Original Article: Examining Adaptation Conditions in Teenage Students

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ABSTRACT

Adaptability in teenagers as the most important sign of their mental health is one of the topics that has attracted the attention of many sociologists, psychologists and educators in recent decades. Social growth is the most important aspect of the growth of every person's existence, and the criterion for measuring the social growth of everyone is his compatibility with others. Adaptation, like physical, emotional and mental growth, is a continuous quantity and it gradually reaches perfection and is achieved naturally during life and in dealing with experiences. In other words, with the passing of childhood and entering adolescence, psycho-social development changes from a simple transformation to a profound and qualitative transformation, and by using social skills, a teenager can find his place among social interactions and relationships with peers and find adults and be socially accepted. Success in social acceptance leads to adaptability and may bring a person to the stage of social influence, which is a higher level than social acceptance, and at this stage, he can influence those around him. In the definition of compatibility, it can be said that compatibility means the relationship that exists between a person and his environment, especially the social environment, and enables him to respond to his needs and motivations.

Introduction

The American Psychiatric Association (APA) (2010) defines adaptation as: "Coordinating behavior in order to meet the needs of the environment, which often requires modification of impulses, emotions, or attitudes" [1-3]. Social adjustment is defined as a process by which relationships between people, groups, and cultural elements are established in a satisfactory state. In other words, relationships between individuals and groups must be established in a way that provides their mutual satisfaction. Thus, social adaptation is the mechanism by which a person finds the ability to belong to a group. For this reason, the necessity of social adaptation is the occurrence of changes in the individual, and it also requires the integration of mechanisms by which the group accepts a new member [4]. A person benefits from compatibility when he can establish a healthy relationship between himself and his social environment and satisfy his motivations. Otherwise, we consider him incompatible. In fact, adapting to the environment is a skill that must be learned, and its quality depends on the level of interest and

effort of a person to learn, like other things learned. Socialization is a complex process that has different dimensions and aspects. Acquiring social skills, how to communicate with other people, and adaptability are among these dimensions.

Some psychologists consider social adaptation to be synonymous with social skill. Accordingly, social skill is the ability to create mutual relationship with others in a specific social context in a specific way that is acceptable and valuable in the society. While some other psychologists consider adaptation and social skill as a process that enables people to understand and predict the behavior of others, control their behavior, and regulate their social interactions [5].

One of the patterns related to adaptability is the emotional capacity or emotional intelligence of people, the same thing that this research tries to explain. The meaning of emotional intelligence is the ability of a person to review his own and others' feelings and emotions, distinguish between emotions, and use emotional information in a healthy way to solve problems and regulate behavior [6].

In general, what emerges from the research literature is that the successful adaptation of people depends on the integrated performance of emotional abilities. In fact, emotional intelligence plays an essential role in developing adaptation to stressful events and experiences, predicting desirable goals in the future, and adaptation to chronic stress.

Extermera et al. (2010) suggested during their investigation that teenagers, who have problems in recognizing their emotions and do not have the necessary abilities to regulate their emotions, do not have good control in conditions of psychological pressure, understand the nature of psychological pressure with a higher intensity, and have less psychological compatibility.

Due to the fact that so far, limited studies have been conducted on the relationship between adaptability and emotional intelligence, and on the other hand, the study of adaptability is theoretically necessary to improve the relationship between an individual and the environment, and practically, it can to some extent solve the issues and problems of people

in the field of adaptability solve or compensate and the need to investigate this issue, many researches were studied and based on the importance of adaptability and emotional intelligence in life, this issue should be measured.

Therefore, the need to examine the psychometric characteristics of the compatibility questionnaire is felt, and the current issue should be investigated in the form of new and updated tests. Therefore, the present study was conducted with the aim of determining the psychometric characteristics of the compatibility questionnaire and its relationship with the emotional intelligence of high school girls in Babol City.

In a comprehensive review, Iwata *et al.* (2010) divide the effective factors in adaptation into six major categories, each of which is further divided into more detailed factors, these factors are:

(1) Physical deprivations caused by organ defects, improper and bad nutrition, sleep deprivation and mental fatigue, harmful emotional processes, and brain damage [7].

(2) Psychological, social, and environmental factors, such as rapid and important social changes such as unemployment, war, natural disasters, disintegration of the family center, poverty, and addiction.

(3) Educational factors, such as incorrect family models, lack of parent-child relationship, rejection of children, extreme support, emotional deprivation, excessive autonomy of the child, unrealistic expectations, and demands of parents and lack of communication.

(4) Incompatible family structure, including incompetent, disintegrated, anti-social families, primary psychological damage, and lack of emotional and psychological stability of the parents, especially the mother.

(5) The pressures caused by the new industrial life, such as unhealthy competition, job and educational demands, and the complications of the new life.

(6) Hereditary factors such as physical, mental, and emotional disorders that provide the basis for delinquent behaviors and social incompatibility.

Several factors play a role in the personal and social adaptation of people, which have been

emphasized by various educational, psychological, and sociological theories and perspectives [8].

Adeyemo's (2011) study on Nigerian students has shown that high emotional intelligence has a strong relationship with quick and sufficient adaptation to the university environment and successful performance. In this regard, the findings of Pancer *et al.*'s study (2008) indicate (Figure 1) that successful and compatible students are significantly superior in terms of emotional intelligence compared to unsuccessful and incompatible students [9].

