

Understanding the Link between Teacher Effectiveness and Adjustment among Government Secondary School Teachers: A Comparison of Promoted and Direct Recruits

Dr. Priyanka Upadhyay¹,
Assistant Professor, Department of Education,
SGRR College of Education, Shri Guru Ram Rai University, Dehradun.
ORCID: <https://orcid.org/0000-0001-8229-4038>.
Prof. Malvika Sati Kandpal²,
Department Of Education,
SGRR College of Education, Shri Guru Ram Rai University, Dehradun.
E-mail: dean.soe@sgrru.ac.in, mskandpal1234@gmail.com, ORCID: 0009-0001-4646-6899.

Abstract:

The present study investigates the relationship between teacher effectiveness and adjustment among promoted and directly recruited government secondary school teachers in Uttarakhand. Teacher effectiveness is defined as the degree to which teachers successfully fulfill their professional responsibilities, including instructional delivery, classroom management, and relationship building, and providing constructive feedback to students. Adjustment refers to an individual's capacity to adapt to professional and social expectations in order to maintain harmony and balance within the work environment. Employing a descriptive survey research design, the study aimed to determine the extent of correlation between teacher effectiveness and adjustment, taking into account gender and school locality (urban or rural) as additional variables.

Keywords: Teacher Effectiveness, Adjustment, Promoted Teachers, Direct Recruitment, Government Secondary Schools.

INTRODUCTION

TEACHERS play a pivotal role in shaping students' learning experiences and contributing to the overall progress of a nation. The quality of education in schools is significantly influenced by the effectiveness of teachers in carrying out their professional responsibilities and their ability to adapt to the changing demands of the educational environment. Teacher effectiveness refers to a teacher's capacity to create engaging, meaningful, and student-centered learning experiences, maintain discipline, and motivate students toward academic excellence and holistic development [1]. Equally important is the concept of adjustment, which denotes an individual's ability to adapt to the social, professional, and institutional expectations of their role, thereby achieving balance and acceptance within the workplace [2]. Both effectiveness and adjustment are critical to the functioning and success of any educational system.

In government secondary schools, teachers typically enter the profession through two principal routes: direct recruitment and promotion. Directly recruited teachers are often selected through competitive examinations and tend to introduce innovative ideas and modern pedagogical practices into the classroom. Conversely, promoted teachers bring extensive professional experience and a deep understanding of institutional systems and student dynamics [3]. While both groups enrich the educational process in unique ways, their levels of effectiveness and adjustment may vary owing to differences in professional exposure, training, and career trajectories.

Nelson Mandela aptly stated, "Education is the most powerful weapon which you can use to change the world" [4]. This statement highlights the transformative power of education and underscores the importance of capable and adaptable teachers in fostering national development. Effective teaching extends beyond the transmission of knowledge; it involves creating a positive, inclusive, and stimulating learning environment that nurtures intellectual curiosity and emotional growth [5]. Likewise, well-adjusted teachers tend to exhibit emotional stability, resilience, and a collaborative attitude, enabling them to manage challenges and build meaningful relationships within the school community [6].

Promoted teachers often possess a wealth of institutional knowledge and experience, enhancing their ability to manage classrooms and mentor younger colleagues. However, they may face challenges when adapting to new roles that involve additional administrative responsibilities or leadership tasks [7]. On the other hand, directly recruited teachers bring contemporary training, innovative pedagogical approaches, and enthusiasm to their roles, but they may initially find it difficult to adjust to established institutional cultures and expectations [8].

Understanding the interrelationship between teacher effectiveness and adjustment is therefore essential for improving the quality of teaching and learning. Insights from this study are expected to aid policymakers, educational administrators, and teacher training institutions in formulating targeted professional development programs that enhance both teacher adaptability and effectiveness [9]. The present study seeks to examine the relationship between teacher effectiveness and adjustment among promoted and directly recruited government secondary school teachers in Uttarakhand. By analyzing differences and similarities across gender and school locality (urban or rural), this research aims to provide a comprehensive understanding of the factors influencing teacher performance and adaptability.

