CHAPTER - 1

Introduction
Adolescence (Latin adolescentia, from adolescere, to grow up) is the period of psychological and social transition between childhood and adulthood. The ages of adolescence vary by culture. The WHO defines adolescence as the period of life between 10 and 19 years of age. In contrast in the United States, adolescence is generally considered to begin somewhere between ages 12 and 14 years, and end at 19 or 20 years. As destined from the varied interpretations of WHO is considered an “adolescent”, the wored teenager is more easily defined; it describes a person who is thirteen to nineteen years of age.

Adolescence is a period of great stress and strain. An adolescence is full of various ideas and nations and wants to give expression to the same at times. He wants that his personality should be recognized and his points of view must be listened to sympathetically. If this is done and his reasonable demands are fulfilled many of his emotional up-heavals will be cooled down and he will proceed towards obtaining good mental health.

According to Erikson (1959) the period from 13 to 18 years is crucial for at this stage the adolescents re-examine their identity and the roles they have to occupy. Two aspects of identity have been considered to be important, viz : sexual identity and occupational identity.

Adolescents account for about 1/5th of India’s population and half of them are girls (The Hindu, 2001). Adolescence is a crucial phase of human development during which several biological and psycho-social changes take place.

Biologically, adolescence is defined as the span of life between the onset of puberty and completion of bone growth. Flaherty (1969) has
stated that basically adolescence is a period between puberty and maturity marked by the appearance of secondary sexual characteristics. In most of the biological definitions of adolescence, stress is laid on puberty.

Psychologists evaluate adolescence as a period in which a person is striving for emotional maturity. The adolescent is a victim of psychological strain, caused by feeling of personal inadequacy, social pressures and demands. The adolescent has a weak ego with fragile, vulnerable ideas, high expectations and is in constant search of identity (Erikson – 1956). The person reorganizes his personality which has already been established in childhood.

Sociologically, adolescence is the transition period from dependency to independence. Konopka (1973) argued that adolescence is not merely a preparatory stage, for adulthood nor the adolescents are just pre-adults, but they are persons with specific qualities and characteristics who have a participatory and responsible role to play, task to perform and skills to develop at a particular time of life. She further states that adolescence is the age of commitment and also a transition into interdependence. The conflict between dependency and independency is only an expression of interdependence.

Psychology of adolescence covers various facts of development such as physical, intellectual, emotional, psychological religious and moral. Therefore one of the most crucial periods in the lifespan of an individual is adolescence. This is the period of physical and psychological maturation when an adolescent is expected to establish one’s own identity and to prepare for adulthood by developing skills necessary for socially acceptable behaviour (Kopp 1989). It is also a
period of heightened emotionality when they feel the emotions in a strong and more persistent manner. (Arati, c. et. al, 2004)

Adolescence is a period of great stress and strain. It has been called as terrible teens. During this stage the individual has to face many behavioural problems with one’s self, family and society besides being exposed to new social, interactive on skills other than those required in earlier childhood interaction. This stage is very sensitive and due to several problems one gets influenced by even slight variations in adjustment. (Mythilli, B. et. al. 2004).

Adolescents have a special significant as the last stage before adulthood. It appears both to parents and teachers the last opportunity to educate children for their adult responsibilities. During this stage of development, child undergoes a number of physical as well as mental changes which among other things give rise to a number of problems related to emotional, social and other aspects of behaviour.

Adolescence is a phase to explore and experiment. Psychologically, adolescence is the age when the individual become integrated in to society of adults. This integration into the adult society has many told effect.

Hall concluded that adolescence re-presents a period of “stress and strom” in life of individual.

The aim of the present research is to see the relationship between emotional intelligence and mental health among adolescents.

