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Impact of Faculty Performance Evaluation & Institutional Result-Oriented Management Practices on Well-Being of Senior Women Faculties in HEIs and Universities of Gujarat

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Abstract:

The well-being of women faculties and employees has emerged as a critical concern in contemporary higher education institutions. It becomes more relevant in the context of increasing performance accountability and outcome-oriented management practices. This study empirically examines the impact of faculty performance evaluation practices and institutional outcome-oriented management practices on the well-being of senior female faculty members in HEIs and universities in Gujarat. Using a structured questionnaire, primary data were collected from senior female faculty members. The study adopts a quantitative research design. Pearson Correlation and Regression analysis is applied to test the proposed hypotheses. The findings reveal a statistically significant and positive relationship between institutional management practices and employee well-being. It shows that evaluation systems, performance expectations, and outcome-focused governance contribute to the well-being of senior faculty members. The psychological, professional, and emotional well-being are affected. A well-designed performance evaluation frameworks and supportive outcome-oriented management enhance women employees' sense of security, motivation, and work satisfaction.

Key Words: Performance Accountability, Outcome Management Practices, Well-Being

Introduction:

Higher education institutions and universities across India are undergoing a noticeable transformation, especially in the context of academic performance and institutional success. Universities are no longer evaluated solely on their teaching role but are increasingly assessed through measurable outcomes. These outcomes are research productivity, accreditation scores, student progression, and academic rankings. This shift has led to the growing use of structured faculty performance evaluation systems and outcome-oriented management practices. However these mechanisms aim to improve institutional quality and accountability their implications effect the well-being of faculty members. Faculty members, especially senior female faculty members, in higher education occupy multiple roles as educators, researchers, administrators, and caregivers. The expansion of performance metrics such as student feedback, research output expectations, annual self-appraisal systems, and accreditation-linked accountability has increased professional demands. In states like Gujarat, higher education institutions are actively engage in NAAC

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accreditation processes, NIRF participation. Outcome-Based Education implementation under the National Education Policy 2020 are putting intensified pressure on female faculty members to align individual performance with institutional outcomes. This pressure often intersects with personal and social responsibilities, potentially influencing their psychological, emotional, and professional well-being. Faculty Performance Evaluation Practices, including teaching assessments, publication requirements, appraisal systems, and workload norms, have become central to academic governance. Institutional Outcome-Oriented Management Practices emphasize ranking-driven performance, graduate employability indicators, research funding targets, and measurable institutional achievements. While these practices may contribute to transparency and competitiveness, they can also generate stress, role overload, and work-life imbalance. Existing literature largely focuses on work-life balance or general job satisfaction among women in academia, leaving a gap in understanding how contemporary performance and outcome frameworks directly relate to well-being. It is important to access the relationship between Faculty Performance Evaluation Practices, Institutional Outcome-Oriented Management Practices, and the well-being of female faculty members in HEIs and universities of Gujarat. It contribute to academic system and provide practical implications for policymakers and institutional leaders striving to balance accountability with sustainable human resource practices in higher education.

Objectives of Study:

The primary objective of this study is to examine the influence of faculty performance evaluation practices and institutional outcome-oriented management practices on the well-being of senior female faculties in universities and higher education institutions in Gujarat. The study seeks to examine the nature and strength of the relationship between performance evaluation practices and outcome-driven mechanisms and well-being of senior female employees'. It also aims to assess the extent to which these institutional practices predict variations in well-being among senior female faculty members. The study hereby intends to generate empirical evidence that can assist higher education institutions and universities in designing balanced accountability systems that support both institutional performance and employee well-being.

Review of Literature:

Work–life balance (WLB) has gained significant scholarly attention due to its growing implications for employee well-being, organizational performance, and gender equity in the workplace. Prior research highlights that women employees face disproportionate challenges in balancing professional responsibilities and personal roles, particularly in demanding and outcome-driven work environments (Asnim et al., 2017; Mahida & Chauhan, 2023). Long working hours, work overload, lack of supervisory support, and rigid performance expectations have been consistently identified as major stressors affecting women's psychological and physical well-being (Lakshmi & Prasanth, 2018; Pooja Rani & Shaifali Mathur, (2024).

Studies focusing on women faculty members in higher education reveal that increasing accountability pressures related to teaching outcomes, administrative duties, and research productivity significantly affect work–life balance. Chandrakala et al. (2020) found that while women faculty prioritize their role as educators, rising work pressure adversely impacts their personal life and research engagement. Similarly, Mayya et al. (2023) reported notable gender differences in work–life balance, with female faculty members experiencing greater challenges, emphasizing the role of organizational demands in shaping well-being outcomes.

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Research on work–family conflict further establishes that both work–family conflict (WFC) and family–work conflict (FWC) are significantly associated with psychological distress, reduced life satisfaction, and job dissatisfaction among married women employees (Reddy et al., 2010). These findings underline the need for institutional interventions to manage outcome pressures and support employee well-being. Qualitative evidence from Pan and Sun (2022) reinforces that individual traits, social expectations, and cultural values interact with organizational practices to influence women's work–life balance experiences.

