CHAPTER 5

INDICATORS OF HIGH AND LOW SCHOOL-ADJUSTMENT

Pupils' problems Showing Their Dissatisfaction with School

Characteristics Satisfying and Dissatisfying the School

The Check-lists

Summary
CHAPTER 5

INDICATORS OF HIGH AND LOW SCHOOL-ADJUSTMENT

Two criteria of evaluating school-adjustment viz. satisfaction of the student about the school and that of school about the student, were formulated in Chapter second. As designed in Chapter four, the first step towards developing an inventory was to explore the indicators of the satisfaction or dissatisfaction of the pupils with the school and of the school with them. This was done by twofold approach. It was planned to get the indicators of students' satisfaction or dissatisfaction by exploring their school-problems. Indicators of the school satisfaction and dissatisfaction about pupils were thought in terms of students' behaviour - characteristics which satisfy and dissatisfy the school. The present chapter describes the efforts
made (1) to explore the problems and difficulties felt by the pupils about various aspects of school-life which, it is presumed, indicate their dissatisfaction and (2) to enquire about behaviour characteristics of pupils in schools which satisfy or dissatisfy the school-authorities.

PUPILS' PROBLEMS

Sample

In order to get a representative sample of pupils' problems and difficulties about school-life, schools were selected so as to get representation of variety of schools prevalent in Rajasthan. Twenty secondary schools from the districts of Ajmer and Jodhpur were selected so as to get representation of (i) Urban and rural schools; (ii) boys' schools and girls' schools; and (iii) schools managed by Government and those managed by private agencies.

In all 618 pupils of grade IX to XI studying in the twenty schools were selected from the classes randomly. There were 490 boys and 128 girls. Table I gives the details about the class-wise sample selected from various schools.
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<th>IX</th>
<th>X</th>
<th>XI</th>
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<td>18. Govt. H.S. Bijainagar</td>
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<td>-</td>
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<td>19. Govt. Girls H.S.S. Sardarpura, Jodhpur</td>
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<td>5</td>
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<td>20. St. Patric's Vidya Bhavan H.S., Jodhpur</td>
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<td>11</td>
<td>9</td>
<td>-</td>
<td>20</td>
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<tr>
<td>TOTAL</td>
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<td>GRAND TOTAL</td>
<td></td>
<td>286</td>
<td>202</td>
<td>130</td>
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</table>

The approach

The subjects were approached during the month of March and April 1962. They were asked to write down their problems and difficulties that they were encountering at their schools after giving the introduction as under:

'Being a teacher of teachers in the field called education, I am very keen and anxious to know about
your adjustments in the schools. I am trying to find out the problems and difficulties of young people of your age in the school so as to help you and other pupils in making the excellent adjustments in their schools. If such help is to be given, we should know the sort of help you need.

I hope you will willingly and frankly provide information, which I believe only you and others of your age can give to me. I wish each of you to write down all the problems due to which you find your school life difficult and dissatisfying.

When I receive your problems and those from several others from many schools, I believe I shall have a good idea of things about which you as students feel dissatisfied and uncomfortable at school. In turn, I shall make the information available to all those who are interested, so that all of us together, with your help, may be better fitted for the jobs we are called upon to do for you in our schools.

After this introduction, the actual question was stated as under:

Mention the difficulties and problems which you face and which trouble you or make you unhappy
at school. Be frank in writing your problems.'
To create confidence they were told not to write their names on the papers. One full period of 35 minutes was given to them for this purpose.

Analysis

There were in all 412 usable responses. Bearing in mind the commonly accepted aspects of school-life such as academic achievement, teacher-pupil relationship, pupil-pupil relationship etc. several responses were scanned from the point of view of classifying them. The following categories were decided upon on the basis of this preliminary inspection:

1. Academic aspect to contain those problems which were related to the academic matters.
2. Social aspect to contain those problems which were related to other students.
3. Teacher aspect to contain those problems which revolved around the teacher.
4. Administrative aspect to contain those problems which pertained to the school-administration.
5. Personal aspect to contain those problems which pertained to the self of the pupil.
All the responses were systematically classified in the above mentioned categories. 207 different problems under these five categories were noted. In order to get a clearer picture of the specified areas of the problems and difficulties, the problems listed under each major category were further sorted into sub-categories. For example, category one was further grouped into specified areas such as examination system, class room work, home-work, dislikes about certain subjects etc. The details of these sub-categories under each major aspect with illustrative problems mentioned by pupils are given below:

I Problems related to academic matters

A. Studies in general :

Illustrations of problems as stated by students:*  
I don't know how to study well enough. It is difficult to know how?  
Why school books are so big and heavy? It is a problem to read and remember all.  
I am afraid, I am not making satisfactory progress in my school-studies.  
The studies are quite dull and boring to me. I very much wish to get interested in them but I can't.

* The students wrote in Hindi. These are the approximate translations.
B. Dislikes for subjects:
Illustrations -
English is very difficult to me. I wonder, why it should be compulsory for all of us?
Mathematics is so dull that I feel sleepy in the class. It is very tough for me.
It is not possible to remember the dates and so many events in History. The whole thing is mixed up and confusing.
Social Studies is just a waste of time. We know many of the things. What is its utility?

C. Home-work:
Illustrations -
We are given more work to do at home. Sometimes such long assignments are given that I can't do any other activity or get enough sleep.
So much home work is given that it cannot be checked at the next period, and another long assignment is given without looking for the prior one.
I cannot concentrate on doing home-work. It is time-consuming.
Each teacher gives home work in his subject without realizing that we have so many subjects, in which also we get an extra amount of home-work.
D. Examinations:
Illustrations -
My marks have fallen off since I have been in high school. I was a good student before that.

These days the tests have increased too much. Every time there is a test on our head, I remain constantly under this tension.

I am afraid of failing in the examination. It is a source of great worry to me.

I feel I usually do well in the examination but when the result come out, I am dissatisfied due to low marks.

My problem is that I don't get what I deserve. The marks are given miserly.

II Problems related to other students
A. Feelings of not belonging:
Illustrations -
I don't know how the people make friends so quickly. I don't have.

It is really a problem for me to know why my mates consider me bad? It is utterly unnecessary.

Those days the people have developed so many reservations. Even my friends do not talk freely.
It pinches me a great that my mates do not behave properly with me. Their treatment is quite unfair.

There are times when I know I am not liked or wanted by my mates.

I am not helped in any way by my class mates.

B. Dislikes for mates:

Illustrations -

How can I find friends whom I can trust?
Most of my class mates are not worth friendly.

One of my greatest problems is trying to be sure of choosing the friends who are not selfish. Many of them are self-centred.

I used to think everybody was my friend, but now I know that everybody has deceived me.
classmates

I know some of my bear enmity with me.

I dislike many of the boys of my class because they are abusive.

I find many of my mates quarrelling which is really hateful.

Those who sit with me, go on talking, talking and talking. It is a problem for me.

There is so much of jealousy among girls of my own class.

I am disturbed by my mates. They neither read themselves nor allow others to read.

Our class-monitor is a rogue. He is not fit for it.
I don't enjoy company of my mates. They make fun of me.

III Problems related to teachers

A. Difficulties about their teaching:

Illustrations -

Shri ... is not well prepared. He looks many times to his wrist watch to see that the period is somehow over.

Mr.... unnecessarily wastes too much time in the class. He talks irrelevantly and goes often out of the topic with the result that the course doesn't seem to be going with the speed.

..... is not systematic and orderly in her teaching. I can't make out about what she is talking and when she has changed the topic.

..... never allows us to ask questions. He feels disturbed when we ask questions and even loses temper and tells to sit down quietly. What to do? I am compelled to sit silently even when I don't follow.

Teachers of this school are not encouraging and inspiring. They do not help in our studies except lecturing in the class.

B. Dislikes for their personality-traits:

Illustrations -

..... is not cheerful in the class. He appears quite serious and sometimes rude. This makes the class atmosphere very tense and we don't enjoy.
The voice of.... is unpleasant. It appears as if there is a hot potatoe in his mouth. This loses the whole charm of listening to him.

..... is harsh and unkind. He will never excuse any body. He is popular in the whole school for his cruelty.

..... is dishonest. He does not perform his duties well, usually comes late or tells us to do our own work.

