

5.1 Mental health and normal behaviour

5.1.1 Indicators

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Learning objectives

This chapter aims at facilitating students to

1. develop an understanding about Normal and Abnormal Behaviour.
2. understand the criteria of normal and abnormal behaviour.
3. develop an understanding of Emotional Intelligence.
4. identify the problems faced by adolescents in general.

5.1 Mental health and normal behaviour

Mental health and normal behaviour - my definition

Activity 1 : Think about the words ‘mental health’ and ‘normal’. What do they mean to you? What would be your criteria for calling someone healthy and normal? Try to define.

- (1) Misha is intelligent and physically fit, but she does not get along with anybody and invariably ends up fighting with them.
- (2) Saurabh does not like himself and thinks he is extremely inferior as compared to others. He feels shameful of himself and is always withdrawn in a social setting.
- (3) Akram cannot manage his anger. At times he indulges into self harming behaviour.
- (4) Christopher gets so tensed during his exams that sometimes he turns blank while writing his papers.
- (5) Daisy gets very irritated if she has to do work which she does not enjoy. She feels she should only do things that she enjoys.

After looking at the examples above, do you feel the need to redefine, change or add to the criteria of healthy and normal that you previously defined?

5.1.1 Mental health and normal behaviour - some indicators

While there can be some disagreement on the absolute definition of mental health and normal behaviour, some indicators are seen to be universally accepted to indicate mentally healthy and normal individuals. The foremost among these, is being a ‘well adjusted individual’. Let us understand more about who could be called a well adjusted individual.

5.1.2 Well adjusted individuals - My understanding

Activity 2 : Following are few examples of well adjusted individuals. Examine these examples and try to come up with some criteria of well adjusted individual.

- (1) Manisha experienced a break up recently and went through a lot of emotional turmoil for some time. However she managed to get over it and successfully concentrated on her studies.

- (2) Samuel was insulted by his teacher in front of the entire class. He felt very bad about it and even cried for a couple of days. Soon he got over it and went back to his normal routine.
- (3) Rustom's parents trust and support him. They give him freedom. At the same time they hold him accountable for his actions. Rustom understands their concerns and respect them. Rustom has warm relationship with his parents.
- (4) Geeta doesn't want to choose dance as her career because she knows that she cannot dance well. At the same time she knows that she is good in languages so she can take up her career as a language teacher or translator or a journalist.
- (5) Jenny has recently moved to a metropolitan city to complete her education. The college culture is extremely different from the one she is accustomed to. However she takes efforts to adjust to it. She is open for making new acquaintances and learning new skills.
- (6) Rashid gets along well with others. He understands their problems and issues. People feel comfortable in his presence.
- (7) Jasminder is a hard working boy. He feels good about himself, but at the same time he is not pompous. He understands his strengths and weaknesses. He is proud of his strengths yet realizes that he needs to work on his weaknesses without feeling shameful about them

From the examples above, what according to you are the criteria of a well adjusted individual?

5.1.3 Well adjusted individuals - some criteria

As you might have inferred from the examples above, there are five criteria of well adjusted individuals -

- (1) Realistic perception of self and the world
- (2) Openness to new experiences
- (3) High emotional intelligence
- (4) Capability to maintain healthy relationships
- (5) High self esteem

Besides these criteria, there are some other criteria of well-adjusted individuals like expressing gratitude, kindness and sharing, accepting success and failures as part of life.

Let us take a detailed look at the five criteria mentioned above.

(A) Realistic perception of self and the world

Mahjabeen and Sheena were good friends. Mahjabeen placed a lot of trust in Sheena. However Sheena betrayed her. Mehjabeen felt very sad about it and was upset for quite some time. However, she soon realised that the world is full of different kind of people and things will not necessarily happen as she wishes. She realised that while trusting somebody can be her choice, nobody can guarantee that the other person will reciprocate.

Like Mehjabeen, well adjusted individuals accept the world as it is without having unrealistic expectations from others. So their relationships are more easy going, comfortable and conflict free. They are aware of their strengths and weaknesses. They have realistic perception of themselves and their world. They can use their strengths for betterment and they can modify or accept their weaknesses. As a result, they develop deeper capacity to deal with their life more effectively. So life becomes more manageable for such individuals.

Here is another example.

Rahul is a good speaker. He has won many prizes in elocution and debate competitions. In one state level prestigious competition he failed to get the first prize. But he did not get upset by it since he knew that in the real world, winning or losing is part of the game. It is impossible to

win always. He knew that success or failure is temporary, but hard work and consistency will go long way.

(B) Openness to new experiences

Jenni works in a marketing firm. Recently, she and her colleague were told to travel to some of the remote rural parts of the state for some office work. Her colleague developed cold feet at the thought of travelling to remote and unknown villages and interacting with the people there. But Jenny was open to the task and even looked forward to meet different people.

