CHAPTER II

REVIEW OF LITERATURE

Introduction

A literature review is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Review of related literature is a crucial aspect in the planning of a new study. The related studies on the chosen topic carried by research workers at various levels are called review of literature. It is a key step in research process and works as a guide which enables one to perceive the lacuna in the concerned field of research. A literature review is an evaluative report of information found in the literature related to the selected area of study. The review should describe, summarise, evaluate and clarify this literature. It should give a theoretical base for the research and help the author to determine the nature of your research.

Reviews on Mental Health of Adolescents

Lisa and Alan (2009) made an attempt to study on the leisure, boredom and adolescent risk behavior and it was published in the journal of child and adolescent mental health. A systematic review of literature was conducted and it was evident that the experience of leisure, boredom is influenced by a variety of different factors, not least of which is the environment or context within which adolescents are situated. The review focuses attention leisure, boredom as a factor contributing to risk behavior in adolescents.

Geetha and Vijayalakshmi (2006) made an attempt in their study to find out the impact of emotional maturity of adolescent in their stress and self confidence. Sample of the study consisted of 105 adolescents studying in XI and XII standards at Dharwad city, Karnataka state, India. The findings revealed that adolescent with high emotional maturity had significantly high stress and self confidence, when compared to those with low emotional maturity.

Keyes and Corey (2006) conducted a study on mental health in adolescents. The second wave of child development supplement of the panel study of income dynamics, in which a comprehensive set of subjective well being items were administrated to a sample
of 1,2,3,4 youth ages 12-18. Moderate health was the most prevalent diagnosis among youth ages 15-18. Findings suggested the importance of positive health in future research on adolescent development.

In 2005 researchers investigated the psycho social correlates of identity formation in adolescent boys and girls. For this purpose, a sample of 200 adolescents aged 18-20 years was selected from the various school of Amritsar. The samples were administered with various tools to measure identity status, emotional autonomy, family environment, well-being, intellectual capacity and personality. Result suggested identity formation was positively linked with health and congenial home environment, emotional autonomy well-being and personality (Damanjit and Suninder, 2005).

Young (2004) in his study has pointed out that mental health issues interfere with student success more than ever before. Young brought to light how mental health issues could affect the success of students in the present scenario more than ever before. He also indicates that the rate of depression among college students rose almost five percent in just the years with 38% of these student are antidepressant medication and over are undergoing through therapy. In the study “College of the Overwhelmed” the researchers wrote on the campus mental crisis and what to do about it. The paper confirms that a rising number of students are coping with depression anxiety and other major mental health challenges. They suggested that in addition to the normal developmental concerns of traditional aged college student today students are pressured to get good grades, hold down jobs and become involved in college life, coping with the financial realities a college education is also extremely stressful for many. For some minority, international first generation or immigrant Students College may mean dealing with new forms of discrimination, a lack of role models family expectations and challenges in daily living activities. (Kadison and Digeronimo, 2004)

Gallaher et al. (2000) had remarked in their study that almost all directors counselling centres surveyed and noted the increase in the number of students entering into college campuses who are already taking psychotropic medications. In a portrait of today’s college student, Levine and Cureton (1998) opines that generally students are coming to educational institutions more damaged and overwhelmed with anxiety than those of previous years.
Walker et al. (1998) conducted a study promoting adolescent mental health in primary care: the study states that mental health problems in adolescent can be prevented by early detection and treatment.

**Discussion on Stated Reviews**

The above mentioned studies on Mental Health of Adolescent points out that among those influencing factors, environment plays vital role or situation where individuals are located. Certain studies states that adolescent with high emotional maturity had significantly high stress and self-confidence, when compared to those with low emotional maturity. Research reviews confirms that a rising number of students are coping with depression anxiety and other major mental health challenges. Findings suggested the importance of positive health in future research, on adolescent development. Research review suggested that the identity formation was positively linked with health and congenial home environment, emotional autonomy, wellbeing and personality. Researchers opine that generally students are coming to educational institutions more damaged and overwhelmed with anxiety than those of previous years. Some studies states that mental health problems in adolescent can be prevented by early detection and treatment.

**Reviews on Mental Health of Adolescent Girls**

A crucial element of all research degrees is the review of relevant literature. So important is this chapter that its omission represents a void or absence of a major element in research. Coverdale and Long (2015) have conducted a study on Emotional wellbeing and mental health: an exploration into health promotion in young people and families. Promoting mental health and emotional wellbeing (EWB) in children and young people (YP) is vitally important for their psycho-social development. Critical review of the literature reveals a dearth of research that has explored the perspective of the child, adolescent or adult in this concept, with much research being intervention focused and promoted at crisis level. The current study aims to address this gap in understanding of young persons' and parents' perspectives.

Nagaraja et al. (2015) have conducted a study on the Prevalence of Depression among College Students of Kolar District, Karnataka State. Nursing College is recognized as
a stressful environment that often exerts a negative effect on the academic performance, physical health and psychological wellbeing of the student. This study aimed to assess the prevalence of depression and its associated factors among nursing students of Kolar district. Materials and methods: A Stratified random sample of 430 students was assessed using separate questionnaire by investigators. Association between depression and class of studying, age group, social factors like family problems, family history of depression and staying away from home were analyzed. The prevalence of depression was significantly more among those with family problems and family history of depression. Prevalence of depression is highly prevalent among nursing students in this area. Our findings point to the importance of broad screening and psychiatric counseling of this vulnerable population.

Researchers have conducted a study on the Barriers to Mental Health Treatment for Children and Adolescent: A Systematic Review. Despite the higher prevalence of mental health problem among children and adolescent, the rate of mental health services utilization among this group is still low. Among small number of children and adolescents attended mental health treatment, many of them tend to prematurely terminate the treatment offered. This systematic review aims to provide an overview reported barriers to mental health treatment for children and adolescents from the perspectives of parents or caregivers. Attitudinal barrier especially believed that nothing could help is one of the main barriers to mental health treatment for children and adolescent. School-based program could improve children’s and adolescent’s mental health status by reducing the barriers (Siti et al., 2015).

Cetin et al. (2014) have conducted another study on Evaluation and Follow-Up of Gender Identity and Sexual Orientation Problems in Adolescents: Four Female Cases. Gender Identity Disorder (GID) is defined as a continuous and severe discomfort of an individual’s biological sex and gender identity role, a strong desire to be a member of the other gender and the presence of a strong identification with the opposite gender. A mutual interaction between biological factors, cultural characteristics and values occur during the construction of the sense of gender identity. The treatment of psychological problems comorbid with gender identity disorders, maintaining school attendance in
formal education system, the integrity of family and their supportive attitudes towards their children are significant for the follow up process and preventive psychological health.

A study on systematic review of online youth mental health promotion and prevention interventions was conducted by Clarke (2014). The rapid growth in the use of online technologies among youth provides an opportunity to increase access to evidence-based mental health resources. The aim of this systematic review is to provide a narrative synthesis of the evidence on the effectiveness of online mental health promotion and prevention interventions for youth aged 12-15 years. Searching a range of electronic databases, 28 studies conducted since 2000 were identified. Eight studies evaluating six mental health promotion interventions and 20 studies evaluating 15 prevention interventions were reviewed. The results from the mental health promotion interventions indicate that there is some evidence that skills-based interventions presented in a module-based format can have a significant impact on adolescent mental health, however, an insufficient number of studies limits this finding.

Dusunen (2014) have conducted a study on The present study examined the direct and indirect relationships between parent-adolescent conflict, self-esteem, and depression symptoms. Participants were 338 (150 male, 188 female) adolescents aged between 14–18 attending public high schools. Participants completed a questionnaire that included measures of parent-adolescent conflict, self-esteem, and depression symptoms. Findings provided evidence of direct effects of parent-adolescent conflict on depression symptoms and indirect effects of mother adolescent conflict on depression symptoms through self-esteem. Specifically, results indicated that mother adolescent conflict were positively and directly related to self-esteem, and indirectly related to depression through self-esteem.