**Adolescents and Mental Health:**

Although the overall physical health of adolescents has improved ever the past several decades, this trend is not evident for mental health
Adolescence is critical developmental period for mental health. Symptoms of lifelong mental illness typically develop before age of 25 years (WHO, 1998). Adolescence is also a peak period for the experience of sexual abuse and assault, which is widespread in youth across nations and has severe consequences for subsequent mental health (WHO, 2000b). The high rates of risk behaviour just discussed are also interrelated with adolescents' mental health: these behaviours reflect deficits in their environments, deficits in coping and other life skills, or in some cases serious mental health problems. It follows that adolescence may be the most important period to intervene and invest in establishing healthy patterns.

High rates of adolescent mental health problems appear to occur across the developed and developing world, although reliable statistics on mental health are not available in all regions (Brown et al., 2002). Depression which often begins in adolescence, is expected to be the second leading cause of disease burden by 2020 (WHO, 1999c). Despite the prosperity in the West, increases in the prevalence of some mental health problems among adolescents, such as depression, suicide, and eating disorders, were seen during the last half of the 20th century (Arnett, 2002; Diekstra, Kienhorst & de Wilde, 1995).

In many parts of the world, warfare, community, violence, family displacement and extreme poverty create trauma and hardship that lead to long lasting mental health disabilities, and interfere with a healthy transition to adulthood (UNICEF, 2000, WHO, 1999c).

In sum the current picture of adolescent health is a mixture of good and bad news. Many threats to adolescents, physical health persist, but in
general, adolescents around the world are physically healthier than they were 50 years ago (a trend that is true for other age groups as well WHO, 1998). A particular concern, however, is that many adolescents are developing behaviours with long term negative consequences for their health. Increasingly, health compromising behaviour and poor mental health are becoming the greatest obstacles to adolescents, well being. Thus it is important to discuss how this picture is likely to change in the future.

EMOTIONAL INTELLIGENCE

Our present day life is full of emotions of both positive as well as negative valence. To put it in the words of Thompson (1988) “Emotions are integral components of human existence.” Most peoples report that their everyday subjective experience consist of akaleidoscope of positive and negative feelings. Intuitively we realize that emotions are literally the subjective spices of life with out tears of joy or sorrow, the laughter of amusement or sadism. The pounding heart of love or hate, life would be a barren experience”.

Emotional exchanges are at the root of all social interactions which make the societies dynamic. Most of the people perceive or experience emotions as a unique feeling (subjective mental state) coupled with certain physiological reactions (Physical State).

Investigators like Goleman, Salovey and Mayer indeed vigorously searched for the emotional component of intelligence in the 1980s and 1990s. Finally in 1995, Daniel Goleman was credited for bringing to light the close relation between emotion and intelligence. He used the term
“Emotional Intelligence” to mean a group of characteristics pertaining to the emotional aspect of a person’s life. He has argued that emotional intelligence can be divided into five important parts. These are knowing our own emotions, managing our emotions, motivating ourselves, recognizing the emotions of others and handling relationships.

Emotional intelligence has it roots in the concept of “social intelligence” first coined by Thorndike (1920). Emotional intelligence on the other hand, “is the type of social intelligence that involves the ability to monitor one’s own and others emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (Mayer and Salovey, 1993).

Emotional intelligence involves the ability to perceive accurately, appraise and express emotions the ability to access and/or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth, emotional intelligence is an indispensable activator and enhancer of I.Q. Emotional intelligence is developed through experiences.

Emotional intelligence can help in dealing with these by creating a culture which is more caring, giving, supportive and enriching where each is regarded as an individual and feelings are respected.

Recently the psychologists namely John D. Mayer, Peter Salovey and Deniel Goleman have come with an answer by introducing the concept of “emotional intelligence.” Emotional intelligence involves the ability to deal with feelings, the ability to communicate. The lack of these skills has for reaching impact and results in unhappiness and inability to from positive relationships. Recent findings have identified emotional
intelligence as the single most important factor predicting success and happiness in life.

Emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships (Daniel Goleman, 1998).

