SUMMARY

Human beings constitute the society and society has no existence without human being. Man needs the society to fulfill all his requirements at every stage of life. The current education system is a challenge for the students with the existence of computer, mobile, new technology, career stability, huge unemployment or suitable placement. If student, particularly adolescents, could not find these easily, they may get into depression. Adolescence is a stage when rapid changes take place in human life. The period of early adolescence is a time of tremendous concurrent growth in the psychological, social, and biological sphere of development of an individual.

Adolescence is the most critical, competitive and confused period of human life in which they psychologically follow a set of physical, social, emotional and cognitive changes as well as change relating to personality. In the adolescence phase the adolescents have to face many problems. One of such problem which have been talked about these days is alienation particularly in academics. Social commenter’s are being worried with growing frequency of alienation and referred this one of the greatest problems confronting us today (Mohan et.al. 1999). WHO (1986) define adolescence as age group of 10-19 years. UNICEF (2011) report highlighted that 1.2 billion adolescents stands at the cross roads between childhood and adulthood and around 234 million of them live in India, About one-quarter of India’s population are adolescents. Hence this age group (10-19) has been considered very important for adolescents because of significant changes taking place in their life. It is characterized as by rapid physical growth, significant emotions, psychological, spiritual changes and it is the wonder years in human life and they are considered as the future source (power) of any developing nation.

The concept of alienation is not a new phenomenon; it is as old as civilization. In its philosophical sense, the term alienation was first used by
Fitche and Hegel at the beginning of the nineteenth century, though at that time its influence was confined to small groups of their disciples. Alienation usually refers to a social state in which conditions of normlessness or breakdown of social rules is identifiable. The phenomena of alienation are slow and systematic at the affective level. Psychologists observed that alienation grows when the feelings of other’s significance emerged in comparison to one’s own feeling of insignificant.

The word depression in common usage means sad, frustrated, fed up, bored pessimistic. Adolescents students mood are sometimes healthy reactions to life event. The mood of depressed person is much lower at his best moment, then the mood of normal person at his worst (Chandra Shekher 1985). Depression is the state of mind or more specializing a mental disorder characterized by lowering of the individual’s vitality, mood, desires, hopes aspiration and self esteem. it is a feeling of powerlessness, frustration, inadequacy, guilt and loneliness.

The family is the first to affect the individual. It is the family which gives the child his first experience of living. It get him when he is completely uninformed, unprotected, before any other agency has a chance to affect him. The influence of the family on the child is, therefore, immense. The influence of other agencies, although indispensable, must build upon the groundwork furnished by the family.

Mental health is a term used to describe how well the invidual is adjusted to the demands and opportunities of life. The idea of mental health is complex and comprehensive. This term consists of two words- 'Mental' and 'Health'.

'Health' generally means sound condition or well being or freedom from diseases. It is mostly related to physical health of the individual. A person is said to be physically health of the individual. A person is said to be physically healthy when his body is functioning well and he is free from pains and trouble.
Health is an indispensible quality of human being. It has been described as soil from which the finest flowers grow. Health indicates psychosomatic well-being. To Bhatia (1982) “Health is a state of being hale, sound whole in body and mind.”

‘Mental’ means relating to the mind or psyche. Mental health therefore may refer to a sound mental condition or a state of psychological well being or freedom from mental diseases. A person is good mental health when his mind or personality is functioning effectively and he is free from emotional disturbances.

**JUSTIFICATION OF THE STUDY**

The future of nation is depending upon the future generation, especially on adolescents studying in various school environments, because students are the backbone of the nation. The fate of a nation would be changed if we provide them better school environment and good atmosphere at home but students face many hurdles which stops them to perform their all activities smartly. By doing these activities with full of tense and burden creates alienation among adolescents towards their studies and other classroom activities. The investigator has to find out what are the factors behind this alienation problem which hinder the engagement and inclination of adolescents towards education. So it is vital to study alienation and one may be able to find out some solution for this psychological behavior of adolescents

Few researches have already been conducted on alienation but these are not sufficient. Alienation is a major problem in Indian adolescents which is increasing and becoming a greater threat to the society day by day (Mohan, et.al.1999) so it is very important to study alienation as the problem arise so rapidly in adolescents. It is vital to know why the alienation is occurring in adolescents and what the root cause of alienation is? It is also necessary to know about academic alienation, why it arises in adolescents and in what conditions and situation. By this research work the investigator find out
whether there is any significant correlation between academic alienation and scheduled-caste or non-scheduled caste adolescents.

