CHAPTER – V

Findings, Interpretations, Recommendations and Suggestions
CHAPTER – V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01. INTRODUCTION

After collecting and analyzing the data, the investigator has to accomplish the task of drawing inferences followed by report writing. Interpretation refers to the task of drawing inferences from the collected facts after the study. In fact, it is a search for broader meaning of research findings. It is only through interpretation, the investigator can expose relations and processes that underlie her findings. Thus, interpretation is the device through which the factors that seem to explain what has been observed by investigator in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches. It is essential for the simple reason that the usefulness and utility of research findings lie in proper interpretation.

5.02. RESTATEMENT OF THE PROBLEM

“MENTAL HEALTH OF ADOLESCENTS IN RELATION TO SPIRITUALITY AND CERTAIN PSYCHO-SOCIAL FACTORS”

5.03. MAJOR FINDINGS

PART – I  PERCENTAGE ANALYSIS

- Majority of Higher Secondary students’ Mental Health and its dimensions fall in the average level with respect to all the background variables.
- Majority of Higher Secondary students’ perception of Family Environment is found to be average with respect to all the background variables.
- Majority of Higher Secondary students’ Spirituality is found to be average with respect to all the background variables.
- Majority of Higher Secondary students’ Self-Esteem is recorded as average with respect to all the background variables.
• Majority of Higher Secondary students’ perception of School Environment is found to be average with respect to all the background variables.
• Majority of Higher Secondary students’ Temperament and its dimensions fall in the average level with respect to all the background variables.

PART – II DIFFERENTIAL ANALYSIS

In terms of Gender
• There is significant difference between male and female Higher Secondary students in their Mental Health and its dimensions: perception of reality, social competence, regularity of habits and autonomy. The female Higher Secondary students shows better Mental Health and its dimensions: perception of reality, social competence, regularity of habits and autonomy than the male Higher Secondary students. The Higher Secondary students do not significantly differ in other dimensions of Mental Health - attitude towards self and emotional stability with respect to gender.
• There is significant difference between Higher Secondary students in their Family Environment with respect to their gender. The female students perceive better Family Environment than male students.
• There is significant difference between Higher Secondary students in their Spirituality with respect to their gender. The female students are more spiritual than male students.
• There is significant difference between Higher Secondary students in their Self-Esteem with respect to their gender. The female students have better Self-Esteem than male students.
• There is significant difference between Higher Secondary students in their School Environment with respect to their gender. The female students perceive better School Environment than male students.
• There is no significant difference between Higher Secondary students in their Temperament and its dimensions: maladjustment, gregariousness and thoughtfulness with respect to their gender.

In terms of Age
There is significant difference between Higher Secondary students in their Mental Health and its dimensions: perception of reality, social competence, regularity of habits and autonomy with respect to their age. Comparing the mean scores, the students of 17 years and below have better perception of reality, social competence, regularity of habits, autonomy and mental health than the students’ of 18 years and above. The higher secondary students do not significantly differ in other dimensions: attitude towards self and emotional stability with respect to their age.

There is significant difference between Higher Secondary students in their perception of Family Environment with respect to their age. Comparing the mean scores, the students who are of 17 years and below age perceive better Family Environment than students 18 years and above.

There is no significant difference between Higher Secondary students in their Spirituality with respect to their age.

There is no significant difference between Higher Secondary students in their Self-Esteem with respect to their age.

There is no significant difference between Higher Secondary students in their perception of School Environment with respect to their age.

There is no significant difference between Higher Secondary students in their Temperament and its dimensions: maladjustment, gregariousness, thoughtfulness with respect to their age.

**In terms of Religion**

The Higher Secondary students significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality and autonomy with respect to their religion. The Scheffe test proves that the Christian students have better attitude towards self and mental health. Hindu students have better perceptions of reality and autonomy than Christian and Muslim students. There is no significant difference among Higher Secondary students in their social competence, regularity of habits and emotional stability with respect to religion.

There is no significant difference among Higher Secondary students in their Family Environment with respect to religion.
• There is no significant difference among Higher Secondary students in their Spirituality with respect to religion.

• There is no significant difference among Higher Secondary students in their Self-Esteem with respect to religion.