Marquez *et al.* (2010) also showed that adaptability and social competence have a strong relationship with emotional intelligence [10].
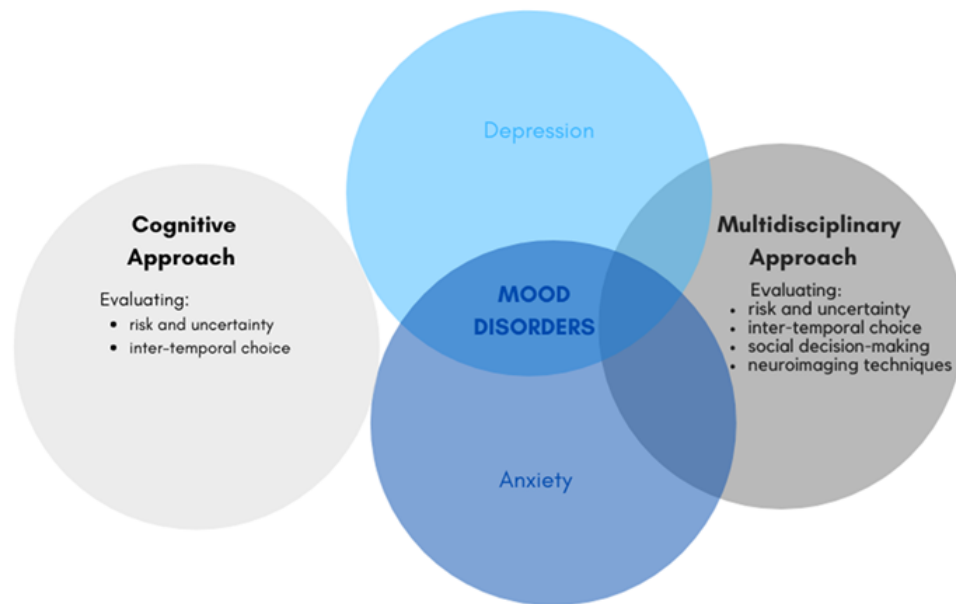

Figure 1 A multidisciplinary approach to evaluate the impact of emotional dysregulation on adolescent decision-making.

The importance and necessity of research

Man is a comprehensive being and from the first days of life to the age of three, through many experiences in extraordinary, complex, amazing, and skillful processes such as sitting, standing, walking, talking, and eating, he constantly tries to communicate with the people around you. Meanwhile, socialization is a process that with the help of those values, beliefs, and behavioral standards that the culture expects from them; it is taught to children.

Compatibility is a relative concept and it differs from one society to another under the influence of cultures and beliefs. On the other hand, human behavior is influenced by various factors such as family, school, peer group, and other social factors, and human personality is perfected if there is a balance and proper interaction between him and his environment. Social pressures clearly have a great impact on a person's behavior. On the other hand, man is a flexible being. He not only adapts to the environment, but also it changes the environment according to its wishes [11].

One of the factors examined in this research is the concept of emotional intelligence, which is defined by Schutte (1998) as "A set of non-cognitive skills, talents, and abilities that increase a person's ability to succeed in dealing with environmental pressures and demands".

Therefore, emotional intelligence is one of the factors of a person's success in life, and it directly affects a person's mental health, and its existence causes more adaptability and prevents deviations in him. In fact, people with higher emotional intelligence are less exposed to social harm because their evaluations of situations are done logically. Emotional

intelligence is basically defined as a person's ability to review the feelings and emotions of others, distinguish between emotions and use emotional information in solving problems and regulating behavior [12].

Man is a social being, therefore, for success, he needs to achieve proper adaptation with the society around him. If the student is not successful in achieving compatibility, we will witness the phenomenon of incompatibility and his distance from the balanced behavior and he will start behaviors that are a sign of incompatibility. These behaviors include aggression, anxiety, antisocial behavior, seeking attention, running away from school, and habitual disorders.

Therefore, adapting and harmonizing with oneself and one's surroundings is a vital necessity for every living being, the daily effort of humans revolves around adaptation. Every human being consciously or unconsciously tries to satisfy his diverse and sometimes conflicting needs in the environment in which he lives. Factors such as educational methods, school factors, dominant values and beliefs, peer group, family, and education are effective in the formation of adaptation. Knowing the factors affecting the adaptation of students who are at a sensitive age and the lasting effects that this period has on the formation of the adolescent's personality, provides the possibility of predicting and planning to help ensure their mental health [13].

Due to the fact that so far, limited studies have been conducted on students' adaptability and its relationship with emotional intelligence, and on the other hand, examining and identifying emotional intelligence is theoretically necessary to strengthen personal competence and improve interpersonal relationships, and it can be practically to some extent solve or compensate people's issues and problems in the field of adaptability (Bar-On, 2009).

Therefore, considering the importance of measuring adaptability and emotional intelligence and the relationship between the two in high school age and the lack of a suitable norm, the present research aims to determine the correlation of adaptability and emotional intelligence in high school female students of Babol City. Conducting research in this field

helps the social workers and officials to take steps by providing cultural, educational, and religious programs and services in the direction of growth, prosperity, character consistency, and talent of the people of the society, especially the young and educated, and by increasing awareness. The youth of the country should prevent deviations and breakdown of relationships in families and the destruction of the moral principles governing the society and as a result, incompatibility.

Compatibility is one of the important issues that is of high interest since the beginning of human creation, but it does not have much history from a scientific viewpoint. The beginning of scientific work on adaptation started in 1984 when Rattus and Nevid proposed a model for adaptation.

In 1992, Lazarose and Foolkman continued their work and proposed a new model for compatibility. In the following years, the relationship between compatibility and other variables was carried out by researchers. Among Fellorshelm, quoting Mazaheri (2010), mentioned researchers such as Spearman 1990, Mendonka 1981, Kan 1989, and Balard in 1992 have investigated ways of increasing adaptation through behavioral and cognitive behavioral ways and in group and short-term ways. Adaptation and harmony with oneself and one's environment is necessary for every living being, and the daily efforts of all people revolve around the same axis of adaptation. Every human being consciously or unconsciously tries to satisfy his diverse and sometimes conflicting needs in his living environment, and since he has to fulfill his needs in the form of social construction, his adaptation is necessarily social adaptation.

Vinsman, quoting Alipour (2002), considers human adaptation in two aspects:

Human adaptation with oneself and within, and human adaptation with others and surroundings.

These two internal and external environments are actually two sides of the same coin and have very complex and close relationships with each other. Unfortunately, many human needs and desires are not easily fulfilled, and sometimes satisfying them in the face of various obstacles and problems requires a lot of effort and

activity, which is not always fruitful and may lead to failure.

