CONCLUSION, SUMMARY AND SUGGESTION

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CHAPTER VII

Conclusion, Summary and Suggestions:

Adolescence is a period of major transitions so as is a period of storms and stress. The development as it expected to be, would create a right impression and also may ensure a place in the social networking of friendship and inclusion. A sense of failure is experienced if the development dose not matches upto the perceived expatiations of others. The present study had concentrated on understanding the adolescence development, the knowledge regarding the stage among adolescents and the attitude towards the stage as the causes for developmental problems, the significance of knowledge and attitude in developing coping skills among adolescents, importance of sources in development of knowledge, attitude and coping skills and the need for intervention programmes in acquiring effective problem solving skills among adolescents. The differences were found in development, knowledge, attitude, coping skills, sources of support etc among urban and rural respondents. The socio-cultural factors also had shown significant influence upon the development and other variables of the study. The interventional assessment had helped in understanding the role of social work in adolescence welfare.

The part I of the present study mainly focuses on formulating the significance or the need for the study. Most problems of adolescence are due to failure in understanding the anatomical, morphological and psychological changes expected during adolescence. Psychologically, adolescence is such a vulnerable stage that boys / girls of this age are easily carried away by perceptions generated by misleading and misguiding parents, teachers, friends, brother/sisters, ignorance of elders, half - informed or ill - informed friends, brothers, sisters, wrongful messages depicted through TV serials, advertisements, films, and publications carrying partially or fully false information. Such perceptions can be anything in the range of studies, sex, society, married life, career, religion, politics, or any relevant subject. Every adolescent boy or girl is prone to such exposures - which ultimately are retained as perceptions in their minds to form their behavioural
patterns. Adolescents who lack knowledge towards development, possess negative attitude towards developmental issues and having ineffective coping strategies are likely to experience developmental problems. Problem behavior during adolescence is virtually never a direct consequence of going through the normative changes of adolescence itself. Adolescents today report difficulty in coping with stressful rituals at home/at school. These successors include major life changes, chronically stressful conditions and day to day hassles. Research indicates that stress can affect individuals in different ways. For some teenagers, stress can lead to internalize disorders such as anxiety, depression, headaches and indigestion. For others, the consequences of stress are externalized in behavior and conduct problems. For few still, the impact of stress is manifested in drug and alcohol abuse. For some adolescents, however the very same sources and levels of stress do not seem to be associated with psychological/physical upset at all. The effect of any one stressor is exacerbated if other stressors accompany it. Adolescents who have certain resources—either internal (self esteem, healthy identity) or external (social support) are less likely to be adversely affected by stress. Some adolescents use more effective coping strategies than do others. Adolescents who use primary control strategies are better adjusted, less depressed and less likely to have behavior problems. Perhaps a significant amount of future adolescent problems could be solved by speaking to them.

