CHAPTER-IX
SUMMARY CONCLUSION AND SUGGESTIONS

9.1 SUMMARY

The needs of a child begin even before it is born. These needs are primarily related to its survival. In its initial stages of childhood, these needs, again, remain the same. However, as the child grows and attains adolescence and adulthood, these needs transcend from the primary of being mere basic needs to other social and psychological needs. These needs are as significant and influential as biological needs. Fulfillment of these needs acquires special significance for adolescent girls, because their requirements are special and specific. They shed the childhood and attain a stage where they strive to become the active and participating members of the society.

Adequately fulfilled needs pave the way and lay the foundation for physically, socially and mentally healthy growth and development of the girls. Satisfied, encouraged and supported the girls step into their career and life beaming with happiness, love, care and confidence. The proper guidance and orientation, security, strengthened social relationships, adequate and effective communication, equipped with potentials and self worth help the girls to lead a life without much stress and strain. With this background, the adolescent stage has a safe, smooth and harmonious passage to the next stage.

It has also been observed that the fulfillment of needs of girls with diverse socio-economic background is not the same. The extent and intensity of the problems are also not the same and the ways and means by which these problems are solved also vary. The role of the family, especially that of the parents, has also been found to be of paramount significance in solving or minimizing the problems of girls. Despite their
limitations, the parents strive to provide maximum facilities to girls to achieve their goals and to fulfill their aspirations. The provision of freedom of speech and movement has been found helpful for the girls to take their own decisions.

The role of teachers and friends has also been equally appreciated. It is felt that the environment at school is an extension of the home environment and some of the needs that remain unfulfilled at home are fulfilled by teachers in the school. However, the differential treatment, though unappreciated and unexpected, by the teachers or from the parents affects the girls in a number of ways. Assurance and appreciation by them, including by friends, has been found to help the girls to tide over a number of problems.

The foregoing discussion raises a number of questions and help in identifying a number of problems related to women in general and the adolescent girls in particular. Adolescence among girls has been defined as a special stage in their life. In addition to being a chronological period, it is associated and accompanied by a series of other physical, physiological and cultural activities among all the societies of the world, though culture-specific variations highlight the differences in recognising and facilitating adolescence as a special stage.

It is also noted that during adolescence, girls require some specific needs such as biological, emotional and social to be fulfilled adequately. Inadequate fulfilment or non-fulfilment of these needs gives rise to a number of biological, social and psychological problems. If the social and psychological needs of these girls are identified, they can be instrumental in knowing their social and psychological problems and then a help can be planned to solve them.
A systematic Descriptive and empirical study may be conducted to identify the social and psychological needs of adolescent girls and the impact of none-fulfilment or inadequate fulfilment of these needs may be examined. But before highlighting the objectives of the present study, it may be worthwhile to discuss various aspects of adolescents. These aspects can be covered in three phases, like Adolescence: A Multidimensional Phase Adolescents: Their Social Needs Adolescents: Their Psycho-social Problems.

Adolescence: A Multidimensional Phase. The word 'adolescence', derived from the Latin word 'adolescere', itself refers to 'to grow' or 'to grow into maturity', and it also refers to physiological, psychological and social growth. It is considered to be a multidimensional phase because it is associated with a number of changes and activities specific to this stage only. To define the duration of adolescence has attracted the attention of a large number of scholars from different disciplines. They observed that there are a number of factors responsible for the onset of adolescence. Dominant among these factors are physiological and cultural.

Horrock (1954) observed that this age ranges between biological sexual maturation at one end, completion of secondary education at the other. Some of them define adolescence physiologically and view it as beginning earlier and others later than 12. Pearson (1958) said that it begins with the attainment of puberty beginning around the age of 10 and a half. and Stone and Church (1968) observed that adolescence should be regarded as beginning with the pre-pubertal growth spurt.

Hurlock (1980) regarded adolescence as beginning when children become sexually mature and ending when they reach the age of legal maturity. According to her, the early adolescence extends roughly from 13 to 16 or 17 years and late adolescence covers the period from
then until 18, the age of legal maturity' Early adolescence is also referred to as the 'teens', sometimes even the 'terrible teens'.

Dalamovmt (1980) noted that among girls, this period starts between 11-13 years and lasts up to 16-17 years of age. It starts with the onset of puberty and ends with adulthood. Further, he has also observed that adolescence has not only physical significance; it has social significance as well. The passage of girls from childhood to adolescence is marked by changes in physical characteristics, emergence of new needs, and demands. It has also been observed that adolescence is a stage acquired not merely in terms of chronological years; it also involves transformation in mental horizons, social and psychological perceptions, and its reactions. It is also a stage when a child starts feeling elder to a child, but younger to an adult. As the adolescents and their total environment interpersonally, they have to be understood in relation to each other, the earlier, researches on adolescents encompassed various aspects.

In varied environments and situations. These earlier attempts were made by pioneers like Hall (1904) and Lewin (1930). They were mainly theoretical in their approach. Hall considered adolescence as a period of great stress and strain, storm and strife". Lewin observed that the adolescents experience a rapidly widening lifespan along geographic, social, and future time dimensions. The adolescents are faced with many conflicting situations sometimes expected to behave as an adult, at the same time, treated as a child by their parents. These difficulties lead the adolescents to develop such characteristics as a conflict of roles, emotional tensions, shyness, aggressiveness, and the like.
Similarly, Jersild (1963) and Sebald (1977) considered adolescence, as a transitional phase during which boys and girls move from childhood to adulthood mentally, emotionally, socially, and physically. A always craves to establish identity.

