CONTEMPORARY PAPER ON THE MENTAL HEALTH AND INFLUENCE OF HOME ENVIRONMENT OF ADOLESCENT GIRLS

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INTRODUCTION

Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. Good living conditions like food, housing, employment are fundamental to well-being. Tracking these conditions is important for public policy. However, many indicators that measure living conditions fail to measure what people think and feel about their lives. Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy.

Mental Health

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives.Alarmingly, however, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age.The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.

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Mental health is an essential part of wellbeing.Mental health is a way of describing social and emotional wellbeing. A child needs good mental health to develop in a healthy way, build strong relationships, adapt to change and deal with life's challenges.

WHO (2001) defines mental health as a state of well being in which the individual realizes his or her own abilities, cope with normal stresses of life, can work productively and fruitful and is able to make a contribution to his or her society.Soddy (1961) defines mental health as the internal balance of the individual, quality of relationship between individuals and the groups and between groups themselves.   Sigmund Freud (1880) gave a minimum, but a significal definition that a person is said to be mentally healthy if he could love and work.

Mental Health And Wellness

Positive mental health allows people to:

- Realize their full potential

- Cope with the stresses of life
- Work productively
- Make meaningful contributions to their communities

Ways to maintain positive mental health include:

- Getting professional help if you need it
- Connecting with others
- Staying positive
- Getting physically active
- Helping others
- Getting enough sleep
- Developing coping skills

ADOLESCENCE

Adolescence is a developmental transition between childhood and adulthood. It is the period from puberty until full adult status has been attained. In our society, adolescence is a luxury. It

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is reported that the real reason there is the developmental period of adolescence was to delay young people from going into the workforce, due to the scarcity of jobs. There are also varying views on the actual time line of adolescence-especially about when it ends. Typically, we view adolescence beginning at puberty and ending at 18 or 21 years. Others suggest that there is a period of late adolescence that extends well into what is now known as the period of young adulthood. Adolescence can be a risky period for mental health problems. On top of environment and genes, teenagers go through many changes and challenges in a short period of time. This all happens while teenage brains are still maturing

THEORIES OF ADOLESCENCE

G. Stanley Hall's Biogenetic Psychology of Adolescence

G. Stanley Hall (1844-1924), was the first psychologist to advance a psychology of adolescence in its own right and to use scientific methods to study them. He defined this period to begin at puberty at about 12 or 13 years, and end late, between 22 years to 25 years of age. Hall also described adolescence as a period of ***Sturm und Drang," -- storm and stress."*** In German literature, the period of sturm und drang includes the works of Schiller and the early writings of Goethe. It is a literary movement full of idealism, commitment to a goal, revolution against the old, expression of personal feelings, passion and suffering. Hall saw an analogy between the objectives of this group of young writers at the turn of the eighteenth century and the psychological characteristics of adolescence. In this theory, Hall stated that the experiential history of the human species had become part of the genetic structure of each individual. The law of recapitulation claimed that the individual organism, during its development passes through states that correspond to those that occurred during the history of mankind. To sum up, the individual relives the development of the human race from early animal like primitivism, through a period of savagery, to the more recent civilized ways of life that characterize maturity. (Muuss, 1975, p. 33) Therefore, Hall described adolescence as a new birth, "for the higher and more completely human traits are now born" (Hall, 1916, xiii).Hall describes this particular aspect of adolescent development (storm and stress) in detail in a chapter of his book on adolescence --"Feelings and Psychic Evolution." He saw the emotional life of the adolescent.

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Sigmund Freud and the Psychoanalytic Theory of Adolescent Development

Freud paid relatively little attention to adolescent development only to discuss it in terms of psychosexual development. He shared a common idea with that of Hall's evolutionary theory : that the period of adolescence could be seen as phylogenetic. Freud did maintain that the individual goes through the earlier experiences of mankind in his psychosexual development. According to Freud and psychoanalytic theory, the stages of psychosexual development are genetically determined and are relatively independent of environmental factors (Muuss, 1975, p.38). Freud believed that adolescence was a universal phenomenon and included behavioral, social and emotional changes; not to mention the relationships between the physiological and psychological changes, and the influences on the self-image. He also stated that the physiological changes are related to emotional changes, especially an increase in negative emotions, such as moodiness, anxiety, loathing, tension and other forms of adolescent behavior.

