



The Impact Of Pedagogical Performance On Enhancing Social Adjustment Of University Professors From The Students' Perspective: A Field Study On A Sample Of Students From The Department Of Psychology And Educational Sciences

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ABSTRACT

This study aims to understand the impact of pedagogical performance on improving the level of social adjustment of university professors from the students' perspective. The researcher utilized the descriptive method, as it is the most suitable for the study. Two scales were applied: the Pedagogical Performance Scale by Louiza Messaoudi and the Social Adjustment Scale by Zeinab Mahmoud Shaqir, on a random sample of 98 students from Djilali Bounaama University o Khemis Miliana. After processing the data with the statistical package (SPSS), the study results indicated that pedagogical performance positively affects the improvement of social adjustment levels among university professors from the students' perspective.

Keywords: Pedagogical Performance, Social Adjustment, University Professor, Students

1. The Problem Statement:

Higher education is a crucial stage in the educational process, representing the pinnacle of the educational pyramid amidst ongoing changes, including social and technological challenges that necessitate transformation within the university system. Higher education institutions aim to prepare educators in various fields, disseminate culture, conduct research, and meet societal needs through effective university education management and curricula (Amer, 2019, p. 7). Good pedagogical performance, involving new and effective teaching techniques and methods, can enhance students' levels. This approach is adopted by university professors in mastering and understanding the essential means to be used during lectures.

Several studies have confirmed this, such as the study by Allal (2021), which aimed at developing pedagogical performance by linking the university's status and reputation with the academic level of its professors. The study by Nadir (2017) aimed to determine the relationship between satisfaction with training and the pedagogical performance level among primary school teachers, revealing a significant relationship and differences in pedagogical performance level.

Pedagogical performance encompasses the teaching skills possessed by university professors. Modern pedagogy requires professors to have the necessary teaching skills to perform their roles within the educational framework effectively. Professors who manage educational situations well and guide them in a way that serves the teaching-learning process demonstrate competency in this regard, particularly in delivering lessons and achieving effective teaching. This, in turn, benefits students by imparting functional skills planned and prepared by the professor. Therefore, practicing any skill according to teaching pedagogy must occur in a learning situation that considers prior knowledge and learning activities, allowing students to adapt and interact positively with their environment and demonstrate competence to achieve their goals, make effective decisions in social situations, and achieve social adjustment (Taher, 2017, p. 109).

Social adjustment plays a crucial role in controlling educational situations. For social adjustment to be achieved, university professors must, according to the Encyclopedia of Education and Training, be responsible for shaping students' personalities away from superstitions and values misaligned with societal aspirations.

Academically, the university professor is a vital source of knowledge, developing students' abilities with the information and expertise they possess.

University professors must possess traits to adapt to innovations through university curricula and be tolerant of students, overlooking their weaknesses and shortcomings, and have a personality that can function, sufficiently interact with evolving reality demands, and create a positive relationship with students, as social adjustment involves interaction between the self and others (Almufarrij et al., 2007, p. 15).

University professors achieve social adjustment when their behaviors and actions align with the social environment (university), maintaining a positive balance in their social relationships with the surrounding social milieu (students, administration), positively affecting various aspects of their lives. Social adjustment leads to the development of an integrated and harmonious personality that benefits society in all its institutions (university), producing individuals capable of bearing responsibilities and maximizing their potential in pedagogical performance (Al-Qara'an, 2014, p. 4). The study problem is thus defined by the following questions:

- What is the impact of pedagogical performance on improving the social adjustment level of university professors from the students' perspective?
- What is the level of pedagogical performance among university professors from the students' perspective?
- What is the level of social adjustment among university professors from the students' perspective?

2. Hypothesis:

- There is an impact of pedagogical performance on improving the level of social adjustment among university professors from the students' perspective.

3. Objectives of the Study:

- To determine the level of pedagogical performance among university professors from the students' perspective.
- To ascertain the level of social adjustment among university professors from the students' perspective.
- To investigate the impact of pedagogical performance on improving the level of social adjustment among university professors from the students' perspective.

4. Significance of the Study:

- This study directs the attention of decision-makers in university teaching methods towards the impact of pedagogical performance on enhancing social adjustment, as these are fundamental studies for the advancement of university institutions.
- The importance of this study lies in its contribution to educational and social research.
- It serves as a foundational step for numerous subsequent studies and research on the topic of pedagogical performance in enhancing social adjustment in Algerian universities.
- It focuses on studying the activities and tasks performed by university professors, including the delivery of scientific material aimed at increasing students' understanding of specific content.