LITERATURE REVIEW

THE review of related literature provides a foundation for understanding the interrelationship between teacher effectiveness and adjustment among promoted and directly recruited government secondary school teachers. Several national and international studies have explored these variables in diverse educational contexts, focusing on dimensions such as gender, recruitment type, location, and related psychosocial factors.

Rana [10] conducted a study to examine teacher effectiveness among promoted and directly recruited government secondary school teachers. The findings revealed no significant difference in teacher effectiveness with respect to gender or school location. Similarly, Rana and Upadhyay [11] investigated the adjustment levels of government secondary school teachers in Uttarakhand, considering gender, location, and recruitment type. Their study reported no significant differences in adjustment levels across these variables, indicating that teacher adjustment is relatively stable irrespective of recruitment category or demographic factors.

Ramachandran and Rajendran [12] found a significant positive relationship between teacher effectiveness constructs—such as teaching strategies and social dimensions—and social adjustment among secondary school teachers. Their results suggested that teachers who are better socially adjusted tend to be more effective in classroom practices. Ahmad [13] conducted a comparative study of teacher effectiveness among directly recruited and promoted senior secondary school teachers in Kashmir. The findings indicated that directly recruited teachers demonstrated higher levels of teaching effectiveness than their promoted counterparts, possibly due to their exposure to modern pedagogical training.

Ramzan [14] investigated the relationship between adjustment and teaching effectiveness among government and private school teachers. The study revealed a significant positive correlation between the two variables, though teachers from government and private institutions differed significantly in both adjustment and effectiveness. Kaur and Wangchuk [15] examined teacher effectiveness and adjustment concerning organizational politics and found no significant gender differences in either variable. Their analysis also indicated that teacher effectiveness was not significantly correlated with organizational politics, while teacher adjustment showed a moderate negative correlation with it, suggesting that political dynamics within institutions may hinder teachers' adjustment levels.

Halder and Roy [16] also explored the relationship between teacher adjustment and effectiveness among secondary school teachers, reporting a positive correlation between the two. Bala and Bashir [17] investigated teaching effectiveness in relation to work motivation and found a negative and significant relationship, indicating that higher work motivation did not necessarily correspond to increased teaching effectiveness among secondary school teachers.

Kumar [18] studied teaching effectiveness in relation to self-concept and adjustment among higher secondary school teachers. The results revealed a significant positive correlation between teacher adjustment and teaching effectiveness, reinforcing the view that well-adjusted teachers tend to be more effective in their professional roles. Saini and Joshi [19] similarly examined the relationship between professional effectiveness and adjustment among secondary school teachers, observing a strong positive correlation between the two variables. They also found no significant gender-based differences in teacher effectiveness or adjustment.

Sunita [20] explored the relationship between teaching effectiveness, adjustment, and socio-economic status among secondary school teachers. Her findings demonstrated that adjustment had a significant impact on teaching effectiveness, underscoring the psychological and social dimensions of effective teaching. Earlier, Singh [21] investigated teacher effectiveness concerning sex, area, and adjustment, concluding that adjustment had a direct influence on teacher effectiveness.

A careful review of these studies reveals a consistent relationship between adjustment and teacher effectiveness across various contexts. However, findings regarding gender, school location, and recruitment type remain inconclusive, with some studies reporting differences and others finding none. Notably, there is a scarcity of empirical research examining these variables within the specific educational context of Uttarakhand.

Research Gap

While previous studies have established a general relationship between teacher effectiveness and adjustment, there is limited research examining how this relationship varies across different recruitment types (promoted vs. directly recruited) while considering gender and geographical factors in the specific context of Uttarakhand.

RESEARCH METHODOLOGY

A. Research Design

This study employed a descriptive correlational survey design, which is appropriate for behavioural sciences as it allows for the description of variables and the examination of relationships between them without any manipulation, aligning with ethical research standards [22].

