



CHAPTER - I
INTRODUCTION

Chapter-1

INTRODUCTION

Education being the sub system of society a key role in moulding, shaping, reforming and reconstructing it from time to time. one of the main feature of contemporary educational thinking has been a growing concern about the development of effective personality and efficiency of teaching learning process that can be assessed in terms of student's achievement.

Education is a process that begins at birth and continue throughout the life. The phrase consciously controlled means that all experience of the person has some , although varying influence on his behavior and hence on his education. So, education is life and all life is education. Behavior changes as not all changes in behavior are the result of education and not all learning produces social interaction, hence these are not social learning and cannot be education in a sociological sense Education has been frequently conceived as a growth or development and rightly so, for all education implies growth and development. Education involves changes in behavior and all such changes imply growth whether the changes take place in a desirable or undesirable direction. The part of students means that they should fully utilize the strength of their cognitive assets to learn. But these assets can be fully utilized by students only if they are mentally healthy. Mental health is important in each phase of life. But the stage of adolescence appears to be relatively a crucial phase of one's life. This is the period in which the person are confused and do not understand the changes occurring as a consequent find expression in many directions.

1.1 What is adolescence?

Adolescence is a wonderful time of life, filled with new feelings, a higher level of self-awareness and a sense of almost unlimited horizons to explore. It is a time of paradox. Adolescence can be defined as a transitional stage in human development during which the individual undergoes marked physiological, psychological and social changes in the process of growing from a child into an adult

The precise onset, duration and termination of adolescence vary with cultural context and individual rate of maturation. Puberty is often the developmental marker used to designate the onset of adolescence. However there is a wide variation in both onset and duration of normal puberty. For girls, puberty usually occurs between the ages of 8 – 18 years; for boys between 9 - 19 years. Because our society uses the system of age grading, which emphasizes chronological age in conferring certain rights, responsibilities and privileges to the individual, it is useful to consider other socially defined markers of entry such as starting junior high school.

The developmental stages of infancy and childhood are followed by the stage of adolescence. i.e. the stage of pre-preparation for playing the role of an adult(responsible for the society)

The word adolescence comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of child's physical, mental, social, and emotional life.

It is very crucial period of one's life. The growth achieved, the experiences gained, responsibilities felt and the relationships developed at this stage destine the complete future of an individual.

The adolescence need a very careful concern from their parents, teacher and other members of the society for their proper development and welfare. They need to understood well in terms of the pattern of their growth and development, their age linked specific interests, attitudes, self- concepts, needs and aspiration.

1.2. Who is to be called an adolescent?

Technically speaking, a child is described as an adolescent when he achieves puberty, that is, when he has become mature to the point, where he is able to reproduce his kind. He ceases to be adolescent when he has acquired maturity to play the role of an adult in his society or culture. Maturity, as the term here, does not mean mere physical maturity, it also implies mental, emotional and social maturity.

It is very difficult to point out the exact range of the adolescence period in terms of chronological years. Achieving puberty and becoming mature cannot be tied to a universal span or period. Therefore, the range of adolescence, not only differs from country to country but varies from community to community and from individual to individual. In general, secondary characteristics starts appearing in girls as well as socially mature at an early age. The standard of living, early or late marriage, health and climate, the cultural traditions and environment, attitude towards sex, the role expected from the child at different ages, are some of the other factors which control the dawn of puberty and attainment of maturity by children.

In our country, in comparison to western countries, the period of adolescence starts early as Indian children achieve puberty earlier, because of the favorable climatic and cultural factors. Also it ends earlier due to early attainment of maturity whereas in the western world "the adolescence extend roughly from 13 years of age till 21 for girls and 15 till 21 for boys", (Harriman, 1946) in India it usually ranges from 13 to 19 among boys and 11 to 17 among girls.

