

Contingent Delivery Workforce: An Analysis of Performance Evaluation Based on Knowledge, Skills, and Behaviors

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Date received: June 4, 2025

Date revised: June 23, 2025

Date accepted: July 16, 2025

Originality: 91%

Grammarly Score: 99%

Similarity: 9%

Recommended citation:

Manzanillo, R. (2025). Contingent delivery workforce: An analysis of performance evaluation based on knowledge, skills, and behaviors. *Journal of Interdisciplinary Perspectives*, 3(8), 625-633.
<https://doi.org/10.69569/jip.2025.482>

Abstract. This study examines the job performance of delivery riders as evaluated by themselves, their colleagues, and supervisors, with an emphasis on competencies such as knowledge, skills, and customer interaction. The study examines the relationship between job performance and their profile, aiming to identify opportunities for enhancement within the delivery workforce. The researcher utilized a descriptive research design, collecting data through a validated self-administered questionnaire. The quantitative data gathered from these sources was meticulously analyzed using statistical tools to evaluate the performance and to suggest possible enhancements. The findings show that predominantly male delivery riders aged 24–33 display strong teamwork and professionalism, with age and tenure having minimal impact on performance. Higher knowledge and skills correlate with better courtesy, promptness, and peer relations, while weak links between self and external evaluations suggest a need for improved self-awareness and feedback mechanisms. This study revealed that while delivery riders generally demonstrate strong job performance and self-efficacy, discrepancies between self, peer, and supervisory evaluations—particularly in punctuality and timeliness—highlight the need for more precise performance criteria and more aligned evaluation methods.

Keywords: Performance evaluation; Delivery workforce; Job performance; Competencies; Descriptive research.

1.0 Introduction

The gig economy is becoming a significant part of the contemporary economic landscape, characterized by minimal entry barriers, adaptable work hours, and the use of digital platforms (Huang et al., 2020). This approach links consumers with workers to finish on-demand activities. However, it depends on an uneven distribution of labor and unstable work circumstances to build labor markets sensitive to service provision increases (Lata et al., 2022). Although this change has presented many possibilities, it also raises important questions about worker rights, job security, and the general quality of employment (Joshi et al., 2024). The evolving contingent workforce relies on delivery personnel, who require expertise, experience, and behavioral evaluations to ensure operational efficiency, customer satisfaction, and staff progress.

While this temporary workforce has been lauded for its convenience and flexibility, it has also faced criticism regarding the working conditions of delivery riders and their job performance. Research by Chan et al. (2023)

highlights the challenges of managing delivery riders while ensuring efficiency, safety, and legal compliance – factors that directly impact customer satisfaction and the long-term sustainability of on-demand delivery services. Although high-performance work systems can enhance the performance of regular employees, the presence of contingent labor may undermine these advantages, potentially leading to a decline in overall productivity (Pahos, 2022; Ramadanti et al., 2023). Gig employment often does not represent an ideal career choice, although it may be preferable to being unemployed. Studies by Hsieh et al. (2023) and Rane (2024) emphasize the need for policymakers to develop tailored solutions for gig workers that consider their individual needs and diverse backgrounds. These studies advocate for amending labor laws to grant collective bargaining rights, protect against discrimination, and establish specific employment regulations for gig workers. Moreover, it is essential to devise strategies for integrating temporary staff into the organization, ensuring their alignment with its core values. The rise of alternative work arrangements has led to significant changes in the labor market and introduced new challenges for organizations. Strategic human resource management is evolving in response to these changes occurring within the workplace (Kess-Momoh et al., 2024). As Kareska 2023 notes, effective human resource management that aligns with organizational objectives can provide a competitive advantage.

