

Effect of Teaching Effectiveness of secondary school teachers on their Life Satisfaction

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Abstract:

In this research paper the present investigation was undertaken to understand the relationship between Teaching Effectiveness of secondary school teachers and their Life Satisfaction. The sample for the investigation consists of 600 male and female secondary school teachers from both private and government schools of Delhi. To examine the Life Satisfaction level of secondary school teachers, Life Satisfaction scale developed by Dr. Sapna Sharma and Savitri Sharma (2020) was used which provides seven dimensions viz. Extremely High, High, Above Average, Average, Below Average, Low and extremely Low. Results were statically inferred through paired T Test technique.

Keywords: Life Satisfaction, secondary school teachers , Teaching Effectiveness .

1. Introduction:

A professionally committed teacher should possess all the attributes of a professional teacher. As a profession, teaching has been considered as the noblest profession from times immemorial (Dar, 2018). In this regard the National Policy on Education (1986) has also observed that the status of the teacher reflects the social cultural ethos of a society. Besides, Kothari Commission (1964- 1966) has put forth that of all the different factors which influence the quality, competence and character of teachers are undoubtedly, the most significant. It is necessary that teachers should be given full support to develop their potential and creative skills so that their teaching will be more effective. In the words of Helsby, Knight, McCulloch Sanders and War Buston "This involves displaying degrees of dedication and commitment, working long hours as a matter of course and accepting the open-ended nature of the task involved, which often impinged upon home and personal life. It also entails maximum effort to do the best possible and a constant quest for improved performance. At the same time, it involves developing appropriate and caring relationships with students, which give priority to their interests and well-being, as well as dealing 'professionally' with colleagues, parents and other external agencies where appropriate. Finally, because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skills are necessary to respond intelligently to multiple demands in a complex and changing environment" (Glaxton, 1997). The Teaching Effectiveness of secondary school teachers are integral to their Life Satisfaction and effectiveness in the classroom. Teachers with strong academic backgrounds, often possessing advanced degrees or specialized training, tend to bring a depth of subject knowledge and pedagogical skills to their roles. This foundation can foster a heightened sense of Life Satisfaction as educators feel more equipped

to deliver high-quality instruction and meet the diverse needs of their students.

Teaching Effectiveness contributes to a teacher's confidence in navigating the complexities of curriculum development and implementation of innovative teaching methodologies. This confidence, in turn, translates into a more dedicated and resilient approach to their profession. Teachers who have invested time and effort in acquiring advanced degrees or professional certifications often demonstrate a commitment to continuous learning, recognizing the evolving nature of education.

In their study, Ali and Naik (2022) investigated the mean difference of Life Satisfaction among teachers in higher secondary schools concerning gender and locality. The research involved a sample of 160 male and female teachers from higher secondary schools located in both rural and urban areas. The findings revealed that there was a significant mean difference in Life Satisfaction between male and female teachers in higher secondary schools situated in rural and urban areas.

Mahajan and Kauts (2022) conducted a study to explore the level of Life Satisfaction (PC) among secondary school teachers in the Punjab region. A total of 16 schools were included, with eight schools from rural areas and eight from urban areas. Among these schools, four were government schools and four were private schools. The study involved selecting 10 teachers from each school, resulting in a total of 960 teachers from six districts of Punjab. To collect data, the researchers employed a standardized tool called Life Satisfaction (PC – Saini & Kauts, 2016). The data were analyzed using various statistical measures, including Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and t-ratios. The study's findings revealed that private secondary school teachers demonstrated a higher level of Life Satisfaction compared to government secondary school teachers across all dimensions of Life Satisfaction. These dimensions included commitment to learners, commitment to society, commitment to their own profession, commitment to their own dimension, commitment to attaining excellence, and commitment to basic human values in Punjab.

