CHAPTER V

FINDINGS, IMPLICATIONS AND CONCLUSIONS

Introduction

There are certain complex set of reasons, most of what is known about adolescent girls focuses on the problems they face. The fact that many adolescent girls are showing remarkable strength, resiliency, and hardness during the stressful time of adolescence needs to be explored. Instead of focusing on the storm and stress of adolescence, a new understanding of adolescent girls that affirms their strength and resilience needs to be developed. Although the current day risks and stresses in the lives of adolescent girls must be understood, they should not be the defining factors in discussions of adolescent girls. There must be a focus on what is working for adolescent girls, and why to assist adolescent girls in navigating these risks during their development.

Results Related to Hypotheses

1. There is no significant difference in the Mental Health and Home Environment of the adolescent girls.

Chi square test was applied to test the hypothesis. The results reveals that there is an association between home environment and mental health of the adolescent girls and the chi square value is 23.71.

Hence the null hypothesis is rejected.

2. There is no significant difference in the Home environment and mental health of students.

Chi square test was applied to check the hypothesis. Results shows that there is an association between personality traits and mental health of the adolescent girls and the chi square value is 34.071.

Hence the null hypothesis is rejected.

3. There is no significant difference in the personality traits and mental health of the adolescent girls.
One Way Anova test was applied to check the hypothesis. Results shows that there is a significant difference in the mental health based on father’s education. $F= 61.140$ is significant at 0.05 level. The mean value is high when father’s education is more. Hence student’s mental health increased when father’s education is good.

Hence the null hypothesis is rejected

4. There is no significant difference in the educational qualification of the father and mental health of their wards.

One Way Anova test was applied to check the hypothesis. Results indicate that there is a significant difference in the mental health based on father’s education. $F= 61.140$ is significant at 0.05 level. The mean value is high when father’s education is more. Hence student’s mental health inventory increased when father’s education is good.

Hence the null hypothesis is rejected.

5. There is a no significant difference in the mental health of students based on their age.

One Way Anova test was applied to check the hypothesis. Results shows that there is a significant difference on the mental health of students based on their age as the significant value (of $F = 3.298$) $0.038 < 0.05$.The mean value of the mental health inventory shows that students at the age of 15 have more mental health and the second highest is 16 years old children and it is comparatively low for the students at the age of 17.

Hence the null hypothesis is rejected.

6. There is no significant difference in the mental health of students based on their birth order.

One Way Anova test was applied to check the hypothesis It is clear that there is no significant difference in the mental health of students based on their birth order as the significance value is $> 0.05$.

Hence the null hypothesis is rejected.

7. There is no significant difference in the mental health of students based on the monthly family income.
One Way Anova test was administered to check the hypothesis. There is a significant difference in the mental health of students based on the monthly family income, as the sig level (of F =11.014) is < 0.01. The mean value shows that the mental health is more when the income of the Family increases. Hence the null hypothesis is rejected.

8. There is no significant difference in the opinion of students on home environment based on their age.

   One Way Anova test was applied to check the hypothesis. There is a significant difference in the opinion of students on home environment based on their age as the F value 11.121 is significant at 0.01. The mean table shows that the more the age the opinion decreases.

   Hence the null hypothesis is rejected.

9. There is no significant difference in the opinion of students on home environment based on father’s education.

   One Way Anova test was carried out to check the hypothesis. There is a significant difference in the opinion of students on home environment based on father’s the more the father’s education, better the home environment.

   Hence the null hypothesis is rejected.

10. There is no significant difference in the opinion on home environment of students based on the number of members at home.

    One Way Anova test was administered to check the hypothesis. The test results shows that there is no significant difference in the opinion on home environment of students based on the number of members at home as the p value is > 0.05.

    Hence the null hypothesis is accepted.
Findings of the Study

Findings Related to Personal Details

- Majority of the respondents 66.7% belong to the age group of 16 years.
- Majority of the respondents 55.6% have been from Malayalam medium of instruction.
- Majority of the respondents 33.1% are first born in birth order.
- Majority of the respondents fathers 72.2% are secondary educated.
- Majority of the respondents mothers 52.8% are secondary educated.