A study was conducted on Promoting mental health and wellbeing for a young person with a mental illness: parent occupations. Parenting is a critical and complex occupational role, requiring different occupations and abilities depending on the developmental stage and specific characteristics of each child. The way parents respond to mental illness can have an important impact on young people. This research
demonstrates the breadth of the mental illness related occupations parents employ and provides a framework for understanding their complexities. It highlights the need to establish an evidence base for various mental illness related occupations so that parents can have more knowledge and thus confidence in these critical occupations (Honey et al., 2014).

A research study was conducted on the evaluation of quality of life, self-esteem, peer relationship and anger levels in adolescents with acne at an university hospital: a case control study done by Ozden et al. (2014). Acne vulgaris occurs mostly during adolescence, a time when social and physical changes occur at the maximum level, and identity formation is a matter. In adolescence, when the perfect look is idealized, and in societies where physical attractiveness is important, acne can be a devastating disease. This study aims to evaluate the peer relationship, self-respect and anger level of 81 adolescents who presented to a dermatology outpatient clinic with acne in comparison with age- and sex-matched, healthy adolescents without any skin diseases. There was no significant relationship between quality of life and gender and severity of acne. Significant correlations were detected between quality of life and trait anger and anger-in (respectively; r=0.397, r=0.346). There were no significant differences in terms of peer relationship, anger levels, anger style, Piers Harris total score and its subscale scores as intellectual and school status, behavior, conformity, popularity and social appreciation, anxiety, happiness and satisfaction between the acne and the control groups. However, the self-esteem on physical appearance was significantly lower in acne group than in the control group.

Dhanalakshmi (2013) assessed self concept, anxiety and mental health among adolescent boys and girls. The results indicated that gender differences exist on all three variables. Adolescent girls indicated better self concept and mental health compared to boys. Self concept was positively correlated to anxiety while mental health was negatively correlated to anxiety.

Dubey and Srivastava (2013) studied parental factors, achievement motivation and performance of adolescents. High performing adolescents reflected higher achievement motivation in comparison to low performance group of students. Parental approval emerged as the most significant predictor of achievement motivation and
performance followed by resources made available by parents, parental encouragement and parental pressure. The high performance group girls were more future oriented with high level of aspiration as their expected and achieved scores are less discrepant. They expected more and achieved less than their expectations. These findings imply that in order to improve children’s education, parental approval warrants the future orientation. Adolescents in modern society spend a remarkable amount of their time with their peers. They spend most of each weekday with their peers while at school, and a vast majority also see or talk to their friends in the afternoon, evening and over the weekend. Experience in the peer group is also vital for the development and expression of autonomy. The process of developing more mature and more independent relationships with parents is accompanied by the establishment of more mature.

Kaur and Singh (2013) assessed emotional intelligence of adolescent children in relation to their locus of control. Results indicated that on emotional intelligence, male and female students differ significantly with male students being more emotionally intelligent. The males were more internally oriented than the females. No significant differences were found between the internally and externally oriented students on all components of emotional intelligence whether males or females. Despite popular stereotypes of storm and stress in the adolescent’s family, scientific studies indicate that there is very little emotional distance between young people and their parents. Although some adolescents and their parents have serious interpersonal problems, majority of adolescents feel close to their parents, respect their parent’ judgement, feel that their parents love and care about them and have a lot of respect for their parents as individuals. Parents are likely to see these as issues of right and wrong – not in moral sense, but as a matter of custom and convention. Adolescents, in contrast, are likely to define the issues as matters of personal choice. Studies of family interaction suggest that early adolescence is a time during which young people begin to try to play a more forceful role in the family but parents may not yet acknowledge the adolescents’ input. As a result, young adolescents may interrupt their parents more often but have little impact. By middle adolescence, however, teenagers act and are treated more like adults. They have more influence over family decisions, but they do not need to assert their opinions through interruptions and similarly immature behavior.
Jane et al. (2012) conducted study on Adolescent Mental Health, Behavior Problems, and Academic Achievement. Prior research on the association of mental health and behavior problems with academic achievement is limited because it does not consider multiple problems simultaneously. Combinations of problems involving substance use were especially consequential. Our results demonstrate that the social consequences of mental health problems are not the inevitable result of diminished functional ability but, rather, reflect negative social responses. These results also encourage a broader perspective on mental health by demonstrating that behavior problems heighten the negative consequences of more traditional forms of distress.

Mason et al. (2012) have conducted a research on A systematic review of the role of school-based healthcare in adolescent sexual, reproductive, and mental health. To evaluate the effects of school-based healthcare services on the sexual, reproductive and mental health of adolescents. The Services had to target adolescents and focus on sexual, reproductive and mental health outcomes. Outcomes included knowledge and use of hormonal contraception, condom use, emergency contraception, receipt of testing for sexual transmitted disease/infection, care related to pregnancy and HIV prevention, pregnancy rate, age at first sexual experience, suicide attempt and ideation, substance use and educational outcomes. The evidence was severely limited and equivocal on the effectiveness of school-based healthcare for sexual, reproductive and mental health outcomes in adolescents.

Kwako et al. (2011) determined emotional intelligence (EI) and social support differ in traumatized depressed patients when compared with controls. The result indicates that traumatized depressed participants exhibited lower total emotional intelligence, because of reduction in strategic EI ability, as well as lower levels of social support compared with the control group.

Stuart and Mavis (2011) have conducted a study on Physical activity and mental health in children and adolescents. To synthesize reviews investigating physical activity and depression, anxiety, self-esteem and cognitive functioning in children and adolescents and to assess the association between sedentary behavior and mental health by performing a brief review. Reviews on physical activity and cognitive functioning
have provided evidence that routine physical activity can be associated with improved cognitive performance and academic achievement, but these associations are usually small and inconsistent. Primary studies showed consistent negative associations between mental health and sedentary behaviour. Association between physical activity and mental health in young people is evident, but research designs are often weak and effects are small to moderate. Evidence shows small but consistent associations between sedentary screen time and poorer mental health.

Ay dim and Kamilebeh (2010) examined whether strategies theory predict adolescents mental health to a significant level. The study was conducted on a sample of 119 students (61 females and 58 males) age range from 14 to 17 years. Results explained that the most powerful predictor of the mental health is the ACE (Active/effective Contact with the Environment) strategy of coping with stress. The results also illustrate that as the adolescent's level of stress coping strategies decrease, their level of psychological symptoms increases.

Leicester (2010) have conducted a study on Antisocial Personality Disorder Treatment, Management and Prevention (2010) The guideline on Antisocial Personality Disorder, commissioned by NICE and developed by the National Collaborating Centre for Mental Health, sets out clear, evidence- and consensus-based recommendations for staff working in health and social care and the criminal justice system on how to treat, manage and prevent antisocial personality disorder. It includes a review of interventions in children and young people with conduct disorder, risk assessment and management; organisation and experience of care; and a range of interventions for adults with antisocial personality disorder, including psychological interventions, treatment for comorbid disorders, therapeutic communities and pharmacological interventions. The book also contains a useful overview of antisocial personality disorder, including ethical considerations.

Morsunbul (2010) have conducted a study on Approaches/Models Which Explain Development during Adolescence: Results of Approaches/Models In Terms of Adolescent Mental Health. Youths show great effort to construct their identity during adolescence. A lot of models/approaches have been proposed by taking Erikson's
psychosocial developmental theory as the basis. The aim of this review was to investigate approaches / models which were developed in light of Erikson's theory. According to the results of the review, some models/approaches were proposed which deal with propositions of Erikson's identity development theory. Discussion: It can be said that adolescents who experience actively exploration process are healthier in terms of mental health.

Nada and Tatjana (2010) have conducted a study on Age, Gender and Disorder Related Personality Characteristics of Pediatric Patients Measured by Eysenck Personality Questionnaire. The study of personality is important not only for psychology and related disciplines, but also in clinical practice. The starting point in this article is Eysenck theory of personality, based primarily on genetics and physiology which corresponds to the temperament. Main categories of temperament for Eysenck are extroversion vs. introversion, neuroticism vs. stability and psychoticism vs. socialisation. Total number of examinees was N = 216 (90 girls, 126 boys). It was shown that EPQ is good choice for differentiation of the main personality traits in children which help in the assessment procedure measuring extroversion, neurotic and psychopathologic traits which is useful for planning treatment options.

