explanation of low performance               | 07                              | 5  | 32         | 15 | 5     | 13 | 9           | 15 | 2          | 7  | 30.95                  | 3     |
| 4.      | Assign targets to staff members                       | 04                              | 5  | 18         | 15 | 19    | 13 | 12          | 15 | 02         | 7  | 7.73                   | 8     |
| 5.      | Assign targets/goal to team/section                   | 08                              | 5  | 18         | 15 | 16    | 13 | 11          | 15 | 02         | 7  | 7.92                   | 7     |
| 6.      | Issue warning for negligence of duty                  | 16                              | 5  | 26         | 15 | 11    | 13 | 1           | 15 | 1          | 7  | 50.76                  | 1     |
| 7.      | Perform the role of a counselor rather than of a boss | 02                              | 5  | 05         | 15 | 11    | 13 | 19          | 15 | 18         | 7  | 27.1                   | 4     |
| 8.      | Develop mutual understanding among the staff          | 01                              | 5  | 02         | 15 | 15    | 13 | 19          | 15 | 18         | 7  | 33.1                   | 2     |

n = 55 Fo = Frequency observed, Fe = Frequency expected

Degree of Freedom = 4

Table value of  $\chi^2 = 9.49$

The supervisory staff was asked to suggest some of the corrective measures to improve upon the performance of staff members working under their control, they feel that *issuing of warning for negligence of duty, developing mutual understanding among the staff* and *call for explanation for low performance* may prove positive steps for improvement of performance. The measures at serial no. 7 and 8 fall under the group of insignificant group. *Assigning target to the subordinate staff* as individual as well as in a group of staff members has been proved best measures to achieve the objective, however

the findings reveal that target oriented assignment are not being given to the subordinate library staff.

#### 4.6. Desired Attributes for Better Performance

The supervisory respondents were asked to rank the 11 attributes mentioned in the Table 4.17 below ranging from least important to the most important ones. These attributes defined as performance enhancing attributes such as *efficiency, communication skill, better decision making skill, cooperation, willingness to work, service attribute, behavior, professional knowledge and expertise etc.* were ranked by the respondents from least important to the most important ones. The result arrived is as under:

**Table 4.17: Performance Enhancing Attributes**

| Sr. No | Performance Enhancing Attributes                 | Not important |       | Somewhat important |       | Important |       | More important |       | Most important |       | Total |
|--------|--|---------------|-------|--------------------|-------|-----------|-------|----------------|-------|----------------|-------|-------|
|        |  | F             | %     | F                  | %     | F         | %     | F              | %     | F              | %     |       |
| 1.     | Work efficiency/ performance                     | 01            | 01.82 | 01                 | 1.82  | 16        | 29.09 | 14             | 25.45 | 23             | 41.82 | 55    |
| 2.     | Communication skill                              | 01            | 01.82 | 03                 | 5.45  | 23        | 41.82 | 19             | 34.55 | 09             | 16.36 | 55    |
| 3.     | Strength to bear extra load                      | 03            | 05.45 | 07                 | 12.73 | 30        | 54.55 | 10             | 18.18 | 05             | 9.09  | 55    |
| 4.     | Proactive(capability to take decision/initiative | 01            | 01.82 | 03                 | 05.45 | 24        | 43.64 | 21             | 38.18 | 06             | 0.91  | 55    |
| 5.     | Cooperation with other staff                     | 02            | 03.63 | 04                 | 07.27 | 11        | 20.0  | 19             | 34.55 | 19             | 34.55 | 55    |
| 6.     | Willingness to work                              | 01            | 01.82 | 01                 | 01.8  | 10        | 18.2  | 20             | 36.4  | 23             | 41.8  | 55    |
| 7.     | Obedience to superior                            | 01            | 01.82 | 07                 | 12.7  | 15        | 27.3  | 18             | 32.7  | 14             | 25.5  | 55    |
| 8.     | Non-critical                                     | 05            | 09.1  | 16                 | 29.1  | 21        | 38.2  | 07             | 12.7  | 06             | 10.9  | 55    |
| 9.     | Service attitude                                 | 01            | 01.82 | 05                 | 09.1  | 15        | 27.3  | 18             | 32.7  | 16             | 29.1  | 55    |
| 10.    | Behavior pattern                                 | 01            | 01.82 | 08                 | 14.5  | 17        | 30.9  | 13             | 23.6  | 16             | 29.1  | 55    |
| 11.    | Professional knowledge/expertise(job Knowledge)  | 01            | 01.82 | 02                 | 03.6  | 09        | 16.4  | 14             | 25.5  | 29             | 52.7  | 55    |

**Table 4.18: calculated  $\chi^2$  value of Performance Enhancing Attributes**

| Sr. No. | Factors   | Observed and Expected Frequency |    |                    |    |           |    |                |    |                |    | Cal. Value of $\chi^2$ | Ranks |
|---------|---|---------------------------------|----|--------------------|----|-----------|----|----------------|----|----------------|----|------------------------|-------|
|         |   | Not important                   |    | Somewhat important |    | Important |    | More important |    | Most important |    |                        |       |
|         |   | Fo                              | Fe | Fo                 | Ee | Fo        | Fe | Fo             | Fe | Fo             | Fe |                        |       |
| 1       | Work efficiency/performance                       | 01                              | 2  | 01                 | 5  | 16        | 17 | 14             | 16 | 23             | 15 | 8.28                   | 6     |
| 2.      | Communication skill                               | 01                              | 2  | 03                 | 5  | 23        | 17 | 19             | 16 | 09             | 15 | 6.38                   | 7     |
| 3.      | Strength to bear extra load                       | 03                              | 2  | 07                 | 5  | 30        | 17 | 10             | 16 | 05             | 15 | 20.11                  | 2     |
| 4.      | Proactive (capability to take decision/initiative | 01                              | 2  | 03                 | 5  | 24        | 17 | 21             | 16 | 06             | 15 | 11.14                  | 5     |
| 5.      | Cooperation with other staff                      | 02                              | 2  | 04                 | 5  | 11        | 17 | 19             | 16 | 19             | 15 | 3.95                   | 8     |
| 6.      | Willingness to work                               | 01                              | 2  | 01                 | 5  | 10        | 17 | 20             | 16 | 23             | 15 | 11.87                  | 4     |
| 7.      | Obedience to superior                             | 01                              | 2  | 07                 | 5  | 15        | 17 | 18             | 16 | 14             | 15 | 1.84                   | 10    |
| 8.      | Non-critical                                      | 05                              | 2  | 16                 | 5  | 21        | 17 | 07             | 16 | 06             | 15 | 40.1                   | 1     |
| 9.      | Service attitude                                  | 01                              | 2  | 05                 | 5  | 15        | 17 | 18             | 16 | 16             | 15 | 1.05                   | 11    |
| 10.     | Behavior pattern                                  | 01                              | 2  | 08                 | 5  | 17        | 17 | 13             | 16 | 16             | 15 | 3.14                   | 9     |
| 11.     | Professional knowledge/expertise(job Knowledge)   | 01                              | 2  | 02                 | 5  | 09        | 17 | 14             | 16 | 29             | 15 | 18.38                  | 3     |

n = 55, F0 = frequency observed, frequency expected

Degree of Freedom = 4

Table value of  $\chi^2 = 9.49$

Calculated Value of  $\chi^2$  for  $\chi^2_{11}$ ;  $\chi^2_{10}$ ,  $\chi^2_{9}$ ,  $\chi^2_{8}$ ,  $\chi^2_{7}$ ,  $\chi^2_{6}$ ,  $\chi^2_{5}$ ,  $\chi^2_{4}$ ,  $\chi^2_{3}$ ,  $\chi^2_{2}$ ,  $\chi^2_{1}$  are 8.28; 6.28; 20.11; 11.14; 3.95; 11.87; 1.84; 40.1; 1.05; 3.14; 18.38 respectively.

It was revealed that supervisors don't like their subordinate staff to be *critical*. Being critical of things becomes disqualification. Being *non-critical* may result in good performance. Non-critical employees follow the instructions and do their duties. Having a critical view about the work assigned to them may distract the employees from the work. Second factor, which matters for enhanced performance, is the *strength and willingness to*

*bear extra workload.* This is followed by *professional knowledge and expertise* in the job. Other attributes given in the above table also matter like *willingness to work, capability to take initiatives, work efficiency* etc. but not significantly. This has been worked out calculated value of  $\chi^2$ .

#### 4.7. Monitoring of Performance Evaluation

Evaluation metrics are required for objective evaluation. They should adopt such metrics of evaluation that may result in improved performance. They were given following five possible choices to rank them according to the preferences. The responses have been calculated and presented in the following table:

**Table 4.19: Metrics Used for Performance Evaluation**

| Sr. No | Criteria                          | Never     |       | Rarely    |       | Sometimes |       | Often     |       | Quite often |       | Total      |
|--------|-----------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-------------|-------|------------|
|        |                                   | F         | %     | F         | %     | F         | %     | F         | %     | F           | %     |            |
| 1.     | Regular Supervision               | 03        | 05.45 | 04        | 07.27 | 07        | 12.72 | 21        | 38.20 | 20          | 36.36 | 55         |
| 2.     | Assign targets/duties             | 02        | 03.6  | 06        | 10.9  | 10        | 18.2  | 22        | 40.0  | 15          | 27.3  | 55         |
| 3.     | Ask for statistics of performance | 09        | 16.30 | 12        | 21.8  | 15        | 27.3  | 15        | 27.3  | 04          | 7.3   | 55         |
| 4.     | Evaluate against set standards    | 09        | 16.4  | 05        | 9.1   | 13        | 23.6  | 20        | 36.4  | 08          | 14.5  | 55         |
| 5.     | Leave them to work independently. | 21        | 38.2  | 08        | 14.5  | 08        | 14.5  | 11        | 20.0  | 07          | 12.7  | 55         |
|        | <b>Total</b>                      | <b>44</b> |       | <b>35</b> |       | <b>53</b> |       | <b>89</b> |       | <b>54</b>   |       | <b>275</b> |

Relative value of each of the above criteria has been worked out using chi-square to determine the hierarchy of these criteria being followed. This has been worked out

elsewhere in this chapter. However, use of each of these criteria has been also worked out individually here to determine the frequency of each factor.

**Table 4.20: Monitoring of Performance Evaluation**

| Sr. No. | Factors                           | Observed and Expected Frequency |    |           |    |           |    |           |    |             |    | Cal. $\chi^2$ value | Ranks |
|---------|-----------------------------------|---------------------------------|----|-----------|----|-----------|----|-----------|----|-------------|----|---------------------|-------|
|         |                                   | Never                           |    | Rarely    |    | Sometimes |    | Often     |    | Quite often |    |                     |       |
|         |                                   | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo          | Fe |                     |       |
| 1.      | Regular Supervision               | 03                              | 9  | 4         | 7  | 07        | 10 | 21        | 18 | 20          | 11 | 14.72               | 2     |
| 2.      | Assign targets/ duties            | 02                              | 9  | 06        | 7  | 10        | 10 | 22        | 18 | 15          | 11 | 8.043               | 4     |
| 3.      | Ask for statistics of performance | 09                              | 9  | 12        | 7  | 15        | 10 | 15        | 18 | 04          | 11 | 9.11                | 3     |
| 4.      | Evaluate against set standards    | 09                              | 9  | 05        | 7  | 13        | 10 | 20        | 18 | 08          | 11 | 2.10                | 5     |
| 5.      | Leave them to work independently. | 21                              | 9  | 08        | 7  | 08        | 10 | 11        | 18 | 07          | 11 | 21.6                | 1     |
|         | <b>Total</b>                      | <b>44</b>                       |    | <b>35</b> |    | <b>53</b> |    | <b>89</b> |    | <b>54</b>   |    |                     |       |

n= 55, Fo = frequency observed      Fe = frequency expected

Degree of freedom = 4

Table value of  $\chi^2 = 9.49$

Calculated value of  $\chi^2$  are as follows:

- $\chi^2_1 = 14.72$
- $\chi^2_2 = 8.043$
- $\chi^2_3 = 9.11$
- $\chi^2_4 = 2.10$
- $\chi^2_5 = 21.6$

When the data was collected from the evaluating staff and analysed with the respect to the procedure they followed for evaluating the subordinate staff, it has been found that the subordinate staff give better output when they are 'left alone'. **Leave them**

**to work independently** stands as rank first in comparative study of five factors. The factor '**regular supervision**' ranks second.

This indicated that *leaving staff to work independently* and *regular supervision* are preferred methods of evaluation of performance by the supervisory staff.

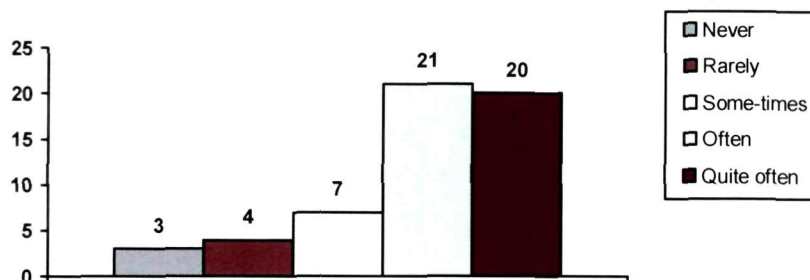
There are many methods for monitoring and measurement of performance being adopted in different organisation. The performance of individual employee needs to be monitored and measured. In the present study the possible methods for performance monitoring have been ascertained. On the basis of statistical analysis by applying Chi-square method, it was found that most of the supervisory staff do not assign any target to be achieved or set standard of performance before their employees, though many studies have proved that through these measures it is easier to evaluate the performance. Most of them were found to "*leave employees to work independently*. That means that majority don't believe in evaluation of performance. Let the employees perform whatever they can. This was followed by "*method of regular supervision*, that too without maintaining any record of their performance. This shows that there is no system of even regular supervision. Only these two criteria fall under the group of significant factor. Assigning targets and evaluation of performance against set standards fall under insignificant factors, showing that only a very few libraries adopt these criteria for performance evaluation, though both these criteria could be important ones for objective evaluation.

These criteria for evaluating the performance of staff have been analysed by analysing each of them one by one. The derived tabulation is given below:

**Table 4.21: Frequency of Supervision**

| Sr. No. | Scale of supervision | Frequency | %age   |
|---------|----------------------|-----------|--------|
| 1.      | Never                | 03        | 05.5%  |
| 2.      | Rarely               | 04        | 07.3%  |
| 3.      | Some-times           | 07        | 12.70% |
| 4.      | Often                | 21        | 38.2%  |
| 5.      | Quite often          | 20        | 36.30  |
|         | Total                | 55        | 100    |

**Fig. 4.25: Bar chart showing frequency of supervision**



The table shows that supervision of performance is being done but not by all of them. About 38% and 36.3% of them conduct supervision *often* and *quite often* respectively. Remaining percentages are negligible.

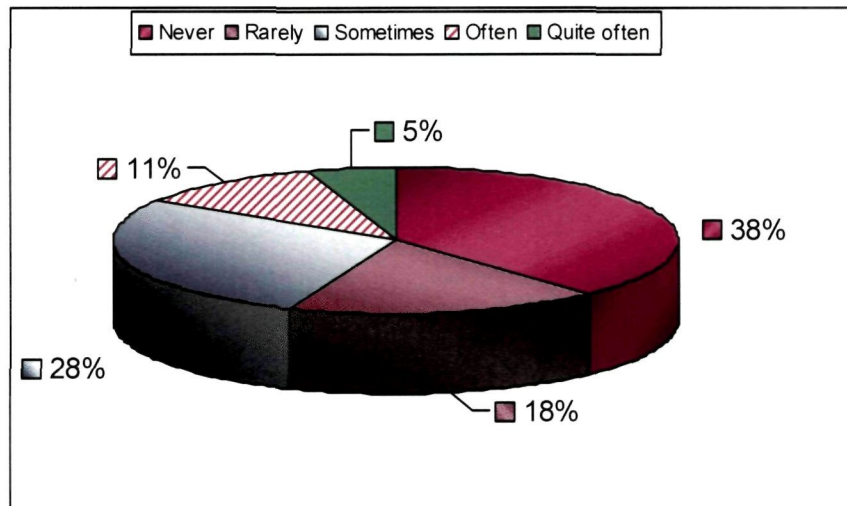
#### **4.8. Supervision by the Chief Librarian**

Supervision as a monitoring of performance has been discussed in the preceding paragraphs showing its use based upon the data collected from the supervisory staff mainly Librarians and Deputy Librarians. Considering it as one of the methods to monitor performance, data was gathered from the subordinate staff about the frequency of such supervision by the Head of the Library System /Librarian. In fact supervision process has more than one tier. Section in-charge who may be Deputy Librarian or Assistant Librarian is responsible for the performance of staff under her/his control. Librarian is also expected to supervise the work of the section who may make visits to various divisions or sections of the library for the purpose of supervision and to ensure that every employee is doing well. It has been observed that the additional supervision made by the Head of the System, may make substantial difference to the performance output. The data relating to supervision by the Chief Librarians has been collected, analysed and presented in the following table:

**Table 4.22: Supervision by Chief Librarian**

| <b>Sr. No.</b> | <b>Scale</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------|--------------|------------------|-------------------|
| 1.             | Never        | 38               | 38                |
| 2.             | Rarely       | 18               | 18                |
| 3.             | Sometimes    | 28               | 28                |
| 4.             | Often        | 11               | 11                |
| 5.             | Quite often  | 05               | 05                |
|                | <b>Total</b> | <b>100</b>       | <b>100.00</b>     |

**Fig. 4.26: Pie chart indicating supervision by Chief Librarian**



38% of the respondents expressed their opinion that their work was never supervised by the Librarian whereas 28% and 18% of subordinate staff respectively stated that their work is *sometimes and rarely* supervised by the Librarian. It was only 11% and 5% of the respondents whose performance were being supervised *often and quite often* respectively. The inference is that head of the system hardly perform the duty of overall supervision, though such supervision and regular contact with each and every staff member may make the difference.

#### **4.9. Assigning Targets/Goals**

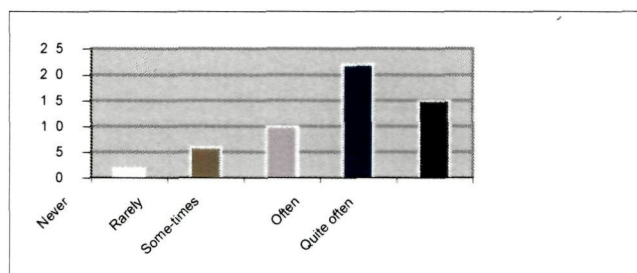
Many researches have shown that assigning targets yield better results. However, it must be ensured that target assigning should be based upon principles of SMART (Specific, Measurable, Achievable Rewarding and Time bound). To which extent our

library managers believe in fixing the target before their subordinate has been analysed as below in the table:

**Table 4.23: Frequency of Assigning Targets**

| Sr. No. | Scale        | Frequency of response | Percentage |
|---------|--------------|-----------------------|------------|
| 1.      | Never        | 02                    | 03.6       |
| 2.      | Rarely       | 06                    | 10.9       |
| 3.      | Some-times   | 10                    | 18.20      |
| 4.      | Often        | 22                    | 40.00      |
| 5.      | Quite often  | 15                    | 27.30      |
|         | <b>Total</b> | <b>55</b>             | <b>100</b> |

**Fig 4.27: Bar chart-indicating frequency of assigning of targets**



In response to assigning targets for performance evaluation, 40% and 27% of the supervisory staff have been assigning targets to be achieved *often* and *quite often*. *Some of them* have rarely and never assigned such targets to their employees. Those who have been assigning targets it was mostly quarterly and yearly basis as shown in the following table:

**Table4.24: Period of Assigning Targets**

| <b>Sr. No.</b> | <b>Time period of target</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------|------------------------------|------------------|-------------------|
| 1.             | Weekly                       | 02               | 3.60%             |
| 2.             | Fortnightly                  | 06               | 10.9%             |
| 3.             | Monthly                      | 10               | 18.20%            |
| 4.             | Quarterly                    | 22               | 40.00%            |
| 5.             | Yearly                       | 15               | 27.80%            |
|                | <b>Total</b>                 | <b>55</b>        | <b>100</b>        |

#### **4.10. Maintenance of Statistics of Performance**

Some of the libraries maintain statistics of performance, though every performance in the library is not quantifiable. Nevertheless, most of the output of employees is recordable which can be maintained. Data was collected from the supervisory staff to find out as to how many of them adopt this criterion of asking and maintaining statistics to find out the performance of their staff. Result of the findings is shown in the following table:

**Table 4.25: Maintenance of Statistics of Performance**

| <b>Sr. No.</b> | <b>Scale</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------|--------------|------------------|-------------------|
| 1.             | Never        | 09               | 16.30             |
| 2.             | Rarely       | 12               | 21.80             |
| 3.             | Some-times   | 15               | 27.30             |
| 4.             | Often        | 15               | 27.30             |
| 5.             | Quite often  | 04               | 07.30             |
|                | <b>Total</b> | <b>55</b>        | <b>100</b>        |

It is almost 1/3 i.e., 34% who believe in maintenance of performance record which is submitted to the supervisor by the subordinate staff periodically. These performance records could be used while evaluating the performance of the individual.

#### 4.11. Performance against Set Standards

One of the established performance metrics is evaluating the performance against standards which have been set by recognised bodies. Dr Ranganathan has given staff formula showing that how much work one individual can do. This mostly pertains to technical services that is say that how many books can be catalogued, classified, accessioned etc by one professional staff in a year. Though this formula was worked out for staff requirement but this also can be used for evaluation of performance. Many time and motion studies have been conducted to establish such standards. Such standards also have been worked out in automated and semi-automated environment (Sakia, 2006). Such experimented standards can also be applied for the purpose of performance evaluation.

