

Outcome-Driven School Management and Its Impact on Teacher Well-Being

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Abstract—The growing emphasis on outcome-driven school management has significantly transformed the professional environment of teachers, with increasing focus on performance accountability, measurable outcomes, and result-oriented practices. This study examines the impact of outcome management practices on teachers' well-being in the context of contemporary school education. Using a quantitative research design, data were collected from teachers through a structured questionnaire measuring outcome management practices and teacher well-being. Pearson correlation analysis and simple linear regression were employed to examine the nature and strength of the relationship between the study variables. The findings reveal a strong and statistically significant positive relationship between outcome management practices and teacher well-being. Regression results indicate that outcome management practices explain a substantial proportion of variance in teacher well-being, confirming that management approaches, backed by clear goals, accountability, and performance monitoring significantly influence teachers' psychological and professional well-being. The study highlights that when outcome-oriented practices are implemented in a structured and supportive manner, they can enhance teachers' sense of clarity, responsibility, and professional engagement. However, the findings also suggest the need for balanced implementation to prevent excessive pressure and stress.

Key Words— Outcome-Driven School Management, Performance Accountability, Outcome Management Practices, and Teacher Well-Being

I. INTRODUCTION

In recent years, the Indian school education system has undergone a significant transformation driven by an increasing emphasis on accountability, measurable outcomes, and performance-oriented management practices. With heightened competition among schools, parental expectations, regulatory pressures, and policy-driven reforms, educational institutions are progressively adopting outcome-driven management approaches to enhance academic

performance and institutional credibility. While such practices aim to improve student achievement and system efficiency, they have simultaneously hampered the professional environment of teachers, placing them at the mid of performance accountability system. Performance accountability in Indian schools has increasingly become synonymous with students' academic results. Teachers are often evaluated based on examination outcomes, pass percentages, and comparative performance indicators, making student achievement a primary measure of teaching effectiveness. This result-centric approach has led to continuous monitoring, frequent performance reviews, and sustained pressure on teachers to meet predefined academic targets. In most of the big schools, teacher appraisal, recognition, and even job security are closely linked to student examination results. While accountability mechanisms are intended to ensure quality education, their intensified implementation raises critical concerns regarding the professional autonomy and psychological well-being of teachers. Performance accountability and outcome management practices have gained prominence as a strategic tool in school administration. Outcome management involves structured goal-setting, result-oriented planning, and systematic alignment of teaching strategies with expected academic outcomes. In the Indian context, school managements increasingly emphasize data-driven decision-making, frequent assessments, and targeted instructional interventions, especially during examination periods. Teachers are often required to modify teaching methods, participate in additional academic planning, and engage in extensive documentation and reporting activities to support outcome-based objectives. Although these practices aim to improve institutional performance and student results, they also contribute to increased administrative workload and intensification of teachers' professional responsibilities. Among these evolving managerial practices, teacher well-being has emerged as a critical yet often overlooked

dimension of educational effectiveness. Teacher well-being encompasses mental health, emotional stability, job satisfaction, work–life balance, motivation, and a sense of professional accomplishment. In India, teachers frequently navigate multiple roles such as academic instruction, administrative duties, student mentoring, and parental engagement, this create a high-pressure school environment. Persistent performance pressure, continuous monitoring, and expanding outcome management demands can lead to stress, burnout, reduced motivation, and challenges in maintaining long-term psychological well-being. Consequently, the sustainability of outcome-driven school management depends not only on academic performance but also on the well-being of teachers who implement these practices on the ground. The present education landscape in India, influenced by policy reforms such as the National Education Policy (NEP) 2020, underscores the need for holistic development, quality teaching, and teacher support systems. However, the coexistence of progressive policy intentions and traditional result-centric evaluation systems creates a complex environment for teachers. While schools strive to achieve measurable academic excellence, insufficient attention to teacher well-being may undermine instructional quality, professional commitment, and long-term institutional effectiveness. Empirical evidence increasingly suggests that excessive accountability pressure and rigid outcome management practices can adversely affect teachers' mental health and job satisfaction, thereby impacting overall school performance.

II. OBJECTIVES OF STUDY

The primary objective of the present study is to examine the impact of outcome-driven school management practices on teacher well-being in the Indian school education context. Specifically, the study seeks to analyze the extent of performance accountability and outcome management practices prevailing in schools and to assess their influence on various dimensions of teacher well-being. Further, the study aims to investigate the relationship between performance accountability, outcome management practices, and teacher well-being, and to identify how result-oriented management approaches shape teachers' professional experiences, stress levels, and overall psychological well-being.