Psychologists have also paid attention to the person's adaptation to the environment and consider certain characteristics of the personality as normal, which make the person adapt to his environment; it means to live in peace with others and gain a place in the society for himself, but many other psychologists believe that if the term compatibility is applied in the meaning of conformity with the actions and thoughts of others, it cannot be used to describe a healthy personality.

Accordingly, they emphasize more on positive characteristics such as individuality, creativity and flourishing of potential talents. In addition, another definition of compatibility has been provided, which is emotional stability and boldness in social relationships, as well as interest in education, which is in the individual and can be seen emotionally, socially and educationally. In any case, adaptation means adapting or adapting a person to the environment. In the definition of adaptation, Rogers says: "Adaptation means successive adaptation to changes and establishing a relationship between oneself and the environment in a way that enables maximum self-development along with social welfare while respecting external facts."

In this way, adaptation means recognizing the fact that a person should pursue his goals according to social-cultural frameworks. Albert Ellis believes that the behavior of each person depends on his belief system and the interpretation of situations, not the objective situation of that situation.

Therefore, many maladaptive and incorrect behaviors are the result of false beliefs and misinterpretation of the situation, but according to Maslow, when a person cannot meet his basic needs and sees obstacles in the way of achieving his goals, he will have maladaptive behavior. Mousavi (2011) considers adaptation and above all social adaptation as a relative concept that differs from one society to another under the influence of cultures and beliefs.

For example, maybe a certain behavior is considered compatible in a Muslim country, but it is incompatible in another country and according to their beliefs. On the other hand, human behavior is influenced by various factors such as family, school, peer group and other social factors, and human personality is perfect if there is a relative balance between him and his surroundings. Social pressures clearly have a great impact on a person's behavior. On the other hand, man is a flexible creature, he not only adapts to the environment, but also changes the environment according to his wishes.

Mousavi (2011) writes that the process of social adaptation of a person is such that everyone has psychological needs that should be met to achieve psychological balance. Psychologists have paid attention to their adaptation to the environment and have considered some personality traits as normal that help them to adapt to the world around them.

According to social theories, people and situations affect each other in the form of two components. Parsons (2010) quoting Mousavi (2011) claims that social action has two aspects: One is what the individual is interested in doing and the other is what others expect from him. Parsons (2010) believes that in order to reach an agreement, people should act in accordance with the expectations of others. In this case, not only the desired individual satisfaction is obtained, but they also provide each other's satisfaction.

Taylor, quoting from Brothers (2011), considers a favorable and ideal adaptation to be the result of the following factors:

(1) Optimum performance in all dimensions;

(2) Natural growth and development;

(3) Appropriate reaction to mental, physical and psychological pressures; and

(4) The ability to tolerate changeable situations.

According to Taylor, adaptation is a wide range of ineffective responses and fully effective responses in dealing with the problems of everyday life. Accordingly, at the starting point of the spectrum, there is incompatibility, in the middle of compatibility, and at the end there is maximum compatibility, which can be called "Competence". Incompatibility is an unpleasant situation in

which a person does not have the right skills and abilities and seems incompetent in his behavior and causes problems for himself and others. Adaptability is a satisfactory situation in which a person has adequate and adequate skills when facing existing obstacles and is fully prepared, and "Competence" is an ideal and excellent situation in which a person uses all his skills and abilities. He uses it creatively and innovatively to cope well with the requirements and obstacles of life. This improves the quality of life and environmental structure of a person and helps him achieve his desired goals and ultimately leads to satisfaction with life and survival.

Neurotic and psychotic people are indifferent to social values, norms and regulations and rarely follow them. The actions and behavioral methods of such people destabilize and sometimes disrupt the social system and cause the observance of moral values and norms of society to be questioned by other people and reduce it to the lowest level of action. Such people do not think about the consequences of their actions and are careless and inconsiderate in their work and are weak in taking advice from mobile experiences and are one-sided in their judgments.

These characters mostly run away from the social environment, home and school, they do not follow the rules, regulations, and social norms, and also they look for anything that attracts attention.

Compatibility theories

The meaning of adaptation is the relationship that exists between a person and his environment, especially the social environment, and allows him to respond to his needs and motivations. A person benefits from compatibility when he can establish a healthy relationship between himself and his social environment and satisfy his motives. Otherwise, we consider him incompatible. In fact, adapting to the environment is a skill that must be learned, and its quality, like other things learned, depends on the level of interest and effort of a person to learn [14]. Adaptation, like physical, emotional, and intellectual development, is a continuous quantity and it gradually reaches perfection and is achieved during life naturally and in dealing with experiences.

With the passing of childhood and entering adolescence, psycho-social development changes from a simple transformation to a profound and qualitative transformation and by using social skills, the teenager can find his place among social interactions and communication with his peers and adults. and be socially accepted. The success of the social acceptance drum leads to social adaptation and may lead a person to the stage of social influence and penetration, which is a level higher than social acceptance, and at this stage, he can influence the people around him. Social penetration is a process through which people's relationships move from the level of liking to more intimacy.

MacDonald quoting Ahani (2010) says: "When we say that a person is adapted, he has learned the answers that enable him to interact with his environment and behave in a way that is acceptable to the members of his society so that his needs are satisfied. A person in a particular social situation can adapt and adapt himself to that situation in many ways.

Sullivan has emphasized the role of the mother and the child's upbringing environment in relation to the reaction to psychological stress in the future of the mode. He also emphasizes the importance of the mother's power in feeding and meeting the infant's needs, gradually reducing responsibilities while gaining independence and control in her life. It is the mother's lack of ability that does not allow the child to be independent, and as a result, the person will have problems in the future in terms of compromise with life issues.

According to Karen Hornai, normal or maladaptive behavior is rooted in parent-child relationships. If a person experiences warmth and love, he feels safe and develops in a normal way.

In fact, if a person is truly loved, he can endure various problems in the future. Likewise, the feeling of insecurity makes a person resort to ways to weaken and minimize his inner turmoil. He identified three different directions that people can take in compromising with the environment:

(1) Going to the people: Accepting one's own helplessness and trying to win the love of others.

