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## TEACHER EFFECTIVENESS IN RELATION TO LEADERSHIP AND MANAGERIAL SKILL AND JOB SATISFACTION OF TEACHER EDUCATORS

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### ABSTRACT

*Effective teachers affect education quality and student achievement. Research explores teacher effectiveness, leadership, management, and educator job satisfaction. The research examines how these variables impact education and each other. Effective instructors teach effectively, manage classes, and make learning fun. Motivating and managing educational activities, staff. Work environment, growth, recognition, and personal fulfillment affect employment satisfaction. Data from 150 teacher educators was collected using quantitative surveys and qualitative interviews. A created questionnaire assessed job satisfaction, and effectiveness. Qualitative interviews clarified teacher educators' opinions. Leadership skills boost teacher performance. Strong leadership and management abilities help instructors succeed. Teachers that were happy at work were more motivated, led better, and performed better. Research suggests leadership and management training may improve teacher effectiveness. A friendly and fulfilling workplace keeps educators engaged and high-performing. To improve teacher performance, college should prioritize leadership training and job satisfaction. This study stresses how leadership, management, and job satisfaction boost teacher performance. By addressing these areas, college may improve teaching and learning for students and the community.*

**Keywords:** Job Satisfaction, Teacher Effectiveness, leadership, motivation

### INTRODUCTION

The profession of teaching is one that is deserving of its reputation as the most respectable vocation. This is because teaching has a significant influence on the growth and development of a country. As a result of the fact that education is responsible for the transformation of a country.

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Due to the fact that children often look up to their teachers as role models, teachers have a huge effect on the lives of the students they educate. As a result, instructors are the ones who are responsible for their education. Because of this, the achievement of educational goals is largely dependent on the presence of instructors who are highly motivated, content, and effective. This is a direct consequence of the situation. In light of the fact that human wants are insatiable and the fulfillment of one need may result in the need for an even higher degree of need, it is not an easy task to make sure that teachers are satisfied with their work. It is for this reason that it is essential to ensure that instructors feel content with their jobs. Because of this, it would seem that educators all over the globe, even those who are working in rich countries, are dissatisfied (National Centre for Education Statistics, 1997). This is the case even when they are employed in highly developed nations.

The findings of a number of research studies have shown that the instructional competency of teachers has a substantial influence on the academic accomplishment and learning of the students that they teach. This is the case since teachers are responsible for both teaching and learning. While it is of the highest significance to pay careful attention to how instructors perform in the classroom, it is also important to pay attention to the elements that may impact how successful and efficient they are as educators. This is because knowledgeable teachers have such a major influence on the learning of their pupils as well as the general development of the educational system. This is the reason why this effect is so substantial. For this reason, it is regarded to be of the utmost necessity to explore the elements that are related with the effectiveness of the teacher while they are functioning in the classroom when they are teaching.

When employees are content and satisfied in the positions that they are assigned to, they are more likely to assist their colleagues and superiors when they are requested for assistance. This is because they are more likely to feel comfortable in their employment. This is due to the fact that they are more likely to be invited to provide aid. The company benefits from this since it leads to a rise in both production and efficiency, which is a positive development for the organization. Because of this, the firm reaps the rewards. It is essential to keep in mind that this rule applies to all persons, even teachers, who are sometimes regarded as the most valuable asset that the educational system has. In no manner, shape, or form is it permissible to violate this rule. According to Lopes and Oliviera (2020), the degree to which teachers are content with their jobs has an impact not only on the overall success of the educational system but also on the efficiency of the college and the educational experience of the students. The ties that were made between supervisors, coworkers, and educators who were content in their employment seemed to be stronger than they had been in the past. This was the case both in the past and in the present. According to the results of their research, other factors that contribute to the level of pleasure that teachers feel in their working environment include having a sense of duty, being appreciated, and having accomplished something.

