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# Examining the Relationship between Teachers' Effectiveness and Productivity among Iranian EFL Teachers: Towards an Interdisciplinary Research Agenda in Education

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## Abstract

The present study investigated the association relationship between teachers' effectiveness and productivity among Iranian EFL teachers. On this premise, eighty high school English teachers from 34 public high schools in Mashhad were selected out of 100 English teachers through convenience sampling. Data were collected via two instruments, the Teachers' Effectiveness Questionnaire (Kumtar & Mutha, 1974), and Teachers' Productivity Questionnaire (Hersey & Goldsmith, 1980). The data accumulated through these questionnaires was scrutinized by the SPSS software (Version 22). Correlation tests' results uncovered a critical connection between EFL teachers' effectiveness and productivity. Moreover, linear regression modeling indicated that teachers' effectiveness was a significant predictor of their productivity. The findings of this investigation may have suggestions for the stakeholders, policymakers, administrators, and teachers to address the significance of the issues in regards to the two primary variables of this study. All in all, focusing on teachers' effectiveness and productivity in the Iranian EFL context paves the way to predict the interdisciplinary models.

**Keywords:** English as a Foreign Language (EFL) Teacher, Teachers' Effectiveness, Teachers' Productivity

## Introduction

Instruction is the entryway to the progress and modernization of any nation. At this crossroads, the educators hold the way into this entryway through exhibitions of their essential capacities in the schools (Nakopdia, 2001). Consequently, teaching is a highly sophisticated and skilled job and requires good training and preparation on the part of teachers. Teachers are always required to set productive work in the learning process, as the most powerful figures in the instructional setting that serve to plan, implement, and control every activity to achieve school goals. In today's reality, many teachers are not considered productive, relying too heavily on students' worksheets and textbooks and lacking the skills in making helpful teaching aids. There is also a lack of experience and fundamental training, teachers are reluctant to develop scientific intellectuality to have the ability to create scientific papers needed to

promote their promotional positions and therefore become stuck in their positions rather than their progress. According to Adu, Oshati, and Eze (2012), this is inspired by teachers' lack of interest and particularly motivation in the Head office of Education compared to the increased quality assessment of the implementation of teachers' productivity standards yearly which raise the gap phenomenon.

Given the fact that training is regarded as a basic figure that helps to realize rapid monetary and social advancement in any given country, the teachers' job cannot be downplayed (Kane, Rockoff, & Staiger, 2008). Accordingly, there is always a requirement of skillful and talented teachers to take up this education industry to the heights of international standards. As affirmed by Oyitso and Olomokor (2012), training and development have always been a dynamic force for enhancing the workers' performance. Subsequently, a training and development program provided by the stakeholders is a sincere effort to provide opportunities to the teachers to be acquainted with a various of skills, information, attitude, and conduct. Goe, Bell, and Little (2008) contended that effectiveness and productivity on the part of teachers are widely determined through standardized test scores achieved by students. In any case, test scores are not an adequate measurement for teachers' effectiveness or productivity. To fill such a research gap, the present study attempted to appraise the association between teachers' effectiveness and teachers' productivity, with the research sample being English high school teachers in EFL educational context.

The importance of this study lies within the proven fact that it's one in all the primary few attempts to investigate the connection between teachers' effectiveness and productivity within the teacher education's domain, particularly in the Iranian EFL context. Furthermore, there exists such a model in management science, and therefore the researchers sought to look at an analogous relationship among Iranian EFL teachers, towards an interdisciplinary research agenda in education**.** Research on teachers' effectiveness in the Iranian educational context is meager in this investigation and in most instructive frameworks around the globe (Rao & Kumar, 2004). The deficiency of exploration in inquisitive into teachers' productivity in Iran just as an absence of comprehension of the degree to which research on teachers' productivity in standard training identifies with that of TESOL/TEFL was the apparent explanation behind the criticalness of this examination.