In 2020, Muthukumar conducted a study on the Life Satisfaction and job satisfaction of higher secondary teachers, as well as the relationship between these two factors. To collect data, the researcher used the Life Satisfaction Scale for Teachers developed by Ullah Hamida (2015) and the Job Satisfaction Questionnaire developed by Naseema (1993). The findings of the study indicated a significant and positive relationship between Life Satisfaction and job satisfaction among higher secondary teachers. This positive correlation suggests that higher secondary teachers who are more committed to their profession tend to experience greater job satisfaction. The strong association between Life Satisfaction and job satisfaction underscores the importance of meeting teachers' professional needs in their workplaces effectively.

Salimirad and Srimathi (2016) examined the connection between mental prosperity and work-related self-adequacy in educators. In terms of gender, male and female instructors were found to have equivalent a) mental prosperity and b) work related adequacy. It was further reported that high occupational Teaching Effectiveness and high psychological well-being were significantly and positively correlated. This could lead to the productivity of educational outcomes.

Sehgal, Nambudiri and Mishra (2017) assessed the role of SE on educator viability of instructors. They suggested that teachers' Teaching Effectiveness was positively associated with their effectiveness. It was also found that teacher effectiveness can be enhanced by enhancing the Teaching Effectiveness of teachers. Schools should provide a suitable environment to improve the Teaching Effectiveness of teachers as it is important for the performance of teachers.

Based on the engine model of well-being (Jayawickreme, Forgeard, & Seligman, 2012), the study focused on LS as a process variable and academic performance as an outcome variable and vice versa. Using two waves (five months apart) of data, the study examined the reciprocal

relations between LS and academic achievement, and how the relations may be shaped by positive and negative affective experiences in school, Results revealed positive reciprocal causal relations between students' LS and grades, even when demographic covariates, school-based positive and negative affect, and baseline values of the criterion variables were controlled. This study provides empirical support that LS does not undermine academic achievement (or vice versa), but rather it is synergistic with better school grades. The study intends to investigate the relationship between academic achievement and life satisfaction among the undergraduate students of UiTM, Shah Alam. The finding showed that there is no relationship between life satisfaction and academic performance among the undergraduates' students. Implications and recommendations were discussed in this paper (Malik et al. 2013). Cerci et al. (2019) examined the effects of work related factors (such as mobbing, job security and job concern) and academic related factors (such as publications, time for research and pressure) and relative income effect (social comparison and self-income evaluation) on life satisfaction and overall job satisfaction of young faculty members working at leading universities located in major cities in Turkey. Findings of the research revealed that life satisfaction and overall job satisfaction were strongly correlated with mobbing, time for research, formal and informal pressure and subjective job security.

2. Life Satisfaction:

When you're surrounded by people who share a passionate commitment around a common purpose, anything is possible.

- Howard Schultz

Life satisfaction, a broader concept encompassing overall happiness and contentment, is intricately linked to job satisfaction. Teachers who find fulfillment in their professional lives are more likely to experience satisfaction in other areas of their lives. Therefore, exploring the factors that contribute to life satisfaction among secondary school teachers is essential for creating supportive environments that foster both personal and professional well-being. Life satisfaction, a broader measure of overall contentment and happiness, is intricately tied to an individual's professional life. Secondary school teachers who find fulfillment in their roles are likely to experience higher levels of life satisfaction. The relationship between life satisfaction and professional commitment underscores the importance of creating supportive environments that contribute to both personal and professional well-being.

The effect of life satisfaction on teacher effectiveness can be observed through several key mechanisms.

Firstly, teachers who experience high levels of life satisfaction are more likely to bring a positive and enthusiastic attitude to their teaching roles. This positive mindset can significantly impact teacher effectiveness by fostering a conducive and engaging learning environment. Students are more likely to thrive in classrooms where educators project satisfaction with their lives, creating a positive atmosphere that supports effective teaching and learning.

Secondly, life satisfaction plays a role in shaping a teacher's resilience and coping mechanisms. Educators facing the challenges inherent in the teaching profession often draw on their sense of life satisfaction as a source of emotional resilience. Teachers who are content with their lives are better equipped to handle stressors and setbacks, contributing to increased teacher effectiveness. The ability to navigate challenges with a positive outlook can positively influence classroom management, student interactions, and overall instructional effectiveness.