**Table 4.26: Performance against set Standards**

| Sr. No. | Scale        | Frequency of response | Percentage |
|---------|--------------|-----------------------|------------|
| 1.      | Never        | 09                    | 16.4       |
| 2.      | Rarely       | 05                    | 09.1       |
| 3.      | Sometimes    | 13                    | 23.6       |
| 4.      | Often        | 20                    | 36.4       |
| 5.      | Quite often  | 08                    | 14.5       |
|         | <b>Total</b> | <b>55</b>             | <b>100</b> |

It is only 36% and 14% who stated that they use some set standards for the purpose which they use *often* and *quite often*, showing that this metrics is not much in use. About 24% make use of such standards for the purpose of evaluation *sometimes* showing that the adoption of set standards is quite ad-hoc not forming the part of regular evaluation.

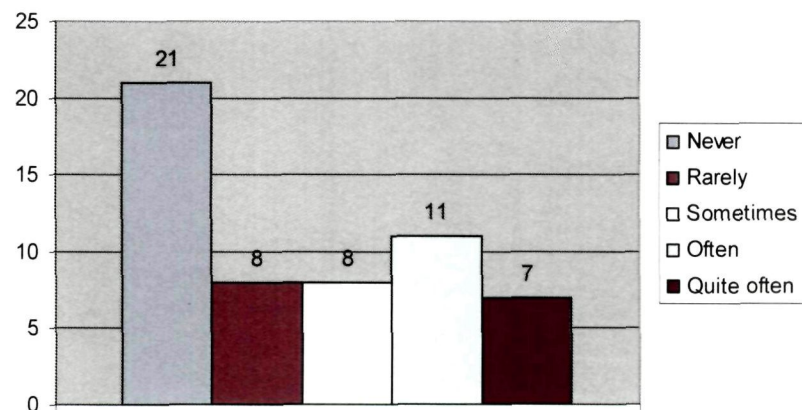
#### 4.12. Independent Working Environment

Some of the supervisors don't believe much in the above metrics of performance evaluation. They believe in giving independence to their employees leaving no stress and strain upon them. To which extent they believe in this methodology of evaluation has been tabulated as below:

**Table 4.27: Frequency of Allowing Independent Environment**

| Sr. No. | Scale        | Frequency of response | Percentage |
|---------|--------------|-----------------------|------------|
| 1.      | Never        | 21                    | 38.2       |
| 2.      | Rarely       | 08                    | 14.5       |
| 3.      | Some-times   | 08                    | 14.5       |
| 4.      | Often        | 11                    | 20.0       |
| 5.      | Quite often  | 07                    | 12.7       |
|         | <b>Total</b> | <b>55</b>             | <b>100</b> |

**Fig. 4.28: Bar Chart indicating Independent Environment**



As indicated in the above table as well as in the corresponding pie-chart, 38% of the supervisors don't believe to give freedom of independence. However, 20% and about 13% of them allow their staff to enjoy independence *often* and *quite often* respectively.

#### **4.13. Objectives Achieved by Writing Appraisal Report**

There is a question mark whether our appraisal system work or every organisation in India including libraries perform it as annual ritual without achieving any objective. Douglas McGregor's article entitled: *An Uneasy Look at Performance Appraisal* is considered as classic paper in which he states that managers are uncomfortable when they are put in the position of playing God. They don't want to pass judgment on the personal worth of their team members. Whoever play this role they can be rarely honest and objective in their evaluation process. However, the process has been continuing and would also continue without achieving the real object of improved performance and succeeding in achieving the ultimate objective of the institutional thorough desired work culture.

Appraisal report, of course, summarises the performance status of staff members. This is used as tool to find out the level of performance of individual. These reports are generally prepared annually. The process in Indian context is mostly known as ACR (Annual Confidential Report) and is considered helpful in improving performance, maintaining discipline, aiding in promotional avenues as well as in imparting punishment for poor performance. The appraisal report is a measure of performance and also reflects the suitability of individuals in particular work environment. The following objectives

were identified to collect the opinions of the library supervisors to determine as to which extent these objectives are being achieved through the appraisal process being used:

1. To improve performance
2. To maintain discipline
3. To aid in promotion
4. To measure the level of performance
5. To aid in giving punishments
6. To find suitability/  
Unsuitability to the job
7. Unsuitability to the job
8. To clarify job duties/responsibilities

The extent of the above objectives being achieved has been worked out in percentages under each scale of measurement.

**Table 4.28: Objectives being achieved by writing Appraisal Report**

| Sr. No | Objectives                                       | Does not matter |      | Matters a little |      | Matters much |      | Matters more |       | Matters most |       | Total |
|--------|--|-----------------|------|------------------|------|--------------|------|--------------|-------|--------------|-------|-------|
|        |  | F               | %    | F                | %    | F            | %    | F            | %     | F            | %     |       |
| 1.     | To improve performance                           | 07              | 12.7 | 14               | 25.5 | 14           | 25.5 | 15           | 27.3  | 05           | 09.1  | 55    |
| 2.     | To maintain discipline                           | 05              | 09.1 | 8                | 14.5 | 16           | 29.1 | 18           | 32.7  | 08           | 14.5  | 55    |
| 3.     | To aid in promotion                              | 06              | 10.9 | 05               | 9.1  | 23           | 41.8 | 7            | 12.7  | 14           | 25.5  | 55    |
| 4.     | To measure the level of performance              | 08              | 14.5 | 13               | 23.6 | 17           | 30.9 | 14           | 25.5  | 03           | 05.45 | 55    |
| 5.     | To aid in giving punishments                     | 17              | 30.9 | 12               | 21.8 | 16           | 29.1 | 07           | 12.7  | 03           | 05.45 | 55    |
| 6.     | To find suitability/<br>Unsuitability to the job | 13              | 23.6 | 14               | 25.5 | 16           | 29.1 | 07           | 12.7  | 05           | 09.1  | 55    |
| 7.     | To clarify job duties/responsibilities           | 08              | 14.5 | 17               | 30.9 | 19           | 35.5 | 06           | 11.76 | 05           | 09.1  | 55    |

**Table 4.29: Objectives achieved by writing Appraisal Report by applying Chi-Square Method**

| Sr No. | Factors                                       | Observed and Expected Frequency |    |                  |    |              |    |              |    |              |    | Cal. Value of $\chi^2$ | Ranks |
|--------|---|---------------------------------|----|------------------|----|--------------|----|--------------|----|--------------|----|------------------------|-------|
|        |   | Does not matter                 |    | Matters a little |    | Matters much |    | Matters more |    | Matters most |    |                        |       |
|        |   | Fo                              | Fe | Fo               | Fe | Fo           | Fe | Fo           | Fe | Fo           | Fe |                        |       |
| 1      | To improve performance                        | 7                               | 9  | 14               | 12 | 14           | 17 | 15           | 11 | 05           | 6  | 2.9                    | 6     |
| 2.     | To maintain discipline                        | 05                              | 9  | 8                | 12 | 16           | 17 | 18           | 11 | 08           | 6  | 8.27                   | 3     |
| 3.     | To aid in promotion                           | 06                              | 9  | 05               | 12 | 23           | 17 | 7            | 11 | 14           | 6  | 19.3                   | 1     |
| 4.     | To measure the level of performance           | 08                              | 9  | 13               | 12 | 17           | 17 | 14           | 11 | 03           | 6  | 2.51                   | 7     |
| 5.     | To aid in giving punishments                  | 17                              | 9  | 12               | 12 | 16           | 17 | 07           | 11 | 03           | 6  | 10.12                  | 2     |
| 6.     | To find suitability/ Unsuitability to the job | 13                              | 9  | 14               | 12 | 16           | 17 | 07           | 11 | 05           | 6  | 3.77                   | 5     |
| 7.     | To clarify job duties/responsibilities        | 08                              | 9  | 17               | 12 | 19           | 17 | 06           | 11 | 05           | 6  | 6.35                   | 4     |

$n = 55$  o = frequency observed, Fe = Frequency expected

Degree of Freedom = 4

Table value of  $\chi^2 = 9.49$

Statistically, the present system of performance evaluation serves only two main objectives i.e., *Aid in promotion/giving increment* and *punishing employees* for their negligence of work or any others unexpected behavior, non cooperation etc.

Main objectives of performance evaluation should have been to improve performance, but this purpose falls under insignificant level, which means that appraisal is hardly related to individual performance.

#### 4.14. Attitude of Supervisor

Though supervisory staff is not satisfied with the performance of their subordinate staff even then they avoid giving adverse remarks as it creates a lot of problem to the supervisor to justify his/her rating. Suggestive remarks are also treated as negative which as a matter of fact should not be. Every employee needs some improvement in some or the areas, though he may be best performer in certain activities. One also may not understand his or her weaknesses which need to be pointed out in a good spirit. But invariably, particularly in Govt. and semi-government organisations, such suggestions are treated as adverse remarks. Therefore, such remarks remain untold. Study revealed that only 18% of supervisory staff has given negative remarks in their appraisal report. However, majority i.e., 82% of supervisory staff has not given negative remarks. The obvious reasons are that they try to avoid controversial remarks at the same time feel that such rating is not productive.

**Table 4.30: Satisfaction level and negative rating of ACR**

| <b>Statement</b> | <b>Satisfaction with performance</b> | <b>Giving negative rating</b> |
|------------------|--------------------------------------|-------------------------------|
| Yes              | 35                                   | 10                            |
| No               | 18                                   | 45                            |
| Total            | 55                                   | 55                            |

$H_0$  = Level of satisfaction is not related to the negative rating of ACR

$H_1$  = Those who are not satisfied with the performance of staff working under them, rarely give the negative remarks in ACR

**Table 4.31: Relationship between level of satisfaction and negative rating of ACR**

| Satisfaction Level | Negative rating of ACR |    | Total |
|--------------------|------------------------|----|-------|
|                    | Yes                    | NO |       |
| Not satisfied      | 10                     | 45 | 55    |
| Satisfied          | 37                     | 18 | 55    |
| Total              | 47                     | 63 | 110   |

| O Freq. | E Freq. |
|---------|---------|
| 10      | 23.5    |
| 37      | 23.5    |
| 45      | 31.5    |
| 18      | 31.5    |

Calculated value of  $\chi^2 = 27.8$

Critical value of  $\chi^2 = 3.84$

Degree of freedom = 1

The calculated value of  $\chi^2$  is much more than the tabulated value of  $\chi^2$  at .05 levels of significance with 1 degree of freedom. Hence the result is significant and the null hypothesis is two factors (negative rating of ACR and level of satisfaction) is rejected. Hence the two factors are not independent.

As is expected from the observed frequency is much more than the expected frequency indicated thereby close relationship between the negative rating of ACR and satisfaction level with the performance of staff working under the supervisory staff. It is concluded that those who are not satisfied with the staff working under them rarely give the negative rating in ACR.

**Table 4.32: Impact of Negative Rating**

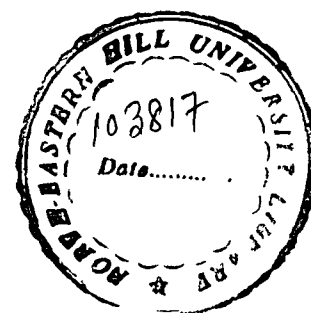
| Scale             | Frequency | %             |
|-------------------|-----------|---------------|
| Quite negative    | 01        | 08.3          |
| Somewhat negative | 04        | 50.0          |
| Positive          | 03        | 25.0          |
| Quite positive    | 02        | 16.7          |
| Highly positive   | -         | -             |
| <b>Total</b>      | <b>10</b> | <b>100.00</b> |

It is interesting to note that those have avoided to give low rating or negative rating also are in the opinion that such remarks can have positive impact also even then they don't give such rating and cultivate the attitude of escaping honest and objective rating. However, majority of them feel that end result of such rating does not serve the purpose of better performance. In almost 90% of the respondents stated that they follow one and only one method of performance evaluation that is through appraisal reports which is a mandatory annual exercise in every library under study. Only 10% of them evaluate their staff through other methods also in addition to writing appraisal report.

#### **4.15. Basis of Performance Evaluation**

The formats being used by various libraries were analysed to find out the parameters being used to make assessment of performance. These parameters are as given below:

1. Punctuality
2. Intelligence and knowledge
3. Hardworking/industrious



4. Familiarity with rules
5. Cooperation
6. Efficiency
7. Honesty, integrity, morality
8. Fitness for promotion
9. Behaviour /Manners
10. Attitude
11. Discipline
12. Communication
13. Initiatives

The adoption of these parameters by the respective library is given in the following table:

**Table 4.33: Parameters of Evaluation**

| Sr. No. | Parameters of Evaluation     | Abbreviations for the name of libraries |     |     |     |    |     |     |     | %    |
|---------|------------------------------|---|-----|-----|-----|----|-----|-----|-----|------|
|         |                              | HPKVV                                   | HPU | HAU | PAU | PU | PBI | UHF |     |      |
| 1       | Punctuality                  | y                                       | Y   | y   | y   | y  | y   | y   | 7/7 | 100  |
| 2       | Intelligence and knowledge   | y                                       | y   | y   | y   | y  | y   | n   | 6/7 | 85   |
| 3       | Hardworking/industrious      | y                                       | n   | n   | n   | n  | y   | y   | 3/7 | 46   |
| 4       | Familiarity with rules       | y                                       | n   | n   | n   | y  | y   | y   | 5/7 | 71   |
| 5       | Cooperation                  | y                                       | n   | n   | y   | y  | y   | y   | 5/7 | 71   |
| 6       | Efficiency                   | y                                       | n   | n   | y   | y  | y   | y   | 5/7 | 71   |
| 7       | Honesty, integrity, morality | y                                       | y   | y   | y   | y  | y   | y   | 7/7 | 100  |
| 8       | Fitness for promotion        | y                                       | n   | n   | n   | n  | n   | y   | 2/7 | 28.5 |
| 9       | Behaviour /Manners           | n                                       | y   | y   | n   | n  | y   | y   | 4/7 | 57   |
| 10      | Attitude                     | y                                       | y   | y   | n   | n  | y   | y   | 5/7 | 71   |
| 11      | Discipline                   | n                                       | y   | n   | y   | y  | n   | n   | 3/7 | 46   |
| 12      | Communication                | n                                       | n   | n   | y   | y  | n   | n   | 2/7 | 28.5 |
| 13      | Initiatives                  | n                                       | n   | y   | y   | y  | y   | n   | 4/7 | 57   |

*(Y stands for yes, means that criterion is being followed whereas n indicates non-use of the parameter).*

As shown in the table above, punctuality and honesty followed by cooperation and efficiency are used by maximum of the libraries. Remarks relating to fitness for promotion are adopted only by two libraries, in spite of the fact that this is one of the main objectives of appraisal process. It is quite obvious that no thinking process has gone into designing of the formats which mostly are not based upon the work being performed in the library environment. No library was found to have written job description of individual professional engaged in particular jobs. Evaluation criteria should emerge out from the job being assigned and performed. Format for technical staff engaged in technical services should be different that other staff who work with users. Different qualities and competencies are required to perform different jobs. Therefore, a single format or criteria to evaluate the performance can not be judicious and serving the purpose. Moreover, every parameter of evaluation should have value to determine the overall cumulative value of every employee to place them in a hierarchical order.

#### **4.16. Approval of the present performance appraisal System**

Supervisory staff was asked to which extent they approve of the present system of performance evaluation. Responses have been tabulated and given in the following table:

**Table 4.34: Extent of approval of the present Appraisal System**

| <b>Sr. No.</b> |                | <b>Frequency</b> | <b>Percent</b> |
|----------------|----------------|------------------|----------------|
| 1              | Not at all     | 09               | 16.4           |
| 2.             | Little extent  | 07               | 12.7           |
| 3.             | Some extent    | 26               | 47.3           |
| 4.             | More extent    | 06               | 10.9           |
| 5.             | Maximum extent | 07               | 12.7           |
|                | Total          | 55               | 100.0          |

There has been mixed reaction to the present system. Supervisory staff may believe in it to some extent because they are implementing it as matter of their job requirement. Majority has some faith in the system but partially (Some extent), meaning thereby that it may yield some results but not in all cases. It is only rating at Sr. no. 4 and 5 which could be treated in favour of the system that comes to only 24%. This result has emerged from supervisory point of view. Subordinate staff who don't perform the job of evaluators at any stage may disfavour the system with more majority.

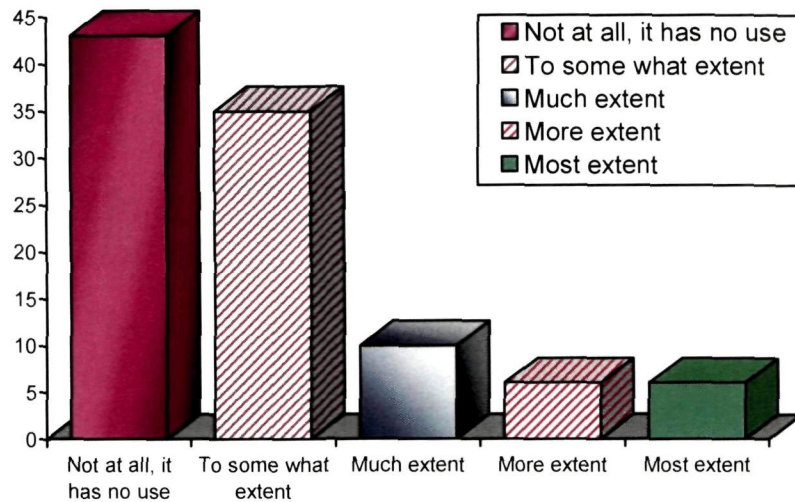
#### **4.17. Effectiveness and Association of ACR with Job Performance**

Respondents from subordinate group were also asked about the effectiveness of the present system being followed. Purpose of this information was to assess whether such performance evaluation system does serve the very purpose of improving performance or it is simply a ritual. The responses have been tabulated in the following table:

**Table 4.35: Effectiveness of present system of evaluation**

| <b>Sr. No.</b> | <b>Responses</b>          | <b>Frequency</b> | <b>Percentage</b> |
|----------------|---------------------------|------------------|-------------------|
| 1.             | Not at all, it has no use | 43               | 43.00             |
| 2.             | To some what extent       | 35               | 35.00             |
| 3.             | Much extent               | 10               | 10.00             |
| 4.             | More extent               | 06               | 06.00             |
| 5.             | Most extent               | 06               | 06.00             |
|                | Total                     | 100              | 100               |

**Fig.4.29: Pie Chart Indicating Effectiveness of present system of Evaluation**



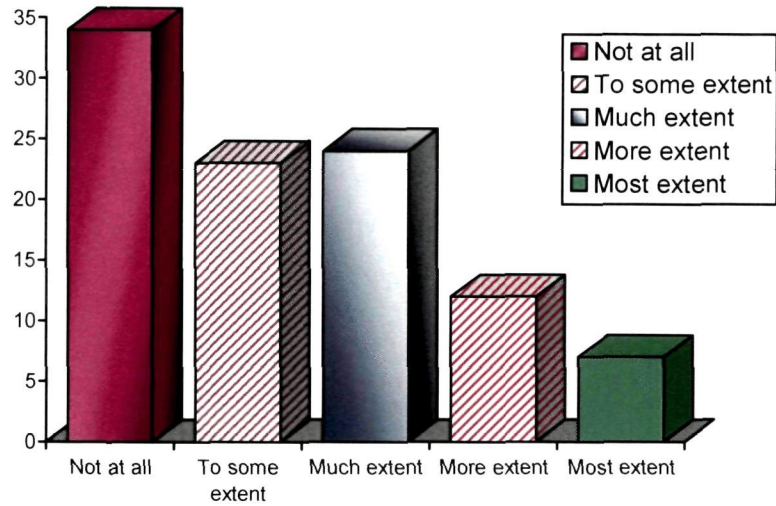
43% of the respondents had a feeling that present system of evaluation had no meaning whereas 35% were of the opinion that that it had little effect. Only 10% were of the opinion that such evaluation has much impact whereas 6% each had the feeling that the impact of present ACR evaluation system has been most effective.

The inference is that it is only 22% of the participants who feel that such system gives some results whereas majority does not favor the system.

**Table 4.36: Association of performance with ACR**

| Sr. No. | Scale          | Frequency | Percentage |
|---------|----------------|-----------|------------|
| 1.      | Not at all     | 34        | 34.00      |
| 2.      | To some extent | 23        | 23.00      |
| 3.      | Much extent    | 24        | 24.00      |
| 4.      | More extent    | 12        | 12.00      |
| 5.      | Most extent    | 07        | 07.00      |
|         | Total          | 100       | 100.00     |

**Fig. 4.30: Bar chart indicating Association of performance with ACR**



23% of the respondents feel that performance and evaluation in the form of ACR is related to some extent. Whereas 34% of the respondents are in the opinion that performance and evaluation process are not related. It is only 7% of the respondents who argue in favour of performance evaluation and state that performance is related with ACR.

$H_0$  = Present system of ACR is significantly effective and associated with Performance

$H_1$  = Present system of ACR is not effective and not associated with performance.

