# The Pharma Innovation

Dr. Susan Sam
Assistant Professor and Head,
Department of Home Science,
S.S. Jain Subodh Girls College,
Sanganer, Jaipur, Rajasthan,
India

# Perceived familial gender discrimination in relation to personality pattern, adjustment level, ways of coping and mental health of adolescent girls

## Dr. Susan Sam

**Abstract**
The present study was done to find out the perceived familial gender discrimination of adolescent girls in relation to personality pattern, adjustment level, ways of coping and mental health of adolescent girls. It is seen that there is a complication, that individuals come divided into two sexes. A society like Indian, men are educated to make as much as they can of their talents and to achieve as much as they can, but women are not, because they do not use their talents outside the domestic area.

This is reflected not only in such matters as education and opportunity to develop talents, but also in the more elementary fields of nutrition, health and survival, in the family circle itself. This influences a girl's personal, social and psychological aspects.

Due to modernization, the conditions have changed and in many areas women are getting and provided for career and household responsibilities. Today girls are encouraged to leave their sociocultural boundaries behind and to take serious note of themselves, their potentialities and capabilities.

This creates a dilemma in the adolescent girls who along with the stress of her age- whether she should follow the customs and traditions which discriminates her and treats her as a weaker sex or on the other hand follow the modern trends of walking with equal footing with males.

Thus, keeping all this in view the objective of the present study was designed to study the relationship of perceived familial gender discrimination experienced by adolescent girls with their personality pattern, adjustment level, ways of coping and mental health.

400 adolescent 10th standard girls (urban and rural) were selected who had brothers in their families and were administered the scale of gender discrimination and the other four variables. A case study was also done for 80 girls.

Results obtained through corelations -pearson's 'r' value and factor analysis indicated that girls perceiving less familial gender discrimination were found to be more emotionally stable and relaxed and they used accepting responsibility, seeking social support and positive reappraisal coping in dealing with their stress. Further it was found that girls perceiving more gender discrimination were less social, and experienced significantly more distress.

**Keywords:** Gender discrimination, personality pattern, adjustment level, ways of coping, mental health

## Introduction

Open a map of India. The most striking are the rivers criss-crossing the length and breadth of this huge landmass. Ironically, almost all of them bear feminine names - Ganga Yamuna, Krishna, Kaveri, Godaveri, and so on. These rivers are the lifeline of India's millions, giving, them life - sustaining water, food and strength to the economy. On the other hand, lack of proper drainage, industrial and human wastes pollute these rivers and their purity remains an emphysemal image described so beautifully in the vedas and the puranas. So is the case of women in India - glorified as mothers, daughters and wives, abused, tortured and given a second -class status in the society. And it all begins with the birth of a girl in the Indian society. The traditional roles of the Hindu women in male dominated society have often puzzled those who are not familiar with India, its culture and its religious affiliations. It is well known that Indian women hold a poor status in Indian society and family by varied codes, modes, norms and rituals. In India that the Hindu religion, mythology and folklore, uphold the woman especially as mother and wife, and attributed several qualities to her that are highly lauded, like her patience, and tolerance, obedience towards her elders, especially husband after marriage and parents prior to it, and her readiness to sacrifice for her loved ones.

A brief history about the condition and status of girls during early times will throw light on the status of the Indian girl/women.

**Correspondence**
Dr. Susan Sam
Assistant Professor and Head,
Department of Home Science,
S.S. Jain Subodh Girls College,
Sanganer, Jaipur, Rajasthan,
India

## Vedic age

The position of women in Hindu society during the Vedic age was much better than what one would ordinarily expect. Girls were given education at par with the boys and had to pass through a period of "Bhramacharya". Child marriage was not in vogue and marriages of girls were performed at a fairly mature age of 16 or 17 years. Polygamy was practiced in the rich and the royal families, monogamy was the social rule. The custom of 'sati' was unknown and a widow had full liberty to contract another marriage. The only major disability for women lay in property since they could hold or inherit any property.

