CHAPTER 1

INTRODUCTION

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INTRODUCTION

The present chapter brings out the importance of the problem and the need of studying it. The reasons for undertaking the problem of school-adjustment for study and developing an inventory are discussed in the following pages.

PREVALENCE OF THE PROBLEM

Inspite of the increasing facilities of education and the comparative improvement in school-conditions, there is growing unrest and discontent in school-life of pupils. In the daily routine of a school, one easily encounters the fact that the school-life is more or less unpleasant, boring and dissatisfying to many of the pupils. They neither avail themselves of the varied opportunities presented
by the school, nor do they meet the demands of the school-life with adequate effectiveness. This shows that the school-adjustment of such pupils is on lower level and is not satisfactory. The low level of school-adjustment is expressed in many ways by the pupils in schools of our country and in those of even advanced countries. The magnitude of the problem will become obvious by reviewing these expressions of low level of school-adjustment of pupils as observed and reported so often by teachers and research workers in the field.

**Problem of Indiscipline**

First of all, problem of indiscipline among school pupils is a very well known phenomenon. Everybody often reads and hears of indiscipline among students and thus is aware of it. Insulting teachers, quarreling, taunting, remaining out of the classes and many other indisciplinary activities have become common. Many teachers report about the pupils who are problematic for them and other classmates. They are bungling, awkward and clumsy in their behaviour. They indulge in many indisciplinary acts which have nuisance value in school and which interfere with the smooth organisation of class-
room and school. As many as twenty nine various types of mis-behaviour and indisciplinary acts were collected in an inquiry into student indiscipline in secondary schools of Baroda by the present investigator.¹ On enquiring about the frequency of various acts among secondary school pupils, inattention, truancy, latecoming, making noises, and quarreling, were said to occur frequently by majority of the teachers.²

There has been a noticeable growth of indiscipline among students in recent years. According to Manchanda, teachers, men as well as women, in Delhi schools felt that class-room discipline in IX,X and XI classes has gone down after the independence of India.³ Editorials and articles are appearing in the popular, as well as the professional press which indicate the growing acuteness of the problem of indiscipline among the pupils of our schools. As pointed

² Ibid., pp.186-87
out by Humayun Kabir:

There have recently been some instances of grave indiscipline among students that have attracted the attention of national leaders as well as educationists at all levels. In some cases, things have gone so far that teachers in schools or invigilators in examinations have been attacked. In others, there have been clashes with the police or sections of the public. Apart from such extreme examples of indiscipline, there has been a spirit of general turbulence and rebellion among large sections of the younger generation.

Anxiety is expressed even by top ranking educationists to raise the level of discipline amongst the students which is gradually sinking. The secondary education commission noted with regret, 'Standards of discipline have become deplorably lax in recent decades and a special effort needs to be made to improve them.'

Lack of Interest

Indiscipline and misbehaviours is not the only indication of lack of attainment of satisfactory level of school-adjustment on the part of students. Besides,


there are many pupils of the school population who remain life-less in the class-room. What Bernard wrote a number of years ago, is still true today. In his words:

'Many stay in school but close their eyes, ears and minds to any stimulation and sit dumbly waiting for the bell to ring and for the calendar to show them that vacation has finally arrived.'

At present many pupils are found unenthusiastic and disinterested about school, its programme and its activities. As observed by Rose:

'Schools are cluttered with boys and girls who do not only don't work in the class room, but don't get out on the sports fields either; the youngsters to whom all social activity, be it sport, debating, dramatics or hobbies is equally without interest.'

Such children are obviously out of harmony with their schools. They, sooner or later, drop out and disappear into the general population. That is what is

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also happening every year in our schools. Beneath these dropouts are reasons of school failure and school misery.

A study of the causes of young people's leaving school, conducted by the United States Department of Labour, showed that dissatisfaction with school was given as the major factor by 47.7 percent of the young people. According to Kaplan:

'Youngsters don't simply drop out of the school. They are squeezed out by a curriculum which has nothing to do with their needs, by standards which they cannot measure up to, and by social forces which they cannot comprehend. These millions of embittered, dissatisfied, discouraged drop outs add to the problem of psychological disorder in the nation.'

