

Managerial Effectiveness of Secondary School Teachers in relation to their Life Satisfaction in South Haryana, India

Km. Preeti¹, Vijay Kumar²

Abstract

Teachers occupy a pivotal position in educational institutions not only as facilitators of learning but also as managers of complex instructional and organizational processes. In contemporary educational systems characterized by increasing accountability, technological integration, and stakeholder expectations, managerial effectiveness has emerged as an essential professional competency for teachers. The present study investigates the relationship between life satisfaction and managerial effectiveness among secondary school teachers in Haryana, India. A descriptive survey design was employed involving a sample of 303 secondary school teachers drawn randomly from the districts of Gurugram, Faridabad, and Palwal. Data were collected using the Managerial Effectiveness Scale developed by Alan and Audrey Paisey and the Life Satisfaction Scale developed by Promila Singh and George Joseph. Statistical analyses included Mean, Standard Deviation, and Pearson's Product-Moment Correlation. The findings revealed a statistically significant positive relationship between life satisfaction and managerial effectiveness ($r = 0.258$, $p < 0.01$). District-wise analyses further indicated significant positive correlations in Palwal ($r = 0.226$), Faridabad ($r = 0.259$), and Gurugram ($r = 0.309$), with Gurugram exhibiting the strongest relationship. The results suggest that teachers who experience greater satisfaction with their personal and professional lives demonstrate stronger managerial competencies, including planning, organization, communication, coordination, and classroom management. The study highlights the importance of teacher well-being as a determinant of educational effectiveness and recommends that educational institutions and policymakers adopt comprehensive strategies aimed at enhancing teachers' psychological well-being and professional support systems. The findings contribute to the growing body of literature emphasizing the role of subjective well-being in educational leadership and institutional effectiveness.

Keywords: Managerial Effectiveness, Life Satisfaction, Secondary School Teachers, Teacher Well-being, Educational Leadership, Haryana

Introduction

Education is universally recognized as one of the most powerful instruments for social transformation, economic development, and nation-building. The effectiveness of educational institutions largely depends upon the quality and effectiveness of teachers who serve as the primary agents of educational change. While teachers have traditionally been viewed as facilitators of learning, their contemporary role extends far beyond classroom instruction. Teachers today are expected to perform multiple managerial responsibilities, including

¹ Research Scholar, School of Education, Apeejay Stya University, Gurugram

² Associate Professor, School of Education, Apeejay Stya University, Gurugram

planning and organizing instructional activities, maintaining classroom discipline, coordinating with parents and community members, managing educational resources, participating in institutional decision-making, and contributing to overall school development.

The increasing complexity of educational environments has elevated the significance of managerial effectiveness among teachers. Managerial effectiveness refers to an individual's ability to efficiently plan, organize, coordinate, supervise, communicate, and evaluate activities in order to achieve predetermined objectives. In school settings, managerial effectiveness encompasses classroom management, instructional leadership, communication skills, organizational competence, interpersonal relationships, and professional accountability. Teachers possessing high managerial effectiveness are better able to create productive learning environments, enhance student engagement, and contribute to institutional excellence.

Recent developments in educational policy, particularly the National Education Policy (NEP) 2020, emphasize teacher empowerment, leadership development, continuous professional learning, and institutional accountability. The policy recognizes teachers as nation-builders and highlights the need to strengthen their professional competencies and well-being. Consequently, understanding the factors that influence managerial effectiveness has become an important area of educational research.

Among various psychological variables, life satisfaction has emerged as a significant predictor of professional performance and organizational effectiveness. Life satisfaction represents an individual's overall cognitive evaluation of the quality of life according to self-determined standards and expectations. It reflects the degree to which individuals perceive their lives as meaningful, fulfilling, and consistent with their aspirations. Teachers experiencing higher levels of life satisfaction tend to exhibit greater emotional stability, optimism, resilience, commitment, and professional engagement.