**Table 4.37: Observed and Expected Frequency of present system of ACR**

| Agree with ACR      |          | Performance Associated with ACR |                 |             |             |             | Total |
|---------------------|----------|---------------------------------|-----------------|-------------|-------------|-------------|-------|
|                     |          | Not at all                      | Somewhat Extent | Much Extent | More Extent | Most Extent |       |
| Not at all          | Observed | 22                              | 9               | 7           | 2           | 3           | 43    |
|                     | Expected | 14.6                            | 9.9             | 10.3        | 5.2         | 3.0         | 43    |
| To some what extent | Observed | 7                               | 13              | 7           | 8           | 0           | 35    |
|                     | Expected | 11.9                            | 8.0             | 8.4         | 4.2         | 2.4         | 35    |
| Much extent         | Observed | 2                               | 1               | 7           | 0           | 0           | 10    |
|                     | Expected | 3.4                             | 2.3             | 2.4         | 1.2         | .7          | 7     |
| More extent         | Observed | 2                               | 0               | 1           | 2           | 1           | 6     |
|                     | Expected | 2.0                             | 1.4             | 1.4         | .7          | .4          | 6     |
| Most extent         | Observed | 1                               | 0               | 2           | 0           | 3           | 6     |
|                     | Expected | 2.0                             | 1.4             | 1.4         | .7          | .4          | 6     |
| Total               |          | 34                              | 23              | 24          | 12          | 7           | 100   |

**Observed Frequency and Expected frequency**

|                |       |      |      |      |     |
|----------------|-------|------|------|------|-----|
| F <sub>o</sub> | 22    | 9    | 7    | 5    | 43  |
| F <sub>e</sub> | 14.62 | 9.89 | 5.76 | 8.17 |     |
| F <sub>o</sub> | 7     | 13   | 7    | 8    | 35  |
| F <sub>e</sub> | 11.9  | 8.05 | 8.4  | 6.65 |     |
| F <sub>o</sub> | 5     | 1    | 10   | 6    | 22  |
| F <sub>e</sub> | 7.48  | 5.06 | 5.28 | 4.18 |     |
| Total          | 34    | 23   | 24   | 19   | 100 |

F<sub>o</sub> = frequency observed, F<sub>e</sub> = frequency expected

Calculated value of  $\chi^2 = 19.96$

Table value of  $\chi^2 = 12.59$

Degree of freedom = 6

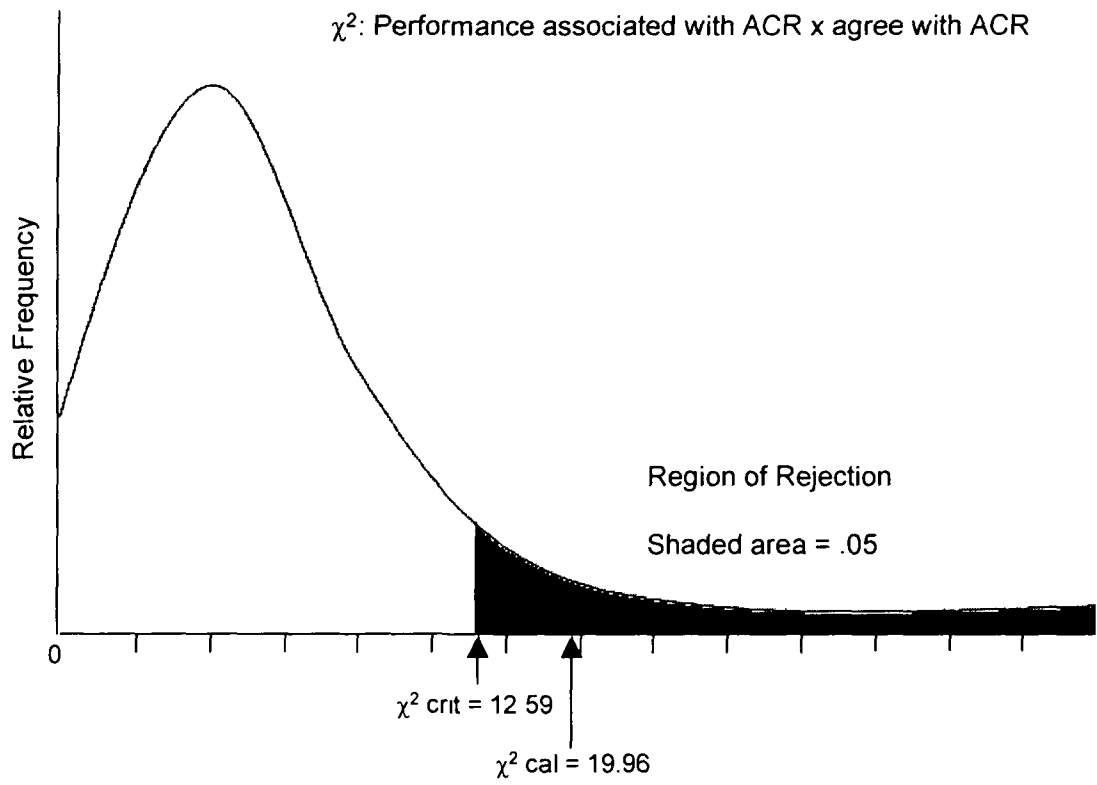


Fig. 4.32 Location of the calculated value of  $\chi^2$  related to the expected distribution of  $\chi^2$  d.f. = 4, for performance associated with ACR x agree with ACR

As the calculated value of  $\chi^2$  is much more than the table value of  $\chi^2$  at .05 level of significance and 1 degree of freedom, hence the null hypothesis is rejected. It is concluded that the Present system of Evaluation (ACR) is not effective and not associated with employees performance.

#### **OPEN ENDED QUESTION**

Supervisory staffs were asked about their opinion about the present system of performance evaluation and the comments received were as under:

- There is presently no such system of performance appraisal because, the evaluation is not done properly. Only the head of the institution gives his report regarding the staff without our knowledge. No chance to evaluate himself / herself, it should be both ways.
- The present system does not actually evaluates the performance of the staff. The system should be such so that actual performance of the person comes out and it should also be linked with some rewards or appreciation in some form so that the staff is motivated.
- ACR is not very effective one.
- ACR does not serve the desired purpose.
- Performance appraisal system is non-existent in our organisation. I think a good work culture, self motivation, proper infrastructure and a good role model of librarian are more important factors, rather than performance approval.

- Not only the adverse remarks but also the appreciation of the work done by an employee should be conveyed to him/her. This will encourage him/her to perform better in future.
- It is just an eye wash. Performance appraisal is depending on the links with your boss and how close you are with your boss. So, in present scenario I don't believe in such system.

Let the people do their work independently. Make your subordinate be comfortable for asking you any problem to solve. Team work is very important

- Good work or satisfactory work does not matter much in Govt. organisation for promotion.
- Promotion should be based on performance.
- The parameters set for writing appraisal report need to be by incorporating psychological aspects. The institute should provide facilities for the improvement.
- Librarian's improvement and cooperation towards management and administration with other officers can help in improving the present system of the library.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

#### **5.0 Introduction**

Every organisation is facing challenge of human resource management which is full of complex problems, which warrants solutions to sustain and improve its effectiveness of functioning. The present study was undertaken to identify the factors that inhibit and facilitate the performance and evaluate the existing systems of performance evaluation in use in various academic libraries. The performance appraisal process aims at to improve the performance of employees in addition to many other secondary objectives discussed in earlier chapters. There are various factors which come on the way of employees and give obstruction in their day-to-day performance. It is the duty of the supervisory staff to remove such obstructions in the interest of improved performance. Such factors have been identified in the present study based upon opinion survey of supervisory as well as subordinate staff based upon their experience and perception. The study revealed the following results:

#### **5.1. Factors Responsible for Inhibiting Better Performance: Supervisors' Views**

There could be innumerable factors coming on the ways of employees giving obstructions their performances. However, in the present study, only predominant factors

have been identified. The performance of library professionals varies from person to person working in different environment and various factors like *lack of work culture, lack of team spirit, lack of interest in their job, lack of necessary qualifications and training facilities, lack of motivation, competence, skill and desired aptitude* as well as *lack of infrastructural facilities*. Data from the supervisory staff was collected as to what factors are responsible for under-performance of their staff. These factors have been tabulated in the following tables and ranked statistically applying Chi-square method:

**Table 5.1: Factors Responsible for under Performance of Sub-Ordinate Staff according to Supervisory Staff**

| Sr. No | Factors                               | Observed and Expected Frequency |    |                |    |              |    |              |    |              |    | Cal. Value of $\chi^2$ | Ranks |
|--------|---------------------------------------|---------------------------------|----|----------------|----|--------------|----|--------------|----|--------------|----|------------------------|-------|
|        |                                       | Does not                        |    | Affects little |    | Affects much |    | Affects more |    | Affects most |    |                        |       |
|        |                                       | fo                              | fe | fo             | fe | fo           | fe | fo           | fe | fo           | fe |                        |       |
| 1      | Lack of work ulture                   | 04                              | 05 | 21             | 12 | 21           | 16 | 7            | 17 | 02           | 05 | 17.39                  | 1     |
| 2.     | Lack of team spirit                   | 07                              | 5  | 08             | 12 | 17           | 16 | 19           | 17 | 04           | 5  | 2.62                   | 8     |
| 3.     | Lack of interest in job               | 04                              | 5  | 10             | 12 | 24           | 16 | 12           | 17 | 05           | 5  | 6.2                    | 6     |
| 4.     | Don't possess required Qualifications | 06                              | 5  | 13             | 12 | 23           | 16 | 08           | 17 | 05           | 5  | 8.1                    | 4     |
| 5.     | Lack of motivation                    | 05                              | 5  | 13             | 12 | 14           | 16 | 20           | 17 | 03           | 5  | 1.85                   | 9     |
| 6.     | Lack of infrastructure facilities     | 07                              | 5  | 07             | 12 | 13           | 16 | 19           | 17 | 09           | 5  | 6.87                   | 5     |
| 7.     | Lack of training facilities           | 04                              | 5  | 12             | 12 | 11           | 16 | 20           | 17 | 08           | 5  | 4.8                    | 7     |
| 8.     | Lack of competence & skill            | 05                              | 5  | 14             | 12 | 08           | 16 | 25           | 17 | 03           | 5  | 9.69                   | 2     |
| 9.     | Lack aptitude for professional work   | 03                              | 5  | 17             | 12 | 08           | 16 | 21           | 17 | 06           | 5  | 8.02                   | 3     |

$n = 55$ ,  $F_o$  =frequency Observed,  $F_e$  = frequency expected

Degree of Freedom = 4

Table value of  $\chi^2 = 9.49$

The significant factors responsible for under-performance as shown in the above table are:

*Lack of work culture, Lack of competence and skill.* Remaining factors may be responsible for low performance but these are not significant ones. However, hierarchy of non-significant factors based upon their decreasing order of value has been determined. The results revealed are as below:

*Lack of infrastructure facilities, Lack of interest in the job, lack of training facilities, lack of team spirit and lack of motivation.*

## **5.2. Views of Subordinate Staff**

Thirteen such factors were identified which are likely to obstruct the desired output of subordinate employees. Among these thirteen factors, hierarchical order in the order of most affecting factor to the least one was determined using chi-square method. Thus, calculated value of each factor was determined to arrange these factors in the order of most affecting to the least affecting. The subordinate staff was asked about the obstructing factors in their performance. In order to find out the significant factor, expected frequencies of each factor was determined to calculate value of  $\chi^2$ . Since there are five point scale of answers to each question ranging from least affecting to the maximum, as such degree of freedom comes to 4. Table value of  $\chi^2$  is 9.49 at .05% level.

**Table 5.2: Hindrance factors Affecting upon Performance of the Subordinate Staff**

| Sr. No. | Hindering Factors                                    | Observed and Expected Frequency |    |            |    |            |    |            |    |            |    | Cal $\chi^2$ value | Ranks |
|---------|--|---------------------------------|----|------------|----|------------|----|------------|----|------------|----|--------------------|-------|
|         |  | Least                           |    | Little     |    | Much       |    | More       |    | Maximum    |    |                    |       |
|         |  | Fo                              | Fe | Fo         | Fe | Fo         | Fe | Fo         | Fe | Fo         | Fe |                    |       |
| 1       | Lack of guidance                                     | 37                              | 36 | 22         | 18 | 21         | 20 | 8          | 12 | 12         | 14 | 2 81               | 12    |
| 2       | Non- cooperation from Senior colleagues              | 30                              | 36 | 25         | 18 | 21         | 20 | 11         | 12 | 13         | 14 | 4 11               | 10    |
| 3       | Non-cooperation from junior colleagues               | 34                              | 36 | 15         | 18 | 33         | 20 | 10         | 12 | 8          | 14 | 11 66              | 4     |
| 4       | Lack of motivation for good work                     | 31                              | 36 | 13         | 18 | 33         | 20 | 11         | 12 | 12         | 14 | 10 67              | 5     |
| 5       | Lack of freedom to work                              | 38                              | 36 | 13         | 18 | 20         | 20 | 18         | 12 | 11         | 14 | 4 38               | 9     |
| 6       | Lack of training facilities                          | 39                              | 36 | 18         | 18 | 16         | 20 | 15         | 12 | 12         | 14 | 1 77               | 13    |
| 7       | Lack of required facilities to work (infrastructure) | 28                              | 36 | 25         | 18 | 16         | 20 | 16         | 12 | 15         | 14 | 6 60               | 7     |
| 8       | Disliking for the present job                        | 48                              | 36 | 18         | 18 | 15         | 20 | 8          | 12 | 11         | 14 | 7 38               | 6     |
| 9       | Low Salary   | 27                              | 36 | 13         | 18 | 15         | 20 | 17         | 12 | 28         | 14 | 21 7               | 2     |
| 10      | Stagnation in same scale                             | 27                              | 36 | 9          | 18 | 17         | 20 | 16         | 12 | 31         | 14 | 30 31              | 1     |
| 11      | Lack of work culture in the organisation             | 33                              | 36 | 21         | 18 | 23         | 20 | 14         | 12 | 9          | 14 | 2 97               | 11    |
| 12      | Lack of adequate expertise required for the job      | 40                              | 36 | 21         | 18 | 21         | 20 | 11         | 12 | 7          | 14 | 4 42               | 8     |
| 13      | Due to domestic responsibilities                     | 50                              | 36 | 21         | 18 | 11         | 20 | 8          | 12 | 10         | 14 | 12 46              | 3     |
|         | <b>Total</b>   | <b>462</b>                      |    | <b>234</b> |    | <b>262</b> |    | <b>163</b> |    | <b>179</b> |    |                    |       |

n= 100, Fo = frequency observed, Fe = frequency expected

Degree of Freedom = 4

Table value of  $\chi^2$  at 05% significant level = 9 49

Calculated value of  $\chi^2$  for hindering factors in performance are as follow

$\chi^2_1 = 2 81, \chi^2_2 = 4 11, \chi^2_3 = 11 66, \chi^2_4 = 10 67, \chi^2_5 = 4 38, \chi^2_6 = 1 77, \chi^2_7 = 6 60$

$\chi^2_8 = 7 38, \chi^2_9 = 21 7, \chi^2_{10} = 30 31, \chi^2_{11} = 2 97, \chi^2_{12} = 4 42, \chi^2_{13} = 12 46$

Looking at the value of calculated  $\chi^2$  for various factors that cause hindrances to the performance, it is evident that the factors such as ‘*Stagnation in same scale*’ followed by ‘*low salary*’, ‘*Domestic responsibilities*’, ‘*Non cooperation from Juniors*’, ‘*Lack of motivation for good work*’ had much higher chi square value as compared to table values. Therefore, result is significant. This means that views of individual respondent varies distinctively in terms of various performance hindering factors.

### 5.3. Combined Views of Supervisors and Subordinates

The main hindering factors as observed by the subordinate as well as supervisory employees in order of most effecting to least ones were also determined. The findings revealed are as under given in the table:

**Table 5.3: Combined views of supervisory and subordinate staff on obstructing factors in performance**

| Supervisory Staff                     |                        | Subordinate Staff                                    |                        |
|---------------------------------------|------------------------|--|------------------------|
| Factors                               | Cal. Value of $\chi^2$ | Factors  | Cal. Value of $\chi^2$ |
| Lack of work culture                  | 17.39                  | Stagnation in same scale                             |                        |
| Lack of competence & skill            | 9.69                   | Low Salary   | 21.7                   |
| Lack aptitude for professional work   | 8.02                   | Due to domestic responsibilities                     | 12.46                  |
| Don't possess required Qualifications | 8.1                    | Non-cooperation from junior colleagues               | 11.66                  |
| Lack of infrastructure facilities     | 6.87                   | Lack of motivation for good work                     | 10.671                 |
| Lack of training facilities           | 4.8                    | Lack of required facilities to work (infrastructure) | 6.605                  |
| Lack of team spirit                   | 2.62                   | Lack of adequate expertise required for the job      | 4.42                   |
| Lack of motivation                    | 1.85                   | Lack of freedom to work                              | 4.38                   |

Degree of Freedom = 4

Table value of  $\chi^2$  at .05% significant level = 9.49

Maximum difference in ranking the classes is observed at Sr. No.1 proving that employees have been found not giving their best due to *stagnation in the same scale by the subordinate staff*. It means that employees are not being promoted to the next post. Hence, they loose interest in their job. This is followed by *low salary, domestic circumstances* and *lack of motivation*. Factors like *Lack of work culture, Lack of competence and skill* are two other significant factors that hinder in the performance as observed by the supervisory staff. Other insignificant factors responsible for low performance in hierarchical order are: *Lack of infrastructure facilities, lack of interest in the job, lack of training facilities, lack of team spirit and lack of motivation*. Though these factors have been proved insignificant which means that these may not affect much upon performance.

#### **5.4. Comparative Views of Different Libraries**

Performance hindering factors of different universities were found different, varying from institution to institution. Since working circumstances are different in different organisations, so difference is quite obvious. Some institutions have good leadership thus has the competence of solving problems of subordinate staff and keep the staff motivated to do their best, whereas others can not manage things as expected. Institution-wise factors coming on the ways of the employees are given in the following table:

**Table 5.4: Comparative view of hindering factors of individual library**

| Library                      | Affecting Factors                | Value | Library                  | Affecting Factors                        | Value |
|------------------------------|----------------------------------|-------|--------------------------|--|-------|
| <b>Library A (HAU)</b>       |                                  |       | <b>Library D (PAU).</b>  |  |       |
| 1.                           | Lack of guidance                 | 18.83 | 1.                       | Low Salary                               | 8.00  |
| 2.                           | Low Salary                       | 16.16 | 2.                       | Non-cooperation from junior colleagues   | 6.25  |
| 3.                           | Lack of training facilities      | 12.66 | 3.                       | Lack of work culture in the organisation | 6     |
| 4.                           | Lack of motivation for good work | 12.16 | 4.                       | Lack of training facilities              | 6     |
| 5.                           | Lack of freedom to work          | 12.16 |                          |  |       |
| <b>Library B (UHF)</b>       |                                  |       | <b>Library E (HPU)</b>   |  |       |
| 1                            | Stagnation in same scale         | 15.57 | 1.                       | Lack of motivation for good work         | 11.20 |
| 2.                           | Low Salary                       | 13.66 | <b>Library F (CSKVV)</b> |  |       |
| 3.                           | Lack of motivation for good work | 9.24  | 1                        | Stagnation in same scale                 | 21.9  |
| <b>Library C (Pbi Univ.)</b> |                                  |       | 2                        | Non-cooperation from junior colleagues   | 21.4  |
| 1.                           | Stagnation in same scale         | 13.49 | 3                        | Lack of training facilities              | 12.14 |
| 2.                           | Lack of freedom to work          | 13.16 | 4                        | Due to domestic responsibilities         | 9.97  |
| 3.                           | Lack of required facilities      |       | 5                        | Disliking for the present job            | 9.57  |
| 4.                           | Non-cooperation from staff       | 10.66 |                          |  |       |
| 5.                           | Low salary                       | 9.83  |                          |  |       |

As shown above, different universities libraries were found having different obstructing factors coming on their ways in their performances. These individual problems are to be solved individually taking care of the factors involved that hinder in giving desired output.

In library of *Chaudhary Charan Singh Krishi Vishva Vidayala*, the most dominating hindering factors were **stagnation in the same scale** and **non-cooperation from junior colleagues and lack of training facilities** with  $\chi^2$  value at 21.90, 21.40 and 12.14 respectively, whereas in case of library of *Haryana Agricultural University, Hissar*, the most dominant performance hindering factors were found **lack of guidance, low**

**salary and lack of training facilities** with  $\chi^2$  value at 18.83, 16.16, 15.57 and 13.66 respectively.

In HPU, library situation was quite different where **lack of motivation** was found the only significant factor with  $\chi^2$  value at 11.70 whereas in library of Punjabi University **stagnation in the same scale** was the most significant factor with  $\chi^2$  value at 13.49 followed by another factor i.e. **lack of freedom to work** with  $\chi^2$  value at 13.16 followed by **lack of infrastructural facility** having  $\chi^2$  value at 12.74.

In case of library of *Dr. Y S Parmar University of Horticulture and Forestry* most significant factor of performance hindrance as in *Punjabi University* was **stagnation in the same scale** with  $\chi^2$  value as 15.57 followed by **low salary** as the second significant factor and **lack of motivation** was ranked third. However, in case of *Punjab University* as well as *Punjab Agricultural University*, none of the performance hindering factors was of any significance.

While looking at the performance hindering factors in totality i.e. for all the universities, it was found that **stagnation at the same scale, low salary, and domestic responsibilities** were significant factors with  $\chi^2$  values at 30.31, 21.7 and 12.46 respectively.

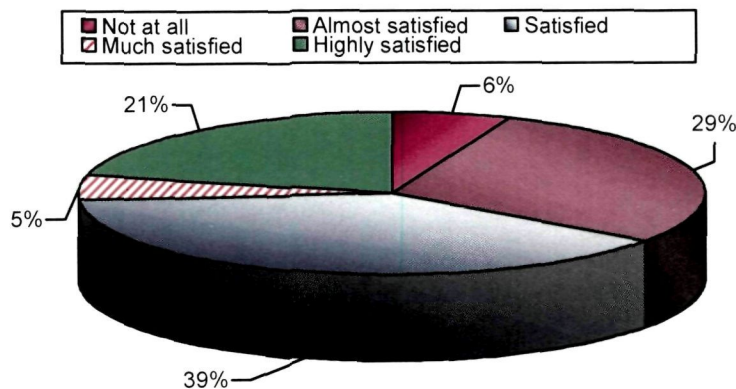
### 5.5. Job Satisfaction

Performance is also affected by job satisfaction and dissatisfaction. If employees are satisfied with their job, they are likely to give better performance. Data was collected about job satisfaction from the respondents which have been presented in the following table:

**Table 5.5: Satisfaction from Present Job**

| Sr. No. | Scale of Satisfaction with Present Job | Frequency  | %             |
|---------|--|------------|---------------|
| 1.      | Not at all                             | 06         | 06.00         |
| 2.      | Almost satisfied                       | 29         | 29.00         |
| 3.      | Satisfied                              | 39         | 39.00         |
| 4.      | Much satisfied                         | 05         | 05.00         |
| 5.      | Highly satisfied                       | 21         | 21.00         |
|         | <b>Total</b>                           | <b>100</b> | <b>100.00</b> |

**Pie Chart indicating extent of satisfaction from present job**



Only 6% of them were *not at all* satisfied with their present job. However, majority of staff seems to be satisfied with their job proving that job dissatisfaction is not the factor responsible for under performance.