Our population is changing and so must the skills of personnel handling these adolescents. However, diverse cultural backgrounds have implications for the provision of culturally sensitive and accessible services. A broader synthesis of studies on children, adolescence, youth and families need to be launched by national authorities. The inclusion of interdisciplinary group of researchers who can explore the different strands of research in adolescence is also important. Policy makers, educators, community health specialists and others concerned with the life challenges facing adolescents must look for ways to use scientific findings to better serve young people and their families. Some unprecedented challenges facing young people at the start of the 21st century: they are the first generation to grow
up in a world characterized by instantaneous global communication and the widespread socio-cultural threats. They will be the first generation to fully compete in a global economy and the first generation of whom the majority will spend at least part of childhood in a single-parent household. The professionals who work with young people in this fast-changing environment need a clear understanding of the processes of adolescence, yet models for understanding this phase of life are rapidly changing in ways that can significantly influence practice. Recognizing the significant changes occurs in the social contexts in which adolescents live, social influences may interact with biological and behavioral processes that occur during the second decade of life is also the major challenge for professionals. Thus, it is important to overview those critical processes that emerge during adolescence and explore current views of what is going on in the minds and bodies of young people. A theme of new insights on pubertal maturation and adolescence from a developmental framework may provide the proper grounding. A significant conceptual shift has been from a risk or deficit model—a focus on all that can go wrong with teenagers—to what is called a positive youth development model. Such a model—particularly relevant to the design of programs for young people—incorporates protective factors and emphasizes ways of tapping young people's passionate enthusiasms, energy, and potential in positive ways. The point is not to ignore the importance of prevention strategies or the need for intervention and treatment with troubled adolescents, but rather to develop a broader framework that serves their needs and promotes positive outcomes for all young people, not just those who are already in trouble. The behavioral choices and development are influenced by a complex system of genetic and environmental factors that act through three streams such as intrapersonal or psychological, interpersonal or social, and socio-cultural or attitudinal influences on action and are also affected by both cognitive and affective influences. Therefore we need a program for adolescents providing with an important reminder of the immediate need for strategies that work with young people by influencing their decision-making processes, their selection of friends and social networks, and their engagement with health care professionals, teachers, and other service providers and initiated a
comprehensive attempt to link research-based theories of adolescent behavior with intervention strategies. The intervention need to consider the question of whether the time is right for a comprehensive synthesis of the diverse array of research findings that are contributing to an understanding of adolescence. The principal questions to be considered, as were whether there is an adequate, cumulative knowledge base, and whether an effort to synthesize this base would help researchers and policy makers take stock of what has been established, plan future directions, and inform policy and practice. We need to identify the formidable challenge that was inherent in producing a synthesis of the diverse body of research on adolescent development, if only because of the significant variations in the theoretical models that characterize these fields. In recent days the developmental demands for adolescents invite careful examination in the era of globalization. A need is felt to dissect this much-discussed developmental stage more closely in the context of Indian culture by revisiting the issues concerned to adolescents at present and analyzing the nature of their coping skills, the researcher in the present empirical study intends to extend its implication in the form of psycho-education, student counseling, parent and teacher education, career guidance etc.

