



Critical Review On Psychological Analysis Of Adolescents

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ABSTRACT:

The physical issue among teens is one of the most notable issues. It is a particularly distinct stage because of the sudden growth spurt, significant endocrine changes, and increase in sexual maturity. Social issues are among the most challenging issues that adolescents face. The adolescent hopes that he may be respected and accepted. As a result, the teenager complies with peer group norms. The organism's dynamic internal adjustment of emotion serves the individual's satisfaction and welfare. The body's equilibrium may be more severely disrupted by quick and pronounced physical changes, which increases the chance of elevated emotionality. So, in this article critical review on psychological analysis of adolescents has been discussed.

Keywords: Psychological, Analysis, Children.

INTRODUCTION:

The adolescent children are very self-conscious and overly sensitive about their physical appearance since sometimes the growth is uneven. The term "socialization" refers to the process of learning to adhere to societal expectations, rules, and traditions. Every culture and subculture have its own norms of acceptable conduct by which it assesses the socialization of each member. Teenagers are innately very aware of their status in society. The terms "human response to a stimulus" or "integral reaction of the complete organism" may be used to describe it. The teenage years are a time of intense emotion. Review of related literature allows the researcher to acquaint with the current knowledge in the field or area in which he or she is going to conduct his or her research. It is a summary of the writings of previous works in that field. Review provides useful knowledge and helpful suggestions for further investigations.

REVIEW OF LITERATURE:

In the Information Technology Sector (ITS) workplace in Hyderabad, the study paper gives the findings of a comparative analysis on occupational stress among male and female employees and its impact on employee performance, according to KDV Prasad et al. (2016). A survey of 200 IT professionals, consisting of 110 men and 90 women, was conducted to ascertain the six independent stress-causing factors—career-related, job-related, organizational-related, physiological, behavioral, and individual factors—and their impact on employees' performance, a dependent factor. Parametric statistics, such as the t-test, F-test, and multiple regression analysis, were combined with descriptive analysis and correlation methods to arrive at the conclusions. The consistency of the survey questionnaire and the scale utilized for this inquiry were calculated using the static Cronbach's alpha (C-alpha) and Spearman-Brown split-half reliability statistics. The overall C-alpha is 0.89, whereas the Spearman-Brown split-half statistic is 0.83. The C-alpha values for all six independent variables and one dependent variable were 0.62 to 0.76 for men and 0.60 to 0.74 for women. According to the study's results, workplaces often encounter moderate levels of occupational stress, which have a minor detrimental effect on performance. Chronic neck and back pain caused by prolonged sitting at work has a significant effect on the health of certain workers. Despite the fact that men and women experience stress from different sources, the study shows that women have higher levels of stress than males.

Meenakshi Jindal (2014) argues that it is crucial for people to maintain their mental health during this stressful time. One needs to be in good physical and mental health in order to thrive in life; otherwise, he won't be able to reap the rewards of his labors. It seems that mental health and self-concept are linked and influence each other. Both of these elements, when considered together and independently, have an impact on the children's intellectual development. In this paper, the researcher attempted to examine the connections between the sample students' self-concept, academic accomplishment, and mental health. A sample of 79 female pupils from Chandigarh's Convent School was selected. The relationships between self-concept and scientific achievement, self-concept and mental health, and the relationships between mental health and self-concept were investigated using a survey approach. The sample includes both the self-concept assessment and the mental health inventory. Multiple correlation and Pearson's correlation approaches were used to evaluate the raw data. The findings showed that self-perception and scientific success, as well as self-perception and mental health, have a substantial positive link. There was no obvious correlation between students' mental health and their performance in science in the sample population. The relationship between mental health and self-concept did not significantly predict the science achievement of the sample children.

Archana Nara (2014) examines the emotional intelligence of kids in Haryana according to gender and location. (1) Male and female pupils had considerably different emotional

intelligence scores. (2) There is a considerable difference in emotional intelligence between students in rural and urban schools, favoring female students. Urban students will benefit from it.