5. Definition of Concepts:

5.1 Pedagogical Performance:

"Pedagogical performance refers to the set of processes, procedures, and methods employed by a professor during teaching, collectively forming a distinct pattern of the professor's teaching behavior" (Nadir & Guessoumi, 2017, p. 76).

Operational Definition: It is the total score obtained by the sample individuals on the Pedagogical Performance Scale used in the study, prepared by Louiza Messaoudi, consisting of 22 items.

5.2 Social Adjustment:

"Social adjustment is the harmony between an individual and others, encompassing all social domains in which the individual lives, such as school, profession, and family. Social adjustment is closely linked to the extent of satisfaction of social motives and needs, and the achievement of goals" (Aboubakr, 2018, p. 61).

Operational Definition: It is the total score obtained by the sample individuals on the Social Adjustment Scale used in the study, prepared by Shaqir in 2003, consisting of 20 items.

6. Study Methodology:

Given that the study aims to reveal the impact of pedagogical performance on improving the level of social adjustment, the most suitable methodology is the descriptive-analytical approach. This approach examines current phenomena and events through their application and aims to extract the relationships that led to these phenomena and events, as well as to identify their interrelations and the external factors influencing them (Dechli, 2014, p. 40).

7. Pilot Study and its Objectives:

Conducting a pilot study is a crucial step in any scientific research. It enables the researcher to obtain various data, allowing them to understand the different dimensions of the problem being studied and to carry out the

correct treatment of their research problem. The pilot study relies on objective scientific tools and serves as the main gateway for many researchers to define the research outline both theoretically and practically. The objectives of the pilot study can be summarized as follows:

- Understanding the realities and difficulties of the field.
- Ensuring the accuracy of hypothesis formulation.
- Calculating the psychometric properties (validity, reliability) of the two scales.
- Identifying the study population.
- Understanding the difficulties facing the study.

8. Pilot Study Procedures:

To obtain more accurate information regarding this study, a pilot study was conducted with students from Djilali Bounaama University. The study utilized a questionnaire as a tool for data collection. A cross-sectional sample of 30 students was selected to ensure the validity and reliability of this questionnaire, facilitating the main study's implementation. The questionnaire consisted of 41 items distributed over two axes:

- Pedagogical performance, comprising 22 items.
- Social adjustment, comprising 19 items.

The pilot study sample consisted of 30 students, including 20 females and 10 males. The questionnaire was administered individually, ensuring proper distribution and collection to prevent loss and allowing sufficient time for accurate responses.

9. Study Population:

The study population is defined as a clearly identified set of statistical units from which data is to be obtained. It includes all individuals comprising the study sample. The current study population consists of all first-cycle students of counseling and guidance in the Department of Psychology and Educational Sciences at Djilali Bounaama University, as detailed in the following table.

Table 1: Distribution of Study Population

Level	Gender	Number	Total	Overall Total
Second Year Licence	Male	14	206	405
	Female	185		
Third Year Licence	Male	22	199	
	Female	184		

Source: Prepared by the researcher

10. Study Sample:

The study sample consisted of 60 students, selected randomly, as shown in the following table.

Table 2: Distribution of Study Sample

Level	Gender	Number	Total	Percentage
Second Year Licence	Male	3	28	%41.17
	Female	25		
Third Year Licence	Male	19	40	%58.82
	Female	21		

Source: Prepared by the researcher

11. Data Collection Tools:

Using data collection tools is a methodological step in scientific research. The researcher uses these tools to gather the necessary data, linking them to the research topic and the methodology used in the study. In this study, two tools were used:

11.1 Pedagogical Performance Scale:

This scale, prepared by Louiza Messaoudi, consists of 22 items and refers to a set of guidelines and instructions followed by university professors during teaching. It includes mastering the subject matter, explaining it using modern techniques, considering individual differences to facilitate knowledge acquisition, and ensuring students follow and respect the procedures presented by the professor. The steps include guiding students to select sample topics not previously studied, directing them to information sources, and the optimal way to use that knowledge. The application was individual, with the questionnaire distributed to the sample outside the classroom, explaining the primary goal, and ensuring immediate data collection to prevent loss, allowing sufficient time for questionnaire responses. The scoring method used three response options to correct the scale.

11.2 Social Adjustment Scale:

Social adjustment is defined as "the individual's ability to engage in effective social participation, feel a sense of social responsibility, comply with the values of the society they live in, achieve belonging and loyalty to the surrounding group, and establish positive relationships with community members, ensuring the rights of others in an atmosphere of mutual trust and respect, and feel satisfied and happy in doing so." The researcher reviewed various cultural heritage sources, previous studies, and theoretical concepts of adjustment and its multiple dimensions. The researcher also examined several scales, such as the California Personality Scale and those used by researchers like Abdul Wahab Kamel and Walid Al-Qafas. These scales were initially applied to ordinary people until the essential dimensions of adjustment, considered crucial to the individual's life, were identified.

