CHAPTER 2

ADJUSTMENT PROCESS

Meaning of Adjustment
Analysis of the Process
Adequate Adjustment
Adjustment at School
Criteria for Evaluating school-adjustment
Summary
The issue calls for a discussion of the general nature of adjustment in order to formulate concepts and criteria of school-adjustment. It is beyond the scope of this study to go into finer details of various views, mechanisms and dynamics of adjustment. An attempt is, however, made in this chapter to bring into lime light only those few relevent points which contributed to clarifying and formulating the concept of school-adjustment and its criteria.

MEANING OF ADJUSTMENT

The primary function of every organism is to live. The nature of living involves activity. In order to continue to live it has to be dynamic. Particularly in case of human beings the life is a dynamic way of acting and doing. This active process of living does not proceed in a vacuum, but in complicated environment
which itself is dynamic. In other words, an individual lives in relation to his environment. The question of relationship with the environment brings in the problem of adjustment. As according to Symonds, 'adjustment can be simply defined as a satisfactory relation of an organism to its environment.'\(^1\) In a similar connotation, Kuhlen writes:

'It is through the process of adjusting that people establish and maintain a satisfactory relationship to the physical world about them, to other people and to the culture at large, and to themselves.'\(^2\)

This definition hinges upon what constitutes a satisfactory relationship. It does not tell anything about the direction of an individual's efforts. Whether the efforts are directed to satisfy the individual himself or to the environment or to both?

In view of the above questions, the more acceptable term representing adjustment is harmonious relationship rather than satisfactory relationship. Thus, personality adjustment is defined by Carter Good

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as, 'The act or process of harmonizing the personality with the demands of one's environment.'

Harmony implies satisfactory and orderly relationship, lack of friction, a smooth give and take and above all an interaction that is satisfying to co-operating parts. In other words both the individual and the environment, in which the reaction takes place, are to be satisfied during the process of adjustment.

The efforts of an individual to maintain harmonious relationship with its environment go on till death. As long as he lives, he continues to influence the environment and to be influenced by it. Adjustment is, therefore, a life long interaction of maintaining harmonious relationship between an individual and his environment. In other words, this interaction of an individual and his environment is a dynamic on going process. Adjustment therefore has been viewed obviously as a dynamic and continuous yet ever changing process. Morgan points out:

'Adjustment should always be viewed as a dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions, some of them new and some old, and with

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each variation there must be modification of response.  

Gates and his colleagues have viewed adjustment in two ways. They do not only refer to the process but also to the state or condition brought about by the process. To quote them:

'The term 'adjustment' has two meanings. In one sense it is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment... In another sense adjustment is a state, i.e. the condition of harmony arrived at by a person whom we call 'well-adjusted.'

The significance of including the result end - the condition in the process - becomes clear when one looks to the process that has led to superior or inferior adjustment. The latter is commonly known as maladjustment and refers to 'disharmony between the person and his environment.'

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To sum up, adjustment may be considered as a state of being, when viewed at a particular moment, and a continual process when viewed from stage to stage and time to time. The essence of adjustment, be it a continual process or a state, is harmonious relationship between the individual and his environment. The individual, in order to achieve and maintain harmonious relationship, has to satisfy himself as well as his environment.

ANALYSIS OF THE PROCESS

The main feature of adjustment process is the interaction between the individual and his environment for the sake of bringing harmony between them by any means. Each of these interacting parts of the process of adjustment has demands of its own. The individual is having conscious and unconscious needs with which he acts on the environment and the environment also has its demands with which it acts on the individual. These may be considered as the elements or the constituents of adjustment process. As Malm and Jamison write:

'The process of adjusting ourselves occurs only because we have needs, because we can use various ways of seeking and satisfying these needs and because the environment in which we must find our satisfactions is in a sense neutral or even
antagonistic toward us as far as our wants are concerned.7

Analytically, adjustment process has been viewed from these two angles. At the first place, when the individual is looked primarily as satisfying his various needs, adjustment is considered as need-satisfying process or the process of 'need-reduction.' At the second place, when he is looked as getting along to his environment and reacting to it differently, changing his modes according to its demands, adjustment is considered as the process of 'adaptation,' 'conformity,' and 'problem-solving.' In fact, however, all these concepts or modes of adjustment are facets of the same process or sides of the same cube. According to Tindall, the various facets of adjustment frequently coexist and complement each other in the behaviour of an adjusted individual.8 An analysis of the process will bring out the inter-relationship of these aspects.