• There is no significant difference among Higher Secondary students in their perception of School Environment with respect to religion.

• The Higher Secondary students significantly differ in their maladjustment and temperament with respect to religion. The Scheffe test proves that the Muslim students have more maladjustment than Christian and Hindu students. Hindu students have better temperament than Christian and Muslim students.

In terms of Community

• The Higher Secondary students significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability and autonomy with respect to their community. The Scheffe test proves that the students of FC have better Mental Health and its dimensions attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability and autonomy than SC/ST and OBC students.

• There is no significant difference among Higher Secondary students in their perception of Family Environment with respect to community.

• There is no significant difference among Higher Secondary students in their Spirituality with respect to community.

• There is no significant difference among Higher Secondary students in their Self-Esteem with respect to community.

• There is no significant difference among Higher Secondary students in their perception of School Environment with respect to community.

• The Higher Secondary students significantly differ in their maladjustment and thoughtfulness. The Scheffe test proves that the SC/ST students have high maladjustment than FC and OBC students. FC students have high thoughtfulness than OBC and SC/ST students. There is no significant difference among Higher Secondary students in their gregariousness and temperament in total.
In terms of Class

- There is significant difference between Higher Secondary students in their perception of reality and regularity of habits with respect to their class. Comparing the mean scores, XI standard students are better in regularity of habits and XII standard students are better in perception of reality. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, social competence, emotional stability autonomy and mental health total with respect to the class they study.

- The Higher Secondary students significantly differ in their perception of Family Environment with respect to their class. Comparing the mean scores, XI standard students perceive better Family Environment than XII standard students.

- There is no significant difference between Higher Secondary students in their Spirituality with respect to their class.

- The Higher Secondary students significantly differ in their Self-Esteem with respect to the class they study. Comparing the mean scores, XI standard students have better Self-Esteem than XII standard students.

- The Higher Secondary students significantly differ in their perception of School Environment with respect to their class. Comparing the mean scores, XI standard students perceive better School Environment than XII standard students.

- The Higher Secondary students do not significantly differ in their Temperament and its dimensions: maladjustment, gregariousness, thoughtfulness with respect to the class they study.

In terms of Type of management

- The Higher Secondary students do not significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability and autonomy with respect to type of management.

- The Higher Secondary students significantly differ in their perception of Family Environment with respect to type of management. The Scheffe test proves that the aided school students perceive better Family Environment than government and unaided school students.
The Higher Secondary students significantly differ in their Spirituality with respect to type of management. The Scheffe test proves that the aided school students have better Spirituality than government and unaided school students.

The Higher Secondary students significantly differ in their Self-Esteem with respect to type of management. The Scheffe test proves that the aided school students have better Self-Esteem than government and unaided school students.

The Higher Secondary students significantly differ in their perception of School Environment with respect to type of management. The Scheffe test proves that the aided school students perceive better School Environment than government and unaided school students.

The Higher Secondary students significantly differ in their maladjustment with respect to type of management. The Scheffe test proves that the aided school students have high maladjustment than government and unaided school students. There is no significant difference among Higher Secondary students in their gregariousness, thoughtfulness and temperament with respect to type of management.

**In terms of Location of School**

- There is significant difference between rural and urban Higher Secondary students in their regularity of habits. Comparing the mean score rural students have better regularity of habits than the urban students. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, perceptions of reality, social competence, emotional stability, autonomy and mental health total with respect to the location of school.

- Rural and urban higher secondary students significantly differ in their perception of Family Environment. Comparing the mean score the students of rural schools perceive better Family Environment than the students of urban schools.

- The students of rural and urban Higher Secondary schools do not significantly differ in their Spirituality.

- The students of rural and urban Higher Secondary schools do not significantly differ in their Self-Esteem.
• The students of rural and urban Higher Secondary schools do not significantly differ in their perception of School Environment.

• Rural and urban Higher Secondary students significantly differ in their Temperament and its dimensions: gregariousness and thoughtfulness. Comparing the mean score the students of urban schools have better gregariousness and temperament than rural school students. Rural Higher Secondary students have better thoughtfulness than urban school students.