An individual who can try new things, who can deal normally with strangers, is confident in voicing honest opinion fits in this criteria. Such individuals try out new things like new fashion, explore new places and reach out to different people comfortably. Well-adjusted individuals are more open to new experiences. They don't mind trying new things. They dare to take risks regarding unknown experiences. They have confidence in themselves to explore and try new things.

Activity 3 : Think about some negative incidents in your life when things didn't go as you wished. Think about times when you were required to move out of your comfort zone and try out different, new things or experiences. How did you deal with them? How would you rate yourself on the two parameters of realistic perception of self and the world and openness to new experiences?

(C) Emotional intelligence

A very intelligent student from your class is stressed to achieve better grades. He is unable to make new friends or enjoy life. He doesn't share things with others and sometimes he is so depressed that he falls sick very often, becomes nervous at things like losing marks or losing his rank in the class.

The term emotional intelligence was coined by Michel Beldoch in 1964. Daniel Goleman further elaborated the term. According to Mayer and Salovey, "emotional intelligence

is the ability to perceive one's own and others emotions, to discriminate among them and to use that information to guide one's thinking and action." It has four proposed abilities : perceiving emotions, using emotions, understanding emotions and managing emotions.

People with high emotional intelligence are well adjusted individuals because they can deal with others and themselves in a better way. They can control their emotions and are able to handle the situation in appropriate way. They don't get panic easily. As a result they are able to come up with proper solution in a crucial situation.



Fig. 5.1 Components of emotional intelligence

Now a days, emotional intelligence is given more importance than scholastic intelligence as it helps for normal adjustment of the individual.

Activity 4 : Given that emotional intelligence has four proposed abilities : perceiving emotions, using emotions, understanding emotions and managing emotions. What characteristics should be developed by the individual to possess these abilities? Think about the people who, according to you, have higher emotional intelligence. What characteristics do they possess? Watch the following video to understand more about emotional intelligence -

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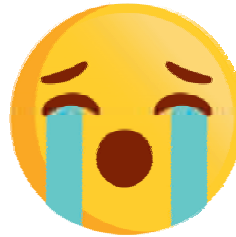
Components of Emotional Intelligence

Emotional intelligence has five components : self-awareness, self-regulation, self-motivation, empathy and effective relationship (social skills). Let us look at them one by one - (Refer to Fig. No. 5.1)

- (1) **Self awareness** : Are you aware of your strengths and weaknesses? Can you describe them? Can you describe your efforts to overcome your weaknesses and enhance your strengths? This ability is called as Self-awareness. It is the ability to recognize and understand your own emotions. Well adjusted individuals are aware of their actions, moods and emotions.
- (2) **Self-regulation** : Just imagine, you are with strangers and you feel like crying aloud. Have you ever controlled yourself in such situation? Have you ever controlled your laughter just because you felt that the other person would feel bad? Self-regulation is controlling the expression of our emotions. It is the ability to express ourselves appropriately at right place and right time.
- (3) **Self-motivation** : It is one's motivation to change. Have you ever gone for a trek? Or helped out a physically challenged person just because you wanted to? Self motivation is doing a particular thing just because you want to. You are setting the goal and try to seek it without any external reward. You enjoy that task so much that you forget your inhibitions.
- (4) **Empathy** : Have you ever cried when your friend had a bad experience? Do you feel like helping those who are poor and needy? Have you ever shared your books and notes to a student who is in need of help? This is Empathy. Empathy

is putting yourself into someone else's shoes. It is understanding the situation from that person's point of view. It is the ability to understand how exactly others are feeling in a given situation. (Refer to Fig. No. 5.2)

Empathy



I feel your pain

Sympathy



I am sorry that you are in pain

Fig. 5.2

- (5) **Social skills** : Have you ever worked co-operatively in a team? Social skills is the ability to interact well with others. Some important social skills include active listening, verbal communication skills, nonverbal communication skills, leadership, and persuasiveness.

(D) Healthy relationships

Have you ever expressed yourself openly to your friends and family? Have you ever helped them out in a critical situation? Have you ever made them feel special?

These are some ways to maintain healthy relationships. Every relationship is a dynamic living experience. It is the treasure, we earn by putting special efforts. It occurs when we honour differences and accept others as they are. It includes respecting personal space.

Such individuals express their concern for others and don't blame others for their mistakes. They do forget and forgive mistakes of others and move ahead with the flow of life. Following image illustrates on a few important aspects of a healthy relationship.