Need satisfying process

Every organism has many needs which must be fulfilled if it is to keep on living happily.

Satisfaction, according to Bernard, are rooted in the fundamental needs. Needs have been classified variously. There is no value, for the present work, in listing the over-lapping and conflicting classifications of needs and desire. McKinny emphasises that there are certain areas of satisfaction which are important to most people and which cover up almost all the classifications. These areas of satisfactions, which different writers agree to, though named differently, are:

1. Affection, love, tenderness and warm response.
2. Social relations, belongingness and prestige.
5. Adventure, curiosity and exploration.
6. Basic physiological needs - hunger, thirst, escape from pain, sex.

The system of needs and desires is basic to adjustment process. They are known as mainsprings of behaviour, for, all behaviour originates in them. They

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are usually of driving character, for, they set up tensions in mind which stir the individual and motivate him to behave. Everyone has experienced the tension which comes when one is hungry, or when one feels the urge to gain recognition in a group. These tensions or pressures exerted by the needs drive and direct the individual towards the direction whereby the same can be reduced. The desire for companionship and entertainment, for instance, drives or activates an individual in the direction, where the same can be sought and secured. This seeking is in the interest of reducing the painful tension or inner stimulation. There may be many intermediary interactions during the process of seeking such relaxation. For example, there may be some control, barrier or limitation imposed upon the individual that interferes or blocks the satisfaction of some of his needs. When thus thwarted in achieving a desire, an individual encounters frustration. Frustrations are unavoidable, for, satisfaction of each and every drive is not possible. There are certain limitations, controls and boundaries set forth by nature and society. Thus, if anything occurs to disrupt motivated behaviour and needs are not fulfilled, the individual will be unhappy.
Thwarting results in increased tension and in a feeling of unpleasantness or distress. The process is, therefore, sustained when he meets, in a complex environmental setting, thwarting circumstances which serve to heighten tensions producing varied responses in the individual.

Ultimately, any tension aroused by a need must be reduced so that some kind of satisfaction results. Usually one, or a combination of the varied responses, eventually, leads to a solution response which enables the individual to meet and satisfy the need. If this is not possible by securing the direct object of satisfaction, the person seeks substitute objects and brings out some compromise with the situation leading to the reduction of the tension. In other words, an adjustment must be made whereby the need is filled and the tension is reduced. Adjustment, therefore, requires persistent efforts to overcome frustrations on the part of an individual. This lies at the core of an adjustment process. As Symonds points out:

'Needs can be satisfied only by an output of effort. The adjustment process, then, consists of the efforts of an organism to overcome frustration in achieving the satisfaction of a need.'

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When a need is supplied, the person, as a whole is satisfied. When a drive is set in operation it is the whole person that is at work trying to serve the drive. Consequently, the person himself is satisfied whenever his need is satisfied. In other words, he achieves satisfactory relationship with his environment as well as with himself.

Thus, every person is continuously involved in the process of adjustment essentially, for, he is always satisfying or is attempting to satisfy his physical, social and psychological needs. This point is well brought out in the description of adjustment given by Remmers and Gage, when they write that, 'adjustment as it is generally understood means the satisfaction of certain needs, basic motives, urges, desires or tendencies which involve the whole organism.'

When the responses are not successful in bringing about a satisfaction of the desire by any of the reactions, an emotional response may arise leading to a persistent maladjustive reaction. The individual becomes habitual

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in some unadaptive mode of activity usually known as defence or escape mechanism. If thwarting of the desire continues, there may be another heightening of the emotional response. It becomes a vicious and complicated circle and the individual remains in distress.

