Social Justice among Adolescents and Rural Community: A Psycho-Social Perspective

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Adolescence is a period of transition between childhood and adulthood. It is a phase of life marked by special attributes including rapid physical growth and development; physical, social and psychological maturity. The present review focuses on adolescents' social perspective taking in context of social justice as demonstrated by their awareness and interpretations. In this paper, focus is laid on literature related to mental health and social justice, social perspective that contributes to our knowledge of adolescents' development of comprehensions of social diversity. It provides the theoretical empirical background for observing adolescents' perspective taking capacities in context of social justice. Another part of this paper is focused on different problems and social injustice towards adolescents' which is one of the critical problems of world today. Social justice is defined as "promoting a just society by challenging injustice and valuing diversity." It exists when "all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources. Social justice is generally equated with the notion of equality or equal opportunity in society. Although equality is undeniably a part of social justice, the meaning of social justice is much broader. Further, this review focuses upon problems the adolescents of rural community, what type of psychosocial problems they are facing and why they are not being benefited by governmental policies and programmes.

Keywords: Social Justice, Rural Community, Psychosocial Perspective

Introduction

Period of adolescence is an important phase in the lifespan where adolescents have significant advances in cognitive ability, and the person starts the process of identity formation (Erikson, 1968). During this period adolescents attain a unique set of beliefs and values and start to view their own selves like autonomous, rational and moral agents of larger society (Mossman, 2011). These types of beliefs and values consequently shape the adolescents' interpretations of the social world and, most notably, these beliefs and values determine their moral conduct within it. Also, during adolescence social characteristics such as race and class, frame new personal significance as persons suffer with the task of creating their own identity (Quintana, 1998). How adolescents respond to diversity determines their ability to resolve and identify with the beliefs and practices that are not similar and relayed to other social groups.

Social justice focuses on unfairness and injustice towards a societal or cultural perspective and how fairly (or unfairly) a society behaves with its integral groups (Moshman, 2008). Growing up in a diverse environment can foster tolerance in adolescence through exposure to numerous beliefs, values, traditions, and practices. None the less, a considerable experience with dissimilar others is also more likely to lead to increased instances of social injustice, including stereotyping, prejudice and discrimination (Killen, &

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Smetana, 2010).Social cognitive development during adolescence strongly determines individual understandings of social diversity. Adolescents who do not have the appropriate cognitive tools to resolve their social differences are at a greater risk of disseminating thoughts and behaviors that sustain or promote inequality (Quintana, & Mc Kown, 2007).

Unsurprisingly, adolescents radically differ in their apparent commitments and dispositions towards social justice. While some routinely engage in conduct against individuals with opposing social attributes that perpetuates social inequity, others assume prosocial attitudes and faithfully dedicate themselves towards combating societal unfairness (Aboud, 2008; Brown & Bigler, 2005). Thus, the social cognitive advancements that take place in adolescents have significant implications for how one thinks and acts towards others from dissimilar social positions (Gainsay, Ku, & Wang, 2005). Some of the studies indicate that those individuals who were able to undertake developed and empathic understandings of social differences were more likely to have better positive interactions with members of other social groups. Their overall social experience increased as compared to those who were inexpert or hesitant to appreciate inequalities (Davis, &Maitner, 2009).

Adolescents are one in every fifth person (21 per cent) of the total population in India (Ministry of Health and Family Welware, 2014), yet very few studies have been conducted to show the major psychosocial problems among adolescents in India. During this period of adolescence, more children suffer from different types of psychosocial problems at one time or the other during their development. In these problems, many are temporary in nature and are often not even given proper attention. So, it is important to study the psycho-social problems of adolescents because they are facing difficulties and risk associated with healthy development. Adolescents are having very special and different needs that can no longer be ignored and it is also very important to invest in adolescents, as they are the future of every country.

