CHAPTER X

OBJECTIVES

The major objectives for such a system would be to produce a well adjusted adolescent within the environment he grows up.

An intelligent appreciation of adolescent's problems and behaviour operation can be attained through a systematic integration of various factors of development that contribute to understanding of adolescent personality and adjustment. The knowledge of the various factors of developments can be gained from wide researches and from an adults' own experiences. This knowledge of development is of great importance because of its influence upon later life which constitutes a longer period than childhood and adolescence combined together. Moreover as Arlitt, A. H. (1933) put it that the adolescent has much greater ability to learn than has the pre-school child and that the degree of modifiability in adolescence is higher than it will be at any later period. Its knowledge is essential towards the establishment of a happy normal adult life; and also because the knowledge would help adult to predict and control the adolescence phenomenon with respect to behaviour and development and in their character training as well. It would give better historical and comparative perspective in understanding their difficult states of mind, their inconsistent behaviour; and to help adolescent who in some way maladjusted or emotionally disturbed or who have some specific disorder and which would also give us the knowledge of adolescent energy and behaviour.
and of how his potentialities could be developed and directed to the attainment of higher levels of personal and social life.

This study stresses on the normal development of normal children, since they make up by far the majority of those who will form the citizens of the future. Those adolescents who feel, think and behave in ways that are appropriate to his age, are adjusted, and the adolescents who retain inappropriate characteristics of the child are maladjusted. One may be adjusted in someways and maladjusted in others. There are people who are mentally and temperamentally mature enough to be able to make a satisfactory adjustment in any situation even under difficult circumstances and there are others who, because of their temperament, their disposition, are unable to make a successful adjustment under any circumstances. The study therefore, would set out to search for the psychosocial reasons of such problems.

The vital aspect of mental health is a way of reacting to problems not an absence of them; that the adolescents must struggle as a way of life. The growing child encounters a series of development tasks which he has to adjust. When extreme frustration is tolerated and adjusted, he moves to a higher level of psychological maturity. If not adjusted he fails to meet his immediate psychological needs and fails to prepare himself adequately for the ever increasing complexity of cultural demands. This maladjustment is likely to develop further maladjustment to any developmental tasks and distort the child's whole pattern of living.
The maladjusted adolescents are confronted with psychological problems that are extremely difficult to solve, hence an extremely important phase of educational guidance or parents, teachers and social agencies is to help eliminate some of the personal and environmental causes of difficulties.

Maladjustment is not caused by a 'trauma' or dramatic clash with the environment. It is generally a slow growth representing an accumulation of experiences. It is a disequilibrium brought about by the interaction of the individual and an environment which denies satisfaction to any of the primary needs.

A person with well-organized personality may suffer from maladjustment due to adverse environment but his good personality can probably find ways of improving conditions enough to make them bearable and helpful ones. It is because he is not hampered by any troubles within himself. An individual with poorly structured personality will find it much more difficult to make improving changes. Almost all adolescents are far removed from this state of relative equilibrium because their motivations and inner problems will work at cross purposes.

The adolescent's adjustment would be judged by how he conforms or fails to conform to the accepted codes of conduct which society is attempting to enforce. Depending upon the degrees of his conformity the adolescent will be judged as well adjusted or poorly adjusted. Adjustment is, therefore, relative as it depends upon immediate society.
Adolescents differ from one another a good deal in their ability to withstand the pressure of their frustration and in their ability to find a substitute means of satisfaction when the more obvious ones are blocked. Some individuals can put up for years with a situation that would cause profound maladjustment in another and some can turn a drive into another channel of expression more easily than others. It becomes the responsibility of the parents, teachers, and other adults to guide them towards these objectives.

Intelligence, imagination, skills and knowledge necessary for adjustment are formed both by the environment and by inherited characteristics. Since as yet we have no control over our "genes" adjustment must ultimately be explained in terms of environment and experiences.