The observations made by Erikson (1968) have a direct bearing on the esteem and self-actuation of the child. His observations reveal that adolescence deals with the relationship between what a person appears to be and what he feels he is. Some adolescents establish their identity sooner to avoid further distress and confusion.

Adolescence is observed to set in with puberty, but no absolute criteria can be defined for its termination. However, Sebald (1977) has defined some elements that signal the termination of adolescence. They are as follow sociologically, the terminations of status discontinuity. Psychologically, completing a number of developmental tasks and achieving a medium of consistent identity. Biologically, achieving physiological maturity. Legally, reaching the age limit specified by law. Economically, becoming self-supporting and maintaining a balance between production and consumption. Traditionally, when informal customs lift the last restrictions on adult privileges.

The list is interrelated and adds to the confounded experience of adolescents. No agreement has been reached on the relative importance of each element. Also, these elements are not co-terminus. That is, each follows its own course and expires at different times.

One of the empirical works was conducted by Coleman (1961) among adolescents in United States (US). In his study entitled *The Adolescents Society*, he observed that the adolescents constitute a culture
of their own, they have their own values and attitudes and it can be called as 'adolescent community'.

In some studies, emphasis has also been laid on the needs and developmental tasks of growing, children. These phenomena help in understanding their behaviour. Duvall (1977) has highlighted these aspects in his study. The adolescence period is also marked by a number of trends which signify its importance. These trends are Period for physical, intellectual, and emotional maturing. Formation of attitudes and values. Development of self and identity. Development and fulfillment of needs. Development of skills and capabilities to take decision. These trends encompass the whole span of adolescence and strive to fulfill a number of needs, some of which are unique and specific to the adolescents. The above survey on the duration of adolescence reveals that this period ranges between 11-18 years of age. In India too, this period ends with the attainment of legal maturity at the age of 18 years. For the present study also, the period of 11-18 years has been taken into consideration.

**Adolescents Their Social Needs:** Scholars from social work, anthropology, sociology, psychology, and some other disciplines have defined and discussed various aspects of human needs and have classified them in various categories based on different criteria. The needs and their various aspects discussed by different scholars have been briefly examined here. The fulfillment of biological as well as social needs is essential for the healthy growth, well-being, and development of human being. Whereas biological needs are necessary for physical development, social needs are necessary for proper socialisation of the child. It is through the fulfillment of social needs that an individual learns the norms and values of the society.
(Hartung 462) and that cultural and social sources are the basis of human behaviour. It is further clarified that social needs are qualitatively different in three aspects from organic necessities or primary needs. They are: (i) the focus of existence of human needs is the cultures and society in which the person lives, (ii) the person develops needs that are appropriate to the general value by which he lives, and (iii) the person is able to think through the use of symbols he can organise and comprehend his experience, and through the use of language can infer the existence of his needs. Thus, the social needs are derived from the condition of man's collective life and he does not share these needs with the lower animals. This also implies that social needs can only be fulfilled and satisfied while interacting with others as a member of his group or society.

Malinowski (1944) termed them basic and derived needs and observed that these needs manifest in cultural activities of man and evoke cultural response. Piddington (1952) underlined the role of culture in satisfying needs and categorised them into primary needs, derived needs, and integral needs. While labelling the needs as "breath of life. Towle (1954) made a four-fold classification of these needs as physical welfare; opportunity for emotional and intellectual growth; relationship with others; and provision for spiritual needs.

As early as 1920, Thomas conducted research on the psychological needs of unadjusted girls. Some other scholars have identified various needs of human beings and classified them in different categories. Among them Murray (1938) called them viscerogenic and psychogenic needs, where the former were the primary requirements of food, air and water, etc., whereas the later were also called pleasure needs.
These needs can be fulfilled with the cooperation of the group and that these needs were essentially more social in their implication than instructive. These observations were made by Fleming (1955). He listed these needs as the need to learn new things, need to understanding and exercise responsibility.

Some Indian scholars also examined the influence of needs on human beings. Dube (1985) observed that quality of life depends upon the understanding of human need-structure and making adequate provision for it therefore, is essential. The inventory of needs listed by includes: survival needs; societal needs; adaptive needs, psychic d cultural needs; and progress needs. It was observed that these needs can adequately respond to all the diverse cultural demands and aspirational levels.

Empirical studies have been conducted by Gokaran (1988) and Thakkar (1988). Following Johnson's (1986) framework Gokaran conducted study of Bombay school children. She considered food and food intake as an important aspect of education. Other essential aspects were clean environment and health. According to her, other needs met at home and the school were the need to be loved and allowed to express love for others. This fulfilment further helps to develop the need for self-esteem. Thakkar (1989) also stressed upon the role of school in promoting the mental health and socialising the children- She also highlighted the importance of psychological and social needs for children and that the fulfillment of these needs contributes towards growth and development where as non-fulfillment leads to certain problems among children.

A review of the foregoing literature reveals distinctly that the emphasis on study of human needs is a recent phenomenon. The litera-
ture about the study of needs of girls is almost scanty. The studies on social needs of adolescent girls and the problems arising out of non-fulfilling of these needs are rare.

**Adolescents and Their Psycho-Social Problems:** It is observed that during adolescence, rapid changes take place both in body and mind. During this stage, they experience the awareness about needs and strive to fulfil them. Any deficiency in satiation of needs gives rise to a number of psycho-social problems.

Most of the adolescents are observed to suffer from behaviour problems. Fisher and Gochros (1975) noted emotional behaviour problems and parent-child, behaviour problems among adolescents. Anxiety, tension, fears, and phobias have been considered as emotional problems. They further, observed that emotional problems are learned reactions and, therefore, they can be modified by training or intervention by parents at home, teachers and peers at school.