3. Teaching Effectiveness

The Life Satisfaction of secondary school teachers is intricately tied to their Teaching Effectiveness (High Teaching Effectiveness and Low Teaching Effectiveness) creating a nuanced intersection between personal fulfillment and professional competence.

who possess strong Teaching Effectiveness credentials often enter the profession with a solid foundation of subject knowledge and pedagogical skills, potentially contributing to a sense of professional efficacy. The acquisition of advanced degrees or specialized training may empower teachers to feel more confident in their ability to meet the challenges of the classroom. However, it is essential to note that life satisfaction goes beyond teachers' Teaching Effectiveness alone. Moreover, the influence of Teaching Effectiveness on a teacher's Life Satisfaction extends beyond the individual to impact the educational environment as a whole. Well-qualified teachers are often better equipped to navigate the complexities of curriculum development, innovative teaching methods, and educational advancements, which can positively influence the learning experiences of their students. Furthermore, the relationship between Teaching Effectiveness and Life Satisfaction extends beyond the classroom and contributes to the broader educational community. Teachers with advanced degrees often engage in scholarly activities, research endeavors, and curriculum development projects, reflecting a commitment to advancing their field and improving educational outcomes. Their Teaching Effectiveness positions them as leaders and mentors within the school community, inspiring colleagues and students alike.

4. Objectives

- 1- To study the effect of High Teaching Effectiveness on Life Satisfaction of secondary school teachers.
- 2- To study the effect of Low Teaching Effectiveness on Life Satisfaction of secondary school teachers.

5. Hypothesis

- 1- There exists no significant differences of High Teaching Effectiveness on Life Satisfaction of secondary school teachers.
- 2- There exists no significant differences of Low Teaching Effectiveness on Life Satisfaction of secondary school teachers.

6. Study Design

Method Adopted for the study.

The sample of present study were 600 male and female secondary school teachers. The sampling was taken from both government and private schools of Delhi. Standardized scale was used to measure level of Life Satisfaction . Scoring was done according to the manuals, relevant Mean,SD,Statistical Technique and paired T test were applied on raw data.

Population: Secondary schools teachers from 10 each government and private schools were chosen in Delhi as the population for the current study , in which 150 each secondary school teachers were taken from each government and private schools were taken as total population for this research. Random sampling technique was used in the whole process for setting up the experimental setup.

Sample: For the present study, which was conducted on 600 secondary school teachers having Life Satisfaction according to their Teaching Effectiveness . The research is based on a Descriptive method. Quantitative method was used to collect data. Life Satisfaction assessment was done using a scale by Dr. Sapna Sharma and Savitri Sharma (2020) and Teaching Effectiveness scale designed and prepared by Dr. Subhash Sarkar and Abhijit Deb (2015) adopted data collected from 600 secondary school teachers. The participants were from both sex (male=300 and female=300) and from both government and private schools. The layout of the sample selected for the study and the breakup details have been given in the Table 1 as depicted below:

Table 1: Breakup of Sample Details

Type of school	No. of Schools	No. of Teachers	Gender	Total no. of Teachers
Government	10	30	Male Female	300
Private	10	30	Male Female	300 Total=600

Research tool for Life Satisfaction:

Life Satisfaction scale for school teachers (TLSS) (2020), which was made by Dr. Sapna Sharma and Savitri Sharma, is a well known and standardized tool. It consists of 72 items that deal with different parts of the satisfaction.

7. Reliability Test of Tools

Reliability has been estimated by r-Cronbach's Alpha method and found to be 0.94 for a sample of 628 secondary and senior secondary school teachers. The details of reliability coefficient and index of reliability are given in Table 2 below:

Table 2: Reliability Coefficient and index of Reliability

S. no	Method	Reliability Obtained r11	Index of Reliability r100
1	Cronbach's Alpha	0.94	0.97

Table 2- The r value for reliability index for the adapted scale was 0.94, significant at 0.01 level showing that scale of Life Satisfaction was reliable both in terms of; internal consistency and stability of score.