Thorndike defined social intelligence as “the ability to understand and manage man and women, boys and girls – to act wisely in human relations.” And in 1983 he included inter and interpersonal intelligence in his theory of multiple intelligence. The former is the ability to understand people and the later is correlative ability turned inward, it is a capacity to form an accurate model of oneself and to be able to use that modal to operate effectively in life.

Emotional intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

Emotional intelligence must somehow combine two of the three states of mind. Cognition and affect, or intelligence and emotion. Emotional intelligence is defined by Mayer and Salovery (1997), “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”

These four areas are further defined, as follows:
Identifying Emotions — The ability to recognize how you and those around you are feeling.

Using Emotions to facilitate thought — The ability to generate an emotion, and then reason with this emotion.

Understanding Emotions — The ability to understand complex emotions and emotional “chains”, how emotions transition from one stage to another.

Managing Emotions — The ability which allows you to manage emotions in your self and in others.

Emotional intelligence the theory that there is a separate type of social intelligence (unrelated to traditional of social intelligence) is a relatively new idea in the popular cultures.

This relatively new idea is a departure from the traditional attitude, still prevalent in many school settings, that intelligence can be divided into the verbal and non-verbal (performance) types.

Actually, Psychologists have been uncovering other intelligence for some time now, and grouping them mainly into three clusters: abstract intelligence, concrete intelligence and social intelligence. Howard Gardner (1983) has proposed a new view of intelligence that hopefully will be incorporated into school very slow. His theory of multiple intelligence, based on biological as will as cultural research, formulates a list of seven intelligence. These include: logical mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, bodily kinesthetic intelligence and personal intelligence. This last category includes two separate intelligence: (1) interpersonal intelligence (the ability to understand the feelings and intention of others)
and (2) interpersonal intelligence (the ability to understand one’s own feeling and motivations).

Emotional intelligence as defined by Daniel Goleman is really another name for the personal intelligence observed by Howard Gardner. Recently, our culture (by way of magazine articles and TV shows) has begin to recognize the importance of possessing, or if possible, developing this type of intelligence, perhaps even more than traditional abstract intelligence, in order to successfully interact with others and cope in today’s complex world.

Singh (2002) said that emotional intelligence includes qualities such as self-awareness ability to manage moods, motivation, empathy and social skills like co-operation and leadership.

These researchers acknowledge that their initial conception & emotional intelligence was partly a mixed model because its incorporated aspects of personality that might accompany emotional intelligence (Mayer et. al. 2000)

Mayer and Salovey (1993) gradually refined their definition of emotional intelligence and argued that it was a real intelligence. They then offered a revised, more focused definition of emotional intelligence as the ability to (a) perceive emotion, (b) integrate emotion to facilitate (c) understand emotions and (d) regulate emotions to promote personal growth (Mayer & Salovey, 1997).

Emotional intelligence is concerned with understanding oneself and others, relating to people, and adopting to and coping with the immediate surroundings to be more successful dealing with
environmental demands. In a way, to measure emotional intelligence is to measure one's "common sense" and ability to get along in the world.

We posit that life task such as those described by Cantor and her colleagues and constructive thinking defined by Epstein (36) are laden with affective information, that this affective information must be processed, and that individuals may differ in the skill with which they do so. Emotional is also a part of Gardener's view of social intelligence, which he refers to as the personal intelligence. Like social intelligence, the personal intelligence (divided into inter and interpersonal intelligence) included knowledge about the self and about others one aspect of the personal intelligence relates to feelings and is quite close to what we call emotional intelligence.

The core capacity at work here is access to ones own feeling life - one's range of affects or emotions: the capacity instantly to effect discriminations among these feeling and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behaviour. In its most primitive form, the interpersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain. At its most advanced level, intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feeling to attain a deep knowledge of feeling life.

Interpersonal intelligence involves, among other thing the ability to monitor others moods and temperaments and to enlist such knowledge in to the service of predicting their future behaviour. As was the case with social intelligence, emotional intelligence is a subset of Gardner's personal intelligence. Emotional intelligence does not includê the general
sense of self and appraisal of others. It focuses rather, on the processes described specifically above, that is, the recognition and use of one’s own and others emotional states to solve problems and regulate behaviour.