B. Population and Sampling

The target population for this study comprised all government secondary school teachers in the state of Uttarakhand, India. A sample of 480 teachers was selected from the Garhwal educational division of Uttarakhand using a stratified purposive sampling technique. The sample was stratified based on three key criteria: Recruitment Type (Promoted vs. Directly Recruited), Gender (Male vs. Female), and School Locality (Urban vs. Rural). Four percent of government secondary school teachers were selected from each of the seven districts in the Garhwal Division (Chamoli, Dehradun, Haridwar, Pauri, Rudraprayag, Tehri, and Uttarkashi) to provide proportional representation.

TABLE I: SAMPLE DISTRIBUTION (N=480)

Recruitment Type	Gender	Locality	Sample Size (n)
Promoted	Male	Urban	60
		Rural	60
	Subtotal		*120*
	Female	Urban	58
Rural		60	
Subtotal		*118*	
Directly Recruited	Male	Urban	180
		Rural	178
	Subtotal		*358*
	Female	Urban	180
Rural		182	
Subtotal		*362*	
GRAND TOTAL			480

C. Data Collection Instruments

Two standardized instruments were used for data collection:

- Teacher Effectiveness Scale (TES)** by Kumar & Mutha [23]: This scale measures the multi-dimensional construct of teacher effectiveness, typically encompassing domains such as instructional clarity, classroom management, student engagement, and interpersonal relationships. It employs a Likert-type format for responses.
- Mangal Teacher Adjustment Inventory (MTAI)** by Mangal [24]: This inventory assesses professional adjustment across key areas, including work adjustment, social adjustment, personal-emotional adjustment, and institutional adjustment. It is a standardized tool designed to measure how well teachers adapt to the demands of their professional environment.

D. Data Analysis; The data were analyzed using Karl Pearson's Product Moment Correlation (r) to determine the strength and direction of the relationship between teacher effectiveness and adjustment scores for each subgroup. Statistical significance was determined at $p \leq 0.05$.

RESULTS AND ANALYSIS

THIS chapter presents the analysis of data collected from 480 government secondary school teachers in Uttarakhand to examine the correlation between teacher effectiveness and adjustment across different demographic and professional subgroups.

TABLE II: SUMMARY OF CORRELATION ANALYSIS BETWEEN TEACHER EFFECTIVENESS AND ADJUSTMENT

Hypothesis	Sub-Group	Sample Size (N)	Correlation (r)	p-value	Statistical Significance	Hypothesis Decision
H ₀₁	Male-Promoted	60	.130	.322	No	Accepted
H ₀₂	Female-Promoted	60	.282	.029*	Yes	Rejected
H ₀₃	Rural-Promoted	62	.209	.103	No	Accepted
H ₀₄	Urban-Promoted	58	.220	.096	No	Accepted
H ₀₅	Male-Directly Recruited	178	.041	.585	No	Accepted
H ₀₆	Female-Directly Recruited	182	.212	.004*	Yes	Rejected
H ₀₇	Rural-Directly Recruited	180	.131	.080	No	Accepted
H ₀₈	Urban-Directly Recruited	180	.114	.127	No	Accepted

*Statistically significant at the 0.05 level

The analysis reveals a clear and consistent pattern: the relationship between teacher effectiveness and adjustment is strongly gendered but independent of recruitment pathway or geographical location. Key findings include:

1. Gender-Specific Correlation

A statistically significant positive correlation was found exclusively for female teachers across both promoted ($r=.282, p=.029$) and directly recruited ($r=.212, p=.004$) categories.

2. Non-Significant for Male Teachers

No significant relationship was observed for male teachers, regardless of their recruitment type.

3. Locality Independence

The correlation patterns remained consistent across urban and rural settings, indicating geographical location does not moderate the effectiveness-adjustment relationship.

DISCUSSION AND IMPLICATIONS

A. Theoretical Implications

THIS research challenges the assumption of a universal effectiveness-adjustment relationship across all teacher demographics. It highlights the critical role of gender as a moderating variable in teacher professional development and suggests that recruitment pathway (promotion vs. direct recruitment) may be less significant than previously assumed [25].