Now-a-days the adolescents face many mental stress in school because adolescents undergoes many activities such as aspiration of parents, homework commitment, excess completion, heap of books, monthly, quarterly, semester and annually examinations which may cause Depression among students. Depression is a condition in which one feels blue or sad. But these feeling are usually for a short period of time. Depression affects daily life activities of an individual. It is a common but serious illness (National institute of Mental Health 2011). Depression is a serious disorder that can cause significant problems in mood, thinking and behavior at home, in school, and with peers. It is estimated that major depressive disorder affects about 5% of adolescents. A recent studies show that the proportion of 15/16 year olds reporting that they frequently feel anxious or depressed has doubled in the last 30 year. From 1 in 30 to 2 in 30 for boys and 1 in 10 to 2 in 10 for girls. Depression affects over 20% adolescents. Depression is a disorder that disturbs their mood, causes a loss of interest or pleasure in activities they should enjoy and makes them irritable. Several things are thought to be correlated with depression in adolescents. Experience of school related stress such as poor academic performance, negative feedback from parents and teachers about schoolwork, daily hassles in school environment, stress life events and negative affect states during school work were all lead to increase in depression (Liu & Lu, 2012; Gray-Stanley et al., 2010; Rao, 2008; Hamad, Fernald, Karlan & Zinman, 2008). Now-days a larger portion of students particularly scheduled caste, backward caste students and very few read in govt. school. So it is crucial to study the depression in adolescents studying in government school.

In recent years the quality and level of achievement of scheduled caste and scheduled tribe children have drawn the attention of both educational and the level of achievement they attained. All shows that the level of achievement
of scheduled caste and scheduled tribe children have been of much lower as compared to those of other children attending the same school. Even the various intervention programmes planned for them have not been able to bring up the level of their achievement (Seshadri and Ramamani, 1995). To understand the impact of educational environment on adolescents we need to consider their link to other aspects of student’s life, personality and especially their family settings. The family environment affects the academic success of children as well their school related behavior. The adolescent work atmosphere in combination with the family environment also influences adolescent’s academic ability.

So it is pertinent to study the family environment and their structure because many research work, which carried out on family environment have suggested that conducive environment in the family plays a very big role on the performance of adolescents. Psychologist emphasis that ideal atmosphere in the family creates strong bond for each family member's and enhance the performance of students in school. In Indian society, scheduled caste have been ranked socially backward than non scheduled caste, they have not much resources, lack of proper education, only few have sanitation facility and they still have not reached into the mainstream. That is why the researcher applied to study the family environment of scheduled caste. Like family environment, mental health also plays an important role in adolescents, specially school going adolescents. So it is also important to study mental health factor in adolescent’s school life. Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

The social and economic structure of society definitely influences the mental-health of students. Henery (1923) states that socio- economic status affects the physical and mental growth of students. Children of families
belonging to high social status posses more developed mind and health, they acquire more knowledge of higher education besides possessing sound health. Terman and Merrill (1937) have found that children of the parents who possess high status in the society have developed more intelligence and higher education in comparison to children coming from poor socio-economic status. It is the need of the hour to study the academic alienation and depression between scheduled caste and non scheduled caste to find out reasons for the above variables. To study the above said variable may strengthen our belief or published work's result that there are relationship among academic alienation or depression or family environment and mental health of scheduled caste adolescents and non scheduled caste adolescent.

STATEMENT OF THE PROBLEM

Academic Alienation and Depression Among Scheduled Caste and Non-Scheduled Caste Adolescents in Relation to Their Family Environment and Mental Health

OPERATIONAL DEFINITIONS OF THE KEY WORDS

• Family Environment:

Family environment means the circumstances that surround its members. It is the complex of social and cultural conditions affecting the nature of an individual. It includes the relation among the members of the family and their attitude toward each other.

In the present study family environment was considered as given in the family environment scale (Bhatia and Chadha, 1993). It includes eight dimensions or subscales. These are Cohesion, Expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organizational, and control.

• Mental-Health
Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to fact and accepts the realities of life.

In the present study mental-health means ability to make positive self evaluation, to perceive the reality, to attitudes and environmental mastery as measured by M.H.I (Mental Health Inventory) developed by Jagdish and A.K Srivastava (1983).

• **Academic Alienation**

"Alienation is referred as an extra ordinary variety of psychosocial disorder, including powerlessness, meaninglessness, normlessness, isolation and self-estrangement (Seeman,1959)". According to Marrian-Webstart's Online Dictionary, academic alienation means withdrawing or separation of a person or alienation means withdrawing or separation of a person or a person's affections from an object or position of former attachment.

In the present study academic alienation was measured by self developed and standardized scale by investigator. It include six dimension i.e. Lack of interest in study, irresponsible attitude of teacher, monopoly of teacher, unsupporting environment, mismanagement and unable to express.