Thus, beneath a person's distress are some unsatisfied needs. Somewhere in his present life there are barriers to his need—satisfaction due to which a person becomes maladjusted. Kolesnik points out:

'Reduced to the simplest terms, maladjustment is the state of experiencing frustration or anxiety. Frustration is the condition of being blocked in the attainment of a goal or the satisfaction of a need. Anxiety is the dreadful anticipation that a need will not be met or that a satisfaction which has been achieved will be lost. Frustration, is a matter of failure; anxiety the fear of or worry about failure or deprivation.'

**Getting along with the environment**

Adjustment, from another angle, is looked from the viewpoint of the modes or ways of getting along with the environment while satisfying one's needs.

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As Malm and Jamison write:

'Adjustment refers to the way we get along in satisfying our psychological and physical needs in an environment which is sometimes helpful, sometimes unyielding and sometimes hurtful towards us.'

Needs are satisfied by interaction with the environment. While satisfying his needs, every individual is invariably drawn into an interaction with his environment. A drive initiates activity in search of the required object in the environment. It does not become dynamic and operative until it collaborates with exterior stimuli.

Similarly, the 'satisfier' or 'goal-object' e.g. food with reference to hunger, is found in the environment, which is brought into contact with the body in the final reaction to seek satisfaction. In nutshell, every behaviour is the joint operation of the internal forces set into motion at the behest of an individual need and the given reaction stimulated by situations in the exterior environment.

The exterior environment is having its own demands. In order to achieve harmonious relationship with the

Malm and Jamison, Loc.Cit.
environment, an individual attempts to get along with its demands satisfactorily during the process of adjustment. An adjustment problem arises when a person confronts a demand made by his environment which he cannot fulfil or when an environmental demand comes in the way of immediate or easy satisfaction of his need. Hence, from this viewpoint adjustment consists of the efforts of an individual to get along well and satisfy the demands of his environmental situations. While fulfilling his personal needs, there are various modes of doing so, e.g., adaptation, mastery and conformity, which are discussed briefly hereafter.

1. Adaptation

Adjustment from this viewpoint is considered as, 'adaptation to the demands of reality.'\footnote{Symonds, Op.Cit., p.1.} This concept is essentially biological in nature. The biological concept of natural selection states that those forms of life which are not adapted to their environment eventually become extinct; only the fit survive. Biological adaptation is, in fact, a criterion of life,
for, adaptive behaviour maintains life. As according to Shaffer and Shoben:

'All living organisms tend to vary their activities in response to changed conditions in their environments. When circumstances change, an animal must modify its behaviour and discover new ways to satisfy its wants or it will not survive.'\(^{16}\)

Adaptation to environment is, therefore, a necessity of all the living organisms in adjusting to physiological needs. Lack of adaptation may produce disharmony between an organism and its environment and make the life ineffective and unhappy. It has to vary his activities in response to changed conditions in environment in order to produce harmonious relationship.

2. Mastery

Man, however, does not always change himself and adjust to his environment as he finds it. He also modifies it to suit his needs. It is many a times moulded, manipulated and mastered by him. This involves his abilities to influence the environment for his satisfaction. Man's intelligence, sensory and motor capacities are important to him. For him, adjustment

is not merely adaptation as in case of other animals. As compared to animals, lot of learning or problem solving enters into the man’s struggle for existence and happy living. As such, adjustment is considered different from adaptation by most psychologists. Mowrer and Kluckhohn distinguish between the two concepts by relating adaptation to natural selection and adjustment to learning and problem-solving. 17

Marzolf writes:

"In man, this process of adjustment is more than an unfolding of genetically determined patterns of behaviour, the instincts. The problem of human adjustment has come to be that of learning and problem-solving. 18

A positive adjustment to the environment i.e. the mastery and efficiency in dealing with the situation is invariably involved in the process of adjustment of a human-being. This is obvious in his efforts to modify his physical environment e.g. building big dams, irrigating arid zones etc. There would have been no scientific inventions, had human beings not developed this mode of adjustment and accepted the environment passively as it is.