The character of some of the teachers of this school is not strong. They earn money by selling books to us and get commission on that. They take tuitions forcibly.

..... is easily irritated on slight provocation. He teaches us to be good people but he is himself short-tempered. Is he a good man?

The teachers do lot of partiality in this school. They favour pupils who belong to rich families and those of their acquaintances.

C. Poor rapport:

Illustrations -

I don't find any teacher interested in my problems. I never have any advice on any problem I might have.

I don't feel like talking to my teachers. I don't see them free and willing to talk.

My teacher never has time to pay personal attention to me either in or out of the class.
I have never been with my teachers to make conversation. I think sometimes I should talk something, but I am afraid, whether anybody would listen to me!

Mr..... remains always dissatisfied with me.

D. Unfair treatment:

Illustrations -

... does not treat properly. He is rough in his dealings. I don't want to go before him.

... has no trust in his students. He never believes that I was not well and therefore could not complete the assignments.

The teachers are in a habit of criticising everything. They criticise too much which makes my mood off.

The Teachers many a times insult for nothing. They don't realize that we are also human-beings.

.... harrasses me too much. I don't know what pleasure he gets in harassing me!

.... is over strict. Even if I am late for a minute after the recesses, he takes me to task or keeps me out of the class.

..... inflicts indecent punishments. He sometimes tells me to stand on the bench. I find a great difficulty in standing on the bench. It is rediculous!

... threatens me that I'll not succeed and I will be failed.
IV Problems related to school-administration

A. Inadequate activities :

Illustrations -

The activities of this school are not adequate. The emphasis is only on teaching, teaching and teaching in the class. This is unpleasant.

Games are not played in our school. There is no play ground. They should arrange it any way.

Some good games are not introduced in the school. They are charging games fees. They should provide games of our liking like Hockey and cricket.

I am interested in dramatics. The school is not. I will be very happy if I get opportunities to participate in a drama.

D. Improper recreational facilities :

Illustrations -

Our school takes very little interest in our recreational affairs.

We are not taken to the places of entertainment. Why don't our school organise and arrange the trips ?

In some of the schools, I know, film shows are organised. Our school never cares to think of such programmes.

We also need amusement along with studies. I wish the school should pay attention to provide opportunities for that.
There is no garden in our school. It must be there where we can enjoy at free times.

We are not allowed to have school social functions.

We request so many times for picnics. The school does not organise and disappoints us.

C. Lack of comforts and proper conditions:

Illustrations -

There is no cool and fresh water available. The water is kept in dirty utensils and pots. The taps are not adequate.

The urinals are inadequate. I have to wait so much time till my turn comes. And there is such a dirty smell!

There are no fans in our school. It is so hot in summers that we totally feel perspired.

Cycle stand is not provided with the result that there is no safety of our cycles.

School building is very poor, stuffy and congested.

D. Rules and regulations:

Illustrations -

Rules of this school are so strict that it appears like a prison. We are not allowed to go out of the premises in recess time to eat something or enjoy.

The fines are charged for every trifles for coming late or for not wearing the uniform. School wants to earn from us in this way!
Why the school uniform should be made compulsory? We are not prisoners. Where can we wear our good dresses? We should have full freedom to wear what we like.

I don't like the discipline of this school. There is no discipline while making a prayer. There is no discipline in class till the teacher arrives.

E. Miscellaneous:

Illustrations -

Proper guidance is not given at school. I like to know many things about courses and careers.

The library of the school is useless. Good books are not available in it.

Holidays are not enough. The college students get adequate holidays. Why not we?

The fees charged are unreasonable. I deserve free ship, but it is not given to deserving pupils.

The timings are highly inconvenient to me. In winter, they call us in the morning. How difficult it is to come so early in such a cold.

V Problems pertaining to the self

A. Emotional inadequacy:

Illustrations -

I am not sure about my future. I go on thinking what will happen?
It worries me that I am not handsome. It might come in any way of making a progress at school and in my life.

I can't understand why I feel inferior to others. Something is lacking in me.

Sometimes I know things very well, but it is hard for me to stand/speak in the class.

I am not confident about myself. I consider myself unfortunate to others. It is all luck that makes or mars a man.

