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## **A Correlation Analysis On Teacher Effectiveness And Social Adjustment Of Secondary Education Teachers**

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### **ABSTRACT**

The term 'teacher effectiveness' refers to the measure of success of teachers in carrying out institutional and other specified duties demanded by the nature of their position. Teacher effectiveness includes efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It is also an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. A teacher is socially adjusted if he feels comfort with the academic and general environment of the institution while working. Social adjustment in teaching profession is more important because it helps in maintaining balance between the needs of the teachers and the circumstances in which they are teaching. It is therefore quite confident to confirm that the school effectiveness depends directly on the effectiveness of its teachers, the level of their social adjustment and their involvement in work.

The investigator adopted survey method of research to ascertain the levels of teacher effectiveness and social adjustment among secondary education teachers and to find out the relationship between them. The findings of the study reported that there was significant positive relationship between the dimensions of teacher effectiveness namely 'strategies of teaching' and 'social aspects' and social adjustment of secondary education teachers. On the whole there was significant positive relationship between teacher effectiveness and social adjustment of secondary education teachers.

### **1. INTRODUCTION**

Teachers are the heart of educational process. They make and keep a direct connection in between education and society. A teacher is a person who teaches and imparts knowledge and skills to the learners and he is fully responsible for the creation and the transaction of knowledge to them. A competent teacher can be practically defined as the one who possesses thorough knowledge in the subject and is able to dispense knowledge effectively. The ability

and quality of an effective teacher is called the teacher effectiveness. Effectiveness means accomplishing a purpose or capacity of bringing about desirable effect. 'Effectiveness' is the quality of being successful in producing an intended result' (**Collin's English Dictionary, 2017**). A teacher is concerned not only with the development of the minds of his learners but also with the development of their whole personality integrated with the features of adjustment. A teacher who can teach his students effectively is called an effective teacher. If there is any adjustment problem with the teachers, then they cannot teach effectively. It is understood that the success of education depends more upon the personality of the teachers. The great teachers are well adjusted with their institutions, colleagues, students and their parents. Unless they lead dedicated, committed and well adjusted lives as teachers, then the society cannot have a good educational system.

## **2. NEED AND SIGNIFICANCE OF THE STUDY**

The teacher effectiveness is an area of research which is concerned with the relationship between characteristics of teacher, teaching acts and their effect on the educational outcome of classroom teaching. The term 'teacher effectiveness' is used broadly to mean the collection of characteristics, competencies and behaviour of teachers at all educational levels that enable the students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively and become effective citizens. According to **Ryan (1969)**, "An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personality adjustment of the students". According to **Dunkin (1997)**, "teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon the students". **Stern, Stein & Bloom (1956)** said "Teacher effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. These judgments are made significant by others in their environment." With regard to the teaching profession, teacher effectiveness plays an important role in the process of teaching-learning. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Social adjustment in teaching profession is more important because it helps in maintaining balance between the needs of the teachers and the circumstances in which they are teaching. Among teachers, social adjustment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully satisfied. In teaching, social adjustment means the reaction to the demand and pressure of social environment imposed upon the teacher. The relationship among the family members and their ways of behaviour play leading role in the adjustment of teachers. Apart from those relationships, the teachers' occupation and school environment cast their influence over the adjustment of the teachers. **Aggarwal (1988)** found a significant difference between

adjustment problems of more effective and less effective female teachers at primary level. The results concluded that more effective teachers were better adjusted than the less effective teachers. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It is also an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. A teacher is socially adjusted if he feels comfort with the academic and general environment of the institution while working. According to **Shaffer** (1961), "Adjustment is the process by which a living organism maintains a balance between its need and the circumstance that influences the satisfaction of the need". The attributes that decide the adjustment of teachers are acceptance by family members and friends, satisfaction with their personal traits like physical and mental health, intelligence, speech, emotional stability, confidence, enthusiasm etc. Psychologists often make use of the term 'adjustment' to describe various types of social and interpersonal relations in the society. In this connection, the notion of the teacher effectiveness is closely related to the social adjustment of the teachers with reference to their teaching as the effectiveness in teaching can result from the social adjustment of the teachers. Based on the above discussion, the investigator attempted to conduct a differential analysis on teacher effectiveness and social adjustment with respect to certain background variables and a correlative analysis on teacher effectiveness and social adjustment of secondary education teachers.

