

Impact Of Key Performance Indicators On Faculty Career Advancement In Higher Education Institutions In Coimbatore

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ABSTRACT

This study examines the impact of Key Performance Indicators (KPIs) on faculty career advancement in selected higher education institutions in Coimbatore. KPIs such as teaching performance, research productivity, professional development, and institutional contribution are widely used to evaluate faculty performance and determine promotions. The study aims to analyze the relationship between KPI performance and career progression among faculty members. Primary data were collected using a structured questionnaire, and reliability was tested using Cronbach's Alpha. Statistical tools such as Chi-square and correlation analysis were applied to test the hypotheses. The findings indicate that KPI performance has a significant impact on faculty career advancement, particularly in the areas of research output and professional development. The study concludes that while KPI-based evaluation systems promote transparency and merit-based growth, institutional support and balanced performance criteria are essential for effective faculty career development.

Keywords: Key performance indicators, faculty career advancement, HEI, factors, elements

INTRODUCTION

Higher education institutions play a pivotal role in shaping knowledge economies through teaching, research, and community engagement. Faculty members are the backbone of these institutions, and their professional growth significantly influences institutional quality and student outcomes. In recent years, higher education institutions have increasingly adopted Key Performance Indicators (KPIs) as structured tools to evaluate faculty performance. KPIs provide measurable benchmarks related to teaching effectiveness, research productivity, professional development participation, institutional contribution, and community engagement. In institutions located in Coimbatore — a prominent educational hub in Tamil Nadu — faculty performance evaluation systems have become more structured due to accreditation requirements, ranking frameworks, and competitive pressures. KPI-based evaluation systems aim to ensure transparency, accountability, and merit-based career advancement. However, while KPIs are designed to enhance objectivity in promotions and professional development, their actual impact on faculty career advancement remains an area requiring empirical investigation. This study seeks to examine how KPIs influence faculty career progression in selected higher education institutions in Coimbatore.

STATEMENT OF PROBLEM

The adoption of Key Performance Indicators (KPIs) in higher education institutions has significantly transformed faculty evaluation and promotion systems, particularly in academic

hubs like Coimbatore. While KPIs are intended to ensure transparency, accountability, and merit-based career advancement, concerns persist regarding their actual effectiveness in promoting holistic faculty development. In many institutions, greater emphasis is placed on measurable outputs such as research publications and funded projects, often overshadowing teaching quality, mentoring, and community engagement. Additionally, disparities in access to research resources, varying institutional policies, workload pressures, and limited support systems may hinder faculty members from achieving prescribed KPI benchmarks. Despite the widespread implementation of KPI-based appraisal systems, there is limited empirical evidence examining how these indicators truly influence faculty career progression in selected higher education institutions in Coimbatore. Therefore, it becomes essential to investigate the impact of KPIs on faculty career advancement and identify the challenges and factors affecting their effective implementation.

Factors Affecting Faculty Career Advancement through KPIs

Several institutional and individual factors influence how KPIs impact faculty career progression:

- Institutional Factors
- Individual Factors
- External Factors
- Career Advancement

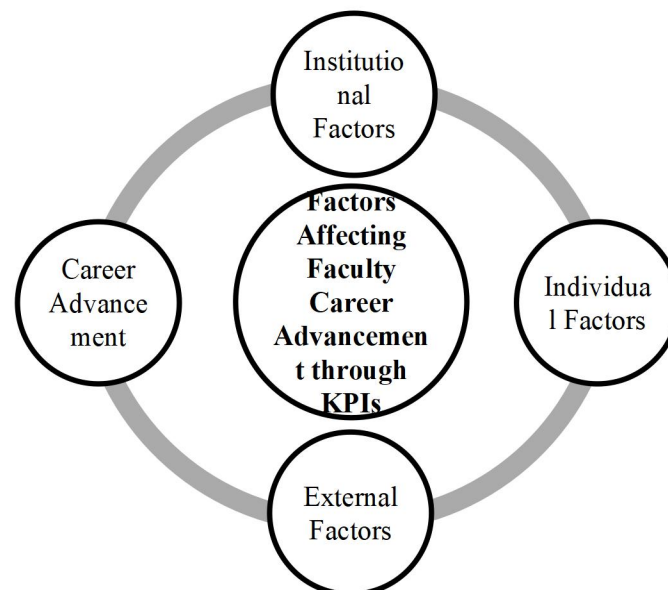


Figure 1: Factors Affecting Faculty Career Advancement through KPIs

Elements of Key Performance Indicators in Faculty Career Advancement

KPIs typically consist of the following core elements:

- Teaching Performance

- Research Output
- Professional Development
- Institutional Contribution
- Community & Industry Engagement
- Awards & Recognition

OBJECTIVES OF THE STUDY

1. To examine the impact of Key Performance Indicators (KPIs) on faculty career advancement in selected higher education institutions in Coimbatore.
2. To identify and analyze the major KPI dimensions influencing career progression, such as teaching performance, research productivity, professional development, and institutional contribution.
3. To assess the relationship between research output and promotion outcomes among faculty members.
4. To evaluate faculty perceptions regarding the effectiveness and fairness of KPI-based performance appraisal systems.
5. To determine the challenges and factors affecting the successful implementation of KPIs in faculty career advancement.