Emotional Intelligence is not based on logic or reason, structure or system. It is a skill set developed on experience. The emotional experience individual develops through trial and error, values and feeling. Chatterton feels that leaders spend much of their time in communicating and creating and environment which inspires people of the organization. Leaders achieve results for their organization through the work of others. They cannot do it alone. If they do not have strong emotional intelligence they cannot create and sustain a successful organization. Hubert (1999) found that successful senior leaders have a strong combination of emotional and cognitive abilities.

Emotional intelligence includes traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

Goleman, identifies the five elements as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills.

(1) **Self awareness:**

The key to success in knowing one’s internal states, preferences, resources etc. It indicates the ability to recognize, understand and accept one’s moods, emotions, strengths as well as to see how these affect other people. According to Goleman, Self awareness includes the following three important steps:
(a) **Emotional awareness** – Recognising one’s emotion and becoming aware of how their feeling.

(b) **Accurate self assessment** – It refers to a candid sense of one’s personal strengths and weaknesses.

(c) **Self confidence** – These people are decisive, assertive and have a strong sense of ones self work.

(2) **Self regulation**

Self regulation refers to managing and handling impulses, distressing feelings and upsets rather than denying or repressing these feelings. Self regulation helps in staying compose, focused, calm and helps think clearly even under pressure self regulation has five steps:

(a) **Self control** – In Buddha’s view self control is the secret of happiness. Self controlled person can manage their emotions effectively and face defeat and success with equanimity.

(b) **Trust worthiness** – Trust worthiness means displaying honesty and integrity.

(c) **Conscientiousness** – It involves commitment. They fulfill their obligations, make attempts to keep their promises.

(d) **Adaptability** – Adaptability deals with flexibility in handling challenges and changes.

(e) **Innovation** – Innovation implies to novel ideas, approaches and new information.
(3) **Motivation:**

Motivation helps in the achievement of goals. It provides the drive and zeal to shape our thoughts and actions.

Motivation has 3 steps:

(a) **Achievement drive** – It refers to striving to improve or meet a standard of excellence. They are result-oriented.

(b) **Commitment** – It refers to aligning oneself, identifying oneself with the goals of a group or organization.

(c) **Initiative and optimism** – People with emotional balance take a lot of initiatives and they are generally optimistic.

(4) **Empathy:**

It refers to the ability to put oneself into another's, shows and looks at things or think from his points of view. Empathy includes the following –

(a) **Understanding others** – The person tries to understand others by trying to know his feelings and showing interest in his welfare.

(b) **Service orientation** – They refer reorienting the service aspects by anticipating, recognizing and meeting the consumer's needs.

(c) **Leveraging diversity** - They see diversity as opportunity and create an environment in which diverse people can survive.

(d) **Developing others** - They provide useful feedback, give timely coaching, offer challenging assignments.
(e) Political awareness - It is being aware of the social and political currents of the situation, to accurately read key power relationships, to detect crucial social networks, to understand forces that shape views and actions of clients and competitors.

(5) Social Skills:

Social skill is an ability to build rapport with various sections of society and create network of people. It include the following steps-

(a) Influence – Influence is the effective tactic for persuasion. These people are skilled at winning people over and build consensus and support.

(b) Conflict Management – It refers to negotiating and resolving disagreements. Conflict management helps to handle difficult people and tense situations with tact and encourage debate and open discussion.

(c) Leadership – Leadership is inspiring and guiding individuals and group.

(d) Change Catalyst – They recognize the need for change, challenge the status quo and champion the change.

(e) Communication – Communication has a significant place in emotional intelligence. It means listing openly, sharing of information, receptive to other’s views.
Emotional intelligence is what determines our potential for learning practical skills which are based on these five elements of knowing one’s emotions managing one’s emotions, taking initiative empathy and adaptptness in relationships.