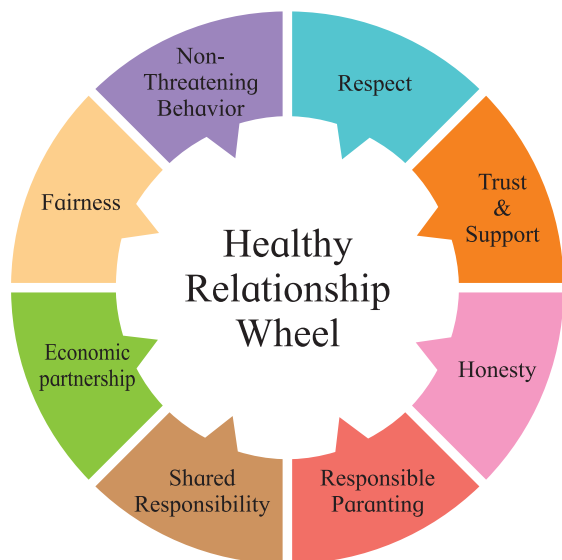


Fig. 5.3 Healthy Relationship Wheel

Activity 5 : Think about your close relationships. Do you think they fit into the criteria of healthy relationships? Are they missing any of the factors? What can you do to improve upon them?

(E) Self Esteem

Do you like yourself? Are you comfortable with yourself? It is your sense of self-worth and personal value. It is called as Self Esteem. According to Rosenberg (1965) it is your attitude towards yourself. (Refer to Fig. 5.4)

People with high self-esteem are liked by all and are attractive. They have better relationships and they make better impressions on others. People with high self-esteem take initiative and are happy. Those who have high self-esteem show characteristics like confidence, assertiveness, positive outlook, ability to express themselves.

Self-esteem

the way we feel about ourselves

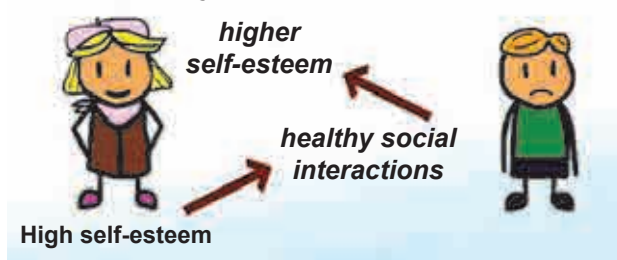


Fig. 5.4

Activity 6 : Answer the following questionnaire.

Scale : Morris Rosenberg self-esteem scale

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

- (1) On the whole, I am satisfied with myself.
Strongly Agree, Agree, Disagree, Strongly Disagree.
- (2) At times I think I am no good at all.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (3) I feel that I have a number of good qualities.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (4) I am able to do things as well as most other people.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (5) I feel I do not have much to be proud of.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (6) I certainly feel useless at times.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (7) I feel that I'm a person of worth, at least on an equal plane with others.
Strongly Agree, Agree, Disagree, Strongly Disagree
- (8) I wish I could have more respect for myself.
Strongly Agree, Agree, Disagree, Strongly Disagree

(9) All in all, I am inclined to feel that I am a failure.

Strongly Agree, Agree, Disagree, Strongly Disagree

(10) I take a positive attitude towards myself.

Strongly Agree, Agree, Disagree, Strongly Disagree

Scoring :

- (1) For statements 1, 3, 4, 7, 10 - Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points and "Strongly Agree" 4 points.
- (2) For statements 2, 5, 6, 8, 9 - Give "Strongly Agree" 1 point, "Agree" 2 points, "Disagree" 3 points, and "Strongly Disagree" 4 points.

If your score is between 10 and 20, you are low on self-esteem and if it is between 30 and 40 it indicate higher self-esteem.

If you get low score on this scale. You will fall into the vicious cycle given below. (Refer to Fig. No. 5.5)

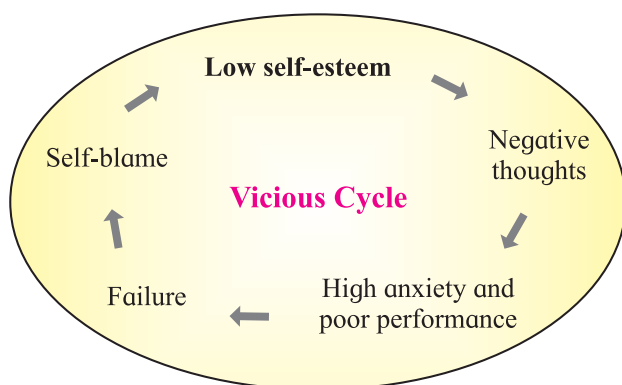


Fig. 5.5 Vicious cycle of low self esteem

In such condition consult your psychology teacher / counsellor.

5.2 Maladjustment and abnormal behaviour

It's very rare to find an individual possessing all the criteria of a well adjusted individual. Some people may show some criteria while others

may be high on some other criteria. We must try to seek these qualities and try to become well-adjusted individual.

We are not well adjusted at all time and we may experience some level of discomfort in certain situations. The degree of adjustment changes according to the situation and time. Some people have low frustration tolerance to the situation and which may lead to maladjustment - which means not being well adjusted. Sometimes when traumatic effects of the situation continues for a longer period, person gets "burn out". It further leads to mental disturbance which creates abnormal behaviour.

We will take a deeper look into what is termed as abnormal behaviour in the next part of the chapter.

