



## ORIGINAL RESEARCH PAPER

## Education

### AN IN-DEPTH CASE STUDY OF EXTREME LEVEL OF ADJUSTED SCHOOL TEACHER

**KEY WORDS:** Adjustment, Empathetic Attitude, Instructional Strategies,

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#### ABSTRACT

A case study of a school teacher who secured highest scores in teacher adjustment test in the "Teacher Adjustment Inventory (TAI), (1996), developed by Dr. S.K. Mangal, was used to assess level of adjustment of the teacher. It was conducted in the Dargelling districts' Phansidewa block, in this test the concerned teacher secured 583 scores, in TAI, Mangal(1996). When it is observed that the teacher secured highest scores in the teacher adjustment test, this lead to the corresponding verification on the teacher, why he scored such kind of highest scores? That is why investigator conducted an in-depth case study as an extreme case i.e. from the highly adjusted school teachers' by using one Semi-Structured Interview Schedule which developed and used by the investigator to collect data from the case related to the highly adjusted school teacher. And in-depth information's from his work place's respective schools' principal, colleagues, students and family members; revealed that this concerned teacher possesses the high qualities of adjustment in different diverse situations.

#### Background and Methodology of the Case Study

The investigator after selection of a sample teacher for the in-depth case study he collected information pertaining to the dimensions of case study by self-developing an Interview Schedule. The information are based on semi structured interview scheduled. The Information Schedule is used to collect information about the extreme case of adjusted school teacher, who already secured highest scores 583 in TAI,(Mangal, 1999). The information collected on multiple sources such as

(1) Interview with the case study's sample teacher, (2) Interaction with him (3) Observation on him by the Investigator, (4) Interaction with his/her wife/husband /son/daughter /other family members, (5) Interaction about him with his students (6) Interaction with his principal (7) Interaction with his colleagues about him, (8) Interaction with his friends, (9) Interaction with his neighbours, (10) checking, analysis of the school attendance register/ other records/ files on which he works.

The investigator putted questions on anecdotal situations, tailor-made, open ended, may be closed type also, one or more questions may be from same area in a holistic approach. The investigator visited his job place/school, house to meet with his students, colleagues, principal, family members, neighbours, friends and so on and have gathered details information.

Before conducting an in-depth case study instruction have been made to the teacher mentioning as; "Dear teacher, please feel free to response the questions whatever will be asked you. Please, co-operate to collect information about you from different sources." The questions covering the dimensions of a case study on extreme case of adjusting teacher. As an extreme case of adjusted school teacher, already scored highest in the main study. Further, aims of conducting of this case study, only for corresponding verification, why secured highest scores? This is an attempt only for research purpose. The results of this case study ultimately shall be useful to recommend for further development of education system. The information whatever will be collected about the teacher from multiple sources will not damage any body. "Your co-operation is highly required for successfully completion of research work." The Pseudonym of the teacher is Kanchenjunga in this case study.

Collected, analysis of the data about the highly adjusted school teacher is as follows.

#### CASE-1: KANCHENJUNGA- A HIGHLY ADJUSTABLE TEACHER

This is the case profile of a secondary school Teacher who secured highest score in the present adjustment test. The Pseudonym of the teacher is Kanchenjunga. His score was 583 in adjustment test of teacher. He is 44 years old. He born in a educated family in the year 1970. His father is a retired school teacher of secondary school. He has one brother & one sister. They are all highly educated and serving in College ,University ,even their wife

/husband are in Govt. Service. The concerned teacher Kanchenjunga, got married in the year 2004. His wife is also master degree holder & serving as an Assistant Teacher in a Govt. Sponsored School. The concerned teacher have two children and total eight members in their joint family. The concerned teacher native place is situated in rural area. Presently he is staying in the towns for occupational purposes.