Adolescents also have problems specific to their age group. Thakkar (1984) in her study of Bombay school children listed these problems as follows: *Failure of academic performance:* These problems arise due to lack of interest, poor intellectual capability, and emotional or socio-economic problems. *Behaviour problems:* They include truancy, lying, stealing, aggression, disobedience, excessive timidity, and abuse of alcohol or drugs. *Emotional problems:* These problems include moodiness, depression, excessive sensibility fear or anxiety. *Bodily symptoms without physical cause:* Such symptoms may include vague aches and pains, stomach upsets, weakness, inability to talk, excessive tiredness, pressure or heaviness of the head, inability to concentrate, poor memory, and rashes. The genesis of these problems may be located in their home. Because of various unmet needs, these problems
find expression in other fields of life, such as with peer, at school, in academic performance, in behaviour patterns, or in the growth and development of mental health. Some of these problems may be cultural specific whereas they may be alien to other cultures.

The Causes: Proops (1977) observed that many problems among adolescents occur because of psychological changes. As a result, many adolescents are thrown into confusion and misery.

Euripides (c. 442 BC), La-Gaipa and Wood (1980), Dewhurst and Duck (1978) and Pereira (1979) attributed the asocial, psychological, and clinical problems to the lack of or difficulties in satisfactory relationships between adolescents and their immediate environment. Social relationships have been found to be most dominant factor in determining the behaviour of adolescents. and Duck (1978), also observed that lack of satisfactory relationships lead to clinical problems among adolescents. The relationship difficulties also give rise to problems at home, at school with peers Pereira, (1979)

Murray (1994) noted that the adolescents develop a number and kinds of social fears. This happens because they are, sometimes, at variance with the attitudes of their parents. It has been observed that adolescents fear rejection and humiliation and they perceive the risks of embarrassing themselves in an exaggerated way.

Kapur (1982) also held difficulties in relationships mainly responsible for problems among adolescent girls. She further observed that the causes of conflict between parents and their adolescent children in their relationships are not only different, but even contradictory among different regions, castes and classes. Thus, she observed that the adolescent girls cannot be considered as a homogeneous group.
Classroom social structure has also been found to be another factor affecting the behaviour of the child. The pattern of interaction among the friends and the peers, the attitudes and behaviour pattern of school mates and teachers moulds and affects the behaviour of the child. Among other factors, the role of social pressure has been highlighted by Jesselyn (1953) as responsible for psycho-social problems among adolescent girls. Social pressures are held to be working on adolescents causing a variation in psychological problems. Girls of the same chronological age may, thus, be at a very different stage of psychological maturation. This may cause alienation of such adolescent girls from other girls of their age.

The problems among adolescents are not only natural, but are man-made also. Carrington (1957) noted such factors as disturbing and are caused by conflicting domestic and cultural influences. Therefore, the solution to their problems also lies with man. Many of the problems of adolescents are traced to their individual differences in their sensibility and perceptions. Fleming (1967) observed that social and psychological problems among adolescents may arise due to unmet high expectations from them, due to their sub-normal mentality, or due to inadequacies in treatment received by them in their groups. It may also lead to some problems of identity and acceptance.

There are also some problems that adolescents face not as an individuals, but also as a group. Cole (1970) writes that some of these problems are found so grave that pupils cannot make much academic progress, even though they want very much to do so. Some of such outstanding problems were of adjustment at school, social-psychological relations, personal psychological attitudes, finance, health, home, and family.
Consequences of Problems: When one or the other need of the adolescents is not fulfilled adequately, they confront a number of problems, which, according to Pereira (1979), manifest in a number of ways, such as An inability to learn, which cannot be explained by intellectual, sensory or physical disabilities. Are inability to build or maintain satisfactory interpersonal relations with people around them. Inappropriate types of behaviour or feeling under normal conditions. A general pervasive mood of unhappiness or depression. A tendency to develop physical symptoms, speech problems, pains or fears associated with personal or social problems. To provide a sound degree of emotional stability, to save the adolescents from problems, a number of people and institutions are required to play a positive and significant role.

Pereira (1979, op. cit. stressed upon the role of teachers in the school. It is also observed that a single incident did not account for the formation of attitudes of adolescents, rather they are derived from an intricate pattern of relationships. These patterns emerge at home, at school, and with peers. Powell and Clarke (1975) noted that the problems of adolescents need to be understood in terms of their change of roles from childhood to adolescence. Bachelder (1993) and Parvin (1993) recounted that the praise and cooperation by classmates plays a crucial role in soaring these spirit of depressed children. In this direction, the role of father has been highlighted by Bannet (1994) who noted that the affection of father is one of the most reassuring and establishing elements for the children.

A close look into the foregoing discussion reveals that adolescence is a significant phase in the life of girls which is marked by a number of changes in their physical, physiological and psychological make-up.
In India in general, and the Northern Karnataka in particular, not much work has been done on the issue of identifying and meeting the needs of adolescent girls. Moreover, diagnosis and treatment of problems among this section of the population has remained neglected.

In the present study, an attempt has been made to examine how non fulfillment or inadequate fulfillment of social and other needs gives rise to various psychosocial problems among adolescent girls and how these problems can be treated minimized or solved.

Nevertheless, women have been neglected a lot in our social fabric. But it can not be denied that they have a defined and definite role to play in society, in general and family in particular they have been victims of humiliation, torture and exploitation, female infanticide, female feticide so on and so forth.