In terms of Number of Siblings

• There is significant difference between Higher Secondary students in their Mental Health and its dimensions: perceptions of reality and autonomy with respect to number of siblings. Comparing the mean score, Mental Health and its dimensions perceptions of reality and autonomy are high in the family with three siblings and below than four siblings and above. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, social competence, regularity of habits and emotional stability with respect to number of siblings.

• There is no significant difference between Higher secondary students in their perception of Family Environment with respect to number of siblings.

• There is no significant difference between Higher Secondary students in their Spirituality with respect to number of siblings.

• There is no significant difference between Higher Secondary students in their Self-esteem with respect to number of siblings.

• There is no significant difference between Higher Secondary students in their perception of School Environment with respect to number of siblings.

• There is significant difference between Higher Secondary students in their maladjustment with respect to number of siblings. Comparing the mean score, maladjustment is higher in four siblings and above than three siblings and below. There is no significant difference between Higher Secondary students in their temperament and its dimensions gregariousness, thoughtfulness with respect to number of siblings.

In terms of Type of Family
The Higher Secondary students do not significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability and autonomy with respect to their type of family.

There is no significant difference between Higher Secondary students in their perception of Family Environment with respect to their type of family.

The Higher Secondary students of joint family and nuclear family do not significantly differ in their Spirituality.

The Higher Secondary students of joint family and nuclear family do not significantly differ in their Self-Esteem.

The Higher Secondary students of joint family and nuclear family do not significantly differ in their perception of School Environment.

The Higher Secondary students of joint family and nuclear family significantly differ in their Temperament and its dimensions: gregariousness and thoughtfulness. Comparing the mean score, the students of nuclear family have better temperament, gregariousness and thoughtfulness than students of joint family. There is no significant difference between Higher Secondary students in their maladjustment with respect to type of family.

**In terms of Subject stream**

The Higher Secondary students significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, emotional stability and autonomy. The Scheffe test proves that science students have better Mental Health and its dimensions: attitude towards self, perceptions of reality, emotional stability and autonomy, than government and unaided school students. There is no significant difference among Higher Secondary students in their social competence and regularity of habits with respect to subject stream.

The Higher Secondary students significantly differ in their perception of Family Environment with respect to subject stream. The Scheffe test proves that Science students perceive better Family Environment than humanities and commerce stream students.
• The Higher Secondary students significantly differ in their Spirituality with respect to subject stream. The Scheffe test proves that science students have better Spirituality than humanities and commerce stream students.

• The Higher Secondary students do not significantly differ in their Self-Esteem with respect to subject stream.

• The Higher Secondary students significantly differ in their perception of School Environment with respect to subject stream. The Scheffe test proves that science students perceive better School Environment than humanities and commerce stream students.

• The Higher Secondary students significantly differ in their Temperament, maladjustment and thoughtfulness. The Scheffe test proves that humanities students have better Maladjustment than science and commerce students. Commerce students have better thoughtfulness than science and humanities students. Commerce students have high temperament than science and humanities students. There is no significant difference among higher secondary students in gregariousness with respect to subject stream.

**PART – III ASSOCIATIONAL ANALYSIS**

**Parents’ Education**

• There is significant association between Mental Health dimension- social competence and Parents’ Education. But there is no significant association between Mental Health and its other dimensions: attitude towards self, perceptions of reality, regularity of habits emotional stability and autonomy and Parents’ Education.

• There is no significant association between Family Environment and Parents’ Education.

• There is no significant association between Spirituality and Parents’ Education.

• There is no significant association between Self-Esteem and Parents’ Education.

• There is no significant association between School Environment and Parents’ Education.

• There is no significant association between Temperament and its dimensions maladjustment, gregariousness, thoughtfulness and Parents’ Education.
Parents’ Employment

- There is no significant association between Mental Health dimension-attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Parents’ Employment.
- There is no significant association between Family Environment and Parents’ Employment.
- There is no significant association between Spirituality and Parents’ Employment.
- There is no significant association between Self-Esteem and Parents’ Employment.
- There is no significant association between School Environment and Parents’ Employment.
- There is no significant association between Temperament and its dimensions maladjustment, gregariousness, thoughtfulness and Parents’ Employment.

