CHAPTER V

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

This study had been undertaken among the rural youth studying in government higher secondary schools of Dindigul District. The objectives of the study had been fulfilled by projecting appropriate variables in the process of data analysis and information gathering from the chosen respondents. A wider range of aspects such as young people perception on recognition, acceptance, coping, socialization, companionship, confidence, consolation, belongingness, security, motivation, guidance, neighbourhood intervention, academic success, teachers support, school boundaries and expectation and school susceptibility from schoolmates were covered.

The covered variables were categorised under the support systems of parental and family members’, neighbourhood, friend and peer members’ and educational institutions. Each and every variable taken into account had been in a position to examine the above support systems of young people in rural areas. The major findings and conclusion that emerged from the analysis are briefly summarised hereunder. Apart from these, certain important recommendations are made to improve upon the support systems of youth.

MAJOR FINDINGS

5.1. RESPONDENTS SOCIAL AND DEMOGRAPHIC STATUS

Profile of Respondents: While choosing the respondents the gender representation was balanced in this research. Thus among the respondents (614 persons); the male were 297 persons (48.4 percent) and female were 317 persons (51.6 percent).

Respondents Subject of study: The respondents’ subject of study was observed that nearly 75 percent were doing Biology, Mathematics and Computer science and the remaining only 25 percent doing arts and agriculture. The finding explicated that majority of young people in rural areas prefer to study Biology, Mathematics and Computer
science than arts and agriculture. Hence the research highlighted the runaway culture of young people from agriculture in rural areas of Tamil Nadu.

**Respondents Social and Demographic Status**

**Religion:** The majority of respondents nearly 72.8 percent belonged to Hinduism, followed by Christianity and only 1.6 percent of respondents belonged to Islam.

**Nuclear Families:** Nearly three fourth of the students (73.2 percent) were from nuclear families. These respondents were better cared and economically supported by the parents. On the contrary they were deprived of grandparents, uncles and aunties’ physical presence and their emotional supports in the joint family system. All these factors had something to do in the perception of young people parental and family members’ support, which is also going to make an impact on the neighbourhood, friend and peer members support. It highlighted the fact that nuclear families are fast spreading in Tamil Nadu.

**Living Status:** Living with both parents assured the basic parental supports. Hence for nearly 86.2 percent of the respondents who lived with both parents, the parental supports were guaranteed. On the other hand the conditions of the remaining respondents were pathetic since they were reared by either single parent or the relatives.

**Parental Education Status:** The significance was that more than one fourth of the parents were illiterate in which there were more mothers than the fathers who were illiterate. Among the literate parents majority had only primary to secondary school education. The reality was, only 2 percent of both parents had higher secondary education.

**Parental Occupation:** Nearly half of the parents both father and mother were coolies and only 9.8 percent of fathers were involved in cultivation of their own. The others were either running their own small businesses or worked in salaried jobs. Thus poor parental occupation status was observed; which is sure to deprive the children the perceived support systems of services, opportunities and supports.
**Siblings:** The siblings determined the family living conditions, economic status and support to their children. Thus nearly (62.4 percent) of students were from the families of two to three children and (21.3 percent) of students were from the families of four and above children. Again it is inferred that good number of respondents were deprived of supports; services and opportunities.

**Family Monthly Income:** The adolescents perceived services, opportunities and supports are often decided by their family income. Nevertheless nearly three fourth (75.4 percent) of the respondents family monthly income was found to be less than Rs. 5000.

### 5.2. PARENTAL AND FAMILY MEMBERS SUPPORT SYSTEMS

**Parental Background Characteristics**

**Parental and Family Members Intelligent and Hard Work:** The research found that more than (80 percent) of the respondents acknowledged having intelligent and hard working parents. Hence the respondents were potentially capable of keep their parents and family members as their role model and come up in life.

**Parental and Family Members Recognition:** The boys (77.8 percent) and (79.8 percent) perceived parental and family members recognition in high level. In which the girls perceived slightly better than the boys.