1.3. Pattern of growth and development during adolescence.

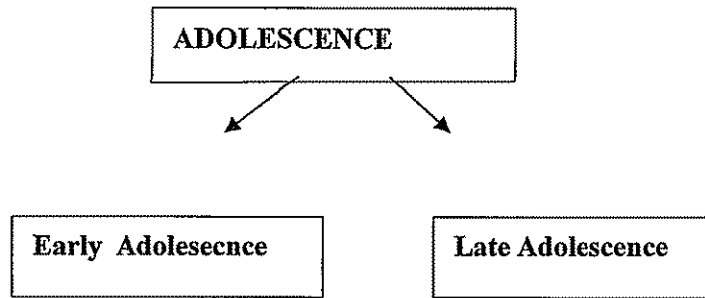
The human growth and development takes a spiral form and not linear. Therefore, within the alternate stages of life, we find a sort of repetition and resemblance of characters. The old adults are often found to behave like children. In adolescence also we find a sort of repetition and recapitulation of what has been done during infancy. The observation of Ross reflects the above idea when he says, "Adolescence is best regarded as a recapitulation of the first period of life, as a second turn of the spiral development (1951)

"A growing body of knowledge shows that what happens to students between the ages of 11 and 19 determines not only their future success in school, but success in life as well."

Child grows taller and stronger and also starts to feel and think in more mature ways. You may feel amazed as you watch your child begin to turn into an adult. But this can be a confusing time for both kids and parents. Both must get used to the new person the child is becoming.

From ages 11 through 15, a child develops in four main areas:

- **Physical development.** Adolescence is a time of change throughout the body. A growth spurt usually occurs near the time of puberty. Girls and boys develop the characteristic features of their respective sexes. Boys may lag behind girls in height during these years, but they usually end up taller.
- **Cognitive development.** This is how the brain develops the abilities to think, learn, reason, and remember. Kids this age typically focus on the present, but they are starting to understand that what they do now can have long-term effects. They are also beginning to see that issues are not just clear-cut and that information can be interpreted in different ways.
- **Development Emotional and social.** As they start to move from childhood into adulthood, adolescents feel the urge to be more independent from their families. Often, friends replace parents as a source of advice. When at home, adolescents may prefer spending time alone to being part of the family. Still, family support is important to help them build a strong sense of self.
- **Sensory and motor development.** Kids this age may be a little awkward or clumsy. Their brains need time to adjust to longer limbs and bigger bodies. Getting regular moderate exercise can improve coordination and help your child build healthy habits.



1.3.1. Early Adolescence:

Early adolescence is a critical phase of development, a period of accelerated growth and change. During *early adolescence*, the intensity and exclusivity of parental attachments begins to change. But children are still dependent on their parents and rely to a great extent on their parent's value systems and beliefs (Blos, 1967). Early adolescents generally possess relatively limited formal operational thinking, tending to see most situations as either black or white. They tend to distance themselves from parents by being impulsive and acting in a manner that can be a distorted mirror image of parental values.

Behavior patterns adopted in these years can have lifelong consequences, both positive and negative. Early adolescence is a time of opportunity and risk. A positive school environment is critical to ensuring this age group's learning, social, and physical needs are met. Young adolescents need a nurturing, secure environment at school and at home, with special adult guidance. If problems are not prevented in these years, there may be significant economic and social consequences such as:

- increased dropout rates,
- teen pregnancy and motherhood,
- substance use and abuse, and
- life-long violent behaviors.

School reforms in the United States have shown positive benefits for student achievement in this age group. Students thrive in small settings, with close teacher contact and high parental involvement.

This is the age group when girls often lose their self-esteem and self-confidence. Grade 7 and 8 students need leadership opportunities that will build their confidence and encourage independent behavior.

➤ Characteristics Of Early Adolescence:

- *Movement towards independence*

Moodiness;

- Improved abilities to use speech to express oneself;
- More likely to express feelings by action than by words;
- Close friendships gain importance;
- Less attention shown to parents, with occasional rudeness;
- Realization that parents are not perfect; identification of their faults;
- Search for new people to love in addition to parents;
- Tendency to return to childish behavior;
- Peer group influences interests and clothing styles;

Sexuality

- Girls ahead of boys;
- Shyness, blushing, and modesty;
- More showing off; Greater interest in privacy;
- Experimentation with body (masturbation);
- Worries about being normal