Findings Related Mental Health Status

- Vast majority 94% of them feel lack of confidence always.
- Vast majority 88.9% of them get excited very easily most of the times.
- Vast majority 88.9% of them believe that they are not able to take quick decision on any subject always.
- Vast majority 91.7% of the respondents feel that situations are continuously going against them always.
- Vast majority 91.7% of the respondents feel that they never have affection and attachment with their neighbors.
- Majority 63.9% of the respondents opine that they never make adjustments according to the circumstances,
- Majority 69.4% of the respondents feel that they are losing self-respect sometimes.
- Majority 63.9% of the respondents feel that they keep worrying about trivial matters for long time sometimes.
- Vast majority 97.2% of the respondents feel hesitation in meeting others always.
- Majority 41.7% of the respondents feel that they are not able to fully utilize their ability in performing duties sometimes,
• Majority 69.4% of the respondents feel that even in adverse circumstances, they act without keeping in view of the real facts most of the times.

• Vast majority 91.7% of the respondents feel that they get irritated always.

• Vast majority 91.7% of the respondents opine that they feel insecure always.

• Vast majority 91.7% of the respondents feel that they are much worried about their responsibilities always.

• Vast majority 94.4% of the respondents opine that they feel depressed or dejected always.

• Majority 72.2% of the respondents feel that they are able to utilize their reasoning even in difficult times most of the times.

• Majority 66.7% of the respondents feel that their relations with others are not satisfactory most of the times.

• Vast majority 88.9% of the respondents feel inferiority complex always.

• Results reveal that 100.0% of the respondents opined that they feel to be lost in the world of imagination always.

• Vast majority 80.6% of the respondents are anxious about their future sometimes.

• Vast majority 66.7% of the respondents opine that they are never enraged by the slightest unfavourable task.

• Majority 69.4% of the respondents believe that their confidence never varies high in quantity.

• Majority 55.6% of the respondents are willing to fight the problems of life most of times.

• Analysis of data reveals that 72.2% of the respondents believe that they can solve their problems by their self most of times.

• Results of analysis shows that 63.9% of the respondents believe that they are being perplexed by their contradictory thoughts always.
• Vast majority 86.1% of the respondents believe that they are not able to continue any task for long always.

• Vast majority 86.1% of the respondents feel that they are never felt secured amidst of friends or groups.

• Vast majority 88.9% of the respondents feel that they never become hopeless when they fail.

• Vast majority 86.1% of the respondents feel that they are not getting influenced even by reasonable arguments always.

• Vast majority 91.7% of the respondents feel that they are afraid of imaginary calamities always.

• Vast majority 63.9% of the respondents feel that world is not a good place for living.

• Vast majority 91.7% of the respondents does not feel fully enthusiastic on thinking about achieving self objectives.

• Majority 52.8% of the respondents feel that they get disappointed with common worries of daily life.

• Vast majority 91.7% of the respondents feel that their mood changes momentarily always.

• Majority 63.9% of the respondents feel that their intimacy with their group community is not increasing.

• Vast majority 97.2% of the respondents feel that they never feel pleasure in taking responsibilities.
**Findings Related to T-test**

- The T-test is significant as the F value 77.665 is significant at 0.01 level and it is to be noted from the mean table that the Mental health is good for the children who have lower Psychotism.
- The T-test is significant as the F value 23.108 is significant at 0.01 level and it is to be noted from the mean table that the Mental Health is better for the children who have lower Depression.
- The T-test is significant as the F value 293.874 is significant at 0.01 level and it is to be noted from the mean table that the Mental Health is better for the children who have Higher Extroversion.
- The T-test is significant as the F value 45.059 is significant at 0.01 level and it is to be noted from the mean table that the Mental Health is better for the children who have Lower Emotional Instability.
- The T-test is significant as the F value 68.296 is significant at 0.01 level and it is to be noted from the mean table that the Mental Health is better for the children who have Higher Social Desirability.