(2) Movement against people: Fight with his environment, which he hates.

(3) Moving away from people: Staying isolated (not belonging, not fighting)

These three types of people may be examples of these three basic tendencies: Their consideration, aggression, and withdraw. Psychologists such as Rogers and Maslow emphasize more on positive characteristics such as creativity and flourishing of potential talents. Each of these theorists presents their own unique attitude for adaptation and psychological growth and they see the potential human talents to be better or more than what they are from a different point of view. Perhaps the most general characteristic of a compatible person is that he is realistic about himself, in the sense that he does not deceive himself about his motives and sets accessible goals for himself.

Therefore, he avoids unnecessary conflicts and deals with his personal problems. Rogers believes that adaptive people can guide their own transformation and perfection and lead their lives without the influence of past events.

In this theory, the characteristic of self-conceit and self-conceit is evident, and there is also a special appeal in Rogers' call to be oneself and to be in the present. Another opinion that Rogers has expressed is the existence of an innate tendency towards growth and perfection and mental health of the individual, that is, there is an innate motivation in people for mental health that drives us to insight. Erikson (1975) has proposed an orderly and organized method for the formation of personality that is created by acquiring specific tasks in each stage of life. Difficulties in psychological adjustment occur when a person cannot perform according to that age and stabilizes at a lower level of growth and development (Figure 2).
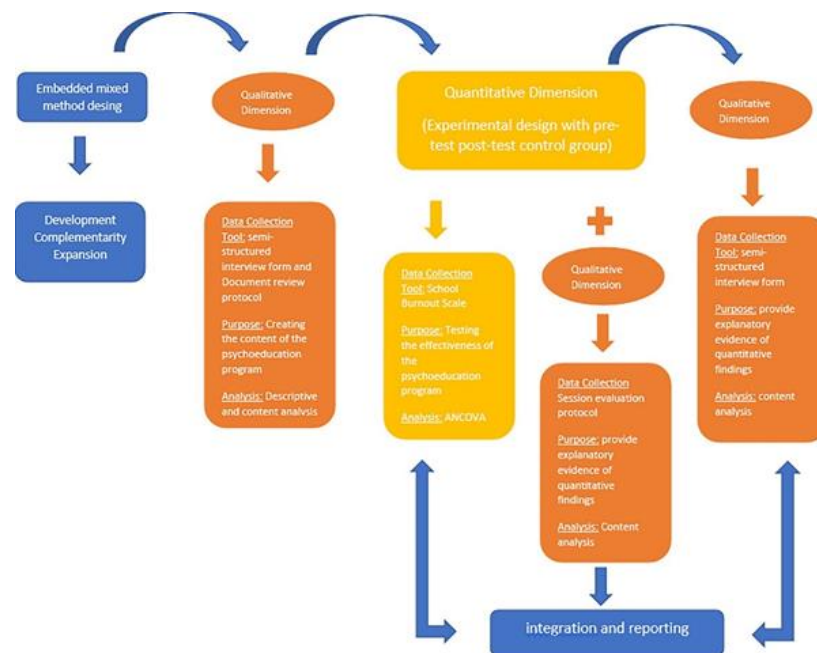

Figure 2 Developing a CBT-Based Intervention Program for Reducing School Burnout and Investigating Its Effectiveness

MacDonald believes about adaptation and also maladjustment that a person is adapted if he has learned the responses that enable him to interact with his environment so that while he behaves in ways acceptable to the members of his society, the needs in him are met also be satisfied.

On the other hand, at least two meanings can be associated with incompatibility; one meaning is essentially a social concept, not an

adaptive individual who cannot interact appropriately in a given environment and another meaning is when he cannot satisfy the need, even if his behavior is appropriate for the society.

Constant difficulties in satisfying needs or inability to learn socially acceptable ways to satisfy them often lead to the creation of incompatible behavior patterns so that a person cannot adapt in a suitable way in any situation. According to Wolf (2004) quoting from Islami Nasab (2011), all behaviors that are learned can be forgotten or replaced with more appropriate and effective behaviors. Individuals with adjustment problems have experienced negative learning through inadequate role modeling in a defective or dysfunctional family system.

In addition, these defective and debilitating patterns jeopardize the development of self-esteem and this further contributes to maladaptive compromise reactions.

Psychodynamic theory

From psychoanalysis perspective, the characteristics of psychosis (or the nature of psychosis) are the result of insufficient adaptation of instincts to social reality. If libido drivers change to socially adapted and relatively stable qualities, we can talk about a non-psychotic character. In any case, the diagnosis and difference between a normal (balanced) character and a psychotic one is completely variable and primarily depends on the degree of lack of compatibility. From Adler's viewpoint, living in a community on the one hand requires mutual limitations and superior individual goals immediately and immediately, and forces a person to cooperate and cooperate. On the other hand, this type of life is the only form of existence that can provide him "Safety".

In this way, beside the sufferings, i.e. the feelings of helplessness and inferiority, a salve has also been placed, and that is complete unity with the social group. According to Adler, this integration or monotheism with the group in every healthy person is facilitated by a deep desire that is caused by the social motivation to live and that leads a person to love and accept others and cooperate and cooperate and as a result adapt [1].

Adler believes that human beings are social beings and therefore human behavior can only be understood in its social context. In every person, there is an innate capacity that Adler calls social interest, which expands and develops, that is, the desire to cooperate with others. The meaning of social not only includes interest in others, but also includes interest in other people's interests. Social interest is a talent for cooperation and social life, which can be developed through education, and when it is developed, it can be developed through real skills and expressed cooperation and help, understanding, and empathy. Therefore, social interest has been Adler's criterion for diagnosing mental health. Social interest is a measure of compatibility.

