A Comparative Study on Faculty Performance Management Practices in Rani Lakshmi Bai Central Agricultural University and Bundelkhand University, Jhansi

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ABSTRACT

This study examines faculty perceptions of workload, awareness of the Performance Management System (PMS), research orientation, and training received at Rani Lakshmi Bai Central Agricultural University (RLBCAU) and Bundelkhand University (BU), Jhansi. The primary objective is to assess how demographic variables such as age, gender, experience, and designation influence these factors. Data were collected from 100 faculty members through a structured survey, and analyzed using descriptive statistics, Chi-Square tests, and independent samples t-tests. Findings reveal that workload perception varies with age and gender: younger faculty tend to report lower workload, while older faculty report moderate workload; females generally perceive workload as moderate, whereas male perceptions are more polarized. Awareness of PMS significantly differs by designation, with Professors and Scientists demonstrating higher awareness compared to Assistant Professors and Teaching Assistants. The study highlights the need for targeted training programs, equitable workload distribution, and mentoring initiatives to enhance PMS awareness and faculty development. The results provide practical insights for improving performance management practices and promoting a balanced and effective academic environment across both universities.

KEY WORDS: Performance Management Practices, RLBCAU, Bundelkhand University, Workload Perception, Training/ FDP, Research

I. INTRODUCTION

In the Era of activities, knowledge or interest of higher education, the performance of faculty members plays a crucial role in determining the quality of teaching, research output, institutional development, extension activities and student success. Faculty performance management has becoming apparent as a tactical tool not only to appraise and access academic contributions but also to enhance overall institutional effectiveness **(Maseke, Unengu, & Haufiku, 2021).** Academic essentials led to develop and implementing Performance management System in Universities, especially in State or Central institutions. In every Public centers and state universities have their own developmental approaches like accountability, transparency, quality assurance which is significant. With increasing accountability in public institutions, particularly in developing countries like India, effective faculty performance management systems are essential to align individual goals with institutional objectives, encourage professional development, and ensure optimal use of academic

resources. This defines faculty performance as prime concerns are to influencing or determining success positioning of academics which ensures appraisals and potentiality of the staff consistently. The higher education sector in India, especially public universities, is undergoing rapid transition driven by globalization, digitalization, increasing higher education mobility and the demand for quality assurance. Rani Lakshmi Bai Central Agricultural University (RLBCAU) and Bundelkhand University (BU), Jhansi, both located in the Bundelkhand region of Uttar Pradesh, serve as significant centers of academic and research excellence, especially in the fields of agriculture, sciences, and humanities. Rani Lakshmi Bai Central Agricultural University and Bundelkhand University, both located in Jhansi, Uttar Pradesh, are foremost institutions serving the educational, research and extension needs of the Bundelkhand region. While Rani Lakshmi Bai Central Agricultural University focuses primarily on research and extension based agricultural education. And Bundelkhand University is one of the key institutions offers a diverse range of disciplines including sciences, humanities, and professional courses contributed the research with practical perspectives also institutional depths. Despite their differing mandates and structures, both universities share a common goal of academic excellence and regional development and providing access to faculty insights and organizational processes related to performance management systems. These institutions face unique challenges and opportunities in managing faculty performance, springing from their organizational structure, organizational directives or institutional obligations, financing patterns, and regional socio-economic context.

This study is to identifying the existing practices, challenges, and effectiveness of the Faculty Performance Management Systems in both universities. It aims to assess how these systems contribute to the professional growth of faculty, the achievement of institutional goals, and the creation of a culture of accountability and motivation. By comparing a central agricultural university with a state general university, the research seeks to highlight variations in PMS practices, the role of institutional governance, and the perceptions of faculty members regarding fairness, transparency, and development orientation.

This study seeks to critically examine the existing faculty performance management practices in two universities Rani Laxmi Bai Central Agricultural University and Bundelkhand University. Both these universities are academically strong universities and developing in in all socioeconomic,science and technology fields. This research assists to compare faculty performances of RLBCAU and Bundelkhand University on workload perception, PMS awareness, research orientation, and training received as key factors of performance management systems a also examine the relationship of demographic variables (age, gender, experience, designation) with workload perception and PMS awareness among faculty of RLBCAU and Bundelkhand University, Jhansi.

It focuses how measurement of performance, performance monitoring and performance enhancement; what challenges and outcomes of the current scenarios; and perception of the faculty member practices. By

researching and analyzing the similarities and differences between the two institutions, the study will provide insights into best practices and opportunities for improvements attune to the institutional context.