Delivery riders serve as a crucial element of this contingent labor force. Positive and negative ratings linked to earnings, order volume, tips, flexible schedules, and problems related to the app, vehicle maintenance, and customer contacts define several aspects that influence the performance of delivery riders (Yoon & Woo, 2020). In the context of food delivery riders, burnout has emerged as a significant predictor of risky riding behaviors (Nguyen-Phuoc et al., 2022). The emergence of internet platforms has significantly transformed the delivery industry. Moreover, operating such a business may incur negative operational expenses due to the increasing number of couriers (Jahanshahi et al., 2022). In the study of Egozi et al. (2021), this structure enables the courier to operate autonomously via a marketing platform, thereby removing the conventional employer-employee dynamic. As a result, couriers have limited opportunities to manage their work; they are subject to oversight by the rating system, which acts as a form of surveillance, and their earnings depend on the number of orders they complete. Despite the extensively recorded instability associated with gig work (Doorn & Vijay, 2021), many migrant workers are drawn to gig platforms, pulled by the potential for income. Further, the gig economy may help women manage these roles and responsibilities (Doorn, 2022). Gig labor allows women to work on their terms and earn money for financial independence and personal fulfillment (Cheung et al., 2025). D'Cruz & Noronha (2019). While gig work offers flexibility, it typically lacks legal safeguards, occupational perks, and income stability. Gig workers worry more about their income and struggle to satisfy their financial obligations. Recognizing that many employees work gigs to augment their income is crucial. The gig economy offers cheaper, on-demand labor to businesses and consumers (Bulian, 2021).

Modern methods use data, feedback, and talent evaluations for impartiality and equality. As noted by Nor (2022), performance evaluation highlights the necessity of setting a clear, practical, and achievable performance goal, conveying performance expectations to team members, and executing a comprehensive evaluation process. It boosts productivity and offers a competitive edge. (Fridan and Amaari, 2023; Dasanayaka et al., 2021; Kampkötter, 2017). In the 2022 study by Zhenjing and Chupradit, the authors suggest that positive work environments enhance performance, boost employee ethics, and increase productivity, which leads to greater company loyalty. Additionally, feedback from supervisors significantly influences employees' trust and their perception of fairness in performance evaluations, which in turn enhances the effectiveness of constructive feedback and appraisal systems. (Dangol 2021; Ryu and Hong, 2020). Training stimulates employees; they acknowledge training opportunities, and it increases performance, according to Karim et al. (2019). Employers must train and monitor staff development to improve performance. Furthermore, Khan and Abdullah (2019) emphasize that an employer-initiated training and development program can give workers the knowledge, skills, attitudes, and behaviors they need to succeed.

Despite the growing importance of delivery riders in the gig economy, there remains a need for a thorough evaluation of their job performance and the factors that influence it. While previous research has addressed the challenges of managing contingent labor and the impact of gig work on organizational outcomes, there is limited empirical evidence for the performance evaluation of delivery riders specifically. This paper seeks to evaluate the effectiveness of the contingent workforce, particularly focusing on the increasing prevalence and vital role of delivery riders in modern economies. The primary objective was to evaluate the job performance of delivery riders within the contingent workforce.

2.0 Methodology

2.1 Research Design

A descriptive research design was utilized, employing quantitative methods to collect data that outlines and defines phenomena. This design was appropriate to gather data that describes and characterizes populations. The focus of the study was on delivery riders along with their supervisors and peers. This method enhances the study's inclusivity and representation by meticulously evaluating the job performance of all delivery riders through self-assessment, peer reviews, and supervisor evaluations.

2.2 Participants and Sampling Technique

The respondents in this study were delivery riders and their supervisors: fifty-four (54) delivery riders and seven (7) supervisors, for a total of sixty-one (61) or 100% of the sample. Purposive sampling was utilized, concentrating on riders who had at least two months of delivery experience. This sampling method guaranteed that respondents possessed adequate experience to offer pertinent insights into the topic of study.

2.3 Research Instrument

A self-structured survey questionnaire was utilized as the primary data collection instrument, which underwent pilot testing and validation by experts in the field to ensure its validity and reliability. The questionnaire was meticulously crafted, featuring distinct sections for demographic data and job performance. It was standardized among delivery riders, peers, and supervisors to ensure consistency and precision in assessing the intended constructs. The initial section of the questionnaire focuses on the demographic profile of the riders. In contrast, the subsequent section includes twenty-five (25) statements related to the job performance of delivery riders during the process of delivering goods to customers. The questionnaire is designed in two segments for each group. For peers, the initial section gathers demographic information, while the subsequent section includes twenty-five statements focused on the job performances of delivery riders. Similarly, for supervisors, the first part collects demographic data, followed by twenty-five statements addressing the job performance of the delivery riders.