#### Qualification and Training

The concerned teacher Kanchenjunga is B.A (Hons.) in Eco., M.A in Eco. M.A in Edu. and B.T. The concerned teacher, in the year 1997, 1st March first joined as Asst.Teacher and in the year 2008 promoted as principal of the said school and till date working there. The concerned teacher took training, i.e. (a) Bachelor of Teaching; (b) Perspective Plan for District under Rastriya Madhyamick Sikshya Abhijan , 2011; (c) Disaster Management under Sarva Shikshya Mission; 2008; (d) Capacity Building On Planning and Implementation of RMSA, Bhubansewar, 2011; (e) Action Research on School Activities under SSM, 2010; and (f) Certificate course on Blood Donation Motivation from Municipality Corporation, etc.

#### Experience and Contribution

The concerned teacher has 17th years+ teaching experiences. The concerned teacher in his institution introduces many innovative experimental works, i.e. changes of duration of Class Teaching from 40 minutes to 70 minutes is one of his most important Action Research based innovative programme, class Routine for Math. & Eng. Subjects. It is found that students and teachers are highly benefited by this routine. It is noted that Secondary Education is recommending such long duration classes for LEP.

At the time of joining of concerned teacher total no. of students were 365 and now it has become 2000. Under his leadership, the school has been creating highest teaching days in every academic year. He adopted innovative experiments such as Assignment Test, which is very fruitful for his students. Generally teachers distribute question papers among the students before Summer and Puja Vacation. Students write their answers from their books and submit to their teachers after the opening of the school and they have to present seminar on the assignment.

In every class top 5 students get prize on the basis of marks obtained in the assignment writing and presentation. Recently the concerned teacher, develops a software for BMI tracking for the students of his school by which he is getting data about the condition of students health. The Education department highly appreciates his innovative idea for monitoring of health. The disciple, punctuality, cleanness, gardening etc among the students and teachers of this school are highly remarkable. Students belong to S/C , S/T and Minority Communities and other backward girls and women are taking vocational training of beautician course, soft toys making, fabrics works, computer training and other life

skilled training at free of cost, this centre is working as a pioneer. The concerned teacher personally and as in-charge of Skill development programme look after all these activities since long.

The concerned teacher is also pioneer for using latest modern technology in the field of school management & in the teaching learning process. He is pioneer in introducing various reforms monitoring in Govt. Aided School. He is pioneer in introducing CCTV monitoring in Govt. Aided School. The various activities of this school have been published in different print media several times. The concerned teacher contributed a lot regarding infrastructural facilities of the institution with the help of the M.C, people of the locality and also by the financial help from M.L.A Fund, BADP Fund, Fund of DSE, & SSM Fund, now it has a good school building with modern facilities such as use of Internet, Computers Aided Learning Centre, etc., for students and teachers also.

The concerned teacher made his efforts to establish connection with Community Members & others; regular meetings with the school teachers, staff, guardians, members of M.C. and assistance of the local people, the higher Officials of education department has made possible this mammoth changes to the school. Under his initiative, all possible modern equipment's and facilities have been provided to the school staff, and also for the upliftment of the students.

The School sets hygiene benchmark ; under the leadership of concerned teacher as Head of the school is being upheld as a model school not only for its appearance, but also for its highest standard of hygiene. The school has been commended by the Union ministry of drinking water and sanitation for maintenance of health standards. Not only that. UNICEF, in collaboration with the ministry, has produced a documentary on the school. From the day of joining in the School the teacher is giving topmost priority to develop cultural activities in his school. Now all the students & teachers are observing Independence Day, Republic Day, etc., National Teachers' Day in school, Cultural, Art & Quiz competitions are also part of the students daily activities of this school. He is also involves with different Social Welfare Organization which providing mainstream learning to the community's children, etc.

### Professionalism in Heterogeneous situations.

According to the concerned teacher Kanchenjunga, the professional life it requires adjustment now and then in every walk of institutional life because each and every person hales from different background, of different mentality, manner, behaviour etc.

### Pre-Condition of Discipline.

According to teacher Kanchenjunga, the first and foremost duty of a teacher is to keep the school orderly. The school should run under smooth rules and regulations. And hence students need to be taught general behaviour, modesty related activities to imbibe in them the future good citizen of the nation. This should spring in them in their student life and the teacher should take initial step. Teacher as a Role Model for Others.