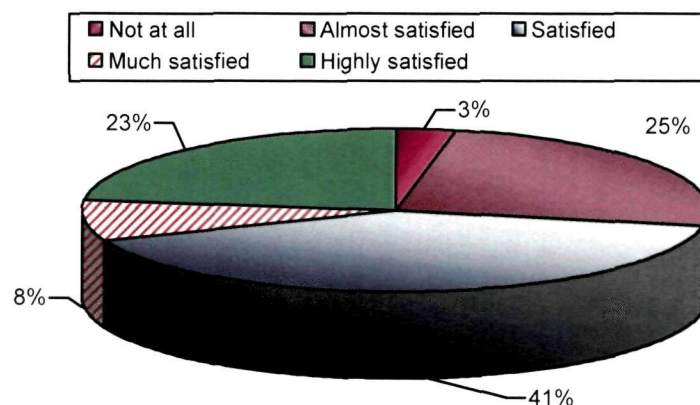
### 5.6. Self Performance Satisfaction

As proved above that disliking the job is non-significant factor in performance. Individual satisfaction with the performance plays important role in overall performance and output of an institution. Data was collected to prove that how far the employees are satisfied with their individual performance. The findings arrived at are given in the following table:

**Table 5.6: Satisfaction with Performance**

| Sr. No. | Extent of Satisfaction | Frequency  | Percentage    |
|---------|------------------------|------------|---------------|
| 1.      | Not at all             | 03         | 03.00         |
| 2.      | Almost satisfied       | 25         | 25.00         |
| 3.      | Satisfied              | 41         | 41.00         |
| 4.      | Much satisfied         | 08         | 08.00         |
| 5.      | Highly satisfied       | 23         | 23.00         |
|         | <b>Total</b>           | <b>100</b> | <b>100.00</b> |

Pie Chart indicating level of satisfaction from individual performance



As shown in the above table and figure, only 3% of the employees, which is a negligible percentage don't seem to be satisfied with their performance. However, majority

seems to be satisfied i.e., (41%). However, 8% and 23% are *much* and *highly satisfied* respectively. The inference is that employees are satisfied with their jobs as well as their performance. Hence, dissatisfaction with the job and individual performance don't contribute for under-performance.

### 5.7. Performance Improving Measures

It was also attempted to find from the supervisory staff to how frequently they had been taking the help of performance improving measures such as *giving guidance and directions, recognising good work and punishing for low performance, assigning targets to individual as well as to groups, issuing warning for negligence of duty, performing the role of a counselor and developing an understanding among the staff members*. The tabulated values as per the table given below, shows that the responses are more or less concentrated in the middle ranges. A Chi-square test was conducted to know the measures suggested by the supervisory staff. The results found are given in the following table:

**Table 5.7: Measures for Improving Performances**

| Sr. No. | Factors   | Observed and Expected Frequency |    |           |    |       |    |             |    |            |    | Cal. Value of $\chi^2$ | Ranks |
|---------|---|---------------------------------|----|-----------|----|-------|----|-------------|----|------------|----|------------------------|-------|
|         |   | Never                           |    | Sometimes |    | Often |    | Quite often |    | Much often |    |                        |       |
|         |   | Fo                              | Fe | Fo        | Fe | Fo    | Fe | Fo          | Fe | Fo         | Fe |                        |       |
| 1       | Give the directions and guidance                    | 03                              | 5  | 07        | 15 | 16    | 13 | 24          | 15 | 5          | 7  | 11.72                  | 5     |
| 2       | Give recognition to good workers                    | 02                              | 5  | 10        | 15 | 9     | 13 | 22          | 15 | 12         | 7  | 11.52                  | 6     |
| 3       | Call for explanation of low performance             | 07                              | 5  | 32        | 15 | 5     | 13 | 9           | 15 | 2          | 7  | 30.95                  | 3     |
| 4       | Assign targets to staff members                     | 04                              | 5  | 18        | 15 | 19    | 13 | 12          | 15 | 02         | 7  | 7.73                   | 8     |
| 5       | Assign targets/goal to team/section                 | 08                              | 5  | 18        | 15 | 16    | 13 | 11          | 15 | 02         | 7  | 7.92                   | 7     |
| 6       | Issue warning for negligence of duty                | 16                              | 5  | 26        | 15 | 11    | 13 | 1           | 15 | 1          | 7  | 50.76                  | 1     |
| 7       | Perform the role of a counselor rather than of boss | 02                              | 5  | 05        | 15 | 11    | 13 | 19          | 15 | 18         | 7  | 27.1                   | 4     |
| 8       | Develop mutual understanding among the staff        | 01                              | 5  | 02        | 15 | 15    | 13 | 19          | 15 | 18         | 7  | 33.1                   | 2     |

n = 55 Fo = Frequency observed, Fe = Frequency expected

Degree of Freedom = 4

Table value of  $\chi^2$  = 9.49

The supervisory staff was asked to suggest some of the corrective measures to improve upon the performance of staff members working under their control, they feel that *issuing of warning for negligence of duty, developing mutual understanding among the staff and call for explanation* for low performance may prove positive steps for improvement of performance. The measures at serial no. 4 and 5 fall under the group of insignificant group. Assigning target to the subordinate staff as individual as well as to a group of staff members have been proved best measures to achieve the objective in many studies, but findings of this study reveal that target oriented assignments are being rarely given to the subordinate library staff.

#### **5.8. Desired Attributes for Better Performance**

The supervisory respondents were asked to rank the eleven attributes mentioned ranging from least important to the most important ones. These attributes defined as performance enhancing attributes such as *efficiency, communication skill, better decision making skill, cooperation, willingness to work, service attitude, behavior, professional knowledge and expertise etc.* Ranked attributes by the respondents from least important to the most important ones arrived at are as under:

**Table 5.8: Performance Enhancing Attributes**

| Sr. No. | Factors  | Observed and Expected Frequency |     |                    |     |           |     |                |     |                |     | Cal. Value of $\chi^2$ | Ranks |
|---------|--|---------------------------------|-----|--------------------|-----|-----------|-----|----------------|-----|----------------|-----|------------------------|-------|
|         |  | Not important                   |     | Somewhat important |     | Important |     | More important |     | Most important |     |                        |       |
|         |  | F o                             | F e | F o                | E e | F o       | F e | F o            | F e | F o            | F e |                        |       |
| 1       | Work efficiency/ Performance                       | 01                              | 2   | 01                 | 5   | 16        | 17  | 14             | 16  | 23             | 15  | 8.28                   | 6     |
| 2       | Communication skill                                | 01                              | 2   | 03                 | 5   | 23        | 17  | 19             | 16  | 09             | 15  | 6.38                   | 7     |
| 3       | Strength to bear extra load                        | 03                              | 2   | 07                 | 5   | 30        | 17  | 10             | 16  | 05             | 15  | 20.11                  | 2     |
| 4       | Proactive (capability to take decision/initiative) | 01                              | 2   | 03                 | 5   | 24        | 17  | 21             | 16  | 06             | 15  | 11.14                  | 5     |
| 5       | Cooperation with other staff                       | 02                              | 2   | 04                 | 5   | 11        | 17  | 19             | 16  | 19             | 15  | 3.95                   | 8     |
| 6       | Willingness to work                                | 01                              | 2   | 01                 | 5   | 10        | 17  | 20             | 16  | 23             | 15  | 11.87                  | 4     |
| 7       | Obedience to superior                              | 01                              | 2   | 07                 | 5   | 15        | 17  | 18             | 16  | 14             | 15  | 1.84                   | 10    |
| 8       | Non-critical                                       | 05                              | 2   | 16                 | 5   | 21        | 17  | 07             | 16  | 06             | 15  | 40.1                   | 1     |
| 9       | Service attitude                                   | 01                              | 2   | 05                 | 5   | 15        | 17  | 18             | 16  | 16             | 15  | 1.05                   | 11    |
| 10      | Behavior pattern                                   | 01                              | 2   | 08                 | 5   | 17        | 17  | 13             | 16  | 16             | 15  | 3.14                   | 9     |
| 11      | Professional knowledge/expertise (Job Knowledge)   | 01                              | 2   | 02                 | 5   | 09        | 17  | 14             | 16  | 29             | 15  | 18.38                  | 3     |

n = 55, F0 = frequency observed, Fe = frequency expected

It was revealed that supervisors don't like their subordinate staff to be *critical*. Being *critical* of things becomes disqualification. Being *non-critical* may result in good performance and faithful compliance of work. Non-critical employees follow the instructions and do their duties. Having a critical view about the work assigned to them may distract the employees from the work. Other factors, which matters for enhanced performance, is the *strength to bear extra load*, *professional knowledge and expertise* in the job. Other attributes given in the above table also matter like *willingness to work*, *capability to take initiatives*, *work efficiency* etc. but not significantly. This has been worked out by calculated value of  $\chi^2$ .

## **5.9. Performance Evaluation Metrics**

Methodology for evaluation of performance of library staff is similar to other categories of employees working in the Universities except teachers. The criteria for performance evaluation being adopted hardly reflect upon the job description and the nature of work being performed. Performance valuation metrics are required for objective evaluation. They should adopt such metrics of evaluation that may result in improved performance. These metrics or criteria for performance vary from institution to institution and there is hardly any type or criterion which could be rated as best. H Rebecca Kroll (1983) considered following four basic steps for evaluation:

- I) Determine what the job is (define the goals)
- II) Establish a reasonable performance level (Define the objectives in terms of quantity, quality, time spent)
- III) Measure the actual performance by first-hand observation, viewing completed work, reading employee's own report, etc)
- IV) Compare the actual performance to the standards set.

None of the above steps is in use. There are no set standards for job performance evaluation. In the absence of such standards or criteria, there is no possibility of standard evaluation process. How the supervisors perform evaluation programme in various university libraries has been investigated. Supervisors were given following five possible

choices to rank according to the preferences. The responses have been calculated and presented in the following table:

**Table 5.9: Metrics Used for Performance Evaluation**

| Sr. No. | Factors                           | Observed and Expected Frequency |    |           |    |           |    |           |    |             |    | Cal. $\chi^2$ value | Ranks |
|---------|-----------------------------------|---------------------------------|----|-----------|----|-----------|----|-----------|----|-------------|----|---------------------|-------|
|         |                                   | Never                           |    | Rarely    |    | Sometimes |    | Often     |    | Quite often |    |                     |       |
|         |                                   | Fo                              | Fe | Fo        | Fe | Fo        | Fe | Fo        | Fe | Fo          | Fe |                     |       |
| 1       | Regular Supervision               | 03                              | 9  | 4         | 7  | 07        | 10 | 21        | 18 | 20          | 11 | 14.72               | 2     |
| 2       | Assign targets/duties             | 02                              | 9  | 06        | 7  | 10        | 10 | 22        | 18 | 15          | 11 | 8.043               | 4     |
| 3       | Ask for statistics of performance | 09                              | 9  | 12        | 7  | 15        | 10 | 15        | 18 | 04          | 11 | 9.11                | 3     |
| 4       | Evaluate against set standards    | 09                              | 9  | 05        | 7  | 13        | 10 | 20        | 18 | 08          | 11 | 2.10                | 5     |
| 5       | Leave them to work independently  | 21                              | 9  | 08        | 7  | 08        | 10 | 11        | 18 | 07          | 11 | 21.6                | 1     |
|         | <b>Total</b>                      | <b>44</b>                       |    | <b>35</b> |    | <b>53</b> |    | <b>89</b> |    | <b>54</b>   |    |                     |       |

n= 55, Fo = frequency observed      Fe = frequency expected

Relative value of each of the above criteria has been worked out using chi-square to determine the hierarchy of these criteria being followed. This has been worked out elsewhere in this chapter. However, use of each of these criteria has been also worked out individually here to determine the frequency of each factor.

The calculated value of *Leave them to work independently* and *Regular supervision* is greater than table value of  $\chi^2$ . Therefore, the result is significant. This indicates that *leaving staff to work independently* and *regular supervision* are preferred methods of evaluation of performance by the supervisory staff.

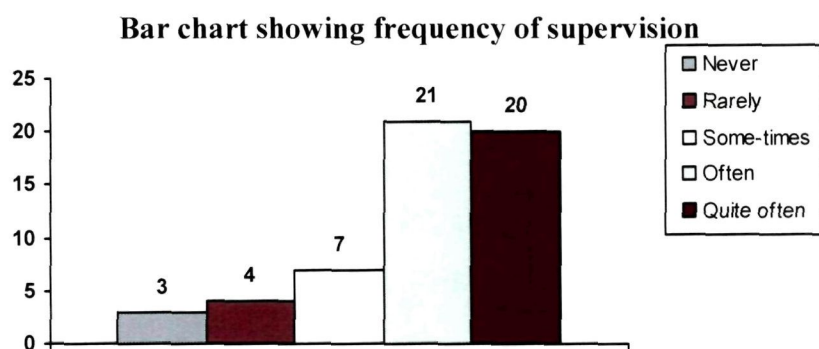
There are many methods for monitoring and measurement of performance being adopted in different organisation. The performance of individual employee needs to be

monitored and measured. In the present study the possible methods for performance monitoring have been ascertained. On the basis of statistical analysis by applying Chi-square method, it was found that most of the supervisory staff do not assign any target to be achieved or set standard of performance before their employees, though many studies have proved that through these measures, it is easier to evaluate the performance. Most of them were found to “*leave employees to work independently*”. That means that there majority don’t evaluate the performance. Let the employees perform whatever they can. This was followed by “*method of regular supervision*”, that too without maintaining any record of their performance. This shows that there is no system of even regular supervision. Only ad-hoc system is in use. Only these two criteria fall under the group of significant factor. Assigning targets and evaluation of performance against set standards fall under insignificant factors, showing that only a very few libraries adopt these criteria for performance evaluation, though both these criteria could be important ones for objective evaluation. These criteria for evaluating the performance of staff have been analysed by analysing each of them one by one. The derived tabulation is given below:

### Frequency of Supervision by Immediate Supervisory Staff

**Table 5.10: Frequency of Supervision**

| Sr. No | Scale of supervision | Frequency | %age   |
|--------|----------------------|-----------|--------|
| 1.     | Never                | 03        | 05.5%  |
| 2.     | Rarely               | 04        | 07.3%  |
| 3.     | Some-times           | 07        | 12.70% |
| 4.     | Often                | 21        | 38.2%  |
| 5.     | Quite often          | 20        | 36.30  |
|        | Total                | 55        | 100    |



The table shows that supervision of performance is being done but not by all of them. About 38% and 36.3% of them conduct supervision *often* and *quite often* respectively. Remaining percentages are negligible.

#### **5.10. Supervision by the Chief Librarian**

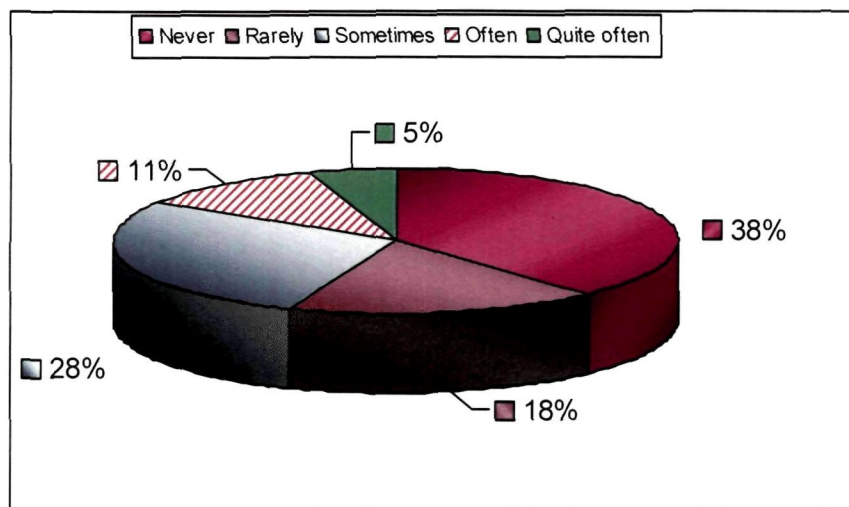
Supervision as a monitoring of performance has been discussed in the preceding paragraphs based upon the data collected from the supervisory staff mainly Librarians and Deputy Librarians. Considering it as one of the methods of monitor performance, data was gathered from the subordinate staff about the frequency of such supervision by the Head of the Library System / Librarian. In fact, supervision process has more than one tier. Section in-charge who may be Deputy Librarian or Assistant Librarian is responsible for the performance of staff under her/his control. Librarian is also expected to supervise the work of the section who may make visits to various divisions or sections of the library for the purpose of supervision and to ensure that every employee is doing well. It has been observed that the additional supervision made by the Head of the System, may make

substantial difference to the performance output. The data relating to supervision by the Chief Librarians has been collected, analysed and presented in the following table:

**Table 5.11 Supervision by Chief Librarian**

| Sr. No. | Scale        | Frequency  | Percentage    |
|---------|--------------|------------|---------------|
| 1.      | Never        | 38         | 38            |
| 2.      | Rarely       | 18         | 18            |
| 3.      | Sometimes    | 28         | 28            |
| 4.      | Often        | 11         | 11            |
| 5.      | Quite often  | 05         | 05            |
|         | <b>Total</b> | <b>100</b> | <b>100.00</b> |

Pie chart presentation supervision by Chief Librarian



The inference is that head of the system hardly perform the duty of overall supervision, though such supervision and regular contact with each and every staff member may make the difference. Frequent supervision of Head of Library/ librarian is key factor of performance evaluation and monitoring of work. If librarian is not well aware about the

day-to-day functioning of the library and jobs being carried out, monitoring can not be effective.

### 5.11. Assigning Targets/ Goals

Many researches have shown that assigning targets yield better results. However, it must be ensured that the targets should be: *Specific, Measurable, Achievable Rewarding and Time bound* (SMART). To which extent our library managers believe in fixing the target before their subordinate has been analysed as below in the table:

**Table 5.12: Frequency of Assigning Targets**

| Sr. No. | Rating scale | Frequency | %     |
|---------|--------------|-----------|-------|
| 1.      | Never        | 02        | 03.6  |
| 2.      | Rarely       | 06        | 10.9  |
| 3.      | Some-times   | 10        | 18.20 |
| 4.      | Often        | 22        | 40.00 |
| 5.      | Quite often  | 15        | 27.30 |
|         | Total        | 55        | 100   |

In response to assigning targets for performance evaluation, 40% and 27% of the supervisory staff have been assigning targets to be achieved *often* and *quite often*. *Some of them* have rarely and never assigned such targets to their employees. Almost 1/3 of them don't assign such targets. Those who have been assigning targets, it was mostly quarterly and yearly basis.

### 5.12. Maintenance of Statistics of Performance

Some of the libraries maintain statistics of performance, though every performance in the library is not quantifiable. Nevertheless, most of the output of employees is recordable which can be maintained. Data was collected from the supervisory staff to find out as to how many of them adopt this criterion of asking and maintaining statistics to find out the performance of their staff. Result of the findings is shown in the following table:

**Table 5.13: Maintenance of Statistics of Performance**

| Sr. No. | Rating scale | Frequency | %age  |
|---------|--------------|-----------|-------|
| 1.      | Never        | 09        | 16.30 |
| 2.      | Rarely       | 12        | 21.80 |
| 3.      | Some-times   | 15        | 27.30 |
| 4.      | Often        | 15        | 27.30 |
| 5.      | Quite often  | 04        | 07.30 |
|         | Total        | 55        | 100   |

It is almost 1/3 i.e., 34% who believe in maintenance of performance record which is submitted to the supervisor by the subordinate staff periodically. These performance records could be used while evaluating the performance of the individual. There are some set standards for quantifiable performance against which performance can be easily evaluated.

### 5.13. Performance against Set Standards

Those who are engaged in technical services, their performance can be objectively evaluated against such established standards. How many of them follow this system was determined and results are as given in the following table:

**Table 5.14: Performance against set Standards**

| Sr. No. | Scale       | Frequency of response | %    |
|---------|-------------|-----------------------|------|
| 1.      | Never       | 09                    | 16.4 |
| 2.      | Rarely      | 05                    | 09.1 |
| 3.      | Sometimes   | 13                    | 23.6 |
| 4.      | Often       | 20                    | 36.4 |
| 5.      | Quite often | 08                    | 14.5 |
|         | Total       | 55                    | 100  |

It is only 36 and 14% who stated that they use some set standards for the purpose *often* and *quite often*, showing that this metrics is not much in use. About 24% make use of such standards for the purpose of evaluation *sometimes* showing that the adoption of set standards is quite ad-hoc not forming the part of regular evaluation.

#### **5.14. Independent Working Environment**

Some of the supervisors don't believe much in the any one of the above metrics of performance evaluation. They believe in giving independence to their employees leaving no stress and strain upon them. To which extent they believe in this methodology of evaluation has been tabulated as below:

**Table 5.15: Frequency of Allowing Independent Environment**

| Sr. No. | Scale       | Frequency of response | %    |
|---------|-------------|-----------------------|------|
| 1.      | Never       | 21                    | 38.2 |
| 2.      | Rarely      | 08                    | 14.5 |
| 3.      | Some-times  | 08                    | 14.5 |
| 4.      | Often       | 11                    | 20.0 |
| 5.      | Quite often | 07                    | 12.7 |
|         | Total       | 55                    | 100  |

As indicated in the above table as well as in the corresponding pie-chart, 38% of the supervisors don't believe in giving independence in working. However, 20% and about 13% of them allow their staff to enjoy independence *often* and *quite often* respectively.