## Review of the Related Literature

### Teachers' Effectiveness

Inside and out investigates have been conducted to characterize the idea of teachers'' effectiveness concerning the schools' hierarchical structure. In any case, teachers' effectiveness is not easy to be characterized since there has not been an accord concurrence on what assessed teacher's effectiveness. Awofala (2012) declared that teachers' effectiveness is synonymous with individual teachers' performance. Consequently, Hunt (2009) stated that teachers' effectiveness is incorporated into information, beliefs, and execution. Hunt posited that effective teachers empower their students to attain explicit learning targets just as more extensive objectives, for example, having the potentiality to solve problems, think critically, work collaboratively, and become effective people. Darling Hammond (2010) portrayed an effective teacher as one who is intellectually challenging, inspiring students, setting elevated requirements, and energizes self-starting learning. Kucukahmet (1999) claimed that teachers affect learners not only through the content they teach, both negatively and positively but also through their personality traits and professional qualifications. Despite these complexities, and regardless of what it is called, there is an agreement that teachers' effectiveness has an enduring and unprecedented impact on students' lives.

Likewise, effective teachers' characteristics incorporate attributes of the teacher as an individual; teacher preparation; classroom management; and how a teacher plans, and monitors student progress. Cruickshank and Haefele (2001) inferred that assembling these jigsaw pieces, thus, a picture of an effective teacher comes to fruition. Additionally, teachers' experience information on teaching methods upgrades them to have the option to distinguish individual student's needs and alters guidance to make the better accomplishment of

the students. Also, teachers with better proficient planning can give their students different instructive chances to learn in a superior environment. In the same vein, Ingersoll (1999) expressed that the effectiveness of a teacher is determined by his/her character attributes, teaching applications, and level of academic development. Moreover, an effective teacher is considered as a teacher who can perform tasks expected of him or her successfully.

Nonetheless, the tight origination of educators' effectiveness is shifting because of the acceptance of more extensive ideas of the instructive procedure. As Cheng and Tsui (1999) declared, the concept of teacher's effectiveness ought to incorporate the individual level and the gathering and school levels. Therefore, there is a need to build up a multi-model origination of the teacher's effectiveness. It is compulsory to identify models and characteristics of the teacher's effectiveness, which are simultaneous with the complex and various teacher roles in modernized systems. To analyze the multifaceted conception of teachers' effectiveness, Cheng and Tsui (1999) referred to seven models, for example, errand and objective, working procedure, resource utilization, accountability, school constituencies' satisfaction, absence of problems, and persistent learning.

Over the previous decade, researchers have started to inspect different and unmistakable information, aptitudes, and demeanors that educators of ELs need so as to successfully show both language and substance to their students (Flores, Sheets, & Clark, 2011; Wong-Fillmore& Snow, 2000). On the off chance that teachers are required to be effective in such a changing and complex condition, the objectives, content, procedure, system, and the educator training's way of life ought to be modified towards another worldview. Fundamentally, there is a pressing need to have individualization, globalization, and confinement in training for the new century (Cheng, 2000). Furthermore, the UK's examination of teachers' effectiveness has proposed a model that connects the accompanying three components (classroom climate, professional characteristics, and teaching skills) to advance. The job of the teacher in creating an 'incredible classroom atmosphere' is focused. In primary schools, remarkable teachers scored more profoundly in terms of behaviors identified with exclusive requirements, time, and asset the executives, evaluation, and schoolwork. At the secondary level, the most conspicuous contrasts were in elevated requirements, arranging, and schoolwork. McBer (2000) distinguished three persuasive components in modeling learning opportunities in the classroom which are known as a consolation to engage, absence of disturbance, and elevated standards.