## Period of later samhitas & upanishads

During this period women retained relative freedom. They were equal partners in marriage, practiced no 'purdah' and were permitted the rights of divorce and widow remarriage. From 500 BC to the Muslim period, women of these classes not only lost their position and freedom but sank into a state of subservience. Women had gradually ceased to be useful members of the society from the epic period, and later began to be considered unfit for the vedic studies and performance of the religious duties. In Ram Charit Manas (Sunderkant), Tulsidas quoted "Dhore, Ganwar, Shudra, Pashu, Nari-Ye sab tadan ke adhikari". This means that animals, fools, shudras, beasts and women are worthy of rebuke and beating. He equated women with the lowliest of the lowly. By 500 AD, among the upper caste Hindus, marriage became an irrevocable union so far as the wife was concerned and widow remarriage was not permitted. The custom of 'sati' began to spread to the other communities. Position of women has improved in the sphere of property rights 'bhakti movement' and its teachings encouraged women saints like Mirabai and others.

## Early medieval period

During this period up to 1200 AD, some women of the upper strata received considerable literacy education. In Spite of the fact that the Turks had brought their own heritage and women of the royal families took an active part in political and social life, the life styles of women in general deteriorated considerably. The "Purdah system" a practice in vogue amongst the Muslims, was also adopted by the Hindu women, partly in imitation and partly to protect their honour from the foreign invaders. Child marriage had become a popular feature in the Muslim period, both among the Hindus and the Muslims.

Women of the upper classes were highly active in political and social fields and in ordinary families, girls remained mostly ignorant.

## British rule

At the advent of British rule, literacy amongst the ordinary women was almostnon-existent. Even women of respectable families felt uneasy about being educated. Society's attitude was to look at women with a condescending eye and polygamy became more of a custom without the parallel right of divorce for the women or the right to remarry after widowhood. During the 19th century, social and religious reformers lie Raja Ram Mohan Roy, Dayanand Saraswati, Swami Vivekananda and others, made efforts through legal measures and educational programmes to eradicate these evils.

## Post-independence period

The right to equality of status and opportunity in education, public employment and participation in political life were guaranteed to all citizens by the constitution. Articles 14, 15 and 16 ensures equality before the law, prohibits any discrimination and forbids discrimination on the grounds of religion, caste, sex, descent, place of birth etc.

The most significant step was the reform of the Hindu law, recognizing women's right to property, divorce, guardianship etc. on a nearly equal footing with men.

## Gender inequality in India at present

India is ranked 125th out of 159 countries in the world for gender equality in the United Nations Gender Inequality Index 2015 (UNDP, 2016) and so has a relatively unequal society on a world scale. In contrast, the United States ranks 43rd, Switzerland is ranked first (i.e., the most equal society) and Yemen is last (159th). The index includes health, empowerment and labour market participation components. According to UN statistics, 27% of Indian females aged 15 or over are employed compared to 79% of males. The corresponding figures for the USA are 56% (female) and 68% (male). From the same source (UNDP, 2016), 35% of females and 61% of males have some secondary education (compared to 95% for both genders in the USA). th

India is also ranked below average for the world (108 inequality by the World Economic Forum in 2017 (WEF, 2017) [32]. India was particularly unfair for labour market participation. In contrast, India is above average (15th out of 144) for female political empowerment because of the relatively high proportion of women in parliament.

Some factors are known to affect the likelihood of females becoming highly educated in India. Girls from wealthier districts are more likely to be educated, although co- residing with in-laws negatively impacts education (Rammohan & Vu, 2018) [21]. Girls achieve less at school when they have regular heavy domestic duties at age 12 (Singh & Mukherjee, 2018) [25]. Girls from poorer families may be expected to help with housework and childcare, reducing their chance of getting an education (White, Ruther, Kahn, & Dong, 2016) [31]. Explicit parental bias towards the education of sons is also an important factor (Singh & Mukherjee, 2018) [25]. Girls may sometimes have less desire to be educated (Bhagavatheeswaran, Nair, Stone, Isac, Hiremath, Raghavendra, & Watts, 2016) [4], perhaps because they believe that other factors are more important for their life chances.

## Women under different Religious Laws

Hinduism - In Atharveda, we find many prayers for the birth of a son. "The birth of a girl, grant it elsewhere, here grant a boy' (Atharva Veda VI.2.3.).' As arrow to the quiver, so let a male embryo enter thee, and from thy side be born a babe, a ten month child, thy hero son' (Ibid III, 23.2)

**Judaism** - Rabbinism points out that to be a woman is a great degradation. The modern Jew says in his daily prayers, Fol. 5, 6. "...blessed art thou O lord our God! King of the universe! Who hath not made me a women.