Theoretical perspectives on subjective well-being suggest that individuals who are satisfied with their lives are more likely to develop positive interpersonal relationships, cope effectively with stress, demonstrate higher motivation, and perform organizational responsibilities more efficiently. In educational settings, such characteristics may directly contribute to managerial effectiveness. Despite growing recognition of teacher well-being as an important educational concern, relatively limited research has specifically examined the relationship between life satisfaction and managerial effectiveness among secondary school teachers in the Indian context.

The present study therefore seeks to investigate the relationship between life satisfaction and managerial effectiveness among secondary school teachers in selected districts of Haryana. By exploring this relationship, the study contributes to a deeper understanding of how teachers' psychological well-being influences their managerial competencies and professional effectiveness.

Review of Literature

The review of related literature indicates that managerial effectiveness is a multidimensional construct influenced by a complex interaction of psychological, professional, and organizational factors. Studies conducted by Danielson (1996), Kulsum (2000), and subsequent researchers emphasize that effective teachers possess strong competencies in planning, classroom management, communication, leadership, and professional responsibility. Contemporary research further suggests that teacher effectiveness cannot be adequately explained by professional qualifications or experience alone; rather, psychological variables play a significant role in shaping professional performance.

Empirical studies consistently demonstrate positive associations between life satisfaction, job satisfaction, teacher effectiveness, professional commitment, and organizational performance. Teachers who experience greater satisfaction with their lives tend to display stronger interpersonal relationships, better emotional regulation, enhanced professional commitment, and superior instructional effectiveness. Similarly, research on teacher well-being highlights that emotionally healthy and satisfied teachers are more capable of managing educational responsibilities and maintaining productive learning environments.

However, despite the growing body of literature on teacher effectiveness and well-being, relatively few studies have examined managerial effectiveness specifically in relation to life satisfaction among secondary school teachers. Most existing investigations have focused on job satisfaction, teacher effectiveness, occupational stress, morale, or professional commitment. Furthermore, studies conducted in the Indian educational context remain limited, particularly in relation to teachers working in secondary schools.

This review therefore identifies a significant research gap regarding the influence of life satisfaction on managerial effectiveness among secondary school teachers. The present study attempts to address this gap by examining the relationship between these two variables in the context of secondary schools in Haryana, thereby contributing to the emerging discourse on teacher well-being and educational effectiveness.

Objectives of the Study

1. To examine the relationship between managerial effectiveness and life satisfaction among secondary school teachers.
2. To compare the relationship across selected districts of Haryana.
3. To identify the educational implications of teacher life satisfaction for managerial effectiveness.

Hypothesis

H₀: There is no significant relationship between managerial effectiveness and life satisfaction among secondary school teachers.

Methodology

It is explained as follows :

Research Design

The study employed the descriptive survey method.

Sample

The sample consisted of 303 secondary school teachers selected from three districts of South Haryana:

District	Sample Size
Palwal	116
Faridabad	98
Gurugram	89
Total	303

Tools Used

1. Managerial Effectiveness Scale (Alan & Audrey Paisey)
2. Life Satisfaction Scale (Promila Singh & George Joseph)
3. Personal Information Schedule

Statistical Techniques

The data were analyzed using:

- Mean
- Standard Deviation
- Pearson Product-Moment Correlation

Results

Descriptive Statistics

Variable	Mean	SD
Life Satisfaction	143.19	15.455
Managerial Effectiveness	388.61	62.565

The findings indicate moderate levels of life satisfaction and managerial effectiveness among secondary school teachers.

Relationship between Life Satisfaction and Managerial Effectiveness

Variables	Correlation (r)
Life Satisfaction and Managerial Effectiveness	0.258**

p < 0.01

The correlation analysis revealed a statistically significant positive relationship between life satisfaction and managerial effectiveness. Teachers with higher life satisfaction demonstrated better managerial competencies.

District-wise Analysis

District	Correlation (r)
Palwal	0.226*
Faridabad	0.259**
Gurugram	0.309**

The strongest relationship was observed in Gurugram district.