According to teacher Kanchenjunga, not by mere verbal sermonizing, but by own practice of the teacher, may be made perfect in this field. As a teacher, his attire should be neat and clean, hair should be well combed in trimmed manner, language should be soft and compassionate, should never be harsh or rude so that student feel afraid and then boredom to listen to him. With a good appearance and a smiling complexion if teacher salute the students while entering the class, obviously, students will follow him and learn courtesy spontaneously.

Before starting daily class routine an assembly for Morning Prayer should be arranged at the premises of the school where students will stand in queue, will sing hymns along with national anthem. These activities help students to grow sense of ethics, morality, humbleness, obedience and loyalty to parents, elders, teachers,

and the people of the society at large, Gradually, a sense of liability to the society grows in mind which ultimately leads to make a student patriot and hence a good member of the nation, so, from the very onset of his life, a student should be taught discipline, rules and regulations very carefully without which his life may go astray.

### He makes fit to any situation.

The concerned teacher Kanchenjunga, in his daily activities at school as a teacher he may face and encounter many situations hostile to his mentality to go on his general duty. In such cases he tackle and overcome his ingenuity intelligently.

### Perfectly can Repair the Academic Situations.

According to Kanchenjunga, at all times he may not have sufficient resources in his hand or around him. Suppose, the authority has not supplied study materials in due time. Here, it is high time to start classes in full swing. So, being a teacher he never frustrated or puzzled. He remember a proverb. "A teacher is the second text book" Analysis of this proverb gives him idea that out of the gathered knowledge from the past teaching experiences he present the content of topics before the students in different language. The language may not be same as the text book but if the content is same and the students can store it in their brain it is sufficient. Language of the textbook is not at all necessary for the students but what is utmost necessary for them is the content to learn. This method is applicable in case of all subjects if the teacher is really "A second textbook".

### Class room Instructional Strategies.

For practical purposes, "Nature is the second laboratory". Innumerable resources a teacher find around him with which he/she may demonstrate students visually. He should not wait for the facility to be provided by the department or government. Bare nature is sufficient to use for practical works if the teacher is well equipped and sound with the knowledge of the topic or subject he is allotted to; these are the schemes followed by teacher Kanchenjunga, informed the investigator.

### Dealing with Conducive Environment.

According to teacher Kanchenjunga, an educational institution requires a good environmental condition failing which it is bound to decay very slowly and silently. Not only the students but the staff also should pay attention in improving environmental condition. Decent behaviour and humble approach influence and inspire each other, ethical discussion is very important in this regard. Morals, statements of great men and, especially, environment related posters hung on the walls serve a lot in improving environmental condition of an institution.

### Dealing Students Considering Individual Differences.

According to teacher Kanchenjunga, it is a general phenomenon that all students in a class are not of same merits. Teacher Kanchenjunga, informed that considering students individual differences he deal with the student both inside the class and outside class room also. The teacher from his long experiences cited many examples and informed that all the students may be from different background everybody possess various types of potentialities, the teachers' first duty through his observation and dealing with students firstly to identify the hidden quality of students than to nurture and handling these quality to channelize these potentiality in a positive constructive way to prepare the student competent. In this regard a teacher should work with long vision and mission, he has to keep ready to work in the challenging situation. These are his few experiences how he works or like to works, informed the investigator.

### Skill full Management of Teaching Learning Situation.

Teacher Kanchenjunga, also informed that, sometime, some of the teachers complain or feel want of teaching learning materials. But it is vain. Students, at the early age, are very curious to prepare articles with clay, papers etc. Just need to demonstrate them. A versed teacher can supplement teaching learning materials with that of the nature at hand or he can prepare.

### Dealing with Irrational Situations.

The concerned teacher informed that, when colleagues are not co-operative and not willing to work with or when he find guardians are rough type, irrational or persons of illegal empowerment, he arrange frequent meeting with them, let them realize his motion, express his views and opinions to them clearly. If he can, let them ascertain his aims and objectives in the field of teaching and all round betterment of the institutions, in near future they are found to be submissive.