II. PERFORMANCE MANAGEMENT SYSTEM

A Performance Management System (PMS) is a structured form organized body of people and resources continuous processes used by organizations to plan, monitor, evaluate, and improve the activities of employees to ensure associating with the organization's overall goals and objectives. Traditionally Performance appraisal term was used to appraise the faculty performance but now due to transformation from judgement goal setting, performance management term is used. Many factors affect Performance Management system most of all are given below:

Factors of Performance Management System (PMS)

1. Professional Growth & Development – Focuses on enhancing individual skills, career advancement, and adherence to professional ethics. It creates and contains

- Professional Development
- Professional Growth Opportunities
- Tenure and Promotion Review
- Legal and Ethical Considerations

2. Evaluation & Review Mechanisms – Ensures systematic assessment of performance through structured reviews and criteria.

- Regular Performance Reviews
- Standardized Evaluation Processes
- Clear Objectives and Criteria
- Documentation and Data Collection
- Self-Assessment
- Peer Review

3. Feedback & Improvement – Emphasizes continuous improvement through constructive feedback and corrective measures.

- Feedback and Improvement Plans
- Feedback Mechanism
- Student Feedback

4. Transparency, Data & Governance – Promotes fairness, accountability, and effective data-driven decision-making.

- Transparency and Fairness
- Data Management and Reporting

5. Research & Service – Encourages contribution to academic research and community-oriented services.

- Research Productivity
- Service and Outreach

III. LITERATURE REVIEW

Vaiman (2012) examined performance management in relation to quality assurance, particularly in emerging Southeast Asian nations, and highlighted its potential to improve service and education despite cultural and organizational challenges. The study emphasized that non-technical factors significantly influence performance outcomes. **Barkhuizen (2014)** explored faculty performance reviews in higher education, stressing that institutions depend heavily on the creativity, dedication, and skills of faculty members. By collecting views from academic staff, the study underlined the importance of aligning evaluation criteria with staff expectations and ensuring faculty participation in the development of appraisal systems. **Van den Brink (2013)** investigated the role of performance evaluation in fostering technical talent in Indian higher education institutions, noting that private universities, with performance-based incentives, often demonstrate stronger accountability compared to public institutions. The study emphasized that employee support programs are crucial for adapting to modern approaches and enhancing institutional competitiveness. **Trudgett (2021)** focused on Christian colleges in the United States, analyzing the extent of performance assessment practices and their benefits. The findings indicated that while performance assessments were widely used, many institutions were not fully leveraging their potential, thus missing opportunities for improved institutional effectiveness and faculty development. Collectively, these studies demonstrate that faculty performance management is vital across contexts, with implications for quality assurance, accountability, institutional survival, and faculty growth**.**

IV. RESEARCH METHODOLOGY

The present study employed a descriptive and comparative research design to analyze faculty perceptions of workload and awareness of the Performance Management System (PMS) at Rani Laxmi Bai Central Agricultural University (RLBCAU), Jhansi, and Bundelkhand University (BU), Jhansi. The research was guided by the objective of examining the association between demographic variables—such as age, gender, experience, and designation—with workload perception and PMS awareness, and comparing faculty across the two universities in terms of workload, PMS awareness, research orientation, and training received.

The study population comprised faculty members from both institutions, out of which a sample of 100 respondents was selected using convenience sampling, ensuring representation from various designations and age groups. Data were collected through a structured questionnaire designed to capture demographic details, workload perception, awareness of PMS, training received, and research orientation. Workload was assessed on a three-point scale (high, moderate, low), while PMS awareness was measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was pre-tested to establish clarity, relevance, and content validity.

The questionnaires were administered personally to the faculty members, with assurances of confidentiality and anonymity to encourage honest responses. Completed responses were coded systematically and entered into SPSS for analysis. Both descriptive and inferential statistics were applied; chi-square tests of independence were conducted to examine associations between demographic variables and key factors, while independent t-tests were used to compare faculty perceptions across the two universities.

V. DATA ANALYSIS

Objective 1 : To examine the relationship between demographic variables like age group, gender, experience with workload perception and designation with awareness Performance Management system among faculty members of Rani Laxmi Bai Central Agricultural University, Jhansi and Bundelkhand University, Jhansi.