2.4 Data Gathering Procedure

The researcher obtained consent from respondents, ensuring they understood and agreed to take part. The consent form outlined the agreement for voluntary participation and confidentiality. The researcher provided all necessary materials for data collection and gathered responses from the respondents. The data would be analyzed and presented in easy-to-understand sentences and graphs, focusing on evaluating the performance of delivery personnel.

2.5 Data Analysis Procedure

The analysis of data incorporated frequency, percentage, mean, and standard deviation methodologies. The survey employed a 4-point Likert scale, allowing respondents to express their degree of agreement.

2.6 Ethical Considerations

Throughout this study, the researcher ensured that the rights and welfare of all respondents were given utmost importance and protection. Before participation, explicit consent was obtained, ensuring that respondents were fully cognizant of their right to withdraw from the study at any point without encountering any adverse consequences. Every respondent had an individual, face-to-face session where they were provided with detailed information about the study and a precise explanation of how their data would be utilized. Respondent privacy was protected by the rigorous preservation of anonymity and confidentiality, as well as the secure storage of data. As the researcher conducting this study, I was responsible for avoiding plagiarism. The researchers employed a plagiarism detection program to authenticate the legitimacy of every mentioned source of information. The researchers ensured the integrity of this study by implementing measures to prevent any fraudulent activity and fostering trustworthiness and dependability. Furthermore, the results of this study were solely used for academic and non-commercial reasons, and any potential conflicts of interest were transparently disclosed.

3.0 Results and Discussion

3.1 Profile of the Respondents

Table 1 shows that among the 27 respondents, the majority were young adults aged 24-33 years, each age group representing 40.7% of the sample, while smaller proportions were found in the 18-23, 34-38, and 39-43 age ranges.

All participants were male, reflecting a male-dominated workforce typical in delivery services. Most respondents (59.2%) had over one year of service, indicating workforce stability, with the remainder having shorter tenures ranging from 1 to 12 months. Additionally, nearly all respondents (96.3%) were employed full-time, suggesting that delivery work serves as their primary source of income. These demographic characteristics align with previous findings in similar studies and provide important context for understanding the job performance of delivery riders. Platform-based delivery work attracts young, low-income, and Hispanic workers because the work has low barriers to entry and thus is easily accessible to those with limited previous work experience, recognized credentials, or fluency in the local language (Vignola et al., 2023).

Table 1. *Demographic Profile of Delivery Riders*

Profile	Frequency (N = 27)	Percentage (100 %)
Age		
18-23	1	3.7
24-28	11	40.7
29-33	11	40.7
34-38	2	7.4
39-43	2	7.4
Gender		
Male	27	100
Female	0	
Length of Service		
1-4 months	2	7.4
5-8 months	4	14.8
9-12 months	5	18.5
1 year above	16	59.2
Employment Status		
Full-time	26	96.3
Part-time	1	3.7

In Table 2, the predominant age group among the peers is 24-28 years, accounting for 33.3% of the respondents, with the 29-33 age bracket closely following at 29.6%. The 34-38 age group is also significantly represented, comprising 18.5% of the total. The composition of the group reveals a significant majority of males at 88.9%, while females account for 11.1% of the total. A review of tenure reveals that 37% of colleagues have been with the organization for more than a year. At the same time, the remainder exhibit a range of employment durations, indicating a diverse array of experience levels among this cohort.

Table 2. *Demographic Profile of Peers*

Profile	Frequency (N = 27)	Percentage (100 %)
Age		
18-23	3	11.1
24-28	9	33.3
29-33	8	29.6
34-38	5	18.5
39-43	2	7.4
Gender		
Male	24	88.9
Female	3	11.1
Length of Service		
1-3 months	1	3.7
4-6 months	6	22.2
7-9 months	7	25.9
10-12months	3	11.1
1 year above	10	37

The supervisors, conversely, are mainly in the younger demographic, with 71.4% falling within the age range of The demographic profile in Table 3 revealed that the workforce, especially among delivery riders, is young, predominantly male, and primarily engaged in full-time work. This composition may influence both the perception and execution of job responsibilities.