Though, social reformers worked in the direction of improving women and girl child in the nineteenth century this work is extended in the twentieth century and even today twenty first century too. In spite of great zeal and enthusiasm, the reformers achieved little success in breaking the strong notion of women’s inferior secondary status. In general many parts of rural India still witness majority of women and girl children facing problems such as lack of awareness, tradition underestimation about lower worth of girl child and stereotype and prejudices of the commutation. Cultural insistence on the marriage of women in the early phase of their child bearing leads to a higher fertility rate and to a higher infant mortality. Female child is considered as a burden on the family. Dowry system and unnecessary waste age of money on a girl child is a social stigma for which the society is yet to get rid of male preference. Still Karnataka state stood
first at the national level in general and north Karnataka region stands in the same place at state level as per as dowry deaths were concerned.

Gender discrimination exists in providing care to the girl child in the areas of health, nutrition, education and distribution of work during early childhood years this gets further heightened with the advent of puberty. As a young girl is seen to become more vulnerable numerous restrictions are imposed on her as far as her movements and behavior are concerned. There is an intense preparation in the socialization process for her to take on the roles as a wife and a mother.

Female child is considered as a burden on the family. Dowry system and unnecessary wastage money on a girl child is social stigma from which the society is yet to get of male preference also. In the study area there is a practice of the families by the bride’s father in honor of the bridegroom and family. Lot of life cycle ceremonies depends on girl child’s.

It is not exaggeration to say that the female child in India is the most oppressed, abused, exploited discriminated and underprivileged human segment on the earth. It is in this backdrop that the present study makes an attempt to examine the condition of a girl child in respect of the prevalent social structure in a comprehensive way, by studying their psycho social problems while adjusting with an adolescents stages, few important objective were formed and this as follows:

1. To study the psycho-social problems (societal needs) of adolescent girls related to family life.
2. To study the psycho social issues related to educational setup among adolescent girls.
3. To understand the psycho social challenges related to emotional behavior among adolescent girls.
4. To analyse the psychosocial components related to menarche and menstrual health among adolescent girls.

5. To study the socio economic and demographic profile of the adolescent girls.

In order to meet above mentioned objectives few hypothetical assumptions were formulated to test them with the present empirical data collected from the study are and those as below.

1. Girls may differ by their place residence i.e. being from rural areas, urban areas in comparison with regard to their attitude towards parents and teachers in handling the psychosocial problems, social relationship and psychosocial adjustment in their individual life.

2. Girls who started their educational carrier with kindergarten (Nalikali) and who’s parents were educated probably give better performance in their classes than that of their counter parts.

3. Girls who were studying in English medium, found to be more open up and much more social in their nature in terms of making psychological adjustment, emotional behavior in comparison to their counter parts.

4. Girls who were more exposed with the mass media most probably well aware and better educated about their own physical change and reproductive heath compared to their counterparts who were not exposed with the electronic media.

5. Girls who were hailing from high socio-economic and demographic background probably found balanced in coping or handling their psychosocial problems than that of their counter parts.

The present study carried out among adolescent girls who are studying in urban and rural high schools of Bijapur district. A list of all high
schools is obtained from D.D.P.I (Deputy Director of Public Instructor) office,. For present study survey 600 respondents were selected and interviewed. By using the structured interview schedule. In order to understand the circumstance leading to factors behind psycho-social problems of girl child in adjusting with adolescent stage in the institutions like family and schools through the social work perspective. The researcher has made an attempt to present and interpret the collected facts with the support of quantitative as well as qualitative analysis. Eventually, an effort was also made to develop a theoretical conceptual framework critically evaluating the review of existing literature in order to understand the adolescent phenomenon, in a more simple way.

The said study sample was selected by using stratified random sampling method which will be more appropriate for the present research study. Total number of adolescent girls studying in 8th, 9th & 10th standard in urban area is 5026 and in rural area it 2010 and the total number, of adolescent girls is 7036. Hence, the 10% of the total sample i.e, 600, including dropout’s respondents would be considered adequate for the study of present research problem. Moreover, the adolescent girl students between the age of 13 to 19 years, with their rural urban background and their of medium of instruction belong to secondary level education i.e. High school were considered as the present study unit

The coding was manually done and later the data processing was carried through computers by Applying SPSS package. More over, after cleaning the information along with data file the variable were defined in a separate file to keep ready for the statistical analysis, for the in-depth investigation with the help of $X^2$, test Pearson’s correlation’s, simple frequency distribution and graphical present were undertaken, as per the analysis plans and requirement. Its happened and made possible in the study area called the historical city district Bijapur layed the foundation under
later the present research work. Hence, profile of study area and study population at a glance in the further paragraph.

Bijapur city is the district headquarters of Bijapur District of Karnataka state. Bijapur city is well known for its historical monuments of architectural importance built during the rule of Adil Shahi dynasty. Bijapur is located 530 km northwest of Bangalore and about 550 km from Mumbai and 384 km from Hyderabad.

Bijapur's urban population as per 2011 census is 3.26 lakhs, perhaps the 9th biggest city in Karnataka. Bijapur Municipal Corporation is the newest(9th) city corporation formed under the KMC act along with Shimoga.

The city was established in the 10th-11th centuries by the Kalyani Chalukyas and was known as Vijayapura (City of victory). The city was passed to Yadavas after Chalukya's demise. The city came under the influence of the Khilji Sultanate in Delhi by the late 13th century. In 1347, the area was conquered by the Bahmani Sultanate of Gulbarga. By this time, the city was being referred as Vijapur or Bijapur. Bijapur, Karnataka. Ironically the name Beejpur literally means replete with seeds in Sanskrit, meaning Pomegranate.