18 Ibid.
3. **Conformity**

Conformity has special reference to culture. Man is a biological as well as a social organism. By and large, he is sensitive to group opinion, and there is considerable pressure exerted on him to conform. A satisfactory or harmonious relationship with the social environment can be maintained by more or less conforming to its norms and ethical standards. Social and cultural environment is particularly important for human-beings. Man, being a social animal, lives in a society. Hence, he conforms in order to survive socially. If one does not conform to these standards, to some extent, social pressures grow so severe that one's ego is likely to be impaired. An individual is so dependent upon the support and approval of the social group, that conduct which is markedly unusual should always raise the suspicion of something being wrong with his adjustment. Refugees who came from Pakistan, had severe problems of adjustment in the beginning because of their different values and non-conforming habits of living.

Although, as already pointed out, the process of adjustment is a universal phenomena, the various
modes and their combinations working in it are not similar or identical in the individuals. Each individual builds up or develops his own pattern of adjustment process through his highly specific experiences. As according to Allen, in the strict interpretation of the term, adjustments are the effects of personality dimensions. The potentialities within each person are not the same. The fact of personal differences in the nature and capacities of individuals is well known. There are so many limitations of capacities and aptitudes of every individual. Furthermore, since no people perceive the problems of life in the same way nor respond in an identical manner, the process is different for each person. The end result will, however, be a satisfactory relation of an individual to his environment. This is the result of the process or as a state of being. This brings up the individual differences in the adjustment process.

ADEQUATE ADJUSTMENT

When the question of adequacy of adjustment of a person is raised, it takes the form of 'Is he well adjusted?', or even, 'How well adjusted is he?' To answer this question, the criteria of adjustment should be explored. To quote Symonds:

' The very essence of adjustment is that they shall consist of a satisfactory relation between the organism and its environment, and this word satisfactory connotes value. It is evident that some adjustments are more satisfactory, than others. We must make an attempt to discover the criteria by which the satisfactory nature of adjustments can be gauged.'

Level of Adjustment

It has been noted that the individuals do not achieve the satisfactory relationship with the environment to the same level. The more favourably one becomes related to the total situation of which he is a part, the better adjustment he has achieved with it. The better an individual's relation to his environment, the higher will be his level of adjustment. As an illustration, in the case of severe

cold, he may adjust either by going to bed and wrapping himself up in heavy blankets, or change the environment by having the house air-conditioned or by installing a furnace. The first one is pure adaptation, the second one is also mastering and solving the problem. In either case, the person's relation to his environment has been changed for better relationship. But in the second instance, it is comparatively on a higher level. It enables him to perform various activities, gives him freedom to act and consequently makes him more happy and satisfied. Hence the quality or the level of adjustment varies according to the attitude that the individual takes towards his environment.

It is evident that the causes of achieving different levels of adjustment may be found in the person, in the environment, or in both. For example, certain persons with some handicap will have difficulty in achieving higher level of adjustment to the conditions of ordinary normal living. Patterns of traits or modes of behaviour of the individual might determine his level of adjustment to his environment. Similarly, it also depends upon certain characteristics of the environment. If it is not permissible for a person to
satisfy his needs e.g. in case of beggers or people deprived of certain facilities in a society, he might find it difficult to achieve a satisfactory level of adjustment.

Criteria for judging its adequacy

In order to understand the level of adjustment attained by an individual some knowledge of criteria of good adjustment is essential. Shaffer suggests the tension reduction as a criterion of adjustment. He states that, "... the sole criterion of what constitutes the solution of a problem is tension reduction." When the goal is reached, the state of tension which instituted the activity, ceases and adjustment is achieved.

Tension reduction may be thought of as a possible necessary condition for adequacy but it does not appear to be a sufficient one. Direct and immediate satisfaction of one motive, that is, tension reduction, may run counter to the satisfaction of other motives. As Mouly writes:

'A person is considered as maladjusted, for instance, if he constantly satisfies his needs

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of the present while increasing the severity of the problems of satisfying his future or his more basic needs, e.g., the child who satisfies his needs through day-dreaming rather than developing the skills, which would permit him to convert his fantasies into activities.  