### **3. STATEMENT OF THE PROBLEM**

The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness includes efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc. The profession minded teachers attempt to work with the learners in a way of life which will enable them to be physically fit, emotionally stable, intellectually strong and efficient in his civic relationships. If they are unable to adjust with the problems, they can't help their students, in that way, the teacher effectiveness is related with the social adjustment of the teachers. Moreover, the success of the learners mainly depends up on the ability of the teachers and the effectiveness of their teaching. Being very much enlightened by the above discussion, the investigator prepared to conduct a correlation analysis on teacher effectiveness and social adjustment of secondary education teachers. The results of the study would be helpful in establishing the importance and the relationship between social adjustment and teacher effectiveness of secondary education teachers.

### **4. TITLE OF THE STUDY**

**"A Correlation Analysis on Teacher Effectiveness and Social Adjustment of Secondary Education Teachers"**

## 5. OPERATIONAL DEFINITIONS

### (i) Teacher Effectiveness

**Barr** (1952) remarked, "Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation".

In this study, 'teacher effectiveness' was considered as a product of the interaction between certain teacher characteristics and other factors that changes according to the situations in which the teacher works.

### (ii) Social Adjustment

**Adler** (1930) said "A socially well adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e., he must be cooperative and sympathetic".

In this study, 'social adjustment' referred to the effort made by an individual to cope with standards, values and needs of a society in order to be accepted. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment.

### (iii) Secondary Education Teachers

In this study, the term 'secondary education teachers' was referred to those teachers who were handling classes for 6<sup>th</sup> to 10<sup>th</sup> standards in Government, Govt. aided and Private High Schools and Higher Secondary Schools.

## 6. OBJECTIVES OF THE PRESENT STUDY

The following were the objectives of the present study:

- (i) To find out whether there is any significant difference among secondary education teachers in their teacher effectiveness with regard to the background variables namely: (i) Gender (Men and Women), (ii) Subject Taught (Arts and Science), Marital Status (Married and Unmarried), (iv) Nature of School (Government, Govt. aided and Private) and (v) Locality of School (Rural and Urban).
- (ii) To find out whether there is any significant difference among secondary education teachers in their social adjustment with regard to the background variables namely: (i) Gender (Men and Women), (ii) Subject Taught (Arts and Science), (iii) Nature of School (Government, Govt. aided and Private) and (iv) Locality of School (Rural and Urban).
- (iii) To find out whether there is any significant relationship between teacher effectiveness and social adjustments of secondary education teachers.

## 7. METHOD USED FOR THE STUDY

For the present study, survey method was employed. By administrating appropriate instruments like questionnaires, the data were collected.

## 8. POPULATION

The secondary education teachers working in high and higher secondary schools in Karur District of Tamil Nadu State, India were the population of the present study.

## 9. SAMPLE

The sample for the present study consisted of 216 secondary education teachers (both men and women) from 15 high and higher secondary schools of Karur District of Tamil Nadu State; India was selected by means of stratified random sampling technique. The stratification was made on the basis of gender, subject taught and marital status of the teacher and nature and locality of the school.

## 10. TOOLS USED IN THE STUDY

Teacher Effectiveness Scale developed and validated by Kammatti Jeyaramanna (2013) and Social Adjustment Inventory developed and validated by Roma Pal (2010) were used for collecting the required data from the population.

## 11. STATISTICAL TECHNIQUES

For analyzing the data, the investigator used Mean, Standard Deviation, 't'- test and Karl Pearson's Product Moment Correlation.

## 12. ANALYSIS OF DATA

**(i) The null hypotheses were testified with the findings obtained from the differential analysis made on the Teacher Effectiveness of Secondary Education Teachers.**

### NULL HYPOTHESIS - 1

There is no significant difference between men and women secondary education teachers in their teacher effectiveness.

