**CLASSROOM ASSESSMENT**

**Getting the Most from Traditional Assessment Approaches**

***Planning for Testing***

Both instruction and are most effective when they arc well organized and planned. When you have a gin plan, you are in a better position to judge the tests provided in teachers' manuals and text\* and to write tests yourself.

When to Test? Frank Dempster 11991) examined the research on reviews and task and reached these useful conclusions for teachers:

Frequent-testing encourages the retention till information and appears to be movie feticide than a comparable amount of time spent reviewing and studying the material. Tests are especially effective in promoting learning if you give students a test on the material soon alter they learn it then retest on the material late. The retesting should be spaced tarter and farther apart.

The use of cumulative questions/in tests is a key to effective learning. Cumulative questions also students to apply information learned in previous units to solve a new problem.

Unfortunately, the curriculum in many schools is so full that there is little time for frequent tests and reviews. that students will learn more if we "teach them less," that is, if the curriculum includes lower topics, but explores those topics in greater depth and allows more time for review, practice, testing, and feed back (Dempster. 199».

Judging Textbook Tests. Most elementary and secondary school texts today CORK complete with supplemental materials such as teaching manuals, handout musters, and ready-made tests. Using these tests can save time, but is this good teaching practice? The answer depends on your objectives for your students, the way you taught the material, and the quality of the tests provided (Airasian, ). If the textbook test matches your testing plan and the instruction you actually provided for your ,to dents, then it may be the right lest to use. Table 15.1 gives key points to consider in evaluating textbook test\*.

What (there ate no tests available for the material you want to closer or the tests provided in your teachers" manuals are not appropriate for your students? Then it's lime for you or create your own tests. We will consider the two major kinds of traditional tests— objective and essay.

**Objective Testing**

Multiple-choice questions, matching exercises, true/false statements, and short answer 01 till in items are all types of objective testing. The word "objective" in relation to testing means' not open to many interpretations,"01 "not subjective."! of these types of items is relatively straightforward] compared to the scoring of essay questions because the answers are mine clear cut than essay answers.

The guiding principle for deciding which item formal Is best is to use the one that gives you the most direct measure of the learning outcome you intents for your students (Greenland, 2003). In other words, if you want to see how well students can write a letter, have them write a letter, don't ask multiple-choice questions about letters. But if many different item formats will work equally well, then use multiple-choice questions because they are easier to score fairly and can cover many topics. Switch to other formats if wilting good multiple-choice items for the material not possible or appropriate. For example, it related concepts such as terms and definitions need to be linked, then a matching item is a better format than multiple-choice. If it is- difficult to come up with several wrong answers for a multiple choice item, try a true/false question instead. Allei natively, ask the student to supply a short answer completes a statement (fill in the blank). Variety in objective testing can lower students’ anxiety because the entire grade does not depend on one type of question that a particular student may find difficult. Here we look closely at the multiple-choice format because it is the most versatile—and the most dill cult to use well.

Using Multiple- Choice Tests. People often assume that multiple choice items are appropriate only for asking tactual questions. Bat multiple-choice items can test higher level objectives as well, although writing higher level items is difficult- A multiple-choice item can assess more than retail and recognition if it requires the student to deal with new material by applying or concept or principle being tested (Greenland, 2003; Popham, 2002). For example, the following multiple- choice item is designed to assess students' ability to recognize unstated assumptions, one of the skills involved in analyzing an idea:

An educational psychology professor states, "A z score of 11 on a test is equivalent to a percentile rank of approximately 84." Which of the following assumptions is the professor making?

The scores on the test range from ti to 100.

The Hlamlard deviation of the test scores is equal to .1.4. The distribution of .scores on the is normal, (correct answer) The is valid and reliable.

Writing Multiple-Choice Questions. All test items require skillful construction, but good multiple-choice items are a real challenge. Some students jokingly refer to multiple choice tests as "multiple-guess" test\*—a sign that these tests are often poorly designed. Your goal in writing test items is to design them so that they measure student achievement, not lest taking and guessing skills.

The stem of a multiple-choice item is the part that asks the question or pusses the problem. The choices that follow are called alternatives. The wrong answers are called distracters hiatus their purpose is to distract students who have only a partial un-derstanding of the material. If there were no good distracters, students with only a vague understanding would haw no difficulty in finding the light answer.

The Guidelines, adapted from Gronlund (2003), Popham (2002), and Smith, Smith. & Dt Lisi (2001) should make writing multiple choice? And other objective test questions easier.

**Essay Testing**

The best way to measure some learning objectives is to require students to create an on own. An essay question is appropriate in lilies cases. The most of essay testing is judging the quality of the answers, writing good, clear questions is not particularly easy, either. We will look at writing, administering, and grading essay tests, with most of the specific suggestions Gronlund (2003), we will also consider factors that can bias the scoring of essay questions and ways you can lies problems. Constructing Essay Tests, because answering takes lime, true essay tests cover less material than objective tests. Thus, for efficiency, essay tests should be limited to the assessment of more complex learning outcomes.