Problems and worries

A large population of children have been suffering from unsolved problems of greater or lesser severity in schools. According to Garrison:

'Education problems loom large in the lives of adolescents. Problems relating to failure in school, how to study, pupil-teacher relationships, and the like, apparently appear in the lives of many high-school boys and girls.'

Hicks and Hays, in a study about worries of

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10 Garrison, op. cit. p. 394.
junior high school children aged 11 to 16 years, found that 39 percent of them worried about various things. School work was the most frequent cause of worry.¹¹ That the 'School-life' problems are of frequent occurrence, was revealed in a study of ninth and tenth grade boys and girls from several high schools by Garrison. Educational problems were checked by a larger percentage of the boys and girls than any other classification of problems on the check-list. Among these the items most frequently checked were, in order of frequency: 'don't like to study'; 'being a grade behind in school'; 'afraid of failure in school-work'; 'so often feel restless in class'; 'getting low grades in school'; 'afraid to speak up in class; 'not smart enough'; 'teachers expect too much work'; and 'don't like school'.¹²

Mooney conducted a study of the problems of high school pupils of the Stephens-Lee High School of Asheville, North Caroline. He found that 87 percent of these high-school pupils indicated a marked concern

for the problems in the area 'Adjustment to school work.' An investigation of the problems, included in his Problem Check-list, was carried out in the state of Illinois. Seven thousand twelfth-grade pupils in 57 high schools were administered the Check-list. Here again problems connected with the school rated first with boys and second with girls. A study of the problems of Indian high school students was made by Raval in 1961. A youth inventory including problems under seven different areas was administered to 500 students. School problems ranked first in case of urban groups of boys.

Estimates of school maladjustment

All the above observations amply illustrate the fact that there are many pupils whose school-adjustment is not up to a satisfactory level. One might feel interested in knowing as to what is the approximate extent of maladjustment in schools? As far as the investigator knows, no scientific census of maladjusted pupils in Indian schools has ever been made on a large scale.

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scale. Many such studies have been made in U.S.A. Studies cited by Jersild show some estimates of maladjustment. For example, Griffin and Line estimated that out of forty children, seventeen to twentiesix of them will have suffered from conditions of maladjustment before they have completed their life span. Rogers, by using objective criteria, found that twelve percent of the 1,524 elementary-school pupils in the study were seriously maladjusted according to his standard. In a survey by Ullman, 8 percent of the children were found as likely sooner or later to have serious problems of adjustment. Studies of child maladjustment among school students, listed by Kaplan, indicate that from 10 to 15 percent of the children observed could be classified as either moderately or seriously mal-adjusted. The median percentage of maladjustment according to him was 25 percent. Blair and others mentioned:

Information from the White House Conference on Child Health and Protection would indicate that one out of every three school children is maladjusted in one way or another. It has also been

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estimated that 12 percent are so emotionally upset as to require the services of guidance specialists and psychiatrists.\textsuperscript{18}

An idea about the maladjustment in Indian schools, can be had from a study of the problems of college students. The All India Educational and Vocational Guidance Association Research Committee, under the chairmanship of Dr. C.W. Riddle, made an all India study of the problems of college students in 1962. 26 percent of 3096 students said that, 'I am not able to adjust myself to college life.'\textsuperscript{19}

In an enquiry of student indiscipline by the investigator (1961), most of the class teachers from 25 secondary schools mentioned 5 to 10 percent students hard to control in their classes.\textsuperscript{20} These students formed only a section of those pupils who were maladjusted in various ways. If we apply any of the above estimates to the total population of youngsters in our schools, India would have millions of maladjusted children in her schools.

\textsuperscript{18} As Cited by Blair and Others, Op.Cit., p. 371

\textsuperscript{19} C.W. Riddle, 'The Problems of Indian College Students,' Vocational Guidance, 1962, 8, 17-22.

IMPORTANCE OF SCHOOL-ADJUSTMENT

The school occupies an important and a vital place in the environment of a pupil. It provides an enormous area of interaction in which personality is vividly expressed and very possibly shaped. The level of adjustment achieved by a pupil at school goes a long way in affecting him and others related to his life in many ways. First and the foremost, is that their adjustment may be an important non-intellectual factor in the learning of school subjects and may condition the success of the teacher's efforts at motivation of them. Pupils have to be willing to learn. Froehlich points out that 'Due to inappropriate or inadequate motivation, the pupils do less well in academic work. Poor motivation causes poor attention.' A learning activity cannot proceed without effective involvement of his pupils in the learning process. The effective involvement is a natural outcome of the effective adjustment to the school situation. Hence academic learning cannot be divorced from good adjustment to school environment in which learning is to take place.