In way back 1518, the Bahmani Sultanate split into five splinter states known as the Deccan sultanates, one of which was Bijapur, ruled by the kings of the Adil Shahi dynasty (1490–1686). The city of Bijapur owes much of its greatness to Yusuf Adil Shah, the founder of the independent state of Bijapur. The rule of this dynasty ended in 1686, when Bijapur was conquered during the reign of Mughal emperor Aurangzeb. In 1724 the Nizam of Hyderabad established his independence in the Deccan, and included Bijapur within his dominions. In 1760, the Nizam suffered a defeat
by the Marathas, and ceded the region of Bijapur to the Maratha Peshwa. After the 1818 defeat of the Peshwa by the British in the Third Anglo-Maratha War, Bijapur passed into the hands of the British East India Company, and was assigned to the princely state Satara.

In 1848 the territory of Satara, along with Bijapur, was annexed to Britain's Bombay Presidency when the last ruler died without a male heir. The British carved a new district by the name Kaladagi. The district included present-day Bijapur and Bagalkot districts. Bijapur was made the administrative headquarters of the district in 1885, when the headquarters were moved from Bagalkot. After India's Independence in 1947, the district became part of Bombay state, and was reassigned to Mysore State, later Karnataka, in 1956. The former southern taluks of the district were separated in 1997 to form Bagalkot District.

After knowing the history and historical back ground of the study area now it is important to have a gilms of study population and their back ground characters which forms the plat form for further analysis.

The present study sample respondents were all together six hundred who were only selected hundred and twenty (120) adolescent girls from each one of the five talks of the Bijapur district which indicates the balanced representation of the universe as per the statistical procedure was concerned.

As for as the type of school was concerned majority of the secondary school adolescent girls that is 26.3 percent of them were enrolled themselves into private aided schools followed by 23.7 percent in un-aided schools in comparison to the girl schools. This clearly indicates that batter quality of education provided in private aided school, besides govts all the efforts in developing infrastructure higher rate of enrolment in govt school,
so that in order to increase the right compulsory education goal can be archived by 2020 and reach the hundred percent literacy level.

The medium of instruction is concerned 25.0 percent of respondents from each medium of instruction like kannada English and Urdu were selected. When look at the age distribution of the respondents the statistical picture comes out like majority of the respondents i.e. 32.5 percent were in the age group of 16 years while 28.2 percent in the age group of 15 years whereas 16.7 percent of them were in the age group of 14 years and the rest of the 22.7 percent of the respondents were in 17 years. as for as the educational standard or class was concerned evenly 25.0 percent distributions was found equally in all the secondary level classes that is starting from VIIIth student to up to Xth class.

When we look at the percentage or grades obtained by the study respondents it looks majority of the girls students got C or C + grade falling in between the 40% to 50% percent of marks. While 12.1 percent of the respondent’s achieved other B or B+ grade by getting 50% to 70% percent marks. Whereas 9.0 percent of them only acquired distinction marks like 70% to 80 percentages, with gradation of A or even A+. Looking the religious distribution of the study respondents it clearly comes to mind that the major chunk of them belong to Hinduism followed by the 36.5 percent of the respondents from the religion Islam (Muslims) whereas the remaining 1.3 percent of the respondents Christianity as their religious practice.

The caste system being the back bone of the Indian society the 39.2 belong to general merit category. Fallowed by the (OBC) other backward caste people constitute around 36.3 percent and remaining 24.5 percent of the study respondents belong to (SC/ST) either scheduled caste or scheduled tribe caste.
The out of total study respondents more than majority i.e. 56.8 percent of them were coming from modern nuclear family background while rest of the respondents from the joint family background adding up to the average of 43.2 percent only.

The study respondents place of residence which comes to be like the major chunk of the respondent looking from the urban settlement i.e.55.2 percent in comparison with the rest of the respondents who resides in the rural areas and that average rate going to be 44.8 percent.

As for as total family size is concerned more or less the study respondents belonging to thoses family were on an average the family members adding up to five in number i.e. is minimum starting from four family members to highest being the eight family members, i.e. (12% 26.7%, 18.0% and 19.8%) respectively.

Taking into the account of educational level of both father and mother starting from the level of illiteracy up to post graduation or professional degree the difference is emerging quite clearly that is when you look at the illiteracy level which was high among the mothers i.e. 26.5 percent than that of the 20.3 percent any among the respondent further.

The study respondents parent’s professional activities in terms of their occupational engagement as for as the service sector is concerned only 28.1 percent of respondents father were engaged in service in comparison to their mothers i.e. 11.4s percent.

The respondent’s families income total is concerned 31.5 percent of the respondents family income was less than equal to Rs 5000 whereas rest of the (23.8%) of the respondents monthly family income supposed to be 20,000 and above.
As for a money saving habit among the study respondent was concerned it was found to be quite encouraging as the 86.7 percent means major chunk of the girls they said they know how to save the money in comparison to their peer group.

The respondent type of house concerned the majority of the men (74.0%) stated that they were residing in their own house as for as the total infrastructure is concerned like 63.5 percent of the respondents informed that they were having all the modern facilities in their house. When we try to look each one of the facilities separately it was observed that 60.2 percent of them were having separate Bed-room 93.5 percent of them were having electrical power in their home 79.2 percent of them were having separate kitchen in their house 47.8 percent of them only having toilet and bathroom facilities in their home, 51.0 percent of them were still using cow dung or fire hood for regular corking. Whereas while 53.6 percent of the respondents still availing water public from tap provided by gram panchayat, or municipal corporation rather having their own drinking water facilities in a form of own tap or own bore well.