Regarding EFL teachers' effectiveness concerning various networks inside which instructing happens (private and government-funded school) is another part of teachers' effectiveness that has been examined in a study directed by Rahimi and Nabilou (2011). They regulated an examination to investigate the EFL teachers' effectiveness in the two settings of private and government-funded schools in Iran. Assuming self-assessment and outer perceptions were known as two proportions of assessment, they assembled the information from eighty-three teachers in seventy-six schools. They analyzed the data utilizing a seven-factor scale, through the presentation, pedagogical skills, methodology, personal characteristics, teacher/student interaction, interpersonal skills, and caring behavior. The consequences of their examination demonstrated that teachers of private schools are more effective than their partners in government-funded schools. Besides, teachers' experience and age were seen as impacting their effectiveness altogether. Rahimi and Nabilou's discernment that private schools will, in general, utilize more effective language teachers in Iran seems to be a misrepresented end in regards to the absence of exploration in this domain.

**Teachers' Productivity**

As Bernolak (2009) accentuated, productivity is vital in services to satisfy the growing demands of customers, clients, and precisely teachers to fight increasing competition with fewer human, physical, and financial resources, and it is compulsory to take advantage of opportunities offered by deregulation, and rapidly increasing information technology and the internationalization of many services. Bernolak declared that productivity is often taken to mean "'production" or "performance," although "production" or "performance" means basically

how much we produce or provide while "productivity" expresses how much we produce or provide *per* resources used. Indeed, the underlying meaning of productivity is what and how much we produce with our efforts from the resources we use.

In business, restructuring is considered equivalent to getting more beneficial with constrained assets. In the same vein, restructuring has gotten identical with creating various results to meet a changing world in education. With no doubt, productivity is regarded as a prevailing concern in every single modern nation. It entered a continued time of tremendous development and productivity. In addition to the fact that workers were required for factory occupations at high wages, yet experts, educators, instructors, legal counselors, and specialists were required in noteworthy numbers in the growing economy (Heckman, Stixrud, & Urzua, 2006). Consistently, the later studies explored that teachers' productivity is the most significant part of the impact of a school on student learning and that there is impressive heterogeneity in teachers' productivity inside and across different schools (Aaronson, Barrow, & Sander, 2007; Hanushek, Kain, O'Brien, & Rivkin, 2005; Kane, Rockoff, & Staiger, 2008). More likely, Orodho, Waweru, Getange, and Miriti (2013) opined that teachers' productivity is characterized as the obligations performed by a teacher at a specific period in the educational system in achieving the ideal points. However, concerning the teachers, productivity is determined by their support level in the everyday running of the school, student's degree of control, consistency in school, students' participation, appropriate utilization of instructional materials to smooth the route for the way toward learning.

Productivity is perceived by various aspects. One helpful point of view deems it as the connection between the yield of goods and service and asset inputs (material and human), used in the creation of services and products (Nwachukwu, 2006). In line with this view, productivity is considered as a proportion of how efficiently a given arrangement of assets is used to accomplish a given arrangement of points and goals. As a result, productivity is a measure generated by input and output examination. The productivity may be high or low contingent upon the measure of input. Productivity can be resolved through occupation assessment and evaluated the degree in which the goals of instruction have been achieved. This should be possible or decided through homeroom atmosphere and the board, assessment of instructors showing procedures and strategies, successful relational abilities, etc. (Nakpodia, 2011). As suggested by Cunha, Heckman, Lochner, and Masterov (2006), personality attributes, for example, conscientiousness, inspiration, and enthusiasm are crucial in shaping labor productivity. Inspiration and enthusiasm have corresponded with high productivity among math teachers. The overall need for intelligence, teaching skills, and subject knowledge in assessing the productivity of math teachers has generous ramifications for getting ready and enlisting future teachers.

As Akinwumi (2010) argued, the conceptualization of productivity can be utilized in both teaching and learning. Educational productivity is the extent to which learning is increased while minimizing costs. There are countless inputs to the teaching-learning process that are incredibly complicated. These inputs are considered as parental support, students, school atmosphere, time, curriculum, instructional materials, and assistance. The teacher affords different inputs, for example, pedagogical skills and classroom management. The responsibility of the teacher is to smooth this meeting up of ideal conditions as regularly as feasible for whatever number students as could be allowed. The importance of productivity makes it fundamental for the teachers to have an elevated level capacity, along with a sense of duty, responsibility, and respectability to accomplish the destinations of learning and teaching as pertinent. Hence, the government attempts hard to augment its spending distribution to elevate the advancement of the area.

