

**THE PSYCHOLOGICAL PROBLEMS AMONG  
ADOLESCENT BOYS AND GIRLS AT A SELECTED  
COLLEGE IN SIVAGANGAI DISTRICT, TAMILNADU.**

**BY**

**Mr. V. SURESH**



**A DISSERTATION SUBMITTED TO THE  
TAMILNADU DR. M. G. R. MEDICAL UNIVERSITY,  
CHENNAI. IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF  
SCIENCE IN NURSING**

**MARCH-2010**

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PROBLEMS AMONG ADOLESCENT BOYS AND GIRLS AT A  
SELECTED COLLEGE IN SIVAGANGAI DISTRICT,  
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## TABLE OF CONTENTS

| CHAPTER            | CONTENT                       | PAGE NO |
|--------------------|-------------------------------|---------|
| <b>CHAPTER I</b>   | <b>Introduction</b>           | 1       |
|                    | Need for the study            | 7       |
|                    | Statement of the problem      | 12      |
|                    | Objectives of the study       | 12      |
|                    | Hypothesis                    | 13      |
|                    | Operational definition        | 13      |
|                    | Assumption                    | 14      |
|                    | Limitation                    | 14      |
|                    | Projected outcome             | 14      |
|                    | Conceptual frame work         | 15      |
| <b>CHAPTER II</b>  | <b>Review of Literature</b>   | 18      |
| <b>CHAPTER III</b> | <b>Research Methodology</b>   | 30      |
|                    | Research approach             | 30      |
|                    | Research design               | 30      |
|                    | Setting of The Study          | 30      |
|                    | Population                    | 30      |
|                    | Sampling technique            | 30      |
|                    | Sample size                   | 30      |
|                    | Criteria for sample selection | 31      |
|                    | Research tool and technique   | 31      |
|                    | Scoring procedure             | 32      |
|                    | Testing of Tools              | 32      |
|                    | Pilot study                   | 33      |
|                    | Data collection procedure     | 33      |
|                    | Data analysis                 | 34      |

|                   |  |    |
|-------------------|--|----|
|                   | Protection of human subjects               | 34 |
| <b>CHAPTER IV</b> | <b>Analysis and Interpretation of Data</b> | 35 |
| <b>CHAPTER V</b>  | <b>Discussion</b>                          | 78 |
| <b>CHAPTER VI</b> | <b>Summary and recommendation</b>          | 86 |
|                   | Summary                                    | 86 |
|                   | Major Findings of the study                | 87 |
|                   | Implication for nursing practice           | 89 |
|                   | Implication for nursing education          | 90 |
|                   | Implication for nursing administration     | 90 |
|                   | Implication for nursing research           | 91 |
|                   | Recommendations                            | 91 |
|                   | Conclusion                                 | 93 |

## LIST OF TABLES

| TABLE NO | TITLE   | PAGE NO |
|----------|---|---------|
| 1.       | Frequency and percentage distribution of demographic variables.   | 37      |
| 2.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to self domain                         | 49      |
| 3.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to sex domain                          | 50      |
| 4.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to Inter personal Relationship domain. | 51      |
| 5.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to Academic domain                     | 52      |
| 6.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to Family domain                       | 53      |
| 7.       | Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to Economic domain                     | 54      |
| 8.       | Comparison of level of psychological problems among adolescent boys and girls.  | 55      |
| 9        | Inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic for female                      | 56      |
| 10       | Inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic for male                        | 57      |
| 11       | Association between the self domain among adolescent girls and boys with selected demographic variables.  | 59      |

|     |   |    |
|-----|---|----|
| 12  | Association between the sex domain among adolescent girls and boys with selected demographic variables.                     | 62 |
| 13  | Association between the Inter personal relation domain among adolescent girls and boys with selected demographic variables. | 65 |
| 14. | Association between the Academic domain among adolescent girls and boys with selected demographic variables.                | 68 |
| 15. | Association between the Family domain among adolescent girls and boys with selected demographic variables.                  | 71 |
| 16. | Association between the Economic domain among adolescent girls and boys with selected demographic variables.                | 74 |

## LIST OF FIGURES

| <b>FIGURE<br/>NO</b> | <b>DESCRIPTION</b>  | <b>PAGE<br/>NO</b> |
|----------------------|---|--------------------|
| 1.                   | Conceptual framework  | 17                 |
| 2.                   | Percentage distribution of demographic variables according to age                 | 42                 |
| 3.                   | Percentage distribution of demographic variables according to residence           | 42                 |
| 4.                   | Percentage distribution of demographic variables according to birth order         | 43                 |
| 5.                   | Percentage distribution of demographic variables according to type of stay        | 43                 |
| 6.                   | Percentage distribution of demographic variables according to family composition  | 44                 |
| 7.                   | Percentage distribution of demographic variables according to family income       | 44                 |
| 8.                   | Percentage distribution of demographic variables according to religion            | 45                 |
| 9.                   | Percentage distribution of demographic variables according to physical illness    | 45                 |
| 10.                  | Percentage distribution of demographic variables according to age of the mother   | 46                 |
| 11.                  | Percentage distribution of demographic variables according to education of mother | 46                 |

|     |   |    |
|-----|---|----|
| 12. | Percentage distribution of demographic variables according to occupation of mother  | 47 |
| 13. | Percentage distribution of demographic variables according to age of the father   | 47 |
| 14. | Percentage distribution of demographic variables according to education of the father   | 48 |
| 15. | Percentage distribution of demographic variables according to occupation of the father  | 48 |
| 16. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to self domain                    | 49 |
| 17. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to Sex domain                     | 50 |
| 18. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to Inter personal relation domain | 51 |
| 19. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to Academic domain                | 52 |
| 20. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to Family domain                  | 53 |

|     |  |    |
|-----|--|----|
| 21. | Frequency and percentage destitution of level of psychological problems among adolescent boys and girls according to Economic domain | 54 |
| 22. | Comparison of psychological problems among adolescent males and females  | 55 |

