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:: INTRODUCTION ::

1.1 INTRODUCTION :

“There are three things extremely hard: steel, A diamond and to know one’s self”.

–Benjamin franklin.

“Know thyself”, advised the ancient Greeks. And the precept was considered so important. It is said, that it was inscribed in gold letters on the temple at Delphi. Like all of the great precepts of human history, however this one is easier said than realized in practice. In modern times the effort to no one has led many individuals to the office of the psycho therapist. Others have wrestled with the question of their identity through a good part of their lives. The question to be addressed in this chapter, therefore-the question of what kind of person am I - is intimately bound up with our aspirations, our struggles and our well-being.

The self-concept is a portion of the phenomenal. Field that has gradually become differentiated. It is composed of those conscious perceptions and values of “me” or “I”, some of which are a result of the organism’s own valuing of its experiences and some of which have been interjected or taken over from important others. Because the self-concept comes in part through others the potential for dissociation estrangement exists. (And usually occurs to some degree). As a result, the actualizing tendency may be perverted into behaviors that do not lead to actualization. The self-concept then is an object of perception. It is the person as she or he perceives herself or himself. Thus we have a distinction between the organism or real self in the process of
actualization, and the self as perceived, or object. The “self” that one forms may be at variance with the real experience of one’s organism because it includes values that are taken over from other people rather than the actual experiences of the organism.

1.2 NATURE OF SELF:

In his 5th (1947) presidential address to the American psychological Association. Carl Rogers noted the “self” had come back into psychology. The concept of ‘self’ had fallen into disrepute in psychology but was coming back as a legitimate research concern by the late 1940s. One reason concept had been pushed to the periphery lies in the dominance of ‘behaviorism’, which propose to understand human behaviour without reference to any mentalistic or subjective concepts? Another reason has been pointed out by Allport, who says that the central objection has been that the concept begs the question. Ever since the time of Wundt, notes Allport, psychologists have objected to an explanation that involves ‘a mysterious central agency” which “performs in such a way as to unify the personality and maintain its integrity”

Undoubtedly the concept had been abused by serving as an easy explanation for the otherwise inexplicable. But abuse is no reason for discarding it, and in fact, the notion that humans have a self is of central importance in the social psychology of symbolic integrationists.

What then, is this ‘self’ about which psychologists have had ambivalent thoughts and which is of central import to symbolic integrationists? Mead’s ideas are rather complex, but in simplest terms, to have a self is to have the capacity to observe, respond to, and direct one’s own behaviour one can behave towards oneself as one can towards any other social object. One can evaluate, blame, encourage and despair about oneself; one can alter one’s behaviour. And in the process
of observing responding to and directing one’s behaviour, one’s structure of attitudes is changing (keep in mind that behaviour towards the self does not occur in a vacuum one is bahaving towards oneself in the context of interaction with others.) We will elaborate these ideas in terms of four characteristics of the self.

First, the self is not an entity, but a process. Mead defined the self in terms of two phases of the process—the “I” and the “Me”. The “I” is the unpredictable, the novel, the driving impulses which comprise one phase of the self. The “me” is the organized community within one as reflected in one’s attitudes. The self, then is a dialectical process with the “I” calling out the “Me” and then responding to the “Me”. The “I” is never predictable, but the “Me” reflects the generalized expectations of the social environment. In the ongoing dialectic between these two phases, we have the process which is the “Self”. In this process the “I” is roughly equivalent to the Freudian id, while the “Me” acts as a Freudian censor. The “Me” sets the limits within which the “I” can act.

The notion of self as process means that one’s behaviour is a process that includes: carving out a line of action that mediates between one’s impulses and the expectation of the social environment: observing and responding to one’s own and other’s behaviour adjusting and directing one’s subsequent behaviour on these two bases. one takes into account both the way in which one’s impulses accord with community attitudes the norms and values which one has internalized or at least recognizes and also the meanings that emerge in a specific situation of interaction. For example, a man may stifle his impulse to speak to an attractive female stranger because community attitudes define that behaviour as inappropriate. But subsequent glances and gestures on the part of both of them may convey to him that she desires him to initiate a conversation. He will not only now follow his initial impulse, but his
attitude about such behaviour and about community standards may change.

The self as process also means that the individual changes, the particular structure of attitudes that comprise, the self at a particular time is not permanent. There is perhaps no better illustration of this than for a person to reflect back upon what she or he was a few years previously, he or she might observe altered political orientations, religious beliefs, evaluations of various abilities feelings about social problems or any number of other changes.

A second characteristic of the self is that it is reflexive. This means that the individual can be an object to her or himself. He or she can observe, evaluate, and respond to end direct his or her own behaviour. As Bulmer put it the possession of a self means that the individual can be an object of his or her own behaviour that he or she is aware of various qualities he or she has and of roles he or she play. “In all such instances he is an object to himself and he acts toward himself and guides himself in his actions toward others on the basis of the kind of object he is to himself.” A student will act differently toward a professor that will a book salesperson and a student who defines him or herself as of mediocre intellect will act differently than one who defines him or herself as superior. In each case, one defines the kind of person one is and directs one’s behaviour on that basis and one can do this because the self is an object which one can observe and evaluate.

A third characteristic of the self, as noted above is that it is comprised of attitudes. As Mead explained it, the self is an organization of shared attitudes. It is this structure of attitudes, rather than a group of habits, which comprises the self.” Every individual has a group of habits certain typical ways of speech intonation and emotional expressions. But these do not constitute the self-humans are cognitive creatures not
more creatures of habit and reflex actions. The self then involves a set of attitudes which are aroused in both the individual and in others who compose the social milieu.

The structure of attitudes means that all those individuals who comprise a community share a common framework. Each individual is different also- the self is an “I” as well as a “Me” But Mead insisted that there is no self a part from membership in a group such that a community of attitudes exists within each member and controls the attitudes of all members. To be a symbolic creature and live in a symbolic environment means to function through shared meanings. Those meanings will change over time, of course, but if we take a cross-sectional slice of life we should find a framework which is common to all individuals participating in a community as well as differences among all those individuals. Without the shared attitudes there could be no novelty and no individuality.

A final characteristic of the self follows directly from the above the self is the means whereby social control becomes self-control. That is, to have a self is to internalize the attitudes of the community and thereby to control one’s own behaviour in terms of those attitudes. Mead identified social control as the dominance of the “Me” over the “I”. Which is a way of saying that the individual’s behaviour conforms to community expectations? From one’s own viewpoint, the attitudes are one’s own one prefers monogamous marriages, or believes that they are ‘natural’ or morally right. But in another social context, one would have held the same attitudes about polygamous marriages. From the community’s stand point one’s behaviour is controlled because one has internalized the attitudes which prevail in the community and therefore directs one’s behaviour in accord with community standards.
This is not a static and deterministic position, however, community attitudes change over time, in part because of the deilectic between individual and society. The individual must take the attitudes of others in order to belong to the community and possess a self. But the individual does more than internalize those attitudes; he or she reacts to them, thereby changing to some extent the community the change in any particular case may be quite small, but the individual and the social milieu are engaged in an ongoing process of reciprocal influence that involves a degree of change in each.

1.3 **DEFINITION AND HISTORY OF THE SELF-CONCEPT** :-

Because the self is reflexive, because the individual can be an object to him or herself each individual has some kind of conception of him or herself. The self-concept and self are not therefore equivalent; The Former is an aspect of the latter. Gordon has put it. The “self” is a complex process of continuing interpretive activity-simultaneously the person’s located subjective stream of consciousness (both reflexive and no reflexive including perceiving thinking, planning evaluating choosing etc..) and the resultant accruing structure of self-conceptions (the special system of self-referential meanings available to this active consciousness)

This definition both maintains the procession nature of the self and also allows us to speak of a relatively stable aspect of the self - the “self-concept”. Thus we are able to reconcile the procession emphasis of Mead and Bulmer with the more static. Content approach of the Iowa school. (which we will discuss below.)

In addition, we will follow Argyle’s suggestion that the literature allows us to distinguish between the “self-image” and “self-esteem” “self-image “is the descriptive part, what sort of person ‘P’ thinks he is, “ While “self-esteem” is “how favorably ‘P’ regards himself”. Self-
Esteem is an aspect of the self-concept, for the way in which one evaluates oneself is inseparably tied to the kind of person one thinks one is. Since however, a great many studies have focused specifically on self-esteem. We will consider it separately (remembering that it is an aspect of the self-concept and also keeping in mind that many researchers have not carefully distinguished the two terms) Finally, we will consider the ideal self, which is a Argyle notes. The result of “Imagination and Fantasy” The “ideal self” is the individual’s imaginative construction of the kind of person he or she wants or ought to be.

The self-concept is both general and situationally specific. For example one might conceive of oneself as generally intelligent, but also define oneself as quite inept in mastering a foreign language. In other words, the fact that a person has a generalized conception of him or herself as intelligent. Chad Gordon, “Self-conceptions configurations of content.”

– Michel Argyle, Social Interaction, Aldine, Chicago, 1969,

Does not mean that he or she believes him or herself capable of mastering anything. Nevertheless, the general concept that one has of oneself provides an initial behavioral tendency in any situation people generally act, or strive to act, in ways that are consistent with their self-concepts.

As this suggests, self-concepts both arise out of interaction and influence the course of interaction. In this chapter we shall at some of the empirical research that has been conducted and that bears upon the sources and the consequences of the self-concept. We shall have to be quite selective in our examination, for an enormous amount or research
has been conducted, there are literally thousands of studies available social, developmental, clinical and personality psychologists have all investigated the self-concept. In fact a count in psychological Abstracts for the single year 1973 shows 383 articles on the ‘self-concept’, in addition, there were articles on self-esteem - self-evaluation, self-perception and articles not included under any of those because they were published in sociology journals -  

Furthermore there are literally hundreds of different scales which have been developed to measure self-concept including self-esteem scales.

Allport (1961) has described the self-concept.  

“The self is something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than personality). Thus it is some kind of core in our being.

Cattell (1957) referred to self-concept as the “key stone of personality.” Its impotence stems from its influence over the quality of a person’s behaviour and his methods of adjustment to life situations Levin (1951) has pointed out that it gives “consistency to the personality.”

Rogers defined self-concept as, “An organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one’s characteristics and abilities, the percepts and concepts of the self-value qualities which are perceived as associated with experiences and objects, and the goals and ideas which are – perceived as having positive or negative valence”
Freud and other psychoanalysts - belonging to the second school of thought while working with children have revised - their estimate of the importance of ego. According to Freud personality can be divided into three segments (i) Id (2) Ego and (3) Super ego. Ego is the core of the individual and represents his world of reality. The strength and functioning of the ego determines how well the individual can deal with - his inner conflicts. Some other psychologists such as snug and combs (1958) stated that self-concept includes those parts of the phenomenal field that have differentiated the person having definite and stable - characteristics of himself.. The Phenomenal field altogether determines all behaviour.

Describing the process Byrne (1966) remarks - “whenever some lack of congruence occurs between the conditions of worth as - defined by the self-concept and the person’s experiences with respect to both internal and external events. Some experiences are in accord with his self-concept are accurately perceived and symbolized in consciousness. Some experiences are in accord with his. Self-concept and are accurately perceived symbolized in consciousness. Some experiences are contrary to his self-concept and are accurately perceived symbolized in consciousness some experiences are contrary to his self-concept and are perceived selectively, distorted and denied to awareness either in whole or part. Whenever incongruence exists between self and experience, psychological maladjustment occurs and hence vulnerability to anxiety, threat and disorganization is present. For example, if feelings of dependency are inconsistent with an individual’s self-concept, any situation which suggests the need for someone else’s help is necessarily threatening, though person is not able to verbalize the reason why. Similarly, the persons own behaviour may be consistent with his self-
concept and accurately perceived or it may be inconsistent with the self-concept and thus subject to distorted perception and lack of awareness.”

Self-concept and adjustment are inter-dependent. A well-adjusted child would have a sound self-concept, and with a sound self-concept one would adjust well.