Catharine et al. (2010) studied intelligence in early adulthood and subsequent hospitalization for mental disorders. The results indicate that lower intelligence is a risk factor for the whole range of mental disorders and for illness severity.

Gupta and Kumar (2010) studied the relationship of mental health with emotional and self-efficacy among 200 (100 male and 100 female) college students from Kurukshetra University. The result indicates that emotional intelligence and self-efficacy are positively related with mental health. It also revealed that male students were better than female students in term of mental health, emotional intelligence and self -efficacy.

Jafar and Siti (2010) study examined whether, spiritual intelligence (SI) and emotional intelligence (EI) can be considered as predictor for mental health. The participants in the study were 247 High school students (124 male and 123 female) in the age range of 14-17 years old, at the Gorgan City, north of Iran. The result indicates that mental health can be influenced by spiritual intelligence and emotional intelligence. In addition, the moderated effect of age on the relationship of spiritual intelligence and emotional intelligence with mental health was not found.
Junger and Kampes (2010) studied the cognitive ability and self-control in relation to dietary habits, physical activity and body weight in adolescents. The result indicates that adolescents scoring high on the cognitive ability test have healthier dietary habits and engage more often in physical activity.

Martins et al. (2010) studied a comprehensive meta-analysis of the relation between emotional intelligence and health and showed that emotional intelligence is associated with better health. The weighted average association with mental (r 0.36) and psychosomatic health (r 0.33) was higher, than the association with physical health (r 0.27).

Noradilah et al. (2010) determines the association between several selected demographic characteristics and the mental health status of 1467 youngsters studying in Malaysian Public Universities. The findings of the study indicate that a majority of undergraduate students exhibits a healthy mental state while a majority has shown some mental health concerns. Further in the present study results of the analysis of variance also showed that the student's mental health condition differed in terms of ethnicity, academic field and year of the study.

Shabani and Hassan (2010) investigated the link of intelligence with mental health in 247 Iranian of high school students of 8 schools (124 Boy and 123 Girl). The results indicate that there is significant relationship of intelligence with mental health.

Gladys and Frank (2009) examined the 599 Taiwan college students to study the relationships of physical activity, emotional intelligence and health. The results indicate that the physical activity is an effective way to improve the physical, psychological as well as emotional health of college students.

Glaser et al. (2009) examined the relationship between total intelligence quotient (IQ) score at age 8 years, and depressive symptoms at 11, 13, 14 and 17 years. The result showed that IQ at age 8 years was inversely associated with depressive symptoms at age 11 years, but the association changed direction by age 13 and 14 years when a higher IQ score was associated with a higher risk of depressive symptoms. This change in IQ effect was also found in relation to pubertal stage. At age 17 years, however, sex-specific
differences emerged. Whilst the risk effect of higher childhood IQ scores for depressive symptoms declined in females, and some analyses even supported an inverse association by age 17 years, it persisted in males.

**Karestan and Terrie (2009)** studied the association between childhood IQ and adult mental disorders. The result indicates that lower childhood IQ was associated with increased risk of developing schizophrenia spectrum disorder, adult depression, and adult anxiety. Thus, many patients who seek mental health treatment may have lower cognitive ability.

**Knutson et al. (2009)** studied the association between childhood IQ and adult mental disorders. The result indicates that lower childhood IQ was associated with increased risk of schizophrenia, adult depression and anxiety.

**Simonton and Song (2009)** studied the relationships among achieved eminence, IQ, early physical and mental health, and achievement domain. The correlation and regression analyses showed, for these 282 individuals, that eminence is a positive function of IQ and that IQ is a positive function of mental health and a negative function of physical health, implying an indirect effect of physical and mental health on eminence.

**Siti et al. (2009)** examined the degree of relationship between self-esteem, stress and loneliness with depression among 1,407 secondary school students (age range 13 to 17 years). The findings of the study showed that self-esteem, loneliness and stress have a moderating significant relationship with depression, further results show that stress emerged as the strongest predictor of adolescent's depression.

**Suldo and Elizabeth (2008)** in a study investigated the relationship among coping, stress and mental health in 139 students participated in an International Baccalaureate (IB) high school Diploma program. The results of the study indicated that students in an IB program perceive significantly general education peers and learn those specific coping styles that are differently associated to student's mental health outcomes. Furthermore, findings also shown that coping styles (specially, positive appraisal and anger) moderate the influence of internalizing symptoms of psychopathology and stress on global life satisfaction of students.
Meral (2008) have conducted a study on TAF Preventive Medicine Bulletin. The use of digital technology, including computers, cell phones, computer games, and so on, most recently, on-the-go for recreational purposes, has increased among our youth over the past 15 years. Children and adolescent between the ages of 8 to 18 years spend an average of 5-6 hours per day using information and communication technologies. It is a useful progress because of the increase of internet usage which is unlimited, uncontrolled and uninhibited and easiness which arrival all sorts of to information’s or persons but this state can cause to some important negative results too. The computer games, the internet explores is gradually estrange from social life the children and adolescent. In this paper, has been mentioned to negative effect of internet usage, computer games on mental health of children and adolescents.

Wessel et al. (2008) studied the relationship between emotional- social intelligence (ESI) and each of leadership, caring and moral judgment. The result indicates that positive relationship between ESI and leadership and ESI may be an important construct in caring but ESI was not related to moral judgment.

Kumar et al. (2007) studied that high intelligence is associated with better mental health and less fatigue.

Montes and Augusto (2007) studies conducted with nurses or nursing students has shown that emotional intelligence is a skill that minimizes the negative stress consequences. Hierarchy regression analysis pointed out that clarity and emotional repair are predictors of social support, and emotional repair is the main predictor of mental health.

Schembri et al. (2006) results revealed that high intelligence to be associated with positive well-being; and deficits in intelligence with poor mental health.

Schutte et al. (2006) investigated the relationship between emotional intelligence and health. The result of meta-analysis on the responses of 7898 participants found that higher emotional intelligence was associated with better health.

De Moor et al. (2006) examine whether regular exercise is associated with anxiety, depression and personality in a large population - based sample as a function of gender.
and age. The findings suggest that regular exercise is cross-sectionally associated with lower neuroticism, anxiety and depression and higher extroversion and sensation seeking in the population than non-exercises. These differences were modest in size, but very consistent across gender and age.

**Liu et al. (2005)** studied the mental health condition of the only child: A study of urban and rural high school students in China. The sample of the study consisted of 632 students (mean age=17.2 years). The results of the study showed that urban only child experienced significantly higher social depression and neurotic, trait anxiety, interpersonal dependency and perceived stressors as well as lower love awareness of family than did urban non-only children. Low love awareness also predicted perceived stressors which resulted in negative mental health.

The relationship between parent adolescent communication including adolescent's depression, self-esteem and shyness was explored. The results of the study showed that, the quality of four family patterns differed significantly with each other. Amongst all four patterns of families the best one was pluralistic family, the second best was laissez faire families, third best was consensual families and fourth best was protective families. Moreover results also revealed that parent adolescent communication quality and communication pattern have different predictive effects on depression, self-esteem and shyness of adolescents. *(Sun et al., 2004)*

**Jung (2003)** studied “Adolescent self-concept and health into adult hood”. He found that self-concept tends to be low among girls compared with boys. A strong self-concept had a positive long-term effect on girl’s self-perceived health.

**Diener et al. (2002)** have conducted a study on the Personality, Culture, and Subjective Well-Being: Emotional and Cognitive Evaluations of Life. Subjective Well-Being (SWB), people's emotional and cognitive evaluations of their lives, includes what lay people call happiness, peace, fulfillment, and life satisfaction. Personality dispositions such as extraversion, neuroticism, and self-esteem can markedly influence levels of SWB. Although personality can explain a significant amount of the variability in SWB, life circumstances also influence long-term levels. Cultural variables explain differences in mean levels of SWB and appear to be due to objective factors such as wealth, to norms
dictating appropriate feelings and how important SWB is considered to be, and to the relative approach versus avoidance tendencies of societies. Culture can also moderate which variables most influence SWB. Although it is challenging to assess SWB across societies, the measures have some degree of cross-cultural validity. Although nations can be evaluated by their levels of SWB, there are still many open questions in this area.

