

Effect of performance feedback on employee need for achievement: A study at Coromandel Paints Private Limited

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Abstract:

Feedback is the least expensive, most dominant, yet, most underused the executive's instrument that we have available to us. It enables individuals to jump on the track and fills in as a manual to help individuals to know how they and others see their execution. In the present globalized society, employees are confronting high challenge than at any other time and they should react to each change continually happening in the business field. All employees take a stab at progress and want to get benefits and ceaseless advancement. The current study employs qualitative research in the first stage to provide insights and understanding of the research problem. In the exploratory phase of this research, an extensive review of literature will be done. In the second phase, the descriptive research design will be employed to collect information and analyze. The analysis shows that both are correlated with 0.744, indicating that both have moderate positive relation and are directly connected. We can infer that need for achievement is having positive relationship with the feedback.

Keywords: Feedback, Performance, Need for achievement,

INTRODUCTION

Feedback is understood as a procedure in which the response for a given is provided so that the task or event is more successful in all nature w.r.t the task assigned, and sit is considered as more crucial part of education system, training department, and individual development, (David Kennedy and Dermot McGarthy).

Feedback causes students to expand their potential at various phases of preparing, raise their attention to qualities and territories for development, and distinguish moves to be made to enhance execution. The best chiefs effectively look for Feedback to upgrade their execution.

Criticism can be viewed as casual as in everyday experiences among administrators and representatives, companions or associates or formal as a component of a composed evaluation. Be that as it may, there is no sharp separating line among appraisal and instructing in the zone of giving Feedback on learning. It is hard to act naturally mindful without Feedback from others. Criticism from others educates us in manners that improve our self-information.

Interchanges are increasingly powerful where Feedback is connected. It is conceivable to make a decision to what degree the correspondence is traversing, and an open door is given for addressing which prompts illumination. Gatherings and gatherings, specifically, have an extensive preferred standpoint in allowing this sort of Feedback.

The effect of neglecting to give Feedback to students are numerous and in the event that we don't give criticism on what is the student picking up, or expecting? They may, for example, trust that all is well and that there are no regions for development. Students esteem criticism, particularly when it is given by someone dependable whom they regard for their insight as well as understanding.

A few people in the work environment experience the ill effects of poor execution because of not accepting Feedback and it is basic in numerous associations and instructive organizations. A deficiency of criticism happens even in little associations, in groups and in families.

The 'criticism starvation' is a vacuum that happens when individuals get insufficient data in regard to their execution. This worries continuous, standard and casual Feedback. It is convenient, explicit and may enable the person to learn:

- Whether they were fruitful or not in accomplishing their objectives;
- What they should accomplish in their job, i.e., why their job exists;
- What they are presently progressing nicely and what regions require enhancement;
- How they are affecting on others in the work environment.

In all companies – achievement is extremely plainly results driven. Feedback, in the event, that it intends to streamline assets (staff and understudies) and expand yield (work fulfillment, and increasingly successful educating and adapting) should be SMART. The Feedback should be Specific: it needs to address the real individual and the quick issue. It ought not to be general on the off chance that it is to be viable.

It should be Measurable: where dynamic fruition of an errand or reaction to guidance is followed. It must be Acceptable: terms of reference are plainly imparted and comprehended among sender and collector. It must be Realistic: the ideal impact of data transmission between the executives, staff, and understudies must be founded on genuine potential and impediments, and not optimistic.

Figure 1: Showing different levels of Achievement needs

Individual Need	Work Preferences	Job Example
High need for Achievement	<ul style="list-style-type: none"> ▪ Individual responsibility ▪ Challenging but achievable goals ▪ Feedback on performance 	<ul style="list-style-type: none"> ▪ Field sales person with challenging quota and opportunity to earn individual bonus
High need for Power	<ul style="list-style-type: none"> ▪ Control over other persons ▪ Attention ▪ Recognition 	<ul style="list-style-type: none"> ▪ Formal position of supervisory responsibility ▪ Appointment as head of special task force or committee
High need for Affiliation	<ul style="list-style-type: none"> ▪ Interpersonal relationships ▪ Opportunities to communicate 	<ul style="list-style-type: none"> ▪ Customer service representative ▪ Member of work unit subject to group wage bonus plan

Source: <https://dcebusinessmanagement.weebly.com/unit-2-motivation--leadership.html>

As appeared in figure 1. Those with solid Affiliation Need are hesitant to permit work-put requests to meddle with agreeable connections. Moderate Affiliation Need is bound to be identified with powerful initiative since a solid need may result in the evasion of disliked choices, the allowing of special cases to rules, and the appearing at companions. This can leave subordinates feeling befuddled about guidelines, urging them to play to the pioneer's preferences, while getting to be on edge about what may occur straightaway.