**Levels of Parental and Family Members Recognition Vs Schools:** The students studying in the schools that were nearer to town perceived better parental and family members recognition than the students who were from rural areas and the support ranged from (71.8 - 89.7 percent) in high level. Thus the parents and family members who were associated to town and urban amenities were better motivated and skilled to take care of their children than the non urbanized parents and family members.

**Levels of Parental and Family Recognition Vs Caste:** The schedule caste parents and family members recognized their children better than any other caste parents in higher level. Hence schedule caste children nearly (88.7 percent) perceived parental and family members’ recognition than other caste children and it varied from (77-73.9 percent)
among the other caste children. The causes of schedule caste parents higher level of recognition is to be further researched.

**Parental and Family Members acceptance**

**Parental and Family Members acceptance:** The overall boys and girls perceived parental and family members’ acceptance was high for 51.1 percent of respondents and moderate for 43.5 percent of respondents. There was no gender based variation found among the boys and girls perception.

Further the respondents perceived high level of parental and family members’ recognition and acceptance than the parental adherence and entrusting responsibilities. Entrusting responsibilities and adherence to young people are happening mostly after their marriage in Tamil Culture.

**Levels of parental and family members’ acceptance Vs Schools:** The urban atmosphere highly motivated the parents to accept their children and to follow them up. Hence the students who studied in the schools that were in urban amenities and known for its academic performance which perceived high level of parental and family members’ acceptance than the others who studied in remote schools.

**Levels of parental and Family Members Acceptance Vs Students Risk Behaviour:** It has been found that the students with non risky behaviour have gained acceptance and recognition than the students having risky behaviour such as drinking alcohol, involving in violent act, got injured due to their violent act and got punished for the same.

However the same risk behaviour students perceived better parental and family members recognition earlier. It looked as if the students of risk behaviours were recognized but not accepted in families. It was not the person who was unaccepted but the risk behaviours that were unaccepted in families.

**Levels of parental and Family Members Acceptance Vs participation in public meetings:** The students perceived parental and family members’ acceptance by their participation in public meeting were closely associated in higher level. Even then only half of the respondents (55.2 percent) participated and perceived high level of acceptance.
It is necessary to encourage the parents and family members to motivate their children to participate in public meetings. Since youth participation in public meeting empowers them.

**Parental and Family Members Coping**

**Parental and Family Members Coping:** The overall levels of students perceived parental and family members coping were moderate for (55.2 percent) boys and (45.4 percent) of girls and high level for (29 percent) of boys and 37.5 percent girls. The significance was not even half of the students’ perceived high level of coping in which the girls perceived slightly better than the boys. Thus the research alarmed the necessity of parents and family members giving cope to their children.

**Parental and Family Members coping Vs Gender:** Gender played an important role and determined the students’ perception on parental and family members coping. Therefore among the students 55.2 percent of boys and the girls only 45.4 percent perceived parental and family members coping in moderate level. It explicated that the survival capacity of male is higher than the female in all age groups.

**Parental and Family Members Coping Vs Academic Subjects:** Academic subjects played an important role and determined the students’ perception on parental and family members coping. Thus the majority of students who studied arts and agriculture as their subjects perceived (56.7 percent) high level of coping than the students who studied Bio Maths and computer science perceived (48.1 percent). It affirmed the sociability of arts and agriculture students an account they perceived the high level of coping from their parents and family members than their counter part.

**Parental and Family Members Coping Vs Father’s Education:** The education of father determined the students’ perception on parental and family members coping. Thus the high level of coping was perceived (46.3 percent) by the students whose father’s had studied only secondary and higher secondary. Similar the low level of coping was perceived by the students whose father’s were either illiterate or studied above the higher secondary. It meant that the illiterate father’s were unable to guide their children and the children too were ashamed to be identified with illiterate parents. On the contrary the
highly qualified and intelligent father’s ego prevented them to come down to the level of their children to share and to guide.

**Parental and Family Members Coping Vs Mother’s Education:** Mother’s education determined the students’ perception on parental and family members coping. Thus high level of coping was perceived by the students whose mothers were illiterate (53.8 percent). Similar the low level of coping was perceived by the students whose mothers were graduates (40.0 percent). Since the illiterate mothers who were mostly the housewives spent their time with children, the children too perceived better coping from them.