• **Depression**

According to Schwartz and Schwartz (1993), Depression is an affective, or mood disorder. It is an illness that immerses of the mind and body. Some could argue depression is a way of coping with life's pressures.

In the present study depression was considered as given in the children depression inventory (Kovacs,1981). It includes six dimensions or
subscales. They are: Negative self image/pessimism, Isolation/sadness, Lethargy, oppositional behaviour, self blame, somatic worries.

- **Adolescent**

Adolescent is that span of years during which boys and girls move from childhood to adulthood. In the present study both male and female students in the age range of 14-18 years was taken.

- **Scheduled Caste Students**

Scheduled caste students refer to the students belonging to caste recognised and listed as scheduled castes by the Govt. Senior Secondary Schools of Haryana.

- **Non-scheduled caste students**

Non-scheduled caste students refer to the students who do not belong to the caste recognized and listed as scheduled castes by the Govt. Senior Secondary Schools of Haryana.

**OBJECTIVES OF THE STUDY**

1. To construct and standardize the academic alienation scale for adolescent.
2. To study the relationship between family-environment and academic alienation of scheduled caste adolescents.
3. To study the relationship between family-environment and academic alienation of non-scheduled caste adolescents.
4. To study the relationship between family-environment and depression of scheduled caste adolescents.
5. To study the relationship between family-environment and depression of non-scheduled caste adolescents.
6. To study the relationship between mental health and academic alienation of scheduled caste adolescents.
7. To study the relationship between mental health and academic alienation of non-scheduled caste adolescents.
8. To study the relationship between mental health and depression of scheduled caste adolescents.
9. To study the relationship between mental health and depression of non-scheduled caste adolescents.
10. To predict the academic alienation of scheduled caste and non scheduled caste adolescents in relation to their family environment partiallting out the effect of mental health.
11. To predict the academic alienation of scheduled caste and non scheduled caste adolescents in relation to their mental health partiallting out the effect of family environment.
12. To predict the depression of scheduled caste and non scheduled caste adolescents in relation to their family environment partiallting out the effect of mental health.
13. To predict the depression of scheduled caste and non scheduled caste adolescents in relation to their mental health partiallting out the effect of family environment.
14. To study the multiple correlation of academic alienation with family environment and mental health taken together for scheduled caste and non-scheduled caste adolescents.
15. To study the multiple correlation of depression with family environment and mental health taken together for scheduled caste and non-scheduled caste adolescents.
16. To draw out a multiple regression equation with academic alienation as the criterion and family environment and mental health as independent variable for scheduled caste and non-scheduled caste adolescents.
17. To draw out a multiple regression equation with academic alienation as the criterion and family environment and mental health as independent variable for scheduled caste and non-scheduled caste adolescents.

18. To find out the significant difference in mean score of academic alienation of scheduled caste and non-scheduled caste adolescents in terms of (i) sex (ii) Location of school (iii) family environment and mental health.

19. To find out the significant difference in mean score of depression of scheduled caste and non-scheduled caste adolescents in terms of (i) sex (ii) Location of school (iii) family environment and mental health.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between family-environment and academic alienation of scheduled caste adolescents.

2. There exists no significant relationship between family-environment and academic alienation of non-scheduled caste adolescents.

3. There exists no significant relationship between family-environment and depression of scheduled caste adolescents.

4. There exists no significant relationship between family-environment and depression of non-scheduled caste adolescents.

5. There exists no significant relationship between mental health and academic alienation of scheduled caste adolescents.

6. There exists no significant relationship between mental health and academic alienation of non-scheduled caste adolescents.

7. There exists no significant relationship between mental health and depression of scheduled caste adolescents.

8. There exists no significant relationship between mental health and depression of non-scheduled caste adolescents.
9. There exists no significant relationship between academic alienation and family environment partialling out the effect of mental health of scheduled caste and non-scheduled caste adolescents.

10. There exists no significant relationship between academic alienation and mental health partialling out the effect of family environment of scheduled caste and non-scheduled caste adolescents.

11. There exists no significant relationship between depression and family environment partialling out the effect of mental health of scheduled caste and non-scheduled caste adolescents.

12. There exists no significant relationship between depression and mental health partialling out the effect of family environment of scheduled caste and non-scheduled caste adolescents.

13. There exists no significant multiple correlation of academic alienation with family environment and mental health taken together of scheduled caste and non-scheduled caste adolescents.

14. There exists no significant multiple correlation of depression with family environment and mental health taken together of scheduled caste and non-scheduled caste adolescents.

15. Multiple regression equation can be drawn between academic alienation and family environment and mental health as scores of scheduled caste and non-scheduled caste adolescents.