9.2 CONCLUSION OF MAJOR FINDINGS:

Majority of the studied respondents i.e. 60.7 percent did mentioned that their parent have the habit of comparing them with other children of neighbours or with relatives children and they do it quite oftenly. on an around 52.5 percent of them told that yes they have the restriction on watching television in the family, there is a prescribed time table along with the limitation of time.

It was noticed that majority of the (61.5%) adolescent girls categorically stated that they do not play because, usually they do not get the sufficient time to play any game it is due to the class work as well as home work to be completed before attending the next days school. 62.7
percent of the adolescent girl respondents stated that they were usually get the pocket money on the regular basis from their parents while, going to school either from father or some times from their mothers.

More than the majority of the adolescent girls clearly informed that they ussauly participate in all the social getherings whenever it is needed or on the advise of their parents, it was observed that 52.5% that is slightly above the majority are respondents did mentioned that they do not participate in the family’s decision making process, rather they came to know the results only after the decision’s were taken. Like 50.5 percent of the adolescent girl respondents stated that they did face the gender discrimination in their families. 64.5 percent of the respondents clearly stated that yes they do have the problems in their family and it is quite disturbing or in other worlds it is creating unpeacefull atmosphere in the family, then the majority of the adolescent girl (82.2) did said that yes they know about the dowry system which is deep rooted in the Indian culture irrespective of their economic class they belong.

In order to find out the effect and the type of correlation between the above said variables that is independent and the dependent variables. The bivariate cross verification analysis was carried out with the help of chi-square test, it was observed from the study area that more than the majority of the respondents i.e. 7.10 percent of them informed that they were having some problem in their respective families. While, the remaining 29.0 percent of them told that they do not have any sort of problems in their family as such.

As for as the study respondent caste effect on adolescent girls capacity of studying the family problems, it was noticed that majority of the respondents i.e. 89.0 percent of them belong to i.e (OBC) other backward caste found to be having more problems in their family than that of their
counterparts that is 55.8 percent, and 63.8 percent respondent who were belonging to SC/ST scheduled caste and scheduled tribe as well as forward caste families

When the independent effect of parents education standard was studied it was observed that the respondents parents who were illiterate or studied only up to secondary level of education in that case their daughter (respondent) like 86.1 percent and 77.5 percent realized that they have the problems in their family compared to their counterparts that is 57.0 percent and 63.1 percent.

Further analysis through some light on the parental occupation’s effect on the dependent variable. It was discovered that 84.3% and 85.7 percent of the adolescent girls found to be identify that they do have problems in their respective families who’s parents either working in the field of agriculture or running their own business against the comparison of their counter parts that is 62.6% and 67.6 percent respectively mentioned that they do not find any problems in their families as their parents were working either in private or public sector.

However, in order to know the independent effect of income on the dependent variable one can realize that the problem finding ability’s or literally problems having families were found to be those were total family income found to be less than Rs 20, 000 per month than that of their counterparts who’s family income is more than the Rs 25,000 or in the range of 25,000 to 50,000 thousand rupees found to be not having any problems in their life. more than the majority of the respondents that is 69.2 percent adolescent girls from the study area were able to cope up with their regular studies without any major obstacles. major chunk of the adolescent girls were not satisfied with their school i.e. 67.2 percent in comparison to their counter parts.
Among the study respondent the 45.8 percent of them mentioned that they were finding difficulty in studying. 50.0 percent of the respondents stated, that the way their school was mentening or implementing the disciplinary (method) in a regular routine is good and appreciable, the 44.8 percent of the adolescent girl respondents clearly stated that their male teachers were un based related to the issue of gender discrimination.

Further, it was noticed in the study area that 51.8 percent of the adolescent girls told that yes their family members usually give visit to the school on a regular basis. It was observed from the study area that (78.3%) is more then the majority of the adolescent girls stated that they were quite happy with the facilities available in their respective schools. only 25.0 percent of the respondent were shown some sort of signal or keen interest in terms of stating their willingness in rejoining the schools on the regular basis. the majority of the 75.0% respondents got educated only up to the primary level before they dropped out from the regular studies.

Further, it was noticed from the above table that is the age of the respondent is increasing it seems their difficulties in coping with the studies were found to be increased like 68.0% find difficult in the age of 13 years against 81.1% and 70.3% finding difficulties in 14 and 15 years of age respectively.

In order to see what extent the independent variable (caste) effecting on the dependent variable (coping with studies). From the current study the picture clearly visible as 89.8 percent of the scheduled caste and scheduled tribe students and 88.5 percent general merit students were not finding any type of difficulties in their regular studies whereas 65.6 percent of the girl students who belong to the other back ward castes finding it hard in coping
with their regular studies. Moreover, the OBC category includes the ethnic minorities too.

In order to get more clear picture further, clarification was made through the application of chi-square test and it was closely noticed that 81.5 percent of the adolescent girls respondents were finding difficulties in coping with their regular studies who’s parents were illiterate including father and mother. Further it can be stated that as the educational level of the parents increasing the difficulties of coping with their regular studies were found to be minimizing among the adolescent girl respondents of the present study area.

Eventually the researcher thought of knowing those adolescent girls who are able to cope up with their studies in connection with their parents occupational background. It was observed through the study area that 60.3 percent, 75.7 percent and 79.4 percent of the adolescent girls were found to be managing their regular studies without any difficulties who’s parents were in service sector or in corporate line or cultivating their own agricultural land in comparison to their counter part who were not feeling comfortable in their studies and such, respondents parent’s professional background of (41.7 percent and 55.5 percent) seems to be engaged either in small business or engaged in labour works.