**Parental and Family Members Coping Vs Father Habits of Drinking:** Father’s habits of drinking determined the students’ perception on parental and family members coping. Thus high level of coping was perceived by the students whose father’s did not drink (51.8 percent). The low level of coping was perceived by the students whose father’s used to drink (51.8 percent). It is because the drinking father’s failed to generate coping for their children.

**Parental and Family Members Coping Vs Students Smoking / involvement in violent act:** The students perceived coping varied among the students who were smoking and involved in violent act than those others who were not. Thus the students who neither smoked nor involved in any violent act perceived (50.4 percent, 50.3 percent) high level of coping than others. Since the peer pressure was very strong among the students, the students were yielded into bad habits.

**Parental and Family Members Socialization**

**Parental and family members’ socialization:** Socialization is a strategy or intervention applied by the parents and family members on their children. The overall students perceived parental and family members socialization was high for (45.8 percent) of boys and (35.3 percent) of girls. Hence the boys were more frequently intervened by the parents and family members than the girls. Since the boys were constant peer pressures they needed to be intervened.
Further the girls were more academically intervened by the parents and family members than the boys. The parents wanted to make sure that their daughters are well educated while given for marriage an account more academic intervention was made on them.

**Paternal Drinking Habits:** The researches on parental alcoholism found that the paternal alcoholic behaviours and characters directly and indirectly affect their children and more specifically the male children. Hence nearly (28 percent) of respondents’ father’s were found to be the habitual drinkers. These respondents may be vulnerable to various risky behaviours in future.

**Factor Analysis on Parental and Family Members Support System:** The factors; parental and family members’ recognition, acceptance and coping sparingly contributed and strengthened the support systems. Nevertheless the significant variables were parental conversation and appreciation and treating the children as useful and important.

### 5.3. FRIEND AND PEER MEMBERS SUPPORT SYSTEMS

**Pattern of Friendship:** Among the respondents nearly (80 percent) both boys and girls had their own friend in their same sex. Similar more than half of the respondents of both gender had their own friend in opposite sex. It inferred the evolving trend of friendship pattern in young people. It is for mutual support, respect and understanding the opposite gender better.

**Respondents Possession of Mobile Phone:** It was observed that nearly 50 percent of male respondents had their own mobile phone, whereas only 32.5 percent of female respondents had their mobile phone. Henceforth it became an evident that the younger generation is better connected than ever and it is necessary to motivate them to use it properly. Since their mobile abuse was reported.

**Friend and Peer Members Companionships**

**Friend and Peer Members Companionship:** The overall respondents perceived friend and peer member companionship was high for girls (61.2 percent) than for boys (54.2 percent). The girls perceived better companionship than the boys. There is a need
to promote high level of peer members’ companionship for youth empowerment. Since peer learning plays a significant role in adolescents’ growth.

**Friend and Peer members Confidence**

**Friend and Peer members Confidence:** The overall boys and girls perceived confidence from their friend and peer members were in moderate level for both respondents (42.4 percent) and in high level for only (37.5 percent) of respondents. The significance was not even half of respondents’ perceived high level of confidence in which the girls perceived slightly better confidence than the boys.

**Friend and Peer members Confidence Vs Schools:** The students studying in the schools that were closer to town perceived high level of friend and peer members confidence than the students studying in schools that were far from town and in rural areas. The confidence level ranged from 55.6 to 38.1 percent. It indicated that the urbanization promoted healthy and confidential friendships among adolescents.

**Friend and Peer Members Consolation**

**Friend and Peer Members Consolation:** There were only (44.5 percent) of students perceived high level of friend and peer members’ consolation. It implied that the friendship among the students were just for fun and not for deep sharing and comfort.

**Friend and Peer Members Consolation Vs type of home:** Students perceived consolation from friend and peer members were determined by their type of home. Thus high level of solace was perceived (57.1 percent) by the students whose homes were in slapped roofs than others whose homes were in thatched roof. It questioned the real meaning of friendship among the rural adolescents.