The goal of the current study, according to Bartwal Ramesh Singh (2014), was to examine the connection between gender, place, and mental health in terms of emotional intelligence. The British districts of Saharanpur and Chamoli used senior secondary schools in both urban and rural areas to gather statistics (U.P.). 400 students were randomly selected for the sample, with both male and female pupils. The study's conclusions showed no gender differences in these characteristics across kids in rural and urban settings and a substantial association between mental health and emotional acuity.

Maharishi, R., and Parameswari, J., claim that emotional intelligence has an effect on how involved adolescents are in their studies (2013). The findings demonstrate that there is no discernible difference in the degree of study participation between men and women. Based on family type, birth order, or place of residence, there are no obvious differences in study involvement. The findings indicate that kids at private schools are more interested in their studies than their peers in public schools. It has been demonstrated that emotional intelligence and study engagement are positively and significantly related. Emotional intelligence has a big impact on how engaged students are in their academics.

Emotional Intelligence and Academic Performance Among Students of a High School in South India, Ratnaprabha et al. (2013) On the EI scale, girls performed much better than boys more frequently. A significant correlation between having excellent emotion regulation and academic success was seen in the majority of students (41.4%) who had gotten less than 75% of the possible points in the previous academic year (Chi sq = 14.398; p = 0.006).

In order to think clearly and navigate the ups and downs of life in a way that promotes emotional stability and development, one must have good mental health, according to Tanu Gupta and Dinesh Kumar (2013). The ability or mental energy of a person at a certain time and place must be considered when defining intelligence. In addition to other standards of teaching behavior and teaching methods, the phrase "instructional aptitude" refers to the mental, psychomotor, and integrative skills required to get along with pupils in a classroom. The current study focuses on the connection between students' mental health and teachers' intelligence and instructional abilities. The IQ and mental health of student teachers enrolled in B.Ed. classes were thought to be strongly positively correlated. The relationship between B.Ed. student instructors' mental health and their teaching abilities is quite favorable. To represent the sample, 100 teachers and students from two educational institutions were randomly selected. The student instructors' IQ, mental state, and teaching prowess were assessed. There is little correlation between students' IQ and mental health in B.Ed. classes. There is not much of a correlation between teaching competence and mental wellness. Since

it shows how independent factors like mental health, IQ, and teaching ability are, the current study has implications for academics and educational planners.

Various factors, including a wrestler's physical prowess, personality, general intelligence, emotional intelligence, mental health, anxiety, motivation in general and achievement motivation in particular, self-interest, aptitude, wrestlers' attitudes, etc., affect their performance, according to Bhairaddy, C. R., and Patil, B. M. (2013). However, a person's personality, IQ, and mental health are the main factors that affect how well they do. The purpose of the current study was to examine how personality, emotional intelligence, and mental health affected wrestler performance. Thus, the present study draws the conclusion that wrestlers' personalities, emotional quotients, and mental health are positively and significantly related to their on-mat performance. Only the primary influences of personality and emotional intelligence are significant in determining a wrestler's performance.

According to Balaji Arumugam et al. (2013), there are problems with adolescent mental health and its psychosocial connections. This study found links between female sex, younger age, higher socioeconomic status, unhealthy home environments (parents fighting, parental abuse), sibling rivalry, unhealthy school environments (fights with peers), and family type; single-parent homes were not.

According to study by Brinda B. Sharma (2013) on family interactions and adolescent mental health, teens with parents who were seen as accepting, especially the mother, had better mental health. Parental acceptance was above-average to average in adolescents with high socioeconomic status, but it was average to below-average in adolescents with low socioeconomic status. Parental acceptance was a very different experience for boys and girls. Parental avoidance was high to above average in adolescents from wealthy families. The degree of paternal avoidance varied between boys and girls. For both groups, the parental concentration levels were comparable. Mothers, however, give different attention to boys and girls.

According to Akhil Mehrotra and Pooja Mishra (2012), the aim of the study was to compare the level of self-concept among teens with physical disabilities to that of their classmates, who were usually developing. For a total of 80 school-age students in grades IX and X, aged 11 to 16, three Varanasi-area schools were specially chosen, with 40 pupils from each category of normal and orthopedically challenged students. Each group consisted of 20 men and 20 women. Each subject underwent Mohsin's self-concept inventory test. Overall, it was shown that compared to their peers, who were typically developing, adolescents with physical disabilities showed substantially lower levels of self-concept. The mean, standard deviation, and "t" tests were used to compare teenagers who were physically challenged and those who weren't in order to identify any differences that were statistically significant.