Chapter II consists reviews of various literatures related to the present study. A number of literatures on various aspects concerning to adolescence at different socio-cultural perspectives were studied in context to understand the subject carefully. The renowned works by worldwide pioneers in the field of adolescence were reviewed and considered for the development of the present study. The secondary sources had been genuinely guiding the researcher through enhancing the conceptual background and supported throughout the study. The conceptual analysis, assessment, applicability and the primary work was achievable through the help of ready literature sources. Chapter III in the present study describes the methodology of the research. The research methodology was designed to understand the plans or strategies of proposed study and to guide the researcher towards a successful completion of the intended project. Research methodology in the present study covered the objectives, hypotheses, sampling procedure,
preparation of tools, and data collection procedures etc. Chapter IV of the present study gives the details of data obtained from the field through interview and intervention assessment. The whole chapter was divided into various sections for better understanding. The initial section had concentrated on the socio-demographic informations of the respondents and the major findings were as follows: Totally 197(49.25%) boys and 203(50.75%) girls from selected geographical area had participated in the study. Totally 200 each respondents from proposed urban and rural areas were selected as samples for the study. Out of 200 urban respondents 109(27.25%) were boys and 91(22.75%) girls, similarly, out of 200 rural respondents 88 (22%) were boys and 112(28%) were girls in the study. Totally 59(14.75%) respondents were belonging to the age of 12years, 88(22%) were of 13 years, 114 (28.5%) were of 14years, 79(19.75%) were of 15years and remaining 60 (15%) were of 16years age. Totally 290(72.5%) respondents were Hindus, 89(22.25%) were Muslims, and 29(5.25%) were Christians. Totally 373(93.25%) respondents were literates and remaining 27(6.75%) were illiterates. Further, 178(44.5%) urban and 195(48.75%) rural respondents were found to be literates. When compared with gender, 187(46.75%) boys and 186(46.5%) girls were literates. Illiteracy was found high among urban (22.5%) and girls (4.25%). All literate respondents were school-going. Totally 14(51.9%) illiterate respondents were working and remaining 13(48.1%) were not working. Working status of illiterate respondents was found high among urban (48.1%) and significant of them were girls (29.6%). Majority (75.75%) of the respondents had literate parents. And 394(98.5%) respondents had their parents working. Majority (77.25%) of the respondents was belonging to nuclear family background and the nuclear family system was found high in (40%) urban areas. Totally 184(46%) respondents were belonging to the income group of Rs. 25,001-50,000(annual). Totally 341 (85.25%) respondents reported that they find their parents as traditional, authoritative natured. Totally 171(42.75%) respondents had experienced the developmental changes before 13 years (early development) and the early development was found high among urban respondents (30.25%). Later sections were dealing with the development, problems, knowledge, attitude, coping skills, sources of support, need
for the intervention etc. The development was assessed among the respondents as per the proposed strata and the differences and the relationship of development with knowledge, attitude and coping skills was also assessed with a hypothetical view point. The Mean value of overall development of total respondents was 27.10±10.60. In which, respondents belonged to 16 years of age had higher Mean value of development (30.63±10.30) as followed by respondents of 15 years (28.57±10.31), 14 years (27.75±10.55), 13 years (24.63±9.59) and 12 years (24.00±11.47). Similarly, the higher Mean value was found with respondents of 16 years with respect to their physical dimension (6.97) followed by 15 years, 14 years, 13 and 12 years. The respondents belonged to different ages (between ages) (12, 13, 14, 15 and 16 years) differ significantly with respect to total development (p=0.0009, p<0.05) and physical developmental dimensions (p=0.0000, p<0.05). However, the respondents belonged to different ages did not differ significantly with respect to psychological development (F=0.1229, p>0.05), emotional development (F=0.4499, p>0.05), social development (F=0.1652, p>0.05), sexual development (F=0.2115, p>0.05) and moral development (F=0.1568, p>0.05). The urban and rural respondents did not differ significantly with respect to their total development (t=1.6215, p>0.05) and with emotional development (t=0.8301, p>0.05). But they had differed significantly with respect to physical development (t=-2.0523, p<0.05), psychological development (t=2.0104, p<0.05), social development (t=2.4346, p<0.05), sexual development (t=2.6274, p<0.05), and moral development (t=2.6833, p<0.05). The boys and girls differed significantly with respect to their total development (t=4.2577, p<0.05), physical development (t=9.4482, p<0.05), emotional development (t=2.4190, p<0.05), social development (t=2.0576, p<0.05) and moral development (t=2.0598, p<0.05). But they did not differ significantly with respect to psychological development (t=1.9358, p>0.05) and sexual development (t=1.7363, p>0.05). Therefore it could be stated that the respondents belonged to different gender had significant difference in their total development (boys had higher development) whereas there was no difference found with all the developmental dimensions (when studied individually).
There was no significant difference found in development of respondents with respect to their educational, school status, religion and income status.

A majority of the respondents irrespective of their gender and geographical background had physical problems (challenges related to physical development) followed by social, psychological and emotional problems. But when compared with different gender and geographical areas, respondents did not differ significantly with the problems experienced and that was statistically proved too. The respondents belonged to different ages did not differ significantly with respect to their coping skills ($F = 1.6913, p > 0.05$), attitude towards the stage ($F = 1.2838, p > 0.05$) and, knowledge towards development towards development ($F = 1.2838, p > 0.05$). Respondents of different gender did not differ significantly with respect to their coping skills ($t = -0.2015, p > 0.05$), to attitude towards the stage ($t = -1.2689, p > 0.05$), and knowledge towards development ($t = -1.2689, p > 0.05$). The urban and rural respondents differed significantly with respect to their coping skills ($t = 9.6240, p < 0.05$), attitude towards the stage ($t = 2.6461, p < 0.05$), and, knowledge towards development ($t = 2.6461, p < 0.05$). The significant difference was found with the level of knowledge, attitude and coping skills between urban and rural respondents (rural respondents had high level of knowledge, attitude and coping skills). Respondents belonging to the group of open minded and traditional parents differed significantly with respect to their coping skills ($t = -3.3030, p < 0.05$), attitude towards the stage ($t = -2.6039, p < 0.05$) and knowledge towards development ($t = -2.6039, p < 0.05$). The respondents of open minded parents' group had significant higher scores of knowledge, attitude and coping skills as compared to respondents of traditional parents. The coping skills, attitude and knowledge level was found similar among respondents of different religions. The literate respondents had higher level of coping skills (mean value = 20.3462, $t = -2.7708, p < 0.0059$), attitude (mean value = 23.0769, $t = -2.0779, p < 0.0384$), and knowledge (mean value = 8.4615, $t = -2.0779, p < 0.0384$) as compared with illiterate respondents and statistically proved to be significant. The respondents of literate parents had higher level of coping skills (mean value = 16.3795, $t = 2.3796, p < 0.0178$), attitude (mean
value=17.5248, \( t = 0.6536, p<0.5138 \), and knowledge (mean value=6.4257, \( t=0.6536, p<0.5138 \) as compared with respondents of illiterate parents statistically proved to be significant.

