CHAPTER III

THEORETICAL CHAPTER

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INTRODUCTION

Man is a unique product of evolution. In contrast to other forms of animal life one of the unique attributes of man is his self awareness and capacity to understand himself. Social existence has produced physical dangers such as war, there are important psychological problems uniquely associated with living in society. There are also questions of attainment of basic satisfaction from competence in interpersonal relations and through some degree of inner harmony. Thus, as Lazarus has said "man has accordingly become increasingly interested in psychological adjustment and nature of personality".¹

When man has accordingly become increasingly interested in adjustment a separate discipline called by various names as "psychology of adjustment", "Mental Hygiene", "personality adjustment" is developing. Such a discipline although an infant discipline is growing in its breadth and depth. The goals of such a discipline can be explained by quoting Bernard:

The goals of mental hygiene have been expressed as "the attainment of a fuller, happier, more harmonious and more effective emissence". This is not the same as saying that to be mentally healthy one must live a full, happy life which entails no conflict or failure. The mentally

healthy person will, however, engage in the heterostatic processes of getting closer to a full, happy and harmonious existence.\(^1\)

Such a discipline takes into account both the personality of the individual and his adjustment. Psychology of adjustment being an infant discipline has very many dilemmas. As Smith has said "one of the great dilemmas in the psychology of personality is why the development of a person should somehow go wrong and adjustive failure occur".\(^2\) One major reason may be that the stress producing experiences of life interfere or disrupt the learning of appropriate adjustment mechanisms.

The discussion so far can be summarized as follow:

1. Man has recently began to understand more about himself,

2. Such an attempt has lead to the development of a new discipline 'psychology of adjustment', and

3. Such a discipline studies humanes both from the point of view of their personality and adjustment.

While, it is the fashion of the day to apply the science of psychology in various aspects of human life, both individual and social educationists must also apply this knowledge to their field so as to attain a better achievement of

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their aims and objectives. The concept of school has changed and today schools are not considered as merely information mangers shops but as places where conditions are evolved so as to develop balanced personalities with good adjustment, less conflicts and frustrations and to face the realities of life confidently. When educationists try to understand their pupils they must look at them from two points. One is the aspects of the pupils personality and other one is his conditions physical, social and emotional, his level of adjustment and the conflicting situations an individual is facing. In the light of this discussion it is worthwhile here to consider the meaning of adjustment, meaning of personality, the definitions of adjustment and personality, the different factors influencing adjustment.

As an educationist any one must recognise the role of schools in adjustment of its students. All these aspects are dealt one by one. First the aspects of adjustment will be dealt with and latter the aspects about personality will be dealt. Much literature in the forms of books, articles in journals, journals have came about these aspects. But an attempt is made to discuss a few aspects of these two concepts of adjustment and personality so as to yield a basis for understanding of pupils in the school.
MEANING OF ADJUSTMENT

In every day life, frequent use is made of the word "adjustment" eventhough many are unaware of the different meanings this word may have. For example to some adjustment cannotes happiness and freedom from personal problems. To others it means an unhappy conformity to group demands and expectations. Psychologists, too, think and write about adjustment in different ways and donot always agree on which way is more meaningful. Before considering the definitions of adjustment the concept of adjustment must be understood.

a) Concept of adjustment:

The concept of adjustment was originally a biological one and was a corner stone in Darwin's theory of evolution (1859). In Biology the term usually employed was adaptation. Darwin maintained that only those organisms most fitted to adopt to the hazards of the physical world survive. Biologists have continued to be concerned with the problem of physical adaptatations and many human illness are to be based on the process of adaptation to the stress of life.

Richard S. Lazarus writes:

The Biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what may be called "psychological survival" than
physical survival. As in the case of the biological concept of adaptation, human behaviour is interpreted as adjustments to demands or pressures. These demands are primary social or interpersonal and they influence the psychological structure and functioning of the person.¹

b) Definitions of Adjustment:

Different authors have defined adjustment in their own ways. Some of them are given in the following paragraphs:

Symonds: "Adjustment can be defined as a satisfactory relationship of an organism to its environment".² According to him environment consists of all surrounding influences or forces which may influence the organism in its efforts towards maintenance. Thus, it is a process through which an organism moulds itself in response to conditions it faces.