**Christianity** - Christianity also emphasizes the condition of women as secondary as compared to a man. The Bible says:
a) Man's priority in creation - Adam was first created, then Eve.

**Buddhism-** Instead of considering the woman a necessary adjunct of society, her company was considered to be an obstacle in the development of higher power in man 'Nirvana" was beyond question for women or even in the company of women.

## Historical Resume
Bumiller, E. (1991) [7] Three-quarters of the population of India still resides in rural areas where the problems related to girl child are predominant. Contrary to this, female foeticide seems to be more in urban areas owing to the technical advances. Despite the hue and cry about women liberation, the 2011 census gives the shocking sex ratio of 900:1000 (Census of India. 2011).

The situation of the gender discrimination has been worsened with the development of science and technology which predicts the sex of a fetus before it turns to a baby. In 1978 and 1983, seventy eight thousand of fetuses were aborted in Mumbai, as they were known as female fetus (Bastola, 2007) [3].

In many parts of the world, particularly low-income girls and women are overburdened with domestic chores, not given equal access to education, nutrition, health care and technology, and lack the self-confidence to speak up around boys and men (Plan, 2015).

Discrimination between man and woman is one of the crucial disparities in many societies, and this is particularly so in India. This is reflected not only in such matters as education and opportunity to develop talents, but also in the more elementary fields of nutrition, health, education and survival (Sen, A. 1984) [24]. Since time immemorial, by the deeply entrenched patriarchal norms of society, girl in India is considered to be inferior to a boy, sex discrimination begins right from the womb, and where the female child, if detected by sex determination tests, is aborted. What happens to a large number of those girls who survive the maladies of feticides and infanticides. She is likely to get insufficient nourishment and care, resulting in high mortality and higher morbidity. If she survives till middle and late childhood, she is taken out of school and used as a domestic labour by her own family. The sooner she becomes the responsibility of another family, the better - one mouth less to feed.

The boy is made to feel that he is the sole legislator of the universe. So when he grows up, his mentality coaxes him to play the lead part.

Sons are believed to have a higher economic utility as they can provide additional labour in agriculture. Another factor is that of religious practices, which can only be performed by males for their parents afterlife. All these factors make sons more desirable. Moreover, the prospect of parents 'losing' daughters to the husband's family and expensive dowry of daughters further discourages parents from having daughters Muthulakhulakshmi, R. (1997) [19]. Ranga Mutha Mutha Rayappa, M. K. (1997). Additionally, sons are often the only person entitled to performing funeral rights for their parents. Shekhar and Hatti, (2007) [28]

When two children, a male and a female, grow up, both face the same society, but a society which is more indulgent towards boys, the scales are weighed down in boy's favour.

Learning role behaviour is not only confined to the home. Schools and media play an important part in the socialization process with a very few exceptions. Education system reinforces the gender stereotypes learnt at home with teachers promoting leadership and competitions in boys while encouraging girls to be accommodating, generous and 'feminine'.

Many evidence are there which reveal that boys are treated more favorably than girls within the household; they receive more nutrition, more healthcare, more childcare time, and are more likely to be vaccinated Borooah (2004) [5]. Kuziemko and Jayachandran, (2011).

Beyond unequal treatments at a young age, women are also found to lack behind in terms of literacy, educational attainment, labor force participation and earnings Holmes, (2003). Aslam, (2009), Duflo, (2011).

Males and females are led on different paths due to the influence of gender role expectations and gender role stereotypes before they are able to choose their own. The colour blue is most commonly associated with boys and they get toys like monster trucks or more sport related things to play with from the time that they are babies. Girls are more commonly introduced to the colour pink, dolls, dresses, and playing house where they are taking care of the dolls as if they were children. The norm of blue is for boys and pink is for girls is cultural and has not always historically been around. These paths set by parents or other adult figures in the child's life set them on certain paths. Cordier, B (2012).

## Lack of Evidence on the Female in the Theory and Researches
The Indian social science community is not alone in neglecting the study of girl and women. Disregard of the female as a subject for academic concern is reflected in most of the classical theories of psychology.

Maccoby and Jacklin (1975) have reviewed research findings in the area of psychology of sex differences. While they found over 1400 published studies concerning sex differences in young boys and girls, they cited only 16 studies dealing with adolescent female development.