Problems of Adolescents

Any developmental period is likely to be attended by many difficulties. Adolescence is a period of moving from childhood to adulthood that implies many developmental changes and related problems. For every country young people are forming precious human resources. Though, there is significant obscurity in definition of young people and terms like young, adolescents, adults, andyoung adults are often used interchangeably.

India is home to the world's largest population of adolescents, with approximately 253 million individuals aged between 10 and 19 years. This demographic presents an immense opportunity for the country's social, political, and economic progress. To fully capitalize on this potential, it is essential to ensure that these adolescents are safe, healthy, educated, and equipped with the necessary information and life skills that contribute to the nation's development. Unfortunately, both adolescent girls and boys in India face challenges in accessing information on topics that directly impact their lives. Additionally, they have limited spaces and opportunities to develop crucial competencies required for active participation in society. However, adolescent girls, in particular, experience multiple layers of vulnerability due to harmful social norms that undermine the value attributed to them. Consequently, these norms restrict their freedom of movement and decision-making capabilities regarding matters such as education, work, marriage, and social relationships (United Nations International Children's Emergency Fund, UNICEF, 2014).

Addressing these issues and empowering adolescent girls and boys is of paramount importance. By providing them with comprehensive information, access to education, and opportunities to develop life skills, India can promote their well-being and enable them to contribute significantly to the nation's progress. Breaking down pernicious social norms that marginalize girls and limit their choices is crucial for fostering a more equitable and inclusive society. When adolescent girls have the necessary support and resources, they can overcome barriers and actively participate in various spheres of life, thus positively impacting India's social, economic, and political landscape (United Nations International Children's Emergency Fund, UNICEF, 2014).

This large group of young people denotes a great demographic share with the capability to contribute to India's economic growth and development. In order to realize this capability to the fullest, young people must be healthy, educated and prepared with information skills and confidence that would allow them to contribute to their communities and the country's socio-economic growth (Adolescents in India, 2013).

This review concentrates on the fact that adolescents are a dissimilar group with diverse needs that vary depending on things like age, gender, marital status, place of residence and educational fulfillment. Although there has been a rigorous effort on the part of the government to focus on the needs of young people through different programmes and policies focused specifically for them. Though most legal policies, legislations and programmes define this group differently and often combine them with children or young adults. Apart from these efforts, adolescents continue to face so many difficulties and challenges, highlighting the gaps in the execution of programmes and policies (Adolescents in India, 2013).

This review is also concentrating on key aspects of adolescents' lives, education, nutrition, and challenges they face such as child labor, physical and sexual abuse, substance misuse, trafficking, the lack of autonomy and decision making in important areas of their lives and impact of media on adolescent behavior. These liabilities are making bad impact on adolescents' health and wellbeing and creating hindrances to their growth and development.

Problems of Adolescent Girls

A significant number of girls in India face barriers that hinder their ability to complete secondary education. Approximately 43 percent of girls drop out before completing secondary education due to various factors. These include household responsibilities, early marriage, engagement in child labor, limited perception of education's relevance for employment and employability, long distances to school, and inadequate sanitation facilities in schools.

Moreover, the experience of menstruation adds further challenges to the lives of girls in ways that may be difficult to comprehend in many other countries. In India, at least 42 percent of girls rely on cloth rather than disposable sanitary napkins, according to data from the United Nations International Children's Emergency Fund (UNICEF) in 2014. This highlights the lack of access to proper menstrual hygiene management facilities and resources, which has a significant impact on girls' overall well-being, education, and participation in daily activities.

Child Marriage

Child marriage is a deeply entrenched social norm that serves as a stark illustration of gender inequality and discrimination. Disturbingly, estimates indicate that every year, at least 1.5 million girls under the age of 18 are married in India, making it the country with the highest number of child brides worldwide. This figure alone accounts for about one-third of the global total, according to data from the United Nations International Children's Emergency Fund (UNICEF) in 2014.