Furthermore, according to Coutinho (2007), undoubtedly, it is acknowledged that the proportion of productivity demonstrates a pace of development in the abilities of separate associations to accomplish and satisfy their primary objectives and guaranteeing that buyers get the administrations in a generally excellent condition, immediately, and at truly moderate costs. To measure productivity in education, in the view of Schalock (1987), first, the inputs and the ss must be defined. Inside this unique

circumstance, a workable meaning of teachers' productivity is as per the following: The commitment that a teacher can make to student learning by applying inputs that are moderately factor in the short-run (classroom management, teaching method, time) to inputs that are fixed generally in the short-run (school atmosphere, student capacities, perspectives). A more detailed analysis of inclusiveness is proposed by Schalock (1987). He argued that a forthcoming teacher could be portrayed as productive or nonproductive dependent on a proportion of taking in gains from the time one to time two. Given some arrangement of execution instructions for picked up scores throughout specified times for certain learning objectives and enough variation in the subject in which the future teacher is to demonstrate that he/she can develop learning, some productivity may be derived as well.

The current study's conceptual framework is based on the self-efficacy theory of Bandura (1997) and Taylor's (1997) theory of productivity. Self-efficacy is characterized by Bandura (1997) as an individual's belief in their ability to impact behaviors necessary to produce explicit execution accomplishments. Meanwhile, Taylor's philosophy emphasizes that making individuals function as hard as possible, was not as efficient as upgrading how the work was finished. In 1997, Taylor, the pioneer of scientific management research, recommended that productivity heighten by upgrading and streamlining jobs. As a result, laborers urged to strive to earn more, and the production of the business is as efficient as it tends to be, and benefits are expanded subsequently.

The present study, thus, sought to fill this gap and address the issue through these research questions:

**RQ1.** Is there any significant relationship between Iranian EFL teachers' effectiveness and teachers' productivity?

**RQ2.** Does teachers' effectiveness predict teachers' productivity?

## Methods

### Participants

The population of the investigation was English high school teachers in Mashhad, Iran, in the academic year 2020-2021. Convenience sampling was utilized as the sampling procedure in the present study. Out of 100 English teachers, 80 full-time female high school English teachers were selected to participate in the study based on Krejcie and Morgan's (1970) table for sample size. The participants, who were the first researcher's colleagues in various high schools around the city of Mashhad, were all Iranians and local speakers of Persian (Farsi). The age of the teachers ranged from 32 to 50. These teachers were of different majoring in English (Teaching, Literature, Translation, and Linguistics) and teaching experience (novice and experienced).

### Instrumentation

Two questionnaires, which were piloted on 30 EFL high school teachers beforehand, were used to collect data on teachers' effectiveness and teachers' productivity. The results of the pilot study were analyzed to check the reliability of the questionnaires via Chronbach's alpha. Researchers requested three expert professors within the faculty of education to appraise the instruments concerning face and content validity to validate the instruments. Their comments assisted the researchers to improve the quality of the final instruments administered. A detailed description of these instruments is presented below.

**Teachers' Effectiveness Questionnaire (TEQ).** This questionnaire was developed by Kumar and Mutha (1974). This scale had 69 items that were positively worded. Each item was calculated on a five-point Likert-type scale from disagree (1) to agree (5). The sum of these values gives the teachers' effectiveness score for the subject. The same instrument was utilized in a study by Malik and Kapoor (2014). The questionnaire yielded a reliability coefficient (Cronbach's alpha) of 0.94.

**Teachers' Productivity Questionnaire (TPQ).** The researchers adapted an existing Human Resources Productivity Standard Questionnaire developed by Hersey and Goldsmith (1980) to better suit the objective of the study. This modified scale had 26 items. Each item was calculated on a five-point Likert-type scale from very low (1) to very high (5). The reliability of the questionnaire was estimated to be 0.91.