Our emotional competence shows how much of this potential is translated into on-the-job capabilities, e.g. providing good customer service is an emotional competence based on empathy. Similarly, trustworthiness is a competence based on self-regulation. Emotional competence is a learned capacity based on emotional intelligence. That leads to outstanding performance at work. It refers to the harmonious combination of head and heart.

The five essential components of emotional intelligence and the competencies based on these abilities are crucial for success in personal, social and work life, e.g. if someone is deficient in social skill, he will be inept at persuading or inspiring others or leading teams or catalysing change. Emotional intelligence and emotional competence have several benefits.

At the work place it is not enough to have the knowledge of work or subject / cannot mastery. The person has to work along with others. So he should be adopt in handling relationships with others. Emotional intelligence can help in dealing with these by creating a culture which is more caring, giving, supportive and enriching where each is regarded as an individual and feelings are respected.

Emotional intelligence leaders understand the range of choice they have in establishing relationship with others. And they choose the appropriate one depending on the situation. One of the clearest ways to
represent the possible choice in a relationship is through the relationship-
task grid.

Mayer and associates (Mayer & Salovey, 1997) though conceptualized emotional intelligence as an ability to perceive, assimilate, understand and manage emotions others (Bar On, 1997, Goleman, 1995) have defined it as involving much more than ability and they include motivation, non-ability, dispostious, traits and global personal and social functioning also in their models of emotional intelligence.

Pruentaly, thus, there are two types of models of emotional intelligence, one which emphasizes more on the cognitive aspect, such as perception, understanding, analysis and reflective regulation (thinking about feelings) of emotions (Mayer & Salovey, 1997, 1990) and the others which include non-cognitive aspects, such as motivation, general mood and global personal and social functioning along with some cognitive aspects (Bar on, 1997, Goleman 1995, Mayer & Salovey and Caruso, 2000) have the later model of emotional intelligence as mixed models and their own model as ability model.

The person, who succeeds in managing emotions, can bounce back for more quickly from life’s setbacks. It has been found that there is link between emotional intelligence and interpersonal relations empathic feelings, perspective taking, self monitoring in social situation, social skills, co-operativeness, affectionate relationship, motivational satisfaction and satisfaction in relationship. All researches indicate that emotionally intelligent people are more successful and have less mental health problems as they handle emotional stress productively. It leads to feeling of well being.
Goleman (1995) believes that high emotional intelligence is critical for one’s success in the world. Emotional intelligence appears to be an important set of psychological abilities that relate the life success. It is a matter more than I.Q. for character, health and life long achievements due to empathy and communication skills as well as social and leadership skills that are to success in life and personal relationship.

There are some studies available in the literature related of the emotional intelligence. Molouff & schulte (1998) found in their study that the persons with higher emotional intelligence to be more socially accept and to display better social skills. Emotional intelligence plays a role in establishing and maintaining relationship (Goleman, 1995).

**IMPORTANCE OF EMOTIONAL INTELLIGENCE:**

Goleman has reiterated that possession of high emotional intelligence may guarantee more success and happiness in life than possession of high Intelligence Quotient (I.Q.). In fact, several people with high I.Q.S. who are know to us personally, have failed to make their as students of caliber and have not achieved much success in their professional lives.

Whereas, many others with more modest intellectual endowments fared better in examinations, earned higher degrees, urged ahead in their careers and enjoyed more satisfying marriages simply because they could manage their emotional lives better. Research has shown that in order to be a successful entrepreneur one needs to have high emotional intelligence in contrast investigators point out that not having an adequate amount of emotional intelligence may bring in a host of maladies like depression, eating disorders, aggressiveness criminality.
MENTAL HEALTH (A Mentally healthy person feels rights to words others):

Health is defined as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. A sound mind in a sound body has been recognised as a social ideal for many centuries. The Indian sages and seers had paid particular attention to the unconscious, wherein lay the suppressed unfulfilled desires and compulsions of several kinds which led the individual astray; by mastering their minds, they attained the highest level of emotional equilibrium. Mental health is thus the balanced development of the individual's personality and emotional attitudes which enable him to live harmoniously with his fellow-men. Mental health is not exclusively a matter of relation between persons; it is also a matter of relation of the individual towards the community he lives in, towards the society of which the community is a part, and towards the social institutions which for a large part guide his life, determine his way of living, working, leisure, and the way he earns and spends his money, the way he sees happiness, stability and security.