## LIST OF APPENDICES

| APPENDIX<br>NO | TITLE  |
|----------------|--|
| I              | Letter seeking experts opinion for content validity of tool      |
| II             | List of opinion for content validity                             |
| III            | Letter seeking permission to conduct study                       |
| IV             | Interview guide in English                                       |
|                | Part I Demographic data  |
|                | Part II Student problem checklist                                |
| V              | Interview guide in Tamil   |
|                | Part I Demographic data  |
|                | Part II Student problem checklist                                |
| VI             | Self instructional module (SIM) regarding psychological problems |

## **ABSTRACT**

Research approach used for this study was quantitative approach and design is descriptive in nature and setting of study was Matha arts and science college in Sivaganagai district. The target population of the study was students studying in Matha arts and science college, a simple random technique was used for this study and the sample size consist of 160 students who fulfil the inclusion criteria.

### **STATEMENT OF THE PROBLEM:**

A comparative study to assess the psychological problems among adolescent boys and girls at a selected college in Sivagangai district, Tamilnadu.

### **OBJECTIVES**

1. To assess the selected psychological problems among adolescent boys and girls.
2. To compare the level of psychological problems between adolescent boys and girls.
3. To find out the inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.
4. To find out the association between psychological problems among adolescent boys with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.

5. To find out the association between psychological problems among adolescent girls with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.

### **HYPOTHESIS:**

- There will be a significant relationship between the various domains such as self, sex, interpersonal relationship, family, academic and economic.
- There will be a significant difference between psychological problems of boys and girls.
- There will be a significant association between psychological problems of boys with selected demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.
- There will be a significant association between psychological problems of girls with selected demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.

### **ASSUMPTION:-**

- Adolescent will have different kinds of psychological problem
- The demographic data will influence the psychological problems of the individuals.
- The psychological problems of boys will defer from the girls

- Psychological problems in adolescents lead to the psychiatric problems.

### **MAJOR FINDINGS OF THE STUDY:**

- Majority of the females were in the age group of 18 to 19 years (66.25%) and males in the age group of 16 to 17 years (77.5)
- Majority of the females were residing in rural (56.25%) and males in urban (55%) areas
- Majority of the female's birth order lied in first (30%) and second (30%) and in males in first (47.5%)
- Majority of the females were staying with parents (47.5%) and in hostel(47.5%) and males with parents (50%)
- Majority of the females were from nuclear family (75%) and males also from the same (77.5%)
- Majority of the female (71.25%) and male (93.75%)were Hindu.
- Majority of the female (100%) and male (98.75%) were not having physical problems .
- Majority of the female's family income were below 5000 per month (28.75%), and between 5001-10,000 (28.75%) and male's family income were below 5000rs (32.5%)
- Majority of the female and male mother's age between 30-40 years (57.5%)

- Majority of the female (51.25%) and male (38.75%) mother's education was primary education .
- Majority of the female (61.25%) and male (63.75%) mothers were unemployed.
- Majority of the female (65%) and male (67.5%) fathers were in the age group of 40 to 50 years.
- Majority of the female (33.75%) and male (32.5%) father's education was higher education .
- Majority of the female (48.75%) and male (36.25%) fathers were unskilled workers.
- Majority of the females (50%) and males(70%) had mild psychological problems in self domain.
- Majority of the females (63.75%) and males(68.75%) had mild psychological problems in sex domain.
- Majority of the females (62.5%) and males(81.25%) had mild psychological problems in Inter personal relationship domain .
- Majority of the females (48.75%) were in mild and males(48.7%) had moderate psychological problems in academic domain .
- Majority of the females (90%) and males(70%) had mild psychological problems in family domain.
- Majority of the females (36.25%) were from mild and males (42.5%) had moderate psychological problems in economic domain.
- There was a significant difference between the female and male psychological problems at  $p < 0.05$  level of significance.

- There was a positive correlation in between the domains such as self, sex, inter personal relationship, academic, family and economic.
- There was a significant association present between female's psychological problems with selected demographic variables such as age, family income and father's occupation.
- There was a significant association present between male's psychological problems with selected demographic variables such as religion and birth order.

## **RECOMMENDATIONS;**

**On the basis of present study following recommendations can be made.**

- ❖ Private psychiatry should be focused more in community especially in school and college setup.
- ❖ In service education for college teachers about adolescent psychological problems and its management to be given.
- ❖ Each college needs facilities to consult the mental health professional at least one day in a week.
- ❖ Aptitude test can be introduced for selecting the course in order to avoid the conflict and frustration among adolescents which leads to psychological problems in future as well as in their education.
- ❖ Mental health education should be given for adolescents.
- ❖ Inclusion of adolescent psychiatry in psychiatric nursing, community health nursing and other professional course related to health.
- ❖ Arrangements of continuing education for mental health professionals.
- ❖ Nurses who directly involve in health care of the school and

college to be given continuing education on psychological problems.

- ❖ Yoga and meditation classes can be arranged for adolescents during their studies.
- ❖ Education in bio physco-social changes during adolescent period to be given.
- ❖ Adolescents can be accepted when they need support from other professionals including teachers and peers.
- ❖ Data collection period can be done for a longer duration.

## **CONCLUSION:**

The majority of the psychological problems affected by the females comparing to the male. And there will be a significant association between the level of psychological problems with selected demographic variables. The nurses should take a key role in providing guidance and counselling to the students with psychological problems to overcome the psychological problems and psychiatric problems by positive attitudes. So, it is a high time for the health team members to formulate positive strategies to reduce the psychological problems.