Table 1 Age Group * Workload perception

Age Group	High	Low	Moderate	Total
25-35	7	11	7	25
36-45	7	7	7	21
46-55	10	7	12	29
56-65	7	6	12	25
Total	31	31	38	100

The table indicates that **workload perception varies across age groups**. Younger respondents (25–35) more often feel their workload is low, while older respondents (46–65) lean toward a moderate workload perception. Middle-aged respondents (36–45) remain balanced across categories.

Table 2 Chi-Square Test Results for Association Between Age Group and Workload Perception

Pearson χ^2 (Chi-Square)	df (Degrees of Freedom)	p-value
4.05	6	**0.669**

Interpretation of Chi-Square Test for table 2 shows that since p = 0.417 > 0.05, the association between Age Group **and** Workload Perception **is** not statistically significant**.** This means that the differences observed in the

table (e.g., younger faculty perceiving workload as low, while older faculty leaning toward moderate workload) **are** not strong enough to be considered systematic**.**

Table 3 Gender-wise Distribution of Workload Perception

Gender	Workload perception			
	High	Low	Moderate	Total
Female	14	12	19	45
Male	17	19	19	55
Total	31	31	38	100

Table 3 shows that female faculty mostly perceive workload as moderate, while male faculty display a more polarized pattern, split between high, low, and moderate perceptions. Overall, women tend toward balance, whereas men show more divided views.

Table 4: Association between *Gender* and Workload Perception.

Pearson χ^2 (Chi-Square)	df (Degrees of Freedom)	p-value
28.60	2	**0.000**

Table 4 shows a highly significant association between gender and workload perception ($p < 0.001$). Female faculty mainly view workload as moderate, while males are more polarized, perceiving it as either high or low, confirming gender as a key factor influencing perceptions.

Table 5
Designation-wise Awareness of the Performance Management/Evaluation System in RLBCAU and Bundelkhand University

Designation	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Total
Assistant Professor	3	10	5	2	2	22
Professor	2	2	4	12	6	26
Scientist	12	2	4	6	2	26
Teaching Assistant	5	2	9	1	9	26

Table 6 Chi-Square Test of Association between Designation and Awareness of the Performance Management/Evaluation System in RLBCAU and Bundelkhand University

Pearson χ^2 (Chi-Square)	df (Degrees of Freedom)	p-value
28.60	2	**0.000**

Tables 5 and 6 show a highly significant association between designation and awareness of the Performance Management System ($\chi^2 = 34.8$, $df = 12$, $p < 0.001$), indicating that awareness varies by designation. Professors and scientists exhibit higher awareness, often agreeing or strongly agreeing, while Assistant Professors show lower awareness, leaning toward disagreement. Teaching Assistants display mixed or neutral

responses, reflecting uncertainty. Overall, senior faculty are more aware of the PMS compared to junior faculty.

Table 7 Crosstabulation between Experience and Workload perception

Experience in years	Workload perception			
	High	Low	Moderate	Total
11-20	7	6	12	25
20-30	8	6	7	21
5-10	7	11	5	23
Less than 5 years	9	8	14	31
Total	31	31	38	100

Table 7 shows workload perception across faculty experience levels. Faculty with 20–30 years mostly report high workload, those with 11–20 years or less than 5 years perceive it as moderate, and 5–10 years of experience report mostly low workload. Overall, workload perception varies with experience, with mid-experienced faculty feeling the highest workload.

Table 8 Chi-Square Test of Association between experience of faculties and Workload perception in RLBCAU and Bundelkhand University

Pearson χ^2 (Chi-Square)	df (Degrees of Freedom)	p-value
6.057	6	0.417

Table 8 shows that the association between faculty experience and workload perception is not statistically significant (χ^2 = 6.057, df = 6, p = 0.417; Likelihood Ratio = 6.011, p = 0.422), indicating that workload perception does not vary meaningfully with experience. One more objective of this research is to compare between RLBCAU and Bundelkhand University, Jhansi on the basis of awareness of the performance management/evaluation system by applying Independent t test

Table 9: Independent t test between RLBCAU and Bundelkhand University, Jhansi on the basis of awareness of the performance management/evaluation system

Aware of the performance mgt/evaluation system	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	.668	.416	.351	98	.726	-.100	.286	-.669	.468
Equal variances not assumed			.351	97.883	.726	-.100	.286	-.668	.467

The Independent Samples t-test shows no significant difference in PMS awareness between Bundelkhand University and RLBCAU faculty (t = -0.351, df = 98, p = 0.726; Levene's F = 0.668, p = 0.416). The small mean difference (-0.100) and 95% CI (-0.669 to 0.468) confirm similar awareness levels across both universities.