### Use of Group Controlled Instructional Strategies.

Regarding various strategies he followed one of the example the concerned teacher cited that, group work generally effects more than individuals practice. If a gifted child and slow learners are mingled at project or practical works, feeling of superiority or inferiority complex is vanished and both improve simultaneously. He followed this strategy, informed the investigator.

### Dedication towards duty and responsibility.

If he is assigned more and entrusted with more duties and over burdened( by the department), without reaction, he feels pride that he is a man of work and can discharge properly; that is why more trust on him. It is indirectly recognition of his personality and excellence, teacher Kanchenjunga believes.

### Modification of Teaching Learning and Evaluation system.

According to teacher Kanchenjunga, as head of the institution, to remove examination phobia, students are to be taught in such a manner that he or she can reply anything anywhere at any time not at the examination hall only. In the class if students are asked to sort out questions and answers from the topic they have been taught, if they are let to work out more and more, if projects and practical works are done sufficiently, they will be able to prepare themselves to write or reply any questions and then they will have no phobia for examination. In this connection, one thing he suggested for consideration and to follow very strictly that private tuition and readymade notebook should be prohibited and steps should be taken by the government for this purpose. The teacher informed that weekly he takes three or four extra remedial classes for the weak students even during his busy schedule.

### Modification of Students Behaviour.

According to the teacher, Behaviour of a student may go wrong temporarily against the teacher, but if he is compassionately made understood of decency and modesty, the student will lament for his behaviour and rectify himself in future.

### Harmonization of Class room Situation.

According to the teacher, Students come from different back ground. Sitting arrangement in the class room in mixed manner, group activities in case of project and practical works help and remove disparity and bring mental harmony among student and thus all students come under main stream of school system.

### Accommodation with the situations.

According to teacher Kanchenjunga, it may so happen that when institution is not at convenient distance. Then either he should try to prepare more early to reach in time or if not possible, he may manage any rented abode near the school. But if he is a low-paid serviceman, he shall wait for transfer to a convenient place. But by no means can negligence be showed to normal duties. This is one of his policy to equip with the situation.

### Handling unfavourable situations.

Sometimes, due to ignorance of reality and poverty of knowledge of education system and method, local school management may deprive him of his logical claims. In that case, he never be frustrated rather must arrange regular sitting and discuss elaborately to make them aware of their wards' interest and improvement and about his(teacher Kanchenjunga ) role to play for achieving the target for which claim is.

Pre-disposition of Childrens Mind by Testing Previous Knowledge to Accommodate all.

Another important strategy he spoke what generally teacher Kanchenjunga follow is that, main motto of a teacher is to aware a man latent in a child. For any reason many students of a class may be very weak of the knowledge of the previous classes. Even they may not have basic knowledge. As a teacher, he should start dealing with the initial stage of study with these weak children, in a short time, they can cope up with others and can continue. Moreover, they will be easily adjusted to the course and the class. So, here the teacher requires coming down to the level of the students instead of superior lecture in class.

### Practice to Establish Legitimate Claims.

Regarding his salary teacher Kanchenjunga cited that, if his increment is stopped, he shall try to detect his own defect or deficiency, try to rectify and excel his performance to satisfy the authority up to the mark so that his increment is released.

### Managing the Academic Affairs.

Regarding proxy classes, proxy-class without preparation, a teacher should manage the class with the discussion of pertinent matters. No topic or chapter is a surprise. Each and every topic or chapter has some relevant matters. These matters may be discussed which may make students interested and more precise of the topic allowed for this period, informed by teacher Kanchenjunga teacher.

### Presence of Mind.

Another situational example teacher Kanchenjunga cited that, when he or any body may be requested to deliver an extempore speech on any great men about whom he know a bit. In that case he shall follow the method that all great men have some common feature of their character in their particular field. If these accomplishments are presented, a mini deliberation may be made for the time being.

