

## **TEACHERS' ADJUSTIVE BEHAVIOURS IN CLASS ROOM TEACHING – LEARNING PROCESS**

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### **Introduction**

The teachers' adjustive behaviour is considered as an essential behaviour and it is needed for all teachers to lead their academic life in a peaceful way. Particularly the teacher working in schools should have this kind of behaviour for developing his teaching performance and it promotes learner performance based on his ability and skills. At the same time, teacher can develop a good relationship with fellow teachers and a good rapport with the students. This kind of teacher behaviour creates favourable teaching – learning environment and it also creates job satisfaction on the part of the teachers.

### **Teachers Adjustive Behaviours**

Adjustive behaviour is the process by which Teacher maintain a balance between their needs and circumstances which influence the satisfaction of their needs and made a safe performance.

Adjustive behaviour is a coping related behaviour in which a teacher varies his behaviour to produce a more harmonious relationship between himself and his teaching – learning environment.

When the teacher feels competent to deal with a situation his behaviour tends to be “task – oriented”. It means he grapples with the situation squarely and embarks on an appropriate action that would solve the academic problems and relieve the distress.

### **Psychological and Sociological Perspectives of Adjustive Behaviours**

Psychology is the science of behaviour. Adjustment behaviour constitutes an important part of behavioural science. Psychology attempts to understand, to control and to explain the dynamics of complex interpersonal human behaviour. It also enables teachers to improve the capacity of understanding by which teachers can meet any challenging situation. Though the process of adjustive behaviour starts from the birth and continues throughout life, teachers can improve the nature of the adjustive behaviour in a teaching – learning environment.

Teachers' adjustive behaviour is part and parcel of the teaching – learning process in classroom situation through which the students' maximum self – realization is promoted. Psychological concepts reveal that the adjustive behaviours of teachers is

the greatest contribution to the students' adjustment in the classroom – related activities.

Teachers' adjustive behaviour is interpreted as flexible behaviour that is basically psychological and influence over the wholistic personality development of the children to a great extent. There is a large number of internal and external demands that arise in the academic life of students and require adjustment to the conditions of the environment. Therefore the adjustive behaviour is an essential one to mould the personality of the children.

In sociological perspectives, the teachers' adjustment is the study of problem – solving or coping behaviour. Coping means the degree to which individuals are able to meet and master at least three challenges to their existence. a) direct challenges from the physical related school environment, b) changes stemming from their limitation, c) interpersonal challenges from the school environment.

Direct challenges include the adequacy or skill with which the students and teachers cope with physical realities of the school environment. The second type of challenges involves response to their own physical and intellectual limitations for problem – solving. The third group of challenges includes those posed by the interpersonal environment:

In the process of socialization, learners learn socially acceptable behaviour to discharge his energy. The adjustive behaviour need for fast changing society to prepare the students by providing guidance and counseling practices to cope with the problems existing in the society. The second need which has been felt due to the revolutionary changes brought about by socio-economic conditions, unprecedented growth in population and scientific advancement is to study the nature of the problems and to develop appropriate strategies to prevent the growth of adjustment problem in society and to enhance the resistance of the students to maintain their adjustment.

### **Characteristics of a Well Adjusted Teacher**

Teacher is an important person in the school environment where he is shaping and moulding the behaviour of the students and he should be role model to students. Through his modeling behaviour such as leadership, ethical and moral etc., the students' behaviour will be modified in the school environment and thereby the wholistic personality characters are developed. These student characters develop the behaviours of good citizenship as well as create a congenial classroom environment. A well-adjusted person is supposed to possess the following characteristics: They are,

**Awareness of his own strength and limitations:** A well-adjusted teacher knows his own strength and weakness. He tries to make capital out of his manpower in some areas by accepting his limitations in the other.

**Respecting himself and others:** The dislike for one-self is a typical symptom of maladjustment. An adjusted teacher has respect for himself as well as for students and others.

**An adequate level of aspiration:** Teachers' level of aspiration must be neither too low nor too high in terms of his own strengths and abilities. Teachers do not try to reach up the level of stars and also does not repent over selecting an easier course for his advancement.

**Satisfaction of basic needs:** When teachers' basic organic, emotional and social needs are fully satisfied or in the process of being satisfied they do not suffer from emotional cravings and social isolation and at the same time, teachers feel reasonably secure and maintain their self-esteem.

**Absence of a critical or fault – finding attitude:** Teachers should appreciate the goodness of student activities. He does not try to look for weakness and faults and the observations of the teachers must be scientific rather than critical or punitive. A good teacher admires students for their good qualities, and wins their affection.

**Flexibility in behaviour :** Teachers' attitude must be flexible and he must easily accommodate or adapt himself to change students' behaviour by making necessary modifications in his behaviour.

**The capacity to deal with adverse circumstances:** Teachers should always overwhelm the adverse circumstances with their willpower and at the same time teachers must have courage, power of resistance and must fight for their rights. He has an inherent drive to master his working environment rather than to passively accept it.

**A realistic perception of the world:** Teachers must have a realistic vision and they should not have flights of fancy. They should plan, think and act as a skillful problem – solver in a sensible and practical way.

**A feeling of ease with his surrounding:** A well-adjusted teacher feels satisfied with surroundings and likes his educational institutions, students, fellow – workers, and feels satisfied with his daily routine works and loves his profession and maintains his zeal and enthusiasm.

**A balanced philosophy of life:** A well-adjusted teacher has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered on the demands of his society, culture and his own self so that he does not clash with his environment or with himself.

### **Role of Teachers Adjustive Behaviours in Conflict situation**

The teachers' adjustive behaviour process is helpful in relieving anxiety and reducing painful feelings caused by frustration. Any problem related to the teaching – learning activities will be reduced, when teacher and learners' anxiety is associated with that (Albert Branger, 1964). If teacher is performing the task-oriented coping strategies or adjustive behaviour, the hierarchy in organized sequences of teaching – learning activities of students are understood and the problem – solving skills of the teachers also improve by identifying the appropriate solution for any problem related to school activities. In this way, adjustive behaviour is leading to safe performance. Further, the

adjustive behaviour is very important for the utilization of skills, ability and knowledge in a meaningful way, in developing the work performance in a school environment.

### **Conclusion**

In Educational Institution, the teachers plays a vital role in developing adjustive behavior among students, school is the miniature society. In school multicultural students are coming together to learn good behaviour. If teachers are highly adjustable and give training to students, how to develop adjustive behaviour in the process of shaping human behaviour, they never deviate from the adjustive behaviours which is based on social norms and also develop rapport with their students in class room situation as well as to develop effective teaching- learning process.

### **References**

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