The practice of child marriage exposes girls to numerous risks and negative consequences. Adolescent girls who become pregnant are at a significantly higher risk of experiencing complications during childbirth and facing maternal and newborn health issues. It is concerning that approximately nine percent of adolescent girls aged 15-19 years in rural areas and five percent in urban areas have already begun childbearing. Children born to adolescent mothers also face increased risks, particularly in terms of stunting and early childhood development. These children are more likely to experience cognitive and physical deficits, which can have long-lasting effects on their overall well-being and future prospects. Additionally, these challenges contribute to reduced productivity in adulthood, further perpetuating the cycle of poverty and hindering social and economic development.

Problem of Malnutrition

Adolescents have distinct nutritional requirements as they undergo a period of rapid growth and increased physical activity. They need a well-rounded diet that includes an adequate intake of protein, vitamins, calcium, iodine, phosphorus, and iron to support their developmental needs. However, data from the National Family Health Survey (NFHS-3) indicates concerning trends related to the nutritional status of adolescents in India. According to the NFHS-3 data, in the age group of 15-19 years, 47 percent of girls and 58 percent of boys were classified as thin, indicating a prevalence of under nutrition. Furthermore, 56 percent of girls and 30 percent of boys were found to be anemic, highlighting a significant deficiency in iron levels.

These statistics underscore the need for interventions to address undernutrition and micronutrient deficiencies among adolescents. On the other hand, the data also reveals a concerning prevalence of overweight and obesity among adolescents. Approximately 2.4 percent of girls and 31.7 percent of boys were classified as overweight. This disparity between genders suggests a higher risk of overweight and obesity among boys. The rising prevalence of overweight and obesity in this age group is a significant public health concern due to its association with various chronic diseases.

Role of Mass Media

Mass media plays a significant role in the lives of adolescents, with a higher utilization rate among males (88.2 percent) and females (71.5 percent), as reported by UNICEF India in 2013. The influence of mass media on adolescents is evident in their habits and lifestyle patterns. A study conducted in Chennai among adolescents aged 11 to 17 years revealed that 90 percent of them consumed food or snacks while watching TV, 82 percent purchased food products and snacks based on advertisements, 59 percent prioritized TV over outdoor activities, and 42 percent followed diets and exercised to achieve a body like their favorite media personalities (Priyadarshini, Jasmine, Valarmathi, Kalpana & Parameshwari, 2013).

Television viewing during childhood and adolescence has been associated with various adverse health outcomes in adulthood. Research conducted by Hancox, Milne, and Poulton in 2004 showed that television viewing in early life is correlated with overweight, poor fitness, smoking, and elevated cholesterol levels in adulthood. These findings highlight the powerful influence of mass media, particularly television, on the behaviors, choices, and health outcomes of adolescents. The exposure to food advertisements and sedentary behaviors while watching TV can contribute to unhealthy eating habits, decreased physical activity, and increased risk of overweight and obesity. Furthermore, media portrayal of body ideals can lead to body dissatisfaction and the adoption of potentially harmful dieting practices or excessive exercise.

Therefore, it is necessary to study the health problems of adolescents and social inequality in the society that they are facing and are risky for their healthy development. This will increase the focus on adolescents' health that will be helpful in the development of preventive, promotive and curative adolescent health programme in the community. Adolescents have very special and distinct needs, which can no longer be ignored. It is also essential to invest in adolescents, as they are the future of the country.

Social Justice and Perspective Taking

In a multicultural society, formation of positive intergroup interactions and relationships mostly depends on adolescents' ability to recognize and understand essential social group differences. It is essential that, adolescents must be able to admire the views of members who belong to different social groups as well as resolve conflicting values and beliefs. Situations that are depicting social injustice threaten intergroup relations as they accentuate the group differences in vulnerability and power of society. Prior to being able to grasp these critical social group differences, adolescents must have the required social perspective taking capacities. Studies have been conducted on social justice, but considering the social perspective, very few studies were found that were investigating adolescents' social perspective (Gehlbach, 2004; Gurucharri, & Selman,1982; Selman, 1980; 2003).