### Dealing with adolescent students.

At a certain age, children are very curious to know about sex and may ask any surprise question related to it. The teacher, either male or female in that case, should be too liberal, should never show shyness or feel shame and should never show an attitude of clumsiness. Very frankly, the teacher should explain in details all the sides and let the all other students know that this is a natural phenomenon. This is the age everybody has to pass through. The student should never be threatened rather appreciated his question as a scope to remove lying queries in their mind about sex. In this connection, need to be mentioned that gender variation should never be exposed through the approach, manner, behaviour or discussion of a teacher at all. Any question from students should be appreciated easily, over frankly with a view to improving their character and make them mentally fit and sound to overcome age regarding factors. These are opinion of teacher Kanchenjunga, he informed to investigator.

### Service for the Students

According to teacher Kanchenjunga, as a teacher he should render service with utmost dedication. Yet, if necessary, teacher should suffer any monetary loss and sacrifice for the cause of his students. He should accept it gladly.

### Intellectual Discourse.

According to teacher Kanchenjunga, everybody has to learn. A teacher also must learn how to adjust in situations adverse to him. For this purpose, it should be made obligatory that candidates to be recruited for teaching profession must be trained or those who are not trained yet must arrange for training. Beside, frequent discussions like workshop, seminar etc. should be arranged with certain interval. It polishes the rusted knowledge. In workshop, seminars sharing also improves experiences. In every month under his initiative at school level organizes seminar, lectures both for the students and teacher.

### Nurturing Children by Motherly Affection.

According to teacher Kanchenjunga, as far as possible, female candidates should be preferred for primary education. Their inborn

affection serves a great deal for the very young children. They know more how to manage babies early. Young babies can also be free to them easily.

### Strategies to handle the Female Student.

According to teacher Kanchenjunga, at girls' school, male married teachers are preferably suitable. They can treat the girl students as their younger sisters or as their daughters who are senior.

### Spirit of Team Work to Nurture the Student.

According to teacher Kanchenjunga, adjustment is required at all times in all steps to work at an institution since different person has different mentality and different opinion. Moreover, intuitional service is a team work. And the component with which to work are students of immature brain. They are to be made matured with collective efforts. So they must manage and adjust to all adverse situations to discharge this holy and heavy duty. Otherwise, everything will go in vain. In these way he work in the different situations, the Kanchenjunga informed to investigator.

Appreciation by the colleagues. The colleagues of the concerned teacher informs that the concern teacher is a man of trimmed manner. And he always pays his attention that the school runs strict orderly. To prove this fact an example may be cited that this very teacher, taking initiative from his own, forms the Union(Council) of the students in each class every year those who takes care whether anything occurs disorderly. He strongly works to establish discipline at his school.

### Strategies to Establish Discipline in the School.

The guardian cited an attempt of the concern teacher that for any reason he was on leave, while resumed his duty he followed a bit deficiency and haphazard condition of school environment. Instantly, he called in a meet of all captains that is pseudo ministers of all classes, talked to them about the deteriorating condition, involved them in further steps and thus regained normalcy of environment easily. He never felt difficulties in maintaining discipline prevalent at the school.

### Full Satisfaction and Confidence of the colleague.

The colleague of the concerned teacher depicted by saying that narrating only one instance out of innumerable events that the teachers had decided of an excursion of the students of highest class, leaving from the school, the teachers had also decided that this very head teacher would accompany the students in their sojourn. But what is interesting is that the Principal took already decision in absence of colleague. He neither denied nor even frowned at the decisions already taken but smilingly appreciated. He has no differences over anything with his colleagues of the institution.

### Strong Leadership Quality.

Mrs. of the teacher concerned gave a replica of the impression of her Mr. to the investigator that in many domestic affairs, other members of the family had given adverse opinions where he had remained silent and ultimately it was proved that his decision was more fruitful and useful. After repeated tests, now the total family is always subjugated to him. She put the instance that one of the sons of our joint family has been decided to be sent to the hostel for further study by her husband, this particular teacher but none objected. She thinks everybody at home cares him very much. Distinguished Impressive Quality.