### Procedure

To accomplish the purpose of the study, the following procedure was followed: After arranging meetings with the manager of the Head Office of Education in Mashhad, the researchers presented the aim of the research and the research instruments briefly and to gain their permission to conduct the research. Teachers of English were also asked for permission to enter their classes and to conduct the research. Afterwards, all the participants were instructed to respond independently to express their true feelings freely. Finally, from the data taken from the questionnaires, the association between the factors was investigated.

**Study Design and Data Analysis**

A Pearson coefficient correlation analysis was conducted to examine the correlation between the measured variables with no intervention on the part of the researchers. Data analyses were executed using SPSS (version 22). The normality of the items was checked using the Kolmogorov-Smirnov test. Effect sizes, i.e., $R^2$ for correlational analysis (Creswell, 2012), were utilized to decide the commonsense noteworthiness of the relationship since measurable importance may show results that are down to earth of little pertinence. A linear regression analysis was also carried out to predict teachers' productivity by teachers' effectiveness.

**Results**

Descriptive statistics including mean, standard deviation, minimum, and maximum were measured for all the scales. Table 1 summarizes the descriptive results for the two questionnaires. No outliers or other abnormalities were found.

**Table 1.**

*Descriptive Statistics for TEn and TP*

| | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|
| **TEn** | 80 | 76.00 | 269.00 | 345.00 | 304.90 | 21.22 | 450.42 |
| **TP** | 80 | 30.00 | 64.00 | 94.00 | 80.10 | 6.63 | 44.04 |
| **Valid N (listwise)** | 80 | | | | | | |

*Note*. TEn= Teachers' Effectiveness; TP= Teachers' Productivity.

The Kolmogorov-Smirnov test was run to make sure that the data were distributed normally; Table 2 displays the results of this test.

**Table 2.**

*One-Sample Kolmogorov-Smirnov Test*

| | | TEn | TP |
|---|---|---|---|
| **N** | | 80 | 80 |
| **Normal Parameters[a,b]** | **Mean** | 304.90 | 80.10 |
| | **Std. Deviation** | 21.22 | 6.63 |
| **Most Extreme Differences** | **Absolute** | .07 | .09 |
| | **Positive** | .07 | .07 |

| | | | |
|---|---|---|---|
| | **Negative** | -.05 | -.09 |
| **Test Statistic** | | .07 | .09 |
| **Asymp. Sig. (2-tailed)** | | .20[c,d] | .06[c] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

As shown in Table 2, the p-values of Kolmogorov-Smirnov tests for both TE and TP are .20 and .06, respectively. Since these values are higher than .05, it can be concluded that the distribution of data is normal; therefore, the parametric tests may be employed. At that point, to respond to the principal research question of this investigation, the Pearson coefficient correlation test was utilized. Table 3 shows the consequences of this test.

**Table 3.**

*Correlation between Teachers' Effectiveness and Teachers' Productivity*

| | | **TEn** | **TP** |
|---|---|---|---|
| **TEn** | **Pearson Correlation** | 1 | .63** |
| | **Sig. (2-tailed)** | | .00 |
| | **N** | 80 | 80 |
| **TP** | **Pearson Correlation** | .63** | 1 |
| | **Sig. (2-tailed)** | .00 | |
| | **N** | 80 | 80 |

**. Correlation is significant at the 0.01 level (2-tailed).

*Note*. TEn=Teachers' Effectiveness; TP= Teachers' Productivity

As it is illustrated in Table 3, teachers' effectiveness was significantly related to teachers' productivity (r= 0.63, n= 80, p-value= 0.00). Regression analysis was employed to determine how much of the inconstancy in the dependent variable (teachers' productivity) could be accounted for by the independent variable (teachers' effectiveness). The results of running the linear regression test are presented in the following table (Table 4).