**Findings Related To Chi-Square**

- Chi square test applied shows that there is association between Home environment and mental health of students. Pearson chi-square value is 50.651.
- Chi square test applied shows that there is an association between personality traits and mental health of the adolescent girls and the chi square value is 34.071.
- There is significant association between medium of instruction and members in family.
- Chi square value is 10.421 which is significant.
- There is a significant association between father’s education and medium of instruction and the value is 18.606 and the impact correlation coefficient is 0.227.
- It is clear from the above table that there is a significant association between medium of instruction and mother’s education. The chi square value is 105.158 and the influence phi cramer’s V is 0.540.
• Findings of the One Way Anova test applied show that there is a significant difference on the mental health of students based on their age as the significant value (of $F = 3.298$) $0.038 < 0.05$.

• The One Way Anova test applied shows that the mental health of adolescent girls is more when there are 4 members and it is low when this increases. i.e., students from family of two children father and mother feel better compared to family with grandparents or other relatives and it is also low with students of single child family.

• It is evident from the One Way Anova test of the mental health that students at the age of 15 have more mental health and the second highest is 16 years old children and it is comparatively low for the students at the age of 17.

• There is no significant difference in the opinion on home environment of students based on their medium of instruction as the p value is $> 0.05$.

• There is a significant difference in the opinion of students on home environment based on their age as the F value 11.121 is significant at 0.01. The mean table shows that the more the age the opinion decreases.

• There is a significant difference in the opinion of students on home environment based on their birth order as the F value 6.165 is significant at 0.01. The mean table shows that the student of third birth order have better opinion and the second is first child and it is further low for the second child and fourth child.

• There is a significant difference in the opinion of students on home environment based on father’s education, the F value 46.100 is significant at 0.01 level. The mean table shows that the more the father’s education, better the home environment.

• There is a significant difference in the opinion of students on home environment based on mother’s education, the F value 15.615 is significant at 0.01 level.

• The mean table shows that if the mother is educated the home environment is better.

• There is a significant difference in the opinion of students on home environment based on mother’s education, the F value 67.380 is significant at 0.01 level.
• The mean table shows that if the monthly family income is more there is a better home environment.

• The above table shows that there is no significant difference in the opinion on home environment of students based on the number of members at home as the p value is > 0.05.

• Factor analysis was done on the home environment factors of adolescent girls. Factor 1 that is **parent’s influence** accounted for the most variance among all factors (21.31%), followed by the variance in the second factor that is **difference of opinion** which accounted for 12.5%). Together, the 5 factors accounted for 60.46% of the variability of the 22 items. After rotation loadings, the percentage of total variance accounted for was 60.46%. According to Isaac and Michael (1990), to have a meaningful factor, at least three items should load on it. In this research, factor 1 – parent’s influence: loaded with 7 items, factor 3: difference of opinion loaded with 4 items and rest of the 3 factors like Absence of equality among siblings, Lack of freedom/problem to express feelings, Criticism / communication loaded with 3 items each.

The factors are:

Factor 1:- Parents’s influence

Factor 2:- Criticism / communication

Factor 3:- difference of opinions / disagreements

Factor 4:- absence of equality among siblings

Factor 5:- Lack of freedom/problem to express feelings

The Pearson correlation test done between the Home Environment and Personality traits of the adolescent girls shows that the Correlation is negative. Correlation is significant at the 0.01 level.

The Pearson correlation test between the Mental Health and Home Environment of the adolescent girls clearly states that the Correlation is positive. Correlation is significant at the 0.01 level.
Figure 9

Figure Showing Changes in Adolescent Girls

Changes in adolescent girls:

Childhood

Puberty

Adulthood

Physical changes

Overall growth of body (bones)