Discussion

The present study sought to examine the relationship between life satisfaction and managerial effectiveness among secondary school teachers in Haryana. The findings revealed a statistically significant positive relationship between life satisfaction and managerial effectiveness ($r = 0.258$, $p < 0.01$), indicating that teachers who experience greater satisfaction with their lives tend to demonstrate higher levels of managerial competence. The district-wise analysis further confirmed this relationship across Palwal ($r = 0.226$), Faridabad ($r = 0.259$), and Gurugram ($r = 0.309$), thereby establishing the consistency of the relationship across different educational settings.

The findings suggest that life satisfaction serves as an important psychological resource that enhances teachers' ability to perform managerial functions effectively. Teachers today are expected to perform a variety of responsibilities extending beyond classroom instruction. They are required to plan and organize learning activities, coordinate with colleagues and parents, maintain discipline, manage classroom resources, participate in institutional decision-making, and contribute to school development initiatives. Successful execution of these responsibilities requires emotional stability, positive interpersonal relationships, sound judgment, effective communication skills, and the ability to cope with professional challenges. Teachers who are satisfied with their lives are more likely to possess these characteristics, thereby exhibiting greater managerial effectiveness.

The results can be interpreted through the lens of Diener et al.'s theory of Subjective Well-Being, which posits that individuals who experience greater life satisfaction tend to display more positive emotions, stronger social relationships, enhanced coping abilities, and higher levels of psychological functioning. According to this perspective, life satisfaction is not merely an outcome of favorable life circumstances but also a determinant of productive and effective behaviour. Teachers with higher levels of subjective well-being are likely to approach professional responsibilities with enthusiasm, optimism, and confidence, enabling them to manage educational tasks more effectively. Their positive outlook towards life may facilitate better decision-making, stronger leadership behaviour, and improved organizational functioning within the school environment.

The findings are also consistent with positive psychology perspectives which emphasize that psychological well-being contributes significantly to workplace effectiveness. Positive emotions broaden an individual's capacity for creative thinking, problem-solving, collaboration, and adaptive functioning. In educational settings, these competencies are essential for effective classroom management, conflict resolution, stakeholder communication,

and instructional leadership. Teachers who are satisfied with their personal and professional lives are therefore more likely to create supportive learning environments, maintain productive relationships with students and colleagues, and contribute positively to institutional effectiveness.

An important implication of the findings is that managerial effectiveness should not be viewed solely as a product of professional training or technical competence. Although pedagogical knowledge and managerial skills remain essential, the present study demonstrates that teachers' psychological well-being also plays a significant role in shaping their managerial performance. Effective management in educational settings involves not only organizational abilities but also emotional intelligence, resilience, interpersonal sensitivity, and professional commitment. Life satisfaction appears to strengthen these qualities, thereby enhancing overall managerial effectiveness.

The district-wise analysis revealed that the relationship between life satisfaction and managerial effectiveness was strongest among teachers in Gurugram ($r = 0.309$). This finding may be attributed to differences in institutional environment, professional exposure, access to educational resources, and opportunities for professional growth. Gurugram, being a rapidly developing educational hub within the National Capital Region, provides teachers with greater opportunities for professional interaction, technological integration, leadership development, and continuous learning. Such favourable professional conditions may contribute simultaneously to higher life satisfaction and stronger managerial competencies. The comparatively lower correlations observed in Palwal and Faridabad do not negate the relationship but suggest that contextual and institutional factors may moderate the influence of life satisfaction on managerial effectiveness.

The findings of the present study are in agreement with earlier investigations conducted in the field of teacher effectiveness and well-being. Narang reported a positive association between life satisfaction and teacher effectiveness among secondary school teachers, emphasizing that satisfied teachers tend to perform their professional responsibilities more effectively. Similarly, Arunamma (2024) found that teachers exhibiting higher levels of satisfaction demonstrated superior classroom effectiveness and professional behaviour. Dar and Peerzada also reported that highly satisfied teachers possessed stronger professional commitment and greater effectiveness in educational settings. Collectively, these studies support the present finding that psychological well-being contributes significantly to professional effectiveness among teachers.