Second, school adjustment is of the greatest importance to one's happiness. The happiness and unhappiness of the child is greatly influenced by the degree of adjustment he attains in the school. Good adjustment to the situation gives rise to the pleasant emotional reactions. In a study of what young people regard as their good and bad qualities, Jersild found that students from the elementary grades through college frequently referred to their work and progress at school. As mentioned by him:

'At most grade levels, from the third grade through High school, more mentioned school when they described what they liked about themselves. In the various groups of boys and girls at junior and senior high school levels from 6 to 29 percent mentioned matters pertaining to life at school in describing what they liked about themselves (the median was 12 percent); 19 to 36 percent (with a median of 25.5 percent) mentioned school in describing what they disliked themselves.'

Thus, when a pupil adjusts successfully at school, his self-concept is likely to be more positive. He will have more self-confidence, assurance and poise. On the other hand, feelings of inadequacy and unfavourable self concept are the usual accompaniment of

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unsatisfactory adjustment. Happiness and mental health are two sides of the same coin. The pleasant reactions and positive self-concept promote his mental health. When the child likes and enjoys school situation and finds pleasure in doing things at school, his mental health is likely to be promoted.

On the other hand, school hours wasted in drudgery and dissatisfaction are usually responsible for the production of unhappiness. The condition of unhappiness can cause a serious amount of damage to his personality. As a result of this unhappiness an individual may try to develop compensations which will take the place of normal pleasures he misses. This results in all kinds of frustrations, emotional disturbances, mental conflicts and more severe maladjustments which ultimately produce mental illness. In mental illness the mental equilibrium is lost. Worry and anxiety take over him. He feels miserable and finds himself in agony and pain. Such a pupil obviously will not be able to deal appropriately with circumstances, tasks, conditions and people around him.

Third, adjustment to the school is likely to influence considerably the pupil's later adjustment. The
adjustment which an individual achieves at a stage is a product of his experiences in the past especially during the early period of his development. Hence his future adjustment is likely to be closely related to his adequacy in achieving earlier adjustment. As according to Symonds:

'Later adjustment is always totally based on the pattern established by earlier adjustments. The quality of adjustments in the early years of life determines the quality of adjustments in the later years.'²³

Next to home, a child's initial world, the school is the first durable larger world into which he emerges. The years spent at school may work as a bridge or transition in his whole field for future life. Hence, the later adjustment of children might well be affected by their school experiences and adjustments. Anderson said, 'well-adjusted children tend to become well adjusted adults.'²⁴ Conversely, children whose school life is disturbed and whose adjustment capacities are never developed at school, will probably find little in their future life to help them in achieving good adjustment. In short, adjustment

and the resulting mental health of a pupil affects his present as well as his future life in many ways.

In the words of Adams and Torgerson:

'A student's mental health affects his ability to learn, his interest in learning, his ability to contribute to class-room experiences and his later success as a citizen, an employee and a parent.'

Fourth, adjustment of an individual pupil is likely to influence adjustment of others in the group. If one is mal-adjusted, it is likely that he might spread it through his behaviour in others, who are in close contact with him. Perhaps every one may recall one's own high school days and locate some experiences in which pupils injured both, pupils and the school, by being unable to adjust themselves to school condition. Also, he might spread it in his other spheres. For example, when a child, remaining constantly under tension, worries and unhappy state of affairs in his school, sets out for his home and family, his attitude cannot change fully to one that is jovial, loving and friendly. He may come home and behave nastily in order to get out all his pent up feelings of tension. This behaviour, in turn, affects other members of his family. In turn, 

their behaviour to others is also affected. It sets in motion a never ending chain reaction. Thus, adjustment and maladjustment is contagious.

Last but not the least, earlier adjustment of children is important for the society, as a whole. Unsatisfactory school-adjustment may lead to neurotic behaviour patterns or delinquency and may create a serious social problem. As pointed out by Crow and Crow:

'... It usually is true that unless, early home or school difficulties can be adjusted, the uncontrollable behaviour of the young people progresses (or rather regresses) into actual delinquency or mental illness and become a serious social problem.'