5.2.1 Abnormal behaviour

Activity 7 : What comes to your mind when you hear the word 'abnormal'? Does it mean something different from you? Or something you have not seen? Or something you don't approve of? Do these criteria really make something abnormal? Think about it. What would be your definition for calling someone abnormal?

Activity 8 : Think about the following situations. Try and apply the criteria for abnormality that you came up with, to these cases and try to judge if they could be called abnormal.

- (1) Sameer likes to dress up like girls.
- (2) Kushal is confused about his sexual orientation.
- (3) After marriage, Shoaib went to live with his in-laws.
- (4) Joseph loves to be alone and travels alone.
- (5) Delnaz is introvert and does not like to mix with any one.

Are the above mentioned behaviours really abnormal according to your criteria? Do you need to change your criteria?

Criteria for abnormality

In physiological sense, abnormality has a definite criteria for everything. For example : for adult human beings, height above 7 feet or below 4 feet, is considered as abnormal. Physical health has clearer parameters. But it is not so in the case of mental illnesses. In Psychology, certain efforts are made to define abnormality in terms of intensity, duration, pervasiveness of the behaviours and functional level of the individual.

Let us understand what abnormal behaviour is. Abnormal behaviour is defined as a behaviour that is disturbing (socially unacceptable), distressing, maladaptive (self defeating) and often is a result of distorted thoughts for a long period of time.

Activity 9 : Following are the examples of few abnormal behaviours. Inspect them closely. Some examples are grouped together. Try to reason why the criteria on which the examples mentioned below are abnormal.

- (1) Malik feels that somebody is constantly watching over him or spying over him. Madhura constantly washes her hands claiming that there are germs everywhere. Jahangir derives great pleasure in breaking the rules. Shama has an IQ which is very low from the standard range.
- (2) Shehnaz feels extremely low throughout the day. She is able to perform her normal duties well, but she feels constantly unhappy. She cries every night.
- (3) Sharada feels so lethargic that she cannot get out of her bed. She cannot take care of herself. She cannot do her day to day functions adequately.

As can be seen from the examples above, there are three major criteria for abnormal behaviour

- (1) Deviance (social deviance, statistical deviance, breaking laws)
- (2) Personal distress (feeling low)
- (3) Failure to function normally (failure to perform daily normal responsibilities.)

Let us look at these criteria. It is necessary to remember that judging someone by only one criteria can be misleading.

- (1) **Deviance :** Look at the examples of Malik, Madhura and Jahangir above. Malik, Madhura shows a form of thinking that is unreal and deviating from the normal thinking. Jahangir displays a behaviour which is against the set laws of the state and hence deviant. Shama has an IQ which is lower than the average IQ. Statistically speaking, such people are rare to find. Thus statistically Shama is deviant.

Generally when a particular behaviour is performed or displayed by majority of people, it is considered as normal behaviour. So any person who does not follow such behaviour which is harmful to self as well as others is considered as abnormal.

But this criteria is insufficient to explain abnormality. For example : taking bath is normal behaviour in India, but does that mean those who don't take bath for four days are abnormal? Even according to cultural norms, something which is considered as normal in one culture can be considered as abnormal in other culture. E.g. Being homeless is considered as abnormal in some cultures where as it may be considered completely normal in some other cultures.

Thus the dividing line here is vague.

(2) Personal distress :

Personal distress refers to subjective feeling of an individual in response to persons and events creating extreme discomfort.

Look at the example of Shehnaz. Shehnaz can perform her day to day duties well. There seems to be no problem in her performing the tasks. However She feels extremely low inside.

Many times individuals do not pay attention to their psychological symptoms. They take problems like depression, social withdrawal etc. casually. They are not aware of the problems their families face due to this.

(3) Impaired functioning : Look at the example of Sharada. She can hardly get out of the bed and perform her daily chores or responsibilities. Here, we can see that her normal day to day functioning seems to be impaired.

This type of abnormality means that people cannot fulfil appropriate and expected roles in family, social and work related situations (Ustun and Kennedy, 2009). Being sad after a traumatic experience for a few days is normal but if it is continued for more than six months it is abnormal and can lead towards depression.

Activity 10 : Think about yourself, your friends, your family. Do you think anyone whom you know could be displaying abnormal behaviour? On which of the above criteria do you find it abnormal? Note it down to yourself. Let us look at it in details in section 5.1.5.

However, one question that you would ask is what causes abnormality?

Case Study : Sameer, the depressed boy and his family : A ten-year-old boy, was admitted to child psychiatric hospital unit after he attempted to stab himself in the stomach with a medium sized kitchen knife. The suicide attempt was foiled by his mother, who pulled the knife away from her son. This suicide attempt occurred immediately after Sameer had an argument with his father. Sameer felt that his “father hates me” and that “I would be better off dead.” A variety of factors made Sameer vulnerable to suicidal tendencies. Sameer grew up in an atmosphere in which there was intense disagreement between his parents. His father used to drink heavily and when drunk would physically assault his mother. Sameer’s mother was chronically depressed and often said that “life is not worth living,” However she loved her son and felt that because he needed her, she must continue to work and manage the home. Sameer has a serious learning disability, and he struggled to maintain his school grades. He had a private tutor who helped him to overcome some of his sad feelings and shame. Often, however, when teased by his classmates, he thought about ending his life.