16. Multiple regression equation can be drawn between depression and family environment and mental health as scores of scheduled caste and non-scheduled caste adolescents.

17. There exists no significant difference in mean of academic alienation of scheduled caste and non-scheduled caste adolescents in terms (i) sex (ii) Location of School (iii) Family environment and mental health.
18. There exists no significant difference in mean of depression of scheduled caste and non-scheduled caste adolescents in terms (i) sex (ii) Location of School (iii) family environment and mental health.

DELIMITATIONS OF THE STUDY

The present study was confined to:

1. Haryana State only.
2. Four division/districts (Ambala, Hisar, Gurgaon, Rohtak) of Haryana.
3. 400 Scheduled Caste and 400 Non-Scheduled Caste adolescents only.
4. Government Senior Secondary / High Schools of Haryana only.

RESEARCH METODOLOGY

For the present investigation, descriptive method was used. In the present study family environment, mental health are independent variables and academic alienation, depression are dependent variables.

POPULATION

The population of the present investigation consisted of scheduled caste and non-scheduled caste adolescents studying in govt. senior secondary schools of Haryana state.

SAMPLE

In the present study stratified random sampling technique was used. There was four divisions in Haryana State (Ambala, Hisar, Gurgaon, and Rohtak). From each division 4 schools i.e. 2 Govt. Senior Secondary Schools in urban area and 2 Govt. Senior Secondary Schools in rural area were selected randomly.

TOOLS USED

For the present investigation in order to collect data from the selected samples, the investigator used the following tools:-
i. Academic Alienation Scale (AAS) developed and standardized by the researcher herself.

ii. The Children Depression Inventory (CDI) by Kovacs, 1981

iii. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chada, 1993

iv. Mental Health Inventory (MHI) by Dr. Jagdish and Dr. A. K. Srivastava, 1982

**STATISTICAL TECHNIQUES USED**

A comprehensive analysis was carried out of the data gathered through the questionnaires by using computer software i.e. Statistical Package for Social Science (SPSS).

1. Kolmogorov-Smirnov (K-S) test, Shapiro-Wilk (S-W) of normality and normal Quantile-Quantile (Q-Q) plot were applied to check whether the data collected were normally distributed for all variable of the study.

2. Pearson's Product Moment correlation, Partial Correlation and Multiple Correlation were used to seek the relationship between dependent and independent variables.

3. Multiple regression equation was used to predict dependent variable from dependent variables.

4. t-test was used to compare the mean different groups.

**MAIN FINDINGS**

Section-wise findings have been presented for better comprehension. Section-I present the finding related to normality of data. Section-II presents the findings with respect to relationship between different variables. Section-III reveals the findings related to prediction of dependent variable on the basis of independent variables. Section-IV presents the finding with respect to
differential analysis of different variable for male and female adolescents, difference with regard to urban and rural area and difference with regard to high, moderate and low family environment and mental health.

Section I: Findings based on K-S and S-W Test of Normality

While applying the K-S and S-w test of normality on scores for academic alienation, depression, family environment and mental health it was found that scores of these variables were normally distributed.

Findings based on Correlation between different variable

Section II: Findings based on Product Moment Coefficient Correlation

Relationship between Academic Alienation and Family Environment for Scheduled Caste Adolescents:

- There was found significant and negative relationship between academic alienation and family environment for SC adolescents. The Academic Alienation relationships were almost found negatively and significantly regarding all the dimensions of family environment for SC adolescents.

- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and expressiveness (dimension of family environment) for SC adolescents.

- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and conflict (dimension of family environment) for SC adolescents.

- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and independence (dimension of family environment) for SC adolescents.

- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and active recreational orientation (dimension of family environment) for SC adolescents.
There was found no significant but negative relationship between unable to express (dimension of academic alienation) and control (dimension of family environment) for SC adolescents.

**Relationship between Academic Alienation and Family Environment for Non-Scheduled Caste Adolescents:**

- There was found negative and significant relationship between academic alienation and family environment for Non-SC adolescents. Academic Alienation relationships were almost found negatively and significantly regarding all dimensions of family environment for Non-SC adolescents.
- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and cohesion (dimension of family environment) for Non-SC adolescents.
- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and expressiveness (dimension of family environment) for Non-SC adolescents.
- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and conflict (dimension of family environment) for Non-SC adolescents.
- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and active recreational orientation (dimension of family environment) for Non-SC adolescents.
- There was found no significant but negative relationship between unable to express (dimension of academic alienation) and organization (dimension of family environment) for Non-SC adolescents.

**Relationship between Academic Alienation and Mental Health for Scheduled Caste Adolescents:**
- There was found negative and insignificant relationship between academic alienation and mental health for SC adolescents. But some dimensions of Academic Alienation have shown negative and significant relationships with mental health dimensions for SC adolescents.