That delinquency is usually preceded by school mal-adjustment, is also reported by Kvaraceus. He writes, 'Literature in the field of Juvenile delinquency reveals, on the whole, rather unsatisfactory school adjustment for most children who fall into difficulty with the law.' Likewise Sayles pointed out:

'Wherever life studies are made of the inmates of prisons, it appears over and over again that they did not get along well in school. They were insubordinate, idle, truant, etc. It would seem as if the school had the power, if it had the wisdom,


Largely to prevent the development of crime and criminals.\textsuperscript{28}

All these observations amply illustrate that inability to adjust and get along satisfactorily in school are often the first danger signals of delinquency. Among the unhappy, disturbed and rebellious children in school are mostly those youngsters who are well on their way toward becoming the unhappy, ineffective, maladjusted citizens of tomorrow and the delinquents, criminals, the neurotics and the psychotics. Thus the importance of studying the problems of school adjustment of pupils has been made fully apparent and can hardly be over emphasised. To sum up, the failure of the children to achieve adjustment is tremendously wasteful in terms of many aspects of human effort involved. It affects the energies of all concerned - the affected students, who tend to be reluctant, unhappy and discouraged human beings; the teachers, who feel strained as they have to do the best with such reluctant learners; and the other students, who cannot help being affected in one way or the other by the tensions produced by mal-adjusted students.

\textsuperscript{28}Mary B. Sayles, \textit{The Problem Child in School} (New York: Commonwealth Found, 1925), p. 143.
SCHOOLS' RESPONSIBILITIES

In virtue of the place adjustment occupies in the individual's present as well as future happiness and success, the schools' responsibilities should be reviewed from a fresh angle. The old schools were usually places where only formal training was provided in certain technical skills like three R's, or within a framework of certain prescribed subjects of study. This is certainly not applicable to the present day-concept of education. Although the school is still specifically charged with promoting the intellectual growth of the child, it is now universally accepted that progress in academic knowledge and skills is not only its task. Education should do something more than teaching academic subjects and providing training of the intellect. That the school is also a focal point in the child's personal, social and emotional development and thus is a major force in his allrounded development, has been very well recognized today by all those who work with youth and for youth. Accordingly, the school is concerned with the whole child and with the development of his whole personality. It has a basic
responsibility to help the child to grow up into an adequate, effective and happy adult.

The emphasis and the stress on the development of the whole personality rather than simply on the training of intellect necessarily involves consideration of the adjustment of the individual to his environment. According to Harold Benjamin, best development means best adjustment. He points out:

' During the last half century the school has strengthened and clarified its purpose of providing favourable environment for child development. It has increasingly recognized that best development means best adjustment. It has swung from a view of the teacher as a fact and skill mechanic to one which regards the most successful teacher as being the most successful engineer of desirable attitudes and well-adjusted behaviour.'

Thus, the new orientation of educational system, more in favour of the growth of and development of the child, brings adjustments at the forefront of the school tasks. It is in this context that a major

objective of education appears to be the achievement of adequate adjustment by every student. As stated by Bossing, the function of secondary education may be assumed to be the guidance of the adolescent in the achievement of an intelligent and satisfying adjustment to his immediate environment. In other words, education, in its proper meaning, is an attempt to help the individual in achieving the effective adjustment to his physical and social environment. As pointed out by Smith, Every person in every society is systematically aided in adjusting to the world around him. First, his parents help him, and then the community does. This systematic help is what we call education.

The above interpretation of education is being widely accepted these days. This is evident from the fact that educators and psychologists have recently shown greater concern with the adjustment of pupils. The mental hygiene approach in education has striven to develop well adjusted personalities, is getting wider recognition. K.G. Saiydain, emphasises


adjustment as function of education when he says:

In fact, if rightly interpreted, education should bring the students into ever more fruitful relations with their enriched environment and mature their growing powers of understanding and appreciation and thus given them a sense of increased self-confidence, of better harmony with their surroundings and a consequent feeling of peace and happiness.'

In emphasising adjustment as the function of education, Kaplan goes a step further and suggests that this is imperative if the schools are to equip the young generation for living. He points out:

'If schools are to equip children for living, they must help them become well-adjusted persons who can make the most of their potentialities, live with themselves comfortably, and get along well with others.'