Growth & development of sexual organs

Hormonal changes

Psychological and behavioral changes
Summary of the Study

Adolescence is a developmental transition between childhood and adulthood. It is generally considered to begin at about age ten and to end in the late teens. There are two most important factors for studying adolescents. This is the period of growth spurt where maximum changes can be observed in an individual as compared to the other phases of life the first factor in understanding and studying adolescents is the rapid changes that occur during this period and the influence that have on the growth and development of adolescents. This stage of life is called critical period and also as the stage of growth spurt. Adolescence is also an emotional and social process and so it is said, adolescence begins in biology and ends in culture. The storm and stress often associated with the teenage years have been called adolescent rebellion that may encompass not only conflict within the family but a general alienation from adult society and hostility towards the values. Since adolescence is a crucial period for emotional life, because frontal lobes, which are important for regulating limbic impulse, mature during this period and since it’s the time of exploration (of their own bodies, of one’s capabilities and potential) and experimentation in sexual relationship’s alcohol and tobacco use. It is extremely important to understand emotional and intelligence aspect in adolescents. Understanding the various factors affecting overall development of adolescents is as important as understanding the significance of studying adolescents. Taking this view into consideration studying psychosocial problems of adolescent girls from the social work perspective.

Adolescent girls receive contradictory expectations from different aspects of their life parents, teacher, peers, the media, and themselves. They are to be sexy and fashionable but at the same time remain good girls. They are to find off aggressive female attention while simultaneously meeting teacher’s expectations of non-aggressive behavior. Females are to put domestic life first at the same time that they prepare for financial independence. Girls struggle with these conflicting messages, trying to figure out whom to please in their everyday live. While many girls, especially those of lower socio-economic status, have adult responsibilities such as cleaning, cooking, and caring for younger children, they are discouraged from speaking up at school and claiming this same type of authority.
Discussions of the Results

The researcher had adopted questionnaire method for the purpose of collecting data from the respondents. It was used to find out the mental health of adolescent girls in relation to their home environment and personality traits. The questionnaire consists of 4 parts:

- First part consists of **personal profile**.

- The second part consists of **Mental Health Inventory** which consists of questions relating to mental health dimensions and it is 55 questions together. The Mental health inventory was constructed by Jagdish & Srivastav, in 1983. It was utilized to access positive aspects of mental health. Each items from 1 to 56 given in the test booklet to be rated on 4 point rating scale. It covers the following 6 dimensions of sound mental health. They are Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitudes and Environment Mastery.

- The third part consists of **Personality Inventory** that was constructed and standardized by B.L. Dubey, P. Dwivedi and S. K. Verma in 1988 and was used in this study. The Inventory consists of 50 statements. The purpose of the inventory is to measure the dimensions of personality like extroversion, psychotism, emotional instability, depression and social desirability.

- The fourth part consists of **Home Environment Inventory** for understanding the perceptions of adolescents regarding various areas of home environments. It was constructed by Dr. Ms. Sarla Java. It is 5 point scale with 74 items and was modified by the researcher herself. The modified inventory consists of 22 items together about the aspects of the home environment correlates.

Results states there is a significant Correlation between home environment and mental health of the adolescent girls. Home Environment positively correlated to mental health, it means that mental health influenced by the home environment condition of the adolescents.
Correlation test done between the Home Environment and Personality traits of the adolescent girls shows that the Correlation is negative. It is evident that there is no significant relationship between Home Environment and Personality Traits of the Adolescent.

Parent’s influence and difference of opinion are the most important factors in determining the home environment. Parents play key role in the life of adolescents and the most loaded and important factor according to analysis was parent's influence and the least loaded factor was lack of freedom factor.

Results reveal that if the monthly family income is more there is a better home environment.

Tests exhibits that if the mother is educated the home environment is better.

The mean table shows that the more the father’s education, better the home environment.

Results shows that the student of third birth order have better opinion about matters, ordinal position is important in determining personality and mental health of the Adolescents.

It was found, mean table shows that the more the age the opinion decreases.

It is evident from the One Way Anova test of the mental health that students at the age of 15 have more mental health.

The mental health of adolescent girls is more when there are 4 members and it is low when this increases. i.e., students from family of two children father and mother feel better compared to family with grandparents or other relatives and it is also low with students of single child family.

There is a significant difference on the mental health of students based on their age.

There is an association between personality traits and mental health of the adolescent girls

There is an association between home environment and mental health of the adolescent girls and the chi square value.

Mental health is good for the children who have lower Psychotism.
Mental Health is better for the children who have lower Depression.

Mental Health is better for the children who have Higher Extroversion.

Mental Health is better for the children who have Lower Emotional Instability.

Mental Health is better for the children who have Higher Social Desirability.