Home Environment

Adolescent psychology has always been curious about the potentiality of environment on adolescents in determining their overall well-being. The environment constituting the entire span of life experiences of adolescent population is mainly comprised of two major institutions- home and school. Of these, home environment, which is more influential in the formation of their basic personality, consists of innumerable forces that can be classified as direct causal factors capable of contributing to the psychological well-being as well as to the psychopathology of adolescent group. Previous and current research results keep on substantiating this view.

Shek (1997) has found that family factors play an important role in influencing psychological adjustment, particularly positive mental health of Chinese adolescents..Singh, Mittra and Upadhyay (2010) intended to investigate and compare the self-concept of the adolescents belonging to urban and slum area in relation to their family environment. It was concluded that family environment of slum was significantly poorer than the urban areas and self-concept was also lower of slum's adolescents. So it can be concluded that, for the of slum's adolescents. So it can be concluded that, for the positive development of adolescents, in terms of higher self-concept, a good family environment is essential prerequisite.

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Home environment can be viewed as a dynamic system characterized by continuous interaction of subjective and objective elements or forces. Of the subjective elements, parenting style is the substratum upon which overt and covert forces of family dynamics thrives. At the same time, perception of an adolescent about this subjective home environment is largely shaped by his/her interaction with parents and siblings. Influence of objective factors such as gender, size of family, financial status of family, number of siblings, birth order, educational status of parents etc are more or less fixed and may not be amenable to modifications though their role in the personality formation of adolescents cannot be ruled out. Studies in psychology related to the subjective, psychological home environment of adolescents are plenty. However, there is an alarming dearth of studies that have adopted a collective approach to the scientific analysis of subjective, objective, social and cultural forces underlying the family dynamics of which an adolescent is a part. To be particular, there isn't even a single study in this area based on adolescent population of Kerala State.

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. 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. Martínez and García (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 priority given by adolescents of whereas adolescents of authoritarian and neglectful parents, in general, assigned the lowest priority to all of these values. Kaur, Rana and Kaur (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

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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.

In this 21st century there is a rapid reorientation of family dynamics and family structure, thanks to cultural depletion effects of globalization. Thus, there is an emerging trend for integrating adolescent counseling & psychotherapy with 'family/parental counseling & psychotherapy' in the adolescent mental health scenario. Adolescence is a phase of development in which relationship with caretakers takes a serious shift in its quality and intensity (Daniel, Wassell, & Gilligan, 1999). Any intervention strategy opted for adolescent mental health will prove itself futile if implemented without referring to the environment of home to which he/she belongs. Studies prove that, almost all psychological aberrations observed in the adolescents have their root cause in their immediate environment.

Adolescent and Home Environment

With the use of data acquired from over two hundred twenty families, fact finders were able to unravel the fact that when teens see parenting in a way that gives them despondence they showed more escalated levels of troublesome deeds such as belligerence and hostility. The further outcome of their research was elaborated in their article: "Parenting Effects are in the Eye of the Beholder: Parent-Adolescent Differences in Perceptions Affects Adolescent Problem Behaviors" which. This discrepancy between parent-child parenting perceptions affects significantly on how

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negatively each adolescent and parent feel about the parenting. Thus the difference between characteristics of the family as to who bears more dismissive views than the other and how big is that difference directly contributes to an adolescent's troublesome behaviors as cited on Journal of Youth and Adolescence.Their academic endeavor also gave emphasis on how the youth evaluates as to how their mothers and fathers administer their somewhat complex behaviors. A mother's view towards her scion's or offspring's anger or displeasure was mainly associated with externalizing compartments but not with deeds in connection to aggression it is important to understand the distinction between those two externalizing behaviors are conducts caused by superficial factors it could be the environment causing inconvenience or such things and can also be aggression.

SUGGESTIONS

Physical health is a big part of mental health. To help the teenager stay emotionally and physically healthy, encourage them to do the following:

- Keep active – physical fitness will help the child to stay healthy, have more energy, feel confident, manage stress and sleep well.
- Develop and maintain healthy eating habits.
- Get lots of regular sleep. Quality sleep will help your child to manage a busy life, stress and responsibilities.
- Avoid alcohol and other drugs.

It's normal for children and teenagers to sometimes have low moods, poor motivation and trouble sleeping. These things aren't always the signs of a mental health problem. But if you notice any of the following signs and the signs go on for more than a few weeks, it's important to talk with the teenager . The next step is to get professional help.

CONCLUSION

When we are free of mental disturbances we are more able to live our lives to the fullest. Peace of mind is a natural condition, and is available to everyone. Mental health strengthens and supports our ability to have healthy relationships make good life choices, maintain physical health and well-being, handle the natural ups and downs of life.

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