Table 3. Demographic Profile of the Supervisor

Profile	Frequency (N = 27)	Percentage (100 %)
Age		
18-23	1	14.3
24-28	5	71.4
29-33	1	14.3
34-38	0	0
39-43	0	0
Gender		
Male	6	85.7
Female	1	14.3
Length of Service		
Less than 1 year	1	14.3
1-2 years	5	71.5
3 years above	1	14.3

According to Role Theory (Katz & Kahn, 1978), individuals internalize the expectations of their organizational roles. In this study, the demographic consistency among riders suggests a shared understanding of job expectations, which likely contributes to the uniformity in performance evaluations. Moreover, the relatively stable employment (59.2% of riders have been employed for over a year) aligns with Human Capital Theory (Becker, 1964), which posits that workers with accumulated experience and skill investments are more likely to perform effectively. However, since length of service did not significantly correlate with performance, the findings emphasize that job-relevant competencies, not tenure alone, are critical, particularly in routine operational roles like delivery services.

3.2 Performance Evaluation of Delivery Personnel in Their Job Performance

Table 4 shows that delivery riders demonstrate proficiency in various work performance areas, with an average knowledge score of 3.90, strong competence in skills, professionalism, and punctuality, and excellent interpersonal and collaboration skills. They actively participate in educational opportunities, understand regulations, make well-informed decisions, and use maps and GPS for delivery. They arrive on time, resolve client complaints efficiently, and complete assignments on time. Their interpersonal and collaboration skills are also highly rated. Delivery riders evaluate their co-workers' skills, civility, punctuality, and interpersonal skills.

Table 4. Performance Evaluation of Delivery Personnel in Their Job Performance

Indicators	Mean	Standard Deviation	Descriptive Interpretation
Knowledge	3.90	0.15	Excellent
Skills	3.92	0.15	Excellent
Courtesy	3.90	0.22	Excellent
Punctuality and Attendance	3.90	0.19	Excellent
Promptness and Timeliness	3.89	0.19	Excellent
Peer Relations	3.96	0.10	Excellent
Grand Mean	3.91	0.026	Excellent

Delivery riders rated themselves highly across all metrics, especially in skills, peer relations, and courtesy, with a grand mean of 3.91. This high self-rating may reflect self-efficacy, a central concept in Bandura's Social Cognitive Theory (1986). According to this theory, individuals with high self-efficacy believe in their capability to perform tasks effectively, which boosts motivation and performance. The riders' confidence in their abilities, especially in customer service and collaboration, reflects a strong internal belief in their professional competence.

3.3 Performance Evaluation of Delivery Personnel by Their Peers

The performance review of delivery riders praised their punctuality, knowledge, and skills, as well as their strong relationships with co-workers, as shown in Table 5. The riders scored exceptionally well in each category, demonstrating their ability to grasp new material, understand policies, handle problems, and work well with teammates and customers. They also demonstrated professionalism, friendliness, excellent attendance, and a strong work ethic. Their close peer relationships and overall outstanding performance were praised by peers, indicating their competence and fit for their jobs.

Table 5. *Evaluation of Peers on the Performance of Delivery Personnel*

Indicators	Mean	Standard Deviation	Descriptive Interpretation
Knowledge	3.78	0.28	Excellent
Skills	3.74	0.26	Excellent
Courtesy	3.74	0.25	Excellent
Punctuality and Attendance	3.79	0.23	Excellent
Promptness and Timeliness	3.78	0.31	Excellent
Peer Relations	3.83	0.24	Excellent
Grand Mean	3.78	0.034	Excellent

Peers also evaluated the riders positively (grand mean = 3.78), reinforcing the view that interpersonal dynamics—such as cooperation and empathy—are strong among riders. This supports the idea of social learning within teams, a key tenet of Social Cognitive Theory, where individuals model behaviors observed in their peers, thereby reinforcing collective competence and cohesion.

