

Career Development Opportunities and Faculty Performance in Higher education Institutions: An Empirical Institutions

Ms. Keerthi A¹, Dr. Chandrashekhar R²

¹Research Scholar, Department Of Business Administration, Mangalore University

²Assistant Professor, Department Of Business Administration, Mangalore University

Abstract

Career development opportunities play a significant role in enhancing faculty performance and strengthening the overall effectiveness of higher education institutions. Opportunities such as professional training, skill development, promotions, mentoring, research support, career advancement, and participation in academic development programs can improve faculty members' competencies, motivation, job satisfaction, and commitment. This empirical study examines the relationship between career development opportunities and faculty performance in higher education institutions. The study focuses on key dimensions of career development, including training & development, promotion and career advancement, mentoring and guidance, research & professional development opportunities, and institutional support. Faculty performance is assessed in terms of teaching effectiveness, research productivity, academic engagement, innovation, and contribution to institutional activities. The findings may assist educational administrators and policymakers in designing effective career development strategies that promote faculty motivation, professional growth, performance, and long-term institutional excellence. Overall, the study highlights career development as an important strategic tool for developing a competent, motivated, and high-performing faculty workforce in higher education. A sample of 370 faculty members of higher education institutes were surveyed to know the different roles of career development opportunities for faculty members and the impact of career development opportunities on faculty performance. The study concludes that there is a significant impact of career development opportunities on faculty performance.

Keywords: Faculty performance, career development, professional development, higher education institutes, career advancement

Introduction

In higher educational institutions, for the well-being of teachers, their career development is highly essential. Educators navigating with a complicated environment of academia, they need to constantly refine their methods of teaching, improve research expertise, and balance administrative responsibilities. For teachers of higher education institutions, career development is a multi-faceted process that needs a strategic approach from teachers as well as institutions. By addressing challenges related to balancing research, services, and training as well as by providing mentorship, institutional support, opportunities of professional development by all these HEIs can develop an environment favourable for growth of career. Teachers actively pursuing career development activities are better equipped to meet the rising

demand of academia, that would eventually benefit themselves as well as students (Mengdi & Zhen, 2024). Faculty performance stays a vital determinant of institutional efficacy and quality of education in higher educational institutions. At Higher education institutes, teaching staff shows a high level of career development through training and seminars, and constant professional development, which indicates that faculty members are engaged actively in opportunities of professional growth that would improve their teaching competency, instructional knowledge and professional expertise. These initiatives strengthen academic capabilities of faculty significantly and also enhance instruction qualities in HEI (Gajita & Prado, 2026). An opportunity enabling an individual to rise potentially is called growth opportunities. Opportunities for the growth of employees and their development include constant educational courses, reimbursement of tuition, counselling services and career development activities, skill training that are being provided in-house and training centres. The two factors that adds to the job satisfaction of employees are timely increment and salary. Substantially different talent is needed by HEIs, they are required to have a remarkable offer of employment compared to what HEI are offering presently. Thus, in order to boost the dedication of employee's academic sector needs to enhance their strategy of compensation that would enable their commitment, improve outputs of research and enhance skills (Siddiqui, 2018). Advancement in career makes a positive impact on academic performance of faculty in Higher education institutes. Scholarship is provided by universities to faculty staff for supporting their goals of career development. However, it is agreed by some respondents that career development was based on academic staff competencies, merit and equity. Career planning makes a positive impact on faculty performance (Mwashila, Ibua & Kazungu, 2017).

A crucial role is played by faculty development in HEI, it makes contribution towards faculty growth, improves quality of teaching, learning and benefit students as well as their academic community. The future of faculty development would get shaped by advancement of technology; it evolves the requirement of students and change the landscape of higher education system. Educational institutions embracing such trends and adapting innovations can ensure that faculty staff receives the required support, resources as well as opportunities for excelling in their role. Implementing practices of performance management in HEIs also face challenges like resistance to change, limitation of resources, lacking clarity and consistency (Bhandary & Suraj, 2023).

Services of job placement and career are important services that are being provided by higher education institutes for their students. These services lead to contribution towards society by institutions for the development of human capital by providing the development of competencies of their students. Career information is provided to students, exploration and direct experiences to search the jobs and job interviews (Manlagaylay & Anar, 2022). Significant contribution is made towards employee performance with effective training programs; job satisfaction has appeared as a the highly impactful element. Moreover, the clear pathways for advancement of career further motivate employees for excelling in their roles. Adoption of a complete approach integrating training, satisfaction and career development, higher education institutes can develop a supportive and engaging environment of work that would not just improve faculty performance, but would also promote retention as well as success of institutions. Eventually, prioritising such factors is important to create a workforce which is competent, committed and capable to meet the rising challenges of higher education landscape. The outcome suggests that higher education institutes need to prioritize comprehensive development strategies for employees integrating training, opportunities of career growth and satisfaction for developing supportive work environment (Suriadi et al. 2024).