Traxler: "The most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of life".³

McKinney: "Adjustment is in essence the building of attitudes or the changing of the environment so as to meet the thwarted or unsatisfied motives".⁴

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Shaffer: "Adjustment is the relationship which becomes established among biological heritage or organism, the environment and personality". ¹

Skinner: "Adjustment involves the organization of personality. This organization leads to the stability that is an active adjustment of individual to his social and physical environment". ²

Smith: "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to the minimum the frustrations, the tensions, and anxieties which a person must endure. It provides an evenness of satisfaction of the whole person, rather than the satisfaction of the one intense drive at the expense of others". ³

Munn: "Adjustment is accommodating or fitting oneself to circumstances, as when we say that a student is adjusted to or gets along well, with the group in which he finds himself". ⁴

Arkoff: "Adjustment can be defined as a person's interaction with his environment. Interaction means mutual bearing or influence. Environment refers to everything external to the person with which he is in some relation". ¹

Samuel Ashcroft: "Adjustment is a continuous process of maintaining harmony among the attributes of the individual and the environmental conditions which surround him. It involves the fulfilment of potential for a personally and socially satisfactory life". ²

Dewey and Humber: "If a person's experiences have so shaped his personality that he is well prepared to play roles which are expected of the status assigned to him within a given environment. If his basic needs are met by playing such roles then he is well adjusted. On the other hand, if experience has not prepared him to play the roles of his assigned status or if the environment is such that he is denied the normal status for which his experience prepared him and his fundamental needs are not met and then he is maladjusted". ³

Klein: "Mental health or adjustment is seen as a condition where there is a fairly harmonious and consistent pattern of motivation with a minimum of friction between noble and ignoble impulses, between momentary desires and long range purposes and between personal ideals and the facts of accomplishment". ¹

From the series of definitions quoted above the following observations can be made about the concept of adjustment:

1. The above definitions are complementary to each other rather than contradictory,

2. Adjustment is defined in two ways,

   (i) Adjustment by some is considered as a process,

   (ii) Adjustment by some is considered as a level which a person has attained (a product), and

3. Adjustment is both individual and social. The individual aspect tells how an individual is free from internal conflicts and tensions or inconsistencies and how he is skillful to adapt to new situations. The social aspect reveals how an individual has established a satisfactory relationship between himself and his environment, between his needs and desires and those of other people.

c) **Process of Adjustment:**

It is said above that adjustment can be considered as a process. The process of adjustment if analysed consists of the following components:

1. **A Motivating Condition:** A need or motive in the form of a strong persistent stimulus.
   
   For example: a bodily need, a wish, an anticipatory goal.

2. **An environment or mental condition that thwarts or conflicts with the motive resulting into a state of tension.**
   
   For example: absence of food, fear physical defect.

3. **Trial and error behaviour.**
   
   For example: the individual reacts positively or negatively to a number of stimuli; reaches, withdraws, shows over aggressive behaviour.

4. a) **The discovery of stimuli which bring out a response that satisfies the motivating condition**
   
   For example: eating, removal of feared object, success.

   b) **Emotional maladjustment due to: failure to find stimuli, to satisfy motivating situations**
   
   For example: continued hunger, continued fear, persistent worry over physical condition.

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Satisfaction of motivating condition by responses that conflict with other motivating conditions.
For example: eating too rapidly and becoming ill, removing object which is feared but also cherished, over aggressive behaviour which results in unpopularity.

5. Readjustment to emotional disequilibrium through understanding of the problem (as analysed in this outline) in order to learn new responses or to find a new environment.
For example: to learn how or where to obtain food, to become accustomed to the feared object or to move away from it to find success in a field that does not require physical perfection, or to have the defect remedied.

FACTORS INFLUENCING ADJUSTMENT*

The process of adjustment then involves certain steps through which an individual must move. While an individual is moving through such steps for the establishment of a cardinal relationship with the world around him various factors affect the process.

Life consists of a series of such sequences in which needs are aroused and then satisfied by which maintenance of equilibrium level is achieved. All human beings tend to vary in their activities in response to conditions in their environment.

* Since there are numerous factors influencing adjustment, only some factors are discussed very briefly
Even in the same environment each individual differs at least in degree in his activities to conditions in their environment. This depends on the conditions of an individual, what sort of a person he is. Even when severe barrier situations arise some individuals repeat their trial and error behaviour and finally succeed in their attempt. Some others may withdraw from their attempt and can unoppose the barrier situation and suffer from conflicts, frustrations and die out. Thus the attainment of such a level of adjustment which can be called good adjustment depends on the nature of the individual. What sort of a person he is or in other words what type of personality he has.

