

# Evaluating The Effect Of Employee Feedback On Faculty Performance In Management Institutions

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## **Abstract**

*It is commonly recognized that employee feedback plays a vital role in shaping institutional practices and enhancing employee engagement. In academic settings, especially within Management Institutions, employee surveys are frequently conducted to assess satisfaction, identify concerns, and drive improvements. However, the actual implementation of this feedback and its measurable impact on faculty performance remain underexplored. Existing literature suggests a positive link between feedback mechanisms and outcomes such as job satisfaction, motivation, and decision-making participation.*

**Aim:** *This study aims to evaluate the influence of employee feedback on faculty job satisfaction and performance in Management Institutions. It also seeks to examine how such feedback is used to shape institutional practices and policies and the role of faculty participation in decision-making.*

**Method:** *The research adopts an empirical approach. Primary data was collected through a close-ended questionnaire distributed among faculty members from Management Institutions in the Western Uttar Pradesh region. The data was analyzed using MS Excel and SPSS software.*

**Results:** *The findings suggest that employee feedback positively influences faculty job satisfaction and contributes to improvements in institutional practices. The study also shows a meaningful connection between faculty participation in decision-making and their overall performance.*

**Conclusion:** *Institutions that actively collect and act upon employee feedback are more likely to experience improved faculty outcomes. This emphasizes the need for structured feedback mechanisms and greater inclusion of faculty voices in academic decision-making processes.*

**Keywords:** *Employee Feedback, Institutional Practices, Faculty Participation, Decision-Making.*

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## **1. INTRODUCTION**

Employee feedback serves as a critical tool for organizational development and continuous improvement. In Management Institutions, the role of feedback is particularly significant as it influences faculty performance, professional growth, and institutional success. Feedback mechanisms facilitate communication between employees and management, offering valuable insights into faculty experiences, teaching effectiveness, and areas for development (Robbins & Judge, 2022). When implemented effectively, employee feedback can foster a collaborative academic environment, drive motivation, and enhance job satisfaction. Faculty members are central to the academic mission of Management Institutions. Their performance directly impacts student learning outcomes, research productivity, and institutional reputation (Smith et al., 2021). Given this importance, institutions increasingly rely on feedback systems to evaluate faculty performance. Feedback may come from various sources, including peers, students, and administrative staff, providing a comprehensive view of faculty strengths and areas needing improvement. Additionally, constructive feedback contributes to faculty development by identifying professional growth opportunities and aligning faculty goals with institutional objectives (Johnson & Williams, 2020). However, the effectiveness of employee feedback in enhancing faculty performance remains a topic of ongoing debate. While some studies suggest that feedback positively influences faculty motivation and productivity, others argue that poorly managed feedback processes may lead to dissatisfaction and decreased performance (Lee & Kim, 2019).

Therefore, a comprehensive evaluation of the effect of employee feedback on faculty performance in Management Institutions is essential to identify best practices and mitigate potential challenges.

This study aims to investigate the relationship between employee feedback and faculty performance by analyzing feedback systems, faculty perceptions, and performance outcomes. The findings are expected to provide valuable insights for academic leaders, policymakers, and human resource practitioners seeking to enhance faculty performance through effective feedback mechanisms.

## 2.LITERATURE REVIEW

The existing literature highlights the importance of employee feedback in enhancing institutional effectiveness and staff satisfaction. However, limited studies focus on how such feedback influences faculty performance in academic settings. While faculty participation in surveys is common, the actual use of this input in decision-making and performance improvement remains underexplored. This study aims to fill that gap by examining these overlooked connections.

**Stephen (2024)** found that job satisfaction among university staff is shaped by key predictors vital for improving productivity and effectiveness in higher education. Addressing these factors is crucial, as job satisfaction affects not only individual well-being but also broader institutional outcomes, such as higher productivity, better morale, and lower turnover rates. The study highlights that promoting job satisfaction is a strategic priority that directly impacts the quality and competitiveness of educational institutions. Consequently, the recommendations should guide stakeholders and leaders in higher education to implement effective policies. This research lays a foundation for future studies to delve deeper into these issues and enhance understanding to meet the complex needs of university staff.