There was no significant (statistical) difference found in the level of knowledge, attitude and coping skills among respondents of different types of family, and with the working conditions of their parents. The mean value(9.6400) of help received by urban respondents was higher than the rural (7.8650) respondents and that had been statistically proved to be significant with t-value of -12.1931 and p-value of 0.0000 at 0.05% level of significance. Similarly, the mean value of help received by literate respondents (8.8021) was higher as compared with illiterate respondents (8.0385) which means that the literate respondents had high level of support for development management and that was also statistically proved to be significant (\( t= -2.2206, \ p<0.0269 \)). The statistical significance was found with the aspect of parents' educational status that the respondents of literate parents had high level of support as compared with respondents of illiterate parents (\( t= -2.0628, \ p<0.0398 \)).

Though the mean value of boys (8.6142), nuclear family (9.0110), with modern facilities (8.8211), and with open minded parents (8.3559) was found to be having high level of support as compared with their counter parts, statistically did not prove to be significant. The respondents of different geographical areas had difference of opinion regarding interventions. The urban respondents had shown significant higher (\( p=0.0000^* \)) need for intervention as compared with rural respondents. In all other cases like, gender, educational status, parents' educational status, family type, modern facilities, traits of parents and parents' working conditions, respondents had similar level of need for interventions. The relationship between coping skills scores and development scores of total respondents was found negative and statistically significant (\( r= -0.1087, p<0.05 \)). The coping skills and overall development and the developmental dimensions of urban and rural respondents(\( r= -0.1380, p<0.05 \) had significant relationship. The relationship between attitude towards the stage and overall development of total respondents was found negative and statistically significant (\( r= -0.1689, p<0.05 \)).
The relationship between attitude and overall development of urban (r=-0.2038, p<0.05) and rural (r=-0.1601, p<0.05) respondents was found negative and statistically significant.

The relationship between knowledge towards development and total development of total respondents was found negative and statistically significant (r=-0.1689, p<0.05). The relationship between knowledge towards development and total development of urban (r=-0.2038, p<0.05) and rural (r=-0.1601, p<0.05) respondents was found negative and statistically significant. The relationship between coping skills with attitude towards the stage and, the knowledge towards development of total respondents was found positive and statistically not significant. The relationship between coping skills, knowledge, attitude and sources of support was found to be negative and statistically not significant. The relationship between need for intervention programmes and development among respondents was found positive and statistically significant (r=0.1702, p<0.05).

Overall 81.75 percent of respondents felt that there is need for interventional programmes.

The third section in analysis chapter contains the details of interventional assessment. Totally, 114 (28.5%) urban and 121 (30.25%) rural respondents preferred problem management skills as the content of the intervention programme. While correlating with the two dimensions there was significant difference seen between the result of controlled group and experimental groups. The experimental group which was provided with direct (face to face) social work intervention in the form of counseling, guidance, seminars, parental education, behavior modification techniques and career guidance etc had shown marked improvement in the level of knowledge, attitude and coping skills within the proposed span of time duration, whereas, the controlled group which was not provided any sources was unable to achieve the same change. The 2.5% of respondents of each groups were found with good level of knowledge, 5% of respondents of each groups had good level of attitude and coping skills during the initial phase. But as the intervention programme progressed, and at the end of the course, all 20 (100%) respondents of
experimental group had shown good level of knowledge, 90% had good level of attitude and, 85% had good level of coping skills, whereas, only 25% of respondents of controlled group had shown good level of knowledge and attitude and only 15% had shown improvement in coping skills.