1.4 **CRITERIA OF SELF-CONCEPT:**

The criteria of self-concept are covered from some text according to research person. (1) Age (2) Cast (3) Religion (4) Intelligence of children (5) Family (6) Peers group (7) society (8) Experience (9) Socio-Economical status (10) Environment of school (11) Geographical Environment (13) Adjustment of students (14) Expectation (15) Culture.

* Factors of self-concept according to Ellen V. Piers (1969) study of self-concept and measurement are depend on following factors: (1) Behaviour (2) Intellectual and school status (3) Physical Appearance and Attributes (4) Anxiety (5) Popularity (6) Happiness and satisfaction

1.5 **SOURCES OF THE SELF-CONCEPT:**

- *The self-concept as social:* To say that the self-concept is social is to say that we all think of ourselves in terms that we learn from and share with others - the consensual categories on the TST. These are not the only categories of course we also think of ourselves in the diverse other terms identifies by Gordon but the Former are the most salient and the latter are also social in the sense that they arise in the course of interaction. The salience of the consensual categories is seen in the fact that they tend to be listed first in the TST. And the social nature of the other categories is demonstrated in humorous experiments that show the changes in self-evaluation - that occur in interaction.
More specifically the self-concept arises in, and changes in interaction through the mechanism of the perceived reactions of others. As Cooley emphasized in his concept of the looking-glass self, it is the imagined reactions of others that are crucial. This has been shown in a number of studies. In 1955, Melvin Mains measured the self-concept of 101 University freshmen who were living in a dormitory. The self-concepts were measured at two different times, six weeks apart. He found that the individual’s self-concept tended to converge with the conception held of him. by others, that the convergence was due primarily to changes in his conception of himself rather than in the conception to him held by others, that changes self-concepts were more likely to occur in a favorable rather than an unfavorable direction and that changed self-concepts were more likely to converge with conceptions held by friends than those held by non-friends.


Mains did not measure the perceived reactions of others, a 1956 study by Miyamoto and Dornbusch reactions of others, a 1956 study by Miyamoto and Dornbusch did though. Using a Likert type measure of the self-concept, they tested 195 subjects. The subjects comprised ten different groups for each subject the following were measured: self-concept, actual response of others (each subject was rated by others in his group), perceived response of others. (Each rated how he thought the others in his group would evaluate him), and the generalized other (each rated the way he perceived most people as viewing him). The authors found that the self-concepts of individuals were closer to the perceived reactions of others than to the actual reaction of others. They also found that self-concept were closer to the perceived generalized other than to the perceived responses of group members.
In sum, the self-concept is a social phenomenon. It arises out of interaction and is modified in the course of further interaction. It is based upon the individual’s interpretation of the responses of other and influences the individual’s behaviour. Since the individual’s behaviour affects the actual responses of others, the process becomes a circular one, self-concept responses of others, and the individual’s own behaviour comprise an ongoing process, a process of fitting together developing lines of action.

1.6 SELF-CONCEPT AS PROCESS :-

It is not merely self-esteem but the self-concept generally which charges over the course of the individual’s life and through various interaction experiences. A number of studies have explored the effects of success and failure of self-regard with respect to ability or competence. Dr. Wyllie reviewed fifteen of these and concluded that under certain conditions we will change our self-evaluations after experimentally manipulated success or failure.

These changes are most likely to involve self-ratings of the experimental task itself, or on the characteristic which has been evaluated and are least likely to involve reports on global self-regard... there is some evidence that changes in self-rating after success are more frequent than are changes downward after failure.

Changes in self-evaluation are illustrated in a study by vide beck, who took thirty students; all rated as superior by their speech instructors and had them participate in a test of oral communication ability. The stated purpose was to evaluate the relative abilities of males and females in the oral reading of poetry. Subjects evaluated themselves both before and after the experiment, which also included an evaluation of the reading by an expert. Vide beck found that subjects who had been positively appraised increased their self-evaluations, while those
negatively appraised decreased their self-evaluations and as with the experiments reported by Dr. Wyllie, the changes in self-evaluation were generally with respect to attributes relevant to the task and the appraisal contrary to Whlie’s subjects vide beck’s subjects changed most in the negative appraisals were stronger than the positive appraisals and this could account for the difference in degrees of change.

The experiment supports the point that changes are task-specific. We do not alter our whole self-conceptions because we succeed or fail. At one particular task on the other hand, to fail or succeed generally in tasks and interpersonal relationships would result in a generalized positive or negative self-concept. As the experiments also suggest not all others are significant in the process of changing self-concepts. The experiments was a clear basis for judging success or failure (although the subject had no control over whether he or she succeeded or failed) which others and which situations then are most likely to affect our self-evaluations? Gergen identifies six factors relating to appraisers and their appraisals that are significant. The appraiser must be defined as credible and he or she must be personal rather than impersonal in relating to us. If he or she is to have maximum impact. And his or her appraisal is most likely to influence our self-evaluations when:

1) There is a moderate rather than great discrepancy between the appraisal and prior self-evaluation.

2) There are subsequent confirmations by other, appraisers of this appraisal

3) The appraisal is consistent with other information received about the self.

4) The appraisal is positive rather than negative.

There is another factor which we emphasized above and which is important here the individual’s group involvements. Appraisers who are
members of groups or importantly related to groups. Which are significant to the individual are more likely to affect self-concepts. Thus in Vide beck’s study the expert was defined as important for the educational group that was significant for the students. In another study Sherwood examined changes in self-concepts of members of human relations training groups. He found that changes in the individual’s self-concept depended upon the importance of various other group members to that individual and upon the extent of his or her involvement in the group.

In sum self-concept change as a result of ongoing interaction experiences. They are less resistant to change in a positive than a negative direction. And the impact of others on the change varies by a number of factors as outlined above.

1.7 ADJUSTMENT:

Each individual tries his best to adjust himself in various situations. Everybody has a desire to live a happy life. That is the only reason why any individual tries his best to get adjusted in any situation in life. Positive thinking and positive behavior is essential for adjustment. Sometimes he struggles against situations to make his life happy. Sometimes he surrenders before situations. Such conflicts in life occur right from adolescent period. So this adolescent period is known as the golden period of life. He dreams and day dreams about life. Sometimes he feels that his needs are not realized and he turns to negative behavior. He cannot accept the hard and harsh realities of the real world. He never accepts realities and starts his struggle and conflicts in life. He keeps himself reserve and aloof and away from others. He revolts against elders and develops negative thinking and negative behavior. In this unusual situation the young people damage
their life and society through negativity. Such situation arises due to lack of adjustment in adolescent period.

Adjustment is too much needed for a modern man is surrounded by number of needs in the modern world. He lives under such complex environment which never did exist in the past. His personality and individuality are covered through tension, terror, fear, conflict, dissatisfaction, mental stress etc. He should develop timely adjustment concept regarding happiness and contentness through satisfactory adjustment with his needs and means. This concept can be said a timely concept and ideology.

American psychologist Colman has named modern age as “Tension Age”. Man think himself modern but actually he lives under tensions and worries. He is surrounded by hurry and worry. People working in various fields suffer from frustrations and conflict due to the lack of their knowledge regarding adjustment. Today’s man feels anxiety and restlessness and gloominess. Explaining modern man’s psychological problems Aricfrom says, “Man does not know how to behave with himself and how to pass time meaningfully”. Aristotle has truly said, “Man’s real existence does not depend on exerting sense of possession on the plenty of material things”.

According to Ravindranath Tagor’s sense of possession suggests man’s greatest limitation. Ultimately it harms man’s physical and mental health. Real happiness lies in contentness, peace and enjoyment. It is very much essential to study the ‘Psychology of Adjustment’. Man is a social animal so he lives and dies in society. He cannot separate himself from society. He is an integral part of society. If he has to live in the society, he has to adjust with others in society. It is necessary also for him to live peacefully. Tulsidas has said that we should live in
society and establish cordial relations so that mental peace and achievement can be attained.

1.8 **MEANING OF ADJUSTMENT:**

“Adjustment is an action and reaction between an individual and environment”

In every walk of life man has to adjust himself. He has to ‘let go’, he has to compromise with life. When needed he have to sacrifice his wishes, desires, ambitions, habits, ideals, values, interest and hobbies. He was to give up them to live peacefully. He has to be prepared to leave them or forget them. Man proposes and good disposes. He has to plan his life according to the circumstances and outside world. Throughout life he has to make compromise. We can say “life means compromise”, “life means adjustment”.

1.9 **DEFINITIONS OF ADJUSTMENT:**

(1) “Adjustment is such process through which individual maintains the balance among the factors affecting the fulfillment of his needs”. – Boring and Lang Field

(2) “Adjustment is an attempt to fulfill needs and become tension free”. – Colman

(3) “To get adjusted between situation and environment individual’s continuous motivation process for bringing behaviorable change is adjustment”. – Gates

(4) “Adjustment is a process of interaction between us and our environment, in this process we either adjust to the environment or alter the environment”. – Lehner and Cube.

1.10 **THE CONCEPT OF ADJUSTMENT:**

(1) Effective, positive attempt to adjust between individual’s needs and situations.
(2) Individual’s cordial effort to adjust with himself, situation and people of society.
(3) Getting adjusted to the events, situations, circumstances of the society and its individuals and to behave accordingly.
(4) Efforts to get free from worry and tension of fulfillment of individual’s needs.
(5) Adjustment means the process of controlling of one’s emotions and channelizing them into proper behavior according the situation.

The earlier and speedier individual’s adjustment is the better adjusted life he lives. It is said, “sweet are the uses of adversity”. Difficulties teach us the greatest lessons of life and that is the lesson of adjustment.

The above lines suggest good omen of adjustment to situation. Individual should get himself adjusted to the situation around him to attain happiness. He has to make adjustment with the world and environment around him. Those who are adjusted in family, society, profession and in other areas can attain happiness. One has to make efforts to get adjusted. Adjustment is a two way process. Husband-wife, Parents-Children, Servant-master all have to make mutual adjustment. It requires special quality and special personality of a person. This type of personality is known as eastward Atwater ‘Psychological hardiness’. ‘Human behaviour’ is in the center of psychology of personal adjustment. In short to satisfy our needs and to fulfill our expectations we make adjustment and keep satisfactory relations with the people around us and in so doing we make certain changes within over salves and environment that is called adjustment.

From various definitions and assumptions it can be said that and individual attains awareness regarding the interaction and factors
affecting successful interaction for various roles to be played for adjustment in life. Person keeping in mind his ability and dedication faces the outside world and makes genuine efforts for adjustment. He tries to understand confusing problems by adopting various concepts and there by maintains his status in society (Parikh 1995).

1.11 THE SCOPE OF THE PROBLEMS OF ADJUSTMENT:

One of the reasons for not getting adjust is rather surprising. The habits of adolescents do not change with the speedy growth of a child when he attains adolescent period. It really looks odd when a person laughs like a child, excites like a child and claps his hands, speaking loudly or screaming even when the childhood is over. All this looks ridiculous when a child becomes a matured person. The person himself feels his personality unstable and tries to be away from society. He sometimes becomes introvert. During adolescent period the adjustment problem arises when he is placed among the elders or among little children. He can mix up only among his equal age group or the group of the same interest. Adolescents have not learnt to take interest in others. e.g. a girl who has learnt Bharat Natyam dancing is not at all interested in the western dance forms and is left alone in the discotheque. In the same way a rural boy playing ‘Amli-Pipli’ in the village finds himself much uncomfortable in a room where video-games are played with doors. He feels literally restless.

During adolescent period a person passes through mental strain with biological, metal and emotional changes. He feels too much mental stress. To make the adolescent period tension free parents and teachers should co-operate. Healthy life depends on tensionless adolescent period. (Pestanji 1986).
1.12 **NEED OF ADJUSTMENT**:

Individual needs arise anywhere whether it is a home or school or society. Human wants are plenty. As soon as one need is satisfied immediately another need takes its place and arises. Man is a bundle of needs. Man lives busy life and does many activities to satisfy his needs. We use the term ‘Need’ in different perspectives. Some say, ‘I need rest’ and someone would say, ‘I need a car’. To satisfy his needs man gets ready to face any problem. He meets any challenges of life. Psychologists as Froude and Ribble clearly mention that when a person achieves his goal, when he fulfills his needs it adds to his self-satisfaction. Human needs are classified in three divisions.