Literature Review

(Bechtel, McGee, Huitema, 2015) Opines that Employee feedback is important for individual and professional growth. Feedback may support an employee to improve the task what they perform and for a surprise, the employees crave for feedback

(Daniels & Daniels, 2004) explained about the timing of the feedback as the immediacy of feedback, i.e. quick and immediate feedback, has an additional powerful impact on the result the feedback might offer

According to Blanchard and Johnson (2015) Since less analysis has been done w.r.t the result of employee feedback, his book “The New One Minute Manager” is adopted due to the conceptual coverage associates that the level of smart results is an outcome of people' performance

(Hiwarale et al., n.d.) Employee need for achievement has long attracted psychologists and activity researchers and has been deeply mentioned since the nineteenth century. For several years, staff was solely perceived as “another Feedback into the assembly of products and services” (Linder, 1998, p.1). Thereby, ancient assumptions declared that people first and foremost act for his or her self-interest and staff was believed to solely be motivated by salary or income (Hanna et al., 2015).

(Tonnquist, 2008). Following Maslow and Alderfer's work, McClelland (1961) known three motivators that everybody is meant to own. His socially non-heritable desires Theory is predicated on the assumption that folks, notwithstanding age, gender, culture or race, are driven by a requirement for accomplishment, power or affiliation (Wiley, 2005).

Blanchard & Johnson (2015) developed a “game plan” to create it easier for folks to become One Minute Managers. As shown in figure a pair of, the short feedback strategy permits the worker to be acknowledged regarding his or her performance, so gain knowingness. By giving feedback to at least one person at a time, the feedback is probably going to be perceived by the worker as truthful and honest.

Andrade, H., &Valtcheva, A. (2009). Express that Criteria-referenced self-assessment is a process during which students collect information about their own performance or progress; compare it to explicitly stated criteria, goals, or standards; and revise accordingly.

Cron, et.al (2002) have tried exploring answers for questions like Why do individuals differ in their feedback-seeking behavior, and how do these differences impact their task performance? Their article addresses these questions by developing a theoretical model using the individual difference of goal orientation (an orientation toward developing or demonstrating one’s ability) as a central influence in the feedback-seeking process.

Anseel, et.al. (2011). their study shed new light on the inconsistent relationship between performance-approach goals and feedback reactions by examining feedback type as a moderator. Results of a field experiment (N = 939) using a web-based work simulation task showed that the effect of achievement-approach goals was moderated by feedback type.

Kaymaz, K. (2011). In this research, the most important finding is that the performance feedback did not strongly support the desired personal development areas in the scope of the application.

Methodology

The current study employs qualitative research in the first stage to provide insights and understanding of the research problem. In the exploratory phase of this research, an extensive review of literature will be done. In the second phase, the descriptive research design will be employed to collect information and analyze. Descriptive characteristics of the research study variables will be described in this phase.

A definitive objective is to find how to give positive and productive criticism that will prompt better execution. At last, the present work expects to

- Understand the impact of immediate feedback influence employees’ need for achievement
- Explore various factors influencing the performance feedback
- Understand the factors influencing the employee's need for achievement

Scope of the study

The study was conducted in one of our nation's eminent paint segment, Coramandel paints. We have led our examination on around 100 workers. The review was led on workers of various dimensions and on representatives with various experience. The exploration was led in Bengaluru district mostly. We have utilized shut finished illustrative survey for information accumulation from the responders. In India, there are various increasingly comparable investigations can without much of a stretch be directed and the outcome could be utilized for their advantages. It would likewise enhance worker association with best administration.

Variables and Operational Definition

Feedback: Employee feedback is the center of individual and expert development. Feedback can enable a worker to improve at what they do, and shockingly representatives desire criticism. Most directors don't give enough criticism, and when they do, they either make it excessively negative or are excessively dubious while endeavoring to keep it positive.

Need for achievement: Need for achievement (N-Ach) alludes to a person's longing for noteworthy achievement, acing of aptitudes, control, or exclusive expectations. The term was first utilized by Henry Murray and related with a scope of activities. These include: "extreme, drawn out and rehashed endeavors to achieve something troublesome.

Hypothesis

For the purpose of this study following hypothesis is framed.

H1. There is a direct impact of feedback with employee need for achievement

Questionnaire

A questionnaire with 32 questions was prepared with the help of previous research in order to meet the research objectives. The questionnaire was designed in the goggle form and circulated to various contact. The details questionnaire will shown in the appendix .

Method of data collection

Primary Data

For the purpose of understanding the effect of performance feedback on employee need for achievement, primary data was collected through an online questionnaire. The link of the questionnaire was sent to all employees of various companies to seek the response. Follow-Up calls were made in order to coordinate and collect data.

Secondary Data

For the purpose of understanding the effect of performance feedback on employee need for achievement, data was collected from various published sources like reports, journal articles, magazines, books, statutory reports, and market research reports.

Sample Size

The sample size is an important issue in research. It is a vital issue in research. Moral advisory groups and financing offices know that if an exploration venture is excessively little, it misses neglecting to discover what it set out to distinguish. In addition to the fact that this wastes the Feedback of the investigation members (and oftentimes, on account of creature examine, their lives) yet by delivering a bogus negative outcome an examination may complete an insult to look into by debilitating further investigation of the region (Conroy, 2006).

For the purpose of understanding the effect of performance feedback on employee need for achievement 100-120 sample size was selected considering various factors (i.e Time, Resources, availability etc..)