A good way of solving one's problems is one which does not solve one problem by creating more for the individual. For this reason adequate adjustment requires that a person should 'satisfy all his motives with regard for their function as an inter-related system...'  

In other words adequate adjustment must be integrated motive satisfaction, or integrated tension-reduction.  

Even integrated tension-reduction, of itself, appears an inadequate criterion of adjustment. A person may be very well integrated and yet poorly adjusted in that he does not meet the demands of society. As Marzolf suspects; 'he may have no desire to conform although his behaviour is thoroughly integrated in the direction of satisfying his own desires in spite of social demands, or even at the expense of society.'  

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24 Marzolf, Loc. Cit.
In view of this possibility, the best criterion is the best compromise between the inner drives of the individual and the demands of the society. For, as Mouly points out:

'... Unless he can satisfy his needs in ways consistent with the standards of society, he is likely to find that his behaviour involves him in conflict with the social order and leads to further problems of adjustment.'

The ideal compromise is possible only when there is no disparity between one's demands and those of society. Adequate adjustment will be achieved by the most efficient integration of the demands of the individual and the demands of society. This leads to the satisfaction of both the individual and society and provides for their steady improvement. Havighurst calls these various demands as 'the developmental tasks of life.' He is of the opinion that their successful achievement leads towards one's happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval and difficulty with later tasks. They are the things a person must learn if he is to be judged and to judge himself to be a reasonably

\[25\] Mouly, Op. Cit., p. 428
happy and successful person. In a single statement, therefore, it may be said that a well-adjusted person is one who has been able to satisfy himself through acceptable behaviour to others around him. Gates and others express the same view when they state:

'Not only must be in an environment which enables him to satisfy his basic needs satisfactorily and be able to manage his life so that the satisfaction of one need does not make the satisfaction of another impossible, but also he must satisfy his needs in such a way as to avoid interfering with the fulfillment of the legitimate needs of others. In short, the well adjusted person is one whose needs and satisfactions in life are integrated with a sense of social feeling and an acceptance of social responsibility.'

On the basis of the above discourse about adequacy of adjustment, two criteria of assessing the level of adjustment may be stated. They are: (i) the degree of satisfaction felt and expressed by the individual as to the manner of his life; and (ii) the degree of satisfaction felt and expressed by the society about him or the degree to which he is accepted by his cultural

Both of the above criteria are relativistic i.e. they are not based upon any objective and absolute criterion of what constitutes the 'good'. According to the first criterion, good adjustment is whatever the individual himself likes; his own subjective attitude of satisfaction is the norm. Nothing is right or wrong, good or bad, unless the individual thinks or feels it so. According to the second criteria, a person is well-adjusted in so far as he does not deviate from the rules of conduct approved by the social group of which he is a member, so as to be accepted in it. This view is commonly accepted by social psychologists and sociologists.

Reciprocally poor adjustment will be related to the degree of the attitude of dissatisfaction of the individual according to the first criterion. According to the second one it will be the degree of the dissatisfaction of the society about the person.

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ADJUSTMENT AT SCHOOL

Till now general nature of adjustment was discussed. It was noted that adjustment means harmonious relationship of a person, as a whole, to his total environment. It takes into consideration all the different dimensions of a person's life and all the possible areas of his interaction with the external world. It is, however, more convenient, particularly for the sake of assessment, to think of adjustment in terms of some single dimension of personality such as emotional adjustment, social adjustment etc. or in terms of specific areas such as family-adjustment, vocational adjustment etc. As Mouly points out, 'Adjustment is specific to a given individual under specific conditions and the term adjustment is meaningful only in terms of 'adjusted to what'.'  

School-adjustment, is thought of in similar specific connotation. It describes pupil's relationship to school-environment alone. It reveals, how far is he able to adjust himself as a pupil in school situation or more specifically, how well he gets along in school situation with himself and with others.

30 Mouly, Loc.Cit.
around him? As such school-adjustment may be defined as a process of maintaining harmonious relationship with one's school or a condition of harmony achieved by a pupil with his school.