B. Socio-economic barriers:

Illustrations -

I don't feel at ease about my clothing. I don't have good clothes.

I am never sure of my place in the school, since I belong to a lower caste.

It seems hard to continue studies in face of many difficulties. I am afraid I'll have to quit due to my hard-pressed conditions.

I belong to a poor family. Poverty is a great handicap for me to go ahead at school.

C. Physical handicaps:

Illustrations -

I am troubled because my eye sight is weak and I feel awkward because I wear glasses.

It worries me that I am too thin and slender. I feel that I am handicapped by being somewhat deaf.
I stammer while speaking and it makes me ill. at ease.

It is a great problem to suffer from headaches.

I can't do anything wholeheartedly because of the difficulty of mine.

I usually feel tired at school. It seems there is something wrong with my health.

D. Miscellaneous:

Illustrations -

I am conscious of my bad habits. I wish I could quit because they are injurious and affect my school-life, but it is hard to do. This is a problem for me.

I don't have tolerance. I am easily excited over trifles. This comes in my way of advancement in every sphere.

It is disturbing for me to go on thinking for nothing. My mind remains occupied with unknown worries. How to get rid of this habit?

I am not able to enjoy the present class. I am fond of a change. I wish I should be transferred in another division.

I want to quit school because of my personal reasons. Nobody would allow me to do so. What can I do?

While classifying the problems, further editing was done wherever possible. Problems having similar connotation were generalized. Some illustrations of the
generalisation of problems are given below:

(i) 'I dislike social studies,' 'English should go', 'Higher Algebra is not liked by me,' 'History should be removed,' etc. were generalised as 'I dislike certain subjects.'

(ii) '...does not teach systematically,...' wastes lot of time unnecessarily,'... doesn't come well prepared,' were generalised as, 'some of teachers do not teach well.'

(iii) 'Games are not regularly played,' 'Games material is old one,' 'There is no arrangement for Hockey,' 'Cricket is not introduced' etc. were generalised as 'There are no proper facilities for games.'

(iv) 'Lavatory is in poor condition,' 'There is no proper ventilation,' 'Sanitation is poor,' 'Urinals remain very dirty,' etc. were generalised as 'Attention is not paid to conditions important for health e.g. sanitation, ventilation etc.'

(v) 'There are too many tests,' 'Examination should not be in oral form,' 'Two papers daily are undesirable' etc. were generalised as 'Examination system is improper.'
Editing, illustrated in the above table, reduced the total number of problems from 207 to 115. A comparative study of the five aspects of school-life was done from the point of view of the extent of problems. The number of problems under each category was counted and its percentage out of the total number was calculated. The percentage varied from 14 to 29. Table No.2 gives the details of the frequency of problems listed under each category and their respective percentage.

**TABLE NO.2**

**FREQUENCY OF PROBLEMS LISTED UNDER FIVE CATEGORIES AND THEIR PERCENTAGES**

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Details of Category</th>
<th>No. of Problems</th>
<th>%</th>
</tr>
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<tbody>
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<td>1.</td>
<td>Academic</td>
<td>Problems related to academic matters.</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>Problems related to the other students.</td>
<td>24</td>
<td>21</td>
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<tr>
<td>3.</td>
<td>Teacher</td>
<td>Problems revolved around the teacher.</td>
<td>33</td>
<td>29</td>
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<tr>
<td>4.</td>
<td>Administration</td>
<td>Problems pertaining to School administration.</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Personal</td>
<td>Problems pertaining to the self of a student.</td>
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<td></td>
<td>Total</td>
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<td>115</td>
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CHARACTERISTICS DESCRIBING SCHOOL SATISFACTION
DISSATISFACTION

The focus was next centred on the collection of the desirable and undesirable characteristics from the viewpoint of school satisfaction and dissatisfaction in terms of the observable and specific acts in school situation. The experience of the people, who have prolonged and intensive contact with students in school situation, should constitute the sources of useful contribution to the exploration of the characteristics considered satisfying by the school and hence indicating school-adjustment and those considered dissatisfying by the school and hence describing school maladjustment. The teachers' experiences with large numbers of children tells them what to expect from a well adjusted pupil and what is unusual in children. Besides, the school psychologists, counsellors, training college lecturers etc. also acquire, in the routine of their work, a reservoir of experience that makes them aware of those characteristics. It was, therefore, planned to know exactly what do these responsible people in the field of education and those mostly concerned with the pupils, expect of a well adjusted student who, according to them, would satisfy the school and what do they
consider as symptoms of a mal-adjusted student dissatisfying the school.