**Friend and Peer Members Consolation Vs Gender:** Gender determined the students’ perceived comforts from friend and peer members. Thus the girls perceived (48.6 percent) high level of consolation than the boys (45.8 percent). However their perceived consolations were only in moderate level.
Friend and Peer Members Belongingness

Friend and Peer Members Belongingness: The belongingness were high for only (38.3 percent) of boys and girls and moderate for (41.9 percent) of both respondents. The significance was not even half of the boys and girls perceived high level of belongingness. There is a need to improve upon the peer belongingness.

Belongingness by Friend’s and Peer Members Vs Subjects: The students of Arts and agriculture perceived (43.5 percent) high level of belongingness than the students of Bio Maths and computer science perceived (37.7 percent). The nature of subjects made a person sociable since the students of science and computer had less contact with people, perceived low level of belongingness.

Belongingness by Friend’s and Peer Members Vs Wasting Time: The students who always wasted their time perceived (49 percent) high level of belongingness. On the contrary, the others who never wasted their time either always or sometimes perceived low level of belongingness. Hence the students who wasted their time always were cordial, spent more time with their peer members and perceived high level of belongingness.

Friend and Peer Members Security

Respondents perceived security: The respondents perceived security was moderate for (46.1 percent) of boys and (38.2 percent) of girls and high for (40.7 percent) of male and (47 percent) of female. The more frequency of female respondents perceived to have security than the male respondents.

Factor Analysis on Friend and Peer Members Support System: Respondents perceived security was the factor that generated higher level of friend and peer members support than respondents perceived companionship and belongingness. In which the variables that played the significant role were; “friend and peer members getting along with the respondents in having good conversation” and in return the respondents “happiness and sense of satisfaction” in peer relationships.
5.4. NEIGHBOURHOOD SUPPORT SYSTEMS

Neighbourhood Motivation: The overall respondents perceived neighbourhood motivation was low for (61.3 percent) of male respondents and (56.8 percent) of female respondents and moderate for (32.7 percent) of male respondents and (35.6 percent) female respondents. There is a need to improve upon the neighbourhood motivational support systems in war foot.

Neighbourhood Motivation Vs Respondents Caste: The respondents perceived neighbourhood motivation by their caste were in moderate level of association. Hence the schedule caste (SC) students and other caste students perceived higher level of motivation from their neighbourhood than the Backward Caste (BC) and Most Backward caste (MBC) students. It is referred that the motivational level of SC and Other caste students were in high level than the BC and MBC students.

Neighbourhood Motivation Vs Family Income: The students whose family monthly income was between Rs 5,000 to Rs 10,000 perceived better neighbourhood motivation than those families monthly income were either low or high. Empirical evidence showed that very poor as well as very rich lack interpersonal relationships. In the case of the first one, it is the ‘low self esteem’ and in the case of the second one, it is the ‘personal ego.’ Henceforth the children too have inherited these characteristics.

Neighbourhood Motivation Vs Father’s Drinking Habits: The paternal drinking habits determined the respondents perceived neighbourhood motivation. Thus those students whose father’s were habitual drinkers perceived (64.3 percent) high level of neighbourhood motivation than those others whose father’s did not drink. The alcoholic fathers could not motivate their children and which is compensated by the neighbourhood adults who volunteered to motivate.

Neighbourhood Motivation Vs Risk behavioural Students: The risk behaviour students perceived better neighbourhood motivation in low level of association than others who were not with any risk behaviours. Thus the students with smoking habits perceived (80 percent) of neighbourhood motivation, drinking habits (74.7 percent),
wasting time always (63.6 percent), involvement in violent act and injured (62.6 percent) and hated their studies (76.9 percent).

The above findings denoted two behavioural aspects of the neighbourhood either the neighbourhood viewed the risk behavioural students as normal or they patiently accepted them and motivated.