- There was found negative and significant relationship between all dimensions of academic alienation and positive self evaluation (dimension of mental health) for SC adolescents except irresponsible attitude of teacher, unable to express for SC adolescents.

- There was found negative and significant relationship between monopoly of teacher (dimension of academic alienation) and perception of reality (dimension of mental health) for SC adolescents.

- There was found negative and significant relationship between all dimension of academic alienation and Integration of personality (dimension of mental health) except Mismanagement dimension of academic alienation for SC adolescent.

- There was found negative and significant relationship between Lack of interest in study (dimension of academic alienation) and Autonomy (dimension of mental health) for SC adolescents.

- There was found negative and significant relationship between Unable to express (dimension of academic alienation) and Group-Oriented attitudes (dimension of mental health) for SC adolescents.

- There was found positive and significant relationship between all dimension of academic alienation and environmental mastery (dimension of mental health) for SC adolescents.

- There was found negative and significant relationship between monopoly of teacher (dimension of academic alienation) mental health for SC adolescents.
Relationship between Academic Alienation and Mental Health for Non-Scheduled caste and Non-Scheduled Caste Adolescents

- There was found negative and significant relationship between academic alienation and mental health for Non-SC adolescents.
- There was found negative and insignificant relationship between all dimensions of academic alienation and positive self evaluation dimension of mental health for Non-SC adolescents.
- There was found negative and insignificant relationship between lack of interest (dimension of academic alienation) and perception of reality (dimension of mental health) for Non-SC adolescents.
- There was found negative and significant relationship between academic alienation and integration of personality (dimension of mental health) for Non-SC adolescents.
- There was found negative and significant relationship between academic alienation and autonomy (dimension of mental health) for Non-SC adolescents.
- There was found negative and significant relationship between monopoly of teacher (dimension of academic alienation) and group-oriented attitudes (dimension of mental health) for Non-SC adolescents.
- There was found positive and significant relationship between academic alienation and environmental mastery (dimension of mental health) for Non-SC adolescents except unable to express (dimension of academic alienation).
- There was found negative and significant relationship between monopoly of teacher, mismanagement (dimension of academic alienation) and mental health for Non-SC adolescents.
Relationship between Depression and Family Environment for Scheduled Caste and Non-Scheduled Caste Adolescents:

- There was found negative and significant relationship between depression and family environment for SC adolescents.
- There was found negative and significant relationship between depression and cohesion (dimension of family environment) except oppositional behavior (dimension of depression) for SC adolescents.
- There was found negative and significant relationship between depression and expressiveness (dimension of family environment) for SC adolescents.
- There was found negative and significant relationship between depression and conflict (dimension of family environment) for SC adolescents.
- There was found negative and significant relationship between depression and acceptance and caring (dimension of family environment) except oppositional behavior (dimension of depression) for SC adolescents.
- There was found negative and significant relationship between depression and independence (dimension of family environment) except oppositional behavior, somatic worries (dimension of depression) for SC adolescents.
- There was found negative and significant relationship between depression and active-recreational orientation (dimension of family environment) except oppositional behavior (dimension of depression) for SC adolescents.
- There was found negative and significant relationship between depression and organization (dimension of family environment) for SC adolescents.
• There was found negative and significant relationship between depression and control (dimension of family environment) except oppositional behavior, somatic worries (dimension of depression) for SC adolescents.

Relationship between Depression and Family environment for Non-Scheduled Caste and Non-Scheduled Caste Adolescents:

• There was found negative and significant relationship between depression and family environment for Non-SC adolescents.

• There was found negative and significant relationship between depression and cohesion (dimension of family environment) except oppositional behavior (dimension of depression) for Non-SC adolescents.

• There was found negative and significant relationship between depression and expressiveness (dimension of family environment) for Non-SC adolescents.

• There was found negative and significant relationship between depression and conflict (dimension of family environment) for Non-SC adolescents.

• There was found negative and significant relationship between depression and acceptance and caring (dimension of family environment) for Non-SC adolescents.

• There was found negative and significant relationship between depression and independence (dimension of family environment) except oppositional behavior (dimension of depression) for Non-SC adolescents.

• There was found negative and significant relationship between depression and active recreational orientation (dimension of family environment) for Non-SC adolescents.
• There was found negative and significant relationship between depression and organization (dimension of family environment) for Non-SC adolescents.

• There was found negative and significant relationship between depression and control (dimension of family environment) except oppositional behavior, self blame (dimension of depression) for Non-SC adolescents.

Relationship between Depression and Mental Health for Scheduled Caste Adolescents:

• There was found negative and significant relationship between depression and mental health for SC adolescents except there was found insignificant relationship and negative relationship among lethargy, somatic worries and mental health.