Recent researches have given attention to social cognition as aprobablepath for studying adolescents' understandings and interpretations of socialjustice themes (Smetana & Villalobos, 2009; Wainryb, Smetana, &Turiel, 2008). Adolescent's capacity to adopt and manageothers' perspectives with diverse backgrounds (e.g., race/ethnicity, gender, social class) is the essential factor for the understanding of social justice.

The act of imagining the world from another person's viewpoint is referred to as perspective taking. It is often considered the cognitive aspect of empathy and is crucial for the development and maintenance of social bonds (Davis, 1983; Galinsky, Ku, & Wang, 2005). Perspective taking involves understanding and empathizing with others' thoughts, emotions, and experiences. Research has shown that perspective taking is not associated with stereotyping and prejudice towards others (Galinsky & Ku, 2004; Galinsky & Moskowitz, 2000). Instead, it is linked to higher levels of concern for the well-being of others (Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007). Perspective taking serves as an important social strategy for building empathy and fostering positive relationships with others.

Moreover, perspective taking plays a significant role in the development of moral reasoning among adolescents and young individuals (Colby, Kohlberg, Gibbs, & Lieberman, 1983; Hoffman, 1987). Research conducted by Eisenberg, Zhou, and Koller in 2001 and 2005 demonstrated the association between perspective taking and moral reasoning in early adolescence. They found that perspective taking improves in a linear manner with age, increasing from mid-adolescence to late adolescence (Eisenberg et al., 2005).

In other word, perspective taking for social justice in adolescents refers to their ability to understand and

consider the perspectives, experiences, and feelings of others, particularly those who are marginalized or disadvantaged. When it comes to social justice, perspective taking plays a significant role in promoting empathy, understanding, and advocacy for equity and fairness. Perspective taking allows adolescents to step into the shoes of others and view the world from their perspective. By understanding the experiences and challenges faced by individuals from marginalized groups, adolescents can develop empathy and compassion. This understanding helps break down stereotypes, biases, and prejudices, fostering an inclusive and just society. Perspective taking helps adolescents recognize and acknowledge the existence of social injustice and inequality. By understanding the experiences of marginalized individuals and communities, adolescents can identify unfair treatment, discrimination, and systemic barriers that perpetuate inequality. This recognition is a crucial first step towards addressing social justice issues. Perspective taking encourages adolescents to engage in critical thinking and analysis of social issues. By considering multiple perspectives, adolescents can develop a more nuanced understanding of complex problems and the underlying factors contributing to social injustice. This critical thinking enables them to challenge and question existing norms, practices, and systems that perpetuate inequality.

Hodges, Denning, and Lieber (2018) suggest that perspective taking may have a potential drawback in the context of adolescents as it can emphasize differences rather than similarities, thus inhibiting the establishment of shared reality among them. Although perspective taking is theorized to influence social tuning and shared reality, further empirical research is necessary to fully understand its role in the process of social tuning. From an interpersonal perspective, perspective taking can assist individuals in anticipating and understanding another person's reactions and behaviors in various situations. This understanding can facilitate effective communication between people (Davis, 1983; Krauss and Fussell, 1996; Krauss and Chiu, 1998; Boca, Garro, Giammusso, &Abbate, 2018). While perspective taking is generally considered beneficial for empathy and social understanding, Hodges, Denning, and Lieber (2018) highlight the need for more empirical investigation to ascertain its precise effects on social tuning and shared reality among adolescents. By exploring the interplay between perspective taking, social tuning, and shared reality, researchers can gain a deeper understanding of how perspective taking impacts interpersonal dynamics and communication processes.