Parents’ Income

- There is no significant association between Mental Health dimension-attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Parents’ Income.
- There is no significant association between Family Environment and Parents’ Income.
- There is no significant association between Spirituality and Parents’ Income.
- There is no significant association between Self-Esteem and Parents’ Income.
- There is no significant association between School Environment and Parents’ Income.
- There is no significant association between Temperament and its dimensions maladjustment, gregariousness, thoughtfulness and Parents’ Income.

PART – IV CORRELATIONAL ANALYSIS

- There is significant positive correlation between Mental Health dimensions-attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Family Environment.
- There is significant positive correlation between Mental Health dimensions-attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Spirituality.
There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Self-Esteem.

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and School Environment.

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, autonomy and Maladjustment. There is no significant correlation between emotional stability and Maladjustment.

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, autonomy and Gregariousness. There is no significant correlation between emotional stability and Gregariousness.

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Thoughtfulness.

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, and regularity of habits, emotional stability, autonomy and Temperament.

**PART –V FACTOR ANALYSIS**

There is a significant positive loading of various dimensions of temperament. When the correlation matrix was subjected to factor analysis, it resulted in one factor as significant. The first factor for the sample has been identified by the investigator as positive temperament. This factor is the result of gregariousness and thoughtfulness. The second factor for the sample has been identified by the investigator as negative temperament. This factor is the result of maladjustment.
5.2. INTERPRETATIONS

SECTION 1

PERCENTAGE ANALYSIS

Mental health and its dimensions, spirituality, perceived family environment, self esteem, school environment, temperament and its dimensions on adolescents in higher secondary level is found to be average for the following reasons.

In a modern society, life is becoming very complex and conflicting day by day. Generally adolescence is believed to be a period of great stress and storm as rapid physical as well as mental changes occur during the period. Young people go through a transition in teenage years which in turn affect their mental health and social identity. They experience all sort of pressures, difficulties and circumstances such as peer presence, arguments with parents, struggle for autonomy, exams, not feeling good enough, changing or chaotic home environment, exam pressure, school exclusion or truancy. This finding drawn support from the study by Perumal (2008) reports that majority of VIII standard students of Kerala does not have high Mental Health status.

In terms of Gender

There is significant difference between male and female higher secondary students in their mental health and its dimensions. The female higher secondary students show better mental health and its dimensions: perception of reality, social competence, regularity of habits and autonomy than the male higher secondary students. The higher secondary students do not differ in other dimension such as attitude towards self and emotional stability. Vanaja Kumari (2000) says female adolescents have better mental health than male adolescents. This may be due their family background and various types
of exposures. Moreover, the Indian society gives importance to gender equality and maximum development of girl child.

There is significant difference between adolescents in higher secondary level in spirituality with respect to Gender. The female students are more spiritual than male students. The adolescent females’ higher spirituality may be attributed to their high belief in God and interest in religious activities compared to adolescent males. The present finding draws support from the previous finding of Sree Kumar (2005) Shahab (2002), which states that adolescent males are inferior to adolescent females with regard to their spirituality. There is significant difference between higher secondary students in their self esteem, perception of family environment and perception of school environment with respect to gender. The female students have better self esteem, they perceive better family environment and school environment. D.Siva Kumar and A. Amal Raj (2011) report that girls are better than boys in self esteem. This may be due to their culture, family background and various types of exposures. The female students perceive better family environment due to similarity in child rearing practices adopted by parents of both sexes. There is no significant difference between higher secondary students in their temperament and its dimensions: Maladjustments, Gregariousness, Thoughtfulness with respect to the gender.

**In terms of Age**

There is significant difference in Higher Secondary students in their Mental Health and its dimensions: perception of reality, social competence, regularity of habits and autonomy with respect to their Age. The students of 17 years and below have better perception of reality, social competence, regularity of habits, autonomy and mental health
than the students of 18 years and above. The students in the age group are smarter than their seniors. They are free from exam tension and pressure. So their mental health is found to be better than their counter parts. The higher secondary students do not significantly differ in other dimensions: attitude towards self and emotional stability with respect to their age.

There is significant difference in Higher Secondary students in their perception of Family Environment with respect to their age. The students who are of 17 years and below age perceive better Family Environment than students of age 18 years and above. The younger students are dependent of their parents and they are petted by the parents also. They enjoy all the love and affection of their family and so they perceive their family environment better than their counter parts. There is no significant difference between Higher Secondary students in their spirituality, self esteem, perception of school environment, temperament and its dimensions, with respect to their age.