8. Research tool for Teaching Effectiveness

The Teaching Effectiveness scale for school teachers (TES-SSDA) was designed and prepared by Dr Subhash Sarkar and Abhijit Deb (2015) was adopted and standardized for the present research. It consists of 40 items that assess teachers' beliefs.

9. Reliability

Reliability has been estimated by r-Cronbach's Alpha method and found to be 0.94 for a sample of 628 secondary and senior secondary school teachers. The details of reliability coefficient and index of reliability are given in Table 6 below:

Table 3 Reliability Coefficient and index of Reliability

S.no	Method	Reliability obtained r11	Index of Reliability r100
1	Cronbach's Alpha	0.94	0.97

Table 3 The r value for reliability index for the adapted scale was 0.94, significant at 0.01 level showing that Teaching Effectiveness scale was reliable both in terms of; internal consistency and stability of score.

10. Observation and Result

Level of Life Satisfaction and Teaching Effectiveness of secondary school teachers.

As per the research design, a test was conducted on the selected secondary school teachers for Life Satisfaction using Life Satisfaction scale (TLSS) (2020) which was made by Dr. Sapna Sharma and Savitri Sharma and The Teaching Effectiveness scale for school teachers (TES-SSDA) was designed and prepared by Dr. Subhash Sarkar and Abhijit Deb (2015) The following results were obtained.

11. T-test for significant difference of Teaching Effectiveness on Life Satisfaction of Secondary School Teachers

In order to analyze the data, t-test was used.

Table 4: Descriptive statistics of Teaching Effectiveness with Life Satisfaction of Secondary School Teachers

	Teaching Effectiveness's	N	Mean	Std. Deviation	Std. Error Mean
Life Satisfaction	High	168	3.74	0.712	0.084
	Low	132	2.62	0.884	0.103

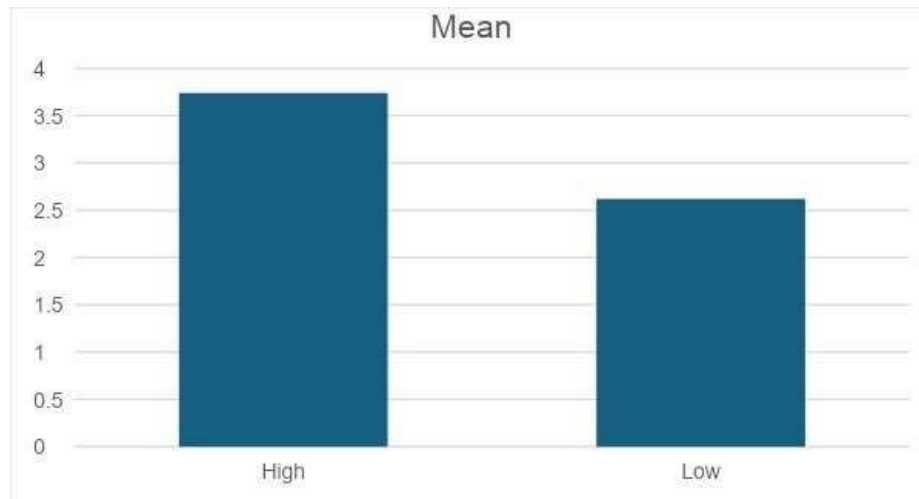


Fig. 1: Teaching Effectiveness with Life Satisfaction of Secondary School Teachers

Table 4-The mean Teaching Effectiveness for the high Life Satisfaction group (3.74) is higher than the mean Teaching Effectiveness for the low Life Satisfaction group (2.62). The standard deviation for the high Life Satisfaction group (0.712) is lower than that for the low Life Satisfaction group (0.884), indicating that Teaching Effectiveness in the high Life Satisfaction group is more tightly clustered around the mean compared to the low Life Satisfaction group. The standard error of the mean (SEM) for the high Life Satisfaction group (0.084) is lower than that for the low Life Satisfaction group (0.103), which suggests that the mean estimate for the high Life Satisfaction group is more precise.