Apart from the individual as such there may be other factors which influence his adjustment. They are the factors which are in the environment. Since, environment implies everything external to the individual it may be the environment of the home, school, society and the people with whom he works. A good adjustment of the individual therefore implies a balanced relationship between himself and with the members of his family, his school mates, the social group in which he lives.

Thus, the processes of individuals adjustment vary from situation to situation. Based on this certain areas of adjustment can be recognized. For example, a child born in a family up to certain age lives only in home and latter after attaining certain age goes to school. Even before going to
school he is adjusting to his parents, his friends and also people around his home (society) (neighbours). After leaving school he may join for a job and he must make adjustment to his vocation and his colleagues. While he is in a vocation he may set up his own family by marrying which implies that he must be adjusted to his marital status. Thus based on this there are areas of adjustment. Each area implies certain factors which influence the adjustment of the individual for that area. Some major areas of adjustment with the factors influencing them are discussed in the following lines.

a) Factors influencing home Adjustment:

Perhaps the one social institution which influences an individual more is his home. The adjustment which is established by the individual in his home is called home adjustment. The main factors which influence an adolescents home adjustment are briefly discussed below:

(1) Parent-child relationships:

Relationship between a parent and child play a vital role in an individuals mental health. A well balanced personality which is an individuals ideal can be achieved only through a good life in home. One of the basic important emotional needs is the need for securing. Such emotional security can be given only by parents. Since different parents adopt different
methods for providing the basic emotional needs. Variety of parent child relationships exist. One of the earliest, scholarly, authoritarian work on parent child relationships was reported as early as 1939 by Symonds. Symonds emphasize two main factors that operate in parent child relations. They are:

1) Acceptance Rejection, and
2) Dominance submission.

The parents will have a relationship with a child ranging from complete acceptance to a complete rejection through a average. Same is the case with dominance submission. Many parents will be having inconsistency in parent children relationships. This according to Symonds is the result of a third factor operating i.e., "ambivalence". Thus there are three conditions or extreme behaviours which give rise to 9 combinations. They are:

1. Dominance - Acceptance,
2. Dominance - Rejection,
3. Dominance - Ambivalence
4. Submissive - Acceptance,
5. Submissive - Rejection,
6. Submissive - Ambivalence,
7. Inconsistent - Acceptance,
8. Inconsistent - Rejection,

2. p.m. symonds; op.cit. p.22.
As Symonds has said such classification refers to both the behavioural and feeling aspects of parents.

There are three major factors that influence parent-child relationships and ultimately the home adjustment of children. They are:

1. Over protection of the child,
2. Rejection of the child, and
3. Domination over the child

1. Behaviour indicating over acceptance on the part of a parent according to Symonds are:

- parent indulges child cannot refuse interests,
- cares for child's physical needs to an unusual degree,
- sleeps in same bed with the child,
- spends all possible time with the child,
- gives money, toys, special privileges,
- does not want child to leave for recreation,
- spends time with child, playing with or amusing child,
- excuses child - defends him,
- is proud of child - praise him,
- sees few faults if any in the child, etc.

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2. Behaviour indicating Rejection the past of a parent:

- parent sees mostly short comings,
- uses severe punishments,
- deserts and abducts child,
- puts child in institution, reform, boarding school, convent,
- does not provide financial support,
- criticizes child,
- deliberately frightens child,
- looks child away,
- threatens to report child to authority,
- parents does not pay attention to the child,
- does not spend time with child,
- neglects child, movements unsupervised,
- compares child unfavourably, etc.,

3. Behaviour indicating dominant hostility and aggressiveness:

- parent pushes child,
- threatens punishment,
- nags child,

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- spanks, whips child,
- is hard on child - holds him to standard which are not suited,
- criticizes child,
- deliberately frightens child,
- uses severe punishments,
- turns child over to an authority,
- plans for child,
- cares for child's needs to an unusual degree.¹

Many studies have been done on the relationship between attitudes of parents and behaviours of children.