The first step in realizing this goal is to help in achieving adequate school-adjustment so that they learn to work together in wholesome and satisfying ways, and

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develop the capacity to live in future with themselves and with other people as mature and responsible citizens. At school it is an educator's task to help the educand in adjusting to his classmates, the teachers, teaching methods, activities, and academic requirements of all sorts - All that will make him a creative, effective, useful and a happy member of the school to-day and of the society to-morrow.

This also implies that the school at all levels must accept its responsibility to identify and correct the maladjustment of its pupils. Maladjusted pupils need help of teachers and other school-authorities and require special attention and perhaps ample opportunities to achieve a better level of school-adjustment. The schools, with their resources, should find means and ways of correcting their maladjustment.

HANDICAPS IN CARRYING OUT THE RESPONSIBILITIES

Leaving apart the theoretical acceptance of the responsibilities, the question is, are the pupils at present being adequately helped in achieving the maximum adjustment and thereby producing happiness at schools? Does education equip them with the outlook and qualities which are necessary for leading a
happy and adjusted life? Does the school really try
its best to eradicate the conditions of maladjustment
among its pupils? According to Saiyidain, 'As
education is at present imparted in schools, it does
not promote happiness.' If it is so, what are some
of the probable handicaps that might come in the way
of school-personnel in carrying out these responsibilities?
Apparently, they may be thought of as follows:
1. **Teachers' inability to evaluate students' adjustment**

   The adjustment process is full of complexities
   with multiplicity of its behavioural manifestations. The
   symptoms exhibited by maladjusted pupils are numerous.
   Hence, ordinarily it is perhaps not easy to evaluate
   the level of one's adjustment by casual observation. Its
   appraisal may require much study, insight and the
   training. The teachers, in general, are not in a
   position to understand the implications of various
   manifestations. Pilzar made an inquiry concerning
   children who had been named by their teachers as well
   adjusted. His findings indicated that over one third
   of children who had been named by their teachers as well
   adjusted in school were regarded as maladjusted or

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disturbed youngsters on one count or another. Harris also noted that some children who were considered normal by a teacher, who presumably knew them pretty well, were thought to be rather seriously disturbed when judged by clinical workers.

Teachers usually give attention to those maladjustments of children which give rise to disciplinary problems in the classroom. There are, however, many children who do not create overt classroom disturbances but who are nonetheless unhappy, insecure, and maladjusted in various ways. Thus, children whose behaviour is marked by excessive conformity, timidity, shyness or inhibitions may escape their notice or may be regarded as model and well-adjusted pupils by them. Remmers and Gage have said, 'unfortunately, the fact is that teachers often ignore or admire (and therefore encourage) some of the forms of behaviour that reflect poor mental health and adjustment in their pupils.'

Adams and Torgerson, justifying such tendency of teachers point out:

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36 Ibid.
... Teachers—being human—tend to like the students who make teaching a pleasure; that is, they highly approve of students who are quiet and orderly and do their assignments in time. They may permit these qualities to distort their general appraisal of the 'good child', and fail to notice that he also has problems.\(^{38}\)

A study of the kind of insight teachers had into child's behaviour was made by E.K. Wickman long ago.\(^{39}\) By comparing the judgments on the relative seriousness of fifty behaviour—problems from teachers and mental hygienists, he found that they showed little agreement. Teachers tended to consider violations of classroom behaviour,dishonesties and immoralities as more serious rather than recessive and withdrawing personality traits. After Wickman many studies have followed which discovered the reactions of the teachers to pupils' behaviour as compared to mental hygienists.\(^{40}\) The findings of most of such investigations indicate the same fundamental fact that teachers tend to over-estimate

\(^{38}\) Adams and Torgerson, Op.Cit., p.37

\(^{39}\) E.K. Wickman, Children Behaviour and Teachers' Attitudes (New York: Commonwealth Fund, 1925).

the seriousness of behaviour which is disturbing to the class or which violates their moral standards and to underestimate the seriousness of such characteristics, as extreme seclusiveness, reticence, over conscientiousness, over dependence, and the like. Thus, there is a strong tendency for them to overlook or misunderstand such pupils who urgently need their help.