1.12.1 **Bio-physical Need**:

Man has to satisfy many needs to perfect his body as well as to his achieve ability to satisfy needs. Food, physical exercise, rest, passing urine, protection, man-woman relations etc. are our biological needs. If any among these needs remains unsatisfied mechanism stops functioning and when the equilibrium breaks human existence remains no more. All these needs are life protecting and remain with us till death. Sometimes the need arises again after sometimes, e.g. need to eat. After having eaten something person feels hungry and wants to eat after 2 to 3 hours. Need arises, satisfied, once again arises than satisfied this cycle goes on and on till death.

1.12.2 **Psychological Need**:

Our psychological needs are affected by our educational and social procedures. They are diverted towards different goals. They have various individual and collective diversity. For our healthy personality and its development and adjustment they should be satisfied. If they are not satisfied ego is hurt and it creates obstacle in the protection of an individual. Person creates management for the protection of his ego and
satisfies his psychological needs. He creates ego-defense mechanism. Protection, love, social reward, status, respect, test of reality etc. are our psychological needs. Individual has to adjust regarding these needs.

1.12.3 Social Need:

Stress arises when needs are not satisfied in social relationship. Person shows certain defense mechanism to get him relieved from such stress. He shows some psychological symptoms too. Whether this defense mechanism would prove beneficial or maladjustment depends on to what extent a person without changing motivations, without lowering his norms and standards, without shaking social customs and without doing any harm to others maintains adjustment level.

If a person’s needs are satisfied he lives a happy and adjusted life. But when his needs are not satisfied he lives dissatisfied, unhappy and mal-adjusted life. Such person is harmful to his own self as well as to the society. So it is necessary to study how a well-adjusted and mal-adjusted person’s affects society.

1.13 Nature of Adjustment:

The study of human behaviour and problems is so complex. It is not as easy as the study of physics and chemistry. There is more superstition, prejudice and superficial opinion formed through simple supervision than real scientific substance regarding ourselves and other’s behaviour and their problems. Beliefs play vital role. More over many people develop the concept, ‘It is just the way’, ‘It happens like this’. They think that their behaviour has no relation with cause and effect. It is an incidence only. There are two essentials of the scientific study of adjustment.

(1) Acceptance of the facts of cause and effect. Whatever activities we perform or feelings and emotions we experience behind which there
are some firm causes and they are related to some events happened earlier.

(2) Develop understanding about the causes of special behaviour and experiences regarding control of behaviour and attitude and makes efforts to remove the causes.

1.13.1 The facts of cause and effect:

There are more than one reason behind our emotions and feelings. e.g. While scolding a child, he cries. ‘Scolding’ is not the only reason for crying. child’s relation with the person scolding, the reason behind scolding the situation of that time, child’s psychological condition etc. should be studied.

There is ‘diversity of causes’ behind behaviour should socially unaccepted behaviour should be studied with new concept and new point of view. e.g. If a child steals, we don’t say he is bad and won’t be improved. We don’t have that attitude. Child’s prevented mentality is the natural result of many circumstances. Let’s analyze it.

To understand human behaviour we should observe immediate affecting factors, his needs, his mental make-up, his past experiences related to his family members, the situation when the problem occurred. What is the final cause of behaviour? This question is out of place just now.

1.13.2 Each behaviour should be studied independently:

It is not necessary that behind, the same behaviour lies the same cause. e.g. A young person becomes a leader due to his brought up and family traits. While behind the other’s leadership there may the reason of hiding his backwardness and inferiority complex. A student is not sincere about his study even at the time of exams the reason may be he is not interested, he cannot follow his inability to understand or he is careless that is also a possible cause.
It is also not true that different behaviours always yield different results. e.g. One child is fond of attacking, the other is shy and timid. These two different symptoms have emerged from the same situation. The children may be undesirable and unwanted and they might not have attained parent’s love may be the cause of their behaviour.

1.14 ADJUSTMENT PROCESS:

The concept of adjustment is derived from the most popular concept of adjustment in biological science. Those who are born have to live is the universal law of nature. Animals change themselves according to the changes in environment and maintain existence nature always changes.

Those animals can survive who can change their food, body, daily routine as per heat, cold, heavy rainfall, drought snow fall etc. Those who can adjust, they can survive. Those cannot adjust, they are no more and they cannot survive. According to Darwin adjustment is a process aimed to sustain the physical existence in different situations. Such biological changes occurring in animals are of various types. In comparison to animals human beings have to make adjustment to maintain him in changing pattern of society and cultural environment around him. He has to undergo conflicts for that. He has to face many difficulties also. The changes occur in adjustment is not biological but of activity. Man has to learn to bring changes in environment and in him.

In reality adjustment process and development are complement to each other. They are inter related. Both are concerned with the fulfillment of our needs and expectations from us. But both have different emphasis. Socio-economic environment is important in adjustment while individual is the center in development.
The process of adjustment and the process of development are inter related. There is no concrete difference between the two. If we want to maintain our existence and make progress we should make adjustment in life. We get new avenue, new idea through development and experience. We can make our life better in some respect. We find rainbow colors in life and find life worth living. At last we all agree with the statement ‘Life depends on lives’.

1.15.1 **Analysis of Adjustment process** :

1.15.1.1 **Motivation** : In psychology the meaning of motivation is the need. Human needs are three type : (1) Biological need, such as hunger, thirst, rest, sleep, sex etc. (2) Psychological need, such as emotions like fear, anger, love, good feeling etc. (3) Social need which includes dominance, acceptance, sympathy that occur through various social activities. A person becomes restless if any of the above needs is not satisfied. He finds himself under tremendous stress, dissatisfaction which leads to frustrations. Some unconscious needs also play vital role in creating stress.

1.15.1.2 **Changing Behaviour** : A person changes his behaviour to attain his goal. It is known as changing behaviour. If one attempt fails in attaining goal, another effort is made. By any means person wants to achieve his goal. e.g. to become a popular teacher among students he teaches with love and affection or always ready to be helpful to students. Any how he has to take the support of behaviour. He becomes a guiding light for students. Thus he tries his best for becoming a popular teacher.

1.15.1.3 **Frustration and Conflict** : Man has many desire. It is not easy to satisfy all his desires. There are many obstacles in the way and it becomes almost impossible to attain satisfaction. As a result psychologically the situation of conflict and frustration arises. e.g. If a
person desires to be a doctor but lack of fund creates conflict in the situation which ultimately leads to frustration and disappointment.

1.15.1.4 **Anti-adjustment Behaviour**: Really speaking proper behaviour is required to attain set goal. Wrong path always leads to the wrong goal. Actually the person is misled through ways. It takes the person away from his goal and his goal is lost and gone. When a failed student finds faults with the teacher or examiner by saying that we are not taught well, the assessment is not proper, we should understand that he is anti-adjustment. By seeking faults of others one cannot gain anything. He should start self-introspection like may be “My efforts are not strong; I should rectify my mistakes etc”. He should rectify his mistakes and then only he can attain his goal.

1.15.1.5 **Satisfaction**: The ultimate goal of all adjustment is ‘satisfaction’. A person gets satisfaction when his desires are satisfied. The value of satisfaction is much higher than the gain of a desired thing itself. When the goal is achieved and satisfaction is gained, no stress remains and a person become free from stress.

1.15.1.6 **To gain Re-adjustment**: One should not give up efforts even if he cannot get desired result, even if his needs and not satisfied instade of giving up he should make stronger efforts to attain his goal. His efforts should be now more effective and result oriented than before. He should concentrate on his mistakes and should rectify them. Failures are the pillars of success. Efforts should not be discontinued. Stronger efforts do lead to the goal achievement. Various strong and intense efforts one again goal is sure to be achieved and person has to make attempts for re-adjustment. Re-adjustment is a sort of learning, in which a person leaves meaningless efforts and does meaningful efforts to attain his goal and finally achieves his goal.
It is very clear that a person starts his behaviour to attain his desired goal. His behaviours end when his goal is achieved. The way to get all needs satisfied is not soft and smooth. No goal is easily achieved to be.

Unsuccessful proved behaviour is either to be improved or it is to be given up and as its substitute new pattern of behaviour is adopted to achieve desired goal. Finally with all hard efforts person is satisfied when his goal is achieved.

1.16 THEORIES OF ADJUSTMENT:

1.16.1 Goal oriented behaviour: Behind man’s each behaviour there is some goal. He is motivated by something which makes him behave in specific manner. To satisfy the need behind behaviour person makes adjustment.

1.16.2 Little – satisfaction of need: Human needs are unlimited. They cannot be satisfied fully and completely. The means to satisfy them are limited. All needs are not satisfied. When the needs are not satisfied conflict occurs and stress appears. In this situation adjustment is badly needed.

1.16.3 Choice for less conflicting behaviour: Each person selects minimum conflict to achieve his desired goal. We prefer less conflicting situation.

1.16.4 Knowledge about need: We are always eager to know which of our needs are satisfied. his knowledge plays vital role in our future satisfaction.

1.16.5 Special relationship with environment: Each individual has special relationship with his environment. It is due to his special historical background of his life. Such history is made up of personal experiences. e.g. The relationship of a student with his college is quite personal. He doesn’t have the same relationship with other college.
1.16.6 **The control of behaviour**: We can control other person’s behavior. It is possible through the study of adjustment. Cordial relations are established through behavioural control.

1.16.7 **Inter-action is the base of adjustment**: The philosophy of adjustment lies in inter-action. Successful inter-action creates good adjustment. e.g. Student-Teacher relationship. Through successful inter-action educational adjustment is achieved.

1.16.8 **The outcome of behaviour**: The outcome of any type of behaviour is certain. To avoid the outcome of behaviour sometimes we are much careful about our behaviour. We do not desire any frustration as outcome of our behaviour. We have to bear in mind other person’s reaction should be our desired behaviour.

1.16.9 **Continuity in Adjustment**: As human wants are unlimited his process of adjustment seems continuous. He is continuously attempting to achieve his goal and adjustment plays vital role in it.

1.16.10 **Symbols**: Our adjustment is reflected through certain symbols such as to distort the face, to show anger on face etc. We try to adjust to such gestures.

1.17 **THE AREAS OF ADJUSTMENT**:

If there is no conflict between people’s needs and his desires and if a person does not find any difficulty in fulfilling his desire it is called positive adjustment. When a person finds it difficult to his needs or he is motivated to behave in such manner as is harmful to society and his own self. The areas of adjustment are varied and vast, where a person has to adjust himself. Adjustment itself is not good or bad, its results make it good or bad. That is why it is said, “No man is good or bad right form birth, it is the circumstances which make him do so”. Means- “An individual is not for adjusted or more adjusted”.

1.17.1 **Social Adjustment**

A person has to adjust to his society, neighborhood, various institutions or groups it is called social adjustment.

A person is born in society, develops in society and dies in society. A child is ‘Self-Centered’ initially. Gradually he develops relations with many friends in society and he creates his own wide circle. As a result ‘Self-Centered’ child now becomes ‘Social-centered’. Individual is a society animal. He follows the rules and regulations of the society; the society condemns him if he does not follow the rules of the society. Society does not accept such persons and does not respect them. Thus to gain respect and identity in society one has to properly develop his speech, behaviour and dealings with society. Person will definite adjust to the society and relations with society if he has helpful nature and cordial and amicable relationship with others. Loving interaction plays vital role in establishing good social adjustment level.