It seems generally agreed that over protected children manifest emotional immaturity, shyness and withdrawal from difficult situation. Having developed no confidence in their own abilities, they are likely to lean on adults or stronger playmates for advice and control. An over indulged child frequently becomes the tyrant of the family. He is likely to feel secure, protected and comfortable. He soon learns to give an outer conformance to parental desires at the same time getting his own way by being loving, cute, wheedling, disappointed, hurt or amusing as the occasion demands.²

¹ P.M. Symonds, Op. Cit., p. 27.
Children from homes with submissive parents are rated by the teachers as being disobedient, irresponsible, disorderly, lazy, selfish, stubborn, sulky, aggressive, self confident, talkative, independent and antagonistic.¹

The rejected child may react in many ways. Studies have shown that the worst type of parent child relationships are those concerned with rejection. Rejection of the children by their parents either passive by or actively result in the disintegration of the adolescent personality. The child who has been actually resulted by his parents is passive towards authority, docile, outwardly, decorous since by only such behaviour can be escape their nagging and punishment, but he is also hostile, withdrawn, fearful, frustrated insecure, stubborn and passively resistant.²

Adolescent from an authoritarian home becomes submissive and is afraid to take responsibility. He is not only anxious and shy, but he also feels helplessly unable to solve his problems without adult intervention. He will obey the parental dictates, even when they are against peer standards. There will be a tendency to feel guilt, anxious and shame which come in the way of a good adjustment.

(2) **Broken Homes:**

A home is said to be broken when a parent is absent by either by desertion, death or divorce. Boys and girls from the Broken homes have appreciably more problems than from normal homes. They are under more tensions and their adjustments are poorer. They rate lower on the personality scales than the boys and girls from the complete homes and they have more social and emotional problems.

(3) **Sibling Relationships**

The term 'Siblings' refers to brothers and sisters. The Sibling relationship is an intimate one. Much research has been done to determine the effect of sibling relationships on adjustment. In a family with more than a child the elder while over protected the younger will be in many cases spoiled due to the elders imaginary authority over him resulting in poor adjustment. In some other cases since the status of a teenager depends on age, the younger one will be denied a chance for various activities with elders and as such it may lead to maladjustment. Home adjustment is also affected by the size of the family and the age of the parents.

(4) **Economic Factors:**

The role of socio-economic status in an individuals adjustment is an undeniable fact. The socio-economic status of
parents influence the parental attitude and ultimately the home adjustment of children.

A number of studies show that, lower class parents give their children greater physical and social freedom than the children from the middle class family enjoy. The middle class children, are expected to assume responsibility early, to conform to group matters and are more closely supervised than those of the lower class. Upper class parents provide a democratic environment in the home so that adolescents can feel secure and they will be better adjusted.

So, far various factors influencing the home adjustment of an adolescent were studied.

(b) Factors influencing School Adjustment:

The type and degree of adjustment an adolescent makes in a home influences his later adjustment in schools.

C. U. Good defines school adjustment as 'the act or process of fitting the school environment to the needs of the pupil.'

It is known that the present educational theory and practice or far from the needs of the pupils. As Bernard has said "some school practices, widespread if not prevalent, constitute hazards to the mental health of students". A set of curriculum interferes with the need to be independent and to develop one's own purposes. The set curriculum interferes with the pupils fulfilling the need to manipulate and satisfy his curiosity. It attempts to force children into the same mold regardless of their unique backgrounds, proclivities, and experiences.

Uniform grading interferes with the need to be recognized for what one is rather than for what other think one should be. It tends to destroy feelings of personal worth among those who cannot fill the academic requirements for passing or graduation.

The practice of failing students tends to bring forth feelings of shame, inferiority and insecurity. It tends to prevent the child from engaging in social intercourse with his physical peers. Failures frequently result in behaviour manifestation of truancy, destruction, seclusiveness, bullying, and shiftlessness.

Home work, instead of bringing a child upto standard, tends to widen individual differences. Neither physical nor

mental exercise must be allowed to assume undue proportions of the child's life.