This is also evident from many serious situations such as leaving examination hall, strikes etc., arising now and then in our schools. Such serious situations usually arise because of ignorance about pupils maladjustment at the initial stage on the part of the teachers as well as others in the school. As noticed by Kaplan:

'Unfortunately, many educators do not recognize these early symptoms of disturbance, or interpret them incorrectly. As a result, disturbed youngsters often receive no assistance until


(iii) G.E.W. Stouffer, 'Behaviour Problem of Children as Viewed by Teachers and Mental Hygienist, a Study of Present Attitudes as compared with those reported by E.K. Wickman.' Mental Hygiene, 36:271-255, 1952.

their problems become so acute that they attract the attention of clinical or law enforcement agencies.

It has already been said that a delinquent child is one who is seriously maladjusted and who has not been given due attention in time. He should have been identified by their teachers long before and given the necessary help when his difficulties were in the incipient stage. Morgan writes that:

'Evidences of maladjustments in persons who seem fairly well balanced in most particulars comes to most of us as a rude shock. They seem to come without cause. Closer scrutiny usually will tell us that a better adjustment could have been made had some teacher been more discerning and had he noticed the first signs of distortion in his development.'

2. Increasing mass education and lack of tools

The high schools now enrol a large number of pupils and we find ourselves faced with the colossal task of increasing mass education. Indian education has been growing very rapidly. With the spread of education and acceptance of the ideals of equality of educational

\[41\text{Kaplan, Op. Cit. p. 281} \]

opportunities and above all the hard-pressed conditions of our country, it has become practically impossible to give the teacher the freedom and facilities to know and study all the aspects of all the pupils of his class to his entire satisfaction. In a class of forty to fifty pupils no individual attention is being paid to the individual adjustments of pupils by the teachers. In absence of essential facilities it is indeed a difficult job.

In the western countries where the two ideals that of mass education and the individual attention are both properly attained, the knowledge of the individual pupil is acquired through objective psychological tests and inventories. The lack of such tests and inventories in India is glaring.

In this country, the development of psychological tests and inventories is in its infancy. Some attention has been recently devoted to construct and standardize the tests of achievement and intelligence. The schools do not, however, find simple and reliable tools for evaluating the adjustment of pupils economically.
NEED OF AN INVENTORY

By examining all the above mentioned considerations, the need for developing an inventory becomes fully apparent. The ultimate object of this study was, therefore, development of an inventory for measuring and assessing the school adjustment of pupils quantitatively and objectively. The purpose behind inventing such a tool was enabling the schools to know the extent of school adjustment of their pupils and to recognise not only children who are actively maladjusted but also, if possible, those who are potentially mal-adjusted i.e. those who are usually not recognized by teachers as such but who need their special attention and help. More specifically, the need of developing the school adjustment inventory was felt greatly in view of the following purposes.

1. Evaluating school adjustment of each pupil

A reliable tool is needed for teachers and counsellors to measure school adjustment of each pupil. As explained earlier, achievement of adequate adjustment by every pupil is one of the most important objectives of the school. Its evaluation is all the more important to ascertain whether the students are achieving the
goal or not. In the present condition a student’s adjustment usually gets consideration only when acute maladjustment is noted. As if a student always has to get into trouble before someone knows that he has some problems of adjustment. To know the level of adjustment of all the pupils is a duty of the school because of the important role which school adjustment plays in determining success and satisfaction of the individual children. The school is meant for each child who is a developing individual and who is trying to adjust in the school. Information about the extent to which a student is adjusted at school and finds satisfactions in its environment are vital matters for the school.

2. **Identifying maladjustment at early stages**

Screening is a basic component of services meant for helping pupils in school adjustments. There should be a tool which also serves the purpose of exploring the maladjustment of pupils and their specific problems and difficulties at schools. The important function is to detect the maladjusted pupils at the early stage so as to do something before it is too late. As already discussed, problems tend to increase in complexity, the larger they go unnoticed and untreated and the minor maladjustments, which are
not identified and rectified early, may become alarming and serious later on. When a child becomes delinquent the symptoms are too obvious but there is a need to recognize them while they are progressing towards delinquency.

Early recognition of symptoms help to prevent the serious disturbances later. The disease is easily cured when it is recognized at earlier stages and uprooted, but when it becomes chronic and acute it becomes more and more difficult to correct and cure it. Matthew points out:

'Just as many physical ills can be avoided or successfully treated if right measures are taken in the beginning so also it is possible to help persons to avoid mental maladies and develop deficient personalities, by helping them in their proper and healthy adjustments.'