### **5.15. Objectives Achieved by Writing Appraisal Report**

Appraisal report, of course, summarises the performance status of staff members. This is used as tool to find out the level of performance of individual. These reports are generally prepared annually. The process in Indian context is mostly known as ACR (Annual Confidential Report) and is considered helpful in improving performance, maintaining discipline, aiding in promotional avenues as well as in imparting punishment for poor performance. The appraisal report is a measure of performance and also reflects the suitability of individuals in particular work environment. There are number of objectives of performance evaluation which no system can achieve satisfactorily. In the present study some of objectives were identified and opinions on them have been collected from the library supervisors to determine as to which extent these objectives are being achieved through the appraisal process being used:

- To improve performance
- To maintain discipline
- To aid in promotion
- To measure the level of performance
- To aid in giving punishments

- To find suitability/
- Unsuitability to the job
- To clarify job duties/responsibilities

The extent of the above objectives being achieved has been worked out in percentages under each scale of measurement.

**Table 5.16: Objectives achieved by writing Appraisal Report by applying Chi-Square Method**

| Sr No. | Factors                                       | Observed and Expected Frequency |    |                  |    |              |    |              |    |              |    | Cal. Value of $\chi^2$ | Ranks |
|--------|---|---------------------------------|----|------------------|----|--------------|----|--------------|----|--------------|----|------------------------|-------|
|        |   | Does not matter                 |    | Matters a little |    | Matters much |    | Matters more |    | Matters most |    |                        |       |
|        |   | Fo                              | Fe | Fo               | Fe | Fo           | Fe | Fo           | Fe | Fo           | Fe |                        |       |
| 1      | To improve performance                        | 7                               | 9  | 14               | 12 | 14           | 17 | 15           | 11 | 05           | 6  | 2.9                    | 6     |
| 2      | To maintain discipline                        | 05                              | 9  | 8                | 12 | 16           | 17 | 18           | 11 | 08           | 6  | 8.27                   | 3     |
| 3      | To aid in promotion                           | 06                              | 9  | 05               | 12 | 23           | 17 | 7            | 11 | 14           | 6  | 19.3                   | 1     |
| 4      | To measure the level of performance           | 08                              | 9  | 13               | 12 | 17           | 17 | 14           | 11 | 03           | 6  | 2.51                   | 7     |
| 5      | To aid in giving punishments                  | 17                              | 9  | 12               | 12 | 16           | 17 | 07           | 11 | 03           | 6  | 10.12                  | 2     |
| 6      | To find suitability/ Unsuitability to the job | 13                              | 9  | 14               | 12 | 16           | 17 | 07           | 11 | 05           | 6  | 3.77                   | 5     |
| 7      | To clarify job duties/responsibilities        | 08                              | 9  | 17               | 12 | 19           | 17 | 06           | 11 | 05           | 6  | 6.35                   | 4     |

n = 55 o = frequency observed, Fe = Frequency expected

Statistically, out of seven objectives, the present system of performance evaluation serves only two main objectives i.e., *Aid in promotion/giving increment* and *punishing employees* for their negligence of work or any others unexpected behavior, non-cooperation etc.

Main objectives of performance evaluation should have been to improve performance, but this purpose falls under insignificant level, which means that appraisal is hardly related to individual performance.

### 5.16. Attitude of Supervisor

The evaluation of performance is used as ritual rather than an effective tool to improve performance. Though supervisory staff is not satisfied with the performance of their subordinate staff even then they avoid giving adverse remarks as it creates a lot of problem to the supervisor to justify his/her rating. Suggestive remarks are also treated as negative, which as a matter of fact should not be. Therefore, such remarks remain untold. The attitude of the evaluators is to avoid giving adverse remarks to the under-performer. Study revealed that only 18% of supervisory staff has given negative remarks in their appraisal reports whereas, majority i.e., 82% of supervisory staff has not given negative remarks. The obvious reasons are that they try to avoid controversial remarks at the same time feel that such rating is not productive and remarks given therein are difficult to prove and justify in case such remarks are challenged. Impact of negative rating has been analysed as under:

**Table 5.17: Impact of Negative Rating**

| Scale             | Frequency | %      |
|-------------------|-----------|--------|
| Quite negative    | 01        | 08.3   |
| Somewhat negative | 04        | 50.0   |
| Positive          | 03        | 25.0   |
| Quite positive    | 02        | 16.7   |
| Highly positive   | -         | -      |
| Total             | 10        | 100.00 |

It is interesting to note that those have avoided to give low rating or negative rating also are in the opinion that such remarks can have positive impact also even then they don't give such rating and cultivate the attitude of escaping honest and objective rating. However, majority of them feel that end result of such rating does not serve the purpose of better performance. In almost 90% of the respondents stated that they follow one and only one method of performance evaluation that is through appraisal reports which is a mandatory annual exercise in every library under study. Only 10% of them evaluate their staff through other methods also in addition to writing appraisal reports which may be in the form of monitoring, observation and regular supervision etc.

#### 5.17. Approval of Present System of Performance Evaluation

Supervisory staff was asked to which extent they approve of the present system of performance evaluation. Responses have been tabulated and given in the following

**Table 5.18: Extent of approval of the present Appraisal System**

| Sr. No. |                | Frequency | Percent |
|---------|----------------|-----------|---------|
| 1       | Not at all     | 09        | 16.4    |
| 2.      | Little extent  | 07        | 12.7    |
| 3.      | Some extent    | 26        | 47.3    |
| 4.      | More extent    | 06        | 10.9    |
| 5.      | Maximum extent | 07        | 12.7    |
|         |                | 55        | 100.0   |

There has been mixed reaction to the present system of performance evaluation. Supervisory staff may believe in it to some extent because they are implementing it as matter of their job requirement. Majority has some faith in the system by expressing that

they believe in the system to some extent probably because of the fact that they are using it. This result has emerged from supervisory point of view.

Summarising the findings of the study, it could be concluded that in order to enhance the performance and productivity of the employees, performance hindering and enhancing factors as identified should be taken into account by the library administrators. Even if the employees are competent, professionally qualified, may fail to give their best to the institution. Such reasons may be many and varied different in different work environment. However, findings revealed that lack of work culture is in decline which was found dominant factor for under-performance. Employees adapt to the existing culture of the institution and given their performance accordingly. This is the work culture which influence the performance the most.

Library profession has posed many new challenges in the present environment. Such challenges could only be met if library staff has required competence and skill, which was found lacking in most of the employees. According to the supervisory staff, *Lack of professional aptitude, required qualifications* and *lack of infrastructure* are other factors obstructing in employees performance. This was the opinion of the supervisory staff. However, subordinate staff members feel that *stagnation in the same scale* for long, '*low salary*' are affecting upon their performance. This implies that financial aspect of the job influences the performance. Many staff members were not promoted during the last more than 10-12 years, some of them has been even stagnating in the same scale for the last

more than 15 years or so. *Low pay scale* of non-UGC staff was also proved significantly influencing performance. Some employees did not hesitate to confess that their heavy *domestic circumstances* proved obstructing upon their desired performance. There are different salary structure and promotion policy of different institution. Some are satisfied with this and some are not. Dissatisfaction with salary structure and promotion policy was found influencing the performance. 'Team Spirit' or cooperation among staff is also found essential requirement for improved performance. This was also found lacking to some extent.

While individual analysis of the library, results were different as revealed in the table 4.4 of chapter 4. Some of the new factors identified are:

- Lack of guidance
- Lack of training facilities
- Lack of motivation
- Lack of freedom to work

According to the views of supervisory staff, performance could be improved if employees are warned for their under performance and are further asked to state the reason for the same. They also suggested that developing mutual understanding among the staff members can also improve upon the performance. The qualities revealed among employees for better performance are: to be '*non-critical of direction strength to bear extra workload,*

*professional knowledge and expertise in the job (job knowledge), willingness to work and being proactive.*

So far as evaluation and monitoring of performance is concerned, majority feel that if employees are given autonomy of working in independent environment followed by regular supervision without much interference in their working may give better result. However, some or the other evaluation criteria have to be worked out to get better output from the employees.

An ideal scenario for performance evaluation is that library administrators, sometimes with the help of library employees, identify organisational goal and objectives, which are further translated into an employee's individual goals and objectives (Alluri, R).

### **Suggestions**

- I) Performance evaluation system should include quantitative as well as qualitative nature of work.
- II) Evaluation criteria should be based upon job description and required personality attributes required to perform the assigned jobs and achieve the institutional goal and objectives.
- III) Suggestive remarks for improvement in the performance should not be considered as negative.

- IV) All remarks excellent or poor should be communicated and discussed. Unless, there is feedback in the process of evaluation, it can hardly serve any purpose. There is no scope of maintaining confidentiality in evaluation report.
- V) Fulfillment of evaluation criteria should preferably be measured and converted into scores to rank the employees in the order of merits objectively.
- VI) Employees must know as to how and on what factors they are going to be evaluated.
- VII) Levels and standards of desired performance in various jobs should be worked out and made known to each employee.
- VIII) Other methods of improving performance than evaluation should be evolved so that output of every employee increases without an anxiety of being evaluated.

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## 6. Monitoring of Performance

6.1 Which of the following criteria do you follow to monitor the performance of your staff and with what frequency? In case you follow more than one criteria use the following scale 1-5 in the order of frequency of use:

|     |  | Never  | Rarely      | Sometime | Often     | Quite Often |
|-----|--|--------|-------------|----------|-----------|-------------|
| 6.1 | Regular supervision  | 1      | 2           | 3        | 4         | 5           |
| 6.2 | Assign targets/duties  | 1      | 2           | 3        | 4         | 5           |
|     |  | Weekly | Fortnightly | Monthly  | Quarterly | Yearly      |
| 6.3 | If you fix target for performance what is the frequency of such target | 1      | 2           | 3        | 4         | 5           |
| 6.4 | Ask for statistics of performance                                      | 1      | 2           | 3        | 4         | 5           |
| 6.5 | Evaluate against set standards   | 1      | 2           | 3        | 4         | 5           |
| 6.6 | Leave them to work independently, and don't believe in such assessment | 1      | 2           | 3        | 4         | 5           |
| 6.7 | Any other system, Pl. mention  | 1      | 2           | 3        | 4         | 5           |

## 7. How far are you satisfied with the performance of staff working under you?

|                          |   |
|--------------------------|---|
|                          |   |
| <b>Not satisfied</b>     | 1 |
| <b>Almost satisfied</b>  | 2 |
| <b>Satisfied</b>         | 3 |
| <b>V. much satisfied</b> | 4 |
| <b>Highly satisfied</b>  | 5 |

**7.1 In case you feel that on an average your staff don't perform up-to your expectation, could you please mark factors responsible in the order of least affecting to most affecting factors using the scale 1-5**

|       |                                       | Does not affect | Affects little | Affects much | Affects more | Affects most |
|-------|---------------------------------------|-----------------|----------------|--------------|--------------|--------------|
| 7.1.1 | Lack of work culture                  | 1               | 2              | 3            | 4            | 5            |
| 7.1.2 | Lack of team spirit                   | 1               | 2              | 3            | 4            | 5            |
| 7.1.3 | Lack of interest in job               | 1               | 2              | 3            | 4            | 5            |
| 7.1.4 | Don't possess required qualifications | 1               | 2              | 3            | 4            | 5            |
| 7.1.5 | Lack motivation                       | 1               | 2              | 3            | 4            | 5            |
| 7.1.6 | Lack of infrastructure facilities     | 1               | 2              | 3            | 4            | 5            |
| 7.1.7 | Lack of training facilities           | 1               | 2              | 3            | 4            | 5            |
| 7.1.8 | Lack competence & skill               | 1               | 2              | 3            | 4            | 5            |
| 7.1.9 | Lack aptitude for professional work   | 1               | 2              | 3            | 4            | 5            |

**8. Which of the following measures do you take to improve the performance your staff?  
Use the following scale: 1-Never; 2-Sometimes; 3-Often; 4-Quite often; 5-More often**

| Scale:  | Never | Sometimes | Often | Quite often | Much often |
|---|-------|-----------|-------|-------------|------------|
| 8.1 Give directions and guidance                          | 1     | 2         | 3     | 4           | 5          |
| 8.2 Give recognition to good workers                      | 1     | 2         | 3     | 4           | 5          |
| 8.3 Call for explanation of low performance               | 1     | 2         | 3     | 4           | 5          |
| 8.4 Assign targets to staff members                       | 1     | 2         | 3     | 4           | 5          |
| 8.5 Assign target/goal to team/section                    | 1     | 2         | 3     | 4           | 5          |
| 8.6 Issue warning for negligence of duty                  | 1     | 2         | 3     | 4           | 5          |
| 8.7 Perform the role of a counselor rather than of a boss | 1     | 2         | 3     | 4           | 5          |
| 8.8 Develop mutual understanding among the staff          | 1     | 2         | 3     | 4           | 5          |

Any other, please mention:

## 9 Evaluation

9.1 What objectives according to you are achieved by writing appraisal report (Annual Confidential Report)? Use the scale 1-5 in increasing order with following indicators:

**1 Does not matter      2 Matters a little      3 Matters much      4 Matters more      5 Matters most**

| Scale:   | Does not matter | Matters a little | Matters much | Matters more | Matters most |
|--|-----------------|------------------|--------------|--------------|--------------|
| 9.1.1 To improve performance                       | 1               | 2                | 3            | 4            | 5            |
| 9.1.2 To maintain discipline                       | 1               | 2                | 3            | 4            | 5            |
| 9.1.3 To aid in promotion                          | 1               | 2                | 3            | 4            | 5            |
| 9.1.4 To measure the level of performance          | 1               | 2                | 3            | 4            | 5            |
| 9.1.5 To aid in giving punishments/transfer        | 1               | 2                | 3            | 4            | 5            |
| 9.1.6 To find suitability/unsuitability to the job | 1               | 2                | 3            | 4            | 5            |
| 9.1.7 To clarify job duties/responsibilities       | 1               | 2                | 3            | 4            | 5            |
| 9.1.8 Does not serve any purpose given above       | 1               | 2                | 3            | 4            | 5            |
| 9.1.9 Any other purpose it serves, please mention: |                 |                  |              |              |              |
| 1.   | 1               | 2                | 3            | 4            | 5            |
| 2.   | 1               | 2                | 3            | 4            | 5            |
| 3.   | 1               | 2                | 3            | 4            | 5            |

9.2 Have you ever given negative rating to your staff which was communicated to them?

1 Yes      2 No

If yes, what impact did you observe? Use following rating:

**1 Quite Negative      2 Somewhat negative      3 Positive  
4 Quite positive      5 Highly positive**

9.3 Do you follow any other Performance Evaluation System other than writing Annual Confidential Report?

1 Yes      2 No.

If Yes, please give detail with its effectiveness (May use separate sheet)

**10. Which of the following attributes are required for better performance of jobs of your Dept/ Section? Pl. rank them in the following scale:**

**1 Not important 2 Somewhat important 3 Important 4 More important 5 Most important**

| Scale:   | Not important | Somewhat important | Important | More important | Most important |
|--|---------------|--------------------|-----------|----------------|----------------|
| 10.1 Work efficiency/performance                           | 1             | 2                  | 3         | 4              | 5              |
| 10.2 communication skill                                   | 1             | 2                  | 3         | 4              | 5              |
| 10.3 Strengthen to bear extra work load                    | 1             | 2                  | 3         | 4              | 5              |
| 10.4 Proactive (capability to take decision/initiatives)   | 1             | 2                  | 3         | 4              | 5              |
| 10.5 Cooperation with other staff (Interpersonal relation) | 1             | 2                  | 3         | 4              | 5              |
| 10.6 Willingness to work                                   | 1             | 2                  | 3         | 4              | 5              |
| 10.7 Obedience to superior                                 | 1             | 2                  | 3         | 4              | 5              |
| 10.8 Non-critical  | 1             | 2                  | 3         | 4              | 5              |
| 10.9 Service attitude                                      | 1             | 2                  | 3         | 4              | 5              |
| 10.10 Behavior pattern                                     | 1             | 2                  | 3         | 4              | 5              |
| 10.11 Professional knowledge/expertise (job knowledge)     | 1             | 2                  | 3         | 4              | 5              |
| 10.12 Any other, please mention ( )                        |               |                    |           |                |                |
|  | 1             | 2                  | 3         | 4              | 5              |
|  | 1             | 2                  | 3         | 4              | 5              |

**11. Your personal Comments on present system of performance appraisal**

**11.1 How far do you approve the present system of performance appraisal being followed in your organization?**

**1 Not at all 2 Little extent 3 Some extent 4 More extent 5 Maximum extent**

**11.2 In case you don't approve of the present system, you may please give your critical comments to change or replace the existing system:**

## Appendix I (B)

### Questionnaire for Job Performance and Evaluation of Subordinate Staff

Please fill up this questionnaire after careful reading and oblige by furnishing factual data, which would be used strictly for research purpose. This is ensured that this data has nothing to do with individual and institutional performance and would not reflect in any way on institution and individual. Therefore, you are requested to please give your free, frank and honest opinion and comments so that the results of this study could be used for developing better system of evaluation and to improve job performance. Hope you would extent your kind cooperation for this academic endeavor by sparing some of your valuable time. Assuring you that the information supplied by you shall remain confidential.

Yours sincerely,

Neelam Sharma

- 
1. General Information
  - 1.1 Designation/job title you are holding: \_\_\_\_\_
  - 1.2 Institution in which working: \_\_\_\_\_
  - 1.3 Pay scale: \_\_\_\_\_ 1.4 Total emoluments: \_\_\_\_\_
  - 1.5 Qualifications: \_\_\_\_\_
  - 1.6 Year since working in the present organization: \_\_\_\_\_
- 

#### 2 Job description

Please list duties and responsibilities attached to your post:

| Duties  | Daily output | Time involved to perform such duties/work/unit of work |
|---|--------------|--|
| 2.1 Primary duties<br>(Which you perform daily) |              |  |
| i)  |              |  |
| ii)   |              |  |
| iii)  |              |  |
| iv)   |              |  |
| v)  |              |  |

2.2 Secondary duties  
(Which you perform occasionally)

- i)
- ii)
- iii)
- iv)

2.3 Duties which you are Assigned rarely

2.4 Since when are you engaged in above jobs? Please mark the relevant one:

1. Less than 3 yrs  2. 3-5 yrs  3. 6-8 yrs  4. 9-11 yrs  5. More than 12 yrs

2.5 Are you interested to continue the present jobs/ duties assigned to you?  
Yes  No

2.6 How did you get the present duties/responsibilities of your job? Please mark the relevant one

1. It was my choice  2. Assigned to me  3. It is attached to my post  4. Any other, please mention: \_\_\_\_\_

2.7 Have you ever requested for change of your duties? Yes  No

2.8 How often your duties/ work are supervised by your immediate officer and chief Executive (Librarian in case of Library)?

| Extent of Supervision | By                       |                          |
|-----------------------|--------------------------|--------------------------|
|                       | Immediate boss           | Chief Executive          |
| 1. Never              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Rarely             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sometimes          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Often              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Quite often        | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Job Satisfaction

3.1 To which extent are you satisfied with your present job?

1. Not at all  2. Almost satisfied  3. Satisfied  
 4. Much satisfied  5. Highly satisfied

### 4. Job Performance

#### 4.1 Self appraisal/assessment

4.11 How far are you satisfied with your performance (output) in the present job?

1. Not at all  2. Almost satisfied  3. Satisfied  
 4. Much satisfied  5. Highly satisfied

4.12 If you think that you are not able to give your best performance, could you please identify the key factors which are obstacle in your performance. Please give ranking from 1-5 (least affecting mark 1 and maximum affecting mark 5)

| Sr. No. | Factors   | Ranking from least to maximum 1-5) |   |   |   |   |
|---------|---|------------------------------------|---|---|---|---|
| i)      | Lack of guidance/direction from superior        | 1                                  | 2 | 3 | 4 | 5 |
| ii)     | Non-cooperation from collection                 | 1                                  | 2 | 3 | 4 | 5 |
| iii)    | Senior:   | 1                                  | 2 | 3 | 4 | 5 |
|         | Junior  | 1                                  | 2 | 3 | 4 | 5 |
| iv)     | lack of motivation for good work                | 1                                  | 2 | 3 | 4 | 5 |
| v)      | Lack of freedom to work                         | 1                                  | 2 | 3 | 4 | 5 |
| vi)     | Lack of training facilities                     | 1                                  | 2 | 3 | 4 | 5 |
| vii)    | Lack of required to work (infrastructure)       | 1                                  | 2 | 3 |   | 5 |
| viii)   | Disliking for the present job                   | 1                                  | 2 | 3 | 4 | 5 |
| ix)     | Low salary                                      | 1                                  | 2 | 3 | 4 | 5 |
| x)      | Stagnation in same scale (No promotion avenue)  | 1                                  | 2 | 3 | 4 | 5 |
| xi)     | Lack of work culture in the organization        | 1                                  | 2 | 3 | 4 | 5 |
| xii)    | Lack of adequate expertise required for the job | 1                                  | 2 | 3 | 4 | 5 |
| xiii)   | Due to domestic responsibilities                | 1                                  | 2 | 3 | 4 | 5 |
| xiv)    | Any other factors (Pl. mention):                |                                    |   |   |   |   |

4.13 Do you recall your best performance of last years? Yes  No

If yes, could you please mention the particular job you performed, giving briefly reasons for your excellent performance:

\_\_\_\_\_

4.14 Were you services ever recognized by way of some award or appreciation letter? Yes  No

If yes how? Please tick mark ion the appropriate box.

1. My work was appreciated in staff meeting

2. My work was certified to be good.

3. My work was appreciated by my boss personally

4. Any other mode of recognition, please write \_\_\_\_\_

4.15 Do you ever get target oriented jobs to be completed within a week/month/six month/year

1. Never  2. Rarely  3. Some times  4. Often  5. Quite often

4.15.1 If ever you get target oriented work to be completed in a stipulated time, how do you rate that performance in comparison to doing work without any target to be achieved?