**Neighbourhood Guidance**

**Neighbourhood Adults Guidance:** The overall students perceived neighbourhood adults’ guidance was low for (63.7 percent) of respondents. However the girls perceived slightly better neighbourhood guidance than the boys.

In addition nearly one fourth of the students dissatisfied with the neighbourhood encouragement and complained that the neighbourhood adults didn’t spend their time with respondents. Further 75 percent of respondents acknowledged that their neighbourhood men had drinking habits and none stood as role model.

**Neighbourhood Adults Guidance Vs Religion:** Students perceived neighbourhood adults guidance differed from religion to religion. Thus the Christian students perceived (75.2 percent) better guidance than the students of Islam perceived (70 percent) and the students of Hinduism perceived (59.5 percent) from neighbourhood. The finding goes along with the global finding that religion promoted brotherhood among people.

**Neighbourhood Adults Guidance Vs Family Type:** Nuclear families promoted the neighbourhood guidance. The students belonged to nuclear families perceived (65.3 percent) high level of neighbourhood guidance than the students from joint families. Since the parents from nuclear families busy with their work and the absence of other members; grandparents, uncles and aunts in nuclear families made the children to rely on neighbourhood for guidance.

**Neighbourhood Adults Guidance Vs Parental Intelligence:** The research found that the students of unintelligent parents perceived (74.5 percent) high level of neighbourhood guidance than the students of intelligent parents. Since the ego of intelligent parents
prevented and fulfilled all the requirements of their children, those children didn’t feel the need to get neighbourhood guidance.

**Neighbourhood Intervention**

**Neighbourhood Intervention:** The respondents perceived neighbourhood intervention was low for (54.1 percent) of respondents and moderate for (38.9 percent) of respondents. The significance was high level of intervention was perceived by only (7 percent) of respondents. It is inferred that the social control mechanism which is suppose to intervene became ineffective and there is a need to review.

**Factor Analysis on Neighborhood support System:** Among the factors analysed the neighbourhood motivation was the factor that contributed or generated higher level of motivation amidst neighbourhood guidance and neighbourhood intervention. Some of those variables that generated higher level of motivations were; respondents getting along with the neighbourhood adults, people in neighbourhood love and recognize the respondents as an important person.

### 5.5. SCHOOL SUPPORT SYSTEMS

**Academic Success:** The overall respondents perceived academic success was only in moderate level for half of the rural boys and girls and high for (31.3 percent) of boys and (39.7 percent) of girls.

However only half of the respondents both boys and girls confessed to have felt happy in studying government high secondary schools. Some causes of their preference were peer pressures, lack of teachers’ animation and social stigma in studying government higher secondary schools.

**Teachers Support:** The overall respondents perceived teachers support was high for (62.6 percent) of male respondents and (68.5 percent) of female respondents and moderate for (29.3 percent) of male respondents and (26.8 percent) of female respondents. It signified that only (65.6 percent) of boys and girls to have perceived high level of supports from teachers.
**School Boundaries and Expectations:** The overall respondents perceived school boundaries or easiness to use the school facilities and school expectations were only in moderate level for (55.6 percent) of male respondents and (48.3 percent) of female respondents and low for (24.9 percent) of male and (29 percent) of female respondents.

**Schoolmates Susceptibility in School**

**Susceptibility from Schoolmates:** The overall respondents perceived susceptibility from school friends were altogether (85.4 percent) in both high and moderate levels. Such high level of susceptibility is an obstacle for youth empowerment and it requires immediate social attention and intrusion. In order for which the social work interventions; case work, group work and counselling shall be given to the students of risk behaviours. If then the students of risk behaviours will be prevented, resilience and positively developed.

**Susceptibility from Schoolmates Vs Respondents Risk Behaviours:** The respondents who did not have any risk behaviours (smoking, drinking and involvement in violent act etc), nearly half of them perceived high level of vulnerability from schoolmates than those respondents of risk behaviours. However these risk behaviours were only in moderate level of association. The analysis found a very strong peer pressure in government schools and the victims were the good students.

Similar trend was found between the good students and the students who wasted their time by watching television and didn’t have any interest to study. The peer pressures were very strong on the good students.