Sample of consultants

The consultants for the exploration of behaviour characteristics of satisfying and dissatisfying pupils were selected from three sources. Firstly, 12 experts in the field of education including educationists, psychologists, counsellors and lecturers of the training colleges in Rajasthan were approached for this purpose. Secondly, 14 Headmasters of secondary schools, who willingly co-operated, were interviewed. Thirdly, there was a group of 26 student-teachers who had offered Guidance and Counselling in Shri Mahesh Teachers College, Jodhpur. They were from all over Rajasthan and were having at least 5 years experience. Group discussions were held with them.

The approach

The exploration was carried on through individual interviews as well as group discussions. After explaining the purpose of study, they were requested to describe the expressions of well adjusted pupils which satisfied the school as a whole and the expressions of mal-adjusted pupils which dissatisfied the school as a whole. They were asked to identify qualities and characteristics in terms of specific acts which they
felt are indicative of good school adjustment of the pupils, and those which are indicative of poor adjustment of the pupils in the school. The questions were posed one by one as under:

(1) 'Can you first describe the kind of behaviour that is healthy and satisfying to the school and therefore is evidence of good or high adjustment of students at school? In other words, what do you expect of a well adjusted pupil according to school-requirements? What characteristics do you think are valuable and suitable for the best type of adjustment in the school?'

The respondents were asked to describe, in terms of specific acts, the kind of students that would satisfy the school, as a whole, the most. After this discussion was over, the other question was posed like this:

(2) 'Now can you just describe the kind of behaviour that is unhealthy and dissatisfying to the school and therefore is evidence of low or a poor adjustment of students at school? In other words, what have you observed in poorly adjusted pupils? What characteristics do you think are indicative of poor adjustment, which are ill-suited from the school view-point? They were asked to describe in terms of specific behavioural activities, the kind of students that would dissatisfy the school, as a whole, the most.
Mostly the same characteristics of ideal behaviour or good adjustment and those of problem behaviour or poor adjustment were reiterated in the interviews and during the discussions. The behaviour descriptions or illustrative expressions were noted down there and then by the investigator along with the specific examples, the respondents had given.

**Analysis**

With the help of the descriptions collected from various sources, the common lists of behaviour-descriptions, describing pupils satisfying and dissatisfying the school were prepared separately. The descriptions in each list were then classified, on the same lines as problems, under five familiar categories covering the major aspects of school-life. The descriptions were sorted out in their respective categories as specified below:

1. Descriptions about pupils' satisfying-dissatisfying behaviour with reference to school-studies.

2. Their satisfying-dissatisfying behaviour with reference to other mates.

3. Their satisfying-dissatisfying behaviour with reference to teachers.
4. Their satisfying-dissatisfying behaviour with reference to administrative conditions, various activities and practices in general.

5. Their satisfying-dissatisfying behaviour depicting the self of pupils.

The descriptions having similar connotations under each category were again brought together and further grouped under a common characteristic. For example, descriptions like appearing attentive in the class, particular about taking notes, and trying to occupy front seats in the classroom show alertness of a pupil. Hence alertness was the name given to the characteristic covering all these behaviour descriptions. Thus all the behaviour descriptions were grouped into comparatively a short but meaningful list of characteristics. In all 18 desirable characteristics indicative of school-satisfaction and 30 undesirable characteristics indicative of school-dissatisfaction were formulated. Hereinafter they will be respectively called as positive and negative characteristics. These characteristics with their illustrative descriptions, as culled from the respondents, are presented below:

I Characteristics satisfying the school

A. With reference to academic aspect:
(i) Alertness: Appearing attentive, particular about taking notes, showing alertness in the class, trying to occupy front seat.

(ii) Brilliance: Usually bright-responder well in class, mostly succeeding and attaining high standards in the examinations and tests.