Data Analysis

Descriptive Analysis

Table 1: Age of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25 - 35	29	29.0	29.0	29.0
36 - 45	4	4.0	4.0	33.0
Less than 25	67	67.0	67.0	100.0
Total	100	100.0	100.0	

Table 2 : Experience in the current job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid five - seven	5	5.0	5.0	5.0
Less than one	38	38.0	38.0	43.0
one to three	41	41.0	41.0	84.0
three to five	16	16.0	16.0	100.0
Total	100	100.0	100.0	

Table 3 : Total work experience of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid five to seven	7	7.0	7.0	7.0
Less than one	25	25.0	25.0	32.0
More than seven	11	11.0	11.0	43.0
one to three	30	30.0	30.0	73.0
three to five	27	27.0	27.0	100.0
Total	100	100.0	100.0	

Table 4 : Designation of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Administrator	10	10.0	10.0	10.0
Employee	65	65.0	65.0	75.0
Manager	25	25.0	25.0	100.0
Total	100	100.0	100.0	

Most of the respondents were employees who had subordinates as managers. The study was focusing on all such employees who receive feedback irrespective of the designation

Table 5 : Response for Current feedback from the same manager as last year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid It's my first year here	38	38.0	38.0	38.0
No	27	27.0	27.0	65.0
Yes	35	35.0	35.0	100.0
Total	100	100.0	100.0	

For 35 percent of employees were receiving the feedback form the same manager as last year. The change in the employee performance sometime may be due the manager with whom the employee is working with. Many respondents were receiving feedback for the first time in the existing company.

Table 6: Descriptive statistics

	Mean	Std. Deviation	N
Feedback	3.29	.69	100
NEED FOR ACHIEVEMENT	3.80	.80	100

The descriptive for the variable Feedback and Need for achievement is shown in the table 5. The average of the total responses for feed variable is 3.29. Which indicates that the respondent agree for the most of the questions related to the feedback. The average response for the Need for achievement was 3.0 which is similar to feedback, indicates that respondents almost agree for most of the statement related to need for achievement.

Table 7 : Correlation analysis

		feedback	NEED FOR ACHIEVEMENT
feedback	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	100	100
NEED FOR ACHIEVEMENT	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The table 6 shows the correlation analysis between the variables feedback and need for achievement . The analysis shows that both are correlated with 0.744, indicating that both have moderate positive relation and are directly connected. We can infer that need for achievement is having positive relationship with the feedback.

Table 8 : Regression Analysis**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.744 ^a	.553	.549	.542	.553	121.359	1	98	.000

a. Predictors: (Constant), feedback

The regression analysis for dependent variable Need for achievement and independent variable Feedback was conducted. The results as state in Table 7 show that the independent variable feedback is able to predict/explain 55.3 percent about the need for achievement of the employee. The adjusted R square value was almost similar in explaining the attributes of need for achievement variable.

Table 9 : ANNOVA Analysis**ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	35.733	1	35.733	121.359	.000 ^b
Residual	28.856	98	.294		
Total	64.589	99			

a. Dependent Variable: NEED FOR ACHIEVEMENT

b. Predictors: (Constant), feedback

Hypothesis Test

H₀ (Null hypothesis): There is a direct impact of feedback with employee need for achievement

H₁ (Alternative Hypothesis): There is a no direct impact of feedback with employee need for achievement

From the regression analysis (table 7) with the sig F change 0.000 and the Annova analysis (table 8) with dependent variable need for achievement with sig value 0.00 we can conclude that there is a direct impact of feedback with employee need for achievement. Hence H₀ is accepted.

Summary of Findings and Conclusion

The descriptive for the variable Feedback and Need for achievement is shown in the table 5. The average of the total responses for feedback variable is 3.29. Which indicates that the respondent agree for the most of the questions related to the feedback. The average response for the Need for achievement was 3.0 which is similar to feedback, indicates that respondents almost agree for most of the statement related to need for achievement

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The hypothesis test was also positive to accept the null hypothesis and the impact of feedback on employee need for achievement was found positive and direct.

Performance feedback is a vital wellspring of data which underpins the specialized and social advancement of all dimensions in organisation. It is possible to recognize qualities and shortcomings of the employees with the help of this data. The feedback information lead the preparation designs, work turn endeavours, remuneration based directions and profession improvement exercises. The connection between these formal processes and execution input impact the individual execution of the firm close to home. Close to this, it ought to be said that execution input has its very own regular impact at individual dimension. It's notable that execution criticism decline execution ambiguity with

Following recommendations were made to enhance the performance feedback.

- To create subordinate relationships in execution of feedback sessions, it is valuable to give evaluators instructional training on various techniques to conduct performance feedback.
- The evaluator's work and individual objectives must be incorporated into the performance feedback sessions.
- On a company basis and at department or unit level, offering feedback to workers all the more regularly on occasion of serious switch will both accelerate the procedure of progress and straightforwardness adjustment to that change

- To create conducive environment for feedback and support individual's growth, measures should be taken to increase frequency of feedback, for example, once in every three months instead of once in a year.

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