More than the majority i.e. 75.0 percent of them told that yes definitely they feel happy that were female. the expected direction as 86.8 percent of the adolescent girls without any doubt clearly stated that they feel safe and secure only at homes. the majority of the respondents i.e. 88.5 percent informed that yes they were getting lot of love and affection from their parents.
The major chunk of the respondents categorically stated that they do not have any boy friend in their life. the majority of the respondents (68.0%) stated that they were never labeled or got commented by their relatives and they were not used to this sort of practice or conversation in their family.

That more than the majority of the respondents informed that (59.8%) they never got labeled or focused by their teachers and also they never ever gave space to happen like that in between teacher and students relationship which is quite unique in its way.it was noticed from the study area that (60.0%) more then the majority of the respondents categorically stated that they do not like teasing and at the same time they do not like themselves getting teased by any on else, rather they will not support this culture and strongly condemn. it was observed that (64.8%) that is more than the majority of the respondents stated that they never got labeled or received comment from their friends and they never practiced in their groups.

More than the majority of the respondents that is 75.0 percent of them stated that yes they get comments or labeled by their parents quite oftenly and they were used to that sort of conversation in these family, 52.5 percent of the respondent girls were stated that yes they were in a position of taking independent decision related to certain matter but it is not clear from the on which subject they respondents can take the independent decisions.

It was observed from the studied respondents that out of total sample size (64.0%) that is more than the majority of the adolescent girls stated that they feel happy that the All Mighty God has made them female. While, in contrast to this statement remaining 36.0 percent of the respondents did informed that they were not happy to be female. Further an attempt was
made to see through that is there any association existing between the respondents caste and their emotional attachment with their gender. It was noticed that the major chunk of the respondents i.e (79.6%) who belong to scheduled tribe and schedules caste they were not happy to be female than that of their counterparts who constitute to the 45.4 percent and belong to the other backward caste.

Further attempt was made to study the linear association between the respondents residential area and their emotional effection with their gender. It was noticed that (41.1%) closer to majority of the respondents who were residing at urban areas they were not satisfied to be female than that of their counterparts that is 29.7% percent who were staying at rural areas.

However, efforts were made to see the impact of fathers educational level and its influence on the thoughts of the adolescent girls and it was abstracted that on an average more than 50.0% of the respondents who’s fathers educational level was with in the pre-university standard they were not happy of being female than that of their counterparts who’s fathers educational level is more than the graduate post-graduate level and their constitute up to the sixty two percent (62.0%) on framing their thoughts.

Moreover, an attempt was made to see, through the association between the respondents mothers occupation and their emotional attachment with their gender than it was noticed that more than the majority of respondents who’s mothers were either engaged in service professional service or holding lot of agricultural cultivable land i.e. 60.3%, 79.4% and 75.7% respectively stated that they were happy to be female than that of their counterparts i.e. 41.7 percent and 55.5 percent respondents who’s mothers were either doing their small petty business or working as laborers.
Eventually indepth testing was made to find out the ground level association whether the respondents emotional behavior attached with their gender. it was unfolded from the current analysis that more than the majority of respondents that is 64.0 percent who belong to the high family income, it seems they were happy to be female than that of their counterparts and their percentage comes to the 35.0 percent who belong to the low family income and disappointed on being female.

More than the majority of the respondents i.e. 76.0 percent of them stated that they do not have any sort of health problems. 49.3% that is almost nearer to the fifty percent of the study respondents told that they were often suffering from ill health. more than the majority i.e. 82.0 percent of the respondents felt that it is only because of their family environment they were suffering with poor health,more than 79.0 percent it means more that the majority of the respondents were already reached their menarche. 53.7 percent of the respondents stated that they were quite scared the majority of the respondents i.e. 61.5 percent of them informed that they use to feel uneasiness and it will continue so till their monthly period was over.

As expected from the Indian closed cultural 44.3 percent of the respondents getting home remedies during their menstrual circle. Never the less it was less then 50.0 percent of the respondents informed that they were definitely using the sanitary napkins which were prepared on scientific and hygienic based specifically for this purpose only. the majority of the respondents that is 66.7 percent of them stated that getting regular monthly period is not less than the curse on them from the God.

When researcher classified and analysed considering the adolescent’s age as a criteria. It was observed that heath problem found to be existing more among the younger age respondents i.e. 30.8 percent in comparison to their counterparts who were older in their age group i.e. (15.4%) it clearly
indicates that as the age increase the health problems get minimize among the adolescent girl respondents

Further researcher try to analyse taking the respondents religion as the criteria observed that health problem found to be existing more among the young Christians i.e. 75.0 percent in comparison to their counterparts who were either Muslims or Hindus (31.1% and 19.1%) respectively.

Considering the family size as the criteria one can observe that health problem found to be existing more among the respondents who were having bigger family size i.e. 32.8 percent in comparison to their counterparts who had smaller family size i.e. (18.8%) it clearly indicates that as the size of the family increase the health problems gets were also maximise among those adolescent girl respondents who belong the higher order of birth.

While tabulating variables called mothers occupation as a criteria observed that health problem found to be prevailing more among those respondents who’s mother were working as a daily wage labour i.e. (cooli) 78.9 percent in comparison to their counterparts who’s mother were engaged in service sector i.e.(45.3%) if mothers shift from their blue color jobs to white color them the health problems gets minimize among the adolescent girl respondents.