Hence, the teachers should be able to help their pupils in overcoming their adjustment problems, distresses and difficulties at least in and about the schools at early stages to make them more efficient in preventing or overcoming the future difficulties. In order to provide required help and to prevent further maladjustments the important function and the critical task faced by the teacher is to recognize the student's problem that overwhelm him. To be of real help to the students they are required to understand the complexities that face the individual students.

The specific individual complexities, problems and difficulties can be detected only by an objective study of the child. An inventory is needed which will enable the teachers to find the individual problems encountered by the pupils in order to play their part in preventing and correcting the maladjustments by providing the pupils, as far as possible, necessary help to overcome their problems. The value of an inventory for this purpose has been shown by Remmers and Gage:

'In some ways, no one knows better than the pupils what his problems are, how he feels about himself, and how he gets along with other people. We can in a sense 'talk' with him and 'hear' his answers - in the survey situation - by the kind of one-way, standardized, printed 'interview' known as the questionnaire or inventory."

3. Evaluating school practices

Every individual school system needs, at intervals, a re-examination of its theory and practice, of its activities and facilities and of its teachers. The school adjustment inventory should also enable the school to evaluate their practices, and procedures, from pupils' viewpoint.

Evaluative criteria for total school programme are generally based upon the objectives, curriculum, instructional methods, staff quality, and school services. Since the school primarily exists for children, these reference-points should be evaluated in terms of pupils' adjustments. For, after all, educational objectives, methods, practices and services can be considered effective or ineffective in terms of the benefits to the pupils. Evaluation of the schools by their product is certainly the most direct and is often asserted to be the only valid approach. Whatever number of criteria of evaluation may be advocated, it cannot be denied that one of the important considerations in evaluating and judging the school should be in terms of the extent to which the pupils adjust to it and meet their educational goals satisfactorily. As according to Morgan, the success of an educational institution should be measured by the adjustability of its alumni, and not by the facility with which they can make orations or solve mathematical problems.\textsuperscript{45}

The exact appraisal lies, therefore, in questions like what is the school contributing and how far it is

contributing to the adjustment of its pupils? How these children made, and will they continue to make, more satisfactory adjustments? How far they have been influenced by the school environment? How far they are happy and satisfied with their school? How far do they like their studies, subjects, their teachers, administrators, activities and even themselves in their school? These are crucial questions that every school is likely to face and try to answer if it is honest with itself and with its students. The proposed inventory would be definitely of some use in evaluating schools in providing answers to these questions.

In addition to the above fundamental needs, the usefulness of the inventory approach lies in its economy for appraising the school adjustment of groups and for bringing into the open the problems of each student in the group. It can be used economically with large groups of subjects. Large scale screening programme is possible with its help. Such a programme is feasible administratively. This means that it would not require large amounts of time, money and professional skills. It was with these purposes that the present work was carried out with a hope that it would prove helpful in meeting the above needs to some extent.
SUMMARY

The importance of the problem of school-adjustment and the need for constructing an inventory has been made fully apparent in this chapter. The problem requires attention in view of many evidences of the low level of school-adjustment among school pupils. The school-adjustment of a pupil exerts tremendous influence on his life and on the life of others. His school-adjustment is likely to affect his learning and success at school, his mental health and happiness and his future adjustment. In many ways it also affects other people who are closely related to him. Usually the early school-maladjustment is at the root of more strong and serious maladjustment like delinquency etc.

In view of the modern concept of education, best adjustment is the ultimate goal of education. School is the most significant agency of education, where the individual should learn to adjust. It takes up the first and the best years of the individuals who are gradually growing to adult-hood. School adjustment essentially should be its primary task and concern. It has basic responsibility of handling the school-maladjustment of its pupils. It is, however, handicapped in taking up this responsibility because of teachers' inability and
lack of insight in evaluating students' adjustment and due to dearth of proper tools and lack of facilities to know about the pupils.

In view of all the above considerations, strong need is felt to develop an inventory for the assessment of school-adjustment of pupils. The inventory has three immediate purposes: firstly, to place in the hands of teachers reliable and economic way of measuring school adjustment of each pupil; secondly, to enable the teachers through the inventory to spot out the children having problems and difficulties in adjusting the schools; and thirdly, to enable the schools to evaluate their set up and practices in light of pupil requirements.