An essay question should give students a clear and task and should indicate die elements, to be covered in the answer. (Are the questions above clear -rise?) The students should know how extensive their answer should he and about how much time they should spend on each question. Question 2 above gives a page limit, but would you know what is being asked?

Students should be given ample time for answering. If more than one essay is being completed in (he same class period\* you may want: to suggest time limits for each. Remember, however, that time pressure increases anxiety and may prevent accurate assessment of some students. Whatever your approach, do not try to make up for the limited amount of material an essay test can by including a large number of essay questions, It would be better to plan on more frequent testing than to in more than two or three essay questions in a single class period. Combining an essay question with a number of objective items is one way to avoid the problem of limited sampling of course material (Gronlund, 2003).

Evaluating Essays: Dangers. In 1912. Starch and Elliot began a classic series that shocked educators into critical consideration of subjectively in testing, 'These researchers wanted to find out the extent to which teachers were influenced by personal values, standards, and expectations in scoring essay tests. For their initial study, I hey sent copies of English examination papers written by two high school students to English teachers in 200 high schools. Each teacher was asked to score the papers according to or her school's standards. A percentage scale was to be used, with? b% as a passing grade,

The results? Neatness, spelling, punctuation, and communicative effectiveness were all valued to diligent degrees by different teachers. The scores on one of the papers ranged from 64% to 98%, with a mean of HK.2. The average score for the other paper was 80.2, with a range between 50% and 97%. The following year, March and (1913a, 1913b) published similar findings in a study involving history and geometry papers. The most important result of these studies was the discovery that the problem of subjectivity m grading was not confined to any particular subject area. The main were (his individual standards of the grader and lire unreliability of scoring procedures.

Evaluating Essays: Methods. Gronlund (2003) offers several strategies for grading essays that avoid problems of subjectivity and inaccuracy. When possible, a good first Step is to construe! a model answer. Even when students are en some choice in testing, teacher’s cm decide what type of information should be in a model answer. Here is an example from TenUrink 12003. p. 26).

Question: Defend o/refute lie following statement: Civil wars are necessary t«> the ns ill of a developing country. Cite reasons for your argument, for example from history to help substantiate your claim.

Model tmtwtr. All answers, regardless of position taken, should UK hide (I) a clear statement of the position, '2) at least live reasons. (3) at least tour example from history that clearly substantiate the discussions given.

Once you have a model answer, you can assign point\* to various pails. You might also give points for the organization of the answer and the internal consistency. You can then assign grades such as 1 to 5, B. C. L>, and sort the papers into piles by grade. As a final

step, skim the papers in pile to see they are coin in quality. These techniques will help ensure fairness accuracy in grading.

When grading essay tests with several questions, it makes sense to grade OU responses to one question before moving on to the next. This helps prevent the quality of a student's answer to one question from influencing your reaction the student i oilier answers. Alter you finish reading and scoring (lie first question, shuffle the papers so that no students end up having all their questions graded first, last, or in the middle.

You may achieve greater objectivity you ask students to put (licit names on in back of lie paper, so that grading is anonymous. A final check on your faints M -i grader is to have another teacher who is equally familiar with your goals and subject matter grade your tests without knowing what grades you ha\*v assigned.'! his can give you valuable insights into areas of bias in your girding practices.

Now that we had examined objective and essay testing, we can compare examples of the different approaches. Table 15.2 presents a summary of the advantages and disadvantages of each

No kind of item is perfect. A mil of kinds may be the best approach.

**Authentic Classroom Assessment**

Authentic assessments ask students to apply skills and abilities as they would in real tiff. For example. They might use fractions or reduce recipes. Grant Wiggins made this argument over a decade ago:

If tests determine what teacher\* actually teach aim what .indents will study for and they do- then the road to reform a straight but steep one: test those capabilities and habits we think essential, and (est (hem in context Make, replicate, within reason, the challenge-, at the head of each academic discipline. Let them be authentic. Wiggins goes on lo say that if our instructional goals for students include the abilities 10 write, speak, listen, create, think critically, do research, solve problems, or apply knowledge, then our tests should ask students to write, speak, listen, create, think, research, solve, mid apply. How can this happen?