On analysing school-adjustment, we may focus on the student and picture him as trying to satisfy certain needs (mainly educational and social) in the school. We may, on the other hand, focus on the school environment and picture it as posing certain requirements or demands which the individual student is trying to fulfil. Broadly speaking, these are the main constituents which determine a pupil's school-adjustment. It will be worth while to visualise some of the most obvious pupil-needs and demands of school-life.

**Pupil-needs at school**

The term 'need' is used here in a very broad sense and includes all the essential requirements of pupils at school. It may embrace desires, motives, urges, intentions and even purposes. The needs of each pupil may partly differ. However, it is not difficult to discover some of their common needs in the school. When high school students are listened and their actions and reactions observed as they go about their daily round; many things are noticed, which reflect
many of their common requirements. These common needs and their importance are briefly described in the following paragraphs.

Teachers are among the most important people in the pupils' lives. One of the chief concerns of the pupils is to have loving and affectionate relationship with them. Every pupil at school needs help, support, advice, stable affection and looks up to approval of his teachers. It is important to him to feel emotionally secure in the school environment. In losing teacher-acceptance, he feels rejected or repulsed. Unless he gets the attention and support he needs from the teacher, he will not learn what we expect him to learn. Unless he feels that the teacher has sympathy and affection for him, there will be little co-operation in learning on his part.

Next to teachers, but not less important in any way, are his mates, with whom he spends lot of time at school. One of the strong emotional urges of school child is to be accepted, wanted and recognized by his mates. He wants to feel that other mates consider him as one of their group & are glad to see him. He gains much satisfaction from a feeling that others need him, that he can be of service to them, and that he contributes
to the happiness of others. Bernard mentions that, pupils in the school want to be 'somebody'. Every one has the need for being enough like the group to fit into it harmoniously and, at the same time, to be different enough to merit distinction.\(^3\)

Whether a student is accepted and recognized by his fellows or not, can be of tremendous importance to the students. Such acceptance and recognition is perhaps closely tied with self-esteem, self-image, and the happiness of pupils. As according to Jersild:

"There are few things an adolescent prizes more than to be accepted by the peers, or few misfortunes are more poignant than to be rejected by those whose friendship they desire. The companionship of friendly persons is very pleasant in itself and to be accepted by them brings, in addition, a gratifying assurance of one's own worth.\(^3\)

The need for achievement is also manifested by every pupil, for he gets satisfaction out of his own accomplishment. For example, most of the school children work hard and desire to be highly successful in schoolwork. They may be doing well in the class in a subject,


but this does not cause them to cease working in it. This desire for mastery and urge to excel are manifestations of the need for achievement or accomplishment. School children gain a feeling of accomplishment not only through the academic skills but also through the Arts, through dramatic play and many other activities. Crow and Crow, therefore, point out:

"Recreational and Social activities are as much a part of the needs of developing adolescent as are the more serious aspects of school education. The student deserves from his school environment ample opportunities for participation in interesting and worth-while games, clubs and service activities."

Success and mastery along some line of endeavour are essential to the emotional well being and satisfaction of every-one. The feeling of accomplishment, the feeling of adequacy, the inner strength that comes with accomplishment, and the self-confidence that is attained through achievement in school tasks are vital, basic and potent forces in the mental health of the pupils.

In short, it may be said that the high school student is usually striving for teacher-acceptance and security, social-acceptance and recognition, knowledge and achievement etc. He attains school-adjustment partly to the extent to which his needs are gratified in the school.

Demands of school life

At school, a child is exposed to new conditions, to special requirements of school, new ways of control and discipline which are quite unlike those to which he is accustomed at home or elsewhere. The pupil must adjust to these various conditions and requirements of the school. Adjustment would also depend upon how and to what extent a pupil meets with these demands of the school situation.

The school environment exhibits two major cultures, the official culture of the school and the peer culture of the student body. Both these cultures impose requirements on the student. Many of the requirements of the official culture are formalized into rules and regulations about course selection, class attendance, rules of discipline and ideals and standards of behaviour and the like. It is required and expected
from pupils to accept these rules and adapt themselves to the leadership of teachers. In school life, academic success is highly valued. The school's stress on success in school-work impose academic demands. The pupils are expected to maintain a reasonable degree of academic efficiency. They are also expected to accept a reasonable amount of routine which is found in school-programmes and participate effectively in its activities.