**Leventhal et al. (2000)** has conducted a study on the effects of neighborhood residence on child and adolescent outcomes. Provides a comprehensive review of research on the effects of neighborhood residence on child and adolescent well-being. The first section reviews key methodological issues. The third section identifies 3 pathways (institutional resources, relationships, and norms/collective efficacy) through which neighborhoods might influence development, and which represent an extension of models identified by C. Jencks and S. Mayer (1990) and R. J. Sampson (1992). The models provide a theoretical base for studying neighborhood mechanisms and specify different levels (individual, family, school, peer, community) at which processes may operate. Implications for an emerging developmental framework for research on neighborhoods are discussed.

**Discussion on Stated Reviews**

The above discussed reviews on Mental Health of Adolescent Girls suggested that the social consequences of mental health problems are not the inevitable result of diminished functional ability but, rather, reflect negative social responses. Some studies demonstrate that behavior problems heighten the negative consequences of more traditional forms of distress. Reviews on physical activity and cognitive functioning have provided evidence that routine physical activity can be associated with improved cognitive performance and academic achievement. Some studies states that there is association between physical activity and mental health in young people is evident. Results explained that the most powerful predictor of the mental health is the ACE (Active/effective Contact with the Environment) strategy of coping with stress. Emotional repair is the main predictor of mental health. Certain studies suggested that regular exercise is cross-sectionally associated with lower neuroticism, anxiety and depression and higher extroversion and sensation seeking in the population than non-exercises.
Reviews on Mental Health and Personality of Adolescent Girls

The word ‘personality’ refers to the pattern of thoughts, feelings and behaviour that makes each of us the individuals that we are. These affect the way we think, feel and behave towards ourselves and others. We don't always think, feel and behave in exactly the same way – it depends on the situation we are in, the people with us and many other things. But we mostly tend to behave in fairly predictable ways. Personality may influence the mental health of adolescent girls.

The mentioned reviews suggests that Davila et al. (2016) studied on Navigating romantic relationships in adolescence/young adulthood and finds that it is a normative developmental task that can be both pleasurable and challenging for youth. This chapter reviews the literature on the associations between psychopathology and youth romantic relationships and experiences. We focus particularly on internalizing and externalizing disorders, for which the bulk of the literature exists. We also cover eating disorders and attention-deficit/hyperactivity disorder (ADHD) as well as other disorders and issues of comorbidity. Following the reviews of specific disorders and symptoms, we review the emerging literature on psychopathology and same-sex relationships among youth. We then address key peer and family contexts in which psychopathology and skills for romantic relationships are developing, and we discuss the intergenerational transmission of psychopathology and romantic dysfunction.

Sally et al. (2012) states that depression is common in young people, has a marked negative impact and is associated with self-harm and suicide. Preventing its onset would be an important advance in public health. To determine whether psychological or educational interventions, or both, are effective in preventing the onset of depressive disorder in children and adolescents. Standardized, validated, and reliable rating scales of depression, or both, were included. Two authors independently assessed studies for inclusion and rated their quality. Sample sizes were adjusted to take account of cluster designs and multiple comparisons. Fifty-three studies including 14,406 participants were included in the analysis. Sixteen studies including 3240 participants reported outcomes on depressive diagnosis. The persistence of findings suggests that this is real and not a placebo effect. Psychological and educational interventions can help in preventing
depression in children and adolescents. Depressive disorder is common and has a major impact on the functioning of young people. The aim of this review was to assess the effectiveness of programmes designed to prevent its onset.

Pérez and Cumsille (2011) analyzed the way in which adolescents' temperamental characteristics interact with parental control to shape adolescent decision making development. A sample of high-school Chilean adolescents (N = 391) answered a self-report questionnaire that included measures of behavioral autonomy (the extent to which adolescents make decisions in personal and prudential domains), parental behavioral and psychological control, and temperamental characteristics. A path analysis model indicated that adolescents' anger-frustration had a direct association with decision-making in the personal and prudential domains; fearfulness had an inverse association with adolescent decision-making, but only in the prudential domain. Perceived psychological control was associated with adolescents' reduced decision-making autonomy in the personal domain, while perceived behavioral control was associated with less adolescent autonomy in both personal and prudential domains. Additionally, a moderation effect was found such that the association of parental behavioral control on decision-making in the prudential domain was dependent on the adolescent fearfulness level.

Dhanya and Rekha (2011) attempted to compare the Self-concept, Educational and occupational aspirations, general expectation and general performance of adolescents from the community living with their families and those in the orphanages. They found that adolescent girls living with family had a secure, warm, supportive environment where they had more care, advice and encouragement from their parents. On the other hand adolescent girls living in orphanage were not blessed with a good living environment, which in turn affected their self-concept, aspirations, general expectation and performance aspects.

Ruth and Ulrich (2011) examined the development of self-esteem in adolescence and young adulthood. For this purpose a sample was taken from the young adult section of the National Longitudinal Survey of Youth, which includes eight assessments across a 14 year period of a national probability sample of 7,100 individual's age range 14 to 30 years. The results of the study indicated that level of self-esteem increases during
adolescence and continue to increase more slowly in young adulthood, where males and females did not differ in their self-esteem trajectories. The findings also revealed that during adolescence Hispanics had lower levels of self-esteem than Blacks and Whites, but the self-esteem of Hispanics subsequently increases more strongly, so that at age 30 Blacks and Hispanics had higher level of self-esteem than Whites. However, at each age emotionally stable, conscientious and extroverted individuals experienced a higher level of self-esteem than less conscientious individuals, emotionally unstable and introverted. Moreover, at each age level low risk taking behaviour, high sense of mastery and better health predicted higher self-esteem.

Ahadi and Basharpoor (2010) studied the relationship between sensory processing sensitivity, personality dimensions and mental health in a sample of University of Mohaghegh Ardabili students. The results revealed that ease of excitation was positively correlated to neuroticism and mental health (physical problems, anxiety, disorder in social functioning and depression) and negatively related to extraversion. Aesthetic sensitivity was positively related to neuroticism, openness to experience, conscientiousness and anxiety. Low sensory threshold was also positively related to neuroticism, physical problems, anxiety and mental health. The results also revealed that sensory processing sensitivity can explain considerable variances of personality traits and mental health.

Bimal and Ashok (2010) studied “Sociometric status in relation to personality characteristic and Intelligence of High school students”. The sample of 124 male students divided into three groups of 45, 42 and 37 was selected by using purposive sampling technique from one district of Orissa. The findings were (1) there exists significant positive relationship between sociometric status derived from the sociometric criterion and personality factors A, E, F and Q (2) In case of 14 personality factors measured by High-School Personality Questionnaire, factors B, D, E, G, H, O and Q2 are simple measures. The remaining personality factors have emerged to be complex measures. (3) Positive personality traits have been found to be more important than negative ones in making a person popular.
Cloninger and Zohar (2010) studied the personality and the perception of health and happiness on the sample of 1102 volunteer representatives of the Sharon area of Israel. The finding suggests that self-directedness was strongly associated with all aspects of well-being regardless of interactions with other dimensions. Cooperativeness was strongly associated with perceived social support, and weakly with other aspects of well-being, particularly when Self-directedness was low. Self-transcendence was strongly associated with positive emotions when the influence of the other character dimensions was taken into account. Personality explained nearly half the variance in happiness and more than one-third of the variance in wellness.

Grace (2010) investigated the relationships between big five personality traits (i.e. neuroticism, extraversion, agreeableness, openness to experience and conscientiousness) and psychological resilience among n397 Caribbean adolescents. The results of the study revealed a significant positive relationship between the personality traits (i.e. conscientiousness, agreeableness, openness to experience, and extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. Furthermore, personality traits jointly contributed 32% variance in psychological resilience and this was found to be statistically significant with conscientiousness being the most excellent predictor while agreeableness, neuroticism and openness to experience were other significant predictors, however adolescents psychological resilience was not predicted by extraversion one of the personality trait.

Meenakshi (2010), studied “Personality needs and Academic Achievement of Sr. Secondary students”. A sample of 120 students of X class was selected from 5 schools in Ghaziabad city. She used Meenakshi Personality Inventory. She found that need-achievement, need dominance, need-nurturance and need-endurance are positively and significantly related to students’ academic achievement. It is found that some students have low achievement and the cause is the low level of related need.