**Halat et.al (2023)** found that in recent years, mental health concerns such as stress, burnout, anxiety, and depression have been increasingly recognized among faculty in academia. The demanding work environment, balancing personal and professional duties, and constant productivity pressures, along with structural changes in higher education, shifts in research landscape, faculty-specific and student-specific factors, and the impact of the COVID-19 pandemic, profoundly affected faculty mental health and well-being. This paper reviewed pertinent literature on faculty mental health, summarizing evidence on the prevalence of these issues across various academic fields and career stages. It highlighted strategies for promoting work-life balance and suggested effective interventions to improve mental health outcomes among academics.

**Klos et.al (2023)** concluded that sustainable human resource management (SHRM) significantly impacts employee satisfaction by focusing on individual preferences and needs. Analysing data from 1,051 employees, the study found that higher levels of workplace well-being, employee development, and employee retention led to increased job engagement and, consequently, greater employee satisfaction. Job engagement played a mediating role in these relationships. The findings offer practical implications for managers to enhance employee satisfaction and engagement through SHRM practices.

**Roy (2023)** concluded that there was a notable prevalence and positive association between employee unhappiness, the negative influence of family on career, the detrimental impact of work on family, and work-life imbalance. Achieving work-family balance was defined as successfully dividing time between work and family responsibilities and being able to separate the two during difficulties. The study suggested that nurses could achieve work-life balance if employers provided adequate facilities such as standard wages, accommodation, transportation, and health insurance to meet their needs. However, nurses also needed to be mindful of their work schedules to prevent negative impacts on their families and to spend sufficient time with their families to avoid work-family conflicts.

**Luthra et.al (2023)** examined that the faculties are crucial to education. They should have sufficient training facilities and be encouraged to actively contribute to high-quality education and successful learning. Faculty engagement and development activities should be explored and included in learning organizations and employee engagement in India. This paper aims to describe higher education as a learning organization. Research assessed how faculty development programs affected faculty engagement behaviors in these institutions and whether professional development mediated this effect, an area that had not been previously examined.

**Vela *et.al* (2023)** explored faculty perceptions of professional development programs at a Hispanic-serving institution in South Texas, focusing on teaching, research, and service. Data from tenured and tenure-track faculty revealed mixed opinions about on-campus workshops and training. However, networking, collaboration, and access to resources were seen as valuable. Further research is needed to understand why some faculty choose not to engage in professional development activities.

**Abakah (2022)** focused on how teachers in Ghana learn and transform their knowledge into practice through CPD. Using the SCT of learning, it identified three main sources: continuing education, workshops and in-service training, and informal self-initiated activities. Informal activities, despite being significant, were not officially recognized as CPD. The study found that learning occurred through five stages: participation experience, knowledge acquisition, critical reflection, reconceptualization, and contextualization, highlighting that learning from CPD is not automatic. It recommends legitimizing informal learning as CPD, providing realistic learning experiences, and ensuring CPD content is meaningful to teachers' classroom practices. Future research should explore teachers' approaches and challenges in implementing CPD knowledge.

**Borowiec *et.al* (2022)** concluded that lower work-life balance among the middle class in Warsaw was linked to poorer mental health in 2003 and 2013, and to poorer physical health in 2013, supporting earlier studies. The growing correlation between work-life balance and mental health from 2003 to 2013, and the significant link with physical health in 2013, were attributed to changing mentalities, lifestyles, and generational renewal in Poland, Europe, and the USA, which altered perceptions of work and expectations. Contrary to the hypothesis, higher levels of middle-class life orientations protected against poor work-life balance, serving as resources that helped individuals cope with work-life conflict, derive greater satisfaction from occupational roles, and maintain better health. This study highlighted the issue of work-life balance among social groups for whom work is primarily an obligation.

**Almoammar *et.al* (2021)** aimed to identify the factors that most significantly influenced the satisfaction of faculty members who participated in higher education professional development programs in teaching. Analysing 2,330 cases collected over a three-year period, the study found that seven factors accounted for 72% of the satisfaction ratings. These factors were: the achievement of program objectives, the appropriateness of program topics, the suitability of program activities, the duration of the program, the teaching skills of academic developers, the appropriateness of program objectives, and the academic developers' skills in managing discussions.

**Rahim *et.al* (2020)** found the Partial Least Squares (PLS) method to investigate the influence of work-life balance (WLB) on individual well-being, specifically career satisfaction and psychological well-being, among staff at an Open Distance Learning (ODL) university. Additionally, the moderating effects of supervisor support and family support on the relationship between WLB and both components of individual well-being were examined. Data were collected via an online survey involving 94 academic, academic support, and operational staff from a Malaysian ODL university. The findings confirmed that the WLB of employees at this institution influenced their career satisfaction and psychological well-being. These results have contributed to a better understanding of the WLB of staff at an ODL university.