Ethics and Self-Direction

- Rule and limit testing;
- Occasional experimentation with cigarettes, marijuana, and alcohol;
- Capacity for abstract thought

1.3.2. Late Adolescence.

Adolescence is an important period for cognitive development as well, as it marks a transition in the way in which individuals think and reason about problems and ideas. In early adolescence, individuals can classify and order objects, reverse processes, think logically about concrete objects, and consider more than one perspective at a time. However, at this level of development, adolescents benefit more from direct experiences than from abstract ideas and principles. As adolescents develop more complex cognitive skills, they gain the ability to solve more abstract and hypothetical problems. Elements of this type of thinking may include an increased ability to think in hypothetical ways about abstract ideas, the ability to generate and test hypotheses systematically, the ability to think and plan about the future, and meta-cognition (the ability to reflect on one's thoughts).

By *late adolescence*, adolescents are capable of greater conceptual complexity, self-criticism and differentiated feelings, motives and forms of self expression. In terms of moral development, late adolescents begin to recognize the difference between mere conventions and laws or more rooted in matters of conscience. As a result, authority conflicts take the form of appeals to a higher authority or appeals to

universal conscience. Besides disengaging the self from parental egos, adolescents also face the task of reorganizing the superego. This process can be difficult, depending on the success of early ego organization and parental support for children's individuation and separation. Thus, altered relationships with parents can be seen

As individuals enter adolescence, they are confronted by a diverse number of changes all at one time. Not only are they undergoing significant physical and cognitive growth, but they are also encountering new situations, responsibilities, and people. Entry into middle school and high school thrusts students into environments with many new people, responsibilities, and expectations. While this transition can be frightening, it also represents an exciting step toward independence. Adolescents are trying on new roles, new ways of thinking and behaving, and they are exploring different ideas and values. Erikson addresses the search for identity and independence in his framework of life-span development. Adolescence is characterized by a conflict between identity and role confusion. During this period, individuals evolve their own self-concepts within the peer context. In their attempts to become more independent adolescents often rely on their peer group for direction regarding what is normal and accepted. They begin to pull away from reliance on their family as a source of identity and may encounter conflicts between their family and their growing peer-group affiliation. With so many intense experiences, adolescence is also an important time in emotional development. Mood swings are a characteristic of adolescence. While often attributed to hormones, mood swings can also be understood as a logical reaction to the social, physical, and cognitive changes facing adolescents, and there is often a struggle with issues of self-esteem. As individuals search for identity, they confront the challenge of matching who they want to become with what is socially desirable. In this context, adolescents often exhibit bizarre and/or contradictory behaviors. The search for identity, the concern adolescents have about whether they are normal, and variable moods and low self-esteem all work together to produce wildly fluctuating which a five-year-olds reasoning is different from a fifteen-year-olds, it is also important to be aware that the structure and expectations of schooling influence the ways in which children grow and learn.

➤ **Characteristics Of Late Adolescence**

Movement Toward Independence

- Future Firmer identity;
- Ability to delay gratification;
- Ability to think ideas through; Ability to express ideas in words;
- More developed sense of humor;
- Stable interests;
- Greater emotional stability;
- Ability to make independent decisions;
- Ability to compromise;

- Pride in one's work;
- Self-reliance;
- Greater concern for others

Interests and Cognitive Development

- More defined work habits;
- Higher level of concern for the future;
- Thoughts about one's role in life

Sexuality

- Concerned with serious relationships;
- Clear sexual identity;
- Capacities for tender and sensual love

Ethics and Self-Direction

- Capable of useful insight;
- Stress on personal dignity and self-esteem;
- Ability to set goals and follow through;
- Acceptance of social institutions and cultural traditions;
- Self-regulation of self esteem

1.4 Concept Of Mental Health.

According to WHO ,Mental Health is defined as “A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

The concept of mental health is as old as human beings.