The developmental dimensions, developmental problems, level of knowledge, attitude and coping skills were assessed mainly between 400 urban and rural respondents and the relationship and differences between knowledge, attitude, coping skills and development among respondents was analyzed with respect to their age, gender, geographical background, educational status, and other socio-economic conditions. Similarly, the need for intervention programme and help received by the respondents also was assessed. Few major facts could be found during analysis like, there was significant difference in the level of development, knowledge, attitude, coping skills, need for intervention and help received among urban and rural respondents and also significant relationship was found between knowledge, attitude, coping skills and development of respondents. Greater difference was found with level of knowledge, attitude and coping skills between respondents of controlled group and experimental groups with respect to level of knowledge, attitude and coping skills during interventional phase. Chapter V of the present study gives the particulars of special case studies undertaken during the field work. The case vignette chapter had been designed to fulfill the requirement of detailed descriptions of typical respondents/cases came across during the present study. The researcher in the present study has discussed 8 special cases (exclusive) found during the field work. These case vignettes were the cases referred to the researcher by local animators for the purpose of social intervention. The cases studied during the field work were: an orphan boy with poor psycho-social development, a rape victim manifesting withdrawn behavior, a married girl deserted due to poor physical development, a boy being forced to child labour due to family crisis, a girl with poor physical and mental growth on account of blind belief and gender discrimination in a rural family, a delinquent boy in need of
counselling rehabilitation, a bonded girl labour under the threat of sexual exploitation, and pampered boy unable to accept and cope with a failure in life.

All the cases were referred by the likeminded people of the specific geographical areas with an intention of intervention. All the cases were studied in detail (repeated sessions were conducted) by including all possible significant social supports of the respondents and even were referred to social welfare agencies as required. Follow-up was possible only with few cases due to unavoidable reasons. The respondents participated in case studies were considered to be special as the developmental experiences found to be different among those adolescents. While studying those special cases, evil effects of various socio-cultural factors such as gender discrimination, poverty, child labour, delinquency, sexual abuse, child marriage, destitution, and disability could be observed. Some of the cases who received intervention from supportive agencies could find proper guidance and assistance in managing their developmental challenges. Therefore, it could be stated that, the socio-cultural and economic conditions of our society is very deep rooted and every weak member of the society is victim of one or the other social consequences especially, children, adolescents and women. Changing the whole system itself is impractical or may even be impossible, however, right support/help/interventions at right time may help the persons to help themselves.

The chapter VI in the present study was discussion and the critical appraisal of the findings of the present study with the previous studies. As a method of social work profession, social work research plays significant role in developing problem solving strategies for sections of the society. The research need to be intervention focused and therefore, that would be the primary task of the professionals to understand the target groups thoroughly and then plan the programmes. There are various theories been developed to describe the different social groups but one need to remember that the social problems are very closely connected with the socio-cultural aspects of a specific geographical area, therefore, already discussed literatures may have its own limitation in applying the common findings foe all
situations. The present research was an opportunity to understand the targeted group that is adolescents of our region in a closure angle and then develop a relevant intervention programme best suited for the management of the stage. Of course the available literatures had guided in constructing a foundation of knowing various aspects of adolescents of various cultures and also had helped in developing assumptions towards the causes for developmental problems and the relationship between development, problems and coping skills of adolescents.