**Borowiec *et.al* (2020)** found that family-supportive supervisory behaviors (FSSBs) significantly impacted job satisfaction in remote work, with strong evidence showing that managers who support employees in fulfilling family duties enhance satisfaction with remote work arrangements. FSSBs also positively influenced work-to-family positive spillover (WFPS) and work-life balance (WLB), improving the equilibrium between work and family life and facilitating positive transfers from work to family settings. Both WFPS and WLB favourably impacted job satisfaction among remote workers, emphasizing the importance of a satisfactory work-family interface. The study demonstrated the mediating effects of WFPS and WLB on the relationship between FSSB and remote job satisfaction, underscoring the indirect positive impacts of employment on family units and the ideal balance between work and family responsibilities. These findings have significant practical implications for firms aiming to enhance satisfaction and fairness in remote work environments.

### 3. RESEARCH METHODOLOGY

In this research, the methodology began with research gaps on employee feedback, faculty job satisfaction, and institutional practices. The gap identified was the limited focus on how feedback influences faculty performance in Management Institutions. An empirical research approach was adopted to address this gap. A close-ended questionnaire was prepared to collect primary data from faculty members across Management Institutions. The responses were analyzed using MS Excel and SPSS. The analysis aimed to test the proposed hypotheses and explore relationships among feedback, satisfaction, and decision-making. This structured approach ensures the findings are reliable and relevant to current academic practices.

#### 3.1 Research Gaps

1. There is a lack of empirical research on how employee feedback influences faculty job satisfaction in Management Institutions.
2. Limited studies exist on how institutions effectively utilize employee survey feedback to drive improvements in practices and policies.
3. The role of faculty participation in institutional decision-making is underexplored, particularly in terms of its impact on faculty performance and institutional effectiveness.

#### 3.2 Research Questions

1. What is the impact of employee feedback on faculty job satisfaction in Management Institutions?
2. How do institutions use employee survey feedback to improve their practices and policies?
3. What role does faculty participation play in institutional decision-making?

#### 3.3 Research Objectives

1. To find the impact of employee feedback on faculty job satisfaction in Management Institutions.
2. To examine how institutions use employee survey feedback to improve practices and policies.
3. To analyse the role of faculty participation in institutional decision-making

#### 3.4 Research Hypotheses

- H1: Employee feedback has a significant positive impact on faculty job satisfaction in Management Institutions.
- H2: Institutions effectively use employee survey feedback to improve practices and policies.
- H3: Faculty participation plays a significant role in institutional decision-making.

#### 3.5 Research Design

This study will adopt a quantitative research approach to evaluate the effect of employee feedback on faculty performance in Management Institutions. A structured survey questionnaire will be used as the primary data collection tool. The target population will consist of faculty members from various Management Institutions.

**Sampling Technique:** A stratified random sampling method will be employed to ensure representative data from different faculty designations and departments.

**Data Analysis:** Statistical tools, including correlation analysis and regression analysis, will be used to examine the relationship between employee feedback and faculty performance. Descriptive statistics will provide an overview of faculty perceptions and experiences.

### 4. DATA ANALYSIS

**Table 4.1** Employee surveys regarding their satisfaction are conducted regularly in my institution

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	20	38	116	193	47	414
Percent	4.8	9.2	28.0	46.6	11.4	100.0
Valid Percent	4.8	9.2	28.0	46.6	11.4	100.0
Cumulative Percent	4.8	14.0	42.0	88.6	100.0	–

Table 4.1 shows Employee perceptions regarding whether their organisation routinely surveys staff members to gauge their level of satisfaction. The majority of respondents (193 respondents, or 46.6%) agree that these surveys are regularly conducted, with 47 respondents (11.4%) strongly agreeing. When taken as a whole, this indicates that more than half of the staff believe surveys are conducted regularly. 116 individuals, or 28.0%, are neutral, which denotes that they lack a strong opinion or are unsure. 9.2% of respondents (38 respondents) disagree, and 4.8% of respondents (20 respondents) strongly disagree, indicating that they do not think surveys are conducted on a regular basis. To put it simply, the majority of workers believe that their organisation regularly surveys them to gauge employee satisfaction, but some are not sure and some disagree.