# CHAPTER I

## INTRODUCTION

**“On earth there is nothing great but man;  
in man there is nothing great but mind”**

Health as “a state of complete physical, mental and social well-being and not merely the absence or disease of infirmity” For all individuals, mental, physical and social health is vital standards of life that are closely interwoven and deeply interdependent **World health organization (2000).**

Adolescent are regarded as one of the most valuable asset of any society such an emphasis is obviously based on the potential of the adolescent to contribute intellectually politically, and economically to the society. Their wiliness and readiness to any kind of adjustment and a sense of well being are crucial factors for their positive contribution to the society.

The term adolescent is derived from the Latin word ‘adolescent’ means ‘to grow’, ‘to mature’. In olden age the primitive people did not consider puberty and adolescent to be two distinct periods in the life span. The child considered to be an adult when if became capable of reproduction’.

Maturational crises are crucial experiences that are associated with various stages of growth and development. Erikson (1963) described eight stages of the life cycle during which individuals struggle with developmental “tasks”. Crises can occur during any of these stages, although several developmental periods and life cycles events have been recognized as having increased crises potential adolescence, marriage, parenthood, midlife, and retirement.

The task for adolescence according to Erikson (1963) is identity versus role confusion. This is the time in life when individuals ask questions such as “who am i?” and “what is life all about?”.

Adolescence is a transition in to young adulthood. It is a very volatile time in most families. Commonly there is conflict over issues of control. Parents sometimes have difficulty relinquishing even a minimal amount of the control they have had throughout their adolescent’s, infancy and school-age years.

At this time adolescents are “trying out their wings”, although they possess an essential need to know that the parents are available if support is required.

Bergman (1975) has termed the vital concept “ emotional refuting”, and although they were referring to toddlers when they coined the term, it is believed that the most frequent immediate precipitant to adolescent suicide is loss, or threat of loss, or abandonment by parents or closest peer relationship.

Adolescents have many issues to deal with and many choices to make some of these include issues that relate to self-esteem and body image ( in a body that is undergoing rapid changes), peer relationship (with both gender), education and career selection, establishing a set of values and ideas, sexuality and sexual experimentation (including issues of birth control and prevention of sexually transmitted diseases), drug and alcohol abuse and physical appearance.

The distinction between normality in the adolescent poses a formidable challenge. Inherent in this challenge is the issue concerning diagnosis, prognosis and the decision to treat. The clinician who sees adolescents are frequently called upon to determine whether the adolescent difficulties fall with in the spectrum of normative behaviour or

whether there is psychopathology present, which demands therapeutic intervention.

Psychological problems seen in students are somewhat different from those seen in other of the same age group because of special problem like academics and vocational difficulties, apathy and other emotional disturbance related to college life (Chandrashekher, 2001). With growth in the youth population and limited opportunities for admission in school and colleges, and specifically in professional courses, the youth are under great pressure to perform. The previous academic standards of first class and second class are hardly adequate in modern India. The parents, right from the nursery level, make higher demands on their children to study hard and get good marks or ranks. The admission fees at various levels, both in public and private institution have increased considerably which makes a heavy economic burden to the parents. Having made such payments, the parents create guilty feeling in the children as “bad boys”, “bad girls”, and, “irresponsible children”. Such demands from the parents and the society serve as stresses upon the youth.

About half of all lifetime mental disorders begin before the age of 14 years (Kessler, et al (2005). Worldwide prevalence rates for child and adolescent mental disorders are around 10%-20%, with similar types of disorders seen across cultures (Srinath. 2005). Young people have high rate of self-harm, and suicide is a leading cause of death in young people. Poor mental health is strongly related to other health and development concerns in young people notably with lower educational achievements, substance abuse, violence, and poor reproductive and sexual health (McGorry, 2007). An Indian study reported that suicide accounted for a quarter of deaths in boys and between half and three-quarter of deaths in girls aged 10-19 years (Aaron, 2004). Mental disorder in young people is

associated with suffering, functional impairment, exposure to stigma, discrimination and enhanced risk of premature death. Thus mental health problem among youth has obvious public health significance. It is obvious that “No health is possible without mental health” and that mental health issues form an integral part of child and adolescent development.

Youth is the period of life which is heightened in its emotional aspects. The sexual drive is the highest at this time of life, which the youth need to be able to control and sublimate through socially approvable behaviours. This is a period where right interaction with the opposite sex is learnt. It has been estimated that reproductive health problems are steeply rising-teenage marriage and pregnancy, teenage pregnancy outside marriage, sexually transmitted disease (2/3<sup>rd</sup> of STD problem is estimated to be affecting the youth). AIDS is reported to be a critical problem among the youth in major metropolitan cities and drug addicts. India has moved from the traditional stable society, mostly agrarian, to a highly developing, industrial and space society. The traditional joint cohesive family has changed to a micro and in cohesive family. There is a change from rural to urban living. In such a society, with diverse cultures, religions, economic status, language and life styles, the youth experience difficulty in adaptation to the changing roles and value systems. This could result in alienation, withdrawal, interpersonal relationship difficulties, depression and even suicidal behaviours. The problem gets aggravated when the parents come from different religious and cultures and expect their children to be mature and develop their own value systems and roles without appropriately guiding them (**Sahani, 2007**).

A study states that until the 20<sup>th</sup> century there was little awareness of adolescent year as an unique period in man's life a period distinct both from childhood and adulthood, teenagers assumed the roles of an adult which often included marriage and childbearing. Adolescence typically represents the period of transit between childhood and adulthood. This phase in life is a highly vulnerable period because of simultaneous interaction of the bio-psycho –social factors. Hence adolescents from a group of community are struggling to cope up with and perform the expected roles in this age group. It might depends on “Homeostasis in family environment and personality and aspect of adolescents” **Laslett (2005)**

A study proved that the years of adolescent spans from the roughly beginning of the teenage and the early twenties has been romanticized and maligned **Ja fee C Offer (2001)**.