According to Singh (1975) studies on women and children have tended to receive secondary status in India because male researchers who do not have access to female spheres of activity in a highly segregated society such as India, tend to ignore topics related to young children and women.

In Amrita Pritam's Pinjar (Short Story) When a daughter is born, she screams twice, once for the pain and the second time for the sorrow.

There is an inadequacy in research on female-childhood and adolescence. While some studies on socialization have provided a world-view of girlhood in India Anandalakshmi, (1975) [2]; Madan, (1965); Minturn & Hitchcock, 19630); Ross (1961), few have taken adolescent girls as the focus. Researchers have dealt with the subject of women's status, (Cormack, 1961(b) Jacobsons & Wadley, (1977); Kapoor, (1976), Khanna & Varghese, (1978) and source studies and reports using a sociological approach, have considered factors, such as modernization, employment, education and marriage in relation to women's status Hate, (1969) Kapoor, (1976), Ranade & Ramachandran, (1970) [22], Sethi, (1976) [26] YMCA of India, (1971) [33]. However, the emphasis in these studies or reports is on adult women rather than on girls.

Kagitcibasi, C. (1982) [17] did a study on the value of children and gender preference, and concluded that sons are wanted for several reasons for example.

- financial and practical health while young:
- old-age security:
- carrying on family name (especially important for fathers):

- Companionship and love (especially important for mothers):
- Religious and social obligations (especially important for fathers):

Girls on the other hand are wanted mainly for companionship and for love (especially important for mothers), and for household help.

Such parental attitudes explain why boys often receive greater opportunities than girls.

## The experience of being female

Neerja Sharma (1996), in her study reported that the adolescent girls communicated their awareness and resentment of being second to male children.

Most of the girls reported that there were more restrictions placed on them as compared to boys. While hardly any checks were placed on boys, girls were not allowed freedom of movement. Girls belonging to the rural lower Socio Economic Status (SES) could not mix with peers of their own sex. The urban lower SES subjects too reported parental monitoring of their friendships with same sex peers. 50% of girls in this group resented the differential treatment given to them. Sensitivity to the discrimination emerged as a crucial antecedent of the girls' rejection of or low identification with their sex role. Except the rural lower SES girls, the girls in all the other groups resented the preference shown to boys, specifically envying them for their freedom of physical movement.

Some more recent studies on adolescent girls through Masters level research has been conducted by Bajaj (1990), Dhingra (1988) [8], Gupta (1988) [15], Gill (1987) [13] Nischal (1987) [20] and Tandon (1988) [29]. Tandons's study in particular portrays the profile of adolescent girls in Delhi slums. The findings on socialization, personality and other aspects revealed that the birth of a girl child was desired and celebrated only by 2% of the families.

Rutter (1986) [23] also reported an increase in depressive disorders during adolescence, but for girls only. Along with depressive disorders in the stage of storm and stress the girls are in a dilemma about the discriminatory practices in family. The dilemma must be causing certain changes in her personality, adjustment, ways of coping and Mental Health. So this study is an effort to probe the effect of Perceived Familial Gender Discrimination in girls, especially among adolescents.

Below is the review of psychological variables under study of which relation with perceived gender discrimination is studied
1. Personality
2. Adjustment
3. Ways of coping
4. Mental health

**Personality:** The importance of personality increases as social life becomes more complex. A "pleasing" personality has a marketable value" in a complex society and is highly prized and sought after.

The attitudes of the parents and subsequently their general behavior towards their children have been found to be of much importance in the development of Personality.

In a study conducted by Faizunisa and Parmeshwaran (1967) it has been found that mother's punishment and rejecting behavior had none consistent association with children's behavioral problems of different types.

Margaret Mead (1961) noted that adolescence is a period of mental and emotional distress for a growing girl, as inevitably as teething is a period of misery for the small baby, and perceived patterns of parental behavior and parental attitudes contribute to the shaping of one's personality.

Parental attitude affect the personality of children in different ways. L. R. Wolberg (1944) remarked that "we can make a shrewd guess about a child's parents from noticing his personality when he is away from them, because the child reflects to some extent at least the environment in which he has lived and the treatment he has received." Thus the child who has been actively rejected and discriminated by his parents is passive towards authority, docile, outwardly decorous, hostile, withdrawn, fearful, frustrated, insecure, stubborn and passively resistant.