**Table 4.**

*Linear Regression Analyses Predicting Teachers' Productivity from Teachers' Effectiveness*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | **B** | **Std. Error** | **Beta** | **t** | **Sig.** | **F** | **R** | **$R^2$** |
| **1** | **(Constant)** | 19.59 | 8.36 | | 2.34 | .02 | 52.61 | .63 | .40 |
| | **TE** | .19 | .02 | .63 | 7.25 | .00 | | | |

As Table 4 shows, the regression analysis created a statistically significant model (F = 52.61, p-value = 0.02), accounting for 40% of the variance. Precisely, it was found that teachers' effectiveness (β = 0.63; t = 7.25; p-value = 0.00) was a significant predictor of teachers' productivity.

## Discussion

The primary target of the current examination was to probe the test of the connection teachers' effectiveness and teachers' productivity. The correlation test results indicated that there was a statistically significant connection between teachers' effectiveness and teachers' productivity. The regression analysis revealed that teachers' effectiveness could be a predictor of teachers' productivity. Based on the correlational results, teachers' effectiveness and teachers' productivity are intertwined which affects a teacher's recital in turn. Meanwhile, teachers' effectiveness is formed by the personality attributes of teachers, which consecutively contribute to a teacher's productivity. The result of linear dynamic regression modeling evidenced that considering the effectiveness factors as multidimensional constructs not just gives a superior depiction of what makes teachers and schools successful yet may assist us with prospering explicit techniques for upgrading productivity in training.

This study indicated that the teachers have to discharge the capacities as mentioned earlier such as research, training, expansion, and production. The administrative organization can initiate tasks with the intention that the above capacities will be conducted effectively. Therefore, it can be inferred that teachers are to a great extent, effective and productive inside the classroom when their elevated instructive fulfillment, skill, achievements, professional development, and praises are taken into account. In this day and age of budgetary weights and monetary lopsided characteristics, it doesn't appear to be conceivable to continue overlooking productivity. The findings could be perhaps justified in such a way that policymakers and administrators should persuade the teachers to offer quality types of assistance sustainably that would increase the value of the outcomes of the school in such manner. In this way, principals can empower the compelling productivity of their teachers by perceiving their necessities and attempting to fulfill or meet them through satisfactory, fitting, applicable, and persuasive techniques. Likewise, this exploration affirmed the discoveries of the previous examination by Adu, Oshati, and Eze (2012) which uncovered that fulfillment levels influence the degree of productivity dramatically, and the organization as a goal-oriented foundation should concern itself consistently with the laborers' degree of fulfillment in the frameworks. The results also were in agreement with Oyitso and Olomokor (2012), who established that training brings higher confidence in workers, job knowledge, enhanced performing skills, creates greater efficiency and effectiveness, and increase performance. Consequently, all these factors lead to higher productivity.

The workplace is the entirety of conditions under which an individual or a gathering of

people works or plays out their obligations. A workplace can be in form of physical condition, the human condition, and relationship with associates and executives, connection inside the framework, and the overall emanation of the work atmosphere. The teacher's condition has to do with the relationship with associates, directors, or school just as staff of the service of education who is the administrator. More often than not, school directors peer down on the educator on the field and they don't work in co-employable endeavors to accomplish the objectives of the training business. Teachers should be urged to have confidence and eminence in doing their obligations. The general public by and large peers down on the educators as substandard government laborers in light of the position given them by the ethicalness of their helpless workplace. Notwithstanding, the sort of relationship that exists among teachers and associates can influence their degree of responsibility just as their mentality towards the activity. For a model in an environment of kind disposition and participation, teachers are content with themselves and their positions. As Ukeje and Okorie (1990) posited, the hierarchical atmosphere is identified with work fulfillment regarding a relational relationship, bunch cohesiveness, and undertaking inclusion. Laborers' overall view of the workplace affects the degree of fulfillment and productivity.