Namita and Lipsamayee (2010) studied “Self-concept, Personality type and Ethical values among Adolescents”. Data were collected from 60 adolescents (30 boys and 30 girls). They found that adolescent girls were found to be more ethical than the boys of their age. There was no gender difference with regard to self-concept and Personality type.
Lockenhoff et al. (2009) examined the association between five-factor personality domains and facets and spirituality/religiousness as well as their joint association with mental health in a diverse sample of 112 people living with HIV. Spirituality/religiousness showed stronger associations with conscientiousness, openness, and agreeableness than with neuroticism and extraversion and both personality traits and spirituality/religiousness were significantly linked to mental health, even after controlling for individual differences in demographic measures and disease status. Personality traits explained unique variance in mental health above spirituality and religiousness.

Joshanloo and Nosratabadi (2009) investigated the discriminatory power of personality traits (i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness) in discriminating among the levels of mental health continuum using a sample of Iranian university student. The findings of the study revealed that students with different levels of mental health condition differ significantly on four of the five traits of personality that is extraversion, neuroticism, conscientiousness and agreeableness.

Abbott et al. (2008) studied individual differences in personality influence the occurrence, reporting and outcome of mental health problems across the life course. Women who were more socially outgoing (extrovert) reported higher well-being on all dimensions. Neuroticism was associated with lower well-being on all dimensions. The effect of early neuroticism on midlife well-being was almost entirely mediated through emotional adjustment defined in terms of continuities in psychological/psychiatric distress. The effect of extraversion was not mediated by emotional adjustment, nor attenuated after adjustment for neuroticism.

Lincoln (2008) studied that an individual's personality traits may mediate the relationship between social support and mental health. The findings of the study revealed that students with different levels of mental health condition differ significantly on four of the five traits of personality that is extraversion, neuroticism, conscientiousness and agreeableness.

Korotkov (2008) studied a sample of 706 adults to measure if personality moderates the relationship between stress and health behaviour. The findings of the study
revealed that students with different levels of mental health condition differ significantly on four of the five traits of personality that is extraversion, neuroticism, conscientiousness and agreeableness.

Ram (2008), did “A Study of Extra vertive and Neuroticism Tendencies of popular, Neglected and Rejected Adolescents Belonging to Different Localities”. The present study was conducted on the X class students studying in various government and private co-education institutions located in urban and rural areas. Sample consisted of 1691 students. Hindi version of H.J Eysenck’s Personality Inventory prepared by S.S Jalota and S. D. Kapoor was used as a tool. The researcher found that the popular students in boys as well as girls groups and in urban as well as rural groups were found more extroversive in their behavior than the neglected and rejected students.

Osterberg et al. (2007) studied to assess early determinants of idiopathic environmental intolerance (IEI), contributing to an integrated model for the development of idiopathic environmental intolerance (IEI). The findings of the study revealed that students with different levels of mental health condition differ significantly on four of the five traits of personality that is extraversion, neuroticism, conscientiousness and agreeableness.

Shipley et al. (2007) examined the influence of neuroticism and extraversion on all-cause and cause-specific mortality over 21 years after controlling for risk factors. The result showed that after controlling for several risk factors, high neuroticism was significantly related to risk of death from cardiovascular disease. The effect of neuroticism on death from cardiovascular disease may be mediated by socio demographic, health behaviour, and physiological factors. Extraversion was protective of death from respiratory disease.

Benjamin (2006) examined the associations between five factor model of personality traits and mental health and analyses that higher neuroticism score was associated with worse perceived health and a lower extraversion score was associated with worse perceived health.

Lung (2006) conducted a study to examine the personality traits and mental health among Taiwanese military students with adjustment disorder. Among 641 students from two military high schools, 43 had a diagnosis of adjustment disorder. Differences
between students with adjustment disorder and those without adjustment disorder were statistically significant in terms of their premorbid personality and mental health. Different kinds of school discipline appear to be a precipitating factor for adjustment disorder; however, neurotic, introvert, and psychotic traits appear to be predisposing factors for adjustment disorder.

Goodwin et al. (2006) studied the association between major depression, neuroticism, and self-reported allergy among adults in the community. The result indicates that among adults in the community, major depression was associated with a significantly increased likelihood of allergy. Higher level of neuroticism was also significantly associated with increased likelihood of allergy.

Hooker (2006) examined the influence of personality on mental and physical health of spouse caregivers and to determine whether there were differences in such influences depending on disease context. The disease contexts compared were Alzheimer's disease (AD) and Parkinson's disease (PD; with no coexisting dementia)-both chronic, degenerative diseases of later life. The result indicates that personality had significant direct and indirect effects on mental health and significant indirect effects on physical health. As predicted, Alzheimer's disease (AD) caregivers had significantly worse mental health than PD caregivers; however, AD caregivers had better physical health than PD caregivers.

Jylha and Isometsa (2006) investigated the relationship of the personality dimensions of neuroticism and extraversion to the symptoms of depression and anxiety in the general population. The result indicates that neuroticism correlated strongly with symptoms of depression and anxiety and somewhat with self-reported lifetime mental disorder. Extroversion correlated negatively with symptoms of depression, anxiety, and self-reported lifetime mental disorder.

Kendler (2006) examined the nature of association between neuroticism and extroversion and the risk for major depression. The result indicates that neuroticism strongly associated with major depression and extroversion were weakly and inversely related to major depression.
McWilliams et al. (2006) investigated the relationship between several personality constructs and the use of outpatient mental health services. The results revealed that personality traits play a role in treatment seeking behaviors for mental health problems over and above the presence of psychiatric disorders alone.

Sanz et al. (2006), studied “Goals and personality of Adolescents”. A sample of 1179 adolescents (565 girls and 614 boys) age between 15 and 19 years was studied. Researcher used situational personality Questionnaire and Goals for adolescents Questionnaire. Researcher found that to a great extent, Personality factors – Adjustment, Emotively, Superiority, Independence and sociability- Predict goals pursued. And also he investigated the influence of personality factors in the value allotted by adolescents to various groups of goals.

Sangeeta (2006) studied the relationship between introversion - extroversion and mental health on 600 boys studying in tenth standard in high and higher secondary school of Jammu city. The results indicate that extroversion tendencies enhance the mental health where as introversion tendencies deteriorate mental health.

Tyrer and Mulder (2006) studied the management of severe and complex personality disorders in community mental health services. The result indicates that severe personality disorders have a negative impact on the outcome of most psychiatric disorders.

Scholte et al. (2005), studied “Adolescent personality types and subtypes and their psychosocial Adjustment”. A sample of 3,284 Dutch adolescent boys and girls was studied. They found that the personality subtypes were associated with very distinctive adjustment patterns.

Srivastava (2004) studied mental health and personality adjustment among optimistic and pessimistic students. Results indicated a significant difference between optimistic and pessimistic students with respect to mental health and personality adjustment. In addition, a significant relationship was found between mental health and personality of pessimistic students but no such relationship was found for optimistic students. Besides the family environment, many socio-cultural factors in a child’s physical environment affect his emotional, social, cognitive and personality development.
The main objective of the study was to analyse the affect of socio-culturally depriving factors on the mental health status of Indian adolescents. Results revealed that adolescents of both groups differed significantly on four out of five scales of mental health status inventory except on the scale of expression. Results confirmed the hypothesis that socio-cultural deprivation has an adverse effect on the mental health of the adolescent. The mental health status of young females is worth exploring. Girls, during their schooling years, have many conflicts and anxieties due to their physical and emotional growth. Studies have revealed that there is a reversal of sex ratio of stress manifestation between boys and girls due to conforming to traditional roles. Hence the girls manifest neurotic anxiety over the state of ambivalence and confusion during their adolescence phase. They manifest more personality problems such as shyness, jealousy, sensitivity and physical complaints.