The extent to which a person can successfully share with others and cooperate by working with them and create a satisfying relationship with a person of the opposite sex actually indicates the level of maturity and overall integrity of his personality and his degree of compatibility. Erikson's theory (1975) is known as the "Emergence" theory. His psycho-social theory emphasizes "Mutual fit between the individual and the environment". It means, on the one hand, the communication capacity of a person with the continuously changing environment of life, which is made up of people and institutions, and on the other hand, the readiness of these people and institutions to make him a part of the existing culture. The main issue in the theory of Erikson is related to the concept of competence and personal adequacy. If the stages of development are passed successfully, a person will move to the next stage with a high sense of competence. If he does not succeed in that stage, he will feel inferior.

Erikson believes that people are only able to relate if they already have a strong sense of identity. If people do not have a clear and secure sense of who they are, it is impossible for them to interact with others in an intimate way do and be compatible people. Real harmony requires that a person approaches

these relationships in an enthusiastic and frank way and with the desire to share even the most personal aspects of his existence with others. In fact, Erikson defines the need for harmony as a search for two. On the one hand, it speaks for a common identity.

Types of compatibility

Sinha and Singh (1993) have described the types of adjustment as follows:
(1) Educational adjustment, (2) Emotional adjustment, and (3) Social adjustment.

(1) Educational adaptation includes more than one potential power in students. Motivation to learn to do work to meet educational needs, having goals and general satisfaction in the educational environment are also important parts of educational and academic adaptation. Compatibility with school can be divided into components that include satisfaction with school and attendance and insistence on it, competition in the opinion of teachers, academic achievement scores, teachers' interest in students, teacher's judgment of students' compatibility with school, interaction with school and etc.

(2) Emotional adjustment is the mechanisms by which a person finds emotional stability.

(3) Social adaptation as the most important sign of mental health is one of the topics that sociologists, psychologists, and psychoanalysts, especially educators, have paid special attention to in recent decades, before mental health and its role in maintaining social relationships were known (to quoted from Zaki, 2010).

Compatibility models

Garsha (1985) presents the concept of compatibility based on 4 items:

Medical model

It is achieved when a person is able to eliminate or reduce the problems in his life that are similar to medical problems and is generally able to deal with them. In this model, to achieve maximum compatibility, the use of coping mechanisms is considered. According to this model, everyday problems have symptoms, the symptom of fear of heights is trembling. One of its causes can be the unresolved conflict in childhood or adult experiences. Issues such as anxiety, depression, pressure, lack of communication skills, etc. are problems on the path of incompatibility and cause incompatible behavior.

Learning model

According to this model, adaptation is a set of learned behaviors and incompatibility occurs when a person has not learned the necessary skills to cope with everyday life problems. In general, the learning process plays a fundamental role in the emergence of adaptive responses, and people must learn the necessary skills for optimal adaptation.

Society and Group Model

According to this model, family, school, culture and prevailing law play an important role in people's ability to adapt. In this context, Garsha (1987) states that people themselves have a decisive role in choosing adaptive behavior based on social influence. Therefore, in this model, incompatibility occurs when different social groups disrupt the effective performance of people, and maximum compatibility is possible when social systems encourage and support people in achieving ideal performance.

Self-realization or self-exaltation model

According to Rogers, each person has talents and capacities through which they can increase their ability to adapt to the environment and rebuild themselves. Therefore, according to his opinion, optimal adaptation is called individual perfection and incompatibility occurs when people are not emotionally supported and accepted and trusted by others. These factors cause failure, anxiety, sadness, and other emotional problems in humans [1].

In addition, according to this model, Maslow believes that adaptation occurs through the satisfaction of physiological needs, the need for security, and social needs, and optimal and ideal adaptation occurs when the highest needs,

the need for self-actualization and self-esteem, are satisfied or a word of competence in this model occurs when a person uses all his actions and thoughts to increase his positive self-image and achieve hidden talents in life [6].

Compatibility features

Adaptability is a relative thing and people achieve adaptability to different degrees. If we could measure the adaptability levels of people in society based on valid scientific criteria, and then implement it in a distribution curve, we would probably get a normal curve. In such a way that on one side of the curve there will be a very incompatible small minority and, on the other side of the curve, there will be a very compatible minority and between these two groups there will be a more or less compatible majority.

Therefore, it can be mentioned that a certain limit does not separate incompatibility from compatibility. Now, many psychologists think that if the term compatibility is considered in the sense of conformity with the actions and thoughts of others, it will contain such a load of negative connotations that others will not be able to get a description of a healthy personality. Psychologists such as Rogers and Maslow emphasize more on positive characteristics such as creativity and flourishing of potential talents.

Each of these theorists presents their own unique approach to adaptability and psychological growth, and they see the potential human talents to become better or more than what they are from a different perspectives. Perhaps the most general characteristic of a compatible person is that he is realistic about himself, in the sense that he does not deceive himself about his motives and sets accessible goals for himself.

Therefore, he avoids unnecessary conflicts and deals with his personal problems objectively. An adaptive person is one who can change his motives and goals without distorting them with defense mechanisms. A well-adjusted person is someone whose various traits and characteristics are related. At the same time, there is no complete compatibility, but optimal compatibility probably occurs when there is a logical agreement between what a person thinks about himself and what others think about him.

MacDonald believes about adaptation as well as maladaptation: A person is adapted if he has learned the responses that enable him to interact with his environment, so that while he behaves in ways acceptable to the members of his society, his needs are also satisfied. On the other hand, at least two meanings can be associated with incompatibility. One meaning is essentially a social concept, not an adaptive individual who cannot interact appropriately in a given environment and another meaning is when he cannot satisfy the need, even if his behavior is appropriate for the society. Permanent problems in satisfying needs or the inability to learn socially acceptable ways to satisfy them often lead to the creation of maladaptive behavior patterns so that a person cannot adapt in an appropriate way in any situation.

Characteristics of compatible people

(1)He can operate sufficiently and has the necessary competence for the work he has undertaken and does not see the need to change his job frequently.

(2)He avoids anxiety and conflict that prevents him from profitable activities.

(3)To be able to face problems, think about them, and make decisions and act.

(4)Enjoy family life and be interested in having and raising children.