A few literatures had supported the findings of the present study and few more could not be accepted and that may be due to various limitations of the study. As the study was intending to discover the level of knowledge and attitude among adolescents as the causes for any developmental challenges and its relationship with coping skills and ultimately the impact of knowledge, attitude and coping skills on successful adolescence development, role of supportive systems in development of knowledge, attitude, and coping skills, there were no much of exclusive literatures could be found related to the study. Therefore, the study had to be developed with the help of existing literatures on adolescence. Most of the literatures were contributed by foreign (specially western) authors and the situations of adolescents may be very different among different regions and total dependence on existing foreign literatures may sometime fail/ restrict in describing the proper perceptions of our (Indian) socio-cultural and psychological aspects. There were lots of literatures supported in designing the intervention programme and the findings of the intervention in the present study also were considerably matching with the previous studies on interventions for adolescents. On the whole; the present study had helped in understanding adolescents through the social work point of view and plan intervention strategies by adopting social work methods. There are lots of physical issues along with the development an adolescent may experience, hiding the facts or neglecting such aspects may cause severe later disturbances. So, any complications with development in any dimensions may need proper investigation and therapeutic supervision. A timely awareness may help the teenager in avoiding major stressful situations and a strong supportive system
(reliable) may help in adopting effective management skills. In the life of children there are two very clear-cut phases, before and after puberty. Before puberty the child's personality has not yet formed and it is easier to guide its life and make it acquire specific habits of order, discipline, and work: after puberty the personality develops impetuously and all extraneous intervention becomes odious, tyrannical, and insufferable. Now it so happens that parents feel the responsibility towards their children precisely during this second period, when it is too late: then of course the stick and violence enter the scene and yield very few results indeed. Why not instead take an interest in the child during the first period? Law may be an effective instrument to change certain policies like age for working, age for marriage and age for child bearing. The upgradation in life style of adolescents may be required. Adolescents are the richest human resource of the nation therefore it may the fundamental duty of all elder members of the society to safeguard the rights and needs of our future generation.

The government and the legislative policies may be more of youth oriented because as we know today's youths are tomorrow's citizens. As the national development is directly depends upon the quality of human resource, and adolescents contribute one third of our population, there is a great need for adolescent welfare programmes which may empower the growing children towards the best contribution to the future nation. Education plays a vital role in transformation; therefore, compulsory education even for teens above 14 years may be recommendable. Even inclusion of educational contents in the syllabus may help/guide the growing children in knowing their development better. The legal (corrective) awareness may also be important in preventing adolescents from crime or anti-social activities. A functioning board may be established which focuses on the developmental issues of adolescents at community levels. Counsellors may be appointed to guide the teens towards effective management of adolescence. The first and foremost aim of counseling service should be to assist the adolescents to solve their problems satisfactorily. Some may not be able to take a decision and thus the important objective of counseling must be to help the adolescents in taking
a correct decision. Some even may face difficulty in planning wherein the counseling service must aim at helping adolescents in planning the best career. The counseling service may also aim at bringing desirable changes in the personality make-up of the adolescents by developing the sweet relationship between the counselor and the counselee. In the present scenario the necessity of counseling service for adolescents should not be minimized or denied. It may be the responsibility of the government to take necessary steps to solve the serious problems of the adolescents and to create posts of professional and trained counselors for proper development of personality and formation of character of the adolescents who will be the citizen of our country in the near future. It may be the duty of parents, teachers and significant others to create an open environment where adolescents have freedom to discuss very personal issues related to their development so that they may not seek such informations with others and been misguided. There may be a need for a programme to be developed to examine the perceptions and assess the reproductive and sexual health needs of adolescents. This programme may also be concentrating on interventions to meet those needs. A situational analysis may be conducted to understand the background and needs of the adolescents regarding reproductive and sexual health. A strategic plan may be developed and interventions may be identified to meet information needs. Active participation of parents, peers, teachers, health providers and other stakeholders at each stage of the intervention programme may be facilitated. Formation of groups of adolescents at local wards, counseling, community meeting, interaction with local influencers, teachers and parents, involvement of health care providers and a referral system for addressing health and information needs may be some of the strategies to be applied in handling adolescents' developmental issues. There is an appalling gap in the information services about adolescence issues. The adolescents access such information from other means largely from magazines, which sometimes can provide half-truths and exaggerated and false information. Creating an enabling environment, communicating through small community peer groups of adolescents, and youths with the help of parents, teachers, counselors and peers may make a significant difference in the perspective and knowledge about
developmental issues among the adolescent population. Such constituted local adolescent groups may be the excellent medium to reach other adolescents and educate them in the sphere of life. Attention may be paid to the other contexts such as home, school or institutions. There is a need for an environment which encourages the adolescents to discuss their developmental concerns with an experienced person (who can guide them properly) without any inhibitions. Adolescents may be kept away from being victims of blind social customs like misconceptions related with menstruation, wet dreams, physical attraction towards opposite sex, gender inequality certain social restrictions like no freedom to go out in late evenings, no mingling with opposite genders etc. If such things are practiced adolescents may develop curiosity towards the matter, a tendency to break social norms and values, hide their concerns may develop disliking towards the stage and that may again lead to develop negative attitudes and coping skills in adolescents. Today's teenagers are the protectors of our nation in future. Therefore it may be every ones' responsibility to protect and brighten their future by identifying the adolescents properly, helping them to be confident, energetic, powerful, constructive plan full so that they can grow ideally and contribute positively for the development of nation. Let all may help them in building a healthy society.