III. REVIEW OF LITERATURE

The existing literature is broadly based upon the work–life balance, employee well-being, and organizational practices across education, banking, IT, and other service sectors. Prior studies consistently highlight that increasing work pressure, long working hours, role overload, lack of supervisory and organizational support, and result-oriented work environments significantly affect employees' psychological health, job satisfaction, and overall well-being (Asnim et al., 2017; Lakshmi & Prasanth, 2018; Menaka, 2022). Research focusing on women faculty members and educators reveals that professional demands often outweigh personal and family considerations, leading to stress and reduced engagement, particularly in outcome-driven academic system (Chandrakala et al., 2020; Bhatt et al., 2018; Jain & Gehlot, 2022). Several empirical studies employing correlation and regression analyses confirm that organizational factors such as work environment, decision-making, administrative workload, performance pressure, and institutional support play a decisive role in determining employee commitment, satisfaction, and well-being in the education sector (Sharon & Vijayalakshmi, 2023; Varalakshmi et al., 2023; Mayya et al., 2023). Systematic reviews further indicate that most work–life balance and WLB studies are quantitative and emphasize the need to explore organizational mechanisms that can balance performance expectations with employee health (Thilagavathy & Geetha, 2023). Studies from banking and IT sectors similarly demonstrate that technology-driven and performance-oriented work cultures, while enhancing efficiency, often intensify stress and disengagement, particularly among women employees, underscoring the importance of supportive management practices and employee-centric policies (Faldu & Trivedi, 2022; Flora & KalaiLakshmi, 2022; Mathur & Rani, 2024; Pooja Rani & Mathur, 2025).

IV. RESEARCH METHODOLOGY

The present study adopts a quantitative and descriptive research design to examine the impact of outcome-driven school management practices on teacher well-being in the Indian school education context. Primary data were collected through a structured questionnaire comprising three sections: Performance Accountability (PA), Outcome

Management Practices (OMP), and Teacher Well-Being (TWB), with eight statements in each section, resulting in a total of 24 items. Responses were measured using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The sample consisted of 125 teachers drawn from government and private schools located in Jaipur and Udaipur districts of Rajasthan, selected using a convenience sampling technique to ensure accessibility and representation. Data were collected through both online and offline modes while maintaining respondent confidentiality and voluntary participation. The collected data were coded and evaluated using appropriate statistical tools, wherein descriptive statistics such as mean and standard deviation were employed to understand teachers' perceptions of performance accountability, outcome management practices, and well-being. Pearson's correlation analysis was applied to examine the relationship between the study variables, and multiple regression analysis was conducted to assess the extent to which performance accountability and outcome management practices predict teacher well-being. The reliability of the instrument was assessed using Cronbach's Alpha, which indicated satisfactory internal consistency across all constructs, and content validity was ensured through expert review and alignment with existing literature on educational management and teacher well-being.

V. DATA ANALYSIS

This section presents the analysis and interpretation of the data collected to examine the relationship and impact of outcome-driven school management practices on teacher well-being. As per the objectives of the study, following hypotheses were formulated to assess the influence of Performance Accountability (PA) and Outcome Management Practices (OMP) on Teacher Well-Being (TWB).

H01: There is no significant relationship between Performance Accountability and Teacher Well-Being.

H02: There is no significant relationship between Outcome Management Practices and Teacher Well-Being.

To achieve the objectives, appropriate statistical techniques were employed to ensure systematic and objective evaluation of the data. Descriptive statistics are first used to summarize teachers' perceptions of performance accountability, outcome management practices, and well-being. Subsequently, Pearson's

correlation analysis was applied to examine the nature of the relationships among the study variables, while multiple regression analysis is used to test the strength of the impact of performance accountability and outcome management practices on teacher well-being.

The summary of the results of these analyses and tests are illustrated in the following tables and subsequently discussed.

Descriptive Statistics			
	Mean	Std. Deviation	N
Performance Accountability (PA)	3.9580	.87987	125
Outcome Management Practices (OMP)	3.8380	.95184	125
Teacher Well-Being (TWB)	3.8050	1.01865	125

The descriptive statistics indicate that teachers perceive a high level of performance accountability (Mean = 3.96, SD = 0.88), suggesting that student results and academic targets play a prominent role in evaluating teacher performance in schools. The mean score for outcome management practices (Mean = 3.84, SD = 0.95) reflects a strong presence of result-oriented planning, monitoring, and administrative emphasis on academic outcomes. The mean value for teacher well-being (Mean = 3.81, SD = 1.02) indicates a moderate to relatively positive level of well-being among teachers, though the higher standard deviation suggests noticeable variation in teachers' well-being experiences. The results reveal that outcome-driven management practices are considerably prevalent in the sampled schools, while teacher well-being, though reasonably maintained, shows signs of inconsistency, underscoring the need to examine how performance accountability and outcome management practices influence teachers' well-being in the Indian school education context.