5.2.2 Perspectives on abnormal behaviour

There are primarily seven psychological perspectives of abnormal behaviour. Apart from that the Stress Diathesis Model and Biopsychosocial Model are also considered. The seven perspectives are as follows : (Refer to Fig. 5.6)

- (1) **Biological perspective :** This perspective focuses on biological and physiological factors as causes of abnormal behaviour. Abnormal behaviour is treated as a disease, or mental illness, and is diagnosed through symptoms and cured through treatment. Hospitalization and drugs are often preferred methods of treatment rather than psychological interventions.

Thus in case of Sameer, the psychologist with a biological perspective might say that his abnormality is because of the chemical imbalance in his brain and may prescribe him medicines.

(2) **Sociocultural perspective** : Abnormal behaviour is learnt within a social context which ranges from family, friends to the society. Cultural aspects are acquired through learning about particular social norms which are believed to be important in producing abnormal behaviour. e.g. Anorexia Nervosa and Bulimia are found mostly in western culture, where they give more importance to thin female body.

(3) **Behavioural perspective** : They believe that abnormal behaviour is developed from ineffective learning and conditioning.

Treatments are designed so to reshape maladaptive behaviour with the help of principles of reinforcement and punishment.

(4) **Evolutionary perspective** : A central claim of evolutionary perspective is that the brain evolved to solve problems encountered by our ancestors. This perspective suggests that these mental processes exist to serve an evolutionary purpose i.e. survival and reproduction.

(5) **Humanistic perspective** : Those who believe in humanist perspective focus on the ways that human beings are driven to grow, change, and develop to their fullest possible potential.

(6) **Psychoanalytic / psychodynamic perspective** : This view of psychology emphasizes the role of the unconscious mind, early childhood experiences, and interpersonal relationships to explain human behaviour and to treat people displaying abnormal behaviour with

the help of this information. It holds that psychological disorders are the consequence of anxiety produced by unresolved, unconscious conflicts. Treatment focuses on identification and resolution of these conflicts.

It emphasizes the role of unconscious mind and conflicts that can be traced back to the childhood. According to Freud unconscious motives / conflicts have base of primitive sexual and aggressive instincts.

(7) **Cognitive perspective** : According to this perspective, people engage in abnormal behaviour because of their recurrent maladaptive thoughts and behaviours that are often based upon their false assumptions. Treatment involves helping the maladjusted individual to adapt to new thinking process. Therapy is a process of unlearning maladaptive thinking and replacing with more adaptive one. This area of psychology focuses on mental processes such as memory, thinking, problem-solving, language, and decision-making.

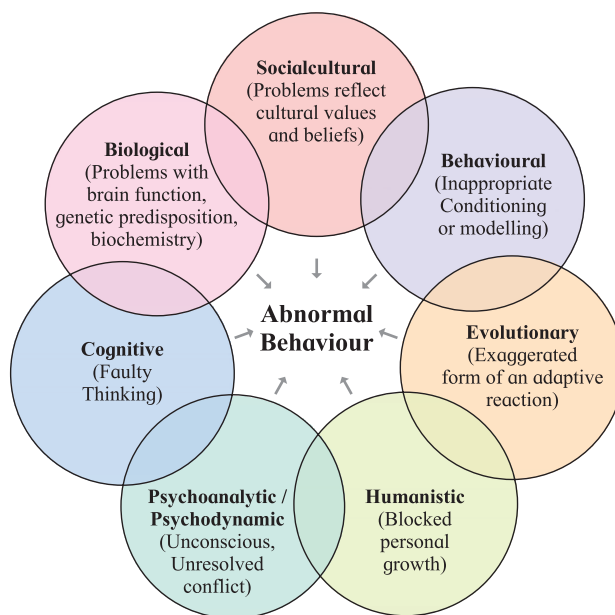


Fig. 5.6 Perspectives of abnormal behaviour

Apart from the 7 perspectives, let us look at two models which explain causes of abnormal behaviour differently -

(A) Stress - Diathesis model

Swapnil and Sumit both faced financial difficulties, experienced parental disputes and there was no social support for both of them. In spite of these adverse conditions, Swapnil managed to progress in his career like a brave fighter whereas Sumit went into depression. Here, we can see that in spite of experiencing same adverse environmental conditions, both of them reacted to those situations differently. Sumit was biologically prone to depression due to genetic factors. When environmental conditions were also adverse, he was pushed into depression. This can be explained with the help of Stress diathesis model. According to this model, disorder is a result of both biological and genetic factors (nature) and life experiences (nurture). Those who are genetically predisposed towards a particular disorder and experience environmental stress are more likely to show abnormal behaviour. The word “diathesis” refers to vulnerability of an individual towards a particular disorder. (Refer to Fig. No. 5.7)