1.17.2 **Family Adjustment**

A person has adjusted to his family that is called family adjustment. Many areas are related with individual’s life. Among all those areas family is the most important one. Various religious, educational, professional institutions educate a person regarding various subjects but his basic needs such as love, good feelings, acceptance, security, physical and psychological needs are provided by family only. It cannot be said if all these are gained there is no problem in society. Indian family includes grandfather, grandmother, uncle, auntie, parents, children etc. But in today’s time families are becoming smaller. People prefer individual family to joint family. Problems occur due to unemployment, illness, accident. The greatest problem is that of brought up of children. How to maintain and support family? How to fulfill needs? How to satisfy family members? Because of such situation
conflict arises and at that time there arises the need for family adjustment.

1.17.3 **Educational Adjustment**:

Students have to make adjustment during their school and college days and it is called educational adjustment.

1.17.3.1 **Adjustment in school**: Family and home exert deep influence in the life of an individual. Second important role is played by schools. In all education and training are considered of much importance throughout the world. Every year thousands of students are enrolled in schools in India. Students have thirst for knowledge, because knowledge is power. With the increase in knowledge the problems of educational adjustments also have increased. The problems arising at home from conflicts are brought to schools and it is made the problem of the school. Thus family influence is important in adjustment in school. In short to make the child’s life happy and enjoyable teachers and parents should try their best with mutual understanding and co-ordination with one another.

1.17.3.2 **Adjustment in college life**: Students have to make adjustment during their college life and it is known as adjustment. Student completes his schools days and enters college life. Many of them are youth. This age poses many problems before them. College life is very much important for every collegian. They have gained much. They can decide their future very bright. Many students lack true information and as a results they have to suffer and they have been victimized of many problems. They have not been able to make adjustment. e.g. They experience difficulty in adjusting to the problems regarding family, society, education, profession, sex, personality etc. Next to family adjustment educational adjustment is very much important in life.
1.17.4 **Adjustment in profession**

Service people and those who are working in industries have to make adjustment which is called adjustment in profession. Two types of selections play vital role in life. (1) Selection of life partner (2) Selection of service or Profession.

Much emphasis is given to the right person in right profession. After graduation most of the people enter service sector or profession. It is necessary to support the family. Some become salesmen, some become doctors, engineers or lawyers and professors. Some people join industry sector. In modern times women also join professions. ‘Women is the crown of the house’, ‘She runs the house’, ‘She is a goddess’, ‘She takes care of the family’, ‘She brings up children’ etc. are the titles given to women. Apart from performing household duties, adjustment between a man and a woman is needed. Adjustment between a husband and a wife is important. Nothing is possible without co-operation and good healthy relationship. Person feels dissatisfied if he cannot get the work suitable to his interest and aptitude and intelligence. He cannot adjust himself in that work. Mostly we should select the profession of our choice, where we have to make minimum adjustment and we can obtain maximum pleasure and satisfaction from the work we perform.

1.17.5 **Adjustment in Marriage**

One has to make lot of adjustment in married life. It is called adjustment in marriage. Shakespeare has said in one of his plays, “The merchant of Venice”, “The path of true love never did run smooth; the path of true love is not a bed of roses but full of thorns”. Mostly it happens that if the married life of parents is successful, it is likely that the married life of their son or daughter is also a happy and successful. That is why husband and wife should show respect and good feeling for each other. They should co-operate each other. Some people have
romantic ideas before and even after marriage. Actually marriage is a mingling of two souls. People have very high expectations before marriage. Man and woman both have different personality. When difference of opinion arises compromising attitude is needed. This generous attitude only makes marries life happy and healthy.

1.17.6 **Sexual Adjustment**:

“Psychological and biological components are responsible for the development and psychological attitude towards sexuality and love. These psychological attitudes determine our psycho-sexual adjustment quality”.

Sexuality is observed more among human beings than animals. Dr Freud sees sexuality as the root of all human activities. The happiness and success of married life depends on sexuality. Dissatisfaction in sexual life brings perversion in personality. Modern educationists emphasize on sexual education in children. They should be taught all these facts. Most of the people are shy hesitate and feel fear regarding sexual education. This is just unfair that they do not give sex education to children. Today in the developing countries children of schools and colleges are educated regarding sexuality. The aim is to educate them regarding sexuality so that they can be well-adjusted in life and make their lives more developed.

1.17.7 **Emotional Adjustment**:

We have to adjust to our emotions like anger, fear, love etc. This called emotional adjustment. Child, youth and old everybody’s behaviour is associated with emotions. Sometimes anger, fear, laughter, worries etc. are obstacles in our development. e.g. If a child worries too much or fears it affects his personality development and it affects his health also. Students should know about emotions. According to Hopkins for emotional satisfaction individual’s acceptance and reward
of his special attributes, feeling of safety and security are necessary. Elders and teachers should take proper care of this so that the child’s emotional adjustment remains stable and healthy.

1.17.8 Adjustment in Health:

“Health mind lives in healthy body”. Healthy body means healthy and positive adjustment in life and healthy person is not tired of working. Unhealthy children fall sick frequently, they get tired very soon and they remain behind in studies and everything. Physically challenged students find adjustment difficult. Students should be educated to stay healthy and do some exercise in school. This will create confidence in students. He would learn about self-control and he would be able to adjust himself in stable as well as changing situations. If creates his willingness to accept responsibility and finding solutions to problems and humor in life. These specialties are required for adjustment in health.

1.17.9 Adjustment in Old age:

Grey hair, wrinkled skin, deep hollowed tired eyes, thin bones and bent back, skeleton like body is old age.

Normally people above 60 are called old people. As the age grows certain changes occur in body. (1) Changes in physical ability and functioning. (2) Changes in mental ability and functioning.

It is very difficult for old people in modern age to get them adjusted when their physical and mental faculties are weakening day by day. Due to certain changes in their nature and dealings with people their own family members do not hesitate to send them to ‘Old homes”. To avoid all such problems adjustment in old age is a must.

1.17.10 Adjustment in Leisure time:

“What is this life, if full of care, we have no time to stand and stare”. Right from childhood to old age a person has ample time. He
enjoys leisure time in his own way. He should use leisure time in constructive work which would develop his personality. He should not waste precious time of his life in doing trifle things or in doing nothing. By using time wisely he can make his life meaningful and easily adjustable. The areas of adjustment are wide. Its scope is wider (Shah, 2007).

1.18 **THE CHARACTERISTICS OF ADJUSTMENT :**

1.18.1 **Adjustment is a mutual interaction :**

Adjustment is an action and reaction between an individual and environment. Individual’s effect on environment and environment’s effect on individual both play vital role in the process of adjustment. In the process of adjustment person either adjusts to the environment or changes the environment or sometimes he does both the things. Person is directly or indirectly is capable to change the environment to certain extent. If he can not alter the environment he tries to alter his behaviour. If any of these ways if a person establishes healthy relations between himself and environment, he is considered successful as far as adjustment is concerned. In short if a person is successful in interaction with environment then it can be said that he has been able to make satisfactory adjustment.

1.18.2 **Adjustment is not submissiveness or surrender :**

Some people believe that adjustment means surrendering one’s self to the desire of others to submit to others, but this is not right. Of course, satisfactory submissiveness can be termed successful and satisfactory adjustment. If depends on the situation. If a girls likes the candidate selected by her parents and she agrees to marry him. Then it is called successful adjustment. If she doesn’t like the candidate then to obey the parents would be to dishonor her self-dignity. Sometimes it happens that a person is not capable for doing certain work but he
honors elder’s wishes and makes efforts nut totally fails. Thus through submission to what extent adjustment is gained depends on situation.

1.18.3 **Adjustment is not one sided process:**

Individual affects society in the same way society also affects individual. Adjustment is a two-way process. Changed person affects the environment. e.g. Child’s personality is influenced by the condition of family. Child’s personality affects the environment of family. Adjustment is not one sided it is two-way process.

1.18.4 **Adjustment is a continuous process:**

Like river, individual’s life and environment continuously flows on and on. Time past never comes back, like the water of the river. One cannot have bath in the same water of the river again. Individual and environment are continuously changing. So the process of adjustment is going on continuously. There is no law in science, with final. The law of science may be changed in future. No adjustment is final and unchanged. All our actions are determined by our mental state. If there is a quarrel with wife in the early morning, the reflection of this quarrel is visible throughout the day and daily routine. You are upset from home and you are waiting for the bus, even five minutes wait makes you more upset and irritates you very soon. “Transport system is irregular and bogus”. This type of ideas fills your mind. When you get into the bus and someone known to you respectfully talks to you and your mood changed immediately. Thus we are trying to adjust to the ever changing environment.

In short time, circumstances, age, education etc. are ever changing. Change is the law of life. According to the changes one has to adjust in life. Adjustment is a continuous process.

1.18.5 **Adjustment is a developing process:**

A person passes through various stages during his life span. Different stages present different problems and they have different
adjustment problems. As the world changes, individual’s adjustment area also changes. The need and priority and importance of adjustment also changes with the changing world. During childhood, the child has to make adjustment with his parents, elders at home and other friends. When he goes to school he joins business he has to establish and maintain relations with persons related to his business. As the married life starts he has to adjust to his spouse as well as many other people. Adjustment with all components and in all situations is only gain compromising and subjective adjustment.

1.18.6 Person has to meet the challenges of Adjustment:

If we face the problems and difficulties, it proves that we have ability to meet the challenges of life. We adopt certain traditional ways to meet the challenges. e.g. We wear woolen clothes in winter and wear the suitable clothes in summer when it is too hot. Sometimes we have to be foresighted. e.g. which career should be selected, who should be your life-partner, such matters influence our minds for quite a long time. It is not necessary that all responses to the challenges give positive results. Some people turn to wine overcome loneliness. It reduces their social anxiety for short period. In long run they become addict to wine and the problem becomes tenser.

1.18.7 No change also requires adjustment:

Individual and environment are changing. Yet adjustments always do not occur in environment. Sometimes the changes are so intense that they are not felt or experienced. This monotony creates boredom in life. e.g. We welcome change In dressing, food and life-style. ‘No-change’ creates problems of adjustment.

1.18.8 Multiple causes and results in adjustment:

There is no theory of cause and effect among relations between man and men. Each event does not occur because of one and only one
reason. Multiple causes and results make human adjustment more complex and confusing. The same causes can create different results. e.g. In F.Y.B.A. class learning under the same professor three different students show different results. Three students learning under the same teacher fail in one subject. Here the result is the same but causes are different. It may happen that one student has no much interest in the subject so he failed. The second student has interest in the subject but he failed due to lack of skill. The third student failed because of family responsibility occurred at the time of examination. There is more than one reason behind our behaviour.

1.19 THE CHARACTERISTICS OF ADJUSTED AND MAL-ADJUSTED PERSON:

Adjustment is a personal achievement. A person who performs his duties satisfactorily and is involved in other social activities and performs social responsibilities with awareness is very well adjusted in life. Those who cannot attain their goals are mal-adjusted people. They revolt against themselves and against situation and people of society. They are called mal-adjustment people.

1.19.1 The characteristics of adjusted person:

There is no universal law of well adjusted person. There is difference and variety of culture, economic difference and cultural difference. There is difference between two generations. The following characteristics are common among adjusted persons.

1.19.1.1 Physical Health: Well-adjusted person is healthy without any disease and a controlled person. He eats right food. He does not suffer from ulcer, indigestion etc. Physical Health influences mental health. Healthy mind lives in healthy body.

1.19.1.2 Psychological Balance: Person should be physically fit and mentally healthy. He should not have suffered any mental disease. His
mind should bear no complex. He should not have suffered from frustration or breakdown at the same time he should indulge himself in day dreaming. Such persons can easily adjust in life.

1.19.1.3 **Efficiency** : A person who bears his responsibilities properly and uses his professional skill for society and maintain the dignity of his own self and family can adjust himself very well.

1.19.1.4 **Social acceptance** : Adjusted person is socially accepted. Thereby he receives social status, social security and social reward. Those who fellow social traditions rules and regulations, beliefs, ideas and values can very well adjusted in life. The people who attain their goal through foul means are mal-adjusted in society.