Research has been done on the impact of gender and academic ability on teens' self-concept, according to Sangeeta Rath and Sumitra Nanda (2012). Using a 2 x 2 (boys against females) factorial design, the study contrasted adolescents who are academically competent with those who are less academically competent. In the current study, 120 adolescents with strong academic performance obtained grades of 80% or above, while 120 adolescents with weaker academic performance received grades of 50% or lower. 234 teenagers were randomly selected from a range of Odisha's urban institutions. There are 60 boys and 60 girls among the two groups of 120 teenagers. Every course is instructed by graduate students in their first year. Regarding their self-concept, the individuals in each of the four groups are contrasted. The findings showed that adolescents with higher physical, moral, personal, family, and overall self-concepts are more academically proficient than those with lower self-concepts. Boys show a stronger correlation between their overall and personal self-concepts than girls do. Similar to boys, girls exhibit stronger connections between their social and overall selves than do boys, as well as between their physical and overall selves.

A study on MBA students was done by Padma S. Rao (2012) to determine how demographic factors impact emotional intelligence. The results showed that the demographic factors included in this study had no influence on students' EI.

The impact of emotional intelligence on the stress management and coping mechanisms of brilliant kids was studied by Baby Shari and Rinju George (2012). The results of the study indicate that people with high emotional intelligence experience less stress than people with poor emotional intelligence. Teenagers that were emotionally gifted chose a more problem-focused method than other groups, according to the study, and they were considerably different from other groups. The study identified a range of challenges faced by gifted teenagers in India, which could assist parents and educators in developing curricula that take gifted teenagers into account.

According to Chandra Shekhar et al. (2012)'s study, "Self-concept and mental health of school students under the impact of television viewing," there was no significant difference in the amount of television watched by government and private school students in terms of their self-concept, but there was a significant difference in terms of their mental health.

The purpose of this study, according to Malik Muddasir Hamid, M. Y. Ganaie, and Pandith Aqueel Ahmad (2011), was to examine the academic performance of normal and physically challenged secondary school students in Baramullah (J and K). 300 secondary school students were chosen at random and on purpose for the study population, 150 of whom had physical disabilities and 150 of whom did not. The Sagar and Sharma self-concept questionnaire and the Mahesh Bhargava and M.A. Shah level of aspiration scale were both used to collect data. The study's findings show that children in typical secondary schools have better levels of academic achievement, genuine selves, and aspirations than physically

challenged pupils. However, studies have found that pupils with physical disabilities have higher ideals than ordinary students.

Kumar Parsanjeet (2011) researches the socioeconomic standing and mental health of secondary school students. The findings revealed no discernible difference between pupils attending private and public schools in terms of their average emotional stability. On average, pupils attending private versus public schools had significantly diverse socioeconomic backgrounds.

The association between emotional intelligence and the mental health and adjustment of secondary school children was studied by Satdev Verma and Pushkrit Gupta (2011). Both emotional intelligence and adjustment have been proven to be significantly correlated, as have emotional intelligence and mental health. Even though there is a significant t-ratio between male and female emotional intelligence, the outcome was quite the reverse, or negative, after corrections.

According to Kavita Pahariyal et al. (2010), this study examined how gender affected urban youths' self-concept (aged 14–17 years). The study included a sample of 200 students—100 males and 100 females—from four randomly chosen schools in Ludhiana City. The findings revealed that gender differences in total self-concept were not statistically significant since males outperformed females in domains like physical and intellectual self-concept while females excelled over males in domains like social and moral self-concept. Males of different ages did not show any statistically significant differences in overall self-concept. With time, women's self-concept did seem to get better. Gender differences were significant in the younger age group but non-significant in the older age group.

According to Bandhana et al.'s (2010) study on family environment, mental health, and academic achievement among H.S. secondary school students, the average mental health score for girls is 74.76, compared to 70.76 for boys. Girls often perform better than boys on tests of mental health, according to the study.