A study says that mental health problems are a set of clinically recognizable symptoms present in an individual period of time and the individual experience distress due to symptoms as they interfere with their personal functioning like poor memory, decline dealing, lack of initiative, absentees and withdrawn, poor concentration, subjective sadness, of worthlessness and hopelessness, frequent complaints of ill health being argumentative, antisocial, aggressive and violent, inability to control by rules, dry and alcohol abuse, suicidal attempts poor impulse control, strange disorganized behaviour and dramatic & attention, seeking behaviours. All these problems are often present in the individual in various combinations. Epidemiological studies conducted in the general population reveals that the most commonly seen mental health problems are depression, anxiety adjustment reaction hysteria, drug and alcohol abuse, psychosomatic disorder the first seven are more common than the psychotic disorder **Khishore Laumae (2000)**.

Determining value system in the society is failure because the political and the administrative system have failed to provide them a job opportunities. Print and electronic media, on one hand, present a realistic glandulous life style but on the other hand glorify sex, crime and violence which usually influence the school in the negative manner. During their period of study they are under tremendous pressure as they are expected not only to succeed but also to become to peers in their classes. So social changes also take place in this period.

A study said that although biopsychic social development was a necessary developmental task of adolescence, over confidence, depression, anger, intoxication, more adolescents to be highly vulnerable targets for sexual victimization **Burdhaet and Snerry (2003)**

Adolescents who have been victimized may not report what was to them may blame themselves or develop a negative view of the world to match the negative experience which lead to negative or antisocial behaviour.

Nursing interventions with adolescents at the primary level of prevention focus on providing adolescents with support and accurate information to ease the difficult transition they are undergoing educational offerings can be presented in colleges, schools, churches, youth centres.

With the adolescents “earlier the treatment betters the outcome,” with appropriate treatment help support and encouragement, adolescents within mental disorders do recover. They can continue their education effectively in their life. “Prevention is better than cure” By keeping this in mind, one of the major responsibilities of today’s psychiatric nurse is to provide guidance and counselling for the psychological problems to college students. It will be helpful for the formation of a valuable society in future.

## **NEED FOR STUDY**

Approximately 36 million (35% of the total population of 1025 million) in the country, consist of youth (between 15-24 years as per WHO definition). According to National youth policy (1988) the youth consist of people between the ages of 15-35 and consisting of 75% of the total population. In the last few years, due to socio-economic and political factors, there have been increasing health problems among the youth such as unemployment, suicide, alcoholism, sex-related offences and general adjustment problems in the youth. Today, the youth in India form one of the most vulnerable groups, who on the one hand are expected to be the leaders to determine the destiny of India, and on the other hand, are an exploited and confused group.

The study estimated that are fifth of the world's population was between the age of 10 and 19 years. Rao. A.R (2005) estimated that in India the group between 10 & 20 yrs occupied 1/3 of the total population Kannan (2005) estimated that 25% of Indians population lied in the age of 18-25 yrs accounting for 138 millions persons. He was also noted that 22% of the Indian population comprises of adolescent girls between the age group of 10-19 yrs **Mc cauley and Scatter (2005)**

The study stated that active promotion of adolescent health and well being was required. This means that adolescence should be viewed as a critical stage of growth and development and not simply as a period of transition from childhood to adulthood **American college of Physicians Association (2006)**

Most of the adolescence deaths are related to preventable cause such as motor vehicle accidents, suicides, and family violence's and gang violence. These problems lead one to think that preventive measures alone are insufficient **Millstein (2004)**.

A study stated that adolescents who were victims of emotional abuse at home or who had serious academic problems might choose to seek help, to redress the experience of abuse and academic problem. These were increases the risk in adolescent's sexual relationship including pregnant, partner, violence and academic problems **Harold and Harold (2003)**.

The study stated that epidemiological studies conducted in the west cannot probably provided guidelines to the prevention of mental health services in India. Despite the limited number of studies in India, they must serve the purpose of effective planning **Kapar (2003)**

The study said that the shift of focus from hospital based to a community oriented approach in and the active interest in quantitative aspects of mental illness prompted a number of works in the country to undertake epidemiological studies among general population. As school and the important catchments area for the population under consideration in the past decade, these have been several reported studies on the child and adolescent population and a few exclusively on adolescent populations in school setting **Seshadri (2003)**.

American medical association's guideline for adolescent preventive services required fine categories of routine adolescent health and well-being screening biomedical, physical health, psychosocial health, substance use and suicidal behaviour. Adolescent health care visits are recommended with a focus on adolescent developmental corner, socio cultural concern, confidentiality concerns, health guidance and teaching needs health checkups and immunization (**Blum and Beuhriz, 2000**).

A study states that these are a few epidemiological studies which quote 15-20% of the4 students have recognizable mental disorder in the form of depression, anxiety, somato form disorder and adjustment

disorders. Personality disorder and alcohol and drug abuse many more students may be suffering from sub clinical symptoms and emotional disturbance **Mohan Issac (2000)**.

The National policy of education (2001) characterizes higher education as a crucial factor for survival that provides the Indian profile with “ An opportunity to reflect on the critical social , economic , cultural, moral and spiritual issues”, The modern educational methods lays too much emphasis on academic achievement and has become too competitive.

Student constitutes the heart of the education system. They are the most affected segment, by the strengths and weakness of the educational system. A student who leaves the higher secondary school and join a college to pursue higher education leaves the well protected environment with a warm, sympathetic touch of a caring teacher, to be emotionally and intellectually self reliant. Colleges are for preparation of career and work. The greatest attraction of college seems to be first change to specialize; the second freedom associated with it, thirdly exercising once own options. Most frequent complaints of student who seek consultation are difficulties with studies (**chandrashekhar, Ahalya, parthasarthy et. al 2000**).