In terms of Religion

Significant difference is noticed among higher secondary students in their mental health and its dimensions with respect to Religion. Christian students have better attitudes towards self and mental health; Hindu students have better perception of reality with autonomy than Christian and Muslim students. There is no significant difference among Higher Secondary students in their social competence, regularity of habits and emotional stability with respect to religion. Muslim students have more Maladjustment than Christian and Hindu students. In Kerala, majority of Muslims are in lower social status than Christians and Hindus. Educational and occupational level of Muslims in Kerala are relatively lower when compared with Christians and Muslims.
There is no significant difference among higher secondary students in their family environment, spirituality, self-esteem, and perception of school environment, gregariousness and thoughtfulness with respect to Religion. This result contradicts with the results produced by Jacob George (2006). In his study, Christians have high spirituality than Muslims and Hindus.

In terms of Community

The Higher Secondary students significantly differ in their Mental Health and its dimensions- with respect to their Community. The students of FC have better Mental Health and its dimensions than SC/ST and OBC students. The SC/ST students have high maladjustment than FC and OBC students. FC students have high thoughtfulness than OBC and SC/ST students. The students of SC/ST and OBC communities are suppressed by the higher caste people from the very beginning. In the 21st century the oppressed people want them much liberated from the clutches and they seems to be maladjusted. This finding has drawn support from Sree Vidya (2007) says Scheduled caste/tribe students had significant poor mental health than other category students. It is very essential to improve the conditions of SC/ST. There is no significance difference among higher secondary students in their spirituality, perception of Family environment, Self-Esteem, perception of School Environment, gregariousness and temperament.

In terms of Class

There is significant difference between Higher Secondary students in their perception of reality and regularity of habits, perception of family environment, self-esteem, perception of school environment with respect to Class. XI standard students are better in regularity of habits and XII standard students are better in perception of reality.
Then XII standard students perceive better family environment, school environment, and they have better self esteem. The XII standard students ought to have better family & school environment. Since they take their public examination they are given more care and both at home and school. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, social competence, emotional stability, autonomy and mental health total with respect to the class they study. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, social competence, emotional stability autonomy and spirituality and its dimensions with respect to the class they study.

**In terms of Type of management**

The Higher Secondary students do not significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability and autonomy and temperament and its dimensions: gregariousness and thoughtfulness with respect to **Type of management**. But they differ significantly in their perception of Family Environment, spirituality, self esteem, perception of school environment and maladjustment. The aided school students perceive better family environment and school environment and they have better spirituality and self esteem. Aided schools provide better school environment and facilities for higher secondary students. In government schools, transfer of teachers poses problems whereas in unaided schools lack of qualified teachers is a weakness.

**In terms of location of school**

There is significant difference between rural and urban Higher Secondary students in their Regularity of habits. Rural students have better regularity of habits than the urban
students. Urban students more susceptible to greater stress on their daily affairs and may be busy with their non academic activities and they don’t keep regularity in sleep, eat, study, etc. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, perceptions of reality, social competence, emotional stability, autonomy and mental health total with respect to the location of school. Rural and urban higher secondary students significantly differ in perception of their family environment. Rural school students perceive better family environment than students of urban schools. In rural families, parents spend more time with their children than urban families.

Rural and urban higher secondary students do not significantly differ in their spirituality, self-esteem and perception of school environment. Rural and urban Higher Secondary students significantly differ in their Temperament and its dimensions: gregariousness and thoughtfulness. The students of urban schools have better gregariousness and temperament than rural school students. Rural Higher Secondary students have better thoughtfulness than urban school students. Urban schools provide facilities and opportunities to develop better gregariousness (sociability) of their students.