Many educators suggest we look to and sports for analogies to solve this problem. If we think of the "lest" as being the recital, exhibition, game, mock court trial, or other performance, then teaching to the test is just line AH lies, artists, and musicians gladly "teach" to these "tests' because performing well on these tests is the whole point of instruction. Authentic assessment asks students, HI perform. The performances may be thinking performances, physical performance-\*, creative parlor malice’s, or other forms, It may seem odd to talk of thinking as a performance, but they an- many Ids. Serious thinking is risky, became real-life problems lire run well defined Often the outcomes of our thinking are public— others evaluate our ideas, lake a dance audio Ironing for a Hroamvav show, we must cope with the consequences, of being evaluated, lake a sculptor looking at a lump of\* clay, a student lacing a difficult problem must experiment, observe, redo, imagine and solutions, apply both basic skills and inventive technique\*, make interpretations, decide how to communicate results to die intended audited, and often accept criticism and improve the solution (i- isiier, IW9; Hciman, 1997). Tabic I.V5 on page 356 lists some characteristics of authentic tests.

***Performance in Context: Portfolios and Exhibitions***

The concern with authentic assessment has led to the development of social approaches based on the goal of Instead of circling answers nonfactual nonexistent situation. Students are reined to solve real problems. Facts are used where they apply for example; the student uses grammar to write a persuasive to a software company requiring donations for the class computer center. The following example of a test of performance is taken from the Connecticut Gore Learning:

Many local supermarkets claim to have the lowest prices, Bui what docs this really means? it mean that item in their sting is prized lower, or just some of them? 1 low can you re-ally tell which will save process portfolios or "best work" portfolios. The distinction is similar to the difference between formative and summative evaluation. Process portfolios document show progress. Best works portfolios showcase final accomplishments (lohnson & Johnson. 20021. Table IM shows some examples for both individuals and groups.

**Exhibition!**. An exhibition is a performance rest that has two additional features. First, itis public, in students preparing exhibitions must take the audience info account; communication and understanding are essential. Second, an exhibition often requires main hours of piepaialion, because it is the culminating experience of a whole program of study. Thomas Guskcy anil lane Bailey 120011 suggest that exhibits help students understand the qualities of good

work and qualities m than own productions and performances. Students also benefit when they select examples of their work to exhibit and their reasons for the selections. Being able to judge quality can encourage student motivation by .wiring clear goals.

Diversity and Equity in Performance Assessment. Equity is an issue in all as and no less so with performances and portfolios. With a public performance, there could be bias effects based on a student's appearance and speech or the student's access to audio, video, or graphic resources. Performance assessments have the same potential as other tests lo discriminate unfairly against students who are tint wealth\* or who are culturally different (McDonald). And the extensive group work, peer editing, and out-of-class line devoted to portfolios means that some students may have access to more extensive- networks of support and outright. Many students in your classes will have families with sophisticated com graphics and desktop publishing capabilities. Others may have little support home these differences can be sources of bias and inequity.

**Effects of Grades and Grading on Students**

W**hen** we think of grades we **often** think of competition. Highly competitive classes may he particularly hard anxious students who lack self-confidence and students prepared**.** So, although high competitions do tend to be gem rally related to guess academic learning it is clear that a balance must be struck between high standards and a reasonable chance to succeed.

**Effects o f Failure**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| It sound | as | though low | grades | and failure | should | avoided | In school. |
| situation | s not | (hat simple. | After | reviewing many | yam | of on the | effects of |

Failure from. For example, one .study required subjects to complete three sets of problems. On the Ant set, the experimenter\* arranged for subjects to experience either 0%, S0%,or 100% .success. On the second set, it was arranged for .subjects tail completely On the third el of problems the experimental merely recorded how well the subjects formed. Those who had succeeded only 50% of the lime before the failure experience performed the best. Il appeals that a history of complete failure or **100%** sue may *yc* bad preparation for learning to cope with failure—must all leant. Some level of failure may be helpful for most students, especially if teachers help the student see connect urns between hard work and improvement. Efforts to protect students from failure and guarantee success may be counterproductive. Cliltoid (1990) gives this advice to leaches:

It is time for educators lo easy success with challenge. We must encourage students lo reach beyond their intellectual grasp and allow them the privilege of learning from mistakes. There he a tolerance for making in every classroom, and gradual success lather than continual *success* must become the yardstick by which learning *ts* judged.

The more able your students the more challenging and important it will be to help them lean to.

So far, we have been talking about the effects of lulling a lest perhaps a course. Hut what about the elect of failing an that is, of being/'held hack"!' Al- 20% of seniors has repealed at one grade since kindergarten, usually tin the earlier grades (Kelly, 1999). Some researcher, believe that being held backiniures students self esteem and increases I he chances that they will dropout of school iGris-sorn & Smith, 1989? Ituderick, 1994). In their view, students generally do better academically when promoted, I -or example, in a longitudinal study of 29 retained and low-achieving but promoted students, Shane immersion 1999) found that the retained students had educational and employment outcomes than the pro mooted .students years later. The retained students dropped out more children, had lower paying jobs, and received lwei competence rulings from employers. In addition, the low-achieving hull promoted students were comparable lo a control group in all employment outcomes at age 20.