(iii) Confidence: Confident about his progress at school, not thinking of failing, is not afraid of examination.

(iv) Creativity: Displaying original ideas, showing ingenuity and intuition.

(v) Curiosity: Inquiring, seeking information and knowledge, asking more and more questions.

(vi) Studiousness: Hard working, attempting hard to excel, absorbed in work, regular in studies, keeping the work up to date.

B. With reference to other mates:

(i) Co-operativeness: Co-operating with his mates in school affairs, programmes and
(ii) Friendliness: Eager to seek friendship; forming many friendships in school, consulting in a friendly way.

(iii) Helpfulness: Willingness to help others, readily helping other mates in studies and in many other instances.

(iv) Sociability: Mixing up well and enjoying company of the class mates, having happy relations with them.

(v) Popularity: Well liked by peers; is admired and emulated by them.

C. With reference to teachers:

(i) Cordiality: Pleasant and cordial attitude and relationship with teachers; maintaining healthy personal contact with them.

(ii) Courtesy: Polite, willingly obeying, never displaying rude and rough manners.
D. With reference to school conditions and practices in general:

(i) Enthusiasm: Liking the school atmosphere and conditions, taking much interest in school activities, lively participation, using library and other facilities.

(ii) Punctuality: Usually coming in time, not a late comer.

(iii) Regularity: No lengthy absence record, usually regular.

E. With reference to pupil's self:

(i) Cheerfulness: Usually enjoying student life.

(ii) Resourcefulness: Finding way to problems easily dealing with his difficulties effectively.

II Characteristics Dissatisfying the school

A. With reference to academic aspect:

(i) Backwardness: Weak in studies, not coping up, finding the work quite difficult usually not following.

(ii) Dependence: Depending entirely over others for notes and other school work, constantly seeking and asking for help.
(iii) Disinterestedness: Disliking school studies, seldom completing school work, interested more in outside work, restless in the class, finding excuses to get away from the class, remaining absent in certain periods.

(iv) Inattentiveness: Not paying attention to teaching, wandering attention, looking vacant, dozing, whispering and doing some other work when the teaching is going on.

B. With reference to other mates:

(i) Hostility and aggressiveness: Inclination towards fighting, quarrelsome behaviour, often in conflict with other students, having contempt for them, teasing, irritating or hurting others' feelings.

(ii) Seclusion: Appearing lonely, tendency to avoid contacts with others, feeling shy unduly, liking to work alone, withdrawing from the group-retreating in its self.

(iii) Selfishness: Always putting self-interest first, not sympathetic, self-centred.
C. With reference to teachers:

(i) Disrespectfulness: Defiant, insulting the teacher, not accepting his authority and instructions, making fun of him.

(ii) Resentfulness: Showing indignation or annoyance at teachers when criticised, replying arrogantly.

D. With reference to school conditions and practices in general:

(i) Apathy: Usually appearing listless and indifferent in the school programmes, lack of interest and zeal with respect to school activities, least attachment.

(ii) Criticalness: Critical of conditions at school, making frequent complaints about facilities, school practices or set up of the school.

(iii) Non-Conformity: Dis-regard of school conventions, with respect to school dress etc., tendency to break the general rules and regulations, neglecting instructions, usually not caring.
E. With reference to pupil's self:

(i) Bluffing: Boasting and bragging, fabricating and elaborating things to magnify his importance and to attract attention to self, telling tales about others.

(ii) Boisterousness: Disturbing and upsetting element in the class, irrelevantly interrupting, making noise, indulging in various types of mischief in the class-room.

(iii) Day-dreaming: Withdrawing from reality and building air castles, brooding, allowing the mind to wander aimlessly.

(iv) Deceitfulness: Cheating, lying—giving false excuses for not doing work or late coming etc., presenting copied work as own efforts or copying in the examination.

(v) Destructiveness: Damaging the school-apparatus, carving desks, breaking windows, scribbling on the walls etc.

(vi) Emotionality: Moody (fluctuation of moods), often changing colours.

(vii) Intolerance: Crumbling and getting angry on petty matters.