The results also resonate with broader international research highlighting the role of well-being in organizational performance. Studies conducted by Ololube and other scholars have demonstrated that job satisfaction, motivation, and psychological well-being positively influence organizational effectiveness, professional commitment, and leadership behaviour. The present investigation extends this body of knowledge by demonstrating that life satisfaction specifically contributes to managerial effectiveness among secondary school teachers in the Indian educational context.

From a policy perspective, the findings assume considerable significance in light of the National Education Policy (NEP) 2020. The policy advocates teacher empowerment, professional autonomy, leadership development, and continuous professional growth as essential prerequisites for improving educational quality. The present study suggests that these objectives cannot be achieved solely through curricular reforms or professional training programmes. Educational institutions must also focus on promoting teacher well-being, work-life balance, emotional health, and supportive organizational climates. Teachers who experience satisfaction in their personal and professional lives are more likely to engage meaningfully in educational innovation, institutional leadership, and school improvement initiatives.

The findings further indicate that teacher well-being should be regarded as an educational investment rather than merely a welfare concern. Traditionally, teacher welfare programmes have often been viewed as supplementary measures unrelated to educational outcomes. However, the present study provides empirical evidence that enhancing teachers' life satisfaction may contribute directly to improved managerial effectiveness and institutional performance. Investments in teacher support systems, counselling services, stress management programmes, professional recognition mechanisms, and positive organizational environments may therefore yield substantial benefits for both teachers and educational institutions.

In conclusion, the findings underscore the importance of integrating psychological well-being into discussions of educational leadership and school effectiveness. Life satisfaction emerges as a significant factor contributing to teachers' managerial competence and professional performance. Educational policymakers, school administrators, and teacher educators must therefore recognize that effective schools require not only professionally competent teachers but also psychologically healthy and satisfied individuals capable of managing the complex demands of contemporary education. Enhancing teacher well-being may consequently serve as a sustainable pathway toward strengthening managerial effectiveness, improving institutional quality, and achieving broader educational goals.

Educational Implications

The study has several practical implications:

1. Teacher well-being should be recognized as a strategic component of educational quality.
2. Schools should establish support systems that enhance teachers' work-life balance.
3. Teacher welfare programmes should be strengthened to improve life satisfaction.
4. Professional development initiatives should incorporate stress management and well-being modules.
5. Educational administrators should foster positive organizational climates that support teacher satisfaction and leadership development.

Conclusion

The present study demonstrates that life satisfaction is a significant predictor of managerial effectiveness among secondary school teachers. Teachers who experience higher levels of life satisfaction are better equipped to perform managerial functions effectively and contribute positively to institutional development. The findings emphasize that educational reforms should not focus solely on pedagogical competencies but should also address teacher well-being and psychological health. Enhancing life satisfaction among teachers may therefore serve as an important pathway for improving managerial effectiveness and overall educational quality.

References

- Arunamma, S. (2024). Teacher effectiveness and job satisfaction among secondary school teachers.
- Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.
- Diener, E., Emmons, R., Larsen, R., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49(1), 71–75.
- Kulsum, U. (2000). *Teacher Effectiveness Scale*. New Delhi: National Psychological Corporation.
- Narang, V. K. Life satisfaction in relation to teacher effectiveness among secondary school teachers.
- National Education Policy. (2020). Ministry of Education, Government of India.
- Prakash, Cherian, & Archana. (2017). Teacher effectiveness in relation to occupational stress and morale.
- Rebba, S., & Priyadarsini, M. (2025). Teacher effectiveness among secondary school teachers in Andhra Pradesh.
- Salvacion, A., et al. (2025). Motivation and pedagogical competence among teachers in the Philippines.