Other researchers have loud some advantage, for more emotionally immature children of average or above average ability who are retained in 3id grade (Kelly, 1999; Pierson& Cornell. 1992). but the advantage may not last. In one study that followed many students' lot several) cars, children who could have been retained, but who were promoted, did about as well as similar children who were held back, and sometimes better iKeynolds. 1992). No matter what, students who are having I ruble should get help, whether they are promoted or retained covering the same material again m die same way won't solve the students' academic or social problems. As Oakes i 1999) has said, "No sensible person advocates social promotion as il is currently framed—simply passing incompetent students on to the next grade" (p. 81, The .best approach may be to promote the students along with their peers, but lo give special remediation during the summei or the next year (Manlzieupoulos & Morrison, 199.'.; Shepard & Smith, 1989). An even heller approach would be to prevent the problems before they occur by providing extra resources such as tutoring, as happens in Rattling Recovery program or Slavin's Smu-njoi AlU McCoy & Reynolds 1999).

***Effects o f Feedback***

The results of several studies (feedback fill well with the notion of "successful" or constructive failure. These studies have concluded that more helpful to tell Students why they are wrong so they can learn more appropriate strategies (Bangcit-Drowns, Kulik, Kulik. & Morgan. 1991). Students often need help figuring out why their answers reel-Without feedback, they are likely to make the same mistakes again. Yet this type of feedback is rarely given. In one study, only about 8% of the teachers noticed a consistent type of error in a student’s arithmetic computation and the student (Bloom & Bourdon, 1980)

What are the identifying characteristics of effective feedback? With older students I late elementary through high school), written comments are most helpful when they are personalized and when they provide constructive criticism. This means the teacher

.should makes specific comments on errors or faulty Strategies, but balance this criticism with suggestions about how lo improve, as well as comments on the positive aspects work (Buller ft: Nisan, I9H6; (iuskev & Bailey, 20011. Working With 6th grade teachers, Elawar and Corno (1985) found that feedback was dramatically improved when the teachers used these lour questions as a guide: "What is the key et rot? What is the probable reason the student made this error? How can I guide the student to avoid the error in the future? What did the student do well that could be noted?" (p. 166). Here are some examples of leathers' written comments that proved helpful (Elawar & Corno, \w\ P. 164):

Comments like these should help student’s correct errors and recognize good work, progress, and increasing skill.

**Grades and Motivation**

"If you find yourself relying on counting assessment\* toward grades « a primary means of motivating student lo work in the class it is time to do a thorough reevaluation of what is happening in your classroom , , , there are more serious problem\* than those involving assessment" (Smith, Smith, 8c De I isi, 2001, p. 27). Assessment should motivate students to learn not just to work for a grade. there really a difference between working for a grade and working In learn? I he answers depend in part on how a grade is determined. As a teacher, you can use guides lo the kind of learning you intend students to achieve in your course. If you test only at I simple but detailed level of knowledge, you may force students to choose between complex learning and a good grade. Bui when a grade reflects meaningful learning, working for a grade and working to learn become the same thing. Finally, while high grades may have some value as rewards or incentives for meaningful in learning, Low grades generally do not encourage greater efforts. Students receiving low grades are more likely to withdraw, blame others, decide that the "dumb" or feel responsible for the low grade but helpless lo make improvement\* Rather than give a tailing grade, you might consider the work .incomplete and give students support in revising or improving. Maintain high standards and give student\* a chance to reach (hem (Guskey, 1994; Guskey & Bailey, 2001).

Another effect on motivation occurs in high schools in the race for valedictorian. Sometimes student\* and parents find clever ways to move ahead of the competition— but the Mralegie have little to do with learning. As Tom fane Railey note, when a win by a 1/1,000 of decimal point, how meaningful is the behind the difference? Some high schools now name multiple vale—a many as meet the highest standards of the school—because they believe that the educators.

**PSYCHOLOGY O F ADJUSTMENT**

**Meaning and Definitions**

The dictionary meaning of the word 'adjustment' is, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two thing\*, we adapt or modify one or both of them to cui respond to each other In some situations, one of the factors may not be changeable and so die one which is. has to be modified in some way to suit the other the extension of a ladder by u suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it beyond our capacity to change the season\* according to our clothes Modem technology has, of course, made it possible In adjust the temperature inside dwelling houses and workplaces lo harmonize with our needs.

There has been a continuous between die needs of the individual and the external forces since time immemorial. According to Darwin's (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not died out. Therefore, the adaptation or changing of or one's surroundings according to the demands of the external environment became the basic need for our survival It is as true today with all of us as it was with the Darwin's primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others cither vanish, lead miserable lives or prove a nuisance to society. However, the concept of adjustment is not so simple us adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature as can be seen from the following definitions;

***James Drcver (1952):***

Adjustment means the modification u> compensate for of inert special conditions *Webster.* Adjustment is the establishment of a satisfactory relationship a representing harmony, conformance, adaptation or the like.