**Susceptibility from Schoolmates Vs Respondents Physical exercise:** Those students who always played were less susceptible from their schoolmates and their susceptibility was only in moderate level (43.4 percent). On the contrary the students who never played (47.9 percent) as well as sometimes played (50.1 percent) were more susceptible from schoolmates. Therefore physical exercises prevented students from schoolmates’ susceptibility.
Factor Analysis on School Support Systems: All the factors that were selected to measure the students’ perception on school support systems were contributing. However the factor on students perceived susceptibility from schoolmates contributed more than any other factors.

5.6. SOCIAL SUPPORT SYSTEMS AND YOUTH EMPOWERMENT

Respondents Feeling Secured

Respondents Feeling Secured: The overall respondents feeling secured were high for (66.3 percent) of male respondents and (63.7 percent) of female respondents and the remaining were either in moderate or in low levels of feeling secured. It signified that more than half of respondents perceived high level of safety.

Feeling secured Vs Gender: The respondents’ levels of feeling secured by their gender were observed to be significant and in high level for male respondents than the female respondents. Thus the male respondents perceived (66.3 percent) as higher than the female respondents perceived (63.7 percent).

Feeling secured Vs Subjects: The respondents perceived levels of secured by their academic subjects were observed to be significant and in high level for both male and female respondents. However the respondents who studied Bio Math’s & Computer Science perceived (69 percent) as higher than the respondents who studied Arts & Agriculture perceived (52.7 percent).

Feeling Secured Vs Injured in Violent Act: The observation on respondents feeling secured by their violent act and injuries were assessed to be in high level and significant. Hence higher proposition of respondents who did not involve in any violent act perceived (69.1 percent) high level of safety than those who involved in violent act perceived (58.4 percent) safety.

Feeling Secured Vs Wasting Time: The respondents who never wasted their time perceived (71.6 percent) high level of Safety than those who either sometimes wasted there time perceived (63.1 percent) or always wasted their time perceived (45.5 percent). Those who always wasted their time were the lowest perceiver of safety among the respondents.
Feeling Secured Vs Studying Well: The respondents who never hated their studies perceived (70.1 percent) high level of security than who either sometimes hated their studies perceived (55.5 percent) or always hated their studies perceived (43 percent). Those who always hated their studies were in moderate level of safety which is the lowest level of perceived safety among all other respondents.

Ideal Leadership Qualities

Ideal Leadership Qualities: The overall young people perceived leadership qualities or space to exercise their leadership qualities were high for (57.6 percent) of both male and female respondents. In which the boys perceived (57.6 percent) as better than the girls who perceived only (45.1 percent).

Ideal Leadership Qualities Vs Castes: Young people perceived leadership qualities varied from caste to caste and the associations were in higher level. Thus lower the caste higher the leadership qualities observed among the respondents. The higher proposition of students belonged to SC/ST community perceived (60.3 percent) high level ideal leadership than the respondents of MBC, BC and all other communities.

Ideal Leadership Qualities Vs Schools: The respondents perceived leadership qualities by their schools were observed to be in higher level and it varied from school to school. Hence high proportion of students studying in the schools that were far from Dindigul town (remote villages) perceived (72.2 percent) higher level of leadership qualities than those who were studying in schools nearer to town. Thus the village atmosphere promoted the leadership qualities in young people who were students.

Ideal Leadership Qualities Vs Subjects: The respondents’ perceived leadership qualities were in high levels and it varied from subject to subject. Thus the students of arts and agriculture perceived (62.0 percent) higher level of leadership qualities than the students of computer science and bio maths perceived (47.6 percent). Since the students of arts and agriculture study the society they emerged to be the leaders than their counter part who study only the pure sciences.
Ideal Leadership Qualities Vs Parental Intelligent and Talents: The parental intelligent and talents determined the leadership qualities of young people. Thus higher proposition of respondents whose parents were intelligent and talented perceived (53.3 percent) higher level of leadership qualities than the respondents whose parents were unintelligent perceived (40.6 percent). Since intelligent and talents had become a portion of leadership qualities the parental status influenced the children.