Mueller (1945), did a study on 26 children perceiving discrimination, rejection and dominating parental environment, and found 15 of these children as passive, submissive and dependent, 6 were rebellious and resentful, and 5 were passively resistant. Hoffman (1960), did a study and revealed that parents who discriminate between their sons and daughters contribute to some personality problems in their daughters to a little extent.

Edler (1962), in his study quotes that adolescent girls who perceive high familial gender discrimination, in contrast to those who have democratic parents are much likely to feel unwanted by their parents, to be low on the affectional orientation towards parents and to consider their child rearing policy to be unreasonable which directly affects the molding of their personality in such a family environment.

**Adjustment:** Life involves a continuous process of adjusting to the environment. If there is a serious disruption in the process of adjustment, the result will be a major mental or emotional breakdown.

Parents may be loving or accepting, calm or anxious, involved or uninvolved, rigid or flexible, controlling or guiding, encouraging autonomy or very permissive. All these qualities have been found singly and in combination to influence the child's and adolescent's behavior and adjustment (Becker, 1964) [6]; Mussen, (1969); Conger & Kagen, 1969).

Emotion plays an important role in the development of the personality of the child.

Deprivation of emotional warmth deprive a child from emotional and intellectual nourishment, only intellectual stimulation may create autism to him.

Dhoundiyal (1984) [9] in her study of emotionally disturbed adolescents from rural and urban Colleges with the help of Emotional Disturbance Inventory (EDA) found that in general, a significantly larger number of emotionally disturbed children came from a poor environment. In case of discrimination in home it was found that home where relatively lower levels of discrimination was adhered, contribute significantly lower number of emotionally children as expected from normal distribution. Higher and average levels of parental support and encouragement on the other hand, were found to facilitate significantly more incidence of emotional disturbance among adolescents.

**Coping:** The level of stress a person experiences and the extent to which deleterious effects occur, depends on how well the person copes in stressful situations.

Coping has two widely recognized major functions - regulating stressful emotions (emotion focused coping) and

altering the troubled person's environment relation, causing the distress (problem focused coping).

Some parents place excessive pressure on their children to live up to the unrealistically high standards. Typically, however, the child is never able to quite live up to parental expectations and demands. And no matter how hard he tries, he seems to fail in the eyes of his parents and ultimately in his own eyes, and results in painful frustration and self-devaluation.

Groer, Maureen W., Thomas S. P. & Shoffner (1992) [14], found out that girls reported more stress associated with interpersonal and family relationships. However, girls' use of distraction decreased over time, while passive distractions increased self-destructive and aggressive coping behavior increased for boys.

Mc Intyre, Guay J., & Dusek, B. Jerome (1955) found out that subjects whose parents had an authoritative rearing style, used more social support and problem focused coping than did others. Perceived parental warmth was related to greater use of social support and problem focussed coping. Parental firm control and restriction/discrimination was associated with increased problem focused and less emotion focused coping.

Eisenberg, Morris, McDaniel, & Spinrad, 2009) [11] some coping strategies may be deemed more "socially appropriate" forms of coping for females than for males (e.g., support seeking). Active coping, on the other hand, may fit cultural expectations for masculinity for males better than other types of coping (e.g., seeking support which involves talking to others about their problems).

Aerika S. Brittian. *et al*. (2013) [1] Prejudice and perceived familial discrimination, are stressors that many girls are encounter. Given that numerous studies have linked perceived discrimination to mental and physical health outcomes and the coping strategies associated with it.

For instance, girls who face familial gender discrimination and restrictive environment are more prone to engage in avoidance coping. Cronkite & Moss (1984). In another study, Billings & Moss (1980), revealed that use of avoidance coping strategy is linked to many familial conflict.

Moreover girls in supportive families engage in more problem focussed coping and less avoidance coping than in less supportive families.

**Mental health:** Mental health is a meaningful concept in several respects. Several factors are associated with the maintenance or enhancement of good Mental Health. Among all these, personality is important.

Youth living with mental-health conditions experience social, economic and political exclusion, impacting their ability to access already-scarce mental-health services and support to recover from their condition and rejoin their communities (Drew and others, 2011) [10].