**Sharma (2003)** conducted a study with the objective to develop a scale to measure life skills and to assess the levels of life skills in adolescents of a secondary school at Kathmandu. A descriptive, cross sectional survey of adolescents from class VIII, IX, and X of a public co-educational secondary school of Kathmandu was done with the help of self-administered questionnaires prepared in English and translated into Nepali. Focus Group Discussions consisting of boys only, girls only and a mixed group comprising of one student from each section of each class were conducted to confirm the results of the study. All the data obtained from the questionnaire survey were edited, coded and entered into EPI info Version 6. Mother’s education was significantly associated with increased level of life skills in adolescents (P=.001). It was concluded that most of the teachers were not aware of the concept of life skills. Maternal education was significantly associated with higher life skill levels in adolescents. Connectedness and family support were other important factors influencing the level of life skills in the adolescents.

**Weiqun (1999)** studied stress and mental health condition of secondary school students in Shanghai's the effects of collectivism and Guanxi. The sample of the study consists of 2,986 respondents aged 15 to 19 years. Findings showed that stress and mental health problems experienced by adolescents in urban China were mainly socially oriented. Further perceived stress found to be negatively related to positive well-being
also positively related to psychological distress. However, the collective behavioural
tendency was found to be inversely related to positive well-being but negatively related
to psychological distress. In some social context was found to play a significant role in
shaping adolescents development in urban China. Final results show that the resources
identified such as collectivism and guanxi have a significant influence on mental health
outcome of adolescents.

Discussion on Stated Reviews

The above discussed reviews on mental health and personality of adolescent girls
states that a moderation effect was found such that the association of parental behavioral
control on decision-making in the prudential domain was dependent on the adolescent
fearfulness level. Studies shows that ease of excitation was positively correlated to
neuroticism and mental health and negatively related to extraversion. Some reviews revealed
a significant positive relationship between the personality traits (i.e. conscientiousness,
agreeableness, openness to experience, and extraversion) and psychological resilience,
while neuroticism was negatively correlated with psychological resilience. Studies also
suggested that extroversion tendencies enhance the mental health where as introversion
tendencies deteriorate mental health.

Reviews on Mental Health and Home Environment of Adolescent Girls

Bandy and Ottoni (2012) investigated whether family structure transition and
low income are risk factors in the development of pro-social behavior. Models of young
adults’ prosocial behavior charitable giving and volunteering were estimated as functions
of their family structure and income during the stages of childhood. Participants were a
representative sample of 1011 American young adults. In the full sample, family structure
transition during adolescence was negatively associated with subsequent charitable
giving in young adulthood. Low income during adolescence was negatively associated
with both giving and volunteering in young adulthood. European-American young men
also exhibited a negative association between family structure transition during
adolescence and subsequent volunteering. The results did not seem to describe African-
American young adults. Keeping this qualification in mind, the results suggested that
adolescence is a sensitive stage in the development of charitable giving and volunteering.
emotionally expressive; democratic with regard to discipline, input, and decision making; close but not enmeshed; higher in their level of parent-adolescent communication and family ideals; and lower in external locus of control.

**Chawla Anita (2012)** aimed to test the relationship between family environment and academic achievements. The participants included in the study were two hundred students i.e. 100 boys and 100 girls, randomly selected from the 9th standard of Marathi medium schools of Nasik City. Family Environment Scale by Dr. Harpreet Bhatia and Dr. N.K. Chadha (1993) was used for the purpose of data collection. Second semester (yearly) marks of 9th standard were taken. Data analysis was done by using Pearson correlation coefficient. Findings of the study revealed that family environment score was positively correlated with the academic achievement of the students.

**Leung and Shek (2012)** based on the responses of 275 Chinese adolescents experiencing economic disadvantage in Hong Kong, the relationships between family processes (including perceived parenting style, parental control, family functioning, and parental sacrifice for children’s education) and psychosocial competence were examined in the study. Results showed that parenting style, parental control, family functioning, and parental sacrifice for children’s education were positively related to adolescent psychosocial competence. Regression analyses indicated that family functioning, maternal control, and paternal sacrifice for children’s education were significant predictors of psychosocial competence of adolescents experiencing economic disadvantage. The theoretical and practical implications of the findings were discussed.

**Shuster et al. (2012)** examined interrelations among cultural values, parenting practices, and adolescent aggression using longitudinal data collected from Chinese adolescents and their mothers. Adolescents’ overt and relational aggression were assessed using peer nominations at Time 1 (7th grade) and Time 2 (9th grade). Mothers reported endorsement of cultural values (collectivism and social harmony) and parenting practices (psychological control and inductive reasoning) at Time 1. While controlling for Time 1 adolescent aggression, maternal collectivism and social harmony indirectly and longitudinally linked to adolescent aggression through maternal parenting practices.
Deepshikha and Bhanot (2011) conducted a study at Kumarganj, Faizabad District of Eastern Uttar Pradesh. The purpose of the study was to assess family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analyzed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Oliver et al. (2011) examined in a long-term longitudinal study, the relation between aspects of adolescents' family context representing a supportive and intellectually stimulating environment and subsequent qualities of transformational leadership in every day leaders in early adulthood. In addition, they examined one pathway through which this link occurs. Specifically, they sought to determine whether the relation between positive family functioning and transformational leadership was mediated through functioning and transformational leadership mediated by self-concept, controlling for socioeconomic status. When parents provided a stimulating and supportive environment, adolescents reported a more positive general self-concept, which subsequently related to transformational leadership qualities in adulthood. These findings represented the first prospective data that support the relation of family environment in childhood to transformational leadership in adulthood.

Enrique et al. (2010) analysed the relationship between psychosocial quality of family context and the cognitive development of a sample of 551 children of school age. The data were gathered at school and at home in two waves, when the children were 5 (T1) and 8 (T2) years old, respectively. In T1, three factors related to quality of family context were obtained: absence of conflict, child-family adjustment, and sociability. Two factors of cognitive development were obtained in T1 and T2. In T1, associations were found between all three factors and cognitive development. In T2, associations were found between the quality of family context and cognitive development. Cognitive development in T2 was predicted by the absence of conflict T1 factor, with a negative
association. Children who were exposed to more conflicts in T1, and who scored higher on the HOME scale in T2, were found to have improved their cognitive development scores over time in comparison with their group.

Acharya and Joshi (2009) intended to study the influence of parental education level on achievement motivation of adolescents. A total of 200 intermediate students belonging to parents having four levels of education (high school, intermediate, graduation and post graduation) were administered Deo-Mohan achievement motivation scale. The result indicated that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. Other areas were not found to be significantly influenced by the level of fathers' and mothers' education.

Delva et al. (2009) in a cross sectional survey assessed the psychological well-being and socio-economic hardship of orphan and non-orphan children in Conakry, Guinea. The study included 133 orphan and 140 non-orphan children. Multiway analysis of variance and multilevel logistic regression models were used to measure the association. The result showed that the psychological well-being score was significantly lower among orphan children than non-orphan children. The study recommended for sustainable and holistic approaches to ensure the psychological and socio-economic stability of orphans and other vulnerable children.

Kaur et al. (2009) attempted to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept was revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment was significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection. The study had implications for educationists and parents as well.
Kaur and Singh (2009) investigated the relation between home environment, self-concept, and academic achievement in 2,297 14–15 yr old Koreans. Results showed that over the 4 samples, self-concept was a mediating variable between home environment and academic achievement. Results did not support the commonly held view that home environment exerts direct effects on academic achievement. Social status indicators had indirect effects on self-concept via family psychological characteristics. Academic self-concept affected academic achievement more strongly than did presentation-of-self or social self-concept.

Drozdz and Pokorski (2007) evaluated the relationships among perceived parental attitudes and domains of social competence in late adolescents. Forty boys and 40 girls, all aged 18, representing a population sample of high school second graders were examined. Self-report data were collected using questionnaires of parent-child relations and of social competence. Analyses detected a significant association between the maternal loving or protective attitude and competence in interpersonal relations in the combined sample of adolescents. However, gender was a moderator of this general relationship. Maternal control fostered their sons’ interpersonal relations, and no such relationship was observed toward daughters. Adolescents’ behavior was somehow less influenced by fatherly control. The findings were in line with the concept of familism as a dominant form of family organization, but implicate constraints in parental sentiments whose overly expression may backfire and do more harm than good in other domains of social competence of adolescents, such as assertiveness and performance during social exposure. The study might contribute to future research on how parenting style shapes adolescent social outcomes.