Requirements are also imposed by the peer culture, although less obviously, for they are seldom specified. Some of these, for example may be that he should behave according to expected maturity level, should be neat and clean, wear appropriate clothes, and should be well mannered co-operative and helpful. To be an intelligent citizen of the school world, he must understand and be familiar with the activities of the student council or union, his responsibilities, duties and rights and acceptable ways of behaviour. He should be able and willing to take his fair share of responsibility. In a sentence, he is required to learn a role as a member of the group and control unhealthy behaviour.
The analysis of school adjustment leads to the conclusion that it is full of variety of forces in terms of pupil-needs and environmental demands which together operate to influence the adjustment of an individual at school. The process of school-adjustment, thus consists of the efforts on the part of pupils to meet their needs at school and demands of the school life simultaneously. The pupil who fails to do this or who creates disparity between these two aspects is certainly not in harmony with the school-life. For example, a pupil, who never completes school-work, or who rebels against regulations will create conflict with the school authorities rather than smoothening the relationship. Similarly, a pupil, who does school-work unwillingly under certain pressures, or one who submits weekly to school regulations with great suffering may be considered as meeting the demands of school life, but is not in harmony with his own demands, for this involves him in an internal conflict. To achieve perfect harmony he should neither arouse the conflict within himself nor with school-environment. When this harmony is achieved, there will be no disparity between pupil-needs and school-demands. They will be just two sides of the same coin.
CRITERIA FOR EVALUATING SCHOOL-ADJUSTMENT

The foregoing discussion indicates that the adequacy of school adjustment consists in meeting both the internal and external pressures at school, i.e. the individual needs in the school and the requirements imposed by the school satisfactorily. To consider its adequacy either in terms of meeting successfully individual needs or in terms of meeting satisfactorily the various requirements of school environment would be one sided. Its criteria should include both the factors. Satisfactory school-adjustment may, therefore, be considered as a condition of meeting the school's demands and requirements along with fulfilling one's needs as a pupil harmoniously in school situation. School mal-adjustment, at the other end may be described as a condition of failing to do so.

This implies that the well adjusted pupil is one whose needs and satisfactions are integrated with a sense of acceptance of school requirements or one who maintains maximum possible harmony between the demands of the self and those of the school. Hence, as a prelude to evaluation of a pupil's school-adjustment a question should be raised as to how successful the student has
been in fulfilling his needs and school requirements together in a harmonious way?

Many specific criteria of school adjustment may be hypothesized in the light of the above discussions. For the purpose of present study, however, two criteria are formulated which reflect the success in handling both - one's needs and school requirements.

1. Pupil-satisfaction.- A pupil's satisfaction and happiness with school experiences is an important clue which reflects the success with which he handles both internal needs and external pressures at school. The resultant effect of adequate adjustment on the successful handling of both the pressures i.e. self-needs as well as school-demands is, of course, satisfaction and happiness with the school for pupil.

When he is successful in achieving or gratifying his needs at school, he is likely to be in good emotional and mental health and subsequently, satisfied with the school experiences. Similarly, when he is successful in meeting adequately the demands of the school life, or when balance between success and failure in meeting his school demands is in favour of success, he will experience less stress and strain in
the school situation and will consequently develop feelings of satisfaction.

Thus, more a student is successful in handling his internal pressures or needs and the external pressures or school requirements, and in achieving harmony between the two, the more he would feel satisfied and happy with the school. On the other hand, when a pupil is unable to satisfy his needs or the requirements of his environment at school or anticipates being unable to do so, he feels unhappy and dissatisfied with the school. In short, the better adjusted the pupil at school, the happier and satisfied he will be in the school situation.

2. School-satisfaction.—If the satisfaction of the individual were the only criterion, a delinquent, who is probably satisfied in the atmosphere, he chooses for himself, would have best adjustment. From the point of view of the delinquent, proficiency and facility in crime are requisites for his satisfaction for his individual needs. Hence, behaviour that is individually satisfying and appropriate for the individual but dissatisfying for others, and is not accepted by school culture is a deviation from the school culture, and is
mal-adjustment itself.