Individual characteristics, modes of behaviour, intelligence, attitudes, capacities, abilities, and aptitudes the whole person as others know him or his personality is important in studying stress and how he will overcome or cope with stress. First, personality affects the expectations role senders hold toward the focal person and thus pressure they exert on him. Second, personality variables immediate the relationship between the pressure exerted and the person's experiences of them, producing differential emotional reaction to stress. It is important to identify individual differences in sensitivity to environmental pressure and events. It is seen, that many factors can influence the relationship between coping and

mental health outcomes. Most notable are the type of problem faced (Pearlin and Schooler 1978) and the degree of stress experienced (Menagham 1982). Thus stress can be in the form of gender discrimination perceived in the family by the adolescent girls.

**Hypothesis**
1. The Perceived familial gender discrimination will be found significantly related to personality pattern of adolescent girls.
2. The perceived familial gender discrimination will be found significantly related to the level of adjustment of adolescent girls.
3. The perceived familial gender discrimination will be found significantly related to ways of coping of adolescent girls.
4. The perceived familial gender discrimination will be found significantly related to the Mental Health of adolescent girls.

**Research design**
N-400(girls)
200 urban and 200 rural
Group administration of tools in random order (Correlation between Perceived familial gender discrimination score and all other variables under study were found separately for urban, rural and total group)

**Sample:** 200 Urban adolescent girls and 200 rural adolescent girls of Std. - X constituted the sample for the present study. Girls were selected from Rajasthan Government Senior Higher Secondary Schools, belonging to Jaipur District. Only those girls were selected as subjects who had one or more brothers. Girls who had no brothers were not included.

**Measurement devices**
▪ **Gender Discrimination Scale:** To ascertain perceived familial gender discrimination of dolescent girls of Std. - X, a scale was prepared by the researcher.
▪ High School Personality Questionnaire (HSPO) by 21S. D. Kapoor, S. S. Srivastava and G.N.P. Srivastava (1967).
▪ Adjustment Inventory for School Students (Aiss) by Dr. A. K. P. Sinha and Dr. R. P. Singh (1984).
▪ Ways Of Coping by Folkman and Lazarus (1985)
▪ P.G.I. Health Questionnaire-N-1 by Dr. S. K. Verma, Dr. N. N. Wig and Dr. Dwarka Prasad (1985)

The second phase of the study included case study of selected subjects. For this a semi structured interview schedule was prepared. Sample consisted of 20 girls each from urban and rural group scoring high on perceived familial gender discrimination scale (perceiving less gender discrimination) and 20 girls each from urban and rural group scoring low on perceived familial gender discrimination scale (perceiving more gender discrimination). Thus a total 80 sample were selected for the case study.

**Results**
Looking to the results obtained through inter correlations Pearson s' 'r', value and factor analysis, findings of the undertaken investigation can be summarized as follows:-
First hypothesis has been confirmed by result in case of urban and total group which states that perceived familial gender

discrimination will be significantly related to personality pattern of adolescent girls. Girls perceiving less familial gender discrimination were found to be more emotionally stable and relaxed among the urban group and more emotionally stable among the total group in comparison to girls perceiving more familial gender discrimination.

Second hypothesis was proved by the results in case of rural and total group which states that 'perceived familial gender discrimination will be significantly related to the level of adjustment of adolescent girls". Girls perceiving more familial gender discrimination were found to have less social, educational and total adjustment among the rural group and less social and total adjustment in case of the total group. Perceived familial gender discrimination was not found significantly related to the level of adjustment amongst the urban group.

Third hypothesis was proved by the result in all the three groups (Urban, rural & total) which states that 'perceived familial gender discrimination will be significantly related to the ways of coping of adolescent girls".

Among the urban group, girls perceiving less familial gender discrimination were found to use more accepting responsibility coping in dealing with stress. Among the rural group, girls perceiving less familial gender discrimination were found to use more seeking social support, accepting responsibility and positive reappraisal ways of coping in their ways of coping with stress. Among the total group, distancing coping, accepting responsibility and positive reappraisal coping was used effectively by girls perceiving less familial gender discrimination.

Finally, fourth hypothesis was also confirmed among the urban, rural and total groups which status that 'perceived familial gender discrimination will be found significantly related to the mental health of adolescent girls". Among the urban group, girls perceiving more familial gender discrimination were found to experience significantly more total distress in comparison to girls perceiving less familial gender discrimination. Among the rural and total group, girls perceiving more familial gender discrimination were found to experience more psychological & total distress in comparison to girls perceiving less familial gender discrimination.