The role of mental health in human life is very important. It plays its role not only in the lives of individuals but also in the life of society. There is no area in human life which is beyond the range of mental health. The term mental health does not refer to any one aspect of mental life or to any one dimension of human personality. It encompasses all the aspects of the individual's adjustment with himself and others. If this adjustment is characterized by wholesome personal, social, intellectual, emotional or philosophical orientations, the individual is deemed to have good mental health. Like physical health, mental health is also an aspect of total personality. If a person is well adjusted, he has good physical health, desirable social and moral nature, and have harmonious personality. Man's interest in mental health originally stemmed from his concern for and problems with the mentally ill persons.

The history of man's relationship to the mentally ill persons has not been resplendent with deeds of kindness, examples of human treatment or attempts to understand the time and nature of the problem. Mental health is an index which shows the extent to which the person has been able to meet his environmental demands, i.e., social, emotional or physical; and the extent to which he gets himself mentally strained.

In a book entitled **P.V. Lekwan** "Mental Hygiene in Public Health" has written that mentally healthy individual is one who himself is satisfied, lives peacefully with his neighbors, make healthy citizen of children and do something for the benefit of the society. Possessing mental health an individual can adjust properly to his environment and can make the best effort for his own, the family's and his society's progress and betterment.

In **K.A. Menninger** "The Human Mind" has written "let us define Mental Health as adjustment of human being to the world and to each other with maximum effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and happy disposition. The chief component of mental health is adjustment; the greater will be the mental health of an individual. Less mental health lead to lesser adjustment and greater conflict. Mental health individual can interpret any new situation and adapt himself to suit it. He maintains healthy and benevolent attitude towards life .

This mental strain is generally reflected in symptoms like anxiety, tension, restlessness or hopelessness among others. If it is felt too long and too extensively by the person, these symptoms may take a definite form (or get syndromized) representing a given illness. Mental health, therefore, should not be confused with mental illness; it is a study of pre-illness mental condition of the person. Mental health, as such, represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in person (**Schneider 1993**) **Freud (1933)** defined mental health in his pragmatic statement, —Where id was there shall ego be. Here the value is awareness of unconscious motivations and self control based upon these insights. The interpersonal frame of reference, on the other hand, is more concerned with the functioning of individuals in interpersonal situations.

Waltin (1935) writes that a mentally healthy person is the one who has a □wholesome□ balanced personality, free from schisms and inconsistencies of emotional and nervous tensions; discords and conflicts.

Cutts and Mosely (1941) defined mental health as the ability to adjust satisfactorily to the various strains we meet in the life and mental hygiene as the means we take to assure this adjustment. Sullivan (1954) identifies a person's drive towards mental health as □those processes which tend to improve his efficiency as a

human being, his satisfaction, and his success in living' and places major value on effective and efficient social functioning .

Hilgard (1957) states that a mentally healthy person is an adjusted person. This statement means that he is not unduly distressed by the conflicts he faces .He attacks his problem in a realistic manner, he accepts the inevitable, he understands and accepts his own shortcomings.

Thus mental health takes a ' Gestalt' view of the individual. It incorporates the concepts of personality characteristics and behavior all in one. It may be understood as the behavioural characteristic of the person. A mentally healthy person shows a homogeneous organization of desirable attitudes , healthy values and righteous self-concept and a scientific perception of the world as a whole.

Mental health symbolize nature of mind .it is the norm of fortitude and firmness with which we act in our life. A relatively consistent kind of mood and persistent quality of mind are salient indicators of mental health. How do we look at ourselves and perceive the world around is reflected by our mental health.

WHO has received mental health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society.

1.5. Adjustment and its components:

“LIFE PRESENTS A CONTINUOUS CHAIN OF STRUGGLE FOR EXISTENCE AND SURVIVALS”. SAYS (DARWIN)

The observation is very correct as we find in our day-to-day life. Every one of us strive hard for the satisfaction of our needs. While struggling to achieve something if one finds that results are not satisfactory, one either changes one's goal or the procedure.

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes(**Monroe,1990**). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment.

Good (1959) states that adjustment is the process of findings and adopting modes of behavior suitable to the environment or the changes in the environment.

Coleman, James C, “ Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

“Adjustment” can be defined as a process of altering one’s behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some types of change that taken place. The stress of this change causes one to try to reach a new type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly) and with their environment.