In 1950, a WHO Expert Committee on mental health reviewed the various definitions of mental health and observed "Mental health, as the Committee understands it, is influenced by both biological and social factors. It is not a static condition but subject to variations and fluctuations of degree; the Committee's conception implies the capacity in an individual to form harmonious relations with others, and to participate in, or contribute constructively to, changes in his social and physical environment. It implies also his ability to achieve a harmonious and balanced satisfaction of his own potentially conflicting instinctive drives..."
in that it reaches an integrated synthesis rather than the denial of satisfaction to certain instinctive tendencies as a means of avoiding the thwarting of others.

Mental health is the balance between all aspects of life social, physical, spiritual, and emotional. It impacts on how we manner surroundings and make choices in our lives clearly it is an integral part of our overall health.

Mental health is how we think, feel and act in order to face life's situations. It is how we look at ourselves, our lives, and the people we know and care about. It also helps determine how we handle stress, relate to others, evaluate our options and make choices. Everyone has mental health.

Multifarious are the definitions of mental health. Jahoda (1958) considers her six criteria of mental health to be found in attitude towards oneself, growth, development and self-actualizations integration, autonomy, independence, self-determination, perception of reality, and environmental mastery.

According to Goldenson (1970), Mental health is the ability to handle everyday demands and situations, including the emotional upsets with out excessive stress and strain. A mentally healthy person, therefore has a sense of well-being and functions effectively in life.

He can work regularly think clearly, manage his emotions, enjoy life and keep on reasonably good terms with most people, including himself (Goldenson, 1970).

Kornhausar (1965) has developed a measure of mental health and he conceptualises mental health not as representing any psychodynamic
unity but as a descriptive designation for an overall level of success, personal satisfaction, effectiveness, and excellence of the individual’s functioning as a person. It refers to a combination of psychological and behavioural attributes some of which the person must possess above a required minimum and others of which signify better mental health, the more they are present.

Behavioural adjustment is an important component of mental health, it is acquired – According to Chaplin (1975), mental health is a state of good adjustment with a subjective state of well-being rest for living and the feeling that one is exercising his talents and abilities.

From analysis of many definitions or determinants contents of positive mental health, Singh and Sengupta 1989–determined six components of positive mental health adjustment, emotional stability, intelligence autonomy, security-insecurity, activity level.

Mental health is a state of harmonious functioning of human personality. Mentally healthy persons are those who continue to grow, develop and mature through life by accepting responsibility and finding fulfillments without paying a high price either personality or socially. Healthy persons are not controlled by unconscious conflicts while neurotic adults possessed these conflicts (Allport, 1955).

Positive mental health is a function of accepting the consequences of one’s decision and an individual who never avoids the consequences of his behaviour. Whether controlled or uncontrolled is perfectly mentally healthy person. Maslow and Mittelmann (1951) have suggested the following criteria for normal psychological heath, (1) adequate self-evaluation (2) adequate feeling of security (3) adequate spontaneity and
emotionality (4) efficient contact with reality (5) adequate bodily desires and ability to gratify them (6) adequate self-knowledge (7) integration and consistency of personality (8) adequate life goal (9) ability to learn from experience (10) adequately satisfy the requirement of the groups, and (11) adequate emancipation from the group or culture.