***Carter V Good* (/959):**

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or The change in the environment.

*Warren (1934):*

Adjustment relates ***10*** any operation an organism ***01*** organ becomes mote favorably related lo (he environment m lo the entire outrun. environmental and internal

*Shaffer (1961):*

Adjustment the process by which a living organism maintains a balance between its need) and the circumstances that influence the satisfaction of these need.

*Gates ami Jtrxild (1948):*

Adjustment is a continual process in which a poison vanes his behavior lo produce u harmonious relationship between himself and his environment.

*Vunhalier {1970):*

***We*** think of adjustment as psychological survival in much the same way as the biologist DIM theadaptation lo describe physiological survival.

*Crow and Crow (1956):*

An individual wholesome or to the extent that he has established relationship between himself and the conditions, situation\* and persons who compose his physical and social environment

Let us try to analyze these definitions for understanding the meaning and nature of the term adjustment.In the first definition. James Drever takes adjustment to he the ways and means to help the individual to meet the demands of changed conditions by adopting or modifying his previous ways of doing or facing things. The other three definitions also agree with this opinion that one is required to change one's mode of behavior to suit the changed situations that a satisfactory and harmonious relationship can be maintained keeping in view the individual and his needs on the one hand, and the environment and its influence on the individual, on the other In doing so as Good's definition .slates, the individual can either change himself according to the needs of the environment or change In-environment Id suit his own needs.

Shaffer's definition underlines one's needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent that one's needs are grin lied or are in the process of being gratified. The individual tries to bring about changes in his circumstances in order to overcome the difficulties in the fulfillment of his needs. Sometimes, he reduces his needs and **ms** a result he may feel satisfied within the limits of his environment. He thus tries to maintain a balance between lies needs and his capacity of realizing these needs and as long as this balance ix maintained, he remains adjusted. As soon as this balance is disturbed, he drifts towards maladjustment.Gates and as also Crow and Crow define adjustment as (he maintenance of u harmonious relationship between man and his environment. An individual needs to change or modify himself in some way or the other to fit into of accommodate himself with his environment. As the concisions in the environment are changing all the lime, adjustment is also a continuous process 1^ instance, if a girl from the city mamas into a rural family and has to live in a village, she would have to change her behavior, her habits and her attitude in order lo accommodate herself (o die changed environment.Vonhaller's definition takes the clue from Darwin's theory of evolution. Darwin maintained that only those organisms most fitted to adapt to changing circumstances survive. Therefore, the individuals who are able 10 adjust themselves to changed situations in their environment can live a harmonious and happy late. Adjust memo as a psychological term may thus be said to be another name Air the term 'adaptation' used in the biological world. Adjustment, m all its meanings implies a satisfactory adaptation to the demands of day-to-day life. From the foregoing discussion it may be concluded that adjustment is a process that helps a person lo lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his way of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment.

In addition to his own basic needs, an individual is also subject to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural traditions of society, he will not be adjusted to his environment. Adjustment does not cater only to one's own demands but also to the demands of society. It may, therefore, be slated that in its comprehensive connotation, *adjustment is a condition or state in which the individual's behavior conforms to the* *demands of the culture or society it? Which he belongs and he feels that his own needs have been, or will he fulfilled.*

Adjustment involves the gratification of a person's needs as governed by the demands of various environmental situations. This is not, however, a one-way process: on individual maintains the balance between himself and his surroundings either by modifying his own behavior or by modifying the environment. In this context, as Ark off (1908) states:

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment

**Adjustment as Achievement or Process**

Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because tie has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success In his examination or the fulfillment of his ambition or pride in his achievement is nothing but die result of his adjustment to his self and his environment. Thus, adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is as such, related to his adequacy and regarded us .in achievement that is accomplished badly or well (I.azanis, 1976). Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference lo the quality of such adjustment or its outcome in terms of success or failure. It only shows how individuals or a group or groups of people cope under changing circumstances and what factors influence this adjustment. Let us now consider some salient features of adjustment as an interaction between a person and his environment. *Continuous process.* The process of adjustment continuous it starts at one's birth and goes on withoutstop till one's death. A person a well as his environment arc constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all lime. It is s that is constantly achieved and received by us.

*Two- way procexn.* Adjustment is a two way process and involves not only the process of fitting oneselfinto available circumstances but also the process of changing the circumstances to fit one's needs. Emphasizing this two-way nature of the adjustment process. Robert W. White (1956) writes-The concept if adjustment implies a constant interaction between die person and his environment, each making demands on the other Sometimes adjustment is accomplished when the poison yields and accepts conditions which are beyond his to change. Sometimes « » achieved when the environment yields to the person's constrictive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

**Areas of Adjustment**

Adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environ mental factors. Adjustment, although seeming to he a universal characteristic or quality may have different aspects and dimensions

Through the numerous efforts at measuring adjustment through inventories and other techniques, these aspects have been identified and various tests have been constructed to assess their dimensions. For example Bell (1958) has taken five areas or dimensions in his adjustment inventory namely, home, health, social emotional and occupational.