To depict a vivid image of the concerned teacher in discussion a Colleagues expressed his view to the investigator that this teacher is a person of distinguished quality, a man of significant morality and ethics. Although he never comes forward to quarrel with anybody, yet anybody with immoral character, having tendency of avoiding duty, lacking civic sense and patriotism, he never tykes. He never gives up until he can rectify the person in his target. The colleague cited an instance that a young boy with high degree joined on their staff who could not have set his mind to teaching and had an escaping motive. He pursued this very teacher and finally brought him to the right track. All the habits and characteristics of some of his Colleagues he never likes.

### Quality of Guidance and Counselling.

A guardian presented the receptive mentality and modest behaviour of the teacher to the investigator. He praised the appreciating quality and solution giving witty personality of this teacher(teacher Kanchenjunga) by giving an example that a guardian, being severely disappointed to the truant character of his son, approached the teacher. The teacher gave him consolation with assurance to bring back his son to the main stream and he did it also. He tries to listen properly and pay respect to the parents and guardians at the time of their visit to the institution.

### Empathetic Attitude towards the Students.

One of the guardians, when asked by the investigator, emotionally expressed his view quoting an instance that a poor girl but very good student was about to give up her studies after secondary education. Her father, one day came to this teacher and told him all about his financial weakness. He expressed his grievance that the girl was morose enough by guessing real condition of her father although she had latent intention to continue her study. The teacher listened to him sympathetically and took initiative to manage a study loan by entreating the bank personnel personally. The girl ultimately could be a doctor only for benign and noble steps of this very teacher. Guardians of the students usually take guidance from him about their wards.

### Farsightedness and Constructive Attitude.

This teacher(Kanchenjunga) is a man of common sense, a compassionate and considerate a person to his colleagues, never an egotist to persist his own opinion or impose it on others. The colleague described, with instances that once all of us except him resolved to make a garden at the total blank space in front of the school. He realized that we resolved only being fond of beauty and scenery. Initially, he supported but gradually tried to make us understand the adverse affect that students would miss sufficient space for their recreation on and would spoil the garden. Eventually, his opinion was regarded and gardening was done only abreast the wall of the boundary.

### Recognition by the Society for his all round Performance.

To meet the query of the investigator the colleague presented with a suitable example that this teacher once circulated a rule for the students to use ruled copied to be habituated in fine handwriting but he did this without prior discussion to the colleagues. The colleagues also, while heard, did not oppose since they knew that the teacher concerned used to do anything with a good intention. Members of the institution appreciates him for his good works.

The Colleague cited an example to describe a total impression of the society about this teacher that the department decides to award a teacher who is paid homage for his all round performances. A selection body was formed from the locality comprising students, teachers and guardians. There, this very teacher was unanimously selected as the awardees. Proper respect from students, colleagues and even from the guardians is paid to him.

### Patience in Different Adverse Situations.

His Colleague depicts the teacher to the investigator with the adjective that this teacher is a man of inexhaustible found of patience. He can realize others mentality and even if any of his Colleagues goes against his opinion or denies to abide by his allotment of duty, he never becomes annoyed nor excited. As the academic in-charge of the school, one day he vested a teacher with the duty of a proxy period but the teacher that day had many periods and was tired. He opposed to take classes anymore. But the teacher concerned(teacher Kanchenjunga) as the in-charge neither grew angry nor told him anything rather realized his tiredness and shifted the duty to another teacher. He never quarrels with his colleagues.

### Inculcate Knowledge and acts as a Resource Persons.

While asked, the concerned colleague of teacher Kanchenjunga, gave a valuable comment to the investigator that the teacher is a



man pregnant with knowledge and maintains the moral that a teacher is a senior student. Every day he remains busy with study more or less and by regular culturing he inculcates knowledge. When and where, discussions on any topic are arranged he participates. Sarba Siksha Abhijan Mission arranges discussions, time to time, on topics relating to national curriculum, there he is ordained to participate either delegated from the school or selected by the department as resource teacher. The teacher likes to take part in intellectual seminars or discourse.