Table 5: T-test for significant differences of Teaching Effectiveness on Life Satisfaction of Secondary School Teachers

		F	Sig.	t	df	Sig. (2-tailed)
Life Satisfaction	Equal variances assumed	12.297	0.01	7.150	127	0.000
	Equal variances not assumed			7.148	120.72	0.000

Table 5 indicates that the F value is 12.297 and the associated significance (Sig.) value is 0.01. Levene's Test checks whether the variances of the two groups are equal. In this case, the significance level (0.01) is less than the conventional threshold of 0.05, indicating that the variances of the two groups are not equal. In the scenario where equal variances are assumed, the t-test statistic is 7.150 with degrees of freedom (df) equal to 127. In this case, the p-value (Sig. (2-tailed)) is 0.000, which is less than 0.05, indicating a statistically significant difference in mean Teaching Effectiveness between the two groups. In the scenario where equal variances are not assumed, the t-test statistic is 7.148 with degrees of freedom (df) equal to 120.72. Again, the p-value (Sig. (2-tailed)) is 0.000, which confirms a statistically significant difference in mean Teaching Effectiveness between the two groups.

12. Data Analysis

Data were analyzed using SPSS version 24 (IBM SPSS data analytics, headquartered in Armonk, New York, United States). T test was applied to find the effect of High Teaching Effectiveness and Low Teaching Effectiveness on Life Satisfaction of secondary school teachers. Among teachers with High Teaching Effectiveness (N = 168), the mean Life Satisfaction score is 365.62 and teachers with Low Teaching Effectiveness (N = 132) have a slightly higher mean Life Satisfaction score of 372.21.

These data were subjected to the T test for paired samples, with the result showing a statistically significant gain. Both analyses show p-values greater than 0.05, suggesting that the differences observed in Life Satisfaction scores between teachers with different Teaching Effectiveness is not statistically significant. Therefore, the data does not support

a significant relationship between Teaching Effectiveness and Life Satisfaction among secondary school teachers, at least within the context of this study.

13. Discussion

This implies that while efforts to improve Teaching Effectiveness are important, they should be approached individually rather than relying on a synergistic effect among them. Consequently, educational policies and professional development programs should focus on strengthening each of these factors separately to enhance overall Life Satisfaction within the teaching workforce.

The study's results indicate a statistically significant difference in mean Life Satisfaction scores between individuals with high Teaching Effectiveness and those with low Teaching Effectiveness. Specifically, individuals with high Teaching Effectiveness report higher mean Life Satisfaction scores compared to their counterparts with low Teaching Effectiveness.

This finding aligns with research suggesting that higher levels of education can lead to improved career opportunities, higher income potential, and a greater sense of personal accomplishment and fulfillment.

Individuals with high Teaching Effectiveness may also perceive themselves as more capable and knowledgeable in their fields, which can contribute to a heightened sense of well-being and Life Satisfaction.

Firstly, it identifies and highlights the pivotal role of Life Satisfaction in shaping teachers' overall well-being. By demonstrating that teachers with higher Teaching Effectiveness report greater Life Satisfaction, the study emphasizes the importance of fostering confidence and belief in one's abilities among educators.

Secondly, the research underscores the impact on teachers perceived as effective in their teaching practices experiencing higher levels of satisfaction, reflecting the intrinsic rewards associated with impactful teaching and positive student outcomes. This finding contributes to the understanding of how professional competence and classroom management skills contribute to teachers' job satisfaction.

Thirdly, the study sheds light on the influence of Teaching Effectiveness, particularly advanced degrees, on teachers' Life Satisfaction. It shows that teachers with higher Teaching Effectiveness tend to report greater satisfaction, possibly due to increased opportunities for professional growth, career advancement, and perceived expertise in their field.

Promoting Teacher Professional Development: The research underscores the importance of ongoing professional development for teachers. By recognizing the positive effects of advanced Teaching Effectiveness and effective teaching practices on life satisfaction, educational leaders can prioritize resources towards programs that support teachers' professional growth. This investment not only benefits individual teachers but also enhances overall school effectiveness and student outcomes.