Garima Gupta and Sushil Kumar (2010) discovered a significant association between the two traits. It also showed that male students performed better than female students on tests of self-efficacy, emotional intelligence, and mental health, highlighting the significance of giving female college students instruction in these areas.

Arpit Khare and Meenakshi Handa (2009), there is no connection between self-concept congruence with brand personality and product appraisal for the brand in high-end and entry-level cell phone models. Regarding the attention-seeking brand version among young people, there is a relationship between self-concept and brand personality. Brand communications for youth-focused companies must take into account these aspects of the market and be developed with an understanding of them.

The association between emotional intelligence and adjustment was researched by Sridevi and Parveen (2008). 200 students were chosen as the sample for the current study using a stratified random selection methodology. The 102-item adjustment inventory developed by Profs. A.K.P. Sinha and R.P. Singh, the 22-item T.R. Sarbin self-concept appraisal scale, and academic achievement were used to quantify emotional quotient. The outcomes of the students' overall cumulative midterm tests were taken into consideration while rating their performance. Academic achievement among high school students is positively connected with emotional intelligence, adjustment, and self-concept, according to one of the study's primary findings. 2. The emotional quotient of female students is higher than that of male students.

According to Vijayalaxmi A. Aminabhavi and Suneetha Hangal (2007), the current study examined how adolescents' self-perceptions, emotional development, and drive for achievement were impacted by their mothers' jobs. In North Karnataka's Hubli-Dharwad cities, 75 kids with working mothers and 75 kids with stay-at-home mothers who were enrolled in the eighth and ninth grades made up the sample. The data was gathered using the Deo-Mohan Achievement Motivation Scales, the Singh and Bhargava Emotional Maturity Scale, and the Ahluwalia Children's Self-Concept Scale. ANOVA and the "t" test were used to evaluate the outcomes. The findings showed that teenagers and housewives have a significantly higher sense of self. It was also found that working mothers' daughters place a significant emphasis on performance and that their kids have excellent emotional maturity.

Darsana (2007) examined the connection between emotional intelligence and traits that help students in higher secondary schools achieve. Tests of emotional intelligence, a socioeconomic status indicator, a scale for assessing motivation for achievement, a scale for measuring exam anxiety, and a scale for measuring self-concept were all employed as instruments in the current study. 387 students from Kerala's Kollam district's higher secondary schools, including 191 boys and 196 girls, made up the study's sample. The following were the study's main conclusions: 1. For female students attending private universities, there was no correlation between emotional intelligence and socioeconomic level. 2. There was no discernible link between emotional intelligence traits and self-concept in either the study's full sample or a subsample of boys, girls, urban, rural, public, and private institutions. 3. Students in rural areas showed higher emotional quotients than those in urban areas.

Deepika Gupta and Neeta Mahajan (2006) examined emotional intelligence as a comprehensive approach to life success using comparative studies on emotional intelligence in teenage boys and girls. The current study's goal was to evaluate the emotional quotient of 50 men and 50 women. Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004) employed a standard questionnaire to gather data on intrapersonal and interpersonal management, interpersonal awareness, and interpersonal management in both boys and girls. The

following were the study's main conclusions: Adolescent girls outperformed boys in all significant emotional intelligence domains.

Uma Devi (2005) created a questionnaire to evaluate teens' emotional intelligence. The following were the study's main conclusions: 1. The majority of adolescent boys and girls scored above average, followed by average, and a very small percentage scored below average in emotional intelligence. 2. The study discovered a favorable and significant correlation between overall personality and emotional intelligence. 3. It is abundantly clear from the results of the current study that emotional intelligence and personality are positively and significantly correlated. 4. Young people who exhibited favorable personality qualities also showed high levels of intrapersonal, interpersonal, adaptability, stress management, and general mood abilities.

CONCLUSION:

The review of related literature enables the researcher to delimit and define his /her problem. The knowledge of related literature brings the researcher up to date information on the works which other have done and helps to state the objectives clearly and concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He /she can select those areas in which positive findings are likely to result and his/her endeavors would be likely to add to the knowledge in a meaningful way. So, here psychological analysis of adolescents have been discussed in proper manner.

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