Ideal Leadership Qualities Vs Time Utility: Respondents’ perceived leadership or space to exercise their leadership was based on their time utilization. The higher proportion of students who wasted their time always perceived (60.6 percent) higher level of leadership qualities than those who sometimes wasted perceived (45.9 percent) and never wasted perceived (59.3 percent). The significance was those who wasted their time appeared to have exercised their leadership qualities.

Ideal Leadership Qualities Vs Personal Enhancement: The research affirmed that young people scoring good marks, appeared to be handsome and beautiful, perceived to be healthy, being proud of themselves, believe in their future and participation in public meetings enhanced the ideal leadership in them. Therefore all these characteristics need to be promoted in them.

Personality Enhancement: The overall respondents perceived personality enhancement were only in moderate level for (52.6 percent) of male and female respondents and similar high for (33.9 percent) of both respondents. In means that the areas like young people’s academic performance, appearance to themselves and their health need to be focused more.

Levels of Personality Enhancement Vs Parental Intelligent: The respondents perceived personality enhancement and their parental intelligent were closely associated but in moderate level of enhancement. Hence higher proposition of respondents, whose parents were unintelligent and talented, perceived (67 percent) higher level of enhancement within the moderate level than others who were not.
This is an account of the freedom that the children of unintelligent parents enjoyed. Such freedom made them to discern and be self responsible by which to enhance themselves better.

Factor Analysis on Respondents Perceived Empowerment: Among the factors, the factor on ‘young people feeling secured’ highly contributed the empowerment of young people than ideal leadership and personality enhancement. However the lowest contributing variables were the young people believe in their future and scoring good marks.

5.7. CONSULTATION ON PERSONAL MATTERS

Academic Issues: Among the respondents nearly 53.3 percent of male and female respondents were consulting their peer mates, followed by their educationist, mothers and their fathers. Peer members became their first consultant was significant. It was an account of the parental ignorance on academics since most of the parents were illiterate in rural areas and more peer belongingness.

Drugs, Alcohol and Sex Related Matters: The respondents risk behaviours such as drugs and alcohol were concerned; the higher proposition of respondents both boys and girls (66.1 percent) consulted their peer members in which more frequency of boys than girls consulted. Followed by the adults, educationist, parents and others were consulted. Similar trend was found among the sex related matters also.

Health Matters: The health issues were concerned nearly 38 percent of the male respondents and 65.9 percent of the female respondents consulted their mother, followed by their father, peer members, adults, and educationist etc. The more frequency of female members than the male members consulted their parents especially the mother and followed by the father.

Personal Evaluation of Respondents

Personal Evaluation: The significance was, nearly (16.2 percent) of boys had their smoking habits, drinking habits (22.2 percent) and involved in violent act and injured (48.1 percent) of boys.
The question on punishment for their violent act; nearly (29.6 percent) of boys and (40.4 percent) of girls were punished for their violent act.

More number of girls (57.1 percent) than the boys (29.3 percent) participated in public meetings. It showed the social consciousness and disposure of girls to participate in public meetings.

The overall personal evaluations of young people were only in moderate level in which the boys scored (79.8 percent) and the girls scored (85.5 percent).
RECOMMENDATIONS

The following are the suggestions proposed in order to strengthen and improve upon the support systems of young people.

Suggestions in General

1). It is crucial that the society should look upon the youth as “resource” rather than a problem to be fixed or to be solved. Therefore youth as a resource shall be propagated in all forums of our society. The Ministry of Youth Affairs and Sports shall take up this initiative involving various stakeholders.

2). The contemporary and community development models of youth development shall be promoted at all levels. Awareness shall be given to the parents, students, people in neighbourhood, teachers, leaders, politicians and youth workers etc.

3). The support system ‘neighbourhood and peer members’ were not given much importance. Therefore primary and equal importance shall be given to this support system. It shall be promoted by all forums of our society in all levels.