Some schools follow authoritarianism in dealing with students with worst effects on pupils' individuality.¹

Thus even in school area there are threats to the pupil adjustment which results in extreme in mental disorders. Since, the function of schools is not merely pouring knowledge on pupils all concerned with the cause of right education must try to remove these hazards of mental health of pupils. The role of school in pupils' adjustment will be dealt with latter.

c) Factors Influencing Vocational Adjustment:

While an adolescent enters a vocation he must make adaptations with his colleagues and with his vocation. Vocational adjustment as defined by Good is "the degree to which a person is suited by personality, interests and training to his occupation" or 'the degree to which the individual's vocational or vocational aspirations permit him to achieve basic life satisfactions such as those in the economic, social, emotional and familiar areas".²

Various factors which influence vocational adjustment are:

1. Previous experience,
2. Work related to capacities,
3. Vocational security,
4. Opportunities for Advancement,
5. Glamour and prestige,
6. Nature of work,
7. Degree of career orientation,
8. Reasons for vocational choices,
9. Favourable working conditions, and
10. Attitudes of significant people.

d) **Factors influencing Social Adjustment:**

Good defines social adjustment as the processes whereby the individual attempts to maintain or further security, comfort, status, or creative inclinations in the face of the everchanging conditions and pressures of his social environment, or the state or condition attained through such efforts.¹

Such an adjustment is influenced by various factors such as,

1. The early home experiences,
2. Attitude of the member towards his group,

¹ Ibid.
3. His popularity in the group.

4. Physical appearance and personal habits.

This concludes the discussion of the factors influencing major areas of adjustment. However the basis for all these is the individual and an individual's personality has more effects on his adjustment. Thus the meaning and definitions of personality are worthy of consideration.

MEANING OF PERSONALITY

a) Concept of Personality:

The history of the word personality reflects the problems encountered by any thoughtful attempt to define its meaning. First used among the ancients for the dramatic mask, it soon became the name for the individual role. It was when the church fathers wanted to suggest the nature of God who expressed himself in three roles that the metaphysical meaning of the term came into being. The word personality and person have invariably referred to that quality of selfhood which was capable of self conscious rationality and ideals... when the psychologist - philosopher William James suggested that a man's empirical self could be considered "the sum total of all that he can call his, not only his body and his psychic powers, but his clothes and his house..." he was opening the way to the
psychological description of personality.¹

b) **Definitions of Personality:**

There is no agreement whatsoever as to the definition of personality either within academic halls or psychological clinics. Various authors define the term in so many ways and each of them of course are influenced by the methodological presuppositions each one has. But it would not be possible here to enter into a detailed discussion of all these connotations. However, some of the more important definitions may be considered briefly for a better understanding of the meaning.

Morton Prince defines personality as "the sum total of all the biological innate dispositions, impulses, tendencies, appetites, and instincts of the individual and the acquired dispositions and tendencies acquired by experience".² This conception of personality as a mere sum total of all the dispositions and tendencies which are acquired is criticized by latter workers.

H.C. Warren and L. Carmichael emphasize the integrative aspect when they write:³

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Personality is the entire mental organization of a human being at any stage of his development. It embraces every phase of human character, intellect, temperament, skill, morality and every attitude that has been built up in the course of one's life.

The social type of definition, stresses the cultural setting of personal development. Thus L.Marcuse writes:

"Personality is the convergence of all essential cultural tendencies in one mind. The more culture one has, the harder it is to be a single personality". However it is impossible in a culture for all people to be similar and to act similarly.

The above definitions conceive of personality as a product of learning. R.S. Woodworth was led to deny personality any substantive intent and give it a purely adverbial meaning, thus, personality refers not to any particular sort of activity such as talking, remembering, thinking or loving but an individual can reveal his personality in the way he does any of these things.

According to Munn personality is "the overall pattern, or integration, of his structures, modes of behaviour, interests, attitudes, intellectual abilities, aptitudes and many other

distinguishable characteristics. Thus the term personality refers to the whole individual.\(^1\)

A personalitic definition which synthesizes the hierarchial, integrative, adjustive and social contributions, while stressing uniqueness, is that of G.W. Allport.

**Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.\(^2\)**

The above definitions show how each psychologist differs from other in giving a definition.

The discussion above can be summarised as:

(i) personality is a dynamic and moving force. It is never fixed or rigid whatever the personality is it changes from day to day.

(ii) Personality is of a structure nature. Whatever the dimensions it may be, it consists of some thing.

(iii) personality is a behaving and reacting thing: it does not remain dominant and

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(iv) personality consists of more than what we see on the surface. Whether this is called the unconscious or the persona or the image, the evidence would indicate that not all of what man possesses as a personality is apparent on the surface of his physiognomy or actions.