14. Conclusions

This study has provided a comprehensive exploration of the intricate connections between Life Satisfaction and Teaching Effectiveness among secondary school teachers. Through an analysis of existing literature and theoretical frameworks, we have highlighted the critical role that Life Satisfaction plays in shaping teachers' behaviors, attitudes, and instructional practices. Furthermore, we have underscored the importance of Teaching Effectiveness beliefs in driving teachers' commitment in the classroom. Moreover, our examination of the influence of Teaching Effectiveness has revealed the nuanced ways in which teachers' educational backgrounds contribute to their professional identities and perceptions of efficacy. While academic credentials provide a foundation for effective teaching, other factors such as experience, ongoing professional development, and contextual considerations also significantly impact teachers' commitment and effectiveness. By synthesizing these findings, we have contributed to a deeper understanding of the factors that shape teacher quality and educational outcomes in secondary schools. Moving forward, it is essential for educational stakeholders to recognize the complex interplay between Life Satisfaction and Teaching Effectiveness and to prioritize policies and practices that support and empower teachers in their professional endeavors. Ultimately, by fostering a culture of continuous learning, collaboration, and support, we can create environments that enable teachers to thrive and, in turn, facilitate enhanced learning experiences and outcomes for secondary school students.

15. Implication of the Study

The findings of the study helps to understand the effects of Teaching Effectiveness of school teachers on their Life Satisfaction. Life Satisfaction of secondary school teachers are multi-faceted, suggesting important directions for educational policy, teacher training, and school administration practices.

Teacher Training and Professional Development: The significant impact of Teaching Effectiveness of school teachers on their Life Satisfaction highlights the need for robust teacher training programs that build these attributes. Professional development initiatives should focus on enhancing teachers' instructional skills and self-belief through continuous education, mentoring, and peer support systems. Programs that include strategies for effective classroom management, innovative teaching methods, and reflective practices can foster a sense of competence and effectiveness among teachers.

School Leadership and Support Systems: School administrators should create supportive environments that bolster teachers' Teaching Effectiveness and effectiveness. This can be achieved by recognizing and rewarding effective teaching, providing constructive feedback, and offering opportunities for professional growth. Additionally, fostering a collaborative school culture where teachers feel valued and supported can enhance their Life Satisfaction and job satisfaction.

Educational Policy and Resource Allocation: Policymakers should prioritize funding and resources towards initiatives that directly impact on teachers Teaching Effectiveness and effectiveness. Investments in teacher training programs, mental health resources, and classroom technology can create environments that support effective teaching and professional growth. Policies that reduce administrative burdens and allow teachers more time to focus on instructional practices can also enhance their Life Satisfaction.

Teacher Recruitment and Retention: Understanding that higher Teaching Effectiveness do not necessarily translate to greater Life Satisfaction or life satisfaction, recruitment efforts should emphasize qualities such as teaching aptitude, resilience, and passion for education. Retention strategies should focus on ongoing professional development and creating a positive work environment rather than solely on advanced academic credentials.

Well-being Programs: The finding that Life Satisfaction is significantly influenced by teachers' Teaching Effectiveness suggests that well-being programs should be integral to the teaching profession. Schools should implement wellness programs that address both the professional and personal needs of teachers, including stress management workshops, counseling services, and work-life balance initiatives.

Re-evaluating Academic Qualification Requirements: Given that Teaching Effectiveness did not show a significant impact on Life Satisfaction, educational institutions might reconsider the weight placed on advanced degrees in hiring and promotion decisions. Instead, a more balanced approach that values practical teaching experience and demonstrated effectiveness could be more beneficial.

By addressing these implications, educational stakeholders can create a more supportive and effective teaching environment, ultimately leading to enhanced Life Satisfaction and life satisfaction among secondary school teachers. This holistic approach can contribute to a more motivated, resilient, and satisfied teaching workforce, which is crucial for the overall quality of education.

16. References

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