(5)Be able to recognize the needs, thoughts, and emotions of others and show appropriate answers or reactions.

(6)Physical diseases cannot reduce his competence and activities.

(7)To be able to have economic and social cooperation with people as much as possible using his own existence facilities and the facilities of his environment.

(8)Knowing that external factors cannot be changed and accepted according to one's needs, and passing those that cannot be changed without resentment.

(9)Expanding your competence and competence to change the situation and acquire the necessary skills in social relations.

(10) Acknowledging and accepting your emotions.

(11) Engaging a person in constructive work that he personally considers valuable.

(12) Cultivating humor, especially about yourself.

(13) Participating in social activities and responsibilities.

(14) Adaptable man considers his true self as the source of his actions, thoughts, and behavior.

(15) An adapted or healthy person accepts responsibility for all his actions, thoughts, and behavior and thinks wisely about those results.

(16) Avoiding the permanent and long-term use of defense mechanisms: The constant use of defense mechanisms gradually distances a person from reality, while an adapted person accepts a certain amount of anxiety, and naturally, when we accept the existence of anxiety, there is very little need to use methods we will have a defense.

(17) He tries to understand his motives.

(18) He knows and uses the methods of reducing conflict and failure.

(19) An adapted person should accept to bear some failures, because in fact, tolerating failure is like accepting anxiety, it is a sign of desirable adaptation in a person, and a healthy person learns to accept failure as a normal fact of life.

(20) Having fun doing useful things is another sign of an adaptable and healthy person [2].

Factors affecting incompatibility

Medical factors

Incompatibility may be due to the feeling of deprivation, lack or defect in an organ, or sense of the five senses.

Educational factors

Based on psychodynamic theories, behaviorism, and other psychological theories, the relationship between family members and the child, especially the mother, in the first years of life, is known as one of the most basic factors of personality development. Whenever there is a disturbance in these emotional relationships, of course the child's emotional security is disturbed and as a result its effects are reflected in the child's behavior.

Hereditary and genetic factors

A person inherits some of his parents' characteristics and will certainly have the ability to suffer from disorders like his parents. However, it is certain that delinquent and maladaptive behavior is not socially inherited, but what are inherited are physical structure, temperament, tendency to act in a certain way, and personal readiness for delinquent behavior. This natural readiness appears as a result of dealing with inappropriate environmental factors, and it is at this stage that the mutual and complementary effects of factors such as biological and social forces in adaptation are determined [3].

Environmental and social factors

Rapid and large social changes such as unemployment, war, disintegration of the family center, poverty and hunger, addiction, and constant contact with moral and cultural standards contrary to family standards probably lead to child maladjustment. In addition to the environment of family, school, and society, the role of mass media such as cinema, television, radio, press, video, satellite, etc. should be mentioned [4].

Background research

Yousefi (2002) has done a research on emotional intelligence and adaptability according to the level of anxiety. For this purpose, 200 students from the faculties of Tehran University have chosen the center and presented the results as follows:

(1) General adaptability and emotional intelligence can predict anxiety.

(2) Adaptability components can predict emotional intelligence.

(3) There is a difference between two groups of students with high anxiety and low anxiety in each of the adjustment components.

(4) There is a difference in the degree of adaptation in two groups of students with high and low anxiety.

(5) There is a difference in the level of emotional intelligence in two groups of students with high anxiety and low anxiety [5].

According to Chan (2005), people cannot be assumed to be the same in understanding, recognizing and using their emotions, because they are different in terms of their abilities to exercise effective control over emotional conditions in life, and today such differences are considered as differences in intelligence. They have considered an emotion that plays a fundamental role in people's mental health.

Furgas et *al.* (2003) quoting Imamzadei (2006) showed in a research that having a positive mood really helps people to be better and perform better, achieve more success and achieve brighter results. Bring

Exteremera *et al.* (2010) have come to the conclusion during their study that teenagers who have problems in recognizing their emotions and do not have the necessary abilities to regulate their emotions, do not have good control in high stress situations, they understand the nature of stress with perceive higher intensity and have less psychological compatibility. In a study conducted by Bastian *et al.* (2005) on 264 Australian students, it was found that high emotional intelligence in teenagers with better communication with peers, emotional stability, stronger social networks, direct relationship, and with incompatibilities such as addiction, use alcohol, and running away from home have a picture relationship.

Engellberg and Sjoberg (2004) in a research related to emotional intelligence, emotion, and adaptability showed that there is a direct relationship between successful adaptability and emotions. They emphasize the assumption that emotions may be effective at the level of social adaptation.

Eliot *et al.* (2003) showed that through social skills training, it is possible to help the development of social skills and adaptability of adolescents.

In a research by Furgas *et al.* (2000), it was found that subjects who had a happy and positive mood communicated more. They used more non-verbal signs and behaviors in their interaction, they talked more with their friends, they talked clearly and unambiguously about

themselves, and it seemed that they behaved in an effective, satisfying, skillful, and balanced way. In contrast, the subjects who were sad and with a negative mood had less friendly and reassuring treatment [6].

The study of Bar-On (2003) and Ciarrochi and Scot (2006) which showed that having adaptability is essential for emotional intelligence. Emotional intelligence includes competencies and skills that affect intelligent behavior. Intelligent behavior, as Piaget believes, is the concept of effective compromise with the environment. From this perspective, emotionally intelligent people are efficient in understanding themselves and others, establish proper communication with others, and are able to adapt and deal appropriately with their immediate environment.

The study of Edimo (2011), Panser *et al.* (2008), and Marquez *et al.* (2010) have shown that compatibility has a strong relationship with emotional intelligence. Intrapersonal emotional intelligence is a variable that predicts adjustment, that is, self-awareness and healthy self-expression can predict the level of social adjustment. Having a positive attitude towards oneself, valuing one's good and bad aspects and accepting them, feeling self-esteem, self-respect, self-fulfillment, independence and being bold are part of this skill which is necessary for optimal and adaptive functioning of mental health. Therefore, a person who has these characteristics is more adaptable than someone who lacks intrapersonal intelligence [7].