3.4 Performance Evaluation of Delivery Personnel by Their Supervisors

Table 6 shows that delivery riders demonstrated skills in their duties, managing various situations, and communicating well with clients and co-workers. They excelled in time management, organization, and productivity. They were polite, punctual, and with a composite mean score of 3.60. They had strong peer ties, demonstrating collaboration and care for their colleagues. Delivery riders scored "Excellent" for work performance, demonstrating their knowledge, devotion, and organizational influence.

Table 6. *Evaluation of Supervisors on the Performance of Delivery Personnel*

Indicators	Mean	Standard Deviation	Descriptive Interpretation
Knowledge	3.71	0.28	Excellent
Skills	3.71	0.20	Excellent
Courtesy	3.69	0.25	Excellent
Punctuality and Attendance	3.60	0.28	Excellent
Promptness and Timeliness	3.54	0.50	Excellent
Peer Relations	3.89	0.16	Excellent
Grand Mean	3.69	0.12	Excellent

Supervisors gave slightly lower ratings (grand mean = 3.69), particularly in timeliness and punctuality, which received the lowest score (3.54). This difference can be explained by role theory, which suggests that supervisors focus more on how well the organization runs and gets things done rather than on personal relationships, leading them to use different standards for evaluation compared to peers or the riders themselves.

3.5 The Difference in Job Performance of the Delivery Riders as a Function of Their Age

The results in Table 7 indicated that there were no significant variations in the different performance metrics, including knowledge, skills, courtesy, punctuality, attendance, promptness and timeliness, and peer relations. The overall job performance score exhibited no notable differences among various age groups. These findings are related to the findings of the study by Joseph (2014), which reveals that age diversity in the workforce has no substantial impact on employee performance. However, the results presented contest previous research concerning the relationship between age and job performance. A study by Karanika-Murray et al. (2024) found that younger workers typically outperform older ones in delivery-related tasks, which may be due to differences in physical capabilities and comfort with technology. The results of the present study suggest that the position of a delivery rider may emphasize skills that are less affected by age when compared to other occupations. Further examination is crucial to obtain a more profound understanding of the complex interactions between age and job performance in the contingent workforce.

Table 7. *Significant Difference in the Job Performance of the Delivery Riders as to Their Age*

Indicators	F	p
Knowledge	.608	.661
Skills	.982	.437
Courtesy	.276	.890
Punctuality And Attendance	.642	.638
Promptness And Timeliness	.566	.690
Peer Relations	.262	.899
Overall	.557	.703

The lack of significant difference in performance across age groups challenges traditional assumptions about the impact of physical age on delivery work. This finding is consistent with Person–Job Fit Theory (Kristof-Brown et al., 2005), which emphasizes that job performance depends more on the alignment between individual capabilities and job demands rather than demographic traits like age. The tasks associated with delivery work – such as time management, customer service, and navigation – may rely more on learned skills than on age-related factors.

3.6 The Relationship between Delivery Riders' Job Performance and Their Length of Service

The results in Table 8 demonstrate that there is no notable relationship between the duration of service and any of the job performance characteristics. Nevertheless, the results suggest that there are weak positive correlations between the length of service and courtesy (0.114), punctuality and attendance (0.160), and peer relations (0.140). With an increase in service duration, slight improvements can be noted in areas such as courtesy, punctuality, attendance, and peer relations; however, the correlations observed are still relatively weak. The data indicates weak negative correlations in knowledge (-0.015), skills (-0.051), and promptness and timeliness (-0.080), suggesting slight tendencies for inverse relationships. However, none of these correlations demonstrates a robust enough connection to indicate a meaningful relationship. Contrary to common belief, Ng and Feldman (2013) demonstrate that employment longevity does not correlate with work performance.

Table 8. *Relationship between Delivery Riders' Job Performance and Their Length of Service*

Variables	Length of Service	
	<i>r</i>	<i>p</i>
Knowledge	-.015	.940
Skills	-.051	.800
Courtesy	.114	.570
Punctuality And Attendance	.160	.426
Promptness And Timeliness	-.080	.690
Peer Relations	.140	.486
Overall	0.045	0.936

No significant relationship was observed between length of service and performance, although weak positive trends were noted in areas such as courtesy and peer relations. These findings support Ng and Feldman's (2013) position and are consistent with Human Capital Theory, which argues that mere time on the job is not enough; ongoing learning and development are key to performance improvement. This suggests a need for continuous skills development programs rather than relying on tenure-based progression.