Social work profession is based on certain ethical foundations such as, social justice, social equality, protection of vulnerable and human dignity etc. There are several methods too helping in carrying out the profession in a desired ethical manner and social work research is one of them which enable the social work practice in planning effective interventions to solve challenges of total development of human kind.

The suggestion chapter in social work research helps us in differentiating social work research from other social science researches. In this section, through suggesting the view points, researcher gets the freedom to express their views for further steps required in bringing intended changes. Similarly, the present study
also contains few suggestions to be considered by future planners, so that the research gaps (if any) could be fulfilled. Moreover, a single study cannot cover overall aspects of a social situation. Therefore, suggestions mentioned by the researcher based on the findings of the present study may be helpful in designing further works related to teenagers.

Suggestions

1. Majority of the respondents were found with lack of knowledge towards their developmental period, therefore, adolescence management may be taught at the early developmental stage and educational institutions may play a vital role in preparing adolescents towards the stage.

2. The physical development which is one of the important parameter to assess development during adolescence was found better among urban respondents, therefore special nutritional programmes and awareness towards nutrition especially at rural areas may be the primary responsibility of welfare authorities as provision of healthy food is one of basic necessity and right of our children.

3. There is a need for intervention based research to highlight the need for application of appropriate techniques at each stage of development.

4. There is also need for gaining insight into therapy or intervention effectiveness by all those who work with adolescents.

5. Both qualitative and quantitative research methods may be used in a complementary manner.

6. Governmental and non-governmental organizations may need to increase the scope of work related to adolescents at both urban and rural levels.

5. Future research may be planned to evaluate the existing adolescence welfare services and the interventions in our country. The best suited intervention strategies may be brought about to enhance problem management skills among adolescents or for the successful adolescence after a thorough need assessment research.

6. Methods and therapies of professional social work like social case work, social group work, social work with community organizations, counseling, family
therapy, life skill education etc may best be practiced in adolescent settings. As the adolescence is an issue catching attention of almost all disciplines, it may be ideal to include interventional modules in social work theory and practices so that the future social work professionals may be facilitated with ample service opportunities.

7. July 31st was declared to be world adolescents' day and the whole last week of July as adolescence week (UNICEF) and most of the western countries do celebrate the event. The same practice may be recommended and adolescence welfare programmes may be undertaken.

8. Research may even be concentrating on adolescents of different communities.

9. Long-term follow-up data of the intervention may be proposed. A future multisite study in several settings may increase sample size and enhance generalizability of the results while allowing the small-group format to continue.

10. It also may be desirable to reconnect the group interventions to an adolescent primary care practice. The long term interventional researches may facilitate the recruitment and training of group leaders, provide the needed connection to the primary care practice, and facilitate full employment for the group leaders.

11. A parent-teacher- adolescent focused intervention strategy need be researched.

"Adolescents are cared less, used less and hoped less. If understood correct, adolescents are wonderful people who never want to bother anyone and also never wanted to be bothered by anyone."

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## CHAPTERIZATION

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