**In terms of Number of siblings**

There is significant difference between Higher Secondary students in their Mental Health and its dimensions: perceptions of reality and autonomy with respect to Number of siblings. Mental Health and its dimensions: perceptions of reality and autonomy are high in families with siblings 3 and below than families with siblings 4 and above. The Higher Secondary students do not significantly differ in other dimensions: attitude towards self, social competence, regularity of habits and emotional stability with respect to number of siblings. There is significant difference between Higher Secondary students
in their maladjustment with respect to number of siblings. Maladjustment is higher for students with more siblings than students with less siblings. There is no significant difference between Higher Secondary students in their temperament and its dimensions: gregariousness, thoughtfulness with respect to number of siblings. When number of siblings increases, they do not get individual attention and economic burden contributes to stresses within the family. This reason contributes for maladjustments of adolescents. Hurlock (1988) says that families with three to four children are more exposed to friction than small families. So adolescents brought up in such families may have developed low family environment and mental health. There is no significant difference between higher Secondary students in other dimension of mental health- attitudes towards self, emotional stability, perceptions of reality and social competence with respect to number of siblings. There is no significant difference between higher secondary students in their perception of family environment, spirituality, self-esteem, perception of school environment, temperament and its dimensions: gregariousness, thoughtfulness with respect to number of siblings.

**In terms of Type of family**

The Higher Secondary students do not significantly differ in their Mental Health and its dimensions, perceptions of reality, social competence, regularity of habits emotional stability and autonomy with respect to their **Type of family**. But, those from joint family and nuclear family significantly differ in their Temperament and its dimensions gregariousness and thoughtfulness. The students of nuclear family have better temperament, gregariousness and thoughtfulness than the students of joint family. In the nuclear families, children were given more care for their all-round development.
The parents spend their time with children and they train them to be more sociable and thoughtful where as, the children in joint families are not enjoying such situations in their families. There is no significant difference between Higher Secondary students in their maladjustment with respect to type of family.

**In terms of Subject stream**

The Higher Secondary students significantly differ in their Mental Health and its dimensions: attitude towards self, perceptions of reality, emotional stability and autonomy. Science students have better Mental Health and its dimensions: attitude towards self, perceptions of reality, emotional stability and autonomy, than commerce and humanities students. There is no significant difference among Higher Secondary students in their social competence and regularity of habits with respect to subject stream. There is significant difference among Higher Secondary students in their perception of family environment, spirituality and perception of school environment. Science students have better perception of family environment, spirituality and perception of school environment. Science is a subject of practical knowledge, problem solving, dealing with real life not imaginary world. Majority of science students come from better family situations. There is no significant difference in self esteem among higher secondary students with respect to Subject stream. This findings drawn support from Babu M, Sameer (2008) say that there is no significant difference among students based on stream of study. Students of humanities are more maladjustments than science and commerce students. Commerce students have better thoughtfulness. There is no significant difference between higher secondary students in gregariousness with respect to subject stream.
ASSOCIATIONAL ANALYSIS

There is significant association between Mental Health dimension social competence and Parents’ Education. Educated parents encourage their children to actively participate in curricular and co-curricular activities and provide opportunities to develop social competence. But there is no significant association between Mental Health and its other dimensions: attitude towards self, perceptions of reality, regularity of habits, emotional stability and autonomy and Parents’ Education. There is no significant association between Family Environment, spirituality, self-esteem, perception of school environment, temperament and its dimensions and parents’ education.

CORRELATIONAL ANALYSIS

There is significant positive correlation between Mental Health dimensions—attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability, autonomy and Family Environment. The relationship between family environment and mental health imply that by improving environment, positive change can be brought about in the mental health of adolescents. Parents’ acceptance, approval and sensitivity to children psychological and social needs will keep the adolescent attached to them. Mental health should be nurtured through participative interaction of parents not actually enforcing but through emotional supportiveness which can positively contribute to the mental health of their children. These findings drawn support from Yong Zhang, Hengfen, and Shaohong Zou (2011) state that there was significant association between family environment and depression in Chinese adolescents.

There is significant positive correlation between Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits,
emotional stability, autonomy and Spirituality. Recent research reports strongly suggest that spirituality help the individuals to cope with stresses in life. The importance of spirituality in mental health is now widely accepted. Spirituality envisages personal empowerment, promote the emotions, hope, forgiveness, purpose and increase health related behaviours such as meditation, exercise and helping others. This finding drawn support from Jacob George (2006) says that adolescents had significant positive correlation with all the mental health variable and spirituality.