Literature Review

Enhancing prospects of career and improving career development stays a point of focus for students to enter HEI. Constructive theories and social learning are useful to help in understanding how students can be supported in their overall development of career and therefore provide a focus on the development of employability skills as well as attributes. Along with mastery experience another important factor was social persuasion, it suggests value to provide supportive opportunities of placement where students receive helpful feedback (Benton, 2015). Professional development and career choices are influenced by different factors like family dynamics, guidance of teachers, influence of peers, career counselling, constant learning and market trends. The findings indicate a relative positive understanding about faculty and staff with regards to high awareness of career choices and personal growth among students. However, it is revealed that dynamics of local job market, present career paths and significant influence of family are found to be shaping career decisions of students. The importance of considering perspective of stakeholder is emphasised in shaping career guidance policies. Significance of strong policies on career guidance has been highlighted along with effective career assessment involving activities on guidance, proficient advisors on career and a commitment to lifelong learning. Such factors help in empowering students in making better decisions on career choices and develop professional growth (David & Mohebi, 2026). Many elements are effective in the choosing process in the department of study. Presently, digital technologies are utilised in an effective way in educational field, and significance of digital tools and technologies in choosing a career is high as majority of professions of human requirement has appeared with digital technology. Some of the professions are counted as AI specialists, digital knowledge, designer of technology, development of digital games and specialists of social media. Career choice and career development has been highly affected by digital technologies. Many benefits are seen to be enjoyed by students by using digital technologies properly and effectively in the career development professional (Kara & Ozkinaci, 2023). Institutions are main location for students where they get primary education and training for career development. Educational institutes boost confidence of students towards positive note for attaining better skills on career development. Through such steps, they evolve future in professional field and become successful (Das & Baskey, 2023).

Open communication is fostered by career development withing the organization approving open communication upon all organizational levels that include managers and employees. It is essential to motivate better usage of skills of employees. Career development is offering managers and their employees with advantageous help related to decisions of career. It is essential to know that the root of any organization of open communication. Career development motivates improved use of skills of employees (Olu & Mokuye, 2024). In higher education, improving student's skill development would help in contributing significantly to place higher education ad main pillar in building society. There are some serious doubts in academic world where society is going in many aspects. Development of skills needs to be integrated in HE so that after completion of study students can get jobs in the combination skills as well as knowledge (Gupta, 2018). Assessment of faculty performance in higher education institutes across various discipline is a challenge as the nature of work is different between faculties. Evaluating their performance need to comprehend all the parameters reflecting their nature of work as well as different role that are being carried out by them for yielding required results. The method of appraisal used in evaluation of faculty performance need to consider distinct variables representing multiple variables that are being carried out by faculty to provide reliable outcomes. Looking at the changing roles of HEI's faculty in modern era, it has become important for management of HEI to adopt scientific methods to as-

sess their performance (Mamatha, Sridhar & Balasubramanian, 2019).

Motivation and engagement of faculty are essential predictors in faculty performance which is likely to result in high performance. Due to monetary reasons, faculty motivation arises, some others also like assisting students, doing a good job as well as for personal satisfaction. There are three casual factors on which performance of higher educational institutions depend, which are management support, faculty motivation and faculty engagement (Mishra, Rath & Varma, 2025). In higher education institutes, creation of “Faculty Performance Management System (FPMS)” needs a team effort to engage faculty, administrators as well as support personnel. A vital role is played by the implementation of Faculty Performance Management System (FPMS) in HEI in promotion of efficiency and responsibility of faculty to fulfil their duties as a researcher, instructor and contributors to embrace the objectives of institutions. Such system help HEI in evaluation and improvement of faculty performance, it facilitates professional growth and enable well-informed decisions to pertain promotions, tenure and recognition (Singh et al. 2023). Evaluation of faculty performance in HEI is a rising process shaped by institutional requirements and pedagogical advances. Evolution of performance evaluation for faculty shows a dynamic interplay between traditional methods of evaluation, technological advancement and shifting academic priorities. The role played by ML in predictive evaluation of performance, reduction of bias and personalized development pathways for faculty needs more investigation (Hussain, Matore & Hamzah, 2025). One of the global concerns is to ensure educational quality in HEI. There is a rising emphasis on retaining and motivating faculty for elevating their institutes to the worldclass standards necessitating the regular evaluation of faculty performance to measure the overall effectiveness of educational institutes (Agrawal & Sharma, 2025).

Objective

1. To know different Role of Career development opportunities for faculty members in Higher education institutions.
2. To measure the impact of career development opportunities on faculty performance.

Research Methodology

A sample of 370 faculty members of higher education institutes were surveyed to know different Role of Career development opportunities for faculty members and impact of career development opportunities on faculty performance. Data collection method used was random sampling and multiple regression was applied to get the end results.

Findings

Table 1 is demonstrating the general profile of the respondents where 48.1% are males and rest 51.9% are female. Among them 29.2% are below 35 years of age, 38.6% are between 35-45 years of age and rest 32.2% are above 45 years of age group. 18.6% faculty members are from engineering and technology department, 19.2% from humanities and arts, 21.6% from physical sciences, 18.1% from social sciences and rest 22.4% are from other departments of higher education institutes.