1. No change in  2. Good  3. Better  4. Much better   
5. Best out put at all

**5. Job Evaluation and Monitoring through ACR (Annual Confidential Report)**

5.1 What system of monitoring of job performance is being maintained in your institution? Please mark the relevant one:

5.11 There is no system of monitoring of day to day work of individual

5.12 Yes, statistics of work done is being maintained for every individual

5.13 Work performance is assessed by the supervisor/head of section

With out any written record

5.14 Any other method being used for the purpose, please write: \_\_\_\_\_

---

5.2 Do you have staff meetings where performances of employees are reviewed? Yes  No

If yes what is the frequency of such meetings?

1. Fortnightly  2. Monthly  3. Six monthly   
4. Annually  5. Any other frequency

5.3 Are you informed about your good or bad performance by your supervisor/head? Other than, remarks in ACR. Yes  No

If yes, how? 1. Verbally  2. Written  3. Any other way: \_\_\_\_\_

5.4 To which extent do you agree with the present system of evaluation through ACR's?

1. Not at all, it has no use  2. To some what extent   
3. Much extent  4. More extent  5. Most extent

Any other affect: \_\_\_\_\_

5.6 Who reviews and evaluate your performance, give their designations?

- 5.61 Reporting Officer:  \_\_\_\_\_  
5.62 Reviewing Officer:  \_\_\_\_\_  
5.63 Accepting Officer:  \_\_\_\_\_

5.7 How much your performance is associated with your Annual Confidential Report/Evaluation?

1. Not at all  2. To some extent  3. Much extent   
4. More extent  5. Most extent

## APPENDIX - II

### PUNJAB AGRICULTURE UNIVERSITY

Form for the confidential report as the work of grade B and C employees

Period covered by the report from \_\_\_\_\_ to \_\_\_\_\_

Journal instruction

- 1) Hope for the officer to fill the confidential report fairly and under rule. Their should be any personal impression of the officer when writing the ACR.
- 2) The officer must mention the warning given to the employee while writing the ACR.

#### Part I Personal Data

1. Name \_\_\_\_\_ Designation \_\_\_\_\_  
Branch/Dept. \_\_\_\_\_
2. Date of Birth \_\_\_\_\_ 3. Father's name \_\_\_\_\_
4. Educational qualification \_\_\_\_\_
5. Date of employment \_\_\_\_\_
- (a) First Appointment in Agril. University \_\_\_\_\_ (b)  
Appointment in present post \_\_\_\_\_
6. Nature of work during the period \_\_\_\_\_
7. Whether required exam has been passed for the present post \_\_\_\_\_

Date:-

Signature of officer

**Part II**

Name of Employee

**Assessment of ACR by the first officer**

| Sr. No. | Characters  | Classification                          |                      |         |                           | Grade by initials |
|---------|---|---|----------------------|---------|---------------------------|-------------------|
|         |   | A                                       | B                    | C       | D                         |                   |
| 1       | Attendance punctuality                              | Very punctually                         | Punctually           | Average | Not punctually            |                   |
| 2       | Discipline  | Excellent                               | A very good          | Fair    | Average/ careless to work |                   |
| 3       | Intelligence and understanding                      | Excellent                               | A very good          | Good    | Average                   |                   |
| 4       | Initiative  | Excellent                               | A very good          | Fair    | Below                     |                   |
| 5       | Personal behaviour                                  | Faithful and sharp minded               | Obedient and helpful | Fair    | Below                     |                   |
| 6       | Dealing with current subject                        | Clear and impressive                    | Good                 | Fair    | Below                     |                   |
| 7       | Ability   | very able and clear                     | able and clear       | Fair    | Below                     |                   |
| 8       | Rule and regulation of the university where working | Excellent knowledge rule and regulation | Good knowledge       | Fair    | Below                     |                   |
| 9       | Dealing with secret matters                         | Out standing                            | Very good            | Fair    | Not satisfactory          |                   |
| 10      | Ability in stenography and typing                   | Excellent                               | A very good          | Fair    | Not satisfactory          |                   |
| 11      | Morality and honesty                                | Excellent and honest                    | Good                 | Fair    | Not satisfactory          |                   |
| 12      | General assessment                                  | Excellent                               | Very Good            | Good    | satisfactory              |                   |

**Other remarks:-** In cause of adverse remarks whether such employee has been conveyed or not under rule para-2

Date:-

Signature of the Assessment Officer

Name

Designation

**Dr. Y. S. Parmar University of Horticulture and Forestry Satyanand Stokes Library,  
Nauni-Solan 173 230 H. P.**

**FORM FOR THE CONFIDENTIAL REPORT ON THE WORK OF GRADE B  
AND C EMPLOYEES**

|   |   |                           |
|---|---|---------------------------|
| <b>Period covered by the report</b>     | : | <b>Report on the work</b> |
| Name                                    | : |                           |
| Date of birth                           | : |                           |
| Date of joining the University service  | : |                           |
| Present designation                     | : |                           |
| Date of joining the present designation | : |                           |
| Qualification                           | : |                           |
| Present pay scale                       | : |                           |
| Reporting Authority                     | : |                           |

| <b>Aspect</b> | <b>Reported by</b> | <b>Reported by</b> | <b>Reported by</b> |
|---------------|--------------------|--------------------|--------------------|
|---------------|--------------------|--------------------|--------------------|

Industry & Conscientiousness:  
Handwriting and neatness:  
Capacity and intelligence:  
Acquaintance with rules and orders  
With special reference to rules:  
Quickness in the dispatch of business:  
Manners and power of working with others:  
Punctuality and regularity:  
Reputation and honesty:  
Defects if any:

Fitness for promotion (in this column it should also be stated whether the official has been able to discharge his duties satisfactorily)

Special aptitude

Grading: "Outstanding", "Very good", "Good".  
"Average" and "Below Average".

**Signature of the reporting officer**

**Remarks of the Accepting authority:**

**Himachal Pradesh University**  
**Summer Hill, Shimla-171 005**

Form of Annual confidential Report on the work and conduct of Library Staff i.e. First Prof. Asstt/Sr. Prof. Asstt/Jr. Prof. Asstt/Semi Prof. Asstt/Cataloguer Typists/Book Nider etc. working in the Himachal Pradesh University Library for the year\_\_\_\_\_

1. Name of the official: \_\_\_\_\_
2. Father's Name: \_\_\_\_\_
3. Date of Birth: \_\_\_\_\_
4. Designation of the post held  
with pay scale: \_\_\_\_\_
5. Date of continuous appointment in  
the present grade: \_\_\_\_\_
6. Whether permanent/quasi/  
permanent of temporary: \_\_\_\_\_
7. Nature of work on which employed: \_\_\_\_\_
8. Has the maintained a reputation  
for honesty during the year under  
report (if you are doubtful or your  
answer is in negative, give reasons). \_\_\_\_\_
9. How long he has served under you: \_\_\_\_\_
10. Has his work been satisfactory,  
if not what are the specific defects? \_\_\_\_\_
11. Attitude towards (I) Library  
Service (ii) Readers: \_\_\_\_\_
12. General Behaviour: \_\_\_\_\_
13. Have the defects in his work  
conduct, attitude or behaviour  
brought to the notice of the  
officer concerned? Has any  
improvement in respect of defects  
complained of in the last report been  
communicated to him? \_\_\_\_\_
14. Intelligence, industry and Keeness: \_\_\_\_\_
15. Amenability to discipline: \_\_\_\_\_

**Himachal Pradesh Krishi Vishvavidyalaya, Palampur-176062**

Form for the confidential report on the work of grade b&c employees

Period covered by the Report -----

Report on the work:

(a) Name : -----

(b) Desionation : -----

Reporting Authority : -----

Aspect : ----- Report by Report by Report by -----

Industry and conscientiousness :

Handwriting and neatness :

Capacity and Intelligence :

Acquaintance with rules and :

order With special references to

accounts :

Quickness in the dispatch of

business :

Manners and power of working :

With others

Punctuality and regularity :

Reputation for honesty :

Defects, if any :

Fitness for promotion (in this :

Column it should also be stated

Whether the official has been able

satisfactorily to discharge his duties) :

-----  
Special aptitude

-----  
Grading: "Outstanding", "Very Good", "Good" "Average" and "Below Average"

44.

Signature of the Reporting Officer

Remarks of the Accepting Authority

## HARYANA AGRICULTURE UNIVERSITY HISSAR

Merit-Rating Chart Annual Confidential Report for the year/period ending

1. Employees Name : -----
2. Designation : -----
3. Place of Working : -----
4. Date of 1<sup>st</sup> employment & designation : -----
5. Date of birth : -----
6. Date of Retirement as per date of birth in service book : -----

**To Be Field In By Recording Officer**

### Qualities

|    |  |     |   |
|----|--|-----|---|
| 1. | Attendance/Regularity/<br>Punctuality          | (a) | Very irregular. Does not attend the office in time in spite of repeated warnings.                                       |
|    |  | (b) | Some times late in attendance or early in leaving. Requires frequent check-ups.   |
|    |  | (c) | Regular in attendance. However sometimes late   |
|    |  | (d) | Very regular. Attend office in time.  |
| 2. | Quality of work/<br>accuracy/ Correctness      | (a) | Work is of very inferior quality. Does not want to improve.   |
|    |  | (b) | Work is not upto the average. Does well if instruction.   |
|    |  | (c) | Careful and work satisfactorily   |
|    |  | (d) | Turns out good/average. Accurate and quick  |
| 3. | Comprehension<br>Mental group/<br>intelligence | (a) | Of a sluggish mentality and has a low general intelligence.   |
|    |  | (b) | Slow to grasp.  |
|    |  | (c) | Average general intelligence  |
|    |  | (d) | A high general intelligence and a quick grasp. Eager to learn more.   |
| 4. | Admitting Mistakes                             | (a) | Never admits mistakes, Think too much of himself. Throws blame on others.   |
|    |  | (b) | Argues about mistakes. Shrinks responsibility. Does not listen advice.  |
|    |  | (c) | Owens up us mistakes when painted out. Listen to advice.  |
|    |  | (d) | Admits mistakes as soon as comes to knowledge. Tries to find out the causes of mistakes to avoid re-occurrence of same. |

|     |   |     |  |
|-----|---|-----|--|
| 5.  | Dependability/<br>Reliability to work   | (a) | Not at all reliable  |
|     |   | (b) | Somewhat reliable. A clock watcher.  |
|     |   | (c) | Reliable. Sincere about his work   |
|     |   | (d) | Absolutely reliable has a high sense of responsibility.  |
| 6.  | Attitude/Behavior<br>towards work staff<br>members, public,<br>manners, courtesy. | (a) | Not at all to be entrusted in work. Not willing to learn and improve, destructionist. Short tempered.  |
|     |   | (b) | Shuns difficult work, keeps awkward but not rude. Unwilling worker.  |
|     |   | (c) | A willing worker, always congenial and cooperative. Civil, courteous and helpful.  |
|     |   | (d) | Very courteous. Has polished and charming manners goes out of way to render help to colleagues and subordinates. Ever on look out for improvement. |
| 7.  | Initiative Self<br>confidence<br>perseverance                                     | (a) | A routine worker, but usually waits to be told. Leave pending works.   |
|     |   | (b) | Has initiatives always seeks for better methods and ways of doing the jobs. Infuses enthusiasm and confidence in others. Clean table timely.       |
| 8.  | Capacity of develop   | (a) | Does not follow instructions. Makes no effort at all to develop. Further improvement doubtful.   |
|     |   | (b) | Follows instructions. Does not make much efforts to develop.   |
|     |   | (c) | Understands the 'how and why' of instructions. Carries out instructions in letter as well as in spirit.  |
|     |   | (d) | Very keen on development. Reads and does a lot towards this end.   |
| 9.  | Character/ Integrity  | (a) | Dishonest in small things and generally insincere.   |
|     |   | (b) | Honest and sincere enough.   |
|     |   | (c) | Absolutely honest and upright.   |
|     |   | (d) | Has a high sense of integrity. Infuses loyalty into others. Strong force for office moral  |
| 10. | Overall assessment  |     | Outstanding/ Very good/ Good/ Mediocre or average/ Bad or below average.   |
| 11. | Any punishment during last year   |     |  |

Submitted to the registrar on: -----

Reporting officer  
Designation  
Seal

Reviewing officer  
Designation  
Seal

Accepting authority  
Designation  
Seal

| TRAIT   | GRADING  |   |   |   | GRADING ALLOTTED WITH INITIALS |
|---|--|---|---|---|--------------------------------|
|   | A  | B   | C   | D   |                                |
| 9. Trustworthiness in handling secret papers  | Of a high order  | In good measure   | Adequate  | Not very satisfactory. In the habit of loose talk                       |                                |
| 10. Proficiency in Typing & Stenography (Applicable in case of typist, Steno typist and Stenographer) | Exceptionally good speed of 40/100. Neat in execution (2% mistakes, very clean presentation) | Reasonably good speed of 40/100 (3% mistakes, quite clean presentation) | Just adequate, speed of 40/100 (5% mistakes, fairly clean presentation) | Has scope for Improvement (less speed, more mistakes, shabby execution) |                                |

11. Over all appraisal : Outstanding/Very good/Good/Average/Below average

12. OTHER OBSERVATIONS : In case of any adverse remarks, please indicate serial nos. and state whether he/she was informed accordingly during the period of reporting as enjoined at (2)-General Instructions.

Signature of Reporting Officer

Name in Capitals \_\_\_\_\_

Dated : \_\_\_\_\_

Designation \_\_\_\_\_

PART III-REMARKS OF REVIEWING OFFICER

Signature of Reviewing Officer

Name in Capitals \_\_\_\_\_

Dated : \_\_\_\_\_

Designation \_\_\_\_\_

PART IV-REMARKS OF ACCEPTING OFFICER

Signature of Accepting Officer

Name in Capitals \_\_\_\_\_

Dated : \_\_\_\_\_

Designation \_\_\_\_\_

PART V-FOLLOW UP ACTION (By the Establishment Branch)

1. Reference and date of memorandum under which adverse remarks (if any) communicated to the employee being reported upon.
2. Date of receipt of representation, if any
3. Brief particulars of final decision taken on the representation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

**CONFIDENTIAL REPORT ON THE WORK AND CONDUCT OF CLASS 'C'  
EMPLOYEE FOR THE YEAR.....**

1. Name
2. Post held
3. Scale of Pay
4. Date of Birth
5. Educational Qualifications
6. Branch to which/officer to whom attached
7. Can he read and write Punjabi/Hindi/English
8. OBSERVATION ON :
  - (i) Intelligence :
  - (ii) Amenability to discipline :
  - (iii) Honesty & Integrity :
  - (iv) Punctuality :
  - (v) Devotion to duty :
9. Is he fit for promotion to the grade of Jamadar/  
Daftri/Reccord Lifter, etc.?
10. Are you prepared to retain him ?
11. Any other remarks :
12. Over all appraisal :

Outstanding/Very Good/Good  
Average/Below average.....

(Signature of the Reporting Officer)

Name in capitals \_\_\_\_\_

Designation \_\_\_\_\_

Dated \_\_\_\_\_

(Signature of Accepting Officer)

Name in capitals \_\_\_\_\_

Designation \_\_\_\_\_

Dated \_\_\_\_\_

**PUNJABI UNIVERSITY, PATIALA**

**Annual Confidential Report on the work and conduct of 'A' CLASS OFFICERS**

Year... ..

1. Name .. .. . 2. Post held .. .. .
3. Branch/Officer with whom attached .. .. .
4. Academic Qualifications acquired during the period under report .. .. .
5. Aspects of Assessment... .. .

|  | Bad | Average | Good | Very good | Out-standing | Marks obtained |
|--|-----|---------|------|-----------|--------------|----------------|
| a) Ability to discharge assigned work  | 2   | 4       | 6    | 8         | 10           |                |
| b) Knowledge of rules & ordinances and Proficiency to interpret the same   | 2   | 4       | 6    | 8         | 10           |                |
| c) Ability to take work from subordinates :<br>can he motivate them for better results ?<br>can he give effective guidance to this end ? | 2   | 4       | 6    | 8         | 10           |                |



**ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ**

**‘ਓ’ ਵਰਗ ਦੇ ਅਫਸਰਾਂ ਦੇ ਕੰਮ ਤੇ ਆਚਰਣ ਬਾਰੇ ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਰਟ**

ਸਾਲ \_\_\_\_\_

1. ਨਾਂ \_\_\_\_\_ 2. ਆਸਾਮੀ/ਅਹੁਦਾ \_\_\_\_\_
3. ਸ਼ਾਖਾ/ਅਫਸਰ ਜਿਸ ਨਾਲ ਸਬੰਧਤ ਹੈ \_\_\_\_\_
4. ਰਿਪੋਰਟ ਅਧੀਨ ਸਮੇਂ ਦੌਰਾਨ ਅਕਾਦਮਿਕ ਯੋਗਤਾ ਵਿੱਚ ਕੀਤਾ ਵਾਧਾ \_\_\_\_\_
5. ਮੁਲਾਂਕਣ ਦੇ ਪੱਖ \_\_\_\_\_

|  | ਮਾੜਾ | ਦਰਮਿਆਨਾ | ਚੰਗਾ | ਬਹੁਤ ਚੰਗਾ | ਅਤਿ ਉੱਤਮ | ਪ੍ਰਾਪਤ ਅੰਕ |
|--|------|---------|------|-----------|----------|------------|
| ੳ) ਦਿੱਤੇ ਕੰਮ ਨੂੰ ਨਿਭਾਉਣ ਦੀ ਯੋਗਤਾ   | 2    | 4       | 6    | 8         | 10       |            |
| ਅ) ਨਿਯਮਾਂ ਤੇ ਔਰਡਿਨੈਂਸਾਂ ਦਾ ਗਿਆਨ ਤੇ ਉਨ੍ਹਾਂ ਦੀ ਵਿਆਖਿਆ ਵਿੱਚ ਮੁਹਾਰਤ/ਕੁਸ਼ਲਤਾ  | 2    | 4       | 6    | 8         | 10       |            |
| ੲ) ਅਧੀਨ ਕਰਮਚਾਰੀਆਂ ਤੋਂ ਕੰਮ ਲੈਣ ਦੀ ਯੋਗਤਾ : ਕੀ ਉਨ੍ਹਾਂ ਤੋਂ ਚੰਗੇ ਨਤੀਜੇ ਲੈਣ ਲਈ ਪ੍ਰੇਰ ਸਕਦਾ ਹੈ ?<br>ਕੀ ਇੱਸ ਦਿਸ਼ਾ ਵਿੱਚ ਯੋਗ ਅਗਵਾਈ ਦੇ ਸਕਦਾ ਹੈ ? | 2    | 4       | 6    | 8         | 10       |            |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| d) Industry & interest in work.<br>How does he keep himself informed about new developments ?<br>How does he perform different kinds of works | 2 | 4 | 6 | 8 | 10 |
| c) i) Is he punctual ?<br>ii) Is he disciplined ?   | 1 | 2 | 3 | 4 | 5  |
|   | 1 | 2 | 3 | 4 | 5  |
| f) Honesty & integrity  | 1 | 2 | 3 | 4 | 5  |
| g) Level of initiative & enterprise   | 2 | 4 | 6 | 8 | 10 |
| b) Attitude towards :—<br>i) Seniors<br>ii) Colleagues/Visitors/Students etc  | 1 | 2 | 3 | 4 | 5  |
|   | 1 | 2 | 3 | 4 | 5  |
| i) Capacity to improve for better results in work assigned to his subordinates  | 2 | 4 | 6 | 8 | 10 |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| ਸ) ਕਾਰਜ ਪ੍ਰਤੀ ਮਿਹਨਤ ਤੇ ਦਿਲਚਸਪੀ। ਉਹ ਨਵੀਂ ਤੋਂ ਨਵੀਂ ਸਥਿਤੀ ਤੋਂ ਕਿਵੇਂ ਜਾਣੂੰ ਰਹਿੰਦਾ ਹੈ ਤੇ ਵੱਖ ਵੱਖ ਕਿਸਮ ਦੇ ਕੰਮ ਕਿਵੇਂ ਕਰਦਾ ਹੈ ? | 2 | 4 | 6 | 8 | 10 |
| ਹ) i) ਕੀ ਉਹ ਸਮੇਂ ਦਾ ਪਾਬੰਦ ਹੈ ?<br>ii) ਕੀ ਜ਼ਬਤ ਵਿੱਚ ਰਹਿੰਦਾ ਹੈ ?  | 1 | 2 | 3 | 4 | 5  |
|   | 1 | 2 | 3 | 4 | 5  |
| ਕ) ਦਿਆਨਤਦਾਰੀ ਤੇ ਸਵੱਛਤਾ  | 1 | 2 | 3 | 4 | 5  |
| ਖ) ਪਹਿਲਕਦਮੀ ਦਾ ਪੱਧਰ ਤੇ ਉੱਦਮ   | 2 | 4 | 6 | 8 | 10 |
| ਗ) ਨਿਮਨ ਪ੍ਰਤੀ ਵਤੀਰਾ<br>i) ਸੀਨੀਅਰ<br>ii) ਸਹਿਚਾਰੀਆ/ਮੁਲਾਕਾਤੀਆ/ਵਿਦਿਆਰਥੀਆ ਆਦਿ  | 1 | 2 | 3 | 4 | 5  |
|   | 1 | 2 | 3 | 4 | 5  |
| ਘ) ਆਪਣੇ ਅਧੀਨ ਕੰਮ ਵਿੱਚ ਚੰਗੇ ਨਤੀਜਿਆ ਲਈ ਸੁਧਾਰ ਬਾਰੇ ਸਮਰਥਾ   | 2 | 4 | 6 | 8 | 10 |

|   |      |       |       |       |          |
|---|------|-------|-------|-------|----------|
| j) Does he accept additional responsibilities with a smiling face and tries to learn new techniques ? | 1    | 2     | 3     | 4     | 5        |
| k) Does he command respect from his subordinates ?  | 1    | 2     | 3     | 4     | 5        |
| l) How tactfully can he deal with difficult situations arising in the course of his work ?            | 1    | 2     | 3     | 4     | 5        |
| m) Proficiency in the use of Punjabi language in official work  | 2    | 4     | 6     | 8     | 10       |
| Total number of marks secured   |      |       |       |       |          |
| 6. I) Over all assessment :<br>Please tick relevant column  | 0,30 | 31-50 | 51-70 | 71-85 | above 86 |
| II) Defects if any  |      |       |       |       |          |

|  |      |       |       |       |             |
|--|------|-------|-------|-------|-------------|
| ੜ) ਕੀ ਵਾਧੂ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਖਿੱਚੇ ਮੱਥੇ ਸਵੀਕਾਰ ਕਰਦਾ ਹੈ ਅਤੇ ਆਪਣੇ ਕੰਮ ਨੂੰ ਕਰਨ ਲਈ ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਸਿੱਖਣ ਲਈ ਉਦਮ ਕਰਦਾ ਹੈ ? | 1    | 2     | 3     | 4     | 5           |
| ਚ) ਕੀ ਆਪਣੇ ਅਧੀਨ ਕਰਮਚਾਰੀਆਂ ਤੋਂ ਇੱਜ਼ਤ ਮਾਣ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ ?   | 1    | 2     | 3     | 4     | 5           |
| ਫ) ਆਪਣੇ ਕੰਮ ਵਿੱਚ ਪੈਦਾ ਹੋਈਆਂ ਔਖੀਆਂ ਹਾਲਤਾਂ ਨੂੰ ਕਿੰਨੀ ਜੁਗਤ ਨਾਲ ਨਜਿਠਦਾ ਹੈ ?  | 1    | 2     | 3     | 4     | 5           |
| ਜ) ਦਫ਼ਤਰੀ ਕੰਮ-ਕਾਜ ਵਿੱਚ ਪੰਜਾਬੀ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਕੁਸ਼ਲਤਾ :  | 2    | 4     | 6     | 8     | 10          |
| ਕੁੱਲ ਪ੍ਰਾਪਤ ਕੀਤੇ ਨੰਬਰ  |      |       |       |       |             |
| 6. i) ਸਮੁੱਚਾ ਮੁਲਾਂਕਣ : ਕਿਰਪਾ ਕਰਕੇ ਸਬਧਤ ਖ਼ਾਨਾ ਟਿੱਕ ਕਰੋ  | 0-30 | 31-50 | 51-70 | 71-85 | 86 ਤੋਂ ਉੱਪਰ |
| ii) ਨੁਕਸ ਜੋ ਕੋਈ ਹੋਵੇ   |      |       |       |       |             |

| III) Is he fit for promotion ?                                | Yes   | No  |
|---|---|---|
| Signature of Reviewing Authority with stamp<br>... ..<br>Date |   | Signature of Reporting Authority with stamp<br>... ..<br>Date |
|   | Signature of Accepting Authority with stamp |   |