The criteria of school adjustment, along with one's satisfaction and happiness, is, therefore, how far a pupil has satisfied the school by meeting the requirements of the official and peer culture at school, or in other words, how far he is liked by his teachers and fellow pupils. A well-adjusted individual, who successfully handles both his needs and demands at the school, will naturally satisfy his teachers and others around him in the school by getting along nicely with them and by leading a useful life at school.

According to the criteria of school-adjustment as formulated above, the wholesomeness of any pattern of school-adjustment may be determined by the consideration of how much of satisfaction it gives to the student concerned and to those with whom he interacts in the school environment. The relative degree of pupil's satisfaction with the school and school's satisfaction with the pupil should be a good indication of the degree or level of adjustment to school situation. Thus, the following information with regards to a pupil will indicate the extent to which he is adjusted in the school:

1. The extent to which he has achieved satisfaction from school.
2. The extent to which he has satisfied others at school.

For evaluating purpose, the level of school-adjustment may therefore, be judged from the degree and extent of satisfaction and happiness that a pupil has achieved and has imparted to the school. This would provide a degree of successful handling of one's needs at school and demands of school-life.

Accordingly, a pupil manifests higher level of school-adjustment only when he meets both - his needs and school-demands perfectly well with the result that he is highly satisfied and at the same time, keeps others also quite satisfied with him at school.

Conversely, a pupil manifests lowest level of school-adjustment when he neither meets his needs nor school-demands with the result that he remains highly dissatisfied and keeps others also dissatisfied with him. These are the two extreme levels of school-adjustment. School-adjustment may be thought of as a continuum between these two levels.

The pupils at these two extreme levels are, however, rarely found. There must be deviations from these extremes in varying degrees. The real problems of evaluation is to know these differences and the
normal school-adjustment of pupils. This requires some kind of measurement. Such measurement would indicate degrees of differences in adjustment and take a meaning only when we compare it with definite norms. This is precisely the object of developing an inventory. The inventory approach of assessment is studied in the next chapter.

SUMMARY

A review of the representative writings dealing with the concept of adjustment discloses that while there are differences in expression and terminology, there is agreement about general nature of adjustment. Adjustment is usually described as a process of maintaining harmonious relationship between the individual and his environment. Specifically this consists in meeting with both - the internal and external pressures or the individual needs and the environmental demands satisfactorily.

The process is goal directed behaviour instituted by a need. The process continues when this goal directed behaviour meets, in a complex environmental setting, thwarting circumstances which serve to heighten tensions producing varied responses in the
organism. One or a combination of these varied responses, eventually leads to a solution response which enables the organism to attain a transitory goal that results in the reduction of that particular tension. Thus the process by which one overcomes obstacles to satisfy these needs is termed the adjustment process.

There are various modes of adjustment which usually coexist and complement each other during the process of adjustment. The way an individual interacts and behaves while satisfying his needs determines the adequacy of his adjustment. When the interrelated motives of a person are satisfied with consideration for others, a state of good adjustment may be said to exist. A well adjusted person, therefore, does not only satisfy himself but also satisfies others around him.

School-adjustment means harmonious relationship of a pupil with school environment. Peer-acceptance or companionship, recognition, favourable attention and sympathy of the teacher, accomplishment in the school work and activities are some of the important requirements of pupils at school. The school imposes certain demands on the student in terms of rules, and regulations, ideals and standards of behaviour, academic efficiency and participation in its programmes. School
adjustment indicates how well the pupil has been able to make peace with himself and with school environment by meeting both his needs and school requirements harmoniously.

By successful handling of the needs and demands of the school he will be naturally satisfying himself as well as his teachers and others around him in the school. Accordingly, in so far as the pupil can satisfy himself and his school environment, he should be considered as well-adjusted. The degree of satisfaction of the student about the school and that of school about the student are fair criteria for measuring the degree of school adjustment.