Ganesh and Magdalin (2007) compared children from disrupted families (institutionalized) and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys, 40 from disrupted families (institutionalized) and 40 from non-disrupted families were as follows: i) Mooney’s Problem Checklist, and ii) Rajendran’s Academic Stress Questionnaire. Results indicated that children from non-disrupted families have higher academic stress than children from disrupted families. Similarly, with regard to perceived problems, significant difference was found between the two major groups in the following sub-scales: Health and Physical Development, Finance,
Martinez and Garcia (2007) studied the relationship of parenting styles with adolescents’ outcomes within a sample of Spanish adolescents. The results showed that Spanish adolescents from indulgent households have the same or better outcomes than adolescents from authoritative homes. Parenting was related with two self-esteem dimensions—academic and family—and with all the self-transcendence and conservation values. Adolescents of indulgent parents showed highest scores in self-esteem whereas adolescents from authoritarian parents obtain the worst results. In contrast, there were no differences between the priorities given by adolescents of whereas adolescents of authoritarian and neglectful parents, in general, assigned the lowest priority to all of these values.

Aishwarya and Arora (2006) investigated the perceived parental behaviour and its relationship with academic school success and academic competence. The sample comprised of 500 High School students (250 male and 250 female). The subjects were administered Adolescent’s Perception of Parental Behaviour Questionnaire (APPBQ) developed by Arora, Sinha and Lakshmi. A School Success was assessed by marks obtained in High School Board Examination. Academic Competence Scale was also developed by Arora and Lakshmi. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control (psychological and behavioral) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

The effect of motivation, family environment, and student characteristics on academic achievement of 388 high school students (193 males and 195 females) from Abu Dhabi District, United Arab Emirates (UAE) was done by Halawah (2006). A Likert-type instrument was used that consisted of three parts (scales) to measure students' level of motivation, parental influences, and students' characteristics, while
academic achievement was measured using student's GPA. Calculations were also breakdown by gender to assess differences between male and female students. Students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics.

Slicker et al. (2005) surveyed at a large, mid-south university in the USA, 660 university freshmen (mean age = 17.9 years; 68.2% female; 86.5% non-Hispanic white) regarding their perceptions of their parents ‘parenting behaviors and their perceptions of their own life-skills development. Simultaneous regression results indicated that parental responsiveness significantly predicted life-skills development in all four domains even when age, gender, and socioeconomic status were taken into account; whereas, parental demandingness was not a significant predictor in any of the four domains of life-skills development. The results of this study suggested that positive life-skills development in older adolescents is related to having been reared by a parenting style high in responsiveness.

Arali and Rathna (2004) studied “Influence of family environment on emotional competence of adolescents” with a sample of 120 adolescents. Family environment scale of Bhatia and Chadda and Emotional Competency scale by Bhardwaj and Sharma were used as tools. They found that majority of adolescents’ perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation organization and control except independence. Majority of adolescents were average in all competencies and emotional competence in general except encouragement of positive emotional competence.

The importance and role of regard for parents (i.e., how important parents are regarded) for psychosocial competence, as indicated by self-esteem and susceptibility to antisocial peer pressure. Participants were 555 Singapore adolescents in 4 secondary levels (equivalent to Grades 7-10). Results showed that regard for parents was positively
related to psychosocial competence, being positively associated with self-esteem and negatively associated with antisocial susceptibility. More interesting, regard for parents was found to have a role in 2 well-established relations between parental practices and psychosocial competence. Regard for parents moderated the relation between parental support and self-esteem (the relation being stronger when regard for parents was high) and mediated the relation between parental monitoring and antisocial susceptibility. These results suggested a need to consider regard for parents for a better understanding of the parent-adolescent dynamics in adolescent psychosocial competence (Sim, 2000).

Mzobanzi and Mboya (1996) investigated the perceived family and social, school environments and their relationships to self-concept of African adolescents. A total of 1,192 secondary school students participated in the study. The findings of the study indicated that perceived parental behaviours were associated with family relation, general school, emotional stability and physical appearance, also relations with peers, global self-concepts and health. Perceived teachers behaviours were associated with family relations, health, general school, global self-concepts and emotional stability.

Abraham (1985) studied the relationship of psycho-social factors with the mental health status of a sample of 880 PUC students. The results of the study revealed that adjustment and other psycho-social factors (need for belongingness, need for acceptance and need for love etc.) were related to the mental health status of the students.

Discussion on Stated Reviews

The review on mental health and home environment of adolescent girls shows that Findings of the study revealed that family environment score was positively correlated with the academic achievement of the students. Results of studies shows that parenting style, parental control, family functioning, and parental sacrifice for children’s education were positively related to adolescent psychosocial competence. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept was revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. Results of certain study indicated that children from non-disrupted families have higher academic stress than children from disrupted families.
Reviews on Home Environment and Personality Variables Affecting the Mental Health of Adolescent Girls

The literature reviews on the cumulative reviews of the variables like home environment and personality traits affecting the mental health of adolescents states that Deb et al. (2015) have studied and examined relationships among home environment, parents’ personality and mental health of adolescents with a focus on adjustment, anxiety, self-concept and self-confidence. A group of 370 adolescents were interviewed using a semi-structured questionnaire and three psychological tests; subjects were selected following a two-stage sampling technique. Participation of the adolescent students in the study was voluntary. Results indicate that parental care was associated with high self-confidence while parental pressure associated with high anxiety. Fathers’ “friendliness” associated with low emotional adjustment and high self-concept while mothers’ short-temper associated with high anxiety. Disturbed families contributed to adolescent anxiety, inability to share personal problems, parental interference in personal affairs and academic pressure. Parental traits were found to negatively influence mental health, e.g., anxiety, adjustment, self-concept and self-confidence. Findings suggest a need for expanding school guidance and counseling capacity to assist parents and adolescents with developmental tasks.

Wray-Lake and Flanagan (2012) assessed factors related to Social Trust (ST) in 11–18 year olds with survey data collected over two years from 1150 U.S. adolescents and their mothers. Adolescents’ ST in year 1 and their reports of a positive neighborhood climate predicted ST one year later. Adolescents’ reports of family practices were stronger predictors of their ST than were mothers’ reports. Regression analyses revealed different factors predicting changes in ST for three adolescent age groups: With ST at T1 and background factors controlled, democratic parenting boosted ST for early- and middle-adolescents. Adolescents’ reports that parents encouraged compassion for others boosted ST for middle- and late adolescents, and parental cautions about other people taking advantage diminished ST among middle adolescents. Results suggested that the disposition to trust others is formed, in part, by what adolescents hear from parents about their responsibilities to fellow human beings and by modeling of democratic parenting.
Ashurst et al. (2009) studied the psychosocial experiences of late adolescents coping with parental cancer using a developmental systems framework and grounded theory methods. Results suggested three primary psychosocial developmental influences, including multilevel influences (individual, familial, and extra familial risk and protective factors), coping strategies to maintain control, and responses to uncertainty and anticipatory grief. Identity and intimacy were the two most salient psychosocial tasks. The central unifying concept of resilience was the primary psychosocial developmental outcome that resulted from coping with parental cancer during late adolescence. This finding illuminated the need to expand the focus in youth development research and practice to include positive developmental outcomes that can result from coping with life crises during adolescence.

Estevez et al. (2008) examined the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. Participants were 1319 adolescents aged 11–16 (47% male) drawn from state secondary schools in Valencia (Spain). Since previous studies suggest that these variables may contribute differentially to aggressive behaviour depending on adolescent gender, two different mediational structural models were calculated, variables considered in the structural equations tested and pointed out different paths for boys and girls. Overall, the findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

Sun et al. (2008) explore family communication patterns, types and the correlation between coping style, family communication and well-being among 1,135 university students in Henan. The results of the study revealed significant difference in family communication patterns between male and female students with different parental education levels or students from different types of universities. The university student’s family communication pattern was significantly associated with their coping styles and
well-being. Accompany significant difference in family communication pattern shifting, coping style and well-being of university students.