## Conclusion
The findings show that there is a discrimination against girls in various aspects. Girls are aware of discrimination in the societal and household levels. They perceive more discrimination in the societal level and in the household level. They further perceive more discrimination in mobility, property, occupation, and education and mobility and way of behaving. They consider gender and customary practices as major factors responsible for discrimination.

As a result of these perceived discrimination in the family they have problems in Adjustment level, ways of coping personality pattern and mental health.

## Limitations of the Study
1. Sample of present investigation covered government schools only. Comparative study between samples of government and public schools would have provided richer information besides wider generalization.
2. Sample of the present study was drawn only from Jaipur district. Hence it did not cover the wider population of Rajasthan and of vast country.
3. Inventory technique was used, other measurement

techniques lie projective, technique observation method were not used which may yield some important valuable results.
4. The sample size in each of the two groups could have been more.
5. A group of parents could also have been interviewed which could have yielded some important/valuable results.
6. The number of subjects in the three schools of rural areas were not equal.

## Suggestions for further research
1. This study was conducted to see the effects of perceived familial gender discrimination in relation to personality patterns, adjustment level, Ways of coping and mental health of adolescent girls (Xth standard). Further investigation may be undertaken by inclusion of different age and grade of subjects.
2. The study covered the sample only of government schools of Jaipur district. Further research could be conducted on private institutions, which cater to samples of different backgrounds and Socio economic status. Thus comparative study on wide population may provide richer and valuable information.
3. Further investigations are needed to see the interactive effect of Perceived familial gender discrimination and child rearing practices.
4. The investigation was undertaken to study the effect of perceived familial gender discrimination in relation to personality pattern, adjustment level, ways of coping and mental health of adolescent girls. Further researches taking over other variables like need achievement, repression sensitization, vocational adjustment, independence etc. may be undertaken.
5. Further studies are needed to see the reasons behind perceived familial gender discrimination among urban and rural group.

## Practical implications
The present investigation has great importance for parents, teachers, counselors, social planers, policy makers and non-government organizations in India and worldwide. Some practical implications derived from the present study are as follows
1. Perceived familial gender discrimination is harmful as results in the present study reveals that girls perceiving more familial gender discrimination have personality, adjustment, coping and mental health problems in comparison to girls perceiving less familial gender discrimination.
2. Parents should keep in mind while dealing with their children, so that girls may not perceive any discrimination to the extent of leading them to certain personality mal-adjustments. Parents should use the right kind of child rearing practices for this.
3. The result will be of help to parents, counselors and other educators to pay attention to develop a positive attitude towards girls child, which will enable them to have balanced personality, better adjustment ways of coping and mental health.
4. The study revealed a general view that girls perceiving more familial gender discrimination among all the three groups (Urban, rural and total) experience more mental health problems.

The development of a nation depends on the positive mental health of its citizens. Particularly in the case of women, it is said that "woman is the mother of the race and liaison between generations. It is the woman who has sustained the growth of the society and moulded future of the nations as it is truly said "the hand that rocks the cradle rules the world". So in order to have a positive mental health, parents, teachers, policy makers should keep in mind that girls should not perceive any kind of gender discrimination in any field. On the contrary, equal treatment, support, encouragement on the part of the family, society and nation and a positive attitude towards self, among adolescent girls are needed to be developed.