**TABLE - 1 Difference between Men and Women Secondary Education Teachers in their Teacher Effectiveness**

Dimensions of Teacher Effectiveness	Gender	Mean	SD	't' Value	Remarks at 5% Level
Personal	Male	50.69	8.700	0.749	NS
	Female	49.75	9.617		

Professional	Male	49.46	9.829	0.026	NS
	Female	49.42	10.865		
Intellectual	Male	51.36	9.245	0.932	NS
	Female	50.22	8.721		
Strategies of Teaching	Male	48.98	10.237	0.837	NS
	Female	50.06	8.642		
Social Aspects	Male	49.07	10.268	0.570	NS
	Female	49.85	9.628		
Teacher Effectiveness (On the whole)	Male	50.09	10.239	0.045	NS
	Female	50.15	9.813		

**(At 5% level of significance, the table value is 1.96)**

From the above table it was understood that there was no significant difference between men and women secondary education teachers in their teacher effectiveness as the calculated 't' value 0.045 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

#### **NULL HYPOTHESIS - 2**

There is no significant difference between arts and science secondary education teachers in their teacher effectiveness.

**TABLE-2 Difference between Arts and Science Secondary Education Teachers in their Teacher Effectiveness**

<b>Dimensions of Teacher Effectiveness</b>	<b>Subject Taught</b>	<b>Mean</b>	<b>SD</b>	<b>'t' Value</b>	<b>Remarks at 5% Level</b>
Personal	Arts	49.40	9.347	0.976	NS
	Science	50.66	9.121		
Professional	Arts	49.05	10.593	0.432	NS
	Science	49.68	10.292		
Intellectual	Arts	50.34	8.473	0.510	NS
	Science	50.98	9.269		
Strategies of Teaching	Arts	49.48	10.125	0.117	NS
	Science	49.63	8.931		
Social Aspects	Arts	49.58	9.538	0.093	NS

	Science	49.45	10.162		
Teacher Effectiveness (On the whole)	Arts	49.74	9.939	0.451	NS
	Science	50.37	10.040		

**(At 5% level of significance, the table value is 1.96)**

From the above table it was inferred that there was no significant difference between arts and science secondary education teachers in their teacher effectiveness as the calculated 't' value 0.451 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

### **NULL HYPOTHESIS - 3**

There is no significant difference between married and unmarried secondary education teachers in their teacher effectiveness.

**TABLE - 3 Difference between Married and Unmarried Secondary Education Teachers in their Teacher Effectiveness**

<b>Dimensions of Teacher Effectiveness</b>	<b>Marital Status</b>	<b>Mean</b>	<b>SD</b>	<b>'t' Value</b>	<b>Remarks at 5% Level</b>
Personal	Married	50.04	9.410	0.574	NS
	Unmarried	51.19	7.473		
Professional	Married	49.17	10.639	1.063	NS
	Unmarried	51.56	7.985		
Intellectual	Married	50.53	9.143	0.929	NS
	Unmarried	52.33	7.263		
Strategies of Teaching	Married	49.28	9.446	1.315	NS
	Unmarried	51.94	8.695		
Social Aspects	Married	49.16	10.052	1.432	NS
	Unmarried	52.22	8.321		
Teacher Effectiveness (On the whole)	Married	49.81	10.185	1.300	NS
	Unmarried	52.62	7.924		

**(At 5% level of significance, the table value is 1.96)**

From the above table it was learnt that there was no significant difference between married and unmarried secondary education teachers in their teacher effectiveness

as the calculated 't' value 1.300 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

### NULL HYPOTHESIS - 3

There is no significant difference among secondary education teachers of govt., govt. aided and private schools in their teacher effectiveness.

**TABLE - 3 Difference among Secondary Education Teachers of Government, Govt. aided and Private Schools in their Teacher Effectiveness**

Dimensions of Teacher Effectiveness	Source of Variation	Sum of Square	Mean Square	'F' Value	Remarks at 5% Level
Personal	Between Groups	48.365	24.183	0.283	NS
	Within Groups	18177.901	85.342		
Professional	Between Groups	213.402	106.701	0.988	NS
	Within Groups	22991.972	107.944		
Intellectual	Between Groups	53.426	26.713	0.331	NS
	Within Groups	17195.000	80.728		
Strategies of Teaching	Between Groups	471.826	235.913	2.722	NS
	Within Groups	18462.874	86.680		
Social Aspects	Between Groups	333.001	166.500	1.708	NS
	Within Groups	20759.888	97.464		
Teacher Effectiveness (On the whole)	Between Groups	282.312	141.156	1.422	NS
	Within Groups	21144.124	99.268		



**(At 5% level of significance, the table value is 5.00)**

It is understood from the above table that there was significant difference among secondary education teachers working in govt., govt. aided and private schools in their teacher effectiveness as the calculated 'F' value of 1.422 was less than the table value 5.00 at 5% level of significance. Hence the null hypothesis was accepted.