HYPOTHESIS TESTING

H1: There is no significant impact of Key Performance Indicators (KPIs) on faculty career advancement in selected higher education institutions in Coimbatore.

RESEARCH METHODOLOGY

The study adopted a descriptive and analytical research design to examine the impact of Key Performance Indicators (KPIs) on faculty career advancement in selected higher education institutions in Coimbatore. Primary Data collected through a structured questionnaire distributed to faculty members. Secondary Data collected from journals, institutional records, policy documents, accreditation manuals, and official reports. The methodology adopted in this study ensured systematic data collection, reliable measurement, and appropriate statistical analysis to examine the impact of KPI-based performance appraisal systems on faculty career growth.

DATA ANALYSIS

Table No- 1

KPI Level	Promoted	Not Promoted	Total
High	25	5	30
Medium	15	10	25
Low	5	20	25
Total	45	35	80

In the above chi-square table, Compare calculated χ^2 value with table value at **5% significance level ($\alpha = 0.05$)**, For **df = 2**, critical value = **5.991**, table value= **18.45**. The calculated value is greater than the table value, the null hypothesis (H_{01}) is rejected. Therefore, there is a significant association between KPI performance levels and faculty career advancement. This implies that

KPI performance has a significant impact on faculty promotion in selected higher education institutions in Coimbatore.

Table No- 2

Variable	No. of Items	Cronbach's Alpha (α)	Comments
KPI Dimensions	15	0.882	Good
Career Advancement	8	0.786	Acceptable
Faculty Perception	6	0.861	Good

The KPI Dimensions scale, consisting of 15 items, recorded a Cronbach's Alpha value of 0.882, indicating good internal consistency among the items. This suggests that the statements used to measure KPI dimensions are highly reliable. The Career Advancement scale, with 8 items, obtained an Alpha value of 0.786, which falls within the acceptable range. This indicates that the items used to measure career progression are consistent and reliable. The Faculty Perception scale showed a reliability coefficient of 0.861, which reflects strong internal consistency among the items. Since all Alpha values exceed the recommended threshold of 0.70, the instrument used for the study is considered reliable and suitable for further statistical analysis.

Table No- 3

Variable	No. of Items	Cronbach's Alpha (α)	Comments
Institutional Factors	6	0.832	Good
Individual Factors	6	0.835	Good
External Factors	5	0.775	Acceptable
Career Advancement	8	0.812	Good

Reliability analysis was conducted using Cronbach's Alpha to assess the internal consistency of the research instrument. The Institutional Factors scale recorded an alpha value of 0.832, indicating good reliability. The Individual Factors scale showed a reliability coefficient of 0.835, demonstrating strong internal consistency. The External Factors scale yielded an alpha value of 0.775, which is acceptable. The Career Advancement scale obtained an alpha value of 0.812, indicating good reliability. Since all alpha values exceed the recommended threshold of 0.70, the instrument is considered reliable for further statistical analysis.

Table No- 4

Variable	No. of Items	Cronbach's Alpha (α)	Comments
Teaching Performance	5	0.821	Good
Research Output	6	0.826	Good
Professional Development	4	0.759	Acceptable
Institutional Contribution	5	0.811	Good
Community & Industry Engagement	4	0.742	Acceptable
Awards & Recognition	3	0.714	Acceptable

Reliability analysis was conducted using Cronbach's Alpha to test the internal consistency of the scales. The alpha values ranged from 0.714 to 0.826, indicating acceptable to good reliability.

Since all values exceeded the recommended threshold of 0.70, the questionnaire was considered reliable for further statistical analysis.

CONCLUSION

The study examined the impact of Key Performance Indicators (KPIs) on faculty career advancement in selected higher education institutions in Coimbatore. The findings reveal that KPI-based performance appraisal systems significantly influence faculty promotion and professional growth. Among the various KPI dimensions, research output and professional development were found to have a stronger impact on career progression, while teaching performance and institutional contribution also play important roles. The results indicate that faculty members who perform well across these KPI areas have better promotion opportunities. The study further highlights that transparent appraisal systems, clear promotion policies, and adequate institutional support enhance the effectiveness of KPI implementation. Overall, KPIs contribute positively to merit-based career advancement, but balanced evaluation criteria and supportive institutional practices are essential for sustainable faculty development.

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