

# TEACHER EVALUATION PRACTICES AND TEACHER JOB SATISFACTION

Victoria M. Hughes

Dr. Sandy Hutchinson, Dissertation Supervisor

## ABSTRACT

Determining teacher quality has become a critical focus for public school administrators due to the codification of the No Child Left Behind Act of 2001. Recruitment and retention of quality teachers is not only beneficial for continual student achievement but cost effective for school districts. The qualitative study was conducted administering both instruments to all certificated teachers in a rural, mid-size school district located in the mid-west.

The purpose of this study was to determine the relationship between teacher evaluation practices and teacher job satisfaction as measured by the Teacher Evaluation Profile and one subscale of the Teacher Job Satisfaction Questionnaire. The data from both instruments were analyzed using the Pearson product-moment. Demographic data pertaining to gender, years of teaching experience, and teaching assignment grade level were collected and were used as predictors for multiple regression analyses.

A significant relationship between was found to exist between one subscale of the Teacher Evaluation Profile and the Teacher Job Satisfaction Questionnaire subscale. No significant difference resulted from the multiple regression analyses using the predictors of gender, years of teaching experience, and teaching assignment grade level.

Recommendations for future studies are to replicate the study using different subscales of the Teacher Job Satisfaction Questionnaire.