**NULL HYPOTHESIS - 4**

There is no significant difference between secondary education teachers of rural and urban schools in their teacher effectiveness.

**TABLE - 4 Difference between Secondary Education Teachers of Rural and Urban Schools in their Teacher Effectiveness**

Dimensions of Teacher Effectiveness	Locality of School	Mean	SD	't' Value	Remarks at 5% Level
Personal	Rural	50.56	8.843	1.249	NS
	Urban	48.60	10.514		
Professional	Rural	49.36	10.391	0.231	NS
	Urban	49.77	10.498		
Intellectual	Rural	50.87	9.087	0.445	NS
	Urban	50.19	8.494		
Strategies of Teaching	Rural	49.60	9.521	0.090	NS
	Urban	49.46	8.920		
Social Aspects	Rural	49.52	9.698	0.059	NS
	Urban	49.42	10.819		
Teacher Effectiveness (On the whole)	Rural	50.24	9.811	0.329	NS
	Urban	49.68	10.757		

**(At 5% level of significance, the table value is 1.96)**

From the above table it was understood that there was no significant difference between secondary education teachers of rural and urban schools in their teacher effectiveness as the calculated 't' value 0.329 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

**(ii) The null hypotheses were testified with the findings obtained from the differential analysis made on the Social Adjustment of Secondary Education Teachers.**

### NULL HYPOTHESIS – 5

There is no significant difference between men and women secondary education teachers in their social adjustment.

**TABLE – 5 Difference between Men and Women Secondary Education Teachers in their Social Adjustment**

Variable	Gender	Mean	SD	't' Value	Remarks at 5% Level
Social Adjustment	Men	50.57	8.461	0.534	NS
	Women	49.88	10.276		

**(At 5% level of significance, the table value is 1.96)**

It was observed from the above table that there was no significant difference between men and women secondary education teachers in their social adjustment as the calculated 't' value 0.534 was lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

### NULL HYPOTHESIS – 6

There is no significant difference between arts and science secondary education teachers in their social adjustment.

**TABLE – 6 Difference between Arts and Science Secondary Education Teachers in their Social Adjustment**

Variable	Subject Taught	Mean	SD	't' Value	Remarks at 5% Level
Social Adjustment	Arts	50.02	9.477	0.213	NS
	Science	50.30	9.530		

**(At 5% level of significance, the table value is 1.96)**

It was learnt from the above table that there was no significant difference between arts and science secondary education teachers in their social adjustment as the calculated 't' value .213 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

### NULL HYPOTHESIS – 7

There is no significant difference between married and unmarried secondary education teachers in their social adjustment.

**TABLE - 7 Difference between Married and Unmarried Secondary Education Teachers in their Social Adjustment**

Variable	Marital Status	Mean	SD	't' Value	Remarks at 5% Level
Social Adjustment	Married	50.19	9.470	0.007	NS
	Unmarried	50.18	9.846		

**(At 5% level of significance, the table value is 1.96)**

It was observed from the above table that there was no significant difference between married and unmarried secondary education teachers in their social adjustment as the calculated 't' value 0.007 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

#### **Null Hypothesis - 8**

There is no significant difference among secondary education teachers of government, govt. aided and private schools in their social adjustment.

**TABLE - 8 Difference among Secondary Education Teachers of Government, Govt. aided and Private Schools in their Social Adjustment**

Variable	Source of Variance	Sum of Variation	Mean Square	'F' Value	Remarks at 5% Level
Social Adjustment	Between groups	431.706	215.853	0.091	NS
	Within groups	18925.654	88.853		

**(At 5% level of significance, the table value is 5.00)**

It was understood from the above table that there was no significant difference among secondary education teachers of Govt., Govt. aided and Private schools in their social adjustment as the calculated 'F' value 0.091 was less than the table value 5.00 at 5% level of significance.

#### **NULL HYPOTHESIS - 9**

There is no significant difference between secondary education teachers of rural and urban schools in their social adjustment.