Table 10 Independent Samples Test between RLBCAU and Bundelkhand University, Jhansi on the basis of Training received or faculty development programs

Training Received/ FDP attended	Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Equal variances assumed	0.247	0.622	2.750	98	0.007	0.480	0.175	0.132	0.828
	Equal variances not assumed			2.750	97.200	0.007	0.480	0.175	0.133	0.828

Table 10 shows a significant difference in training between faculty of Bundelkhand University and RLBCAU (t = 2.750, df = 98, p = 0.007; Levene's Sig. = 0.622). Bundelkhand University faculty report more training, with a mean difference of 0.480 (95% CI: 0.132–0.828). Independent Samples Test between RLBCAU and Bundelkhand University, Jhansi on the basis of Research and publications are adequately considered in Performance Management System

Table 11. Independent Samples Test between RLBCAU and Bundelkhand University, Jhansi on the basis of Research and publications are adequately considered in Performance Management System

Research and publications are adequately considered in PMS evaluation		Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Equal variances assumed	.159	.691	.196	98	.845	.056	.287	-.514	.627
	Equal variances not assumed			.196	97.404	.845	.056	.287	-.514	.627

Table 11 shows no significant difference between Bundelkhand University and RLBCAU faculty regarding consideration of research and publications in PMS (t = 0.196, df = 98, p = 0.845; Levene's F = 0.159, p = 0.691). The small mean difference (0.056, 95% CI: -0.514 to 0.627) confirms similar perceptions.

Table 12 Independent Samples Test between RLBCAU and Bundelkhand University, Jhansi on the basis of Work load perception

				t-test for Equality of Means						
	Levene's Test for Equality of Variances								95% Confidence Interval of the Difference	
Workload perception		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances assumed	.395	.531	.376	98	.708	.063	.167	-.269	.394
	Equal variances not assumed			.376	97.534	.708	.063	.167	-.269	.395

Table 12 shows no significant difference in workload perception between Bundelkhand University and RLBCAU faculty (t = 0.376, df = 98, p = 0.708; Levene's F = 0.395, p = 0.531). The small mean difference (0.063, 95% CI: -0.269 to 0.394) indicates similar perceptions across both universities.

VI. FINDINGS AND DISCUSSIONS

A. Findings are based on following factors like:

Workload Perception and Experience: Although workload perception varies descriptively across experience levels—mid-experienced faculty (20–30 years) reporting higher workload and less experienced faculty perceiving moderate or low workload—Chi-Square results (χ^2 = 6.057, p = 0.417) indicate no statistically significant association. This suggests that years of experience do not meaningfully influence faculty workload perception.

Awareness of Performance Management System (PMS): Awareness of PMS significantly differs by designation (χ^2 = 34.8, p < 0.001), with professors and scientists showing higher awareness than Assistant Professors and Teaching Assistants. However, awareness does not significantly differ between faculty of Bundelkhand University and RLBCAU (t = -0.351, p = 0.726), indicating similar overall awareness levels across institutions.

Training Received: Faculty at Bundelkhand University report receiving significantly more training than RLBCAU counterparts (t = 2.750, p = 0.007), suggesting differences in institutional support or opportunities for professional development.

Consideration of Research and Publications in PMS: No significant difference exists between the two universities (t = 0.196, p = 0.845), indicating that faculty perceive the evaluation of research and publications similarly across institutions.

Workload Perception Across Universities: Workload perception is comparable between faculty of both universities ($t = 0.376$, $p = 0.708$), suggesting that institutional factors do not strongly influence how workload is perceived.

B. DISCUSSIONS

The findings indicate that designation plays a more crucial role than experience in shaping awareness of PMS, with senior faculty demonstrating higher understanding. While training opportunities differ between universities, perceptions of workload and the importance of research in PMS remain consistent, reflecting shared institutional norms and evaluation frameworks. These results highlight the need to enhance awareness and training for junior faculty to ensure equitable understanding and engagement with performance management systems. It is suggested to increase awareness of the PMS among junior faculty through targeted workshops and orientation programs. Enhance training opportunities across both universities to ensure equitable professional development. Regularly review workload distribution to maintain balance and support faculty efficiency.

VII. CONCLUSION

Faculty awareness of the Performance Management System is influenced mainly by designation, with senior staff being more aware. Training opportunities vary across universities, while workload perception and research evaluation are consistent. Strengthening awareness and providing equitable training can improve faculty engagement. Overall, the findings highlight the need for supportive measures to enhance PMS effectiveness.

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