Right from past centuries, social perspective has been an essential psychological and philosophical concept that is one of the most regarded concepts as focused to how one interprets and functions within the social world. George Herbert Mead (1934) who was a famous social interactionist saw the ability to step outside one's self and assume others' points of view as a special human capacity, and it is important for the development of both self and social intelligence. He said that the individual person is a product of social interaction and believed that it is happening through comparing and evaluation various perspectives that were able to form notions of the psychological 'self' and 'others'.

Regarding development of role taking ability in children,Piaget (1965) was among the first who studied it empirically. According to him, role taking is a skill that results from marked developmental shifts, away from egocentrism and centration which are basics for Pre-operational thought. Egocentrism shows the young child's lack of differentiation of the self from the social world and centration indicates to attend the one features of an event (Piaget, 1952; Piaget & Inhelder, 1956).

Almost reaching to mid to late adolescence, many adolescents have acquired the capacities of social perspective taking that are representative of most advanced level of Selman (1980) model. Here adolescents can assume a broader third-person perspective that permit them to know how points of view are influenced by societal and cultural roles and experiences. At this point, adolescents are now able to identify the perspectives from several orthodox, societal, legal of moral viewpoints that were shared by large aggregates of people (Selman, 1980). These cognitions advance adolescents to analyze social differences and issues relating to social justice in ways that are not possible at earlier levels.

So on the basis of these studies it can be said that adolescents with better perspective taking skills are less likely to increase behaviors and cognitions that enhance social inequality. Most of the social psychological studies relating with social perspective taking, though, involved adult participants, yet have not emphasized developmental changes over time. Till now, very few studies have directly explored adolescent

social perspective taking in social justice contexts from a developmental standpoint.

Social Justice and Mental Health in the Adolescents of Rural Community

Social justice primarily focuses on the equitable distribution of material goods among different groups within society. However, when it comes to mental health, there has often been disconnect between social justice and the individual perspective. Mental ill health is often seen as an individual issue, with the primary focus of treatment being on the person with the mental illness. While some views from the anti-psychiatric movement suggest that mental ill health is more a result of societal rules and norms, these perspectives have lost influence over time (Sheppard, 2002).

Nevertheless, there is a general recognition that mental ill health is influenced by social context rather than just individual factors. Understanding the meaning and content of ideas for an individual is crucial in identifying and addressing mental illness, such as exploring the nature of depressed mood or delusional thoughts. Moreover, the social context of mental health is directly linked to social justice. The relationship between the distribution of material goods and the mental health of social groups has been an important focus in the field of social psychiatry for many years (Sheppard, 2002).

At the core of social justice is the concept of fairness, which entails striving for equitable distribution of material goods among individuals and groups. This idea of fairness is closely related to equality, although it does not imply that all individuals or groups should be equal in every aspect of life. Social justice revolves around the principle of equal treatment for all, which can be understood through three dimensions: rights, desert, and need (Franklin, 1998).

A socially just perspective on rights would ensure that everyone has equal legal rights, such as the right to inherit wealth from relatives. The principle of desert suggests that individuals should be rewarded or held accountable based on their individual efforts or morally reprehensible behavior. Need is a fundamental aspect of social justice, where a response to social disadvantage is based on fulfilling the needs of those who are most disadvantaged. For example, individuals living in poverty would have access to material resources that mitigate the effects of their disadvantage. It is important to note that these principles of social justice may not always align.

Allowing inheritance, for instance, tends to benefit wealthy families the most, despite the appearance of equality in the right itself. On the other hand, a needs-based approach to poverty would aim to reduce material inequality by providing resources to those who are most disadvantaged (Sheppard, 2002).

Various government agencies, researchers, and policy makers are choosing different definitions of rural communities depending on their needs (United States Department of Agriculture, 2008). Definitions might be used to target resources and for health-related research purposes (Hart, Larson, & Lishner, 2005). Several experts and agencies are examining the characteristics of rural communities and the values of people who live in these areas (Campbell, Richie, & Hargrove, 2003; De Leon, Wakefield, Schultz, Williams, & Vanden Bos, 1989; Hargrove, 1986; Schank, 1994; Schank & Skovholt, 2006; Slama, 2004; Wagenfield, 2003). In rural areas they have strong kinship ties and often have multiple family members who reside in the same community. In rural individuals a strong sense of self-reliance might be a barrier that prevents outsiders from gaining the trust of community members.