B. Practical Implications

TABLE III: EVIDENCE-BASED RECOMMENDATIONS FOR EDUCATIONAL STAKEHOLDERS

Stakeholder	Recommended Actions
Policymakers	Develop gender-sensitive teacher support programs Allocate resources for female teacher mentorship initiatives Integrate adjustment-focused components into professional development frameworks
School Administrators	Implement peer support networks specifically for female teachers Create inclusive school cultures that actively support teacher well-being Provide leadership opportunities that enhance professional adjustment
Teacher Educators	Incorporate adjustment skills training in pre-service teacher education Develop continuous professional development programs addressing gender-specific challenges Design mentoring programs that support early-career adjustment

C. Recommendations for Future Action

1. Gender-Responsive Support Systems

Establish formal mentorship programs pairing experienced female teachers with newcomers and create safe spaces for female teachers to discuss adjustment challenges.

2. Professional Development Redesign

Incorporate emotional intelligence and stress management training, provide conflict resolution and communication skills development.

3. Policy Interventions

Review transfer and placement policies to minimize disruptive transitions and ensure adequate infrastructure and resources to reduce adjustment stressors.

CONCLUSION AND FUTURE WORK

A. Summary of Findings

THE present study examined the relationship between teacher effectiveness and adjustment among promoted and directly recruited government secondary school teachers in Uttarakhand, while also analyzing the influence of gender and school locality. The findings demonstrate that the relationship between adjustment and teacher effectiveness is not uniform across all demographic groups. A statistically significant positive correlation was found only among female teachers—both promoted ($r=.282, p<.05$) and directly recruited ($r=.212, p<.01$)—indicating that higher levels of professional and social adjustment are associated with enhanced teaching effectiveness [12]. Conversely, no significant relationship was observed among male teachers, regardless of recruitment type, and school locality (urban or rural) did not emerge as a differentiating factor.

B. Implications of the Study

These findings emphasize that gender plays a crucial moderating role in the link between adjustment and teacher effectiveness. Female teachers often demonstrate higher emotional sensitivity, relational adaptability, and resilience in professional settings, which may positively influence their teaching behaviors and classroom management practices [15]. Male teachers, on the other hand, may rely more on cognitive or situational factors such as institutional climate, administrative support, or workload management, which could explain the absence of a strong adjustment-effectiveness correlation [17].

The study contributes to the existing body of research by highlighting that professional adjustment mechanisms are vital in shaping effective teaching practices, particularly among female educators. It underscores the importance of designing gender-sensitive professional development programs and psychosocial support systems that enhance teachers' adaptive capacities, emotional well-being, and overall effectiveness in government secondary schools [19].

From a policy perspective, educational authorities should prioritize initiatives that promote teacher well-being, emotional balance, and workplace harmony. Establishing mentorship programs, especially for newly recruited teachers, can ease the transition into the profession and strengthen institutional belongingness [22]. Similarly, creating environments that encourage open communication, stress management, and continuous skill enhancement can foster both adjustment and effectiveness across genders.

C. Future Research Directions

FUTURE research should focus on exploring the causal factors behind the observed gender-based differences. Qualitative and longitudinal studies could provide deeper insights into how personal, institutional, and socio-cultural variables interact to influence teacher effectiveness over time [25]. Additionally, future investigations may consider examining other moderating factors such as leadership support, teacher motivation, subject specialization, and digital pedagogical competence. Expanding the study across different regions of India would also enhance the generalizability of the findings and contribute to a more comprehensive understanding of the dynamics between adjustment and teacher effectiveness in diverse educational contexts.

Ultimately, the results of this study affirm that teacher effectiveness is not merely a function of skill or knowledge, but a multidimensional construct deeply rooted in psychological adjustment, emotional intelligence, and professional well-being. Strengthening these domains will be essential for achieving the holistic goals of education envisioned under the National Education Policy (NEP) 2020 [26].

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