Arkoff (1968) in his book: *Adjustment and Menial Health* lies enumerated the family, school or college, vocation and marriage as the important areas of adjustment.

Recently, Joshi (1964) and Pandey in their research study covering school and college students, have given I I areas or dimensions of an individual's adjustment:

Health and physical development. Finance, living conditions and employment. Social and recreational activities. Courtship, sex and marriage. Social psychological ideations. Personal psychological relations. Moral and religious. Home and family. Inutile—vocational and educational.

10. Adjustment lo school and college work.

11 Curriculum and leaching.

In this way. Adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a pan. Personal and environmental factors work side by side in bringing about this harmony.

**Measurement of Adjustment**

Measurement as an instrument of inquiry is now frequently used in behavioral sciences. At a general level of classification in behavioral science, the following five different types of means using techniques are used:

Testing techniques; Projective techniques: Inventory techniques. Sociometric techniques; mid Scaling techniques.

In the area of measurement of adjustment inventory techniques are the most popular because they have any advantages compared to other techniques. Testing techniques can only be used to assess the characteristics of individuals at the conscious and projective techniques only at the unconscious level. The adjustment behavior, the adaptation to changed circumstances involves both conscious as well as unconscious behavior. Sociometric techniques are used in the measurement of social relationships. They can provide clues to the level of social adjustment. Social adjustment is only one pail of an individual's total adjustment. The other aspects of his adjustment like physical, mental, emotional, social and occupational are not explored by the sociometric techniques and they cannot, therefore, be used for the accurate assessment of an individual's total adjustment.

In scaling techniques opinions are collected from some other person or persons about the adjustment pattern of a particular individual known to the respondents. Adjustment us a wide phenomenon carries so many things with it that one cannot judge the adjustment pattern of another individual from his overt behavior and the inner private world or reactions of an individual cannot be

10. Teacher adjustment inventory developed by S.K. Mungal.

**Characteristics of a Well-adjusted Person**

A well-adjusted person is supposed to possess the following characteristics:*Awareness of his own strengths and limitations.* A well adjusted person knows his own strengths andweaknesses. He tries to make capital out of his assets in some areas by accepting his limitations in others.

*Respecting himself and others.* The dislike for one-self is a typical symptom of maladjustment An adjustedindividual has respect for himself as well as for others.

*An adequate level of aspiration.* His level of aspiration is neither ton low nor too high in terms of his ownstrengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

*Satisfaction of basic needs.* His basic organic, emotional and social needs are fully satisfied or in theprocess of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.

*Absence of a critical or fault-finding attitude.* He appreciates the goodness in objects, persons or activitiesHe does not try to look fur weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities, and wins their affection.

*Flexibility in behavior.* He is not rigid in his attitude or way of life. He can easily accommodate or adapthimself to changed circumstances by making necessary changes in his behavior

*The capacity to deal with adverse circumstances.* He is not easily overwhelmed by adverse circumstances andhas the will and the courage to resist and fight odds. He has an inherent drive to master his environment, rather than to passively accept it. *A realistic perception of the world.* He holds a realistic vision and is not given to flights of fancy. Healways plans, thinks and acts pragmatically.

*A feeling of erne with ht\ surroundings.* A well-adjusted individual feels

Satisfied with his surroundings. He fits in well ***in*** his home, family, neighborhood and other social surroundings. If a student, he likes his school, school- mates, teachers, and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.

10. *A balanced phiknophy of life.* A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances This philosophy is centered around the demands of hi\* society, culture, and his own self so that ***he*** does not clash with his environment or with himself.

**Theories or Models of Adjustment**

Why do some people adjust to their environment and others do not? What arc the factors that make an individual adjusted or maladjusted? There are several theories and models describing the pattern of adjustment for answering such questions. Let us discuss some of the important models.

*The moral mitdel* This represents***the***oldest view-point about adjustment or maladjustment. Accordingto this view, adjustment or maladjustment should be judged in terms of morality norms of expected behavior. Those ***who*** follow the norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners). Evil supernatural forces like demons, devils, etc. were blamed for making one indulge in behavior against ***the*** norms (committing sins) while the religious gods, goddess and other saintly great souls were responsible for making one a happy, healthy, prosperous and pious person (adjusted in the modern sense). However, as the medical and biological sciences advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced by the medico-mological model

*The medico-biological model* this model holds genetic, physiological and biochemical factors responsiblefor a person being adjusted or maladjusted to his self and his environment. Maladjustment, according to this model, m the result of disease in the ***tissues*** of the body, especially the brain. Such disease can be the result of heredity or damage acquired during the course of a person's life—by injury, infection, or hormonal disruption arising from ***stress,*** among other things. In the opinion of *l* azoic - (1976). the correction of adjustive failures or disorders requires correction of the tissue defect through physical therapies such as drugs, surgery and the like.