Concern about Cognitive, Affective and Psychomotor all round development of Students.

The Student gives an image of the teacher to the investigator that he is beloved to all students as because he treats the students most beloved like a guardian, not mere as teacher to teach bookish knowledge, rather he takes care whether the students are culturally developed, morally improved, socially fit, growing civic sense and finally patriotism. Keeping in view all these sides he initiates cultural programmes, arranges debate on religious matters, hang morals and awareness pictures, statements of great men on the walls. It is his motto that the students will be human finally. He feels happy for paying full attention for all round development of his students.

#### **Adopt Innovative Practices to increase Students Achievement.**

This teacher, as expressed by the student to the invigilator, is very competent and he teaches in student centric method that at the end of para or topic students can reply any question asked to them. He liquidates the contents and makes so easy that even the weakest students can work out any question allotted to them. Moreover, he takes doubt classes to help the students and make them sufficiently clear to any doubt on any topic or any chapter. He wants that students will learn and make them prepared so much before examination that they will feel no anxiety or tension for it. Thus, he thinks adoption of unfair practice may be controlled or ceases to operate in the examination hall. He feels very much uneasy and unhappy on account of the use of unfair means in the examinations hall.

#### **Sociological Attitude.**

His wife described the teacher (teacher Kanchenjunga) as a very social person who never pays attention to his self interest. He is a broad minded generous person and wants progress of the society at large. This very person, by no means, can desire progress of his own in an isolated single family. Instead, he, rather, finds many extra advantages to live with all the kith and keen together. He is satisfied with the present family set up of their joint family.

#### **Broad outlook and faith in Division of Labour.**

The wife of the teacher says that her husband is a man of wide outlook. He ignores mini matters of the family. He also expects that being the eldest Mrs in law of the family his wife should manage many things for his relief. In fact, as she said, she also manages many matters beyond his notice. Out of the long experiences of their couple life, the teacher now believes his Mrs very much who manages but never brings to his ears many matters. Most of the domestic affairs under jurisdiction of his wife are solved by herself even without information to her husband lest he is mentally depressed. He has full faith on her.

#### **Versatility in Character.**

The son of the concerned teacher gives the statement to the investigator that his father is highly paid homage by the society in a mass manner, he is regarded to be a wise man, many people approach him for his valuable suggestion, everywhere he is obeyed in large scale, respected as the man of high prestige by all irrespective of caste, community religion etc. He feels pride that his father is a man making engineer. For his guidance and endeavour many people are now occupying highly prestigious posts. His income may be limited but his fame and name is not limited. He says that he is proud to be the son of such a person. The profession of their father is a noble profession.

#### **Sustain high Morality and maintain Ethics.**

The son of the concerned teacher quotes his father that a man without ethics and morality is equal to a cup of tea without sugar. That is, tea becomes tasty due to sugar and a man becomes a perfect man having ethics and morality. The son also asserts that his father himself sustains a high grade morality & he suggests others also to sustain morality and maintain ethics in personal life. Sometimes he participates moral activities and religious preaching Humanitarian Outlook and favour of Equity, Equality and Social Progress.

As one of the friends of the concerned teacher, gives the idea that the teacher has a soft heart with a humanitarian outlook. He expects a society where will prevail peace and tranquillity. So his friend, the teacher, never admits any corruption that may cause sufferings for the people. Any such case he hears, he protests. He has resentment over the corruption and even he writes columns in the newspaper against corruptions. He is very much unhappy over the immoralities like black-marketing and bribery etc prevalent in the society.

#### **Strong Attitude to Professionalism.**

The concerned teacher expresses the true fact of his own that his ultimate goal and intention of life is to build carrier of the students. So, he is ready to dedicate to any extent required for the betterment of the students. So, whenever he is free, and finds any teacher absent, he himself takes that class.

If he is free, he assigns himself more classes, the investigator revealed this information from the daily time table register.