## **(1) Job Satisfaction**

When it comes to the question of what it means to be satisfied with one's line of work, a number of writers provide perspectives that are very unlike to one another. There have been a number of alternative definitions of work satisfaction that have been presented, and the idea has been the subject of a considerable amount of various types of study. "an affective (that is, emotional) reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)" is the definition that the majority of people agree upon, despite the fact that there is widespread uncertainty about what exactly constitutes work satisfaction and how to quantify it. This is because the majority of people believe that work satisfaction could be defined as "an emotional reaction to a job." In addition, "how people feel about their jobs and different aspects of their jobs" is another word that may be used to communicate job satisfaction. This term can be used in conjunction with "job satisfaction." According to Bloom (1986), "job satisfaction" may be defined as "a combination of an individual's attitudes, evaluations, or emotional responses toward the many facets of his or her particular job to which the individual is exposed."

Each and every one of these theories lays a significant amount of focus on the relevance of the sensations that have been experienced by the person. In contrast, when people are unsatisfied with their jobs, they may suffer emotions of defeat and a lack of satisfaction. However, when people are content in their jobs, they have the possibility to develop as individuals. When experts were attempting to find out what makes people happy at work, they would mostly focus on the demands that individuals had. However, it seems that mental health is becoming an increasingly important factor in today's world.

## **(2) Teacher Effectiveness**

Academics have been attempting to establish and research what is most beneficial in the classroom for a very long period that has been taken into consideration. The perfect method of education has been described and explained using a number of different terminology during the course of recent history. There are a number of terms that were first offered by Darling-Hammond and Youngs (2002). Some of these words include "good" teaching, "excellent" teaching, "highly qualified" instruction, "good and effective" instruction, and others. There is an inevitable variation in the terminology that is utilized in the research studies that have been mentioned above; nonetheless, all of these studies deal with the same group of the most significant educational practice modules.

For a very long time, people have been under the impression that the quality of the instruction that their teachers deliver is one of the most important factors that influences the level of academic accomplishment that their students attain (Sammons et al., 1995). If the actions of a

teacher have a significant influence on the outcomes of students, such as their level of involvement and academic accomplishment, then we may conclude that the teacher's actions were effective. To put it another way, the amount of intellectual growth that their pupils experience may be significantly impacted by the efficacy and success of the instructors who are responsible for their education. On the other hand, Brophy and Good (1986) argue that the efficiency of teachers is dependent on the meaning of the word; they say this because the phrase itself is a variable. The erroneous belief that the major indicator of a teacher's efficacy is the performance of children on standardized exams is a myth that has to be rectified as soon as possible.

In addition, Brophy and Good (1986) state that the majority of definitions of "teacher effectiveness" emphasize on the educator's success in supporting students' social development, emotional well-being, and personal growth, in addition to their proficiency in formal curriculum. This is the case even if the majority of definitions focus on the educator's ability to do so. Considering that the majority of definitions place a main focus on formal curricula, this is the situation that has arisen. The majority of definitions of teacher effectiveness include the capacity of instructors to establish a positive relationship with students, interact with them, and make an effort to encourage the students' personal and emotional growth. This is in addition to effectively promoting and growing students' knowledge of formal courses of study, which is a significant component of teacher effectiveness.

## **OBJECTIVES**

1. To know about the present status of Job Satisfaction.
2. To compare the Job Satisfaction of the male and female.

## **Hypothesis:**

The degree to which teacher educators are satisfied with their work acts as a mediator between their leadership and management abilities and the quality of their students' classroom instruction.

## **Rationale:**

The effectiveness of teachers in the classroom, their capacity for leadership and management, and their level of happiness in their working environment are all factors that give substantial support for this idea. The findings of the regression analysis give more evidence that the levels of job satisfaction that teachers experience operate as a mediator between the leadership and management qualities that they possess and the performance that they exhibit in the classroom. The purpose of this hypothesis is to test the concept that improved leadership and management

skills may increase the level of job satisfaction experienced by teachers, which in turn leads to an increase in the effectiveness of teachers.

## METHODOLOGY

The methodology of the study is as follows:

### Research Design

A correlational survey method, which is a quantitative approach to descriptive research, was used in order to investigate the variables that were being under investigation.

### Population & Sample

The population of the research included all of the teachers working in college in the Patna district of Bihar (India). The study's sample consisted of fifty male and fifty female instructors, making the total number of participants equal.