**Social Work Intervention**

Social work is a professional and academic discipline that seeks to improve the quality of life and well-being of an individual, group or community by intervening through research, policy, crisis intervention, community organizing, direct practice, and teaching on behalf of those afflicted with poverty or any real or perceived social injustices and violations of their civil liberties and human rights. Research is often focused on areas such as human development, social policy, public administration, psychotherapy, counseling, program evaluation, and international and community development. Social workers are organized into local, national, continental and international professional bodies. Social work, an interdisciplinary field includes theories from economics, education, sociology, law, medicine, philosophy, politics, anthropology and psychology.

The social work profession promotes social change, problem-solving in human relationships and empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work. Social work in its various forms addresses the multiple, complex transaction between people and their environment. Its mission is to enable all people to develop their full potential, enriching their lives and prevent dysfunction. Professional social work is focused on problem solving and change. Social work is an interrelated system of values, theory and practice. Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality worth, and dignity of all people. In Modern society all men and women, young and old, adolescent and matured, sick and handicapped, are facing challenges in their lives and struggling hard with them to adjust. Social work is, a help rendered to any person or group, who or which is suffering from any disability, mental, physical, emotional or moral, so that the individual or group so helped is enable to help himself or herself.
Figure 10

Figure Representing Social Work at a Glance

Social work

Based on Humanitarian and Democratic Philosophy

Source
- Biological Needs
- Social Needs
- Cultural Needs
- Psychological Needs

Tools
- Code of ethics
- Professionalism
- Professional networks
- Certification
- Supervision
- Continuing education
- Professional development

Techniques
- Curative Correctional
- Rehabilitative
- Preventive
- Developmental

Methods

Social Case Work
- Social Group Work
- Community Organization
- Social Welfare administration
- Social Work Research
- Social Action

Interviewing Techniques
- Community Networks
- Documentation
- Communication
- Listening
- Counselling
- Reinforcing
Social work interventions range from primarily person-focused psychosocial processes for involvement in social policy, planning and development. These include counselling, clinical social work, group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain services and resources in the community. Interventions also include agency administration, community organization and engaging in social and political action to impact social policy and economic development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, legal and socio-economic conditions.

**Recommendations for further Studies**

Indepth study on the adolescence with low level of mental health, home environment and personality can be selected separately as samples to find out the reasons for their low level of mental health, home environment, personality dimensions.

- The present study was confirmed only to girls of higher secondary schools of Palakkad city. Studies may be conducted among boys also to find out their level and problem of mental health.
- A comparative study among all schools of the district can also be carried out throw more light on mental health and relation to socio - economic status of the respondents.
- As it was a micro study school s and city limits were only included it can be made vast by conducting this same in schools of Kerala.
- The present study was limited to higher secondary schools it can be further carried out among college students also.

**Suggestions**

Adolescence can be a time of high risk for children, where new found freedoms can result in decisions that drastically open up or close off life opportunities. Parental issues at this stage of parenting include dealing with "rebellious" teenagers, who didn't know freedom while they were smaller. In order to prevent all these, it is important to build a trusting relationship with them. This can be achieved by planning and spending fun activities together, keeping promises, do not nag at him or her about their past
mistakes and try to listen and talk to them, no matter how busy you are. When a trusting relationship is built, they are more likely to approach parent for help when faced with negative peer pressure. Also, try to built a strong foundation to help child to resist negative peer pressure, it is important to build up their self-esteem: praise child's strength instead of focusing on their weakness acknowledge child's efforts, do not simply focus on the final result when they notice that then they will turn to their peers for acceptance and comfort. There are not enough mental health professionals trained to work specifically with children, adolescents, and their families:

- Support education and training of more mental health professionals with the skills to deal effectively with the mental health needs of children, adolescents, and their families.

- Support workforce training on the advanced tools and methods that have been found to be safe and most effective for diagnosis and treatment of mental health problems in children and adolescents. Training should emphasize sensitivity to family needs, cultural differences, and what is appropriate for children at different ages.

- Support training of front line providers, including those in schools, child care settings, primary health care settings, juvenile justice system, and child protective services, to screen for and recognize mental health problems in youth and to take appropriate action.