Authorities for initiating, Reviewing & Accepting the Annual Confidential reports are as under :—

|                                    | Reporting Officer   | Reviewing Authority                                | Accepting Authority                                |
|------------------------------------|---|--|--|
| Superintendent Gr-I & II           | Immediate Senior Officer under whom he is working.            | Immediate Senior Officer of the Reporting Officer  | Immediate Senior Officer of the Reviewing Officer. |
| Assistant Registrar                | Immediate Senior Officer/Registrar.                           | Immediate Senior Officer of the Reporting Officer. | Immediate Senior Officer of the Reviewing Officer. |
| Deputy Registrar & Finance Officer | Immediate Senior Officer under whom he is working /Registrar. | —do—   | —do—   |
| Other Officers of Category A       | —do—  | —do—   | —do—   |
| Steno-Typists                      | Officer under whom he is working                              | Officer with whom he is attached                   | Officer with whom he is attached                   |

| iii) ਕੀ ਤਰੱਕੀ ਲਈ ਯੋਗ ਹੈ ?                    | ਹਾਂ | ਨਹੀਂ   |
|--|-----|--|
| ਨਜ਼ਰਸਾਨੀ ਅਥਾਰਿਟੀ ਦੇ ਦਸਖਤ ਅਤੇ ਮੋਹਰ ਮਿਤੀ _____ |     | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਫ਼ਸਰ ਦੇ ਦਸਖਤ ਅਤੇ ਮੋਹਰ ਮਿਤੀ _____ |
| ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ ਦੇ ਦਸਖਤ ਅਤੇ ਮੋਹਰ     |     |  |

ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਰਟ ਲਿਖਣ, ਉਨ੍ਹਾਂ ਦੀ ਨਜ਼ਰਸਾਨੀ ਕਰਨ ਅਤੇ ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀਆਂ ਅਥਾਰਿਟੀਆਂ ਨਿਮਨ ਅਨੁਸਾਰ ਹਨ :

|                                   | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲਾ ਅਫ਼ਸਰ                           | ਨਜ਼ਰਸਾਨੀ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                | ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                         |
|-----------------------------------|--|--|---|
| ਸੁਪਰਡੈਂਟ (ਗਰੇਡ I ਤੇ II)           | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫ਼ਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ ।         | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫ਼ਸਰ । | ਨਜ਼ਰਸਾਨੀ ਕਰਨ ਵਾਲੇ ਅਫ਼ਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫ਼ਸਰ । |
| ਸਹਾਇਕ ਰਜਿਸਟਰਾਰ                    | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫ਼ਸਰ/ ਰਜਿਸਟਰਾਰ                      | —ਉਹੀ—                                    | —ਉਹੀ—   |
| ਡਿਪਟੀ ਰਜਿਸਟਰਾਰ ਅਤੇ ਵਿੱਤ ਅਫ਼ਸਰ     | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫ਼ਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ/ ਰਜਿਸਟਰਾਰ | —ਉਹੀ—                                    | —ਉਹੀ—   |
| ਹੋਰ 'ਓ' ਵਰਗ ਦ ਅਫ਼ਸਰ ਸਟੈਨੋ-ਟਾਈਪਿਸਟ | —ਉਹੀ—<br>ਅਫ਼ਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ ।            | —ਉਹੀ—<br>ਅਫ਼ਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ ।     | —ਉਹੀ—<br>ਅਫ਼ਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ ।            |

**PUNJABI UNIVERSITY, PATIALA**

Annual Confidential Report regarding the work and Conduct of Officers/Officials of Category 'B'

Year.....

1. Name ..... 1. (a) Father's name.....  
 2. Post held..... 2. (a) Date of joining the Department/Branch.....  
 3. Branch/Officer with whom attached.....  
 4. Academic qualifications acquired during the year under review.....

| 5. Knowledge & Efficiency in work.   | Bad | Average | Good | Very Good | Out-standing | Marks Obtained |
|--|-----|---------|------|-----------|--------------|----------------|
| Industry & devotion.   | 2   | 4       | 6    | 8         | 10           |                |
| Capacity to discharge the work assigned.   | 3   | 6       | 9    | 12        | 15           |                |
| Does the official maintain the office record/Machines/equipment duly & uses it properly ?  | 2   | 4       | 6    | 8         | 10           |                |
| Is the official well-conversant with rules and ordinances ? Does he keep himself informed of the amendments made from time to time in rules & ordinances ? | 2   | 4       | 6    | 8         | 10           |                |

**ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ**

**'ਅ' ਸ਼੍ਰੇਣੀ ਦੇ ਕਰਮਚਾਰੀਆਂ/ਅਫਸਰਾਂ ਦੇ ਕੰਮ ਅਤੇ ਆਚਰਣ ਬਾਰੇ ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਟ**

ਸਾਲ \_\_\_\_\_

1. ਨਾਂ..... 1.-ਉ. ਪਿਤਾ ਦਾ ਨਾਂ.....  
 2. ਆਸਾਮੀ/ਅਹੁਦਾ..... 2.-ਉ. ਵਿਭਾਗ/ਬ੍ਰਾਂਚ ਵਿਖੇ ਹਾਜ਼ਰੀ ਦੀ ਮਿਤੀ.....  
 3. ਸ਼ਾਖਾ/ਅਧਿਕਾਰੀ ਜਿਸ ਨਾਲ ਸਬੰਧਤ ਹੈ.....  
 4. ਨਿਰੀਖਣ ਸਮੇਂ ਦੌਰਾਨ ਅਕਾਦਮਿਕ ਯੋਗਤਾ ਵਿੱਚ ਕੀਤਾ ਵਾਧਾ.....

| 5. ਕੰਮ ਦਾ ਗਿਆਨ ਤੇ ਮੁਹਾਰਤ/ਕੁਸ਼ਲਤਾ   | ਮਾੜਾ | ਦਰਮਿਆਨਾ | ਚੰਗਾ | ਬਹੁਤ ਚੰਗਾ | ਅਤਿ ਉੱਤਮ | ਪ੍ਰਾਪਤ ਅੰਕ |
|--|------|---------|------|-----------|----------|------------|
| ਮਿਹਨਤ ਤੇ ਲਗਨ   | 2    | 4       | 6    | 8         | 10       |            |
| ਸੌਂਪੇ ਹੋਏ ਕੰਮਾਂ ਨੂੰ ਕਿੰਨੀ ਚੰਗੀ ਤਰ੍ਹਾਂ ਨਿਭਾਉਣ ਦੀ ਸਮਰੱਥਾ ਹੈ ?  | 3    | 6       | 9    | 12        | 15       |            |
| ਕੀ ਕਰਮਚਾਰੀ ਦਫਤਰ ਦੇ ਰਿਕਾਰਡ/ਮਸ਼ੀਨਾਂ/ਸਮਾਨ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸੰਭਾਲਦਾ ਤੇ ਵਰਤੋਂ ਵਿੱਚ ਲਿਆਉਂਦਾ ਹੈ ?  | 2    | 4       | 6    | 8         | 10       |            |
| ਕੀ ਕਰਮਚਾਰੀ ਨਿਯਮਾਂ ਅਤੇ ਔਰਡਿਨੈਂਸਾਂ ਤੋਂ ਪੂਰੀ ਤਰ੍ਹਾਂ ਜਾਣੂ ਹੈ ? ਕੀ ਉਸ ਨੂੰ ਨਿਯਮਾਂ ਅਤੇ ਔਰਡਿਨੈਂਸਾਂ ਵਿੱਚ ਸਮੇਂ ਸਮੇਂ ਸੋਧ ਬਾਰੇ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹੁੰਦੀ ਹੈ ? | 2    | 4       | 6    | 8         | 10       |            |

|   |   |   |   |   |    |  |
|---|---|---|---|---|----|--|
| Does he properly attend to the incoming & outgoing Dak ?  | 2 | 4 | 6 | 8 | 10 |  |
| Standard of writing & keeping the record clean.   | 1 | 2 | 3 | 4 | 5  |  |
| Proficiency in the use of Punjabi language in official work.  | 2 | 4 | 6 | 8 | 10 |  |
| 6. Trust worthiness & credibility<br>How does the employee receive the instructions and how far does he bring those in practice ?                               | 1 | 2 | 3 | 4 | 5  |  |
| How much Supervision does he require in the discharge of his duties ?<br>Note :—An employee requiring minimum of Supervision shall be entitled to higher marks. | 1 | 2 | 3 | 4 | 5  |  |
| Punctuality & Discription.  | 1 | 2 | 3 | 4 | 5  |  |

|   |   |   |   |   |    |  |
|---|---|---|---|---|----|--|
| ਉਹ ਬਾਹਰੋਂ ਆਉਣ ਵਾਲੀ ਤੇ ਬਾਹਰ ਜਾਣ ਵਾਲੀ ਡਾਕ ਨੂੰ ਕਿੰਨੀ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸੰਭਾਲਦਾ ਹੈ ?  | 2 | 4 | 6 | 8 | 10 |  |
| ਲਿਖਤ ਦੀ ਪੱਧਰ ਤੇ ਰਿਕਾਰਡ ਨੂੰ ਸਾਫ਼ ਸੁਥਰਾ ਰੱਖਣਾ   | 1 | 2 | 3 | 4 | 5  |  |
| ਦਫ਼ਤਰੀ ਕੰਮ-ਕਾਜ ਵਿੱਚ ਪੰਜਾਬੀ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਕੁਸ਼ਲਤਾ  | 2 | 4 | 6 | 8 | 10 |  |
| 6. ਭਰੋਸੇ ਯੋਗਤਾ ਅਤੇ ਵਿਸ਼ਵਾਸ ਯੋਗਤਾ<br>ਕਰਮਚਾਰੀ ਹਦਾਇਤਾਂ ਨੂੰ ਕਿਵੇਂ ਸਵੀਕਾਰ ਕਰਦਾ ਹੈ ਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਕਿੰਨੀ ਚੰਗੀ ਤਰ੍ਹਾਂ ਅਮਲ ਵਿੱਚ ਲਿਆਉਂਦਾ ਹੈ ?                    | 1 | 2 | 3 | 4 | 5  |  |
| ਉਸ ਨੂੰ ਦਿੱਤੇ ਹੋਏ ਕੰਮ ਨੂੰ ਨਿਭਾਉਣ ਵਿੱਚ ਕਿੰਨੀ ਕੁ ਨਿਗਰਾਨੀ ਦੀ ਲੋੜ ਹੈ ?<br>ਨੋਟ : ਜਿਸ ਨੂੰ ਘੱਟ ਤੋਂ ਘੱਟ ਨਿਗਰਾਨੀ ਦੀ ਲੋੜ ਹੋਵੇਗੀ, ਉਹ ਵਧੇਰੇ ਨੌਬਰਾ ਦਾ ਪਾਤਰ ਹੋਵੇਗਾ । | 1 | 2 | 3 | 4 | 5  |  |
| ਵਕਤ ਦੀ ਪਾਬੰਦੀ ਅਤੇ ਜ਼ਬਤ/ਅਨੁਸ਼ਾਸਨ   | 1 | 2 | 3 | 4 | 5  |  |

| Honesty & Integrity  | 1 | 2 | 3 | 4  | 5  |
|--|---|---|---|----|----|
| 7. General attitude & Personal traits.   |   |   |   |    |    |
| (a) Attitude during office work and after that   | 1 | 2 | 3 | 4  | 5  |
| (b) Manner of disposing off visitors/ Enquiries.   | 1 | 2 | 3 | 4  | 5  |
| (c) Does the employee accept additional responsibilities with a smiling face and has he interest in learning new methods ? | 1 | 2 | 3 | 4  | 5  |
| (d) Personality. Preservation, Behaviour etc.  | 1 | 2 | 3 | 4  | 5  |
| 8. Additional standards in respect of performances of Assistants.  |   |   |   |    |    |
| (a) Does the official show initiative in Planning work of his section & take initiative in its disposal ?                  | 3 | 6 | 9 | 12 | 15 |

| ਦਿਆਨਤਦਾਰੀ ਤੇ ਸਵੈਛੇਤਾ   | 1 | 2 | 3 | 4  | 5  |
|--|---|---|---|----|----|
| 7. ਆਮ ਵਤੀਰਾ ਤੇ ਨਿੱਜੀ ਲੱਛਣ<br>(ੳ) ਕੰਮ ਦੇ ਦੌਰਾਨ ਤੇ ਕੰਮ ਤੋਂ ਬਾਹਰ ਵਤੀਰਾ  | 1 | 2 | 3 | 4  | 5  |
| (ਅ) ਮੁਲਾਕਾਤੀਆਂ/ਪੁੱਛ-ਗਿੱਛ ਕਾਰਜ ਨਿਭਾਉਣ ਦਾ ਤਰੀਕਾ  | 1 | 2 | 3 | 4  | 5  |
| (ੳ) ਕੀ ਕਰਮਚਾਰੀ ਵਾਧੂ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਨੂੰ ਖਿੱਤੇ ਮੱਥੇ ਸਵੀਕਾਰ ਕਰਦਾ ਹੈ ਅਤੇ ਨਵੇਂ ਤਰੀਕਿਆਂ ਨੂੰ ਸਿੱਖਣ ਲਈ ਦਿਲਚਸਪੀ ਰਖਦਾ ਹੈ ?                                 | 1 | 2 | 3 | 4  | 5  |
| (ਸ) ਸ਼ਖਸੀਅਤ, ਪੇਸ਼ਕਾਰੀ, ਵਿਹਾਰ ਆਦਿ   | 1 | 2 | 3 | 4  | 5  |
| 8. ਸਹਾਇਕਾ ਦੀ ਕਾਰਗੁਜ਼ਾਰੀ ਨਿਰੀਖਣ ਲਈ ਵਾਧੂ ਮਾਪ-ਦੇਡ<br>(ੳ) ਕੀ ਕਰਮਚਾਰੀ ਆਪਣੇ ਸ਼ੈਕਸ਼ਨ ਦੇ ਕੰਮ ਦੀ ਵਿਉਂਤ-ਬੰਦੀ ਤੇ ਇਸ ਦੇ ਨਬੇੜੇ ਵਿੱਚ ਪਹਿਲ-ਕਦਮੀ ਦਰਸਾਉਂਦਾ ਹੈ ? | 3 | 6 | 9 | 12 | 15 |

|   |      |       |       |       |          |
|---|------|-------|-------|-------|----------|
| (b) How far can the employee get co-operation of his subordinates ? | 3    | 6     | 9     | 12    | 15       |
| (c) Can the employee be entrusted with confidential work ?          | 1    | 2     | 3     | 4     | 5        |
| (d) Brevity & Clarity in dealing with the cases                     | 3    | 6     | 9     | 12    | 15       |
| Total (Column 5-8)  |      |       |       |       |          |
| 9. Over-all assessment (Please tick the relevant column)            | 0-30 | 31-50 | 51-70 | 71-85 | above 86 |
| Clerk/Assistant   |      |       |       |       |          |
| Defects if any  |      |       |       |       |          |

|   |      |       |       |       |            |
|---|------|-------|-------|-------|------------|
| (ਅ) ਕਰਮਚਾਰੀ ਆਪਣੇ ਅਧੀਨ ਅਮਲੇ ਕੋਲੋਂ ਕਿੰਨਾ ਮਿਲਵਰਤਣ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ ? | 3    | 6     | 9     | 12    | 15         |
| (ੲ) ਕੀ ਕਰਮਚਾਰੀ ਨੂੰ ਗੁਪਤ ਕਿਸਮ ਦਾ ਕੰਮ ਸੌਂਪਿਆ ਜਾ ਸਕਦਾ ਹੈ ?         | 1    | 2     | 3     | 4     | 5          |
| (ਸ) ਕੌਸ ਨੂੰ ਪੇਸ਼ ਕਰਨ ਵਿਚ ਸੰਬੰਧਤਾ ਤੇ ਸਪੱਸ਼ਟਤਾ                    | 3    | 6     | 9     | 12    | 15         |
| ਕੁੱਲ ਜੋੜ (ਖਾਨਾ 5-8)   |      |       |       |       |            |
| 9. ਸਮੁੱਚਾ ਮੁਲਾਂਕਣ (ਕਿਰਪਾ ਕਰਕੇ ਸੰਬੰਧਤ ਖਾਨਾ ਟਿਕ ਕਰੋ)              |      |       |       |       |            |
| ਕਲਰਕ/ਸਹਾਇਕ  | 0-30 | 31-50 | 51-70 | 71-85 | 86 ਤੋਂ ਉਪਰ |
| ਨੁਕਸ ਜੇ ਕੋਈ ਹੋਵੇ  |      |       |       |       |            |

Is the official fit for promotion

Yes

No

Signature of the  
Reviewing Officer  
(with stamp)

Signature of the reporting  
officer (with stamp)

Date.....

Date .....

Signature of the  
Accepting officer  
(with stamp)

Note : In case a column is not required to be used in respect of certain official of any category the words "Not applicable" may be written in that column distinctly and maximum number of marks reserved for that column be subtracted from the maximum/total marks reserved for over all assessment and percentage of marks for every column be struck on the basis of rest of the maximum marks.

ਕੀ ਕਰਮਚਾਰੀ ਤਰੱਕੀ ਦੇ ਯੋਗ ਹੈ ?