• There was found negative and insignificant relationship between depression and positive self evaluation (dimension of mental health) for SC adolescents.

• There was found negative and significant relationship between negative self image (dimension of depression) and perception of reality (dimension of mental health) while there was insignificant and negative relationship between remaining dimension of depression for SC adolescents.

• There was found negative and significant relationship among oppositional behavior, self blame (dimensions of depression) and integration of personality (dimension of mental health) except other dimension of depression for SC adolescents.

• There was found negative and significant relationship among oppositional behavior, self blame (dimensions of depression) and
integration of personality (dimension of mental health) except other dimension of depression for SC adolescents.

- There was found negative and significant relationship between depression and autonomy (dimension of mental health) except lethargy, somatic worries for SC adolescents.

- There was found negative and significant relationship between depression and group oriented attitudes (dimension of mental health) except isolation, oppositional behavior and somatic worries for SC adolescents.

- There was found negative and significant relationship between depression and environmental mastery (dimension of mental health) except somatic worries for SC adolescents.

### Relationship between Depression and Mental Health for Non-Scheduled Caste Adolescents:

- There was found negative and significant relationship between depression and mental health for Non-SC adolescents.

- There was found negative and significant relationship between lethargy (dimensions of depression) and positive self evaluation (dimension of mental health) except other dimension of depression for Non-SC adolescents.

- There was found negative and significant relationship among negative self image, isolation, somatic worries and perception of reality (dimensions of mental health) while other dimension of depression were found insignificant and negative relationship for Non-SC adolescents.

- There was found negative and significant relationship between depression and integration of personality (dimension of mental health) for Non-SC adolescents.
• There was found negative and insignificant relationship between depression and autonomy (dimension of mental health) except lethargy (dimension of depression) for Non-SC adolescents.

• There was found negative and significant relationship between depression and group oriented attitudes (dimension of mental health) except somatic worries (dimension of depression) for Non-SC adolescents.

• There was found positive and significant relationship between depression and environmental mastery (dimension of mental health) except oppositional behaviour (dimension of depression) for Non-SC adolescents.

Findings based on Partial Correlation Partial Correlation for Scheduled Caste Adolescents

• While investigating the relationship between academic alienation and mental health partialling out family environment for scheduled caste adolescents it was found that academic alienation was insignificantly and negatively related to mental health for scheduled caste adolescents.

• The relationship between academic alienation and family environment partialling out for mental health scheduled caste adolescents it was found that academic alienation was significantly and negatively related to Family environment for scheduled caste adolescents.

• The relationship between Depression and mental health partialling out family environment for scheduled caste adolescents it was found that depression was significantly and negatively related to mental health for scheduled caste adolescents.

• The relationship the depression and family environment partialling out the mental health scheduled caste adolescents it was found that
depression was significantly and negatively related to Family environment for scheduled caste adolescents.

Partial Correlation for Non-Scheduled Caste Adolescents

- The relationship between academic alienation and mental health partialling out family environment for non-scheduled caste adolescents it was found that academic alienation was insignificantly and negatively related to mental health for non-scheduled caste adolescents.

- The relationship between academic alienation and family environment partialling out the mental health for non-scheduled caste adolescents it was found that academic alienation was significantly and negatively related to Family environment for non-scheduled caste adolescents.

- The relationship for Depression and mental health partialling out the family environment for non-scheduled caste adolescents it was found that depression was significantly and negatively related to mental health for Non-scheduled caste adolescents.

- While investigating the relationship of depression and family environment partialling out the mental health for non-scheduled caste adolescents it was found that depression was significantly and negatively related to Family environment for non-scheduled caste adolescents.

Findings Based on Multiple Correlation

Findings Based on Multiple Correlation for Scheduled Caste Adolescents and Non-Scheduled Caste Adolescents.

- The relationship of academic alienation with family environment and mental health taken together was positive and significant for scheduled caste adolescents.
• The relationship of academic alienation with family environment and mental health taken together was positive and significant for non-scheduled caste adolescents.

• The relationship of depression with family environment and mental health taken together was positive and significant for scheduled caste adolescents.

• The relationship of depression with family environment and mental health taken together was positive and significant for non-scheduled caste adolescents.

Findings Based on Multiple Regression Equation

Findings Based on Multiple Regression Equation for Scheduled Caste Adolescents and Non-Scheduled Caste Adolescents.

• In case of scheduled caste adolescents, for every unit increase in X1 (Family Environment), X2 (Mental Health) Y (Academic Alienation) decreases by .375 and .203 respectively other independent variable remain constant.