#### **Well Maintenance of Records.**

The investigator physically attended the school and observed that this teacher was of trimmed manner and he had kept all his records and files in arranged manner. He had kept the files on the shelves in an alphabetical order so that the required file might be identified and pulled out easily. Each file had been labelled with different colour. Confidential records were kept in the chest for safety and security.

#### **CONCLUSION**

The teacher, Kanchenjunga, in his teaching walk of life tries his level best to work both in adverse and favourable situations. He stresses to practise, imbibes modesty related activities; so that a children can become a good citizen of the country through these practices. In his personal life through his attire, soft language, appearance he throws the message that a teacher should be a source of inspiration and attraction and example for others. He stresses to inculcate and nurture all the good qualities among the children which make them socialized, patriotic and develop a sense of liability. Kanchenjunga believes how hostile situations teach and shape a person.

The teacher believes in humble approach, adjustment in any situation, he believes to adopt tailor made policy in the different life situations. He believes that every kind of children should get chance to live freely. He is famous for event management. His mission and vision is to work in any situation and to make the situations favourable to him. Different situations shape Kanchenjunga's thoughts, attitudes, emotions and all types of situations provide satisfaction and determine his personal adjustment. In his daily life always he stresses to understand others first. He prepares himself to fit for any situation.

He strongly believes professionalism which is very strong in his character. In the way of walk in daily life, degree of satisfaction, working conditions, relationship with others, financial satisfaction etc. all these he stresses and practices. The concerned teacher realizes the general environment, social environment and psychological environment. By maintaining and sustaining these situations and keeping all these, he approaches or works according to necessity.

Teacher Kanchenjunga, has strong adjustment capacity in personal life. He has strong adjustment capacity in academic,

general and in institutional situation. He possess professional attitude and professionalism is very much strong in him. He is satisfied in his profession and economic conditions. He considers others view point. That is why his socio-psychological adjustment is very strong. Various type of adjustment characteristics are very much present in himself.

#### Findings of the case study:

i. The extreme case of the highly adjustable teacher's in-depth information collected from his ex-principal, colleagues, students their family members and moreover his own perception about the different subject matters; after analysis, revealed that he feel happy for paying full attention to all round development of his students as well as institutions. He always feel unhappiness and uneasiness when he observe unfair means in anywhere. From above facts, it is proved that the teacher have adjustment with academic and general environment of the institution.

He has no differences with his management of the institution or colleagues. The concerned teacher always pay attention and listen very carefully to the parents of the students and even guardian also take guidance from this very teachers. They dislike some of the ill habits and characteristics of their colleagues but the concerned teachers have understanding, co-operative and have sympathetic attitude towards all. This fact proves that, this concerned teacher has very strong professional relationship adjustment. He always like to participate in intellectual activities and he also always feel pleasure by sharing rich ideas with esteemed persons and get intense wisdom by taking or listening other intellectuals. So, it is very clear that such kind of character of the teacher accomplished in socio-psycho-physical adjustment.

He is also interested in participating various types of moral activities and religious preaching. The family members and members of the work place, of the teacher have great respect about him and he always give full attention to their every speaking words. This teacher has no such big differences with others family members or colleagues over many things. It is evident from the above speech that he has strong personal life adjustment.

The concerned teacher contribute for well-being of the students. He always give utmost care to his word. He nurture students in a affectionate way. He has strong strategies to establish discipline in the school and has distinguished impressive quality. He always guide his students in various problems and also has controlling quality. This concerned teacher has excellent quality in adjusting of different adverse situations. He also has in him sociological concern. In every aspect he deals with humanitarian outlook. He possesses versatility in his characters. This fact showed that, he has adjustment quality in every adverse or good situations.

#### Recommendations

- i. Regular Assessment of the level of adjustment of the teacher is very much necessary. In this regard educational institution, authority and govt. should take positive steps.
- ii. Not only adjustment other related non-cognitive qualities in the teacher regularly to be assessed.
- iii. After regular assessment of adjustment level case studies also to be conducted using standardized tools to find out the extreme, average or poorly performed cases who would secured such corresponding scores. Such type of attempts shall ensure quality education.

#### Reference

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