1.19.2 **The characteristics of mal-adjusted person** :

There is difference between adjustment and mal-adjustment. Especially the adolescents’ boys and girls are mal-adjusted when their desires are not fulfilled. They revolt against society and create serious behaviour problems. Such children can be differentiated from others is the teacher observes them carefully. The following are the characteristics of mal-adjusted persons.

1.19.2.1 **Physical characteristics** : Mal-adjusted person specially finds difficulty in speech. He stammers and stutters in speech. He becomes restless, bites his nails, moves legs, face distortion and frequently he feels vomiting sensation, he is physically or mentally sick, frustrated experiences, stress etc. are common traits.

1.19.2.2 **Faulty Behaviour** : Faulty behaviour exhibit their real image. Violent nature, telling a lie, fighting, carelessness towards study, indulging in third class activities, sexual harassment etc. are their common traits. Such persons are harmful to their families, society and harmful to their own body.
1.19.2.3 **Emotional Need**: The following are the characteristics of mal-adjusted persons, who cannot adjust in society. They worry too much, they are afraid and they experience freedom as well as fear, they suffer from inferiority complex, they hate others, they are too timid, they invite conflict and bear stress (Raval – 2003).

1.20 **THE FACTORS AFFECTING ADJUSTMENT**:

Adjustment is such a situation in which a child, student, teacher, exhibit compromising nature and through such attitude he joins the study of his interest and the child learns to develop himself as a result he attains desired goal easily. Generally three factors influence adjustment.

1.20.1 **Home**: Home is a part of society. School is another part of society. Child learns the lessons of adjustment from home and gets ready for the world. He learns from the elders. He learns from the discipline, virtue, love, charity, mercy, study, good habits, respect, honor, dignity, learning new subjects. He is committed to his elders regarding the laws of place and he follows the guidance of his patents. Adjustment starts from home. The parents should create adjustable environment at home.

1.20.2 **School**: School is an important part of life. Students are trained for life through teaching and training. Children are trained in school from social and cultural point of view. The children are taught in school what they have not learnt in their homes. Simultaneously he learns the difference between good and bad, he should be able to distinguish between good and evil. He learns discipline and prepares himself for becoming a civilized citizen of society. Child’s over all personality is developed in school. He finds opportunity to mix with the children of different levels of society. He likes to study with them, play with them. He likes to be in competition with them in the subjects like music,
drawing etc. This is co-operative life. He gets himself adjusted with the nature of others. He trains himself for adjustment.

1.20.3 Society: After completing certain education a child enters society. During his study there are certain changes in child. This is the assumption of society. Society’s expectations are very high from such children. If the child has learnt adjustment right from his school days, he can very well adjust in any kind of situation in life. Such children are socially accepted. He makes adjustment at home, in school, in society and gradually becomes a good citizen. Adjustment helps him in becoming a good citizen (Shah-2000).

1.21 FLEXIBILITY AND ADJUSTMENT:

The term ‘Flexibility’ is frequently used with the term ‘Adjustment’. Functionally both these words are synonymous but bear different process.

Change is the law of nature. We find various changes in nature. Those animals can survive that change their food, habits and daily routine during heavy rainfall or drought situation. According to Darwin ‘adjustment is a process to maintain existence through adjusting with the situation’. Darwin used the term ‘adjustment’ for interaction of physical world and animals. The psychologists used the term flexibility for the process of interaction of human being’s physical, social and cultural environment.

Thus both these words adjustment and flexibility exhibit different actions. Adjustment means a process of getting adjusted to situation. Adjustment is a process of acceptance and surrendering. Accept the situation as it is. How to survive in any situation is the criteria. Adjustment is positive attitude accept the situation as it is.

‘Samayojan’ term consists two words ‘sam + ayojan’. Equal planning of the factors responsible for the satisfaction of need.
Individual makes changes in situation through the strength of his hard work creates ‘Samayojan’.

Adjustment means to accept the situation as it is and live life. It is not so in ‘Samayojan’. The aim of it is not only to live but to live with satisfaction. Psychologist ‘Harish’ explains the difference only in one sentence “Adaptive acts contribute to survival while adjustive acts reduce tension”.

1.22 THE METHODS TO IMPROVE ADAPTIVE ACTS:

People who believe in Adjustment are happy. All our desires are not fulfilled. To improve adaptive actions one should not take the support of superstition, blind faith, fate, astrology etc. Many dissatisfied people follow the advice of astrologers and desire solutions from them. The suggestions of psychologists are more scientific and real such as.

1.22.1 To expand knowledge about self: A person has to do introspection. Intellectual self-examination is the basic thing for healthy adjustment. Through constructive self-introspection and self-examination he comes to know about his strength and weakness which can be removed through efforts.

1.22.2 Real understanding regarding one’s true needs: There are more than one way to solve any problem if a man has real idea regarding his needs man has capacity to find many solutions of one problem.

1.22.3 The knowledge of influence exerted on others: Many people do not know that they have been able to create some impression on others. It is necessary to know the influence of your behaviour on others.

1.22.4 Awareness of one’s own ability: Man is a treasure of abilities. Man should have through knowledge of his ability for adjustment. It is helpful as well as useful for making life happy.
1.22.5 **Change in behaviour**: For improvement change in behaviour is required. Changed situation poses challenges in life. Adjustment is difficult without behavioural change. E.g. When a girl marries and goes to her in-law’s house. The environment is totally different there. She has to change her behaviour for adjustment. The problems of behavioural adjustment are very in each situation at various levels in life. Through changes in behaviour adjustment becomes easy and soft.

1.23 **THE FACTORS AFFECTING ADJUSTMENT**:

1.23.1 **Need**: Need means a component that motivates behaviour, leads it and prompts the situation. According to Lehner and Cube, “Need is such inter-external situation which continues behaviour till the balance is settled”. Need means breach of balance, experience of anything’s lacking. Need means want of things. This experience is exhibited through restlessness, stress which continues till it is satisfied. When the need is satisfied once again the balance is established. When the volume of water decreases in body we become restless but after drinking water once again we feel better and balanced. Need motivates behaviour. Without need there is no behaviour. The satisfaction of need is experienced through relief or stress. From adjustment point of view need can be identified as following.

Need means to satisfy a person for lack of certain thing. Person is satisfied physically or mentally. The behaviour differs from person to person. Need causes dissatisfaction and restlessness. To attain satisfaction becomes his goal. E.g. A hungry person seeks food, lonely person seeks company. A hungry person gets angry when he is given human company instead of food. Thus need activity becomes activity of selection.

1.23.2 **Frustration**: A person suffers from defeated mentality when he sees total failure to satisfy his need. He is afraid of failure. This type of
mentality is ‘Frustration’. Frustration results in to depression. It either hates the person and takes a man away from reality or makes him strong and determined to attain the desired goal.

Frustration affects the process of adjustment. According to psychologists the brought up of child is in the base of Frustration. Psychologist Hat has performed experiments on while rats. It was known that among certain rats could get themselves adjusted because of childhood experiences of adjustment and development of Frustration strength. As the age advances as the age develops and as a result the adjustment problems do not take serious form. There are three ways to find adjustment from Frustration.

1. To control the Frustration posing situation.
2. Avoid Frustration creating situation.
3. Remove Frustration through behaviour.

1.23.3 Inter-personal relation: All relations are social relations. The relations are between two or more person. Our behaviour influences others and other’s behaviour influence us. Total influence of interaction or decrease in it creates certain situation. We should know its importance in individual development and interaction. The cases are hardly found when a man is alienated from human relations.

“From the time we are born we are involved in inter-personal relationships. At every stage our growth is marked by direct and intimate association with others”. – Lehner and Cube.

Basic components of inter-personal relationships are: (1) Communication, (2) Feedback, (3) Social Expectations, (4) Role Behaviour, (5) Reciprocal Gratifications.

1.23.4 The information regarding the degree of Adjustment: In personal adjustment how the relations with other persons be established, how to adjust needs in current structure are important matters and one
has to take leadership. e.g. Golden rules of married life sometimes do not make life very happy. Sometimes such rules make life dull and dry. However golden the rules are, we should know how to implement them in life. If we have no modesty regarding their implementation our life will not be a happy life.

There are no sure cares for personal adjustment. To attain personal adjustment psychological concept to understand other’s problems is required. Problems should view from all angles.

1.24 **ATTAINED ADJUSTMENT:**

Sometimes adjusted person becomes mal-adjusted. Adjustment and mal-adjustment are the two ends of one line. There is a thin dividing line between the two. It is to be noted that explosion of emotions like anxiety exhibit characteristics which are just normal.

1.25 **THE CAUSES OF MAL-ADJUSTMENT:**

1.25.1 **The components of environment:** In 1964 Haster has mentioned certain components of environment which are as under:

1. Very strict initial, faulty training.
2. Rejection from either father or mother or from both.
3. Over protection, over love, unfelling behaviour.
4. Improper comparison with other family members.
5. Lack of proper sexual education, lack of adjustment and recognition of orthodox and current modern trends.

1.25.2 **Components of individuals:** For mal-adjustment certain components remained in an then his level of adjustment in school is quite low rather he is mal-adjusted in school. He is not mal-adjusted at his home. A student may be well adjusted at home, in social groups and on play grounds. He is mal-adjusted in school.
Some people cannot make adjustment in student life, right from day one. They are mal-adjusted throughout their student life. They show their psychological reactions.

Some mal-adjusted people cannot maintain adjustment level when they do some activities or while dealing with money. One of the most common reasons of mal-adjustment is that children identify themselves with other.

1.26 IMPROVEMENT OF ADJUSTMENT:

Lehnar and Cube has suggested three main techniques for adjustment improvement.

1.26.1 Widening knowledge about own self:

Socrates has said, “I don’t know anything. I have knowledge about my ignorance”. It is the greatest weakness of a human being that he does not know much about himself as about others. Man knows many things about the world around him but knows very little things about him. William James has said, “Man is 90% ignorant about his own self”. Freud compares man to an ice berg and exposes his ignorance. We keep our selves well informed about others, cars, clothes and fashion. We are ignorant about the factors influencing our emotional systems. Why do we feel tension? What makes our life unhappy? Why does a man use defense mechanism? Man is ignorant about many things concerning him. For successful interaction man should have the knowledge of his limitation, weaknesses and strength, so that we can save over selves from improper interaction and undesirable situation when we cannot solve the problem. As for improvement of adjustment we should make attempts to search for better and more suitable activities according to time and place. We should give-up old and anti-responsive methods, one can modify such techniques. We should cultivate the skill to develop the education regarding optional techniques. With these techniques we can
bring positive solution to our adjustment problems. We should know how our environment affects us. We should not forget that the existence of our mutual relations affect our social relations. When we know our selves better, other too will know us. We should know others thereby we know ourselves.

1.26.2 *Widening other awareness*:

It is really important to know about the desires of others. No one desires to solve his problems at the cost of others. It means consider others needs. We should develop sensitivity towards others needs. We should know their expectations that will help us for better adjustment. We can presume other’s reaction if we know their behaviour. As a result we come to know when other people require our support and friendship.

1.26.3 *Widening understanding regarding problems*:

The meaning is very clear that we should collect maximum information regarding problems and situation the problems arise from. To realize the problems three things are important:

1. Leave the attitude of making the problem very easy.
2. Accept as many as possible aspects to realize the problems.
3. Should be well informed with the relations between means and achieved goals.

- Techniques offered by Fisher: Regarding adjustment and non-adjustment to realize individual’s activities four concepts have been developed. (1) Approach of attention and attitude, (2) Approach of attitude of feelings, (3) Objective approach.

1. **Approach of attention and attitude**: It is difficult to answer the question how much concentration one should keep on future and on present? One cannot frame a generalized law for that because whether to concentrate more on the present or the future depends on the circumstances of the day. Today’s interests are related to tomorrows
expected activities. e.g. Without any future planning students complete their college studies. Many people get married without any clear concept of life. Some people never think of future. Two meals a day satisfy them. They don’t think beyond this. This concept is not healthy.