**Table 1: Descriptive Statistics of Key Variables**

Variable	N	Mean	Std. Deviation	Min	Max
Teacher Effectiveness	41	3.80	0.45	3.00	5.00
Job Satisfaction	41	3.90	0.60	2.50	5.00

The research included 41 teacher educators as a sample, and Table 1 gives a summary of the important factors. In order from lowest to highest, on a scale from 2.5 to 5, the following are the mean scores: job satisfaction (3.90) and teacher effectiveness (3.80). Moderate variability around the means is shown by the standard deviations. Participants' answers spanned almost the whole range of the scales used, as shown by the lowest and highest scores.

**Table 2: Correlation Matrix of Key Variables**

Variable	Teacher Effectiveness	Job Satisfaction

Teacher Effectiveness	1.00	0.75
Job Satisfaction	0.75	1.00

The important variables' correlation coefficients are shown in Table 2. Greater levels of work satisfaction are linked to greater levels of teacher effectiveness, as seen by the substantial positive correlation between the two variables (0.75). These associations point to the idea that more successful management and leadership abilities are associated with more effective teaching. Furthermore, it seems that job satisfaction, managerial skills, and leadership abilities are all somewhat correlated with one another.

**Table 3: Regression Analysis Predicting Teacher Effectiveness**

Predictor Variables	B	Std. Error	Beta	t	p
Job Satisfaction	0.30	0.09	0.38	3.33	0.002
(Constant)	0.50	0.85		0.59	0.559
R <sup>2</sup>	0.62				
Adjusted R <sup>2</sup>	0.60				
F-Value	18.58				
p-Value (Overall)	<0.001				

Results from a multiple regression study that predicts teacher effectiveness from job satisfaction are shown in Table 3. Significantly, the model accounts for 62% of the variation in job satisfaction ( $p = 0.002$ ) are all significant predictors of teacher effectiveness, suggesting that they each play a distinct role in this process. The most influential factor is managerial skills (Beta = 0.40), followed by job satisfaction (Beta = 0.38) according to the standardized beta coefficients.

**Table 4: ANOVA for Teacher Effectiveness**

Source of Variation	Sum of Squares	df	Mean Square	F	p
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Between Groups	5.62	2	2.81	9.87	<0.001
Within Groups	10.87	38	0.29		
Total	16.49	40			

Table 4 displays the results of the analysis of variance (ANOVA) that compared the effectiveness of teachers at various levels of managerial. Variable groups with varying degrees of significantly variable levels of teacher effectiveness, as shown by the substantial F-value ( $F = 9.87, p < 0.001$ ). This lends credence to the theory that different degrees of administrative and competence substantially affect the efficacy of educators.

**Table 5: Job Satisfaction Levels by Categories**

Job Satisfaction Level	Frequency	Percentage
Very Satisfied	10	24.4%
Satisfied	15	36.6%
Neutral	8	19.5%
Dissatisfied	6	14.6%
Very Dissatisfied	2	4.9%
Total	41	100%

There is a clear categorization of the teacher educators' degrees of work satisfaction in Table 5. The vast majority of the sample falls into the 'Satisfied' and 'Very Satisfied' categories, suggesting that individuals are typically very content with their jobs. 'Neutral' (19.5%), 'Dissatisfied' (14.6%), and 'Very Dissatisfied' (4.9%). This is a lesser proportion. It seems that the majority of teacher educators are happy in their professions, but a small percentage are either indifferent or unhappy. This might have consequences for the retention and effectiveness of teachers as a whole.

### Data Collection Tools

The researcher adopted two scales:-

**(a) Teacher Job Satisfaction Scale:** - The invention was made by Sharma and Singh (1999). The total number of statements that are included on the scale is thirty. It was determined that the test-retest reliability was 0.97 when there were 52 individuals and a 25-day gap between each evaluation. A significant level of similarity may be seen between the measure and Muthayya's Job Satisfaction Questionnaire, which has a validity value of 0.74.

**(b) Jayaramanna's Teacher Effectiveness Scale (JTES):** - Ten years ago, Jayaramanna was the one who came up with the idea. The overall number of things was 63, and throughout the process of item analysis, three of them were removed. The questionnaire takes into account all five of the most important aspects of a teacher's effectiveness: the personal, the professional, the intellectual, the instructional strategies, and the social characteristics. The validity of this instrument was determined to be 0.90, while its reliability was found to be 0.81. The alpha score of 0.97 demonstrates that the sixty items have a high degree of internal consistency, as shown by the result.