When researcher further try to evaluate in the collected information considering the family income as the criteria by predicting that the health problem found to be existing more among the rich family respondents i.e. 33.3 to 54.1 percent in comparison to their counterparts who were belong to poor family income group i.e. (27.3 to 21.4% respectively which clearly indicates that as the family income increase the health problems gets many fold among the wealthy adolescent girl respondents.
Overall at the concluding stage one can put forth the facts of current research work in a way to study the psychosocial problems of adolescent girls from a social work perspective by considering all the background characteristics of the respondents for the indepth analysis to find out who were those adolescent girls having psychosocial problems related to their social life (family) educational life (school) attitudinal behaviour (emotional) and their health related difficulties in a way of coping with those elements. Firstly when the researcher analyzed the collected information in a form of single frequency, tabulated and graphical presentation then lot of variation was observed connected to the adolescent girl respondents psychosocial problems related to their different walk of life.

However, secondly when researcher made further attempt to find out exactly what are those detrimental factors which are responsible or influencing on the adolescent girls capacity building measures in terms of their adjustable behaviour as well as coping nature in related to their psychosocial problem and those as follows.

Out of eleven set of independent variables considering the background characteristics of the studied respondents (Adolescent girl) all together six to seven independent variables emerged from the bivariate analysis based on the persons chi-square test are recorded as adolescent girl respondents gross family income, their parental occupation, parental educational level, their caste background, their age in completed years, their religious faith and their place of residence found to be strongly influential on determining the psychosocial problems faced by the adolescent girl respondents in the studied area.

Eventually, based on the above seven significant determinates, research try to fix the preferential hierarchy by considering the linear
association value at the highest significant i.e.0.00 level found to be with only three important influential factors like adolescent girls respondents gross family income, parents occupation as well as parents educational level which can be seriously considered as the interventional variables (characteristics) in bringing any sort of change among the human beings (Adolescent girls) whether related to their attitudinal, or behavioral change as is concerned.

The significant determinants influencing on psycho social problems of adolescent girls and respondents capacity of adjustment with the components in their day today life were presented in a tabulated form as below:

<table>
<thead>
<tr>
<th>Influential independent variables</th>
<th>Family related problems</th>
<th>Educational related Problems</th>
<th>Emotional related Problems</th>
<th>Health related problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family income</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Parents Occupation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Parents Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Caste</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Age</td>
<td>✓</td>
<td>✓</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td>Religion</td>
<td>_</td>
<td>_</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rural/Urban</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>_</td>
</tr>
</tbody>
</table>

4* stars indicates about highly significant, 3* star indicates about significant and 2* indicates influential.
9.3 SUGGESTION

In the present study, an attempt has been made to understand the social needs and psycho social problems of adolescent girls hailing from different socioeconomic, educational and demographic groups. An effort has also been made to examine the relationship between the non fulfillment of needs and the problems it creates among the adolescent girls and to investigate the impact of these problems on them. A detailed work on girls leading to Doctoral course carried out over a period of four years of time. In the present study data collected from six hundred adolescent girls was analyzed by applying appropriate statistical tests in order to study their social needs and psychosocial problems.

This study is a descriptive and empirical in nature. The social needs and problems of the adolescent girls have been explored at the grass root level. Keeping in view the findings emerging out of the present study, some recommendations have been made to policy formulation for the welfare of the girl child in general and the adolescent girls in particular.

a) Facilities (toilet, Drinking water, rest room etc) to girls need to be provided as majority of schools lack such facilities as per the finding of the study.

b) To generate awareness among people regarding the problems It was found that parents /teachers are not much aware of the problems of adolescent girls as felt by them Hence a presence of social worker in the school is essential to address such issues.

c) This study has explored the prevalence of emotional problems in adolescent, hence youth counseling centers in all the schools to alleviate such problems need to be set up.

d) Gender discrimination/harassment of girls was also noticed in the schools .A suitable mechanism needs to be evolved for its prevention
e) It is strongly felt essential to appoint a trained social worker in each school to help the children to solve their problems.

The findings of the present study on psychosocial problems of adolescent girls reveal that these vulnerable issues are alarming and need to be tackled urgently. Hence, appointment of social worker who is well trained in method of working with people and equipped with skills and knowledge can play a major contributing role involving multiple modalities which is multidimensional in nature and multi-disciplinary in approach in networking with individual and groups.

This may also enhance their well being and hence improves academic performance. School social worker may also help students, families and also teachers to address problems such as truancy, social withdrawal, over aggressive behavior, rebelliousness of the effect of special physical, emotional or economic problem along with issues such as substance abuse, and sexuality in the high grade level in late adolescent period.

The social worker in schools can play multiple roles by using his/her professional skill in the following.

**To students**
- To achieve maximum benefit from available education opportunities
- To create self awareness among themselves
- To help them to manage interpersonal relationships
- To strengthen them to cope with stress and enhance life skills

**To parents**
- To take initiation and interest to take part in their children education process
- To make an attempt to understand psycho social socio emotional and specific gender based health needs of children.
• To make best use of available resources like school for the benefit of their children

**To school authorities and teachers**

• To understand factors influencing adolescents learning like family background i.e., parents education level, economic status, cultural practices, which have direct impact on students abilities to make use of school environment

• To make use of community resource even by involving parents and other resource persons.

• To render quality education, innovative teaching methodology to help the students understand better.

**To community**

• To support schools for better performance, practices and policies.

• To take education as prime concern for which make provision for better learning by providing necessary community resources.

**Thus school social worker may contribute greatly to**

• Reduce dropout rate

• Increase female literary rate

• Enhance quality of life

• Reduce the burden of parents & teachers

• Motivate to make use of government facilities.

• National development

With the above mentioned view points it is further recommended to the policy makers to appoint school social worker in all the high schools. Who can act as catalyst in solving the problems and achieve a maximum academic attainment by utilizing the adolescents fullest capacity for the same.