• In case of scheduled caste adolescents, for every unit increase in X1 (Family Environment), X2 (Mental Health) Y (Depression) decreases by .049 and .077 respectively other independent variable remain constant.

• In case of non-scheduled caste adolescents, for every unit increase in X1 (Family Environment), X2 (Mental Health) Y (Academic Alienation) decreases by .377 and .262 respectively other independent variable remain constant.

• In case of non-scheduled caste adolescents, for every unit increase in X1 (Family Environment), X2 (Mental Health) Y (Depression) decreases by .054 and .115 respectively other independent variable remain constant.
Findings Based on Differential Analysis

- Male and female adolescents of scheduled caste did not differ significantly on academic alienation. Although male adolescents were found to have higher academic alienation as compared to female adolescents, this difference was not statistically significant.

- While comparing academic alienation of male and female for non-scheduled caste adolescents it was found that there was statistically significant difference in male and female non-scheduled caste adolescents.

- There existed a significant difference between scheduled caste adolescents and non-scheduled with regard to depression. Adolescents of non-scheduled caste were found more depressed as compared to scheduled caste adolescents.

- Significant difference was not found between urban areas and rural areas Scheduled caste adolescents of with respect to academic alienation. Urban area and rural area Scheduled caste adolescent were similar on academic alienation.

- Significant difference was not found in academic alienation between urban areas and rural areas non-scheduled caste adolescent.

- Urban areas and rural areas adolescents of scheduled caste were found to have similar depression. It implied that urban areas and rural areas adolescents do not differ significantly on depression for scheduled caste.

- In case urban area and rural area adolescents of non-scheduled caste it was found that urban areas and rural areas adolescents do not differ significantly on depression.

- Significant difference was found among high, moderate and low family environment of scheduled caste and non-scheduled castes adolescents with respect to academic alienation.
• There was found significant difference between 'high and low' and 'moderate and low' family environment while there is no significant difference between high and moderate with regard to depression. Adolescents having high and moderate family environment were similar depression.

• In case of non-scheduled caste adolescents it was found that having high and low family environment differ significantly on depression but there was no significant difference between 'high and moderate' and 'moderate and low' on depression.

• Significant difference was not found between 'high and moderate' and 'high and low' for mental health with regard to academic alienation of scheduled caste non-scheduled caste adolescents. while there was significant difference between moderate and low mental health with regard to academic alienation of scheduled caste and non-scheduled caste adolescents.

• There was significant difference between 'high and low' and 'moderate and low' mental health of scheduled caste and non-scheduled caste adolescents with regard to depression. while there was no significant difference between high and low mental health of scheduled caste and non-scheduled caste adolescents with regard to depression.

DISCUSSION OF THE RESULTS

Discussion of the result is one of the major segments of the research; it is through discussion that a research correlated the results of his /her study to the reviewed researches. Discussion gives direction to the results of any research. Some of the result of present research support the results of studies conducted earlier, whereas some other results deviate from the previous results.

The result of data analysis pertaining to the relationship between academic alienation and family environment of scheduled caste and non-
scheduled caste adolescents indicate significant and negative relationship between the two for students of 9th to 12th class. This finding seems logical as it is believed that students with unsupportive and careless family deviate students from academics and face alienation. The study of Robert, Sarah and Jacquelynne (2009) also concluded there is difference in the pattern of motivation, mental health and family environment. Results show that alienated students were more negative on a broad array of variable, indicating a general sense of alienation. Specifically, disengaged students show evidence of school problem such as suspension and failure, reported more feeling of anger and depression, less positive feeling of belonging, self-worth and resilience, lower grades, and less positive beliefs about their academic competence and the important of education of their non-alienated peers.

Another finding of the study state that there exists negative and insignificant relationship between academic alienation and mental health of Scheduled caste while non-scheduled caste adolescents show positive and significant relationship. It seems also logical because generally SC adolescents during their student life face hurdles and different challenges and they become habitual to all this. Their mental health become habitual and do not indulge in their academics where as non-sc adolescents face fewer impediments than SC adolescents. The finding really suggested that mental health of SC students affect the academic alienation. Singh and Sahu (2010) found alienation insignificant among adolescents in relation to their socio-economic status, sex and residential background.

Results further revealed that depression was negatively and significantly related to family environment. The possible reason may be that family provides all type of support which is needed for all round development of adolescents. If all type of help is available to adolescents in present competitive situation and if the concerned assistance is not extended to the adolescents then they may be turned into depressed adolescents. Sharma and Yadav (2011) argued that
authoritarian parenting style has significant positive correlation with depression while permissive parenting style has significant negative correlation with depression similar result have given in the present research work.