**TABLE - 9 Difference between Secondary Education Teachers of Rural and Urban Schools in Their Social Adjustment**

Variable	Locality of School	Mean	SD	't' Value	Remarks at 5% Level
Social Adjustment	Rural	49.63	9.486	1.759	NS
	Urban	52.46	9.265		

**(At 5% level of significance, the table value is 1.96)**

From the above table it was understood that there was no significant difference between secondary education teachers of rural and urban schools in their social adjustment as the calculated 't' value 1.759 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

**(iii) The null hypothesis was testified with the findings obtained from the correlation analysis made on Teacher Effectiveness and Social Adjustment of Secondary Education Teachers.**

#### **NULL HYPOTHESIS - 10**

There is no significant relationship between teacher effectiveness and social adjustment of secondary education teachers.

**TABLE - 10 Relationship between Teacher Effectiveness and Social Adjustment of Secondary Education Teachers**

Dimensions of Teacher Effectiveness	' $\gamma$ ' Value	Remarks at 5% Level
Personal	0.082	NS
Professional	0.102	NS
Intellectual	0.023	NS
Strategies of Teaching	0.137	S
Social Aspects	0.146	S
Teacher Effectiveness (On the Whole)	0.135	S

**(At 5% level of significance, for the df 214 the table value of correlation is 0.1236)**

From the above table it was inferred that there was no significant relationship between the dimensions of teacher effectiveness namely 'personal', 'professional' and 'intellectual' with social adjustment of secondary education teachers as the calculated ' $\gamma$ ' values 0.082, 0.102 and 0.023 were less than the table value 0.1236 at 5% level of significance. but there was significant positive relationship between the dimensions

of teacher effectiveness namely 'strategies of teaching' and 'social aspects' and social adjustment of secondary education teachers as the calculated ' $\gamma$ ' values 0.137 and 0.146 were greater than the table value 0.1236 at 5% level of significance.

On the whole, there was significant positive relationship between teacher effectiveness and social adjustment as the calculated ' $\gamma$ ' value 0.135 was greater than the table value 0.1236 at 5% level of significance. Hence the null hypothesis was rejected.

### **13. MAJOR FINDINGS**

The following are the major findings of the present study:

1. There was no significant difference in the teacher effectiveness; (i) between men and women secondary education teachers, (ii) between arts and science teachers, (iii) between married and unmarried teachers, (iv) among teachers of government, govt. aided and private schools and (v) between teachers of rural and urban schools.
2. There was no significant difference among secondary education teachers in their social adjustment; (i) between men and women secondary education teachers, (ii) between arts and science teachers, (iii) between married and unmarried teachers, (iv) among teachers of government, govt. aided and private schools and (v) between teachers of rural and urban schools.
3. There was significant positive relationship between teacher effectiveness and social adjustment of secondary education teachers.

### **14. INTERPRETATIONS AND DISCUSSION**

The findings of the differential analysis ('t' test) on teacher effectiveness revealed that gender, subject handled by the teachers and their marital status did not seem to exert any significant influence on the level of teacher effectiveness of secondary education teachers. Also, the findings reported that nature and locality of school also did not seem to exert any significant influence on the teacher effectiveness secondary education teachers. The reason was that teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher as an individual and the core objectives of the education as a system. It is therefore quite accurate to record that teacher effectiveness depends directly on the effectiveness of the teachers and in turn the effectiveness of the teachers depends upon aptitude, capability and other academic potentials of those teachers who are the pivot of all educational systems. The results of the study conducted by **Kaur Kamalpreet** (2014) on secondary school teachers reported that there was no significant difference in the teacher effectiveness between male and female secondary school teachers. The findings of the study conducted by **Malik Umendra & Pramila** (2014) on teaching effectiveness proved that there was no significant difference in the teacher effectiveness of secondary school teachers based on their gender and locality. **Raj Ushalaya & Pachaiyappan** (2014) conducted a similar study on the teacher effectiveness of secondary and higher secondary school teachers. The results concluded that male and female teachers did not differ significantly in their teacher