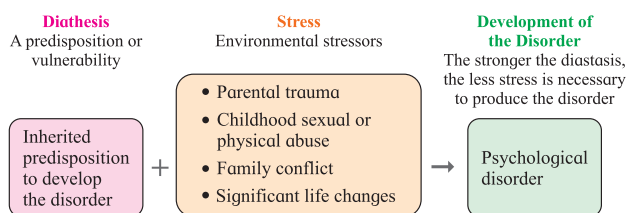


Fig. 5.7 Stress diathesis model

(B) Biopsychosocial model :

Eg : A child of a depressed mother who is constantly exposed to physical abuse from his father for a long period of time and who is not accepted by his school-mates. Due to her low performance; he will be more prone to

experience depression himself. This example can be explained with the help of Biopsychosocial perspective : The term Biopsychosocial refers to the interaction of biological, psychological and sociocultural factors in the development of abnormal behaviour. It means that if a person is exposed to worst environmental conditions during early childhood will make him more vulnerable for the abnormal behaviour. Contrary to this, if a person is living in a protective environment where he is loved, cared and accepted, there are less chances of developing of abnormal behaviour even if he has biological predisposition towards abnormality. (Refer to Fig. 5.8)

Do you know this :

World Mental Health day is observed on 10th October every year in order to bring attention to mental health concerns. Such as awareness about psychological disorders, therapeutic interventions and preventive measures. It is observed as awareness programme since 1992.

Now that we have seen the criteria of abnormality and some perspectives of looking at it, let us take that understanding with us and look within ourselves, around us and see if we find any signs of maladjustment.

5.3 Challenges faced by adolescents

Activity 11 : You are all adolescents now. Think about how you are today and how you were in 5th / 6th standard. Make two columns and note down the changes you see in these five domains - your self image, your confidence, relationships with your parents, physical changes, importance of friends in your life.

As you might have realized from the activity above, there has been a world of change in you from then and now. Adolescence is called as the period of ‘storm and stress’ as they experience

lot of physiological and psychological changes during this phase. While it is easy to label various behaviour of adolescence as maladjusted or abnormal, a lot of them are in fact natural in this age. Let us understand these changes and their causes before we judge them as abnormal.

Adolescents are in search of 'self-identity' as they are neither children nor adult. In this phase, they experience many challenges as they have to constantly adjust with these challenges.



Fig. 5.8 Challenges faced by adolescent

The challenges faced by majority of adolescents are given above in Fig. 5.8.

There are still some other problems faced by adolescent.

Some adolescents face difficulty mixing with others, have an inferiority complex about themselves and feel excessively shy. There could be many different reasons behind this.

Some adolescents lack self confidence. They have negative opinion about others. These behavioural changes may occur because of hormonal changes in Puberty. They may become awkward and conscious about their body shape, they experience mood swings which make them more diffident. They may be more conscious about their physical appearance. They may be concerned about various issues like their skin colour, height, weight, body proportions etc.

As a child if they have experienced disturbed family background, they may lose confidence in themselves. Also if parents have over expectations about their performance, they may become diffident.

Adolescents may also have expectations from themselves to perform better, to achieve better grades irrespective of their capacity which creates tension for them. They may tend to think that even if they try hard they will remain failures.

Sexual Orientation :

Some adolescents get attracted towards the same sex person or towards both men and women. It could be very confusing for such individuals. Such adolescents often have a hard time dealing with their sexual orientation.

Sexual orientation refers to an individual's pattern of physical and emotional arousal towards other person. Heterosexual individuals are attracted to persons of the opposite sex, homosexual individuals are attracted to persons of the same sex, and bisexual individuals are attracted to person of both sexes.

During adolescence, sex hormones become active and the adolescents become conscious of their sexual orientation. It can be difficult for an adolescent to accept the fact that his / her sexual orientation is different from his / her friends.

Gender Identity :

Gender identity is a perception of one's own gender which may or may not be corresponding to their birth sex. It is affected by gender role expectations from the society.

Some adolescents may show traits typically thought to be of the other gender. For example, some boys may display some feminine traits whereas some girls may display some masculine traits. Such adolescents may have problems dealing with their gender identity. (Refer to Fig. 5.9)

In 1974, Bem developed a test to assess gender identity. Those who are high on masculinity show traits like assertiveness, boldness, dominance, self-sufficiency and instrumentality. Those who are high on femininity show traits like nurturance, expression of emotions, and empathy. Those who display both masculine and feminine traits are called as androgynous. If an adolescent is inhibited from behaving in a way that is natural for him / her under the pressure of social expectations or stereotypes, he / she may either become rebellious or timid.