(1) Impact of Performance Accountability on Teacher's Well-Being:

In order to examine the impact of performance accountability on teacher well-being and the nature and strength of the relationship between two in the context of outcome-driven school management, hypothesis (H01: There is no significant relationship between Performance Accountability and Teacher Well-Being) was tested and examined by conducting

Pearson’s correlation analysis and multiple regression analysis. The results are summarised and discussed below-

Summary-Correlations Analysis	
Test Applied	Pearson Correlation Analysis
Pearson Correlation Coff.	.801
Sig. (2-tailed)	.000
Hypothesis	Not Accepted
Correlation	Positive Strong

The results of the Pearson correlation analysis reveal a strong and positive relationship between performance accountability and teacher well-being ($r = 0.801$), which is statistically significant at the 1 per cent level ($p = 0.000$). This indicates that variations in performance accountability are closely associated with changes in teacher well-being in the sampled schools. Since the obtained significance value is less than the accepted threshold, the null hypothesis (H_0) is rejected, confirming a meaningful relationship between performance accountability practices and teacher well-being in the context of outcome-driven school management.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.641	.638	.61249
a. Predictors: (Constant), PA				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.526	1	82.526	219.983	.000 ^b
	Residual	46.143	123	.375		
	Total	128.669	124			
a. Dependent Variable: TWB						
b. Predictors: (Constant), PA						

The regression analysis results indicate that performance accountability is a strong and significant predictor of teacher well-being. The model summary shows a high correlation coefficient ($R = 0.801$), suggesting a strong association between performance accountability and teacher well-being. The R Square value of 0.641 indicates that 64.1 per cent of the variation in teacher well-being is explained by performance accountability, reflecting substantial explanatory power of the model. The adjusted R square (0.638) further confirms the robustness of the model, while the low standard error of estimate (0.612) indicates good predictive accuracy. The ANOVA results demonstrate that the regression model is statistically significant ($F = 219.983$, $p = 0.000$), confirming that performance accountability significantly influences teacher well-being. Since the significance value is less than 0.05, the null hypothesis is rejected, indicating a meaningful impact of performance accountability on teacher well-being in outcome-driven school management systems.

The estimated regression equation can be expressed as:

$$TWB = \alpha + \beta(PA) + \epsilon,$$

$$Z(TWB) = 0.801 \times Z(PA)$$

The positive relationship suggests that changes in performance accountability are associated with corresponding changes in teacher well-being.

(2) Impact of Outcome Management Practices on Teacher’s Well-Being:

In order to examine the impact of outcome management practices on teacher well-being and the nature and strength of the relationship between two in the context of outcome-driven school management, hypothesis (H_0 : There is no significant relationship between Outcome Management Practices and Teacher Well-Being.) was tested and examined by conducting Pearson’s correlation analysis and multiple regression analysis. The results are summarised and discussed below-

Summary-Correlations Analysis	
Test Applied	Pearson Correlation Analysis
Pearson Correlation Coeff.	.888
Sig. (2-tailed)	.000
Hypothesis	Not Accepted
Correlation	Positive Strong

The Pearson correlation analysis shows a strong positive relationship between Outcome Management Practices (OMP) and Teacher Well-Being (TWB), with a Pearson correlation coefficient of 0.888, which is statistically significant ($p = 0.000$). This indicates that higher levels of outcome-focused management practices in schools are strongly associated with better teacher well-being. The hypothesis stating no relationship is therefore rejected.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888 ^a	.789	.787	.47022
a. Predictors: (Constant), OMP				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.472	1	101.472	458.919	.000 ^b
	Residual	27.197	123	.221		
	Total	128.669	124			
a. Dependent Variable: TWB						
b. Predictors: (Constant), OMP						

The regression analysis shows that Outcome Management Practices (OMP) have a strong and significant positive impact on Teacher Well-Being (TWB). The model indicates a high correlation ($R = 0.888$) and explains approximately 78.9% of the variance in TWB ($R^2 = 0.789$), with the ANOVA results ($F = 458.919$, $p = 0.000$) confirming the model's statistical significance. This suggests that schools with structured, outcome-focused management practices tend to support teachers' psychological and professional well-being, highlighting the importance of effective result-oriented planning and interventions in enhancing teacher satisfaction and overall well-being.

The estimated regression equation can be expressed as:

$$TWB = \alpha + \beta(OMP) + \epsilon,$$

$$Z(TWB) = 0.888 \times Z(OMP)$$

The positive relationship suggests that changes in outcome management practices are associated with corresponding changes in teacher well-being.

VI. CONCLUSION

The present study examined the impact of outcome-driven school management practices, specifically performance accountability and outcome management practices, on teacher well-being in the Indian school education context. The findings reveal that both performance accountability and outcome management practices are significantly associated with teacher well-being, highlighting the critical role of management systems in determining teachers' professional experiences. The strong and positive relationships observed suggest that structured goal-setting, clear communication of academic expectations, and systematic monitoring can contribute to teachers' engagement, professional targets, and psychological stability when implemented effectively. The results also indicate that the influence of outcome-driven practices on teacher well-being is substantial, implying that excessive or poorly managed accountability pressures may lead to heightened stress and variability in well-being among teachers. The study underlines the importance of maintaining a balance between achieving academic outcomes and

supporting teachers' mental health, work-life balance, and professional accomplishment.

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