## References
1. Aerika S, Brittian, Russell B. Toomey, Nancy Gonzales, Larry E. Dumka, Perceived Discrimination, Coping Strategies, and Mexican Origin Adolescents' Internalizing and Externalizing Behaviors, Applied Developmental Science. 2013; 17(1):4-19
2. Anandalakshmi IS. Socialization for competence. In J.N. Berry & W. J. Lonner (Eds.), Applied Cross Cultural Psychology The Netherlands: Swartz. & Zeitlenger, 1975.
3. Bastola, Garima. Gender inequality starts before birth, The Kathmandu Post: National daily newspaper, Vol. XV (69) (April 28): 5 Bhadra, Chandra. Poverty, gender and intra-household resource distribution: Implication of human resource development, Hamro sansar: A Journal of Women's Studies. 2002-2007; (1):6-12
4. Bhagavatheeswaran L, Nair S, Stone H, Isac S, Hiremath T, Raghavendra T *et al*. The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study. International journal of educational development. 2016; 49:262-270.
5. Borroah VK. Gender Bias among Children in India in Their Diet and Immunisation against Disease Soc Sci Med. 2004; 58(9):1729-31.
6. Becker WC. Consequences of different kinds of parental discipline. In M.L. Hoffman & L.W. Hoffman (Eds.), Review of Child Department, New York: Russell Sage Foundations, 1964.
7. Bumiller E. New Delhi: Penguin Books; May You Be the Mother of a Hundred Sons: A Journey among the Women of India. [Google Scholar], 1991.
8. Dhingra N. Peer acceptance among adolescent boys and girls. An action research. Unpublished Masters Dissertation, University of Delhi, 1988.
9. Dhoundiyal V. Home environment and emotional disturbance among adolescents. Indian Journal of Psychology. 1984; 59(2).
10. Drew N, Funk M, Tang S, Lamichhane J, Chavez E, Katontoka S *et al*. Human rights violations of people with mental and psychosocial disabilities: an unresolved global crisis. The Lancet. 2011; 378(9803):1664-1675.
11. Eisenberg N, Morris AS, McDaniel B, Spinrad TL. Moral cognitions and prosocial responding in adolescence. In: Lerner RM, Steinberg L, editors. Handbook of Adolescent Psychology Individual bases of adolescent development. 3. Hoboken, NJ: Wiley; 2009; 1:229-265. [Google Scholar]
12. Faizuna AR, Parameshwaran EG. Mental Behaviour problems in children, Research Bulletin. 1964; 3:51-71.
13. Gill P. Adolescents perceptions of sex role stereotypes in areas of education and employment. Unpublished Masters Dissertation, University of Delhi, 1987.
14. Groer MW, Thomas P, Shoffner D. Adolescent stress and coping A Longitudinal study, Research in Nursing and Health. 1992; 15(3):209-217.
15. Gupta A. Orientation and self-perception of 'mehandiwali' girls. Unpublished Masters Dissertation, University of Delhi, 1988.
16. Hate CA. Changing Status of Women Bombay Allied Publishers, 1969.
17. Kagitcibasi C. The Changing Value of children in Turkey Honolulu: East West Center, 1982.
18. Linton DA. A study of the validity of parent attitude measurement Child Development. 1958; 29:515-520.
19. Muthulakshmi R. Female infanticide, its causes and solutions. New Delhi: Discovery Publishing House, 1997.
20. Nischal R. School Performance And Family Dynamics: The Case of high and low performers (15-17 years girls) in a government school. Unpublished Masters Dissertation, University of Delhi, 1987.
21. Rammohan A, Vu P. Gender Inequality in Education and Kinship Norms in India. Feminist Economics. 2018; 24(1):142-167.
22. Ranade SN, Rama Chandran P. Women and Employment. Bombay, 1970.
23. Rutter M. The Developmental Psychopathology of Depression: Issues and perspectives. In M. Rutter, C.E. Izard. PB. Read (Eds.), Depression in young people. New York: Guilford, 1986.
24. Sen A. Economics and Family in Resources, Values and Development. Oxford: Blackwell, 1984, 369-85.
25. Singh R, Mukherjee P. 'Whatever she may study, she can't escape from washing dishes': gender inequity in secondary education–evidence from a longitudinal study in India. Compare: A Journal of Comparative and International Education. 2018; 48(2):262-280
26. Sethi R. Modernization of working in Developing Society. New Delhi: National Publishing House, 1976.
27. Sears RR, Maccoby EE, Levin H. Patterns of Child Rearing. Eventson: Row Paterson, 1957.
28. Sekher, Hatti. Unwanted Daughters: Gender discrimination in modern india 2007, 3-4.
29. Tandon DK. Growing up in a slum: A profile of adolescent girl. Unpublished Masters Dissertation, University of Delhi, 1988.
30. UNDP. Human Development report 2006 Hampshire: Palgrave Macmillan, 2006.
31. White G, Ruther M, Kahn JR, Dong D. Gender inequality amid educational expansion in India: an analysis of gender differences in the attainment of reading and mathematics skills. Journal of Research in Gender Studies. 2016; 6(2):153-182.
32. WEF. The Global Gender Gap Report 2017. World Economic Forum, 2017. https://www.weforum.org/reports/the-global-gender-gap-report-2017
33. YMCA. of India. The educated Women in Indian Society. New Delhi: Tata McGraw Hill, 1971.