In a research conducted by Adilimo (2010), 826 boys and 737 girls aged 12 to 17 years were selected as samples. He concluded that there is a significant relationship between emotional intelligence and adaptability of students. He emphasized that this change and transfer is effective in the incompatibility of students and counseling programs should be increased to strengthen emotional intelligence in schools to make students more compatible.

Finally, according to the researches of Rajabpour-Tavakolizadeh (2011), Vahedi-Moradi (2009), Yavari (2013), Abdi (1995), Mikaeli and Imamzadeh (2008) and in most of the researches in this connection, the compatibility questionnaire Bell was used, and

considering the year it was made, this scale is outdated and the need for a new and more accurate scale to measure compatibility was felt, and because Sinha and Singh's compatibility questionnaire was not standardized in Iran, it received less attention. On the other hand, according to the researches of Bahman Yousefi (2002), Chahardouli (2008), Zaki (2010), Mousavi (2009), and Farahbakhsh (2011) who worked on this topic, attention was paid to the relationship between adaptability and emotional intelligence, but the dimensions adaptation had been paid less attention and the researcher observed few findings regarding the correlation of each of the variables of social adaptation, emotional adaptation, and educational adaptation with emotional intelligence, and also the need to pay attention to adaptation and emotional intelligence in the adolescent period made it clear the need to investigate the present study [8].

Chahardoli (2008) in a research investigated the relationship between family functioning and the psycho-social atmosphere of the class with the incompatibility of high school students in Malayer city. The subjects in the research were 302 people who were selected by stepwise random sampling method. In this research, the reliability coefficients using Kuder-Richardson's method and bisecting for the whole questionnaire are 0.81 and 0.70, and for the emotional scale 0.66 and 0.64, the social scale is 0.62. and 0.58, and the educational scale was calculated to be 0.67 and 0.58, which indicates the internal consistency of the items of the above scale. To check the construct validity of the above scale, factor analysis method (principal component analysis) was used, which explained a total of 24.91 of the variance of the scale. The findings showed that the functioning of the family and the psycho-social climate of the class have a significant negative relationship with the incompatibility of students [8].

Discussion

Disintegration of the main organization of the family gives a fatal blow to the future of the child in the society. The changes that occur in children's lives due to the death of parents or one of them, divorce, and leaving the family have an effective role in their tendency to delinquency. One of these vulnerable groups are orphaned and badly cared for children. Today, the problem of unsupervised and poorly supervised teenagers is a serious and ponderable problem due to the presence of a wide range of behavioral and emotional disorders, feelings of rejection, self-efficacy and low self-esteem.

The environment of boarding centers has fundamental emotional, emotional, and social problems, and most of the children living in these centers lag behind their peers who live with their families in terms of psychological, social and cognitive development (Wolf, 2005). It seems that the developmental conditions during adolescence, which include cognitive development and social development, have influenced the present findings.

On the other hand, the presence of teenagers in the group of care centers and dormitories has led to the growth of their coping skills and there is no difference in their coping style with teenagers from normal families. In addition, it seems that adolescent maturity is accompanied by a degree of impulsivity and risk-taking, which was equally reported in this study in both normal adolescents and abused and neglected adolescents. However, it seems that the absence of a healthy family and emotional deficiencies in orphaned children played an important role in the formation of their behavioral disorders [9].

Adolescence is the period of identity formation, a child who was deprived of the blessing of having parents who gave him an identity in childhood, now has problems in forming a healthy identity, and it can be rooted in childhood attachment styles, which are the sum of these factors. It leads to an increase in behavioral disorders in these children. Many teenagers who experience emotional disturbances have lost their ability to control anger, frustration, and conflict. They usually get angry much earlier than their peers and the intensity of their anger is also greater. Impulsivity in showing anger shows well that something has caused the chronic discomfort of these teenagers and their level of discouragement and despair.

More importantly, impulsivity indicates that the adolescent is struggling to ignore the sources of anger and does so by pretending that the sources of anger do not exist at all. Suppressed anger and how to change its location is one of the common complications of teenagers who are attracted to unusual ways to find a solution to their problems (Moriati, translation of Ganji, 2008).

Behavioral disorders are behaviors by which a person violates the rights of others and violates social rules. This disorder mostly occurs in childhood or adolescence and is more common in boys than girls. Patients with behavioral disorders try to find a behavior that is acceptable to society. Behavioral disorders are divided into two categories: The type that begins in childhood (symptoms appear before the age of 10) and the type that begins in adolescence (the symptoms appear after the age of 10).

Impulsivity is one of the human personality states. Impulsivity cannot be explained with one Persian word or one sentence, but to provide a more accurate explanation, four aspects of human behavior should be considered. Aspects, each of which complements the other three aspects:

(1) Making hasty decisions. Impulsivity refers to the inability to inhibit a dominant or automatic reaction, especially in positive or negative emotional situations, although one may later regret it.

(2) Lack of foresight. Inability to predict the positive or negative consequences of an action.

(3) Lack of perseverance. Difficulty concentrating on tasks, and being constantly upset or distracted by intrusive and unwanted thoughts or memories.

(4) Constant and involuntary search for different new or exciting sensations.

When a behavior is not accepted by the society and the individual performs it, it is considered an abnormality, which is called by the term's abnormal behavior, behavioral disorders, and action disorders, which we see in different groups of children and adolescents, and these disorders are for treatment and identification require classification.

According to George Albee (1982), coping skills are one of the basic components of mental health. From the viewpoint of Lazarus and Folkman (1984), coping is: The intellectual, emotional, and behavioral efforts of a person used when facing psychological pressures to overcome, endure or minimize the effects of stress. Coping requires the mobilization and preparation of one's forces and energy, which is achieved through training and effort, so it is fundamentally different from tasks that are automatically perfomred. Previous theories and researches show that the three factors of coping skills, behavioral disorders, and impulsivity play an important role in the occurrence of stress and emotional disturbances, addiction, mental illnesses, etc. Supervisors are more vulnerable to these problems [10].