I his model is still extant and enjoys credibility for rooting out ***the*** causes of *adjustivc* failure in terms of genetic influences, biochemical defect hypotheses, and disease in the tissues of (he body. However, it ix not correct to assign physiological or organic causes to all maladapted and malfunctioning behavior, especially when there is no evidence of physiological malfunction Such a situation certainly

(a) *Freud's views.* Freud's system of psychology arid psychoanalysis has been discussed in Chapter 5 of (his text. We will, therefore, confine the present discussion to only those factors which are relevant lo success or failure in adjustment

(i) The human psyche ***01*** mind consists of three layers, the conscious, the sub-conscious and unconscious. The unconscious holds the key to our behavior. It decides the individual's adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desires, feelings, drives and motives many of which arc related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control, (it) According lo Freud, man is a pleasure seeking animal by nature. He wants to seek pleasure and avoids pain or anything which is not in keeping with his pleasure loving nature The social restrictions imposed by the mores of society and his own moral standards dictated by his superego come in conflict with the undesignated and unbridled desires of his basic pleasure seeking nature. These pleasure\* are mostly sexual in nature. One remains adjusted lo the extent that these are satisfied. An individual drifts towards malfunctioning of behavior and maladjustment in case such satisfaction is threatened or denied. Freud postulated the imaginary concepts of 'id', 'ego' and 'superego' for the adjustive and non-adjustive behavior patterns and formulated the following conclusion:

A person's behavior remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. In case the ego is not enough lo exercise proper casual over one's id and superego, malfunction of behavior would result. Two different situations could then arise:

If the superego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses and appetites of the id. Such a situation may give birth to neurotic tendencies in the individual.

If the id dominates, then the individual pursues his unbridled pleasure seeking impulses, without care for the social and moral norms. In such a situation the individual may be seen to be engaged in unlawful or immoral activities resulting in maladaptive, problem or delinquent behavior.

(iii) Freud also uses the concept of libido, i e., a flow of energy related to sex gratification. He equates it with a flowing river and maintains that:

• If its flow is outward causing sex gratification and pleasurable sensation from outside objects, the individual remains quite normal and adjusted to his self and the environment.

1. **The sociogenic or cultural model** According to this model, the society in general andculture in particular affects one's ways of behaving to such an extent that behavior tikes the shape of adaptive or non-adaptive behavior turning one into an adjusted or maladjusted personality. The society and culture lo which one belongs does not only influence or shape one's behavior also sets a standard for its adherents to behave in *the* way it desires. Individuals behaving in *the* manner that society desires are labeled as normal and adjusted individuals while deviation from social norms and violation of role expectancy is regarded as the sign of maladjustment and abnormality. Although, society or culture plays a significant role in shaping and influencing human behavior, yet it should not be regarded as *the* only factor in the adjustment process Moreover, the societies or cultures may themselves, radio than the be maladaptive and sometimes even destructive to the individual's adjustment like Nazi Germany. It is not proper, therefore, to depend solely on the cultural model for the labeling of one's behavior as adjusted or maladaptive.
2. *The sociopsychnhigicat or behavioristic model* the sociopsychological or behaviorist model in generalemphasizes that Behavior is not inherited. Competencies requited for successful living are largely acquired or learned through social experience by the individual himself.

The environmental influences provided by the culture and social institutions arc important but ii is the interaction of one's psychological self with one's physical as well as social environment which plays the decisive role in determining adjustive success or failure.

Behavior, whether normal or abnormal is learned by obeying the same set of learning principles or laws. Generally, every type of behavior is learned or required as an after-effect of its consequences. The behavior once occurred, if reinforced, may be learned by the individual ***as*** normal As a result, one may learn to consider responses which ore labeled normal, as abnormal.

Not only ***is*** normal and abnormal behavior learned, the labeling of behavior as normal or abnormal ***is*** also learned. Whether or not an individual is considered abnormal or maladjusted for a particular type of behavior depends upon the observer of the behavior and also upon the social context of the behavior

(c) Maladaptive behavior may be treated by applying the principle of behavior modification, unlearning, reconditioning and correcting environmental situations responsible for its occurrence.