Systematic reviews indicate that although empirical research on WLB has expanded substantially, there remains a gap in studies examining the role of institutional management practices and performance evaluation systems in influencing women employees' well-being, particularly in the education sector (Thilagavathy & Geetha, 2023). Moreover, Sharon and Vijayalakshmi (2023) demonstrate that supportive work environments and participative decision-making significantly enhance employee commitment, reinforcing the importance of balanced outcome management practices. Collectively, the literature provides strong justification for examining the impact of performance accountability and outcome-oriented management practices on the well-being of women employees in higher education.

Research Methodology:

The present study adopts a quantitative and descriptive research design to examine the influence of performance evaluation mechanisms and outcome-oriented institutional practices on the well-being of senior female employees in HEIs and universities in Gujarat. Primary data were collected through a structured questionnaire which was precisely developed in line with the accountability and outcome system, presently prevalent in universities and HEIs. The questionnaire comprised three sections (a) Faculty Performance Evaluation Practices, (b) Institutional Outcome-Oriented Management Practices, and (c) Women Employees' Well-Being. Each section had eight statements. Responses were measured using a five-point (1-5) Likert scale. The study sample consisted of 100 senior female employees drawn from government and private higher education institutions and universities across selected major cities of Gujarat. Data were collected through both online and offline modes. It was ensured that it was anonymous, confidential, and there was a voluntary participation of respondents. The collected data were coded and it was analysed using appropriate statistical tools. Descriptive statistics were used to understand respondents' perceptions of all the variables such as performance evaluation practices, outcome-oriented management systems, and well-being. Pearson's correlation analysis was applied to examine the relationship between the independent variables and women employees' well-being. Regression analysis was used to assess the impact of IVs on well-being. The reliability of the instrument was tested using Cronbach's Alpha to ensure the validity of index.

Data Analysis:

The statistical analysis was carried out to examine the relationships between performance evaluation practices, outcome-oriented institutional management practices, and the well-being of senior women faculties in higher education institutions. Following hypotheses were formulated for the same-

H01: There is no significant relationship between **'**Faculty Performance Evaluation Practices' and well-being of senior female faculties in higher education institutions of Gujarat.

H02: There is no significant relationship between **'**Institutional Outcome-Oriented Management Practices and well-being of senior female faculties in higher education institutions of Gujarat.

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As stated before, that suitable statistical techniques were employed to ensure a systematic and objective analysis of the data. The analysis begins with descriptive statistics to understand the overall perception of respondents toward the study variables. It was then followed by inferential statistical techniques to test the proposed hypotheses. Pearson's correlation was employed to assess the nature, and regression analyses was applied to examine the strength, and impact of the independent variables on women employees' well-being. The results of these analyses are presented in the following tables and are discussed thereafter.

Descriptive Statistics

	Mean	Std. Deviation
Faculty Performance Evaluation Practices	3.898	.729
Institutional Outcome-Oriented Management Practices	3.803	.809
Well-Being of Senior Female Faculty	3.789	.898

The descriptive statistics indicate that women faculties in higher education institutions perceive a relatively high presence of 'faculty performance evaluation practices' (Mean = 3.898) and institutional outcome-oriented management practices (Mean = 3.803). It reflects the increasing prominence on accountability, performance measurement, and outcome-based frameworks in the HEIs and universities. Despite the performance and outcome pressures reflected in the independent variables, the mean score for well-being (Mean = 3.789) suggests a moderately positive level of overall well-being (psychological, professional, and emotional). The standard deviation values show moderate variability in responses that also indicate differences in individual experiences across institutions. These preliminary results fulfil the primary objectives of the study. It also provide a basis for applying statistical tools to test the hypotheses by suggesting enough variation and perceptible presence of the study constructs.

(1) Impact of Faculty Performance Evaluation Practices on Well-Being of Senior Female Employees.

To examine the impact of 'faculty performance evaluation practices' on well-being of senior female employees and to assess the nature and strength of the relationship between these variables, H01 was tested using Pearson's correlation analysis and regression analysis. The results obtained from these statistical tests are summarized and discussed here.

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Summary-Correlations Analysis	
Test Applied	Pearson Correlation Analysis
Pearson Correlation Coff.	0.671
Sig. (2-tailed)	.000
Hypothesis	Rejected
Significance	Yes
Correlation	Positive Moderate

The correlation analysis reveals a strong and positive relationship between Faculty Performance Evaluation Practices and well-being of senior faculty members. It specifies that faculty performance evaluation practices are significantly associated with overall well-being of senior female faculty members. The statistically significant correlation coefficients (0.671) suggest that as performance evaluation mechanisms increase, noticeable changes occur in the well-being of senior female employees. These findings provide initial empirical support for the study's hypotheses and justify the use of regression analysis to further examine the extent to which 'Faculty Performance Evaluation Practices' influence well-being senior female faculty members in higher education institutions. The results of regression analysis are given below-