In a book titled "*Succeed with Productivity and Quality: How to Do Better with Less*", Bernolak (2009) concluded that productivity is considered as a factor that could govern a teacher's effectiveness in the career. According to Bernolak, productivity tends to lead to better pay, improved training opportunities, upward mobility, enhanced effectiveness, and better career development. For most workers, productivity improvement means more-secure jobs because improved productivity strengthens and preserves the company and this, in turn, preserves jobs. He went further to say that productivity today does not mean rushed and overworked assembly line workers, but the best and effective use of all resources for the benefit of all concerned. Additionally, the results of the regression analysis were consistent with the findings of the study by Ryan, Kuusinen, and Bedoya- Skoog (2015) who reported that an effective teacher is the most significant asset of an educational system and a high-quality education system is the only hope of all developing nations. They have noticed that if effective teachers are made available, the likelihood of attaining desired social and educational goals with a larger of creating an enlightened and productive society is predicted and enhanced. As Nakopdia (2002) stated, education is the door to civilization and modernization of any country. At this juncture, it is the teachers who hold the key to this door through performances of their primary functions in the schools.

The cozy connection between teachers' effectiveness and teachers' productivity has been perceived by Ellett and Teddlie (2003). They declared one distinctive quality that effective and productive teachers appear to have is that in the entirety of their ways to deal with arranging, planning, and executing guidance and evaluation, their emphasis is on "student learning" to advise their own instructing. This is an unobtrusive differentiation for some since learning and educating are associated with various perspectives. In any case, this is a key differentiation. Effective teachers realize their students' learning styles, their qualities, and their deficiencies as students. They are experts of their topic however more significantly; effective teachers are constantly centered on their students' learning. This is additionally affirmed by Schulte, Slate, and Onwuegbuzie (2008) that policymakers, decision-makers, researchers, and teacher educators have committed extensive thoughtfulness regarding the nature of instructing so as to influence the result of students and to improve the instructive framework.

The findings of this investigation were conversely with a survey-correlation study conducted by Vipinosa (2015) to examine the teaching effectiveness, productivity, and work values of Science teachers in Capiz State University for the School Year 2014-2015 to reveal insight into the since quite a while ago discussed the question of whether execution in one territory improves execution in the other or something like that. This survey-correlation study was conducted to a total population of 35 Science teachers, 24 administrators, and 375 randomly selected students from 9 of the 10 campuses of Capiz State University. Vipinosa (2015) found that there was no measurably significant contrast in the effectiveness of

science teachers depended on the degree of their productivity. Besides, science teachers were seen as productive at work paying little heed to their work esteems. They posited that effectiveness, productivity, and work esteem were not factually and fundamentally identified with each other.

## Conclusions

This study explored the association between teachers' effectiveness and teachers' productivity among Iranian EFL teachers. The findings of the current research indicated that teachers' effectiveness had a significant relationship with teachers' productivity and teachers' effectiveness was a significant predictor of teachers' productivity. The analysis proposed the need for the education policy to support innovations that improve the productivity levels in the high schools and the actions to attain the right balance between effectiveness and productivity in the educational services. An improved match in the supply and the demand for educational services enables a more effective and productive distribution of public resources.

However, some limitations of this study can be identified. First, the participants were only female English teachers. Besides, the participants were Iranian teachers, so the results cannot be generalized to other nationalities. Furthermore, since the only available teachers' effectiveness scale is by Kumtar and Mutha (1974), the researchers could not use a more up-to-date questionnaire.

In this regard, according to the results of this research, it is recommended that to swell teachers' effectiveness and productivity, more consideration ought to be taken into account to the teacher's effectiveness and productivity at the school level and gathering level. Thus, the present study has important ramifications for schools' educational administrators, policymakers of the teacher education system, and teacher educators themselves. At long last, future examination with larger samples is needed in this area to investigate how improvement and utilize theoretical models for promoting effectiveness and productivity in education. On the other hand, as expressed prior, the discoveries in this investigation are intensely informed by teachers' perspectives and recognitions. Despite the fact that it is contended that teachers are the principle and the most significant partners in education, it is shrewd to search out the view of different partners, for example, students and administrators, regardless of whether independently or aggregately.

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