- Support training for researchers and encourage interdisciplinary research that will find new behavioral, pharmacological, and multiple component treatment approaches to child and adolescent mental health problems.

- Adolescents must be trained in physical exercises to improve mental health. Stuart and Mavis (2011) states that mall but consistent associations between sedentary life style and poorer mental health.

Managing Adolescent Mental Health Issues

Enhancing social skills, problem-solving skills and self-confidence can help prevent mental health problems such as conduct disorders, anxiety, depression and eating disorders as well as other risk behaviors including those that relate to sexual behavior, substance abuse, and violent behavior. Health workers need to have the competencies to
relate to young people, to detect mental health problems early, and to provide treatments which include counseling, cognitive-behavioral therapy and, where appropriate, psychotropic medication.

**Treatment**

**Activity therapies**

Activity therapies, also called recreation therapy and occupational therapy, promote healing through active engagement. Making crafts can be a part of occupational therapy. Walks can be a part of recreation therapy.

**Bio-feedback**

Biofeedback is a process of gaining control of physical processes and brainwaves. It can be used to decrease anxiety, increase well-being, increase relaxation, and other methods of mind-over-body control.

**Expressive therapies**

Expressive therapies are a form of psychotherapy that involves the arts or art-making. These therapies include music therapy, art therapy, dance therapy, drama therapy, and poetry therapy.

**Group therapy**

Group therapy involves any type of therapy that takes place in a setting involving multiple people. It can include psychodynamic groups, activity groups for expressive therapy, support groups (including the twelve-step program), problem-solving and psycho education groups.

**Psychotherapy**

Psychotherapy is the general term for scientific based treatment of mental health issues based on modern medicine. It includes a number of schools, such as gestalt therapy, psychoanalysis, cognitive behavioral therapy and dialectical behavioral therapy.
Meditation

The practice of mindfulness meditation has several mental health benefits, such as bringing about reductions in depression, anxiety and stress. Mindfulness meditation may also be effective in treating substance use disorders. Further, mindfulness meditation appears to bring about favorable structural changes in the brain.

Spiritual counseling

Spiritual counselors meet with people in need to offer comfort and support and to help them gain a better understanding of their issues and develop a problem-solving relation with spirituality. These types of counselors deliver care based on spiritual, psychological and theological principles.

Stress Relief Activities

Adolescents must be taught stress relief activities. This could help them to maintain balance by themselves.
Figure 11

Figure Exhibiting Stress Relief Activities

Stress relief activities

- Read a good book
- Watch a your favourite film
- Engage your visual senses in painting or photography
- Allow yourself to day dream for 10 mins
- Use visualisation techniques
- Evoke good memories from look at memory or story board
- Sit outside and enjoy the sounds
- Listen a a favourite piece of music
- Listen to some sounds, lapping water...
- Listen to a motivational recording
- Play a relaxation cd
- Listen to a radio programme with your eyes closed
- Burn some aromatherapy oils
- Enjoy the aroma of scented candles
- Do some baking - the mixture of aromas and soothing movements
- Enjoy outdoor smells from walks in the country or near the sea
- freshly brewed tea or coffee

Engage one or more of your senses to relieve stress

- Sing
- Laugh
- Have a chat with someone who listens
- Chew a piece of sugarless gum
- Use deep breathing exercises
- Eat a piece of dark chocolate
- Use deep breathing exercises
- Repeat affirmations out loud

- Exercise
- Squeeze a stress ball
- Stroke a pet - particularly cats, dogs, rabbits
- Wear soft warm clothing
- Bake - enjoy the soothing, repetitive movements
- Play a musical instrument
- Have a massage
- Yoga or pilates
Conclusion

A discussion of the problems of adolescence should be useful for various reasons. In the first place, it may be helpful to adolescents themselves. The intelligent youth who is actually in the midst of the adjustments here considered may profit from the definite, impersonal formulation of the persistent problems of youth everywhere. Too often the struggles of an adolescent are made harder by the idea that he or she alone is being called upon to pass through these experiences. To realize that these are universal problems about which generalizations may be offered is in itself helpful.