Table 1 General profile of the respondents

Variable	Respondents	Total %age
Gender		

Male	178	48.1
Female	192	51.9
Total	370	100
Age		
Below 35 yrs	108	29.2
35-45 yrs	143	38.6
Above 45 yrs	119	32.2
Total	370	100
Departments		
Engineering & Technology	69	18.6
Humanities & Art	71	19.2
Physical Sciences	80	21.6
Social Sciences	67	18.1
Others	83	22.4
Total	370	100

Table 2 Role of Career development opportunities for faculty members

SI. No.	Role of Career development opportunities for faculty members
1.	Professional Training helps in improving teaching method
2.	Skill development improves communication among the faculty members
3.	Promotions motivate the faculty members
4.	Encourage the faculty members to improve their teaching style
5.	Mentoring of the faculty members provides guidance
6.	Provides professional support to faculty members
7.	Research support provides access to resources and funding
8.	Career advancements offer opportunities for higher positions
9.	Academic development programs update faculty members with new teaching approaches
10.	Career development opportunities help in improving academic practices
DV	Overall impact of career development opportunities on faculty performance

Multiple Regression

Table 3, 4, and 5 shows the relationship of the 10 independent variables and 1 dependent variable which is “overall impact of career development opportunities on faculty performance.”

Table 3 “Model Summary”

“Model”	“R”	“R Square”	“Adjusted R Square”	“Std. Error of the Estimate”
1	.796 ^a	.634	.624	.51562
a. Predictors: (Constant), Improving teaching method, communication among the faculty members, Promotions motivate the faculty members, improve their teaching style, mentoring of the faculty members provides guidance, professional support to faculty members, Research support provides access to resources and funding, opportunities for higher positions, update faculty members with new teaching approaches, improving academic practices				

The Value of adjusted R square is 0.624, which means that the model explains around 62% of the variation.

Table 4 “ANOVA”

“Model”		“Sum of Squares”	“df”	“Mean Square”	“F”	“Sig.”
1	Regression	165.529	10	16.553	62.260	.000 ^b
	Residual	95.447	359	.266		
	Total	260.976	369			
a. Dependent Variable: Overall impact of career development opportunities on faculty performance						
b. Predictors: (Constant), Improving teaching method, communication among the faculty members, Promotions motivate the faculty members, improve their teaching style, mentoring of the faculty members provides guidance, professional support to faculty members, Research support provides access to resources and funding, opportunities for higher positions, update faculty members with new teaching approaches, improving academic practices						

Table 4 presents the value of ANOVA and F value. The value in the significance column of the table 4 is .000 which means that one or more variables are significant on dependent variable.

Table 5 “Coefficients”

“Model”	“Un standardized Coefficients”		“Standardized Coefficients”	“t”	“Sig.”
	“B”	“Std. Error”	“Beta”		
(Constant)	.031	.186		.169	.866
improving teaching method	.110	.039	.109	2.809	.005
communication among the faculty members	.129	.048	.141	2.672	.008
Promotions motivate the faculty members	.168	.059	.169	2.855	.005
improve their teaching style	.177	.060	.170	2.933	.004
Mentoring of the faculty members provides guidance	.320	.074	.319	4.359	.000
professional support to faculty members	.219	.071	.223	3.073	.002
Research support provides access to resources and funding	.083	.036	.086	2.273	.024
opportunities for higher positions	.130	.055	.127	2.370	.018
update faculty members with new teaching approaches	-.174	.045	-.188	-3.864	.000
improving academic practices	-.184	.061	-.185	-3.021	.003
a. Dependent Variable: Overall impact of career development opportunities on faculty performance					

Table 5 shows that variables namely Improving teaching method, communication among the faculty members, Promotions motivate the faculty members, improve their teaching style, mentoring of the faculty members provides guidance, professional support to faculty members, Research support provides access to resources and funding, opportunities for higher positions, update faculty members with new teaching

approaches, improving academic practices shows significant impact of career development opportunities on faculty performance as the value in the significant is below the significant value (0.05).

Conclusion

It is concluded that career development opportunities play a significant role in enhancing faculty performance in higher education institutions. Opportunities related to training and development, promotion and career advancement, mentoring, research support, skill enhancement, and institutional recognition contribute to improving faculty member's professional competencies, motivation, job satisfaction, and commitment. Faculty members who perceive greater access to career development opportunities are more likely to demonstrate improved teaching effectiveness, research productivity, academic engagement, innovation, and participation in institutional activities. The findings highlight that career development should not be viewed merely as an individual responsibility but as a strategic institutional priority. Higher education institutions that provide transparent promotion policies, regular professional development programmes, mentoring systems, research opportunities, and supportive work environment, can create a motivated and high-performing faculty workforce. Institutional support and recognition are important in translating career development opportunities into improved performance. Management should regularly assess faculty development needs and design programmes aligned with changing academic requirements, technological developments, and institutional objectives.

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