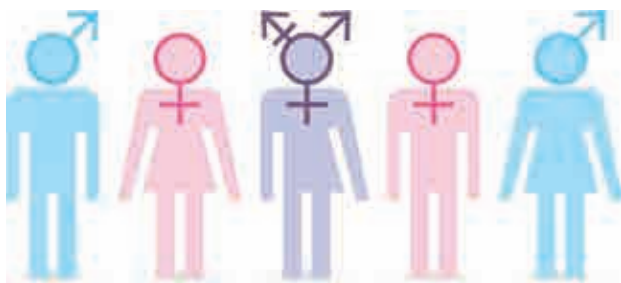


Fig. 5.9 Gender Identity

Bullying :

Some adolescents get constantly humiliated and taunted by others or fall victim to other people's aggression because they have less power or prestige. They are not weak but they are not able to stand up for themselves. They become the target of continuous attacks.

Bullying is very common all around the world. Almost all bullies are also victims and vice versa. Bullies and victims are generally low in self-esteem. To improve their self-esteem, they tend to get aggressive. They accept ruthless

manipulative approach to life. They don't trust others and they think that they can easily break their promises and take unfair advantage of others. (Andreou, 2000). They are more likely to respond to stress with aggression (lashing out at someone physically or mentally) or by engaging in self destructive behaviour.

Boys generally indulge into bullying to gain power and be a part of powerful groups. Girls indulge into bullying when they are depressed.

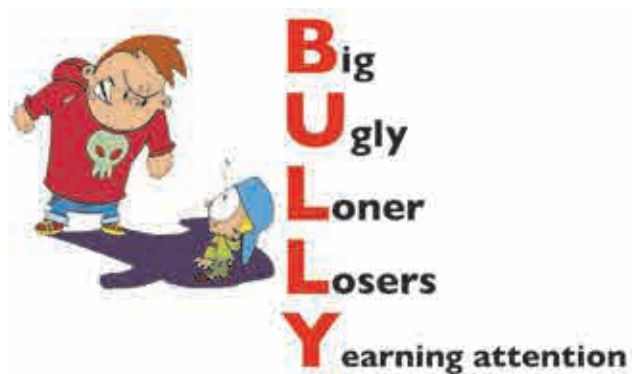


Fig. 5.10

A lot of times, if adolescents are not supported in dealing with the challenges they face, it is possible that they start displaying abnormal behaviour. Do you see anybody who needs help?

Activity 12 : Think about yourself and your adolescent friends. Do you or anyone of them face any of the above mentioned challenges? How can you help yourself and them? Think about it. Discuss with your classmates.



Summary :

- The common pattern of behaviour found among the majority of people is said to be normal behaviour. Criteria of normal behaviour are: Realistic perception of self and the world, Openness to new experience, Emotional intelligence, Healthy relationships and Self esteem.
- Abnormal behaviour is defined as a behaviour that is disturbing, socially unacceptable, distressing, maladaptive (self defeating) and often a result of distorted thoughts for a long period of time. There are different perspectives to understand the abnormal behaviour. Biological perspective, Psychological perspective, Sociocultural perspective, Stress diathesis model and Biopsychosocial perspective.
- Criteria of abnormality : Deviance, Personal distress or personal suffering, Dysfunction or impaired functioning
- Challenges faced during adolescence : Lack of self confidence, Dealing with gender identity, Dealing with sexual orientation, Bullying.

Key Terms :

- Normal behaviour
- Realistic perception
- Openness to new experiences
- Emotional Intelligence
- Abnormal Behaviour
- Stress-diathesis model
- Deviance
- Personal distress
- Gender Identity
- Bullying

Key Psychologists :

John D. Mayer is an American psychologist at the University of New Hampshire. He is a personality psychologist. He co-developed a popular model of emotional intelligence with Peter Salovey.

Peter Salovey is an American social psychologist. He is one of the early pioneers and leading researchers in the field of emotional intelligence.

Morris Rosenberg was an American Social Psychologist and sociologist. He developed a scale to measure self esteem.

Exercise

Q. 1. (A) Complete the following statements

- (1) One of the criteria of well adjusted behaviour is
 - (a) Intelligence
 - (b) Openness to new experience
 - (c) Success
 - (d) Artistic ability
- (2) According to the humanistic perspective, every individual strives for
 - (a) Absence of problems
 - (b) Absence of mental disorder
 - (c) Enjoyment in life
 - (d) Development of one's abilities to the fullest
- (3) According toperspective, one of the causes of abnormality is 'genetic predisposition'.
 - (a) Behavioural
 - (b) Biological
 - (c) Sociocultural
 - (d) Cognitive
- (4) face the identity crisis.
 - (a) Children
 - (b) Adolescents
 - (c) Young adults
 - (d) Old people

(B) State whether the following statements are True or False and justify your answer with reason.

- (1) Sucheta has an IQ which falls into the category of genius which is rare to find. 'Genius' is a statistical deviance. Therefore, she is abnormal.
- (2) It is very rare to find a person possessing all the criteria of well adjusted person.
- (3) Over expectation from the parents can lead to lack of self confidence.