Given that our study focuses on social adjustment, the researcher limited the scope to this dimension and its relevant items from the overall adjustment scale, focusing solely on the necessary part for the study. This scale consists of 20 items. Initially, 30 statements were proposed, but this was refined to 20 after standardizing the scale. The respondents are asked to carefully consider each statement or situation on the scale and provide a clear and candid assessment that reflects their usual behavior and feelings towards each situation. The responses range from "Agree" (Yes), "Neutral" (Sometimes), to "Disagree" (No), corresponding to scores of 2, 1, and 0, respectively, when the adjustment direction is positive, and 0, 1, and 2 when the adjustment score is lower.

The scale includes 20 items measuring social adjustment, with total scores ranging from 0 to 40. Higher scores indicate a higher level of social adjustment, while lower scores indicate lower social adjustment. This scale is applicable across all age groups from late childhood to the elderly (Shaqir, 2003).

12. Psychometric Properties of the Scales in the Current Study:

The psychometric properties of the scales were verified using a sample of 30 university students.

Pedagogical Performance Scale:

Validity in the Current Study: The scale's validity was tested using the extreme groups comparison method.

Validity through Extreme Groups Comparison:

The researcher compared the mean scores of the pilot sample's upper 27% and lower 27% on the scale to assess the scale's ability to distinguish between different levels of pedagogical performance. The results were as follows:

Table 3. Significance of Differences between the Means of the Extreme Groups of the Pilot Sample (Pedagogical Performance Scale)

Sample Scale	Lower Group (n = 8)		Upper Group (n = 8)		t-value	p-value Sig	Degree of freedom	Significance Level
	M	SD	M	SD				
Total Score	32.75	3.53	59.00	2.13	17.97-	0.00	28	0.01

Source: Prepared by the researcher

The table shows that the t-value of -17.97 is statistically significant at the 0.01 level, indicating that the scale can distinguish between the two extreme groups, demonstrating its validity.

Reliability: Cronbach's alpha coefficient was used to verify the scale's reliability.

Cronbach's Alpha Reliability Coefficient:

This method was chosen due to the respondents' responses on the scale items being based on a three-point Likert scale. The following table presents the reliability coefficient of the scale.

Table 4. Cronbach's Alpha Reliability Coefficient for the Pedagogical Performance Scale

Total Score for Pedagogical Performance Scale	Reliability Coefficient
	0.85

Source: Prepared by the researcher

The Cronbach's alpha coefficient for the overall scale was 0.85, indicating that the scale has a high level of reliability.

Social Adjustment Scale:

Validity in the Current Study: The scale's validity was tested using the extreme groups comparison method.

Validity through Extreme Groups Comparison:

The researcher compared the mean scores of the pilot sample's upper 27% and lower 27% on the scale to assess the scale's ability to distinguish between different levels of social adjustment. The results were as follows:

Table 5. Significance of Differences between the Means of the Extreme Groups of the Pilot Sample (Social Adjustment Scale)

Sample Scale	Lower Group (n = 8)		Upper Group (n = 8)		t-value	p-value Sig	Degree of freedom	Significance Level
	M	SD	M	SD				
Total Score	16.37	2.38	32.50	0.75	18.21-	0.00	28	0.01

Source: Prepared by the researcher

The table 5 shows that the t-value of -18.21 is statistically significant at the 0.01 level, indicating that the scale can distinguish between the two extreme groups, demonstrating its validity.

Reliability: Cronbach's alpha coefficient was used to verify the scale's reliability.

Cronbach's Alpha Reliability Coefficient: This method was chosen because the respondents' answers to the scale items are based on a three-point Likert scale. The following table shows the reliability coefficient of the scale.

Table 6: Cronbach's Alpha Reliability Coefficient for the Social Adjustment Scale

Total Score for Pedagogical Performance Scale	Reliability Coefficient
	.068

Source: Prepared by the researcher

The Cronbach's alpha coefficient for the overall scale is 0.68, indicating that the scale has an acceptable level of reliability.