A study reported that the following problems are common among students: feeling of inferiority and lack of self confidence, irritability and aggression difficulties, irregular attendance and dropping out , lack of initiative and interest in studies, inability to cope with studies, poor concentration and memory, fear of exam , unpleasant and unwanted behaviour in and outside of the class, abnormal sexual experience, tobacco , alcohol and other substance use, suicidal attempts and frequently medically unexplained health problems **Srinivasan (2000)**.

A study found many factors being responsible for the problems in college students, like dislikes towards the course, laziness, inability to learn, uncontrollable tension, restlessness in the background of financial stressor, a frustration or disappointing love affair or illness of a close family members, expectation of emotional reward in form of appreciation and disappointment when its absent, unconscious desire to fail because of unwillingness to be someone else want him or her to be and rebellious drive and retaliation against parents **Blair and Mc Arthur (2001)**.

A popular measure of adolescent mental health is their academic performance. If a student is doing well in school and college its assumed that everything is all right with them and that they are free from psychological problems are seen as the sole domain of adults who have to face the tension and stress of life (**Menezes, 2000**).

Stress affecting students can be categorized into academic , financial, time related, health related and self imposed (**Goodman, 2003; Leroy, 2008**). Academic stress includes the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it According to **Ross, Shannon, (2000)** the top five sources of stress in the students are; change in the sleeping habits, vacations / breaks, change in eating habits, increased work load and new responsibilities. When the stress is perceived negatively or becomes excessive, students experience physical and psychological impairment Method to reduce stress by students often includes effective time management, social support, positive reappraisal and engagement in leisure pursuits.

A study found that among college students seeking counselling services, anxiety and depression were ranked first and third as presenting problems, respectively; academic and work- related concerns were ranked second as the presenting problem.

Brackney ( 2005) noted that high level of distress among concomitant with limited coping resources render students less able to meet academic demands **Drum and Baron (2008)**.

The literature on college students has not focused on any group specifically. The college students are at the turning point of their life and are under tremendous pressure. They have to choose their areas of study their subjects which will make them earn their livelihood. In India, context is important to study college students, because their career is determined based on the performance in their study. The pressure in different domains of life could cause psychological distress and problem. These are generally perceived as not requiring professional help. The present study thus is an attempt to enquire into these issues so that specific intervention could be planned.

While the investigator was posted in NIMHANS, saw majority of the college students came for guidance and counselling for their psychological problems. So these incidents forced the investigator to conduct a study regarding the psychological problems.

## **STATEMENT OF THE PROBLEM:**

“A comparative study to assess the psychological problems among adolescent boys and girls at a selected college in Sivagangai district, Tamilnadu”

## **OBJECTIVES**

- ✚ To assess the selected psychological problems among adolescent boys and girls.
- ✚ To compare the level of psychological problems between adolescent boys and girls.
- ✚ To find out the inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.
- ✚ To find out the association between psychological problems among adolescence boys with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.
- ✚ To find out the association between psychological problems among adolescence girls with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.

## **HYPOTHESIS:**

- There will be a significant difference between the various domains such as self, sex, interpersonal relationship, family, academic and economic.
- There will be a significant difference between psychological problems of boys and girls.
- There will be a significant association between psychological problems of boys with selected demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.
- There will be a significant association between psychological problems of girls with selected demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.

## **OPERATIONAL DEFINITION:**

### **Psychological problems: -**

In this study, defined as the suffering several specific features or single feature, causing distress that impairs occupational and social functioning, sometimes to the point of severe depression, anxiety and development of other anxiety disorders.

### **Adolescent Boys: -**

In this study it refers to boys who belongs to the age groups of 17 to 21yrs and studying in Matha arts and science college in Sivagangai District.

**Adolescent Girls: -**

In this study it refers to girls who belongs to the age groups of 17 to 21yrs and studying in Matha arts and science college in Sivagangai District.

**ASSUMPTION:-**

- Adolescent will have different kinds of psychological problem
- The demographic data will influence the psychological problems of the individuals.
- The psychological problems of boys will defer from the girls
- Psychological problems in adolescents leads to psychiatric problems.

**LIMITATION:-**

- The sample size was limited to 160.
- period of study was 6 weeks only
- The study was limited to the adolescent group at 17 and 21 years.

**PROJECTED OUTCOME:-**

- ❖ The result of this study will help the nursing personnel to know the level of psychological problems among students.
- ❖ The study will increase the level of knowledge regarding the psychological problems.
- ❖ This study finding will help the administrators and other health professionals including nurses to take measures to minimize the level of psychological problems.
- ❖ These study findings will help the nursing personnel for further research in this area to promote the well being of the adolescent.
- ❖ By detecting the cases early and giving counselling on mental health morbidity level can be reduced. This will enhance the structural formation of society in future by forth coming adult.

## CONCEPTUAL FRAME WORK

A conceptual framework is the most important step in research and it will guide the researcher for the entire research.

A conceptual framework can be defined as a set of concepts and assumptions that integrate them into a meaningful configuration.

Conceptual framework of this study is based on **Roy's adaptation model.(1964)** Sister callister Roy's adaptation theory as shows in figure viewed the adolescent as an adaptive system. The four modes of Roy's model is the self process by which a person adapts to environmental stressors. Each person is affected by stressors called stimuli. Adaptation level of each person is determined by combined effects of three stimuli.

### **Focal stimuli:**

It is a stimuli immediately confronting the person.

In this study it refers to the stimulus such as age, sex, religion, education, father's occupation, mother's occupation, income and physical illness.

### **Contextual stimuli:**

It is a stimuli present in the persons and environment.

In this study it refers to the stimulus such as residence, type of stay and family composition.

**Residual stimuli:**

It is a stimuli which have an intermediate effects on the present situation, but will not be validated

In this study, it refers to the stimulus such as birth order, age of the mother, age of the father, father's education, and mother's education.