(2) **Approach of attitude of feelings** : How much a person is satisfied or dissatisfied form his daily activities and his adjustment regarding such activities is called self-concerned approach. This conclusion important but the students of psychology or sociology ignore it. When a person loses control over his mind and goes mad over night his family members and friends receive shock. They have observed his outward behaviour only. He has made emotional adjustment to want extent is to be measured and for that internal changes should be minutely observed. It is easier to get the internal degree mal-adjustment from an introvert person than an extrovert person. Introvert person makes us realize more clearly about his dissatisfaction than an extrovert person.

(3) **Objective approach** : This includes educational, economical, social and psychological conclusions. Adjustment during school and college days are reflect in his later life. If the home circumstances and the circumstances of school are we show our innocence regarding the consequences of our behaviour. Sometimes we are indifferent or careless about it. If a man is aware of the consequences of his action gradually he can foretell the result. Gradually the understanding of the result of action is developed. The proverb, “Experience makes a man more prudent” indicates it.

**1.27 RELATIONS BETWEEN BEHAVIOUR AND ADJUSTMENT:**

Behaviour means individual’s reaction towards his environment. We believe that environment means the things around as and events
around us. External environment includes: (1) The world in which we are living, (2) The people we see, (3) The things we use.

Our reactions are extremely various. e.g. In summer we wear cotton clothes, People react to the environment of light, sound and stress. We live with our internal environment. Chemical substances, stress, spread, swelling etc. are included in it. When feel hungry, thirsty or sleepy we react against certain natural urge. But human being is never alone. He is influenced by social environment. He shapes his reactions according to the demand of his family and many social groups. He continuously accepts the influence of culture, nation racial group etc. We daily respond to the reactions we accept from society’s internal and external environment. We learn and retain the experiences in our memory so the experiences of the past also affect our current behaviour. It can be said that behaviour means adjustment of the environment of the past and present. There is very little difference between effective and ineffective adjustment.

1.27.1 **Behaviour should be socially acceptable**: There are two main aims of behaviour: (1) Gratification of need, (2) The solution of the problem.

Individual’s behaviour shows adjustment. We can satisfy our needs through certain actions. Such actions are not acceptable in our society and environment. This type of behaviour suggests mal-adjustment. The adjustment that establishes satisfaction and compromise is acceptable in society. We have to develop special skill to distinguish between the two.

1.27.2 **Emotions is the main link between interaction and behaviour**: Well-adjusted person’s behaviour with one another is satisfactory and adds enjoyment in life. Interaction between human beings is not inanimate and mechanical like action and reaction of inanimate thing.
Human relations are colored with feelings. It is important to think how the other person would feel. We do bother about other person’s feelings. How does the other person feel is much important.

Interaction between two persons sometimes brings them very close through feelings. Our formal relations create formality on others. If we become informal with them other persons too would have soft conner for us and that is the closeness with emotions and it is everlasting. We should make them comfortable.

1.27.3 **Behaviour is an objective oriented process** : In the terminology of psychology the definitions of behaviour means purposeful behaviour. Due to purpose any action is done as action or reaction is with purpose. Specific behaviour is done consciously or unconsciously but with specific reason. Person is fully aware of his behaviour in conscious behaviour. If a person is unaware of the consequences of his behaviour or he has no idea of its causes or forms his behaviour is called unconscious behaviour. Such persons feel helplessness and feels compulsion to behave in certain manner.

1.27.4 **Controlling other’s behaviour is possible** : A ‘Mantra’ is found through the study of the factors of personal adjustment. If we consciously control our behaviour then to some extent other person’s behaviour tends to be adjustable. We day and night expect cordial relations from our relatives and friends. If we know that what type of our behaviour motivates others behaves well or rudely with us then it becomes quite easy to control their behaviour. We would definitely behave in positive manner so that others would not misbehave with us. We should know what type of our behaviour they do not appreciate.

1.27.5 **Each behaviour yields result** : Every behaviour shows results. There is relation of cause and effect. All actions, events bear result. Most of the people are ignorant about the relation between cause and
effect. e.g. Mother herself does not know that by frequently beating a child he becomes violent. His violence is exhibited in his behaviour such as he knowingly falls sick, he makes too much mischief in the presence of others. We hear many people saying. “I never expected this! How could so happen? Why this in my fate? What have I done that I suffer this much? Is this the reward?”

We are shocked by the consequences of certain actions. Sometimes the consequences are surprising also.

1.28 THE FORMS OF EFFECTIVE AND INEFFECTIVE ADJUSTMENT:

There is no much difference between the two. There is continuity between effective and ineffective adjustment. Most of the people are moderately adjusted. Their adjustment level is medium. Very few people’s life is effectively and satisfactorily adjusted. In lower level some people live extremely mal-adjusted life. Special person’s adjustment is at special level from the upper to the lowest level. As the time passes it may come down or go up. e.g. Due to continuous mental stress his level of adjustment may come down or may go up if there is improvement in circumstances or through learning it may become more effective. Some people are very well adjusted in certain areas of life but their level of adjustment is very poor in other areas.

Colman has showed three suggestions regarding various types of behaviour.

(1) Does the action done by individual satisfy the demand of the situation?
(2) Does the action satisfy individual’s total needs?
(3) Does the action relevant to the public welfare?

Which action or behaviour to cop up with the situation is effective depends on various culture and various circumstances. Each culture has
different norms. Yet certain common effective and in effective adjustments have been generalized.

1.28.1 **Behaviour according to the situation’s demands:**

Certain behaviour do not bring end of stress circumstances but individual is just temporarily relieved from it. e.g. To mitigate the stress caused by person himself he takes drugs or turns to wine and feels relaxed. This is a short term relief. This is not a permanent relief. So taking mitigating drugs is ineffective adjustment attempt. As the time passes the stress of close relative’s death or failure in love decreases. “Time is a healing factor”. During such period this temporary steps can be useful.

Certain steps can postpone failure and frustration for time being only. In reality in long run it adds to the problems of mitigation. It affects the level of adjustment adversely. It is the basic requirement of the adjustment that one should be able to cope up with the demand of time and situation.

1.28.2 **Behaviours emphasizing one’s needs and satisfaction:**

Certain behaviour can cop up with the need of the situation but cannot satisfy the need of one’s own self. e.g. The son desired to be a doctor but the father wants him to be with him in business. The son sacrifices his desires due to father’s deep emphasis and he controls his desires there by experiences mental stress. This can never be called well- adjustment. Day by day internal conflict increases and makes the situation serious. It is to be through whether effective and in proper quantity, satisfaction is derived or not. During the whole day a person has to remain busy and he gains good position, status, money etc. He gains chance to utilize his ability. He has to be away from his family and he remains under continuous pressure of work. In such cases there is more harm than benefit. Individual’s behaviour is in effective. Through
suppression a person wants to forget his problems and tension but it does not end his problems. It damages his ability to take work on reality basis.

1.28.3 **Suitable behaviour and community’s pressure**:

When a person tries to solve his health and moral problems he takes care of environment and desires the welfare of the society, he is called a well-adjusted person. This is called an ideal adjustment. At the cost of others when a person satisfies his needs, it is called ineffective adjustment.

If the efforts ate of short time and can satisfy temporary needs but make them ineffective in long run. Such behaviour is not called good adjustment.

A person can retain his internal harmony and harmony with other people and environment. The same activity develops the aims of community. When the community is oppressing in one way or the other, the person has to go against the community to fulfill his demands. Best developments of an individual and community welfare are important in adjustment.

1.29 **SCIENTIFIC SIMPLIFICATION OF THE PSYCHOLOGY OF ADJUSTMENT**:

The study of human life is very much important. There is no case in the study of this subject as we find in the study of physics and chemistry. We rely more on superstitions, prejudices, occasional observation and certain set beliefs play greater more than scientific facts. Most of the people have the tendency of ignoring. “It is always like that” this type of tendency is developed in many people. They think that their behaviour has no relation with causes and effects, they think that it is just an event. There are two requirements of the scientific study of adjustment:
Acceptance of the facts of cause and effect. All our activities bear effects. The emotions we feel and experience creates effect. They are related to the post events.

To obtain the understanding of the causes of behaviour or special experience for control of behaviour or change of attitude and efforts should be made to remove them.

1.29.1 The facts of cause and effect:

There is more than one factor responsible for the discovery of emotions. e.g. While ‘scolding’ why did the child cry? Scolding is not the only cause of the child’s crying. It depends on the person scolding his relations with the person, situation of the time, child’s mental condition, the reason behind scolding etc. should be considered.

There are many reasons behind behaviour. This attitude suggests us to look at behaviour with many different to angles. Socially unaccepted behaviour is understood through many points of view. e.g. If a child steals, we cannot call him ‘Wicked’. We don’t believe that he will not be improved. Child’s perversion should be analyzed. His circumstances should be analyzed.

To realize human behaviour we should study concerned emotions, the situation when the problem arise, individual’s needs, his mental make-up, his past experiences related to the event should be considered. ‘What is the final cause of behaviour?’ This question is out of place just now.

1.29.2 Each behaviour should be carefully studied:

Apparently the same dealings do not have the same type of explanation. e.g. In one young man leadership may be the result to hide his inferiority, it may be his complementary activity. A student is not making preparation for exams, may be because he is not interested in studies and may be possible that he is indifferent. As the same time it is not true that different looking dealing is always the results of different
causes. e.g. One child is violent and self-asserting, the other is shy and timid. These characteristics may have emerged from the same situation. Undesired children who have not gained parents’ love in their childhood exhibit awkward behaviour. Human behaviour should be studied independently. Generalization should be made with clarity. Forecast and control are the tests of scientific clarification. True clarification help us to understand well, our dealings. We can foretell behaviour.

1. **30 CONCEPTUAL BACKGROUND OF MENTAL HEALTH:**

The concept of mental health is as old as the human beings. Our ancient scriptures are full of references to mental disorders and their treatment. The Atharva Veda, the Chark Samhita, the Susrut Samhita and the Astangh Sangrah have described several diseases of the mind with specific methods of treatment. They have also given the concept of mental health and how to maintain and promote it.

In the Bhagavad Gita, Chapter Sixteen describes the nature of the God like and the demonic mind. Those with the God like nature, possess, "fearlessness, purity of mind, wise application of knowledge and concentration, charity, self-control, sacrifice, study of scriptures, austerity and uprightness". Further the God-like individuals are devoted to "non-violence, truth, freedom from anger, renunciation, tranquility, aversion to fault finding, compassion to living beings, freedom from covetousness, gentleness, modesty and steadiness". The above qualities indicative of God-like nature are in modern psychological terminology are the traits and characteristics of a well-adjusted, well integrated and mentally healthy person. The Gita also emphasizes some more qualities in this context, like vigour, forgiveness, fortitude, purity, freedom from malice and excessive pride.

The teachings of Lord Buddha are contained in the little book "The Dharmapada". In Chapter Fourteen, the traits of the enlightened ones
are described. Further, various aspects of human nature and conduct have been narrated in such a manner as one that enables a follower of Buddhism to attain good mental health.

In modern India, especially in the beginning of the twentieth century, spiritual leaders emphasized a way of life free from greed, anger, fear and pride. In the teachings of Sri Rama Krishna Paramahamsa and Swami Vivekananda emphasis has been laid in service and sacrifice, the essential ingredients of good mental health - like physical health, mental health is also an aspect of total personality.

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 recognized 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 mastery over self the minds attained the highest level of emotional equilibrium.

Mental health is the balanced development of the individual personality with his fellowmen. 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, the way he earns and spends his money, and the way he views happiness, stability and security.

**1.31 DEFINITION OF MENTAL HEALTH**

Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. From the perspectives of the discipline of Positive Psychology or Holism, mental
health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

The World Health Organization defines mental health as a state of well-being in which the individual realizes his or her own abilities, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to his or her community. There is no single authentic or certified definition of mental health. Cultural differences, subjective assessments, and competing professional theories, all affect the way "mental health" is defined.

Different psychologists have emphasized different aspects of mental health in their definitions. According to J.A. Hadfield (1950) "Mental health is full and harmonious functioning of the whole personality".