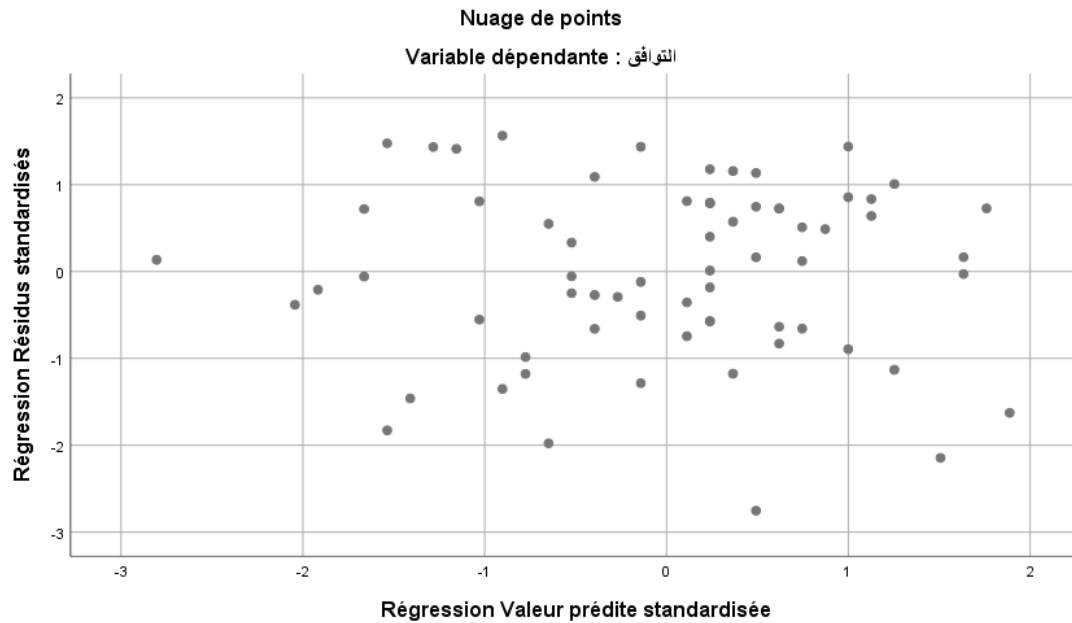
13. Statistical Methods Used in the Study:

- Beta Value
- Cronbach's Alpha Coefficient
- Simple Linear Regression Analysis
- Pearson's Correlation Coefficient
- Standard Error
- T-value
- A-value

13. Presentation and Analysis of the Hypothesis Results:

The pedagogical performance of university professors has an impact on improving the level of social adjustment among university students. To verify the hypothesis, the simple linear regression analysis method was used, considering social adjustment among university students as the dependent variable and the pedagogical performance of university professors as the independent variable. This was done to determine the extent to which the pedagogical performance of university professors contributes to predicting social adjustment among students. It was confirmed that the conditions for applying simple linear regression analysis were met in the sample data, as follows:

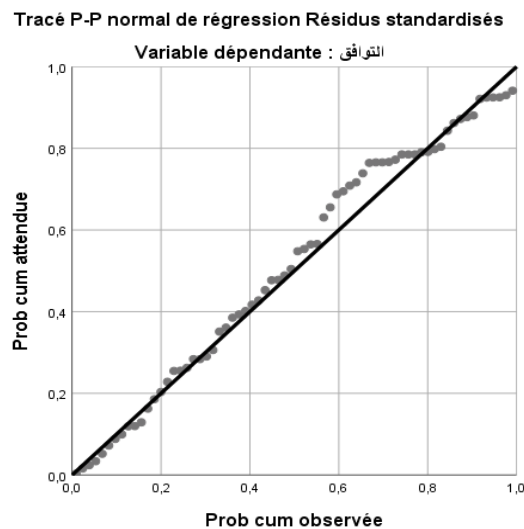
Homoscedasticity of Random Error Variance: To analyze random errors graphically, a scatterplot was generated by plotting the estimated values (\hat{y}) on the horizontal axis and the standard errors (eS) on the vertical axis.

Figure 1. Scatterplot

Source: Prepared by the researcher from SPSS results

From the previous figure, we observe that the points are distributed in a horizontal strip around zero, indicating that the model does not suffer from the problem of heteroscedasticity of random error variance.

Verification of the Normal Distribution of Errors: To test the normal distribution of random errors, a Normal Probability Plot was used.

Figure 2. Normal Probability Plot of Random Errors

Source: Prepared by the researcher from SPSS results

From the previous figure, we observe that most points gather near the straight line, indicating the normal distribution of random errors. The following table presents the results of the statistical analysis.