**Adaptation Modes:**

Roy identified four models and started that a person adapts to his internal and external environment stimuli, physiological mode, self concept mode, interdependence mode, and role function mode are the modes which determine whether the adaptation is an effective or ineffective methods to replace the stimuli.

In the present study the adaptation modes indicates such as self, sex, interpersonal relation, academic, family and economic which are measured by structured psychological problems checklist which is categorised in to low, moderate and high level of psychological problems.

**Nurses action:**

In this study, it refers to the guidance. Giving guidance and counselling to the students with psychological problems by using individual therapy, family therapy and group therapy.

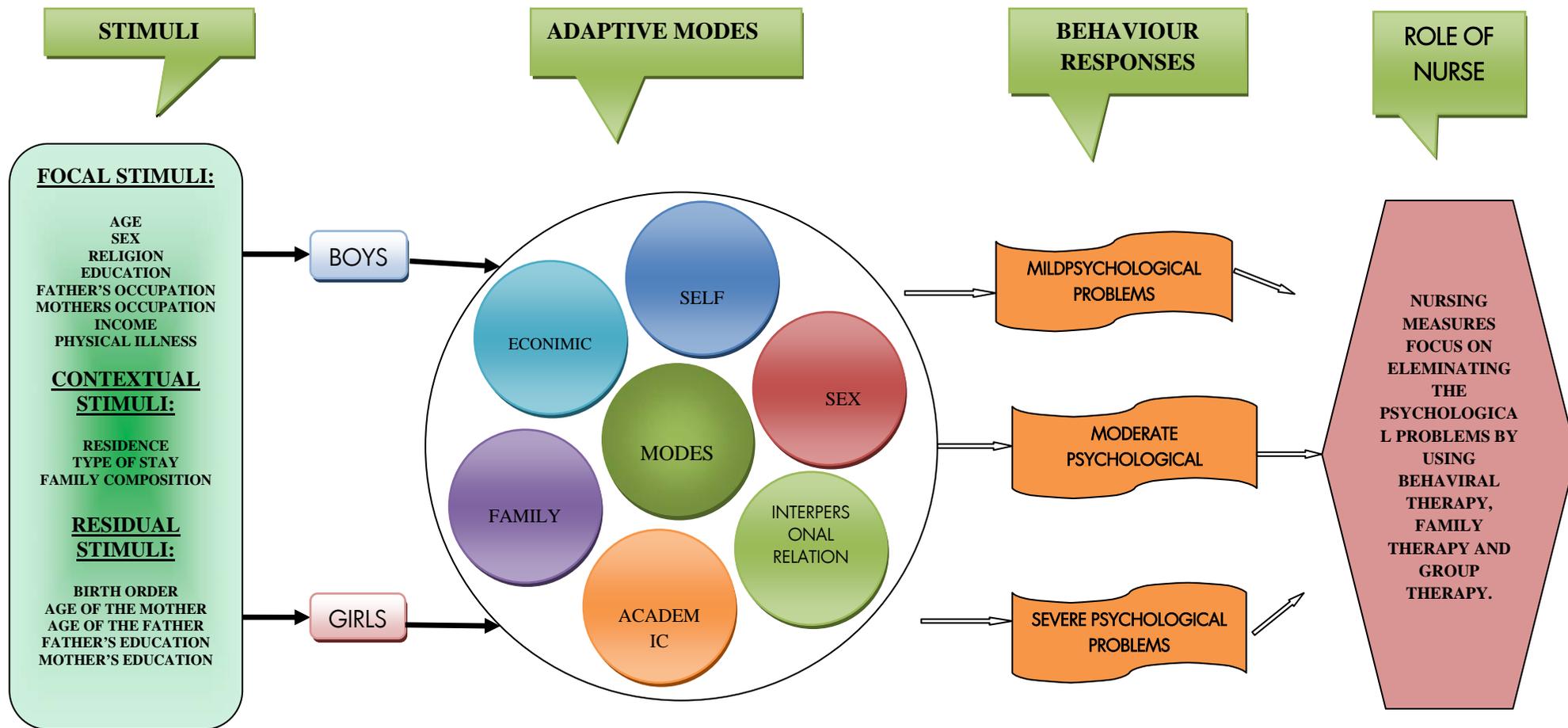


FIGURE - I CONCEPTUAL FRAMEWORK BASED ON MODIFIED ROY'S ADAPTATION MODEL (1986)

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

Researchers generally undertake a literature search to familiarize themselves with the knowledge base. A review of related literature is an integral component of any scientific research. It involves a systematic identification, location and summary of written materials that contain information on research problem.

“A literature review is a critical summary of research on a topic of interest, often prepared to put a research problem in context. A literature review helps to lay the foundation for a study and can also inspire new research ideas”(Polit& beck, 2004,p.722.).

The scope of literature review includes obtaining different types of information available on a particular topic. The literature was reviewed from published journals, internet, textbooks and Medline to widen the understanding of research problem and methodology for the study.

A number of studies were reviewed the review of literature are given below

#### **STUDIES RELATED TO PSYCHOLOGICAL PROBLEMS AMONG ADOLESCENTS:**

**Blanco, et al., (2008)** conducted a study for 12 month about prevalence of psychiatric disorders, socio demographic correlates and rates of treatment among individuals attending college and their non-college-attending peers in the United states. Face-to face interviews were conducted in the 2001-2002 national epidemiologic survey on alcohol and related conditions (N=2904) college in previous year. Almost half of college –aged individuals had a psychiatric disorder in the past year. The overall rate of the psychiatric disorder was different between college-attending individuals and their non-college attending peers. The unadjusted risk of alcohol use disorders was significantly greater for college students then for their non-college attending peers (odds ratio=1.25;

95% confidence interval, 1.04-1.50), although not after adjusting for background socio-demographic characteristics (adjusted odds ratio=1.19; 95% confidence interval, 0.98-1.44). College students were significantly less likely (unadjusted and adjusted) to have a diagnosis of drug use disorder or nicotine dependence or to have used tobacco than their non-college attending peers. Bipolar disorder was less common in individuals attending college. College students were significantly less likely to receive past- year treatment for alcohol or drug use disorder than their non-college attending peers.