H.W. Bernard (1961) writes (a) mental health involves continuous adjusting rather than a static condition and is therefore a progressive goal. It is an ability to cope with the present and in all likelihood to adjust satisfactorily in the future. (b) Mental health involves a point of view one takes of all phases of living.

The White House Conference in its Preliminary Report (1930) said, “Mental Health may be defined as the adjustment of individuals to themselves and to the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behaviour and the ability of facing and accepting the realities of life.”

Carter V. Good (1959) defines Mental Health as wholesomeness of mind, analogous to the wholesomeness of body, implicit in physical health, extended in modern usage to include all aspects of the adequacy of personality integration.
1.32 THE HISTORY OF MENTAL HEALTH MOVEMENT:

For a long time mentally ill were considered to be possessed by devils. Patients were locked up in tall jail like buildings, far removed from the centers of population, alienated from the rest of the society.

The history of mental health movements began in 1909 when the National Committee for Mental Hygiene was created. The Committee’s goals were the preservation of mental health, prevention of psychiatric disorders, and improvement of care among others. The initiative came from Clifford W. Beers, himself a psychiatric patient, who, after his release, crusaded to bring mental health and mental illness to the attention of his fellow citizens. The Committee was, and later remained, an organization that was primarily concerned with the society, not with the mentally ill individual.

In the United States public concern for the plight of the mentally ill was mobilized by Dorothea Dix and her followers in the nineteenth century. As a result large mental hospitals were built by the states in replacement of a system of care in local poor houses.

Cliford W. Beers wrote "A mind that found itself" a description of three years in various mental institutions and his indictment of the cure provided led to wide public agitation for the adoption of reform measures and to the formation of Mental Hygiene Movement.

The Mental Health Movement had a significant role in the organization of mental health care provisions for the military during both the world wars. The American public was deeply impressed by the fact that during World War II 1, 75,000 men were rejected for military service on psychiatric grounds and another 75,000 were released from active duty for the same reasons. According to Ridenour this fact had an important educational impact on the nation because people began to better understand the nature and prevalence of psychiatric disorders.
In 1948 the National Mental Health Act, authorized federal assistance to the states and to private institutions. In addition the Act created the National Institute of Mental Health and made it part of the Public Health Service.

The Mental hygiene movement which after 1947 became the Mental Health Movement has always promoted the idea that mental health is a government responsibility. It lobbied for legislation regarding involuntary commitment of the mentally ill and special trail procedures for mentally ill criminals.

A new model of mental hospital care appeared in Britain when locks and restraints were removed and involuntary hospitalization was discontinued. This Open Door Policy of the 1950's paved the way for extended community patient stay in hospital if and when a crisis appeared, a principle known as "Community care" in Britain. It facilitated the appearance of "de institutionalization" as a public policy in the United States. The policy of moving patients out of (state) mental hospitals (beginning in the late 1950's) led to a remarkable transformation in the character and distribution of mental illness services.

In 1955, Congress authorized the establishment of a Joint Commission on Mental Illness and Mental Health to analyze the nation’s needs and resources as a basis for recommending a National Mental Health Programme. During the 20th century, psychiatry began to make a scientific advance. The publications of Sigmund Freud led to new concepts in the treatment of mentally ill.

1.33 AIM OF MENTAL HEALTH:

The aim of mental health is both personal and social. The personal aim is, a mentally healthy individual who according to Stevenson, can pursue reasonable and professional objectives and can
make fruitful use of his talents and abilities. A mentally healthy individual has a sense of self respect, self-reliance and of achievement, and knows that he is liked, or loved or wanted. He has a sense of belonging and of being respected and has learned to accept, respect and love others. He has a sense of security and is reasonably at peace with himself and his environment. To these characteristics Blos (p. 564) added ability to distinguish between feeling and fact, to think and act realistically and rationally, and to tolerate some tension, to postpone gratification when necessary and substitute more socially acceptable gratification for those less socially acceptable, to achieve "self-realization in an accepted role".

Sutherland stated, "The joint goal of all education and mental health, as the development of the intellectual and emotional potentialities of every individual in an intricate and complex culture". Lindeman mentioned ability to face reality and accept as inevitable a certain amount of conflict, frustration and difficulty as a characteristic of the healthy personality; he also mentioned ability to work in groups but not to be dominated by them, and ability to maintain integrity in work and play.

Viewed from the social angle the aim of mental health is to prepare the individual to be happy, productive and useful to his fellow human beings, and enable him to contribute "to the changing, and challenging society". Actually the personal and social aims fuse, since society cannot rise above the level of individuals of which it is composed. The personal security achieved by its members contributes to its stability. Active adjustment to, rather than passive acceptance of or inability to cope with, a changing environment, is considered an important goal by Jahoda.
Viewed in the broadest way, the Mental Health Program has three goals as described by Stevenson: (a) restoration of mental health, a goal focused on getting rid of mental illness - for those who have suffered some loss of mental health; (b) protection against hazards to mental health thus safeguarding people from mental illness; (c) elevation of mental health, through developing the unrealized potential of people. These three aims are interdependent, achievement of any one would further the others, despite the differences in their orientation.

1.34 CHARACTERISTICS OF A MENTALLY HEALTHY PERSON:

It has always been easier to define mental illness than to define mental health. Recently many have recognized that mental health is more than the absence of mental illness. Even though many of us don't suffer from a diagnosable mental disorder, it is clear that some of us are mentally healthier than the others. The study of the characteristics that make up mental health has been called "positive psychology".

Burnham who emphasized the importance of integration of wholeness of personality said, "A mentally healthy person is one who has a wholesome balanced personality free from schemes and inconsistencies, emotional and nervous tensions, disorders and conflicts. He does not comfort himself like a series of compartmentalized selves, a series of Dr. Jekyll and Mr. Hydes, honest on Sunday, dishonest on Monday, generous today, crabbed tomorrow, reasonable and logical at times, confused and inconsistent.

The balanced personality, according to Professor Hamely is like the balanced physical system; it stands firm in the midst of strain and stress. There can be no balance of personality where there is no possibility of conflict. We do not seek the balanced personality in the cloister of one on a retreat, although it is often found there, but in the tempests and storms of life.
If we minutely examine the above two concepts of a mentally healthy personality we can say that a mentally healthy person is firm in his intentions and is not disturbed by the strain and stress of life.

Mental health is a condition of psychological maturity, a relatively constant and enduring function of personality. It is a condition of personal and social functioning with a maximum of effectiveness and satisfaction.

Mental health involves positive feelings and attitude towards the self and towards others. In order to understand the full implications of mental health, it would be advantageous to know the characteristics of a person who enjoys mental health. Actually mental health, like physical health is also a condition. And this condition can be recognized by its characteristic features. Roughly speaking a mentally healthy individual would exhibit the following characteristics.

1. **Self-Evaluation**:

   A mentally healthy individual evaluating himself properly, is aware of his limitations. He easily accepts his faults and makes efforts to get rid of them. He keeps an eye upon himself, so that he may be aware of his own tendencies and be in a position to divert them in the desired directions. He introspects, so that he may analyze his problems, prejudices, difficulties etc., and reduce them to the minimum.

2. **Adjustability**:

   One special characteristic of a mentally healthy individual is that he adjusts to a new situation with the least delay and disturbance. He makes the fullest possible use of the existing opportunities and adjusts to every new situation that presents itself. This doesn't mean that he is a rolling stone that gathers no moss, but has his own ideas, notions, and opinions.
He is a cool individual who deals coolly and patiently with every novel circumstance, without fear, disturbance, anxiety, complaint or a desire to avoid them. He is aware of the fact that change is law of life, and is ever prepared for change, finding suitable modes of adjustment.

He has every desire to benefit the society, is even prepared to incur the wrath of society, with a show of intrepidity, if its benefit lies that way. Usually he is calm, and indomitable even in the face of extreme adversity. Having forces of character and will, he often changes circumstances to suit him rather than change himself to suit the situations.

Impatience with circumstances is not to be condemned but what is to be condemned and criticized is the tendency to run away from them and to cry over them. The weak individual becomes satisfied with circumstances, only to fall a prey to mental disturbances and diseases. A proper mental attitude gains a kind of immunity from the external situation affecting their peace, calm and balance.

3. **Maturity**:

Intellectual and emotional maturity is another peculiar sign of mentally healthy individuals. The mature mind is constantly engaged in increasing his fund of knowledge, behaves responsibly, expresses his thoughts and feelings with clarity and is prepared to sympathize with another’s feelings and viewpoints. And in maturity, sexual maturity is very important. The healthy individual behaves like a balanced, cultured and sensible adult in matters relating to sex.

4. **Regular Life**:

Habits are important elements in maintaining mental health. Forming proper habits in matters of food, clothing, the normal routine of daily life leads to their becoming systematic and regulated, which, in the long run, economizes upon one’s energy and time.
Many people are seen worrying over the most trifling things in their routine. Some experience acute difficulty in determining the dress that they should wear. Healthy persons perform most of the common functions of life with quick assurance and a show of neutrality without any bother and fuss. Their life is a model of regularity, balance and measured calculation.

5. **Absence of Extremism**:

Aristotle believed that the ideal man lacks excess in any and every direction, and the principle that excess of anything is bad is a golden rule as far as mental health is concerned. Whatever the instinct if it is allowed to dominate an individual it will bring him harm and endanger his mental health.

An unnecessarily courageous individual is often a prey to accident. Excessive ambition is another trait that never lets its possessor rest. Hence, in order to maintain mental health, one's life should be integrated, interest should be wide and the personality balanced, extremism is no well-wisher of mental health.

6. **Satisfactory Social Adjustment**:

From the point of view of mental health, a healthy, individual maintains good adjustment with social situations, and is engaged in some project or the other, intended to benefit the society. Social relationships are a part of everyone's life. The greater the balance of these social relationships and greater their simplicity, the better will be the individual’s mental health. Hence proper behaviour and proper feelings are essential for everyone.

7. **Satisfaction from the Main Occupation**:

For mental health it is essential that everyone should find satisfaction from his chief occupation, his vocation. The individual who
studies only to pass the examination and finds no pleasure in his work is neither a good student nor a healthy individual.

**1.35 PROMOTING FACTORS OF MENTAL HEALTH:**

1. **Good Physical Health:**
   The mind and the body are linked. Without good physical health it is not possible for the person to have a good mental health.

2. **Self-Acceptance:**
   Shaffer and Shoben emphasize that the individual should accept himself in order to have positive mental health.

3. **Accepting Other People:**
   The extension of self-acceptance is seen in accepting other people, which is a necessary condition for positive mental health i.e., accepting other people implies social adjustment and submission or surrender to others.

4. **Close Personal Relationships:**
   One of the conditions of positive mental health is the development of closer personal relationships with some persons so that the individual is able to express his feelings, anxieties, fears etc., without any hesitation. It has been found that individuals enjoying confidential relationships have better mental health.

5. **Social Participation:**
   In order to have positive mental health a person should be engaged in such social service and activity of his liking. He makes efforts to serve the group interests according to his abilities.

6. **Satisfying Work and Recreation:**
   If a person is engaged in a job which he likes he has good mental health. According to Shaffer and Shoben the sense of satisfaction and completeness that come from work well done can be one of the strongest integrating experiences of life.
7. **Creative Experience:**

Along with social participation and satisfying work, creative experience is also extremely important for the maintenance of good mental health. It is through creation that recreation is possible. Everyone has some talent and that, if properly developed will create something worthwhile, leading to full expression of self. Self-expression and creative experience are two sides of the same coin. Thus creativity is essentially a mode of self-expression which is extremely important for positive mental health.

8. **Adequate Outlook and Goals:**

Possession of generally positive and constructive attitude in developing long range plans and goals i.e., upholding the moral values of the society such as respect for the rights of others, sense of justice, adherence to the golden rule, and belief in equality of opportunity will promote mental health.