Their relationships are often interdependent and may have very strong familiar, social, or historical roots (Hargrove, 1986; Helbok, 2003; Schank, 1994). Studies indicate that rural individuals may have limited resources, facing high rates of poverty, limited formal education, higher illiteracy rates, limited insurance coverage, higher rates of disabilities, very few mental health resources, and less access to employment as compared to people living in urban or suburban areas (Campbell et al., 2003; Wagenfield, 2003). Another problem for the rural people is that they have less access to governmental, community, and private resources because public transportation is often not available everywhere and personal transportation might be impossible for those who are disadvantaged.

Some mental health problems are more common in rural areas than in other communities, including suicide (Roberts Battaglia, & Epstein1999), alcohol abuse, and chronic illness (Wagenfield, 2003). Though, there are very few providers of mental health services in rural areas because of difficulties recruiting and retaining personnel (Schank, &Skovholt, 2006). These types of issues must be taken into concern by advocacy-minded health practitioners because the combination of very high rates of mental illness, low rates of protective care or supports such as insurance, literacy, education,

and employment; and limited access to and presence of resources can place rural residents in a position where social justice advocacy may be especially needed. These factors may lead to so many difficulties accessing health care, rehabilitation, educational, and/or employment service.

Mental health problems among adolescents are a pressing and often overlooked issue. In recent years, there has been an increase in mortality and morbidity rates related to mental disorders among adolescents. A study conducted in Goa among individuals aged 16 to 24 years revealed that 3.9 percent of youths reported engaging in suicidal behaviors, with females being four times more prone to such behaviors than males. Several factors were found to be independently associated with suicidal behavior, including absenteeism, independent decision making, premarital sex, sexual abuse, physical abuse from parents, and mental disorders (Pillai, Andrews & Patel, 2009).

India, in particular, experiences a high prevalence of suicide among adolescents compared to other age groups. Statistics show that 40 percent of suicide deaths in men and 56 percent of suicide deaths in women occur in the age group of 15 to 29 years (Patel, Rama sundarahettige, Vijay kumar, Thakur, Gajalakshmi & Gururaj, 2012). These alarming figures underscore the urgent need to address mental health issues among adolescents in India. Research has indicated that the prevalence rate of psychiatric disorders among children and adolescents in the community is approximately 6.46 percent, and within school settings, it is even higher at 23.33 percent. However, the reporting systems for psychiatric disorders in children are often inadequate, highlighting the need for improved identification and support systems (Malhotra & Patra, 2014; Rani & Karunanidhi, 2010). These findings clearly demonstrate that a significant proportion of adolescents are affected by mental health problems.

Implications and Future Directions

This review has strong real-world implications. Clinicians and educators can benefit from understanding how adolescents reason about social injustice and analyze several different social group perspectives. In earlier studies, it was found that adolescents have relatively unexperienced interpretations of social unfairness. Various school programs and interventions should be focused towards literacy for these youth about concern of social justice to help them to appreciate social group differences. This is especially

more pertinent with respect to the fact that youth begins the critical process of identity formation when their qualities adopt new personal meaning (Erikson, 1968).

Youths or adolescents who learn to admire the different aspects of individuals who belong to different races, ethnicities, genders, socio-economic classes, among many other societal groups, at such a crucial period in their lives may be more likely to value social equity, challenge prejudice and discrimination as well as uphold values of social justice.

Very few papers were found to examine social perspective taking in social justice contexts. Further studies, however, are required to fully develop our understanding of adolescents' awareness and understandings of social disparity as well as social group differences. For example, which cognitive or affective factors may further help to explain differences in adolescents' social perspective taking in condition that shows social justice? Theorists feature variability in social perspective taking to differences in adolescent cognitive abilities (e.g., Fischer, 1980).