**James(2008)** conducted a study on mental health issues which showed that major concern of students in secondary education are related to academics and school related activities, which included difficulty in studies, poor concentration, time constraints, their course completion and stress related to exam. Interpersonal difficulties though get reflected are not the major concern. Maladjustment was evident in school, academics and home environment. Economic issues are important for students from lower socioeconomic status. Prevalence of psychiatric problem ranged from 15-40% across different studies.

**Kernan, Wheat and Lerner (2008)** assessed medical students experience with a wide variety of health concerns and their perception of the impact of these health concerns on their academic performance. They administered national college health assessment (NCHA) to all students enrolled at a single medical school during the spring term of 2005. They found that students reported the greatest perceived negative academic impact related to experiencing interpersonal concerns ( concerns about trouble friends or family members, death of a friend or family members, and relationship difficulty) and mental health concerns (depression/ anxiety/ seasonal affective disorder and stress).

**Stallman (2008)** studied the prevalence of psychological symptoms in students who were patient at a university health service to enable appropriate planning of services to meet the needs of students. Participants were 384

students attending a university health service in urban Queensland over a period of 4 weeks during semester patients completed the Kessler psychological distress scale, a measure of psychological distress. Results showed that there were significantly more patients experiencing high level of distress compared with the general population and, consistent with the general population, almost two-thirds had not sought assistance for this distress. Increased distress was associated with increased disability among students.

In a web based survey of mental health among university students **Eisenberg, et al.,(2007)** surveyed students randomly at a large public university with a demographic profile similar to the national student sample. Depressive and anxiety disorders were assessed with a patient health questionnaire. The response rate was 56.6% (N=2,843). The estimated prevalence of any depressive or anxiety disorder was 15.6% for undergraduates and 13.0% for graduate students. Suicidal ideation in the past 4 weeks was reported by 2% of students. Students reporting financial struggles were at higher risk for mental health problems (odds ratios=1.6-9.0). These findings highlight the need to address mental health in young adult populations particularly among those of lower socioeconomic status.

**Josephine,et al., (2006)** examined the prevalence of depression, anxiety and stress in first year tertiary education students in Hong Kong. Depression, anxiety and stress were measured by the 42- item depression anxiety stress scales, were completed on the web by participating students anonymously. A total of 7915 students completed the survey, yielding a response rate of 27.5% depression, anxiety and stress level of moderate severity or above were found in 21%, 41% of respondents. Out of a total of 28773 first year tertiary education institute students in Hong Kong, sixty-three % of the respondents (n=4966) were females. Ninety-nine % (n=6846) were aged 19-24. The majority of the students lived either with their parents and/or siblings (71.4%, n=5650) or with roommates (26.3, n=2083), while 1.4% (n=113) lived alone. Eleven % of the

respondents (n=850) reported having to see a doctor regularly for health problems, 1.4% (n=112) had seen a psychiatrist before, and 8% (n=643) reported a history of psychiatric contact in a family members. Female students had significantly higher anxiety and stress scores compared with male students; male students had higher depression scores. Students with a history of general health problems or psychiatric problems and students with a family psychiatric history reported significantly higher depression, anxiety and stress scores.

In an epidemiological study conducted in India **Srinath, et al.,(2005)** examined the prevalence rates of child and adolescent psychiatric disorders and studied the psychosocial correlates of the psychiatric disorders. A sample of 2064 children aged 0-16 yr was selected by stratified random sampling from urban middle-class, urban,slum and rural areas. The results indicated a prevalence rate of 12.5% among children aged 0-16 years. There were no significant differences among prevalence rate in urban middle class, slum and rural areas. The psychiatric morbidity among 0-3yr old children was13.8% with the most common diagnoses being breath holding spells, pica, behavioural disorder NOS, expressive language disorder and mental retardation. The prevalence rate in the 4-16 yr old children was 12%. Enuresis, specific phobia, hyperkinetic disorders, stuttering and oppositional defiant disorder were the most frequent diagnoses. When impairment associated with the disorder was assessed, significant disability was found in 5.3% of the 4-16 yr group.

Assessment of the felt treatment needs indicate that only 37.5% of the families perceived that their children had many problems. Physical abuse and parental mental disorder were significantly associated with psychiatric disorders. Prevalence rate of psychiatric morbidity in 0-16 yr old children in India were found to be lower than western figures. Middle class urban areas had highest and urban slum areas had lowest prevalence rates.

**Mechanic & Greenley, 2004.** Conducted a study to examine the prevalence of psychological distress in college sample without history of

psychiatric consultations and counselling and with that of psychiatric consultation and counselling (Mechanic & Greenley, 2004). Comparison was made between a random sample of the college population of 1502 responders and applicants from the sample population seeking psychiatric and counselling assistance. They found high level of reported distress in the random sample. Forty-five % of students in the random sample scored six or higher on the langner 22- item scale as compared with 75% among psychiatric applicants and 66% among counselling applicants. Half of the psychiatric sample, and a third of the counselling sample, reported that their problems often prevent activities, only the tenth of the random sample gave comparable responses. Most socio-demographic factors had either modest or no effect on reported distress; women, students and unmarried students were more likely to report distress. Other variables found to be correlated with reported distress include; having a high proportion of friends with emotional problems. Identifying with introspective others and a low sense of self-efficacy and control.