3.7 Significant Relationship on How Delivery Riders Evaluate Their Job Performance Compared to the Evaluation of Peers and Supervisors

The results in Table 9 indicate that there are no significant correlations among the various evaluations (self, peers, and supervisor). The absence of robust and meaningful correlations suggests that the self-evaluations of delivery riders do not closely correspond with the assessments provided by their colleagues or supervisors. Similarly, there exists a significant disconnect between evaluations made by peers and those carried out by supervisors. The lack of significant correlations indicates that different evaluators, such as oneself, colleagues, and supervisors, may utilize varying criteria or hold diverse perspectives when judging performance. The results demonstrate that self-assessments, peer assessments, and supervisor assessments function independently in this particular context.

Table 9. *Relationship of Delivery Riders Evaluation Compared to the Evaluation of Peers and Supervisors*

		Correlation			Descriptive Statistics	
Evaluation		Delivery Riders	Peer	Supervisor	Mean	Standard Deviation
Delivery Riders	<i>r</i>	1	.046	-.142	3.9111	.11360
	<i>p</i>		.819	.761		
Peer	<i>r</i>	.046	1	.377	3.7765	.12500
	<i>p</i>	.819		.405		
Supervisor	<i>r</i>	-.142	.377	1	3.6905	.23626
	<i>p</i>	.761	.405			

Delivery riders demonstrate an impressive array of expertise, capabilities, professionalism, and constructive interactions with their colleagues. Nonetheless, focusing on enhancing punctuality and timeliness may significantly improve their overall job performance. Implementing focused time management training, incentives for high performance, consistent feedback and oversight, sophisticated scheduling tools, peer mentoring initiatives, improved communication strategies, and considering external influences allows us to tackle minor

challenges related to punctuality and timeliness effectively. This comprehensive approach leverages the existing strengths of the riders while concentrating on specific areas for improvement, leading to a more cohesive and effective performance.

The lack of significant correlation among self, peer, and supervisor evaluations indicates that each group uses different standards to assess performance. This directly reflects the principles behind 360-Degree Feedback Theory (London & Smither, 1995), which acknowledges that each rater brings a unique perspective, shaped by their role, relationship to the employee, and expectations. The independence of these evaluation perspectives underlines the importance of multi-source feedback systems for gaining a fuller picture of performance. Despite strong ratings in most areas, timeliness and punctuality emerged as areas for improvement, particularly from the supervisors' viewpoint. According to Expectancy Theory (Vroom, 1964), employees are more likely to perform well when they believe their efforts will lead to desired outcomes.

4.0 Conclusion

This study investigated the various aspects of delivery riders' job performance by analyzing self-evaluations, peer evaluations, and supervisory appraisals, while also considering the influence of demographic factors. It was found that riders consistently exhibit high self-efficacy, a perception reinforced mainly by their peers who commend their professionalism and collaborative spirit. However, while supervisory evaluations were generally favorable, they identified specific areas such as punctuality and timeliness where the performance scores were comparatively lower, indicating a more nuanced perspective on assessment. A significant finding was the notable divergence among the various assessment sources, suggesting that each group might employ distinct standards or viewpoints. Additionally, the research concluded that neither age nor length of employment significantly determines job performance among delivery riders. These results point out the vital importance of clearly defining performance objectives, transparently communicating expectations, and implementing comprehensive evaluation frameworks to reconcile differing assessment perspectives and drive sustained improvement.

5.0 Author Contributions

I declare that I am the sole author of this paper. All aspects of the research – including design, implementation, data analysis, interpretation, and manuscript preparation – were carried out independently by me.

6.0 Funding

This research received no external funding.

7.0 Competing interest

The author declares no conflicts of interest.

8.0 Acknowledgement

The author would like to express sincere gratitude to all individuals who provided indirect support throughout this study. Special thanks are extended to the delivery personnel, their peers, and supervisors who willingly participated in the survey and shared valuable insights that made this research possible. Lastly, appreciation is extended to colleagues and mentors who provided moral support and constructive feedback during the development of this research.

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