- (4) Well adjusted individual does not encounter failure at all.
- (5) Abnormality is always hereditary.
- (6) Self awareness is being passionate about fulfilling one's needs.
- (7) Social skill is the ability to interact well with others.
- (8) Openness to new experience leads to dangerous situations, therefore it should not be encouraged.

(C) Identify the odd item from the following.

- (i) Self awareness, Self regulation, Self motivation, Sympathy, Social skills.
- (ii) Cognitive perspective, Humanistic perspective, Psychoanalytic perspective, Motivational perspective.
- (iii) Failure, High Anxiety, Negative thoughts, High self esteem, Self blame.
- (iv) Deviance, Personal distress, Low intelligence, Impaired functioning

(D) (i) Match the following.

A	B
(1) The emphasis upon Unconscious mind	(a) Biological
(2) Survival and reproduction are the purpose of mental processes	(b) Cognitive
(3) Chemical changes the brain	(c) Psychoanalytic
(4) Abnormal behaviour is due to faulty learning	(d) Evolutionary
(5) Emphasis upon thinking process	(e) Sociocultural

(ii) Match the columns

A	B
(i) Stress and storm	(1) Used for gaining more power
(ii) Body image	(2) Adolescence
(iii) Bullying	(3) May lead to lack of self confidence
(iv) Low self esteem	(4) Childhood
(v) Nurturance	(5) Anorexia
	(6) Feminine trait

Q. 2. Answer the following questions in around 35-40 words each.

- (1) Explain the concept of realistic perception of self with an example.
- (2) What is emotional intelligence? Mention the components of emotional intelligence.
- (3) What are the conditions that lead to low self esteem? Give examples.
- (4) What is the significance of openness to new experiences?
- (5) How does self awareness affect psychological well being?
- (6) What is the significance of self motivation?
- (7) Enlist the qualities a person requires for having healthy relationships with others.
- (8) How important are the social skills? Give example.
- (9) State the biological perspective to abnormal behaviour with an example.
- (10) Explain the humanistic perspective.
- (11) Explain the sociocultural perspective to abnormal behaviour.

Q. 3. Compare and contrast

- (i) Realistic perception of self --- Unrealistic perception of self
- (ii) Openness to new experiences --- Inhibitions/ fear of new experiences
- (iii) High self esteem --- Low self esteem
- (iv) Sympathy --- Empathy
- (v) Behavioural perspective --- Humanistic perspective to abnormality

Q. 4. (i) What are the possible consequences of

- (a) Geeta is more interested in literature but being only daughter of a well-established Orthopaedic surgeon having his own hospital, she is under pressure of choosing medial profession as her career.
- (b) Sujata is an intelligent girl but she is extremely sensitive to criticism and perceives herself as less competent.
- (c) Trisha is not able to make friends. She cannot initiate conversation with strangers at all. She is placed as a leader of one of the teams for campus-cleaning.

(ii) What will you do if...

- (a) You see your best friend bullying your classmate.
- (b) You see a girl in your class who is not included in many of the class room activities, who does not have any friend and who faces rejection from everyone.
- (c) You got very less marks in the First Terminal exam.
- (d) You are very much interested in taking part in a drama to be performed in the annual function of your college, but you are not selected.

Q. 5. Write short notes in 50-60 words each.

- (1) Criteria of well-adjusted person
- (2) Criteria of abnormal behaviour
- (3) Psychoanalytic perspective
- (4) Cognitive perspective
- (5) Bullying
- (6) Sexual orientation
- (7) Emotional Intelligence

Q. 6. Case study

Read the following case carefully and answer the questions based upon that.

Pritha was a merit holder girl from a middle class family. She joined a college where majority of students were from a rich background. Although she was capable of following lectures and was doing well in her studies, she felt lonely as she could not get acceptance in the groups of her classmates coming from affluent families. She tried to dress like them, and started asking for extra pocket money from her parents. Her classmates joked at her dressing sense. She could not tolerate the mockery and stopped going to the college. Instead, she started spending time visiting strange places like public parks, railway stations and shopping malls. She did not appear for any of her exams. Her parents were unaware of all these things and on asking about college or studies, Pritha answered them without revealing the truth. At the end of the year, her parents received her report card by post from her college with a remark that 'Your ward has to take College Leaving certificate.'

On confronting Pritha, she became violent and started damaging the furniture uttering bad words about the middle class people and there after her utterance was incomprehensible for her parents. This continued for a very long time.

Questions :

- (1) Which problems did Pritha face in her college?
- (2) Could Pritha, according to you, have avoided her condition of 'feeling lonely'?
- (3) What would you do if you were in Pritha's place?
- (4) Do you think Pritha should have spoken to her parents about her feelings at college? If yes, how it would have helped her?

Q. 7. Answer the following questions in 150-200 words.

- (1) What are the criteria of abnormal behaviour? Explain with examples.
- (2) What are the causes of abnormal behaviour?
- (3) Describe the challenges faced by adolescents with examples.