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671[a]	.450	.444	.670
Predictors: (Constant), FPEP				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.930	1	35.930	80.142	.000[b]
	Residual	43.936	98	.448		
	Total	79.865	99			
Dependent Variable: WB						
Predictors: (Constant), FPEP						

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Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Const.)	.568	.366		1.551	.124
	FPEP	.826	.092	.671	8.952	.000
a. Dependent Variable: WB						

The results of the regression analysis in the above tables, conducted to test H01 confirms a statistically significant impact of 'Faculty Performance Evaluation Practices' on the well-being of senior female faculty members in higher education institutions and universities in Gujarat. The model shows a moderate to strong relationship (R = 0.665)**.** The R^2 value of 0.442**,** indicates approximately 44.2% of the variation in well-being is explained by performance evaluation practices. The ANOVA results validate the model's fitness, as the regression model is statistically significant (**p = 0.000 < 0.05**). We found a positive and significant regression coefficient that indicates a structured evaluation mechanisms is positively associated with well-being levels of senior female faculty members. Based on these results, the null hypothesis (H01) is rejected, and it is concluded that faculty performance evaluation practices have a significant and positive influence on the well-being of senior female faculty.

The estimated regression equation can be expressed as:

Well-Being = $\alpha + \beta_1$ (Faculty Performance Evaluation Practices) + ε

Where:

- **α** represents the constant (intercept),
- **β** represents the regression coefficient indicating the effect of Faculty Performance Evaluation Practices on Well-Being, and
- **ε** denotes the error term.

This equation reflects that women employees' well-being is significantly predicted by faculty performance evaluation practices, as supported by the regression results of the study

(1) **Impact of Institutional Outcome-Oriented Management Practices on Well-Being of Senior Female Faculty Members.**

In order to study the impact of 'institutional outcome-oriented management practices' on senior female faculty well-being and to assess its nature and strength, H02 was tested using Pearson's correlation analysis and regression analysis. The results of these statistical tests are summarized and discussed here below-

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Summary-Correlations Analysis	
Test Applied	Pearson Correlation Analysis
Pearson Correlation Coff.	0.665
Sig. (2-tailed)	.000
Hypothesis	Rejected
Significance	Yes
Correlation	Positive Moderate

The Pearson correlation analysis reveals a moderate and positive relationship between the study variables, with a correlation coefficient of **r = 0.665**. The significance value (**p = 0.000**) indicates that the relationship is statistically significant at the 5% level. We may confirm that the null hypothesis is rejected and there is an existence of a meaningful association between the **'**Outcome-Oriented Management Practices' and well-being of female faculty members of universities. The positive direction of the correlation suggests that improvements in outcome-oriented institutional practices are associated with better levels of well-being among women faculty members. A simple linear regression analysis was conducted, the results are given below-

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665[a]	.443	.437	.674
Predictors: (Constant), IOOMP				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.354	1	35.354	77.839	.000[b]
	Residual	44.511	98	.454		
	Total	79.865	99			
Dependent Variable: WB						
Predictors: (Constant), IOOMP						

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Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Const.)	.980	.325		3.011	.003
	IOOMP	.739	.084	.665	8.823	.000
a. Dependent Variable: WB						

The Model Summary shows a strong relationship between the variables, with an R value of 0.665. It is an indication of a positive association between 'Outcome-Oriented Management Practices' and well-being of female faculty members of universities. The R Square value of 0.443 reveals that 44.3 percent of the variation in women employees' well-being is explained by outcome-oriented management practices. The Adjusted R Square of 0.437 confirms the stability and explanatory power of the model. The standard error of estimate (.674) indicates an acceptable level of prediction accuracy. The ANOVA results support the overall significance of the regression model. The model yields an F value of 77.839 at p = .000. This confirms that the regression model is fit. Based on these findings, H02 is rejected, and it is concluded that institutional outcome-oriented management practices have a significant and positive impact on the well-being of senior female faculty members.

Well-Being = $\alpha + \beta$ (Outcome-Oriented Management Practices) + ε

Where:

- α represents the constant (intercept),
- β represents the regression coefficient indicating the effect of 'Outcome-Oriented Management Practices' on Well-Being, and
- ε denotes the error term.

This equation clearly demonstrates that improvements in outcome-oriented management practices contribute meaningfully to enhancing the well-being of female faculty members in universities in Gujarat.

Conclusion:

The present study provides important empirical evidence on the relationship between institutional performance evaluation practices, outcome-oriented management systems, and the well-being of senior female faculty members in universities and higher education institutions in Gujarat. The results prove that outcome-driven fair management practices have a significant impact on well-being of senior female faculty members. The results confirm that performance evaluation mechanisms and institutional accountability structures are not merely administrative tools but play a crucial role in shaping psychological comfort, job satisfaction, and professional confidence of oriented management systems, and the well-being of senior. An improper or excessively pressure-driven evaluation systems can adversely affect well-being, whereas supportive and clearly

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communicated outcome-oriented practices enhance engagement and morale. The study underscores the importance of aligning institutional goals with human-centric management approaches, particularly for senior female faculty members in universities who often face additional professional and personal challenges.

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