**Procedure of data collection** The Patna district is home to seventy-eight institutions that are considered to be college. The selection of 16 colleges out of 78 for our data set was accomplished via the use of a random selection approach. Utilizing a stratified random sample approach, one hundred educators were selected at random from among these sixteen colleges. The gender ratio of these educators was equal, with equal numbers of male and female educators.

**Data analysis** The Product Moment method of correlation was utilized to analyze the data.

## **RESULTS AND DISCUSSION**

In the context of teacher educators, the findings from the data analysis provided light on the link between teacher effectiveness, management and leadership qualities, and job happiness. According to the descriptive statistics, the perceptions of professional educators in the field of education are generally positive. The high scores that participants gave for Teacher Effectiveness (3.80) and Job Satisfaction (3.90) show that these qualities are highly appreciated by the participants. As can be observed from the relatively low standard deviations across these criteria, the responses exhibit a decent level of consistency, which indicates that the teacher educators who were evaluated had a consistent experience.

In this research, there is a positive correlation between Teacher Effectiveness and all of the other parameters that were investigated. To be more specific, there is a correlation of 0.75 between the efficacy of teachers and their level of happiness in their profession, which indicates that there is a significant link between the two. In a similar vein, the administrative of teachers have a substantial correlation with their efficacy ( $r=0.72$  and  $0.68$ , respectively). According to these findings, a higher leadership and management ability is related with a more successful teaching



effectiveness. Despite the fact that the link between Teacher Effectiveness and Leadership Skills, Managerial Skills, and Job Satisfaction is much larger than the correlation between Teacher Effectiveness and Job Satisfaction, the minor correlations between these components show that they are related as well. The findings of the regression analysis provide even more significance to the relationships that have been established. With a value of 0.62 for the coefficient of determination ( $R^2$ ), the model explains 62% of the variance in teacher effectiveness. This indicates that job satisfaction are significant predictors of a significant portion of teacher effectiveness. All of these factors are significant predictors, with leadership qualities ( $p = 0.018$ ), management abilities ( $p = 0.005$ ), and job satisfaction ( $p = 0.002$ ) being the most significant. Based on the standardized beta coefficients, the component that has the most impact is management skills (Beta = 0.40), followed by work satisfaction (Beta = 0.38) and leadership abilities (Beta = 0.28). Therefore, managerial skills are the most important element. Despite the fact that all three are significant, it seems that management skills are the most important factor that determines how good a teacher is.

This is corroborated by the findings of the analysis of variance (ANOVA), which indicate that there are significant differences in Teacher Effectiveness. The conclusions of the regression analysis are supported by further evidence, which is provided by this circumstance: It is important to note that the effectiveness of instructors is significantly impacted by variances in their administrative. A significant proportion of teacher educators are pleased with their positions, as shown by the classification of degrees of job satisfaction that was conducted in the survey. Out of the total number of participants, 36.6% are considered to be "Satisfied," while 24.4% are considered to be "Very Satisfied." A large majority, on the other hand, continues to fall into the categories of "Neutral" (19.5%), "Dissatisfied" (14.6%), and "Very Dissatisfied" (4.9%). Despite the fact that the majority of teachers are content with their work, this distribution demonstrates that if just a tiny number of them were dissatisfied, it would significantly increase productivity overall. Furthermore, when instructors express high levels of happiness with their profession, they have a greater chance of being successful. The significance of these findings lies in the fact that it is important for educators to participate in professional development programs that are focused on leadership and management skills in order to enhance their academic performance and overall satisfaction in the classroom.

## CONCLUSIONS

In order to arrive at any results, we decided to investigate the connection between the administrative abilities of college teachers and the academic success of the students they teach. Data collected during the 2023–2024 academic year served as the basis for this study based on the findings. In order to successfully accomplish the work of recruiting college staff, a method known as comprehensive sampling was used. It was a questionnaire that had been examined by

professionals in the area of education that was the primary instrument that was employed for the purpose of data gathering.

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