The finding between depression and mental health indicating negative and significant relationship for scheduled caste adolescents and non-scheduled caste adolescents. It seems logical because mental soundness may bear all type of pressure. If there is any ill mental health it may lead to adolescents into depression. Nowadays students face teacher and parents’ expectation for good academic as well as for all activities in their school. This is not possible for every student to fulfill their expectation. Every student has his own capabilities. It is not a easy task to perform every time well in school. Classroom activities and pressure of expectation may turn students into depression. Lavanya (2012) also reveals that there is high significant influence of good peer relation and healthy school environment on mental health of adolescents. It has been observed that the contribution of ‘Parent Child Relation’, ‘peer relation’ and School Environment’ toward mental health is more in girls than boys. But age and class of the adolescents have not shown any influence on their Mental Health. The sound family environment decreases both academic alienation and mental health. The male adolescents were found more alienated than female adolescents. The non-scheduled caste adolescents have higher depression rate than scheduled caste because they are not familiar to the hardship challenges of life. Kim, Young-Ho (2003) also emphasis that there is significant difference in adolescents mental health problems between gender and age.

EDUCATIONAL IMPLICATION

As per the findings of present research work the researcher realised that it must be ensured by the school authority time to time counseling should be extended to the adolescents. This research work reveals that most of SC and non-SC students do not find supportive family environment there by affects
their academic alienation. It came to light that sixth dimension of academic alienation i.e. unable to express suggest that family environment of SC adolescents really found affective where as non-SC adolescents have not found such type of characteristics, it reveals that there is no relationship between family environment of non-Sc adolescents with sixth dimension of academic alienation (unable to express). The mental health condition of SC and non-SC adolescents really affects their interest in studies. If mental health of SC and non-SC adolescents not up to mark than their interest reduces in getting education. The family members, teachers, PTA (parent teacher association), school management committee, their concerned board (HBSE) should organize seminar, peer group activity, guidance and counseling camp which emphasis on how to maximize their interest in study. It is also reveals that sixth dimension of academic alienation i.e. unable to express really effective for mental health of SC and non-SC adolescents.

School is the place where it is expected that students must express their ideas, thought, views on different activities of their school and classroom. So it is the duty of school management teachers to strengthen their mental health as sound as they could express themselves fluently and changes the dull class into healthy classroom conversation. Family environment certainly affect the depression among SC adolescents. The finding suggested that if a family provides best or suitable living environment than their adolescent children’s depression level will reduce automatically. On the other hand if they could not provide adequate family environment conditions than adolescents face depression state. If we look into dimension wise depression it precisely indicate that suitable family environment defiantly decreases their adolescents isolation, lethargy and self blame traits and if they could not provide them pertinent family environment then these depression dimensions will certainly go upward. On the other hand with non-SC adolescent if family not provide amiable family environment then their five dimensions except self blame indulge them into
depression. It is mandatory that the head of the family should provide enjoyable living conditions so that their children’s isolation and lethargy nature may be overcome. The family should talk their wards at every activity. The family should celebrate every function all together so that adolescents may feel themselves the impartial part of their family not a single self. The relationship between depression and mental health indicate that good mental health decrease the depression dimension like pessimism, isolation/sadness and lethargy and on the other hand poor mental health increase negative self image, sadness and somatic worries both SC and non-SC adolescents.

It is clear that positive living condition and sound state of mind certainly decrease the degree of academic alienation and vice versa. So family must provide to their adolescents (who go to school) lovable family environment and family should organize at least one trip in a year in their summer and winter vacation so that they could feel togetherness feeling. Our findings also reveal that sound mental health state of adolescents and healthy family environment decreases the degree of depression among SC and non-SC adolescents contrary to this unhealthy mental state of SC and non-SC adolescents and their critical family environment increases depression.

The result of study indicate that there is a marginally differences between male and female adolescents regarding academic alienation. If we compare urban and rural adolescent’s academic alienation than rural adolescents show more degree of alienation than their urban counterpart. So teachers, family, state holder must look into the matter and should guidance rural adolescents to be a part of education system as like their urban adolescents. Family environment and mental health does not show any difference with academic alienation. Male adolescent are found more alienated with effect of depression than female counterpart. So certain tool should used to bring out depression from male adolescent by teacher, family and School management committee (SMC).
SUGGESTIONS FOR FURTHER STUDY

1. A large sample of students from different states may be undertaken with the same set of variables.

2. Similar studies may be conducted on college students to help them provide healthy family environment.

3. Similar studies can be conducted between school and college in Govt. as well as well as private school students.

4. A study can be conducted on university students between different streams.

5. Similar study can be analyzed by applying different statistical techniques for verifying the results.

6. The analysis of the data can be done on other variables like socio-economic status, frustration and stress etc.