effectiveness which was similar to the findings of the present research. These findings supported the findings of the present research. Similar findings were obtained by **Pranab Barman & Umasankar Dash** (2016) on teaching effectiveness of secondary school teachers reporting that there was no significant difference among secondary school teachers based on their gender. But it was also found that there was significant subject based and locality based difference in the level of teaching effectiveness among secondary school teachers. Similarly, the study conducted on the prospective teachers by **Raj Lakshmi Bhat** (2017) reported that there was no significant gender based effect on the teaching effectiveness of pupil-teachers. Similar studies were undertaken by **Mohanta Biswas** (2017) on secondary school teachers regarding their teacher effectiveness and found that there was no significant difference among secondary school teachers in their teacher effectiveness based on their gender which was in accordance with the findings of the present research. But there was significant difference in the level of teacher effectiveness with respect to their academic streams (arts and science) and locality of school (rural and urban) which were not similar to the present research. In the same manner, the study conducted by **Kesang Degi & Lama Zangmu** (2017) on teaching effectiveness revealed that there was significant difference between male and female secondary school teachers in their teaching effectiveness.

The findings of the differential analysis (**'t' test**) on social adjustment revealed that gender, subject handled by the teachers and their marital status did not seem to exert any significant influence on the social adjustment of secondary education teachers. Also, the findings reported that nature and locality of school also did not seem to exert any significant influence on the social adjustment of secondary education teachers. The reason was that social adjustment is a state in which the needs of a teacher on one side and the claims of his environment on the other side are fully satisfied. With special reference to teaching, social adjustment means the reaction to the demand and the pressure of social environment imposed upon a teacher. A teacher is socially adjusted if he feels comfortable with the academic and general environments of the institution where he is working. The findings of the present research were supported by the study conducted by **Anju Goyat** (2012) among primary school teachers revealing that there was no significant difference in the social adjustment of male and female teachers and between the teachers from rural and urban primary schools. But there was significant difference in the teacher effectiveness based on locality and management of schools. In the same manner, the study conducted by **Yellaiah** (2012) on high school students indicated that there was no significant difference in the social adjustment among students of government and private schools and the students from rural and urban schools. But the study concluded that there was significant difference between male and female students in their level of adjustment. **Joseph Catherine** (2014) conducted a study among B.Ed., trainees found that there was no significant difference in the social adjustment based on the nature of college, which was similar to the findings of the present study. The findings of the study conducted by **Yodida Bhutia & Swapnadeep Dey** (2015) among secondary school teachers revealed that there was no significant difference in teacher

adjustment between male and female teachers. The findings of the study conducted by **Priya Packiaselvi & Malathi** (2015) among higher secondary school students reported that there was no substantial difference with respect to gender and location of school in their social adjustment, which was in accordance with the findings of the present research. But comparatively, the girls had high level of social adjustment than the boys. Similarly, the findings of the study conducted by **Singh & Manju Kumari** (2015) among teachers working in government and private secondary schools indicated that there was no significant difference in the adjustment behavior of male and female teachers of the same school which reflected the findings of the present study. But the results indicated that there was significant difference in the social adjustment of teachers from government and private teachers. Similarly, the findings of the study conducted by **Jarrar Ahmad & Mohamed Ahmad Khan** (2016) among secondary school teachers showed that there was no significant difference found in the adjustment of secondary school teacher in relation to their locality. The findings of the study conducted by **Shabir Bhat & Anoop Beri** (2016) among college teachers revealed that there was no significant difference in the adjustment of college teachers based on their gender which was in accordance with the findings of the present research. The findings of the study conducted by **Mohamed Mashad** (2017) among government and private secondary school teachers reported that there was no significant difference between adjustment of government and private female secondary school teachers. However, there was significant difference between adjustment of private male and female secondary school teachers. The findings of the study conducted by **Prem Shankar Srivastava** (2018) among school going academic achievers concluded that there was no significant difference between urban and rural academic achievers in their social adjustment problems, but there was significant difference between male and female academic achievers in their social adjustment problems.