**Usha and Lakshmi (2008)** studied the influence of parenting style and self-compression on secondary school student's mental health. Sample of the study consisted of 500 students from six schools of Pathanamthitta and three schools of Alappuzha district of Kerala state. The findings of the study indicate that, the main effect of parenting style on mental health was found to be significant for aided school students and non-significant for students of government schools. In the same way the main effect of self-compassion was found to be significant on mental health for the total sample and the subject samples based on the type of school management, sex and locale. The interaction effect of self-compassion and parenting style on mental health was found to be significant for the total sample and subject samples based on locale, type of school management and sex.

**Babak et al. (2007)** investigated the relationships between general self-efficacy, perceived stress and mental health status among Iranian male adolescents taken from Tehran who studied in senior secondary school. The findings of the study revealed that greater level of stress was associated with lower mental health status and lower general self-efficacy. The results of the study also showed a significant inverse relationship between self-efficacy and general health status of the students.

**Carneiro et al. (2007)** studied the intergenerational effects of maternal education on children's cognitive achievement, behavioral problems, grade repetition and obesity. Results showed substantial intergenerational returns to education. For children aged 7-8, for example, their IV results indicated that an additional year of mother's schooling increases the child's performance on a standardized math test by almost 0.1 of a standard deviation, and reduced the incidence of behavioral problems. They found that income effects, delayed childbearing, and assortative mating are likely to be important, and they showed that maternal education leads to substantial differences in maternal labor supply. They investigated heterogeneity in returns, and presented results focusing both on very early stages in the child's life as well as adolescent outcomes. They presented a falsification exercise to support the validity of their instruments, and their results were found to be robust in a sensitivity analysis.
Chris et al. (2007) studied social skills, psychological well-being and the mediating role of perceived stress in a sample of 500 university students. The results of the study revealed a significant relationship between social skills and lower levels of perceived stress as well as social skills and greater well-being. The lower levels of perception of stress that accompany higher levels of social skills mediate the association between social skills and depression as well as life satisfaction of students.

Marsiglia et al. (2007) examined the impact of Locus of Control (LOC) and Perceptions of parenting Styles (PS) on the Psycho Social Success (PSS) of Emerging Adults (EAs). PSS was defined as the successful resolution of the tasks postulated by Erikson’s stage theory of psychosocial development (1975). The Measures of Psychosocial Development (based on Erikson’s theory; Hawley 1988), the Parental Authority Questionnaire (Buri 1991), and the Internal-External scale of Rotter (1966) were completed by 334 undergraduates (ages 18-25). Analyses revealed associations between (1) authoritative parenting and PSS, (2) maternal authoritative parenting and internal LOC, and (3) external LOC and maternal permissive and authoritarian PS. The relation between paternal PS and PSS was also moderated by LOC. Emerging adults’ PSS might be affected both directly by their perceptions of the PS they encountered earlier in life and indirectly through LOC, which might also be influenced by perceived PS.

Dwairy et al. (2006) studied parenting styles, individuation and mental health in a sample of 2,893 adolescents retrieved from Arab societies. The results of the study indicated that within an authoritarian culture authoritarian parenting does not harm the adolescent's mental health condition, as it does within the western Liberal societies.

Gibson and Jefferson (2006) examine the effect of perceived parental involvement and the use of growth fostering relationship of self-concept among 78 adolescents who were participated in GEAR-UP (Gaining Early Awareness of Readiness for Undergraduate Programs). The results of the study supported the influence of peers, mentors, family and involvement in community groups on adolescent's self-concept.

Yu et al. (2004) explore the statistical differences existing in well-being of public and private college students also to investigate the interaction among self-concept, well-being and life events of 604 public and private college students. The results of the
study obtained demonstrated as follows: (1) self-concept and well-being of private college students were significantly lower than that of public ones, (2) well-being of public and private college students apparently associated with self-concept, whereas negatively correlated with students negative life events, (3) well-being of public college students was mainly affected by identity and personal self (4) well-being of private college students was greatly affected by social self and personal self.

Ciarrochi et al. (2003) explores the relation between social and emotional competence and mental health among 331 university students. They studied stressful life events and a wide variety of social emotional competence measures including alexithymia (describing emotions minimizing emotions and difficulty identity), social problem solving skills (effective problem orientation, automatic processing and problem solving), level of emotional awareness and effective emotional control (high impulse control, low rumination, low defensive inhibiting of emotions and high aggressive control) including wide variety of different aspects of social and mental health (hopelessness, depression, anxiety, suicidal ideation, social support and life satisfaction) of students. The findings of the study revealed that except minimizing the emotions all social emotional competence measures in predicting social competence and mental health of students.

Linares et al. (2002) examined the relationship between parenting styles and 372 adolescents' (aged 11-15 years) psychosocial competence. Parents were classified according to the adolescent's perception in 4 groups: permissive, authoritative, authoritarian and neglectful. Several aspects related to the adolescents' psychosocial competence were assessed through self-report measures. Results showed that both adolescents perceiving their parents as permissive and adolescents perceiving their parents as authoritative obtained the highest scores in perceived social competence and self-esteem. Moreover, their behavior in the classroom was more positive, and they were less rejected by their classmates these findings were discussed in terms of the dimensions of acceptance and control underlying the various parenting styles.

Shek (2002) conducted study to examine the association between family functioning and adjustment in 1,519 Chinese adolescents using an indigenously developed measure of family functioning. Results showed that family functioning was
significantly associated with measures of adolescent's school adjustment (satisfaction with academic performance, school conduct and perceived academic performance), problem behaviour (substance abuse and delinquent behavior) and psychological well-being (life satisfaction, existential well-being, self-esteem, general psychiatric morbidity and sense of mastery). Further findings also showed that family functioning was generally more strongly correlated to measures of adjustment for adolescents with economic disadvantage than for adolescents without economic disadvantage.

**Aunola et al. (2000)** investigates the extent to which adolescent's achievement strategies associated with the parenting styles adolescents experience with their families. The sample of the study consists of 354 adolescents. Results showed that adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of task irrelevant behaviour, passivity, failure expectations and the use of self-enhancing attributions. However, adolescents from neglectful families in turn applied maladaptive strategies characterized by a lack of self-enhancing attributions and high level of task irrelevant behaviour including passivity.

**Medvedova and Luba (2000)** investigated the relationship between family environment, parental behaviour and self-esteem in a sample of 391 early adolescents. The results of the study show that in all subjects there was a positive relationship of self-esteem with organization, cohesion, expressiveness and recreational orientation in a family environment. In addition male adolescents self-esteem was positively related to moral global opinion orientation and negatively with cultural family orientation, also highly significant relationship were found between self-esteem and family conflict in all adolescent subjects. Moreover subjects from high conflict families had a lower level of self-esteem, higher anxiety and weaker inward control.

**Discussion on Stated Reviews**

The above mentioned reviews on home environment and personality variables affecting the mental health of adolescent girls states that parental care was associated with high self-confidence while parental pressure associated with high anxiety. Disturbed families contributed to adolescent anxiety, inability to share personal problems, parental interference in personal affairs and academic pressure. Parental traits were found to
negatively influence mental health, e.g., anxiety, adjustment, self-concept and
self-confidence. Findings suggest a need for expanding school guidance and counseling
capacity to assist parents and adolescents with developmental tasks. Findings also showed
that family functioning was generally more strongly correlated to measures of adjustment for
adolescents with economic disadvantage than for adolescents without economic
disadvantage. Adolescents from neglectful families in turn applied maladaptive strategies
classified by a lack of self-enhancing attributions and high level of task irrelevant
behaviour including passivity. The results of the study show that in all subjects there was a
positive relationship of self-esteem with organization, cohesion, expressiveness and
recreational orientation in a family environment. Significant relationships were found between
self-esteem and family conflict in all adolescent subjects.

**Conclusion**

The review of literature and related studies is very important because such reviewed literature and studies serve as a foundation of the proposed study. This is
because related literature and studies guide the researcher in pursuing the research venture. It facilitates a cohesive and integrated approach to the problems and serves a
number of important functions in the research process. A crucial element of all research
degrees is the review of relevant literature. So important is this chapter that its omission
represents a void or absence of a major element in research.