As Bernard has said:

The foregoing framework is highly acceptable because of the preference shown for a dynamic, moving, evolving concept of personality and the fact that it can be forward looking.¹

ADJUSTMENT AND PERSONALITY

People differ greatly in their tolerance of frustrations and conflicts, and in the types of adjustment mechanisms that they habitually employ. Such differences according to Shaffer and Shoben are variations in personality. They define personality of an individual as "his persistent tendencies to make certain qualities and kinds of adjustment".² According to them a more complete understanding of the origins of individual differences in adjustive behaviour may be obtained by distinguishing between precipitating factors and predisposing factors. By precipitating factors it is meant the immediate situation that a person faces in his adjustive process. The

predisposing causes of a person's behaviour lie further back in his history. This is an individual's personality how he varies in his adjustment mechanisms.

ROLE OF SCHOOL IN PUPILS ADJUSTMENT

The school shares with the home the responsibility of helping a young person achieve those behaviour characteristics that can ensure for him the making of satisfactory adjustments to the demands on him of the various areas of his present and future life activities. The degree of success he earns as a secondary school student depends on factors such as:

- the appropriateness of the curriculum in the light of his learning needs,
- the choice of major fields of study,
- his relationships with his teachers and fellow students,
- his participation in the social life of the school,
- the amount and kind of guidance he receives and
- parental ambitions for him.

Hence, those who are responsible for the education of young people must have a sense of these various factors influencing their school adjustment and see that they are not in the way of an adolescents attitudes towards school. However as Crow and Crow have said.
"It must be remembered by those who are responsible for the education of young people that, although school life is extremely important, teen-agers are living a homelife and a life with other groups in their community. Not only should they be guided toward effective school living, but care should be exercised that all phases of their living receive just and rightful consideration. This interrelationship of the various phases of adolescent life is sometimes forgotten by school people, with the result that students, unaided, may be unable to synthesize their differing interests. The pull of one or another interest then interferes with the development of a well-balanced personality.\(^1\)

In the light of the above discussion the following suggestions can be given for educationists to improve the lot of students who are influenced by them.

1. The admission of a student to a particular school should be based on his choices and not based on the opinions of others,

2. "A curriculum should be as broad as life itself. In a democracy education should affect the physical, mental, emotional, ethical and social development of every individual, no matter what his physical or mental capacity may be".\(^2\) so the educators must provide as many variety of subjects as


\(^{2}\) \textit{Ibid.}, p.418.
possible which fit the needs, aspirations, likes, dislikes of each pupil.

3. An individual student in high school or college does not have sufficient background for the making of wise selection of courses to be selected. So an individual must be guided in his chances for success in any study area and therefore will set his educational goals in that direction.

4. Each pupil is expected to be friendly with his classmates, have better relationships with his teachers. However such characteristics of an individual depend upon each individual's personality. Hence, teachers should help not only the shy young person but also the one who by his aggressiveness antagonizes other young people. A word of warning to teachers is however necessary. They must never pick up one student and give particular attention to him. Since to gain the reputation of being "teacher's pet" is the surest way of earning the disapproval of the majority of students, whatever a teacher does for a young person must be done tactfully and individually. Adolescents should be allowed and encouraged to join the school clubs and various school activities.

5. The relationship between a teacher of either sex and a student of either sex should always be friendly but dignified. Usually a student does not fear the teacher for
what the teacher actually does, but rather for what he fears the teacher may do. A student must therefore be encouraged by his parents and teachers to learn to work with, think with, and get along with every teacher he may have.

6. Each individual brings to his high school certain definite abilities, which are the result of his inheritance and of his training up to that time. Hence, a careful analysis of the abilities of every boy and girl should be made to the end that each one is given something to do in school that will allow him a reasonable degree of success.

7. The adolescent brings with him to the secondary school certain habit patterns that were acquired during his earlier home and school experiences. Such habit patterns may be still too immature to direct their actions in the light of their own and others' welfare. One of the important functions of a teacher is to motivate his students to develop an an attitude of personal responsibility for their behaviour in the school, home and community.

Misbehaviour must be recognized and corrected. School people need to keep in mind that their purpose in administering disciplinary procedures is not so much to punish a single non-conforming act as it is to help a young person to develop the habit of self-discipline.
As Crow and Crow have said "A school in which the democratic ideal is put into practice gives every student an opportunity to recognize his role in school affairs. He is thereby learning to control his own wants and interests so that he does not interfere with the rights of other people. Such training can do much to help an adolescent achieve a self-disciplined personality pattern".¹

¹. Ibid., p. 436.