Table 7. Results of the Linear Regression Analysis for the Contribution of University Professors' Pedagogical Performance in Predicting Students' Social Adjustment

Model	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Probability Value Sig	Level of Significance
Pedagogical Performance	Regression	50,145	1	50,145	1.89	0.01	Statistically significant at 0.05 level
	Residual	1747,090	67	26,471			
	Total	1797,235	68				

Source: Prepared by the researcher from SPSS results

From reading the table, we observe that there is a statistically significant F-value of 1.89 for the independent variable of pedagogical performance of university professors on the dependent variable of social adjustment among university students. Thus, it can be said that it is possible to predict the level of social adjustment among students based on the pedagogical performance of university professors.

Table 8. Contribution Coefficients of the Independent Variable (University Professors' Pedagogical Performance) in Predicting the Dependent Variable (Students' Social Adjustment)

Model	A-Value	Standard Error	Correlation Coefficient	Adjusted R ²	Beta Value	T-Value	Probability Value Sig	Level of Significance
Constant	20.56	3.80	0.16	0.02	0.16	5.40	0.00	0.01
Pedagogical Performance	0.11	0.08				1.37	0.00	0.05

Source: Prepared by the researcher from SPSS results

It is evident from the table that the model explains the percentage contribution of the variable of university professors' pedagogical performance in explaining the total variance in the social adjustment scores of university students. It accounts for approximately 2% of this variance at the 0.05 significance level. Therefore, the predictive equation can be derived as follows:

Social Adjustment of Students = 20.56 + 0.11 Pedagogical Performance of University Professors

In conclusion, **the pedagogical performance of university professors has an impact on improving students' social adjustment. Thus,** the hypothesis is confirmed.

14. Discussion of the Hypothesis Results:

The pedagogical performance of university professors has a significant impact on improving the level of social adjustment among students from their perspective. This is corroborated by several studies, including Hakimi (2004), which highlights the professional competencies of university professors, and Campbell (2005), which focuses on the assessment of teaching and the diverse use of teaching methods by university professors. Therefore, we can say that teaching is interactive, considering that the university professor effectively interacts with students, encouraging participation and discussion in the classroom, which can contribute to enhancing social adjustment.

When students feel that their professor is concerned about their understanding and listens to their ideas, they usually feel confident and comfortable in the lecture hall. This teaching approach encourages active interaction between the professor and students during the learning process. This makes education more dynamic and engaging, allowing for effective exchange of opinions and ideas between both parties in an interactive learning environment. Students are encouraged to participate actively and converse with the professor, using various methods to make teaching interactive. These methods include interactive techniques such as discussion sessions, workshops, and group activities that stimulate participation and interaction among students, encouraging them to ask and answer questions and share ideas with the rest of the group.

The use of technology in education, such as online learning platforms and interactive applications, also increases interaction and participation, motivating students to utilize external sources and personal research to enhance discussions and activate the learning process. Providing immediate feedback on student performance helps motivate them and foster positivity towards learning. Interactive teaching enhances the interactivity of the educational process, helps motivate students, and enhances their engagement and better understanding of the study materials.

Additionally, students should be engaged with social skills. A university professor can enhance students' social skills by implementing educational activities that encourage cooperation and social interaction, such as organizing group projects and classroom discussions. These activities help develop cooperation and communication skills among students. When a university professor shares success stories and personal experiences with students, it can be inspiring for them, contributing to their motivation and social adjustment. These stories can inspire students to achieve success and develop their skills.

A university professor can also provide individual support and guidance to students, whether academically or personally. This support can build self-confidence among students and help them form good relationships with others. It is important for the university professor to provide constructive feedback to students on their performance and social skills. This feedback helps students identify their strengths and weaknesses and guides them towards improvement. By using these techniques and practices, a university professor can improve the level of social adjustment among students and build strong and fruitful educational relationships.

The impact of pedagogical performance in improving the level of social adjustment from the students' perspective involves creating a supportive and stimulating educational environment to develop communication and cooperation skills among students by providing an encouraging and motivating atmosphere. This makes the professor encourage students to interact and build positive social relationships and enhances social interaction among students by organizing in-class activities that promote cooperation and communication.

These activities can contribute to enhancing communication and cooperation skills among students, encouraging critical and innovative thinking that strengthens their social capabilities. By stimulating innovation and critical thinking, new ideas are generated, and collaboration with peers is fostered.

Organizing training courses or workshops aimed at developing students' social communication skills can be very effective. These courses may include skills such as cooperation, negotiation, conflict resolution, and understanding others' needs. Using these strategies and practices, a university professor can motivate students and enhance their level of social adjustment. A professor can play a vital role in building social communication skills and fostering positive relationships among students within the university educational environment. Therefore, we reject the null hypothesis and accept the alternative hypothesis that states, "The pedagogical performance of university professors has an effect on improving the level of social adjustment among university students."

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