1.5.1. Areas of adjustment:

Adjustment in the case of individual consisted of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. There are three areas where an individual need to be adjusted to live a balance life. These are:

- Family and home
- School
- Society

1.5.2. Family Influence

As children move into school, peer, and community context, the parent-child relationship changes. At the same time, children’s well-being continues to depend on the quality of family interaction. An individual is not born adjusted or maladjusted, it is his physical, mental and emotional potentialities that are influenced and directed by the factors of environment in which he found himself that adjustment or maladjustment gradually develop. The family is the oldest and the most important of all institutions that man has devised and integrate his behavior as he strives to satisfy his basic needs. However, to understand the influence of the family on the child, it is important to understand the family and its influence.

➤ Factors related to adjustment in the family

- According to the continuity view, the role of the early parent child relationship play basic role in constructing relations with people throughout the life span. Parental relation and the nature of the family process have a great effect on the adjustment..
- Parental divorce
- Single- mother family
- Working mothers
- Stepfamilies

1.5.3. School Influence

As the children start school they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to

the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children.

At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends.

Thus a child confront with a totally new environment as compare to home. Successful adjustment to school largely depends on past experiences at home and on children skills and knowledge Adjustment to schooling is influenced by a variety of personal and family characteristics , and societal trends. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school.

- **Dimensions of adjustment in school**

School climate are linked to adjustment to adjustment, few researchers have examined the relative influence the school climate dimensions on adjustment when comparing it with one of the most commonly found correlate of adolescent adjustment, namely, parental emotional support. To understand the contribution of experiences of school to students' adjustment, it is important to explore how dimensions such as teacher support might influence academic or psychological adjustment in comparison to parental support.

Following are the important dimensions of adjustment in school.

1. Adjustment to the buildings and school routine.
2. Adjustment to academic, co-curricular activities.
3. Psychological adjustment.
4. Adjustment to and within the self.
5. Social adjustment

A lot of evidence are available in literature and research which available are indicating a number of research studies where the mental health and adjustment has been explored. Somehow, the research scholar has not come across much of studies where the variables like mental health and individual's adjusting ability to adverse situations are being investigated under educational set-up.

1.6. Statement of the problem:

A Study Of Mental Health And Adjustment Among Adolescence Students

1.7. Delimitation of the study:

- The present study was delimited to adolescence students studying in VIII and XII adolescent.

- Further the study was delimited to the students studying in Demonstration Multipurpose School.
- The study was delimited to the subjects whose age range was 13 through 17.
- The study was delimited to 68 students.

1.8. Objective of the study:

- To study the relationship between mental health and adjustment among adolescence students.
- To compare mental health of early adolescence and late adolescence..
- To compare mental health of male adolescence and female adolescence.
- To compare adjustment of early adolescence and late adolescence.
- To compare adjustment of male adolescence and female adolescence.

1.9. Hypothesis of the study

- There will be no significant relationship between mental health and adjustment among adolescence students.
- There will be no significant difference between mental health of early adolescence and late adolescence students.
- There will be no significant difference mental health of male and female adolescence students.
- There will be no significant difference between adjustment of early and late adolescence students.
- There will be no significant difference between adjustment of male and female adolescence students.

1.10. Significance of the study:

Adjustment plays a key role in success of one's life. It is the characteristics which develops with the advancement of understanding, explore to different environment and maturity. This particular trend get shakened at one of the growing stage of adolescence where due to a specific behavioural pattern the adolescent dismiss to follow and behave according to societal norms. Simultaneously, one of important attributes contributing to the adjustment under different circumstances is the mental health or the mental attitude towards the situation . If these two attributes are taken care of at right age. It is likely that the child will grow into well citizen reflecting or expressing acceptable behavior.

A lot of research has been completed in the area of adjustment taking adolescence as subjects. Some of them are being presented under chapter. The research scholar notice a clear-cut gap where the factors

contributing to adjustment are being studied. As suggest earlier mental health is one amongst them. Therefore, a sincere effort at researcher's was made to study mental health and adjustment among adolescent students that too at different stages of adolescence..