Defining health is a largely a question of what the characteristics of the mentally healthy individuals are as contrasted with those of the mentally ill. It is clear that mental health is a not precise term but an intuitively apprehended idea that is striving for scientific status while also serving as an ideological level (Schwartz & Schwartz, 1968). The various definition of mental health can be grouped under three categories mental health considered as a medical, psychological, or a social phenomenon:

“Historically, the medical practitioner’s orientation has dominated the field, and continues to do so, one of the leading issues is whether mental health and mental illness should be conceptualized on the some continuum. The conventional medical view holds that mental health is the absence of mental illness, that both terms represent the extreme ends of the same continuum and that difference between them is one of degree.”

Psychologists have attempted to give positive definition of mental health. Jahoda proposes that mental heath is qualitatively different from mental illness and that a person can be mentally healthy and mentally ill at the same time, i.e. presence of creativity does not exclude the presence of severe anxiety.

Mental health assumes not only the absence of mental illness but also a level of functioning in which we are comfortable with our lifestyle and ourselves. In essence, we are perceived to have control over our lives
and ourselves. In essence, we are perceived to have control over our lives and therefore, have the power to change those portions of ourselves or our lives that are not comfortable. The responsibility for mental health is centered primarily in the individuals and is no longer seen as the exclusive purview of mental health service providers or even as the responsibility of society as a whole. This approach entails a competency, rather than a deficit orientation. The individual is to be empowered with the resources to cope with and change maladaptive response. Mental health problems, which represent a breakdown in the individual coping abilities, may involve maladaptive responses in any of four broad areas of human functioning including:

(i) **Social behaviour** – Such as inadequate social or relationship skills, problems with aggression or in dealing with societal institution and expectations.

(ii) **Emotional behaviour** – Including depression, anxiety, phobias and emotionally based sexual disorders.

(iii) **Health related issues** – Insomnia, pain control, weight control and self-destructive behaviours, such as smoking, alcoholism and drug abuse.

Mental health as defined by the *Surgeon General Report* on mental health as “the successful performance of mental function resulting in productive activities, fulfilling relationships with other people, and the ability to adopt to change and cope with adversity.”

Mental health generally refers to an individual is thoughts, feelings and actions, particularly when faced with life’s challenges and stresses. Good mental health is not just the absence of mental health problems.
Although different cultures have differing expectations for health, many of the following characteristics are likely to be present in individuals with good mental health:

- A sense of well being and contentment.
- A zest for living the ability to enjoy life, to laugh and have fun.
- Resiliency being able to deal with life’s stresses and bounce back from adversity.
- Self-realization participating in life to the fullest extent possible through meaningful activities and positive relationship.
- Flexibility – the ability to change, grow and experience a range of feeling as life’s circumstances change.
- A sense of balance in one’s life – between solitude and sociability, work and play, sleep and wakefulness, rest and exercise, etc.
- A sense of well roundedness – with attention to mind, body spirit creativity, intellectual development, health etc.
- The ability care for oneself and your others.
- Self confidence and good self-esteem.

Hadfield suggested three requirements of mental health (i) full expression (ii) harmonization (iii) the direction to a common and of our native and required potentialities:

1. **Full Expression:**

Full expression is considered necessary for our biological adoption in life and to the development of strong will and character. The native
urges etc. if repressed, deform the personality of the individual. The individual becomes inefficient weak willed and feeble charactered. Thus, for good mental health repressions are to be totally avoided. Otherwise, undue suppression leads to psycho-neurotic conditions where these urges etc. find their outlet in abnormal behaviour.

2. Harmonization:

The potentialities have different aims and functions to perform which are often in conflict with one other. For example rage comes in conflict with sex, fear with ambition and rage, etc. with the aims and ends of the personality as a whole. Thus he harmonization and co-ordination of all these tendecies is necessary to the health of the mind.

To clearly understand the role of harmonization and co-ordination in keeping up the mental health of an individual, let us take the analogy of physical health. Personality is also like an organism. In it are involved a group of units functioning towards a common end. For mental health it is necessary that all our dispositions, native and acquired, should, like the body, work not only completely and fully but harmoniously together.