Recommendations to Families and Neighbourhood

1) Families and neighbourhood shall work together for unity and empowerment of youth. Hence the family members shall come together for common meal at least one’s in a day. There shall be frequent family prayers and get together by which the young people shall be given the responsibility for organising the work. Such an effort gives recognition and confidence to young people.

2) Similarly the youth in the villages shall be given the responsibility of organizing the village festival, marriages, deaths and all other celebrations.

3) The village social control mechanism shall be rejuvenated so that the elders and every one in villages play an important role to guide the youth towards to the right path.
4) Often the parental ego prevents the literate and wealth parents to recognise, accept and entrust responsibilities to their children. Technical sessions and awareness programs shall be organized by which the parents shall be made to aware of their status of interpersonal relationships with their children.

5) Above all caste based discrimination is an issue in rural areas that slow down the empowerment of youth. It also promotes hatred and revenging attitudes towards each other in schools. In order to prevent it innovative research shall be made and programs and schemes shall be implemented in villages according to the specific issue.

**Recommendations to Students and Schools**

1) The teachers and students relationship shall be strengthened in class rooms. The teachers shall relate to the students as friends at the same time in academic matters they shall be strict.

2) The teachers shall promote the self confidence of students while teaching. In order to achieve their goal they shall quote, refer the sayings and life history of the prominent people along with the teaching in an informal way.

3) The appearance of teachers empower the students. Therefore the teachers shall dress well and appear graceful in front of the students.

4) The social work interventions; counselling, case study and group work shall be initiated among the students.

5) The spirit of team work shall be promoted and encouraged among adolescents in schools and in villages. The objective is to promote team spirit and adjustability with peer. Thus group studies, Science expedition, tour and group games (chess, kabadi) are organized and healthy friendships are promoted.

6) The students shall be motivated to respect the teachers as they respect the other professionals. In order to meet this extracurricular activities such as school cultural
and entertainment programs and debate shall be organized where the students mingle with the teachers.

7) The various associations; National Service Scheme (NSS), National Cadet Corps (NCC), Scout and Red Cross shall be more activated in schools. It shall unite the students, remove their clutches towards to each other’s and promote team work, team spirit and social consciousness.

8) Regular games strengthen the adolescents’ body and mind and keep them away from risk behaviours. Thus regular games shall be made as compulsory in schools and credit shall be given to the students.

9) In order to spark, stimulate and empower the students’ great leaders from all corners; IAS, IPS, doctors, government officials and philanthropist etc shall be invited to the schools to address the students.

10) The soft skills of students shall be promoted in schools in order for which resource persons from outside shall be invited.

11) The extracurricular activities; Games, music, gardening, animal rearing and other such activities shall be promoted in schools to build the students knowledge, care and concern for environment.

12) The various associations; Teachers and Parents Association (TPA), Village Education Committee (VEC) and School Management Committee (SMC) shall be strengthened and issues on students shall be discussed in every month.

13) Efforts shall be undertaken to give awareness program on youth issues through video and audio tapes, books, cultural programs and through conferences, debates and seminars.

14) The existing forum of self help groups (SHG) and other associations shall be made use for youth empowerment promotion.

15) Alcoholism is a big blow to the effort of youth empowerment. Thus efforts shall be taken to prevent people from alcoholic addiction.
16) The social support systems shall be discussed in children and youth parliaments. Hence the children, parents, people from neighbourhood and educationist shall be permitted to take part in the discussions and contribute.

**Areas of Further Research**

1) Associations were found between parental and family members support systems Vs caste and religion, therefore further research shall be undertaken in elaborate so that the findings proposes the new ways and means to strengthen the support system.

2) Higher secondary school students using mobile phone have became common in rural areas; hence forth a study can be made and based on awareness shall be given.

3) It was found that every factor in parental and family members’ support system did not empower youth as well as the friend and peer members support systems were to an extent negatively influencing the respondents. The neighbourhood support systems were found to be very low and the schools support systems were rather good. Though the school support systems were good, nearly half of the respondents did not like to study in government schools. Henceforth, in depth research shall be made on the above four support systems independently and proposals shall be made to improve upon.