(viii) Lethargy: Evasive, lazy, and tardy, appearing tired, not prepared to accept any responsibility, never taking any initiative.
<table>
<thead>
<tr>
<th>(ix) Nervousness</th>
<th>Getting quickly discouraged, easily disturbed and disappointed, unable to ask or reply questions although knowing, having nervous habits like biting nails etc.</th>
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<tr>
<td>(x) Pilfering</td>
<td>Stealing away books, notebooks, pens and other articles, tearing off the pages from school books and papers.</td>
</tr>
<tr>
<td>(xi) Slovenliness</td>
<td>Ugly and careless, shabby in appearance, not paying adequate attention to his dress or body. Usually poorly groomed, dirty and unkept.</td>
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<tr>
<td>(xii) Sulkiness</td>
<td>Easily irritated and excited, showing ill temper over minor things or happenings.</td>
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<tr>
<td>(xiii) Sullenness</td>
<td>Feeling usually sad and gloomy, habitually depressed, having a noticeable mask-like facial expression.</td>
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<tr>
<td>(xiv) Talkativeness</td>
<td>Indulging in unusual talks, mostly chattering even when silence is needed.</td>
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<tr>
<td>(xv) Timidity</td>
<td>Easily frightened and embarrassed, experiencing fear in ordinary situations.</td>
</tr>
<tr>
<td>(xvi) Truancy</td>
<td>Running away without seeking permission.</td>
</tr>
</tbody>
</table>
THE CHECK-LISTS

The problems and the behaviour-characteristics, thus collected, amply illustrated the areas and nature of the pupils' satisfaction-dissatisfaction with the school and of the school's satisfaction-dissatisfaction with the pupils. As they were considered as the basis for developing an inventory, it was worthwhile to get a knowledge of those problems and characteristics which were really discriminative and therefore useful for framing items of an inventory. Hence, it was thought necessary to examine all the collected problems and characteristics in the pupils who were really well adjusted and those who were maladjusted in school situation. An attempt was, therefore, made to assemble them in the form of two check-lists - one of problems to be used by the concerned pupils and the other of characteristics to be used by their teachers.

To prepare the Problem Check-list, all the 115 problems were category-wise listed. They were mostly stated in the students' language except that they were shortened and some of them were generalized during the process of analysing and editing. In those cases it was seen that the language remains as simple and as
clear as possible for the students to follow easily. Each problem had a blank space before it, where the subject was supposed to make a check-mark if he happened to recognize the problem as applicable to himself. The detailed directions were mentioned on its front page. Thus the problem check-list was ready to be used by the students. (Appendix I). Its English translation is also given. (Appendix II).

Check-list of characteristics was to be used by teachers for their pupils. In order to prepare characteristic check-list, the two sets of characteristics i.e. +ive and -ive were arranged alphabetically. The specific behaviour-descriptions were also included along with each characteristic to explain and illustrate its meaning. This was necessary to make the teachers' job easy and exact. The nearest equivalent term for each characteristic was also given in the brackets to make them more intelligible. The directions for using the check-list were mentioned on its front page. Thus it was ready for use. (Appendix III).

These check-lists were used for studying the problems and the behaviour-characteristics for their discriminating values in the two groups of well-adjusted and poorly adjusted pupils. The details of this study
are presented in the next chapter.

SUMMARY

The chapter describes the exploration of the indicators of school-adjustment in terms of satisfaction-dissatisfaction of the pupils and the school.

618 pupils of 20 secondary schools were approached to collect their problems and difficulties with regard to various aspects of school. They were analysed and classified around five broad categories viz. school-work, social life in school, teachers, school-administration and the pupil himself. A problem check-list was prepared including 115 problems.

A number of headmasters, experienced teachers and others were referred for collecting the desirable behaviour-characteristics as being indicative of school satisfaction and the undesirable behaviour-characteristics as being indicative of school dissatisfaction. 48 characteristics were framed on the basis of their responses, 18 of which were named as +ve(desirable) and 30 as -ve(undesirable) characteristics from school-satisfaction view-point. A characteristic check-list was prepared consisting of all these characteristics.

Both the check-lists were prepared in order to study the collected problems and the characteristics in
two types of pupils—well adjusted and poorly adjusted in schools. The report of this study is presented in the next chapter.