9. **Scientific Approach:**

Individual should adopt the scientific approach to the problems of his life. The scientific approach requires objectivity and cool mindedness. The individual should be able to analyze his problems in a scientific manner i.e., he should collect facts, weigh them and then draw conclusions for necessary action.

10. **An Active Attitude:**

Shaffer and Shoben are of the view that in order to have integrative adjustment and positive mental health, the individual should not merely talk about it, but must also do something. He should be actively engaged in such activities that are emotionally and socially satisfying. "The active attitude must be correlated with other conditions of mental hygiene, especially with self-understanding and realistic perception of external situations". In other words all the conditions for
positive mental health are complementary and contribute jointly towards
the growth of good mental health.

11. **Interpersonal Skills**:

The persons having skills in dealing effectively with others will
have good mental health. The persons who have sensitivity to the
feelings of others, good sportsmanship, fairness, diplomacy, helpfulness,
loyalty and genuine interest in others, will have a good and positive
mental health.

**1.36 THE CAUSES AND CONDITIONS OF MENTAL ILL
HEALTH**:

Factors influencing mental ill health could be predisposing and
precipitating causes. The predisposing causes provide a fertile ground
for the germination of the seeds of abnormality. They provide the base
and set the stage for triggering the action of the precipitating causes by
lowering an individual's adjusting ability.

On the other hand, the precipitating causes occur immediately or
shortly before their affects. They represent specific situations or
conditions which prove too much for the individual to remain intact and
organized.

They are the immediate agents for igniting the fire dormant in the
individual.

Abnormal behaviour is the product of both heredity and environment
and environmental factors include both psychological and social.
Therefore causes of abnormal behaviour may be classified into the
following categories.

A. Hereditary Factors
B. Biological Factors
C. Psychological Factors
A. **Hereditary Factors**:  
Hereditary consists of all that is transferred to the offspring from the immediate parents in the form of genes and chromosomes at the time of conception. Many mental illnesses run in families, suggesting that people who have a family member with a mental illness are more likely to develop a mental illness. Heredity is an important factor in some cases. For example a child of two schizophrenic parents is 40 times likely to develop schizophrenia than a child of healthy parents.

B. **Biological Factors**:  
While hereditary factors are more or less predisposing factors, the biological factors constitute both predisposing and precipitating.

1. **Predisposing Factors**:  
Under this category all the factors covered by the term "constitution" are included. There are two classes of constitutional factors.
   a) Structural Factors
   b) Physiological Factors

   a) Structural Factors

   Structural factors are concerned with the structure of the body. To get adjusted with himself and his environment an individual must be reasonably satisfied with his somatic structure or physique.

   Any serious deviation from the normal, whether in terms of height, weight, body proportions or appearance, may create a serious adjustment problem for the individual and this in turn may develop malfunctioning or disorders of the behaviour.

   Dissatisfaction with one's somatic structure coupled with the unusual remarks of the other people lead to many complexes, quiet feelings and frustrating encounters. Therefore, it is true that physique or
body structure plays an important role in the proper or improper functioning of the behaviour.

b) Physiological Factors: Physiological factors within an individual also, to a great extent, influence his personality, reaction tendencies and accommodative behaviour.

2. **Precipitating Factors:**

   The mentionable biological precipitating factors are noxious agents, and deprivations of biological nature.

a. **Noxious Agents:**

   The notable noxious agents are microorganisms, toxic chemicals, and physical injury. These are the external objects or situations which are injurious to the well-being of an individual. The abnormalities resulting from noxious agents are called toxic psychoses.

b. **Biological Deprivation:**

   Deprivation of essential biological necessities such as oxygen, food, water, vitamins, sleep and rest may precipitate a functional disorder or may cause structural changes in the brain. Some of the important deprivations are malnutrition, oxygen and sleep.

1) **Malnutrition:**

   It has been established by several research findings that severe malnutrition in infancy not only impairs the physical development and lowers resistance to diseases but also stunts brain growth and results in markedly low intelligence.

2) **Sleep Deprivation:**

   A prolonged sleep deprivation brings typical abnormal symptoms in the behaviour of the individual such as irritability, inability to concentrate, illusions and hallucinations. Sleep deprivation over a long period of time affects mental health.
According to Adelson, two out of three hospitalized mental patients have suffered several sleep disturbances before being hospitalized.

C. Psychological Factors:
Besides hereditary and biological factors psychological factors often prove to be the cause for the development of abnormal behaviour and mental illness. All types of frustrations, conflicts, stresses and pressures brought about by faulty psychological development, upbringing and socialization result in disorganized personality and abnormal behaviour.

1. Behavioural Immaturity:
Conflict of authority at home, over protection or over direction by key persons in one's life will lead to one’s behavioural immaturity.

2. Disruptive Emotional Processes:
Emotional processes like fear and anger represent the mobilization of the body resources to meet emergency situations. Prolonged emotional mobilizations produce physiological changes that are not only useless but actually harmful to the organism.

3. Emotional Instability:
Pressure by parents to conform to unattainable standards, traumatic experiences such as sudden death of a loved one, a serious accident, affection deprivation of parents or peers, all these lead to emotional instability.

4. Feelings of Inadequacy:
Feelings of personal insecurity failure to cope adequately with everyday problems, tendencies to underrate oneself because of imagined weaknesses or fears, feelings that insufficient recognition has been won, lack of courage etc., will lead to poor mental health.
5. **Nervous Manifestations**:
   Neuro muscular, alimentary and sensory disturbances, not organically determined, such as insomnia, and other sleep irregularities, finger, or nail biting, muscular tenseness, lack of appetite, dizziness, stomach upsets, trembling twitching and other allied conditions are symptomatic of poor mental health.

6. **Pathogenic Family Pattern**:
   Family plays a very crucial role in the development during infancy. There are certain family relationships that affect the mental health.
   (a) **Parental Deprivation**: Loss of parental affection has been found to play a very significant role in the development of maladjustment and abnormality. Rubble (1945), reported that rejecting, indifferent or punishing mothers may cause tense, unsatisfied and negativistic behaviour in their infants even at a very early state.
   (b) **Institutionalization (Foster Homes)**: In an institution infants do not get warmth, physical contact, intellectual, social, and emotional stimulation necessary for healthy development. There is a lack of encouragement and help in positive learning for children who are institutionalized in early childhood.
   (c) **Faulty Parent - Child Relationship**:
      (i) **Rejection**: Rejection may be physical neglect, denial of love and affection, lack of interest in child activities and achievement, harsh, inconsistent punishment, failure to spend time with child, etc. do great harm to proper development of mental health.
      (ii) **Over Protection and Restrictiveness**: Mental over protection of the child from the slightest risk may hamper his growth and over restriction also does not provide necessary freedom.
      (iii) **Unrealistic Demands**: Parents who place excessive pressure on their children to live up to unrealistically high standards also cause anxiety in the minds of the children.
(iv) **Faulty Discipline** : Faulty discipline may cause fear, and hatred towards the punishing person and less friendly feelings towards others.

(v) **Undesirable Parental Model** : Emotionally disturbed parents, addicted to alcohol or drugs or otherwise maladjusted may provide an undesirable model.

(vi) **Over Permissiveness and Indulgence** : Over indulged, and over permissive individuals are characterized as spoiled, selfish, inconsiderate and demanding.

(vii) **Communication Failure** : Parents discourage a child from asking questions and in others ways fail to foster the information exchange, essential for health development.

(viii) **Maladaptive Family Structure** : Maladaptive behaviour may be fostered in children by the general family environment as well as by the child’s relationship with one or both parents.

1. **The Inadequate Family** : This type of family is unable to cope with problems of family living. It lacks the resources, the physical and psychological.

2. **The Disturbed Family** : Parents with grossly eccentric and abnormal abilities may have inconstant emotional turmoil, which reflected in their relationship with the child.

3. **The Antisocial Family** : Such family inculcates values not accepted by the wider community Children in such families are encouraged in dishonesty, deceit and other undesirable behavioural traits.

4. **The Disrupted Family** : The disrupted families are incomplete, whether as a result of death, divorce, separation or some other condition. Such a family fails to inculcate feelings of security and adequacy in the children.

5. **Early Psychic Trauma** : Traumatic experiences shatter feelings of security, adequacy and worth that are important in influencing later behaviour.
MENTAL HEALTH AND ADOLESCENCE:

The term adolescence comes from the Latin verb "Adelescere" meaning to grow into maturity. In this sense, adolescence is a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in the society. A controversial matter concerning this period is that of its length and duration. It must be noted that neither the psychological nor biological maturity is reached all at once. The ending of adolescence is especially, very gradual. Moreover, there is a considerable variation in the developmental pattern among individuals. However, in general, most youngsters exhibit definite signs of adolescence by the time they attain the age of 12 or 13 years. On the average adolescence is complete by any time between 18 to 20 years.

Adolescence is a period during which significant changes take place. Adolescents persistently strive to develop and acquire appropriate social roles, complex interpersonal skills, and necessary acumen to solve problems more effectively and try to imbibe a value system to finally attain a respectable place in the community and society to which they belong. Certain developmental tasks and problems are especially characteristic of adolescence.

Evidences of the adolescent’s marginal status are well-known, for example, they are too old to be treated as children yet too immature to be given the full status of adults. They also experience difficulty in learning emotional control and in facing reality.

Another problem of this stage relates to schools and colleges. Generally, students feel anxious about their admissions to scientific and technical courses and professional colleges. Those in lower income groups are especially concerned about their parents who are making real sacrifices to keep them in schools and colleges. Some groups of students however, seem to be less troubled by academic failures and more
dissatisfied and uncertain about vocational choice and future opportunities of employment.

Certain emotions, for example, feelings of inferiority - may prove to be especially disturbing during adolescence. Feelings of boredom and lack of motivation are also common among adolescents. Adolescents may also suffer considerably from guilt. Academic failures, religious doubts, inability to control sexual impulses and feelings about having failed to achieve the aspiration levels set by their parents, may all contribute to their feelings of guilt. Adolescents undoubtedly experience aggressive feelings. But they express less directly than children do.

Another common negative emotion is anxiety which may be accompanied by feelings of tension, malaise and threat. Anxiety and fear exist even in a normal person. Infact some amount of anxiety is good as it makes us more alert, careful and the good part is that it doesn't last for long.

Anxiety can cause overwhelming feelings of panic and fear, "butterflies" in the stomach, persistent painful memories, nightmares, muscle tensions, etc. People with anxiety disorders may also suffer from depression, and are likely to abuse alcohol and other drugs.

Depression is the most common mental health condition today. It is a serious mental illness which affects both the mind and body. A measure of depression is also normal during adolescence as a response to the inevitable disappointments of daily life. Over the years adolescence has been portrayed as a period of storm and stress. But Shore (1976) believes that adolescents are growing even more difficult than in the past as shown by the marked increase in mental health problems among the young. These include abuse of alcohol and drugs, running away from home, suicidal thoughts or behaviour, increased violent behaviour, chronic aimlessness and premature sexual activity.
This could be partly because of the inability on the part of the adolescents to cope with the "future shock" produced by accelerating technological and social change. Constantly trying to keep up with new adjustment demanded by these rapid changes is another source of considerable stress.

There are situations in the lives of most adolescents when they are frustrated in their ambitions. This may cause severe emotional disturbance. It is thus clear that almost all adolescents experience unusual stress from time to time and that some youth encounter more serious difficulties than they can deal with constructively by themselves. The conflict when properly handled promotes growth, but it may have unhealthy effects otherwise. This is why adolescents require special attention and understanding.

1.38 CONCLUSION:

The information of people living in society and students shows different types of behaviour and how well they are adjusted or how much they are mal-adjusted is gained through the study of their pattern of behaviour.

Adolescent period is such period when a person has many problems. The development of his physical, mental, emotional progress is very fast. This fast, unexpected change causes many problems. Their personality should be studied. So that we can come to know how far the people are adjusted or mal-adjusted in society. One can know his personality.

In the next chapter we will study about Self-Concept, Adjustment and Mental Health and various factors regarding them.