3. The common end:

The third criterion for good mental health is the common end. Now the harmonization of various potentialities in to a unified whole is not possible unless and until they are directed towards a common end. If there are different aims or purposes to achieve which are in conflict with each other, then harmonization will not take place. For example, if in an individual the combat urge has one and the only goal as seeking quarrels or fighting "and the gregarious urge has the only goal to move in the society," both these goals will be found to be in conflict with each other
and we may see a quarrelsome fellow who moves with other people to quarrel. But if these two urges have a common end that of having better relations in the society, both of these goals will combine together to give such a personality to the individual that he will become highly social minded and will always remain prepared to fight against those things which are against the society or create disharmony in social sphere. Thus, ideals, aims and purposes in life are necessary to mental health.

Now the problem which arises before us pertains to finding out the right ends or goals from the point of view of mental health. There are some ends which are more capable of directing the potentialities of personality than others for example the end which speaks of personal ambition, free morals excessive acquisition of wealth, etc. are undesirable as they engage some of our energies but not others and hence they do not seek the complete harmonization of personality. Thus those ends are to be taken as the right ends or purposes as for as mental health is concerned. "the pursuit of which gives the greatest fulfillment, completeness and happiness to the personality as a whole." The end to acquire knowledge is one which may have to harmonize the whole of the personality and may provide fulfillment, completeness and happiness to the personality but the end or goal as passing the examination will only require partial organization of the personality.

The successful performance of mental function resulting in productive, activities, fulfilling relationships with other people, and the ability to adopt to change and to cope with adversity, form early childhood until late life mental health is the springboard of thinking and communication skills, learning, emotional growth resilience and self-esteem.
Mental health is thus a dynamic functioning of the whole organism. It brings a harmony of movement in the organism to achieve and end which is completeness of fulfillment.

Mental Health is not more absence of mental illness. A mentally healthy person has three main characteristics: (1) He feels comfortable about himself, that is, he feels reasonably secure and adequate. He neither underestimates nor overestimates his own ability. He accepts his shortcomings. (1) He has self-respect. (2) The mentally healthy person feels right towards others. This means that he is able to be interested in others and to love them. He has friendships that are satisfying and lasting. He is able to feel a part of a group without being submerged by it. He is able to like and trust others. He takes responsibility for his neighbours and his fellow-men. (3) The mentally healthy person is able to meet the demands of life. He does something about the problems as they arise. He is able to think for himself and to take his own decisions. He sets reasonable goals for himself. He shoulders his daily responsibilities. He is bowled over by his own emotions of fear, anger, love or guilt.

Mental health is far more than the absence of mental illness and has to do with many aspects of our lives including:

- How we feel about ourselves.
- How we feel about others
- How we are able to meet the demands of life

Attention to lifestyle – If we are doing too much or too little in our lives, mental health can suffer. We need a good balance between work or study and leisure pursuits.
Social Contact – having contact with others whose company we enjoy, whether at school, work at home or as a member of a club, helps to develop social interaction.

Reviewing our lives from time to time – this involves considering what our aims and goals in life are and whether we are taking steps to achieve them. Problems can arise when we feel that life is not satisfying and fulfilling.

Awareness of how mind and body interact – Just as our state of mental health can affect our physical health, the reverse is true. If diet, sleep, and exercise are neglected and inadequate, not only our bodies will suffer but also our minds.

Having people in our lives we trust – It is important to have someone to go with our problems and worries, such as friends, teachers or family members.

Awareness of what can go wrong – Just be conscious of what can go wrong. Realise that tiredness and irritability, if ignored, might lead to more serious stress-related problems.

Taking steps to solve problems – be aware of problems and seek help if necessary.

Mental health is an important aspect of one’s total health status. Mental health governs the feeling of individual about others and how he is able to face the realities of life. It is rooted in his ability to balance feelings. Mental health refers to the full and harmonious functioning of the total personality which gives satisfaction and a sense of fulfillment.