Many researchers argue that suitable socio-moral understanding and behavior basically depends on the emotional response to the situation (e.g., Gibbs, 2010). It is also essential to further explore how different social characteristics shape adolescents' interpretations of social justice. For example, does social perspective taking vary among different racial and ethnic groups? Further it may also explore adolescents' social justice interpretations beyond proposed peer interactions. Social perspective taking depended on the specific social situation (e.g., in/outside school, peer/ adult interaction, etc.). Longitudinal studies will also be useful for tracing changes in social justice awareness throughout adolescence and into early adulthood. These types of studies will make useful contributions to a promising new area of developmental research as well as enhance our comprehension about the increasingly multifaceted and pluralistic adolescent social world.

Findings of the reviewed studies and statistics of different organizations show the urgent need for comprehensive interventions to address the underlying causes and consequences of adolescent girls' education and menstrual hygiene challenges in India. Efforts should focus on reducing household responsibilities, preventing early marriages, eliminating child labor, promoting the relevance of education for future employment, ensuring schools are within reasonable distances, and improving sanitation facilities in

educational institutions. Additionally, it is crucial to provide access to affordable and hygienic menstrual products and create awareness about menstrual health and hygiene management to empower girls and enable them to pursue their education without disruption. By addressing these issues and promoting girls' education and menstrual hygiene, India can enhance gender equality, improve educational outcomes, and unlock the full potential of its female population. Such measures contribute to creating a society where girls and women can thrive, participate equally, and contribute to the nation's development.

Addressing child marriage requires comprehensive and multifaceted interventions. Efforts should focus on changing social norms, raising awareness about the harmful consequences of child marriage, providing access to quality education for girls, improving reproductive health services, and strengthening child protection systems. By addressing the underlying factors driving child marriage and investing in the well-being and empowerment of adolescent girls, India can make significant progress in reducing child marriage rates, improving maternal and child health outcomes, and fostering a more equal and prosperous society.

To address the impact of mass media on adolescent health, it is essential to promote media literacy and critical thinking skills among young individuals. By educating adolescents about media techniques, biases, and the manipulation of advertising, they can develop the ability to make informed choices and resist unhealthy influences. Additionally, promoting a balanced lifestyle that includes healthy eating, regular physical activity, and limited screen time can help mitigate the negative effects of mass media on adolescent health.

Efforts must alsobe made to prioritize adolescent mental health and develop comprehensive strategies to address these challenges. This includes raising awareness about mental health, implementing effective screening and intervention programs in schools and communities, and improving access to mental health services. Additionally, promoting mental well-being, destigmatizing mental illness, and providing support systems for adolescents are crucial steps toward addressing the mental health needs of this vulnerable population.

Conclusion

In a nutshell, it can be stated that though adolescents are facing many health problems but the psychosocial problems have emerged as a threat in their whole development. Health specialists can't ignore this aspect of their health problem. However, the proportion of differences with respect to psychosocial problems among male and female adolescents was insignificant except for substance abuse. Hence, there is a need to support the current ongoing programmes associated with adolescents' health and a dire need to modify the strategy wherever it is needed.

Though the difference in the proportion of psychosocial problems among male and female adolescents was insignificant except for substance abuse, there is a need to support the current ongoing programmes related to adolescent health and modify the strategy wherever it is required. Health representatives alone can't do much; family members and community members should also cooperate to have healthy future of our nation.

There are significant psychosocial problems amongst the adolescents, both boys and girls. So, enough emphasis should be given to this component of adolescent health and thus it is recommended that a holistic approach to the underlying causes of psychosocial problems of adolescents should be undertaken. There is a need for generating awareness among common people about these hidden problems. Also the government should take sufficient necessary measures for strengthening the existing "package" of services for adolescents under various initiatives and programmers.

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