At the same time, a suitable emotional environment, healthy nutrition, mental health, and proper education can affect the occurrence of these factors and reduce vulnerability to them. A teenager's satisfaction with his family and receiving support from his parents makes him show more motivation and effort in the field of education and adhere to school rules and regulations more. It also seems that teenagers show their dissatisfaction and protest with academic inconsistencies. In other words, academic inconsistencies can be considered as a danger sign that indicates the teenager's dissatisfaction with the family atmosphere. This can be considered in counseling and providing psychological services. Perhaps paying attention to the functional dimensions of the family and involving the family can be effective in reducing academic and emotional inconsistencies. Given that this research was conducted on high school teenagers (late adolescence) who have gained independence to a large extent and have distanced themselves from the family, therefore, in generalizing the results to other groups, considerations related to the characteristics of this age group should be taken into account. It is also suggested because academic-occupational concerns and issues related to fear of the future in teenagers can have a great effect on their adaptation.

In the future research, in addition to the dimensions of the family, attention should also

be paid to the personal issues and concerns of teenagers. Another out-of-control behavior that is rampant among teenagers these days is running away from home. Many runaway teenagers complain that life at home has been unbearable for them due to the existence of drug addict and alcoholic parents or physical or sexual abuse by their parents. The escape perception in the rest of them has been very simple in the form of a kind of dreamy and poetic outburst. Many girls who run away from home think that they can cope with the street more easily than their parents' reaction. Some leave home for a week, some for years, and some never return home.

Many escapists go to their friends, but this is often temporary and short-lived. Finally, many may end up living in parks and have to beg for a few Rials, become prostitutes or work for drug traffickers. Some are physically and sexually abused by thieves or prostitutes, and others are drawn to drugs or other illegal activities such as check forgery and theft. If your teen leaves home, contact a counselor or psychologist as soon as possible. The police and the parents of your teen's friends (and sometimes your child's friends themselves) may be able to help you. When you find out where your teenager is, immediately provide the possibility of consultation with experts for both your child and the rest of the family. Your teen has a reason to run away. Identify this reason and take appropriate preventive measures so that this issue does not happen again. Who are these fugitive teenagers?

Many of them perform poorly in school; they do not have a good relationship with their parents, their parents often deprived them of love and attention. It seems that in these families, no one cares where these children go and with whom they spend their time. In these cases, teenagers react to their failures in the form of aggression and increasing violence and fighting. Interestingly, their escape is a way to finally get their parents' attention. Some teenagers are more rebellious and prone to delinquency than others due to their personality structure. Compared to the other teenagers, they deal with the rules and principles of their parents more and longer. However, any teenager who behaves out of control must have a reason for doing so. He may have serious and important mental problems. Or he feels unloved and forgotten and tries to attract the attention of his parents with his behavior.

For example, in cases where the father separates from the family after the divorce and lives thousands of kilometers away from the family, sometimes the teenage child wonders why his father divorced him after he divorced his mother! Family members are focused on other issues (such as alcoholism in the father or depression in the mother), again the teenager may try to get the attention of the family in this way [11].

Or in some cases, there may be a set of the mentioned situations in one place. In a family that does not have a solid foundation from the beginning, a teenager's conflict with the law, for whatever reason, may lead to the complete disintegration of the family. Even if the adolescent's antisocial behavior is temporary and this behavior disappears after the growth of his inner controlling forces, it may still have permanent damage in the relationships of family members with each other. When your teen continues to make a serious mistake, or it gets worse, professional counseling becomes necessary. This is not a sign of failure or incompetence on your part as a parent, but more of a sign of your teenager's need for help. In these cases, a psychologist can help you. When a teenager constantly repeats wrong behavior, you should understand what the cause of this behavior is and what you should do to solve this problem. A teenager who does not communicate with his parents may open up to an experienced counselor who does not intend to judge the teenager and spend time building a relationship and trust with this teenager.

However, a teenager who does not communicate with a counselor may have serious mental and emotional problems, and in this case, adequate psychological examination and treatment by specialists is necessary for him. Adolescent family members should also participate in family therapy [12].

Conclusion

The problem is not only related to teenagers. It will be useful for each family member to understand why and how communication barriers were created and what they should do now. The counselor may help them learn and practice some good communication skills. In the meantime, your teen may need to learn more acceptable ways to direct and control his energy and anger. He may find that exercising can relieve some of his inner anxiety, or that an organized de-stressing method may be helpful.

Undoubtedly, counseling is not only for delinquent teenagers; families who always have problems and conflicts can use this program. If your teenager has a sudden drop in school grades; if he runs away from school and is absent; If he sleeps too much; or if his behavior has suddenly changed (especially anger, prolonged sadness, frequent crying, drug or alcohol use), then he and the rest of the family need professional counseling. These professionals are available with numerous specialties, including psychologists, family therapists, child and adolescent clinical psychologists, and even school counselors, and others who can help. If the first person you go to doesn't help, talk to the school counselor so they can refer you to someone else. You need a therapist to diagnose what is wrong with the teen or the family and what needs to be done to make things better. It is worth noting that offering counseling is not an attack and insult to your family, but a good way to make things better. If it becomes clear in the consultation what mistake you have made, do not get angry, do not get defensive, and do not give up on continuing the consultation, but instead, look into the issue again. Although this work may be unpleasant and uncomfortable, it will lead to the growth and development of the family.

Encourage the teenager and other family members to have the same attitude and attitude. A qualified and impartial counselor can help all of you to look at the existing problem from useful angles, angles that you may not understand yourself. Although raising a teenager can sometimes seem very difficult, but do not despair. You can feel more relaxed knowing that difficult moral characteristics are not unique to your family during adolescence and that they are the same all over the world.

For example, if your teenager accepts you for a moment and wants to tell you everything about his life, and at some points, he distances himself from you, becomes silent and does not want to answer even your most common questions, it is not strange at all, but remember that your teen will always need you, even when they try to distance themselves from you.

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