On the other side of the present research, the findings of the study conducted by **Suruchi & Surender Singh Rana** (2014) on social adjustment among government and private school secondary teachers reported that there was significant difference in the social adjustment of government and private school teachers. **Joseph Catherine** (2014) conducted a study among B.Ed., trainees found that there were significant gender based, locality based and marital status based differences found in the level of social adjustment of B.Ed. trainees. The study conducted by **Parveen Sharma** (2016) reported that there existed significant gender based (male and female), subject based (science and arts) and locality based (urban and rural) differences among guest faculty of government secondary schools in their teachers adjustment. Similarly, the findings of the study conducted by **Mohamed Mahmood Alam** (2018) on the adjustment of senior secondary school students revealed that there was significant difference in the adjustment of senior secondary school students based on their gender (male and female), subject (science and social sciences, locality of school (rural and urban) and type of school (government and private). The findings of the study conducted by **Bipib Das & Manickam** (2019) on the social adjustment between social science teachers

and physical education teachers revealed that there was significant difference between social science and physical education teachers in their social adjustment.

The findings of the correlation analysis ( $\gamma$ ) revealed that there was significant positive relationship between the dimensions of teacher effectiveness namely 'strategies of teaching' and 'social aspects' and social adjustment of secondary education teachers and this confirmed the significant overall relationship between teacher effectiveness and social adjustment of secondary education teachers. The dimensions of teacher effectiveness namely, 'strategies of teaching' and 'social aspects' identified themselves one with the inbuilt features of social adjustment and proved a significant positive relationship between teacher effectiveness and social adjustment among secondary education teachers. The functional and dynamic components that are present both in teacher effectiveness and social adjustment of secondary education teachers help the teachers employ their competencies and skills as the way a teacher performance in the process of teaching and this hidden relationship makes them very successful and helps them meet with their environmental needs.

## **15. IMPLICATIONS OF THE STUDY**

With reference to the present research, it was observed that there was significant positive relationship between teacher effectiveness and social adjustment of secondary education teachers. The study suggestively recommends that:

- (i) A teacher is potentially the integrator of personalities, the counsellor and guide to the learners, the developer of citizens and the servant of the state. It is all possible only when he has 'quality effectiveness' in his work and fit by body, mind and soul. Similarly, a good teaching should promote the all-round development of the learners and inculcate proper attitudes and values in them.
- (ii) The teachers must be well socially adjusted with their institutions, colleagues, students and parents. Unless the teachers lead dedicated, adjusted and committed lives as teachers, the society cannot have a good educational system.
- (iii) The 'teacher competence' is defined as the extent to which the teacher possesses the requisite knowledge and skills as the way a teacher performance in the process of teaching. Practically, a competent teacher can be defined as the one who possesses thorough knowledge in his subject and should able to dispense knowledge effectively with the maximum level of social adjustment in respect to the demands of a social setting imposed upon him.
- (iv) A teacher is said to be 'effective' when he has attained the necessary competence in his roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and of his interpersonal relationships. Hence, the teachers must be effective in their teaching with all the necessary competence in every subject they teach.



- (v) It is recorded that the success of the process of education depends more upon the effectiveness of teaching. It is again enunciated that effectiveness of teaching in a school depends upon the quality of the teachers who are the pivot of all educational systems. Hence, the role of teachers in the educational process is always challenging and dynamic that inevitably needs maximum level of adjustment and effectiveness in them.

## 16. CONCLUSION

Teacher effectiveness is a nebulous concept as no universally acceptable formula can be given to define an effective teacher. According to **Remmer** (1952), "Effectiveness is the degree to which an urgent need produces effect". The 'teacher effectiveness' is an area of research which is concerned with the relationship between characteristics of teacher, teaching acts and their effect on the educational outcome of classroom teaching. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. **Elliott et al.** (2000) stated that "effective teachers need to know their students well and be able to adapt their teaching styles to particular classroom and to individual students. Likewise, 'social adjustment' is an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. The attributes that decide the social adjustment of a teacher are acceptance by family members and friends, satisfaction with his personal traits like physical and mental health, intelligence, speech, emotional stability, confidence, enthusiasm etc. The findings of the present research proved significant positive relationship between teacher effectiveness and social adjustment among secondary education teachers. The functional features present both in teacher effectiveness and social adjustment help the teachers to be successful in the process of teaching with their skills and competence as per their environmental needs. It involves a teacher to consciously cope with his effectiveness in teaching and his level of social adjustment. It is therefore, quite confident to confirm that the school effectiveness depends directly on the effectiveness of its teachers, the level of their social adjustment and their involvement in work. It is also learnt from the present research that teacher effectiveness concerns only those outcomes that reflect the efficiency of the teachers and their adjustment with regard to the demands and the pressure of social environment imposed upon them.

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