There is significant positive correlation between Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability, autonomy and self-esteem. This finding drawn support from Fahimeh Rezainiaraki (2010) studied Self-esteem, mental health and quality of life in relation to parenting styles of high school students in Iran.

There is significant positive correlation between Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability, autonomy and school environment. The schools which provide opportunities to develop maximum potentialities of the child, good physical infrastructure, good faculty relation and student’s interaction, discipline environment, and school community relation can foster mental health of its students. This finding drawn support from Helsinki (2002) studied there is positive correlation between school environment and children’s well being.

There is significant positive correlation between Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, emotional stability, autonomy, temperament and thoughtfulness. There is significant
positive correlation between Mental Health and its dimensions: attitude towards self, perceptions of reality, social competence, regularity of habits, autonomy, maladjustments and gregariousness. There is no significant correlation between emotional stability, maladjustment and gregariousness. This result of the present investigation reveals the role of temperament and its dimensions in the development of mental health among higher secondary students. This finding draws support from Sentse Miranda, Omel, Johan, Veenstra, Rene, Verhulst, Frank C, Oldehinked, Albertine J (2011) says temperament correlates mental health of adolescents.

**FACTOR ANALYSIS**

Factor analysis pointed out that dimension in the temperament falls under two factors namely positive temperament and negative temperament. The first two factors have high loading, it is evident that higher secondary students should have to develop gregariousness, thoughtfulness and check the maladjustments of students and help them to rectify it.

**5.3. RECOMMENDATIONS**

From the analysis of the present study, the following recommendations are made:

1. Detection of extreme cases of maladjustment among pupils by careful examination and referral for special treatment.
2. Avoiding the threat of detention, punishment etc from teachers, parents and those in authority.
4. Refraining from practices that will lead to or intensify maladjustment in students irrational hostility to schools, nervous symptoms etc.
5. Reorganizing curriculum to relate to the reality of life.

6. Organizing a team of specialist teachers well versed in psychology, guidance and counseling, enabling them to attend to the overall problems of students and put into operation a system of guidance-oriented teaching. Steps may be taken to provide them with the necessary training facilities.

7. Organizing extension lectures to parents and community leaders focusing on the need for helping students to minimize their problems both in school and in the community and thereby enhance their mental health.

8. Facilitating opportunities for children to take part in co-curricular activities so that they can express their pent up emotions and channelise their energies in creative work.

9. Take up measures to introduce guidance and counseling programs in all the schools in the state.

10. Take up measures to apply school practices to children’s emotional needs and leadership.

11. Take up measures to develop literature on mental health appropriate for school children of all ages.

12. Popularizing religious and moral education program which is the crying need of the hour.

13. To extend training in yoga for physical as well as mental growth.

14. Providing positive friendly and open social environment at school and ensuring that each student has access to community and family supports that are associated with healthy emotional development.
15. Understanding adolescent’s temperament, reframe parent’s interpretation of child’s behaviour and provide directions to parents enabling them to respond to it and guide their children.

16. Developing objective and scientific understanding about the intricacies of adolescent’s development through inter-disciplinary approaches and impacting it to parents, teachers, and most importantly to adolescents themselves. Ensure proper commitment and effective contributions from family, neighborhood, school, teachers, counselors etc.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Some areas of further research are suggested from the discussion.

1. The present study is limited to higher secondary students in Thiruvananthapuram district. The same study can be extended to the other parts of Kerala as well.

2. Replicate the present study on larger groups of mental health variables.

3. In the present study, temperament is framed on concentrating three dimensions: maladjustment, gregariousness and thoughtfulness. The same study can be extend by including some more dimensions.

4. Studies can be taken up to assess the attitude of parents and children towards the introduction of mental health programs in schools.

5. Studies can be undertaken to identify facilities and hindrances in introducing mental health programs in schools.

6. Mental health status scale may be standardized for different age groups after making adequate modification in the content.
Though the investigator is quite aware of the limitations that have crept into the study, she would be gratified if the results of the present study could lead to better understanding of mental health variables. The overall results in the present investigation reveals the role of spirituality, family environment, school environment, self esteem, temperament and its dimensions in the development of mental health and its dimensions in adolescents of higher secondary level. It is hoped that the knowledge contributed by this study would open up new horizons of research and thereby highlight the significance of mental health in education.