**Table 4.2**

**The institution takes appropriate action based on the feedback received from employee surveys**

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	5	19	134	202	54	414
Percent	1.2	4.6	32.4	48.8	13.0	100.0
Valid Percent	1.2	4.6	32.4	48.8	13.0	100.0
Cumulative Percent	1.2	5.8	38.2	87.0	100.0	–

"Table 4.2 presents the responses of employees regarding the institution's actions based on feedback from employee surveys. Nearly half (48.8%) of the 414 participants agreed that the institution appropriately addresses the feedback received, and 13% strongly agreed, suggesting that the institution is perceived as responsive. On the other hand, 32.4% of respondents said they were neutral, meaning they didn't agree or disagree with the statement. This could mean they weren't sure about the actions that were taken. However, 4.6% of workers disagreed, and 1.2% strongly disagreed, indicating some discontent or scepticism about how responsive the organisation is to criticism. Overall, even though a sizable percentage of workers believe that their opinions are heard and taken into consideration, a sizeable portion are still unsure or believe that the organisation could be more responsive to their needs.

**Table 4.3**

**For improving the performance of faculty members, it is essential to participate in institutional decision-making through surveys**

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	9	27	121	185	72	414
Percent	2.2	6.5	29.2	44.7	17.4	100.0
Valid Percent	2.2	6.5	29.2	44.7	17.4	100.0
Cumulative Percent	2.2	8.7	37.9	82.6	100.0	–

Table 4.3 shows Faculty opinions on the value of using surveys to participate in institutional decision-making in order to enhance performance. The results indicate that 62.1% of participants in the survey agreed and 17.4% strongly agreed that such participation is important. Conversely, 29.2% of participants expressed neutral opinions, indicating possible apathy or doubt regarding the advantages of this strategy. Out of the 8.7% who opposed the idea, 6.5% disagreed and 2.2% strongly disagreed, representing a minority of respondents.

These results indicate broad support for faculty involvement in decision-making processes, though the neutral responses point to an opportunity for institutions to clarify the advantages of such engagement. Addressing the concerns of those who disagreed and encouraging greater involvement among neutral

respondents could strengthen faculty commitment and enhance decision-making outcomes. This participatory approach is crucial for improving faculty performance and fostering a collaborative institutional environment.

## **5.DISCUSSION**

The findings indicate that employee feedback gathered through surveys positively impacts faculty job satisfaction and performance in management institutions. A majority of faculty members acknowledged that their feedback leads to improvements, and that institutions take action based on the survey results. This highlights the importance of involving faculty in shaping institutional practices and promoting a supportive work environment. However, a notable portion of respondents remained neutral, which may suggest limited awareness of how their feedback is used. This points to a need for institutions to improve transparency and communication regarding actions taken from survey results. Strengthening this feedback loop can further enhance engagement, trust, and participation among faculty members.

## **6. CONCLUSION**

This research concludes that employee feedback significantly impacts faculty job satisfaction and overall performance in management institutions. Institutions that actively gather, analyse, and act upon faculty input through structured surveys tend to create more positive and productive work environments. Faculty involvement in decision-making further strengthens institutional policies and practices, leading to better educational outcomes.

To maximize these benefits, institutions should not only continue conducting employee surveys but also focus on the effective implementation of feedback-driven actions. Enhancing communication around these actions can further increase trust and participation among faculty members. Continued research in this area, especially with larger and more diverse samples, will help deepen the understanding of how feedback mechanisms can be optimized in academic settings.

## **7. LIMITATIONS**

- The study is limited to Management Institutions which may affect the generalizability of the results to other disciplines.
- The study does not include longitudinal data, limiting its ability to observe long-term effects of employee feedback on faculty performance.
- The study focuses only on faculty perspectives and does not include insights from institutional administrators or management.
- External factors such as institutional culture, leadership style, or policy changes were not considered, which may also influence faculty performance.

## **8.RECOMMENDATIONS**

- Management Institutions should implement structured feedback mechanisms that are transparent, consistent, and aligned with faculty development goals.
- Feedback should be specific, actionable, and delivered in a supportive manner to promote faculty growth and motivation.
- Institutions should foster a culture of open communication and continuous feedback by providing training on effective feedback practices.
- Establish processes for follow-up discussions and feedback utilization to ensure that faculty concerns are addressed and improvements are tracked.
- Provide resources for mental and emotional well-being, recognizing that constructive feedback can contribute to stress reduction and personal growth.

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