ਹਾਂ

ਨਹੀਂ

ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਦੇ ਦਸਤਖਤ  
(ਸਮੇਤ ਮੁਹਰ)

ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਫਸਰ ਦੇ ਦਸਤਖਤ  
(ਸਮੇਤ ਮੁਹਰ)

ਮਿਤੀ

ਮਿਤੀ

ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਦੇ ਦਸਤਖਤ  
(ਸਮੇਤ ਮੁਹਰ)

ਨੋਟ :- ਜੇ ਕਿਸੇ ਸ਼੍ਰੇਣੀ ਦੇ ਕਰਮਚਾਰੀ ਦੇ ਕੇਸ ਵਿਚ ਕੁਝ ਖਾਨਿਆ ਦੀ ਵਰਤੋਂ ਦੀ ਲੋੜ ਨਾ ਹੋਵੇ ਤਾਂ ਉਨ੍ਹਾਂ ਖਾਨਿਆਂ ਵਿਚ ਸਪੱਸ਼ਟ ਤੌਰ ਤੇ "ਲੋੜ ਨਹੀਂ" ਲਿਖ ਦਿੱਤਾ ਜਾਵੇ ਅਤੇ ਉਸ ਖਾਨੇ/ਖਾਨਿਆਂ ਦਾ ਅਧਿਕਤਮ ਨੰਬਰ ਸਮੁੱਚੇ ਮੁਲਾਂਕਣ ਲਈ ਨਿਰਧਾਰਤ ਕੁੱਲ ਨੰਬਰਾਂ 'ਚੋਂ ਘਟਾ ਲਏ ਜਾਣ ਅਤੇ ਰਹਿੰਦੇ ਅਧਿਕਤਮ ਅੰਕਾਂ ਦੇ ਆਧਾਰ ਤੇ ਹਰ ਇਕ ਖਾਨੇ ਲਈ ਪ੍ਰਤੀ ਸੈਂਕੜਾ ਨਿਸ਼ਬਤ ਕੱਢ ਲਈ ਜਾਵੇ ।

Authorities for initiating, Reviewing & Accepting the Annual Confidential reports as under :—

|                                    | Reporting Officer  | Reviewing Authority                                | Accepting Authority                                |
|------------------------------------|--|--|--|
| Superintendent Gr. I & II          | Immediate Senior Officer under whom he is working.           | Immediate Senior Officer of the Reporting Officer. | Immediate Senior Officer of the Reviewing Officer. |
| Assistant Registrar                | Immediate Senior Officer/Registrar.                          | -do-   | -do-   |
| Deputy Registrar & Finance Officer | Immediate Senior Officer/Registrar under whom he is working. | -do-   | -do-   |
| Other Officer of Category 'A'      | -do-   | -do-   | -do-   |
| Steno-typists                      | Officer under whom he is working.                            | Officer with whom he is attached.                  | Officer with whom attached.                        |
| Stenographer                       | -do-   | -do-   | -do-   |
| Personal Assistant                 | -do-   | -do-   | -do-   |
| Clerk/Assistant                    | Superintendent Gr I & II<br>(As may be Applicable)           | Immediate Senior Officer to the Reporting Officer. | Immediate Senior Officer to the Reviewing Officer. |

ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਰਟ ਲਿਖਣ, ਉਨ੍ਹਾਂ ਦੀ ਰੀਵਿਊ ਕਰਨ ਅਤੇ ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀਆਂ ਅਥਾਰਿਟੀਆਂ ਨਿਮਨ ਅਨੁਸਾਰ ਨੀਅਤ ਹਨ :

|                              | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲਾ ਅਫਸਰ                           | ਰੀਵਿਊ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                      | ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                   |
|------------------------------|---|---|---|
| ਸੁਪਰਡੈਂਟ (ਗਰੇਡ I ਤੇ II)      | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ।          | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ।      | ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। |
| ਸਹਾਇਕ ਰਜਿਸਟਰਾਰ               | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ/ਰਜਿਸਟਰਾਰ।                      | -ਉਹੀ-                                       | -ਉਹੀ-                                     |
| ਡਿਪਟੀ ਰਜਿਸਟਰਾਰ ਅਤੇ ਵਿੱਤ ਅਫਸਰ | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ/ਰਜਿਸਟਰਾਰ। | -ਉਹੀ-                                       | -ਉਹੀ-                                     |
| ਹੋਰ 'ਉ' ਵਰਗ ਦੇ ਅਫਸਰ          | -ਉਹੀ-   | -ਉਹੀ-                                       | -ਉਹੀ-                                     |
| ਸਟੇਨੋ ਟਾਈਪਿਸਟ                | ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ।                      | ਅਫਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ।                   | ਅਫਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ।                 |
| ਸਟੇਨੋਗਰਾਫਰ                   | -ਉਹੀ-   | -ਉਹੀ-                                       | -ਉਹੀ-                                     |
| ਨਿੱਜੀ ਸਹਾਇਕ                  | -ਉਹੀ-   | -ਉਹੀ-                                       | -ਉਹੀ-                                     |
| ਕਲਰਕ/ਸਹਾਇਕ                   | ਸੁਪਰਡੈਂਟ ਗਰੇਡ-I/II<br>(ਜਿਥੇ ਜਿਵੇਂ ਠਾਗੂ ਹੋਵੇ)    | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। | ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। |

**PUNJABI UNIVERSITY, PATIALA**

Annual Confidential report regarding the work & conduct of  
officials of Category 'C'

Year \_\_\_\_\_

1. Name \_\_\_\_\_ 1. (A) Father's Name \_\_\_\_\_
2. Post held \_\_\_\_\_ 2. (A) Date of joining  
the Department/Branch \_\_\_\_\_
3. Branch/Officer to whom attached \_\_\_\_\_
4. Academic qualifications acquired during the year \_\_\_\_\_
5. Can Read/Write  
Punjabi/Hindi/English

|         | Can read | Can write | Can read & write |
|---------|----------|-----------|------------------|
| Punjabi |          |           |                  |
| Hindi   |          |           |                  |
| English |          |           |                  |

**ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ**

'ਏ' ਵਰਗ ਦੇ ਕਰਮਚਾਰੀਆ ਦੇ ਕੰਮ ਅਤੇ ਆਚਰਣ ਬਾਰੇ ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਟ

ਸਾਲ \_\_\_\_\_

1. ਨਾਮ \_\_\_\_\_ 1. (ਓ) ਪਿਤਾ ਦਾ ਨਾਂ \_\_\_\_\_
2. ਆਸਾਮੀ/ਅਹੁਦਾ \_\_\_\_\_ 2. (ਓ) ਵਿਭਾਗ/ਬ੍ਰਾਂਚ ਵਿਖੇ ਹਾਜ਼ਰੀ ਦੀ ਮਿਤੀ \_\_\_\_\_
3. ਸਾਖਾ/ਅਧਿਕਾਰੀ ਜਿਸ ਨਾਲ ਸੰਬੰਧਤ ਹੈ \_\_\_\_\_
4. ਨਿਰੀਖਣ ਸਮੇਂ ਦੌਰਾਨ ਅਕਾਦਮਿਕ ਯੋਗਤਾ ਵਿਚ ਕੀਤਾ ਵਾਧਾ \_\_\_\_\_

5. ਪੰਜਾਬੀ/ਹਿੰਦੀ/ਅੰਗ੍ਰੇਜ਼ੀ ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦੀ ਸਮਰੱਥਾ

ਪੰਜਾਬੀ

ਹਿੰਦੀ

ਅੰਗ੍ਰੇਜ਼ੀ

|  | ਪੜ੍ਹਨ ਸਮਰੱਥਾ | ਲਿਖਣ ਸਮਰੱਥਾ | ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਸਮਰੱਥਾ |
|--|--------------|-------------|----------------------|
|  |              |             |                      |
|  |              |             |                      |
|  |              |             |                      |

| 6. Aspects for assessment                   | Bad | Average | Good | Very Good | Out standing | Marks obtained |
|---|-----|---------|------|-----------|--------------|----------------|
| (a) Industry & Devotion                     | 2   | 4       | 6    | 8         | 10           |                |
| (b) Capacity to discharge the work assigned | 2   | 4       | 6    | 8         | 10           |                |
| (c) Punctuality & Discipline                | 2   | 4       | 6    | 8         | 10           |                |
| (d) Ability                                 | 1   | 2       | 3    | 4         | 5            |                |
| (e) Honesty & Integrity                     | 1   | 2       | 3    | 4         | 5            |                |
| (f) Attitude towards colleagues             | 1   | 2       | 3    | 4         | 5            |                |

~~ਸ਼ਿਕਾਇਤਾਂ~~

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| 6. ਮੁਲਾਕਾਤ ਦੇ ਪੱਖ :                | ਮਾਤਾ | ਦਰਮਿਆਨਾ | ਚੰਗਾ | ਬਹੁਤ ਚੰਗਾ | ਅਤਿ ਉਤਮ | ਪ੍ਰਾਪਤ ਅੰਕ |
|------------------------------------|------|---------|------|-----------|---------|------------|
| (ੳ) ਲਗਨ ਤੇ ਮਿਹਨਤ                   | 2    | 4       | 6    | 8         | 10      |            |
| (ਅ) ਦਿੱਤੇ ਕੰਮ ਨੂੰ ਨਿਭਾਉਣ ਦੀ ਸਮਰੱਥਾ | 2    | 4       | 6    | 8         | 10      |            |
| (ੲ) ਵਕਤ ਦੀ ਪਾਬੰਦੀ ਤੇ ਜ਼ਬਤ/ਅਨੁਸ਼ਾਸਨ | 2    | 4       | 6    | 8         | 10      |            |
| (ਸ) ਲਿਆਕਤ                          | 1    | 2       | 3    | 4         | 5       |            |
| (ਹ) ਦਿਆਨਤਦਾਰੀ ਤੇ ਸਵੱਛਤਾ            | 1    | 2       | 3    | 4         | 5       |            |
| (ਕ) ਸਹਿਚਾਰੀਆ ਪ੍ਰਤੀ ਵਤੀਰਾ           | 1    | 2       | 3    | 4         | 5       |            |

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|   |   |   |   |    |    |  |
|---|---|---|---|----|----|--|
| (g) Personal traits<br>(Personality, Presentation,<br>behaviour etc.) | 1 | 2 | 3 | 4  | 5  |  |
| Total Marks (Serial No. 6)  |   |   |   |    |    |  |
| 7. For Daftries/Book Binders/record lifters<br>etc.                   |   |   |   |    |    |  |
| (a) Capacity to maintain Machines                                     | 3 | 6 | 9 | 12 | 15 |  |
| (b) Acquaintance with job requirements                                | 2 | 4 | 6 | 8  | 10 |  |
| Total Marks (Serial 6 & 7)  |   |   |   |    |    |  |
| 8. Overall assessment (Please tick the<br>relevant Column)            |   |   |   |    |    |  |
|   |   |   |   |    |    |  |
| (ਖ) ਨਿੱਜੀ ਲੱਛਣ<br>(ਸ਼ਖਸੀਅਤ, ਪੇਸ਼ਕਾਰੀ, ਵਿਹਾਰ ਆਦਿ)                      | 1 | 2 | 3 | 4  | 5  |  |
| ਕੁੱਲ ਨੰਬਰ (ਕ੍ਰਮ ਅੰਕ 6)  |   |   |   |    |    |  |
| 7. ਦਫ਼ਤਰੀਆਂ/ਜਿਲਦਸਾਜ਼ਾ/ਰਿਕਾਰਡ ਲਿਫਟਰਾਂ<br>ਆਦਿ ਲਈ                        |   |   |   |    |    |  |
| (ੳ) ਮਸ਼ੀਨਾਂ ਦੇ ਸੰਚਾਲਣ ਤੇ ਸੰਭਾਲ ਸਮਰੱਥਾ                                 | 3 | 6 | 9 | 12 | 15 |  |
| (ਅ) ਕੰਮ ਦੀਆਂ ਲੋੜਾਂ ਨਾਲ ਜਾਣਕਾਰੀ  | 2 | 4 | 6 | 8  | 10 |  |
| 8. ਸਮੁੱਚਾ ਮੁਲਾਕਾਟ (ਸੰਬੰਧਿਤ ਖਾਨੇ ਨੂੰ ਟਿੱਕ ਕਰਨ ਦੀ<br>ਖੇਚਲ ਕਰੋ)          |   |   |   |    |    |  |

|     |                                     |      |       |       |       |          |
|-----|-------------------------------------|------|-------|-------|-------|----------|
| (a) | Peon                                | 0-15 | 16-25 | 26-35 | 36-42 | above 43 |
| (b) | Daftri etc.                         | 0-23 | 24-37 | 38-53 | 54-64 | above 65 |
| (c) | Defects, if any                     |      |       |       |       |          |
| (d) | Is the employee fit for Promotion ? |      |       | Yes   |       | No       |

Signature of the  
reviewing officer (with stamp)

Signature of the  
reporting officer (with stamp)

Signature of the  
accepting Officer (with stamp)

**Note:**

In case a column is not required to be used in respect of certain official of any category the words "Not applicable" may be written in that column distinctly and maximum Number of marks reserved for that column be subtracted from the maximum/total marks reserved for over all assessment and percentage of marks for every column be struck on the basis of rest of the maximum marks.

|     |                                     |      |       |       |       |            |
|-----|-------------------------------------|------|-------|-------|-------|------------|
| (ੳ) | ਸੇਵਾਦਾਰ                             | 0-15 | 16-25 | 26-35 | 36-42 | 43 ਤੋਂ ਉਪਰ |
| (ਅ) | ਦਫ਼ਤਰੀ ਆਦਿ                          | 0-23 | 24-37 | 38-53 | 54-64 | 65 ਤੋਂ ਉਪਰ |
| (ੳ) | ਨੁਕਸ ਜੇ ਕੋਈ ਹੋਵੇ                    |      |       |       |       |            |
| (ਸ) | ਕੀ ਕਰਮਚਾਰੀ ਪਦ-ਉਨਤੀ/ਤਰੱਕੀ ਦੇ ਯੋਗ ਹੈ। |      |       | ਹਾ    |       | ਨਹੀਂ       |

ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫ਼ਸਰ ਦੇ ਦਸਤਖ਼ਤ (ਸਮੇਤ ਮੁਹਰ)

ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਫ਼ਸਰ ਦੇ ਦਸਤਖ਼ਤ (ਸਮੇਤ ਮੁਹਰ)

ਮਿਤੀ \_\_\_\_\_

ਮਿਤੀ \_\_\_\_\_

ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੇ ਅਫ਼ਸਰ ਦੇ ਦਸਤਖ਼ਤ (ਸਮੇਤ ਮੁਹਰ)

ਨੋਟ : ਜੇ ਕਿਸੇ ਸ਼੍ਰੇਣੀ ਦੇ ਕਰਮਚਾਰੀ ਦੇ ਕੇਸ ਵਿਚ ਕੁਝ ਖਾਨਿਆਂ ਦੀ ਵਰਤੋਂ ਦੀ ਲੋੜ ਨਾ ਹੋਵੇ ਤਾਂ ਉਨ੍ਹਾਂ ਖਾਨਿਆਂ ਵਿਚ ਸਪਸ਼ਟ ਤੌਰ ਤੇ "ਲੱਭ ਨਹੀਂ" ਲਿਖ ਦਿਤਾ ਜਾਵੇ ਅਤੇ ਉਸ ਖਾਨੇ/ਖਾਨਿਆਂ ਦੇ ਅਧਿਕਤਮ ਨੰਬਰ ਸਮੁੱਚੇ ਮੁਲਾਕਾਤ ਲਈ ਨਿਰਧਾਰਤ ਕੁੱਲ ਨੰਬਰਾਂ ਤੋਂ ਘਟਾ ਲਏ ਜਾਣ ਅਤੇ ਰਹਿੰਦੇ ਅਧਿਕਤਮ ਅੰਕਾਂ ਦੇ ਆਧਾਰ ਤੇ ਹਰ ਖਾਨੇ ਲਈ ਪ੍ਰਤੀ ਸੈਂਕੜਾ ਨਿਸ਼ਬਤ ਕੱਢ ਲਈ ਜਾਵੇ।

Authorities for initiating, Reviewing & Accepting the Annual Confidential Reports are as under:

|                                    | Reporting Officer   | Reviewing Authority                               | Accepting Authority                                |
|------------------------------------|---|---|--|
| Superintendent Gr. I & II          | Immediate Senior Officer under whom he is working           | Immediate Senior Officer of the Reporting Officer | Immediate Senior Officer of the Reviewing Officer. |
| Assistant Registrar                | Immediate Senior Officer/Registrar                          | —do—  | —do—   |
| Deputy Registrar & Finance Officer | Immediate Senior Officer Registrar under whom he is working | —do—  | —do—   |
| Other Officer of Category 'A'      | —do—  | —do—  | —do—   |
| Steno-typists                      | Officer under whom he is working                            | Officer with whom he is attached                  | Officer with whom he is attached.                  |
| Stenographer                       | —do—  | —do—  | —do—   |
| Personal Assistant                 | —do—  | —do—  | —do—   |
| Clerk/Assistant                    | Superintendent Gr. I/II (As may be applicable)              | Immediate Senior Officer of the reporting Officer | Immediate Senior Officer of the Reviewing Officer. |

ਸਾਲਾਨਾ ਗੁਪਤ ਰਿਪੋਟ ਲਿਖਣ, ਉਨ੍ਹਾਂ ਦੀ ਰੀਵਿਊ ਕਰਨ ਅਤੇ ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀਆਂ ਅਥਾਰਿਟੀਆਂ ਨਿਮਨ ਅਨੁਸਾਰ ਨੀਅਤ ਹਨ :

|                                    | ਰਿਪੋਟ ਲਿਖਣ ਵਾਲਾ ਅਫਸਰ  | ਰੀਵਿਊ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                                       | ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ                                     |
|------------------------------------|---|--|---|
| ਸੁਪਰਡੈਂਟ (ਗਰੇਡ I ਤੇ II)            | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ।                      | ਰਿਪੋਟ ਲਿਖਣ ਵਾਲੇ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ।                        | ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ।                   |
| ਸਹਾਇਕ ਰਜਿਸਟਰਾਰ                     | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ/ ਰਜਿਸਟਰਾਰ।                                 | —ਉਹੀ—  | —ਉਹੀ—   |
| ਡਿਪਟੀ ਰਜਿਸਟਰਾਰ ਅਤੇ ਵਿੱਤ ਅਫਸਰ       | ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ/ ਰਜਿਸਟਰਾਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ।            | —ਉਹੀ—  | —ਉਹੀ—   |
| ਹੋਰ 'ਉ' ਵਰਗ ਦੇ ਅਫਸਰ ਸਟੈਨੋ-ਟਾਈਪਿਸਟ  | —ਉਹੀ—<br>ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ।                         | —ਉਹੀ—<br>ਅਫਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ।                           | —ਉਹੀ—<br>ਅਫਸਰ ਜਿਸ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹੈ।                          |
| ਸਟੈਨੋ-ਗਰਾਫਰ ਨਿੱਜੀ ਸਹਾਇਕ ਕਲਰਕ/ਸਹਾਇਕ | —ਉਹੀ—<br>—ਉਹੀ—<br>ਸੁਪਰਡੈਂਟ ਗਰੇਡ-1/II (ਜਿਥੇ ਜਿਵੇਂ ਠਾਗੂ ਹੋਵੇ) | —ਉਹੀ—<br>—ਉਹੀ—<br>ਰਿਪੋਟ ਲਿਖਣ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। | —ਉਹੀ—<br>—ਉਹੀ—<br>ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। |

| Other officer of Category 'B' | Officer under whom he is working | Immediate Senior Officer to the Reporting Officer. | Immediate Senior Officer to the Reviewing Officer. |
|-------------------------------|----------------------------------|--|--|
| Official of Category 'C'      | -do-                             | -do-   | -do-   |

- Note :
- (i) Reports of such of the officers/officials of above categories as are working in teaching Departments/Institutions and other officer shall be recorded by the Head of the Department/Branch/Institution/Officer concerned.
  - (ii) Reports of such of the officers/officials of categories 'A', 'B' & 'C' shall be initiated by the teacher incharge and head of the Department concerned shall be the reviewing as also accepting authority. In the case of such official as are working directly under the Head of the Department/Officer incharge, the report shall be initiated reviewed and accepted by the Head of the Department/Officer in charge.
  - (iii) In a case not falling in any of the above categories, the decision shall rest with the Vice-Chancellor.

|                    |                            |   |   |
|--------------------|----------------------------|---|---|
| ਹੋਰ 'ਅ' ਵਰਗ ਅਫਸਰ   | ਅਫਸਰ ਜਿਸ ਅਧੀਨ ਕੰਮ ਕਰਦਾ ਹੈ। | ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। | ਰੀਵਿਊ ਕਰਨ ਵਾਲੇ ਅਫਸਰ ਤੋਂ ਅਗਲਾ ਸੀਨੀਅਰ ਅਫਸਰ। |
| 'ਬ' ਵਰਗ ਦੇ ਕਰਮਚਾਰੀ | -ਉਹੀ-                      | -ਉਹੀ-                                       | -ਉਹੀ-                                     |

- ਨੋਟ :
- (i) ਉਕਤ ਸ਼੍ਰੇਣੀਆਂ ਦੇ ਅਫਸਰ/ਕਰਮਚਾਰੀ ਜੋ ਵੱਖ ਵੱਖ ਅਧਿਆਪਨ ਵਿਭਾਗਾਂ/ਸੰਸਥਾਵਾਂ ਤੇ ਹੋਰ ਦਫਤਰਾਂ ਵਿਚ ਕੰਮ ਕਰਦੇ ਹਨ ਉਨ੍ਹਾਂ ਦੀਆਂ ਰਿਪੋਰਟਾਂ ਸਬੰਧਤ ਵਿਭਾਗਾਂ/ਥਾਵਾਂ/ਸੰਸਥਾਵਾਂ/ਦਫਤਰਾਂ ਦੇ ਮੁੱਖੀ ਲਿਖਣਗੇ।
  - (ii) ਅਧਿਆਪਨ ਵਿਭਾਗਾਂ ਵਿਚ ਕੰਮ ਕਰਦੇ 'ਬ', 'ਅ' ਤੇ 'ਬ' ਵਰਗ ਦੇ ਕਰਮਚਾਰੀਆਂ ਦੀ ਰਿਪੋਰਟ ਅਧਿਆਪਕ-ਇੰਚਾਰਜ ਤਿਆਰ ਕਰੇਗਾ ਅਤੇ ਉਸ ਵਿਭਾਗ ਦਾ ਮੁੱਖੀ ਹੀ ਰੀਵਿਊ ਅਤੇ ਸਵੀਕਾਰ ਕਰੇਗਾ। ਉਹ ਕਰਮਚਾਰੀ ਜੋ ਸਿੱਧੇ ਵਿਭਾਗ ਦੇ ਮੁੱਖੀ/ਅਫਸਰ-ਇੰਚਾਰਜ ਦੇ ਅਧੀਨ ਹੋਣਗੇ, ਉਨ੍ਹਾਂ ਦਾ ਰਿਪੋਰਟ ਲਿਖਣ, ਰੀਵਿਊ ਕਰਨ ਅਤੇ ਸਵੀਕਾਰ ਕਰਨ ਵਾਲੀ ਅਥਾਰਿਟੀ ਸਬੰਧਤ ਵਿਭਾਗ ਦਾ ਮੁੱਖੀ/ਅਫਸਰ-ਇੰਚਾਰਜ ਹੀ ਹੋਵੇਗਾ।
  - (iii) ਜੇ ਕੋਈ ਕੇਸ ਉਕਤ ਵਿਚ ਨਹੀਂ ਆਉਂਦਾ ਤਾਂ ਉਸ ਦਾ ਨਿਰਣਾ ਵਾਈਸ-ਚਾਂਸਲਰ ਕਰੇਗਾ।

## BRIEF BIO-DATA

Name: Neelam Sharma  
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Department: Department of Library and Information Science  
Title of Dissertation: Job Performance Evaluation of Library Personnel in University Library System - A Study of Libraries of Chandigarh, Himachal Pradesh, Haryana and Punjab  
Registration No. and Date: 746 of 30.5.03

Head  
Department of Library and Information Science

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