**Conclusion about the Modtdn**

All the models described above are true to certain extent (except the primitive moral model) for providing explanation for one's adjustive success ***01*** failure But none of them is complete or adequate in itself for providing satisfactory explanation Although medical or biological provides ***a*** sufficient basis for understanding mental illness or maladaptive behavior resulting through organic causes, physical damage to the brain and genetic factors, yet it cannot be applied to the disorders due to psychological causes and societal factors. Adjustment must always be considered as a continuing product of one's interaction with the biological and social determinants lying in one's biological and genetic make-up and environ mental set- up. It is, therefore, innate as well as learned. For its analysis the analyst has to probe into not only how an individual is interacting with his environment at present hut also in the past and how he has resolved his conflicts und crises ***in*** the past. It is. therefore, feasible to take a synthetic view of the above models for explaining and understanding one's success or failure in adjustment. All the factors, biological as well as social, the past as well as the present expenences, innate as well an learned patterns of behavior, societal influence on the individual and vice-versa should be taken into consideration for understanding adjustment or maladjustment of the individual with his 'self or environment

**Methods of Adjustment**

In order to lead a healthy, happy and satisfying life one has TO learn the various ways of adjustment, i.e. coping with one's environment as effectively as possible. Also he has to safeguard his self against turning into a maladjusted and abnormal personality. How can it be done? What are the different ways of coping with one's environment? How does one handle and face the conflicts, anxieties, pressures and stresses of one's life? To seek answers to these questions the deception of possible modes, ways and methods used by the individual in his adjustment process is necessary.

The methods used for keeping and restoring harmony between the individual and his environment can be grouped into two categories, direct methods and indirect methods.

1. *Direct methods.* Direct methods are those methods which are employed by the individual intentionally at the conscious level. They ore rational and logical and help in getting permanent solution of die problem faced by the individual in a particular situation. These methods include the following-

*Increasing trials or improving efforts.* When one finds it difficult to solve a problem or faces obstacles inthe path. 10 cope will) his environment he can attempt with a new zeal by increasing his efforts and improving his behavioral process

*Adopting compromising means.* For maintaining harmony between his self and the environment one mayadopt the following compromising postures:

(i) He may altogether change his direction of efforts by changing the original goals, i.e. an aspirant for **AS** may direct his energies to become a probation officer in a nationalized bank, (h) He may seek partial substitution of goal like selection for the

Provincial civil service in place of the I.A.S. (iii) He may satisfy himself by an apparent substitute for the real thing, e.g.. in the case of a child, buy your car in place of a real car and in the case of a young boy desirous of getting named by a doll in his arms.

*Withdrawal and submissiveness.* One may learn to cope with one's environment by just accepting defeatand surrendering oneself the powerful forces of environment and circumstances.

*Making proper choices and decisions.* A person adapts himself to and seeks harmony with, his environmentby making use of his intelligence for the propel choices and wise decisions particularly when faced with conflicting situations and stressful moments.

*2. Indirect method of achieving adjustment* indirect methods arc those methods by which a person tries loseek temporary adjustment to protect him for the time being against a psychological danger. These are purely psychic or mental devices—ways of perceiving situations as he wants lo see them and imagining that things would happen according to his wishes. That is why these are culled defense or mental mechanisms employed in the process of one's adjustment lo one's self and the environment. A few important mental mechanisms ore:

*Repression.* Repression is a mechanism in which painful experiences, conflicts and unfulfilled desiresore pushed down into our unconscious. In this way one unconsciously Iris lo forget the things that might make him anxious or uncomfortable (tries lo get temporary relief from the tension or anxiety by believing that the tension producing situation does not exist. *Regression:* Regression means going backward or returning lo the past In this process, an individualtends to regress to his early childhood or infantile responses in to save himself from mental conflicts and tensions. A man failing in his love affair resorts to regression when he exhibits his love for dolls. Similarly an elder child may regress and start behaving like an infant when a new sibling is born and he feels neglected

*Compensation.* This is a mechanism by which an individual tries to balance or cover up his deficiencyin one field by exhibiting his strength in another field. For example, an gill who becomes a bookworm to secure a position in the class is making use of such mechanism in order lo alb act attention which she is unable to do who her looks.

*RuHonulixiiion* This is a defense mechanism in which a on justifies his otherwise unjustified behaviorby giving socially acceptable reasons for it und thus attempts to defend himself by inventing plausible excuses to explain his conduct. A child makes use of rationalization when he tries to extend lame excuses for his failure, lie may blame the teacher ***01*** his poor health and thus try to disguise his own weakness deficiency.

*Projection.* Through projection one tries lo sec or attribute one's own inferior impulses und tails inother persons or objects An awkward person sees and criticizes awkwardness in others. Similarly, a student who has been caught in the examination for cheating may satisfy himself by saying that uplifts had also cheated. A person with tang unsatisfied sexual impulses may denounce others for their sexual aims or may try to think in terms of sex for every thing in the world around him. In this way one tries to overlook or defend one's shortcomings and inadequacies by emphasizing that others are worse than he is.