In an epidemiological study **Mc Micheal & Hetzel (2004)** examined the mental health of a population of 2,041 students during their first two years at an Australian university used a series of questionnaires given at enrolment and subsequently at the end of the second term, the end of the first year and after the end of the second year. They used student self assessment of mental illness SMI of varying severity and duration was experienced by 38% of the first year students and 49% of second year students. It was more frequent among females than males- SMI was strongly correlated with high subjective life stress, loneliness, change of personal values, membership of the arts faculty and living in a flat or rented room. Life situational factors of this kind were more significant for females than males. Socio-demographic data collected at enrolment were less strongly correlated with SMI, but self assessment of previous ill health, personality (including particularly neuroticism as measured by the EPI), difficulty in discussion of problems with family, and dissatisfaction

with school academic performance were the most relevant. Poor mental health was positively correlated with poor examination performance and subsequent withdrawal from university. The SMI help-seeking rate was positively correlated with the severity of the illness. The findings of the study in an Australian university are similar to previous studies of students from Edinburgh and Harvard universities. It is concluded that the epidemiological study of the mental health of students can be effectively undertaken through student self-assessment and provides important indications for prevention.

**Rozario (2003)** studied a sample of 1371 high school students between 12-16 years of age from English medium school in Banglore. Rutter's performance A and B, Achenbach's behaviour checklist and pre-adolescent adjustment scale were used in the study. Out of 1371 student 88 scored above the cut off point of 9. The study yielded a point prevalence rate of 6.42%. The highest rate of disturbance (10%) occurred at the age of 13 years, as the age increased the rate of disturbance is increased. At the age of 16 the rate of disturbance was only 1%. Disturbed students obtained significantly higher score in somatic, communicative, obsessive-compulsive, hostile, withdrawn, delinquent, aggressive and hyperactive scales. The adjustment pattern of the disturbed was poor in home, school and peer areas compared to the normal group.

**Reinberd H.G (2003)** Conducted a study about stress and coping which could be valid for a paradigm of psychopathology of children and adolescents. Reinberd had categorized the permanent personality factors which have been examined here as most intensively extraversion, introversion and neuroticism and coping processes the research situation also confirms in its approach the concept of Lazarus (2001) in the field of child and adolescent psychiatry. According to Lazarus, stressors are more meaningful as a cause of psychiatric disturbances than cognitive emotional reaction medicine coping processor. They should be examined preferably under natural conditions.

**Fransworth (2003)** Conducted a study and concluded the following list of students problems; academic difficulties, psychosomatic manifestation, refuge into over activity, general withdrawal, acting out behaviour, accident proneness psychotic breakdown and suicide.

**American college of physicians (2003)** reported that active promotion of adolescent health and well being is required. This means that adolescence should be viewed as a critical stage of growth and development and not simply as a period of transition. For example adolescents who are victims of emotional abuse at home are who have serious academic problems. There are many risks in adolescent sexual relationship including pregnancy partner violence and academic problems.

**De maro .m. (2002)** carried out the study to assess the mediators of daily stress and perceived health status in adolescent girls. Daily stress was negatively related to perceived health status through the mediator variables of introspection and problem focused coping. Introspectiveness and problem focused coping were found to have direct effect on perceived health status.

**Takeuchi (2002)** found out after studying over 3000 African American, Asian-American adolescents aged 13-17 years who received out patient treatment within the Los Angeles county mental health system that poverty is perhaps the most important but the most overlooked factor of minority mental health problems. This study revealed that the African –American adolescent had more mental health contact than the Caucasian adolescents. But no significant racial differences were observed in the treatment dropout rates or length of treatment two factors were significantly related to positive treatment outcomes. The researchers concluded that poverty predicted a higher number of treatment they also understood that 90% of the African , American adolescents lived in poverty.

**Cappelli et al., (2002)** carried out a similar study of 104 adolescents seen in a teen primary care clinic and found out that about half of the adolescents came with psychological problems only half of the member were depressed and one quarter had serious thoughts of suicide. In this study, 60% of the adolescents who complained both of physical and psychological symptoms were very seriously depressed. These findings clearly indicate that distressed adolescents may seek health care but may not easily disclose the problem that trouble them greatly.

**Gupta and Gupta (2002)** proved that the Social, personal (including home and health) and problems in education were most prominent among the students. The most important psychological and psychosocial changes in early college life are the emergency of the abstract thinking, the growing ability to absorbing the perspectives or view points of the others and increased ability of introspection. The development of personal and gender identity, the establishment of system and values, increasing autonomy from family and more personal independence and greater importance of peer relationship. Stress is a condition when which results when students are unable to bear the burden of and face the risk present in higher education. The transactional model of stress views stress as “demand that tax or exceed the resources of the system or to put it in a different way, the demands to which there are no readily available or automatic responses (**Lazarus & Cohen,2000**).

**The report of spitz et al., (2002)** Conducted a study and proved that a higher number of sexually active adolescents run the risk of being the target of sexual victimization by adults or peers. Large number of adolescents spend more then half a day away from school and home either working or hanging out with peer.

**Fcxigel (2001)** proved that adolescents were vulnerable to depression, substance disorder complex psychosocial problems related to form school, violence, and sexuality. To be an effective resource person for adolescents practioners must routinely screen adolescent patients for potential disorders and problems with the assumption than an adolescent may be more likely to disclose important information when invited to do so.

**Gross m.w. Thomas s.p and shoffner.d.(2001)** did a longitudinal panel study to investigate development and gender influences on stress and coping in adolescence attending a suburban high school in teenaggars. Data were collected from 167 subjects, among them girls reported more life events stresses associated with interpersonal and family relationship.

**Riggs and Cheng's (2001)** proved that during their adolescent health care visits that 28% of the adolescents were seriously depressed and 12% reported having attempted suicide. Studies of depression and suicidal thoughts such as these indicate that most adolescents are doing well but a significant proportion has serious problems and highly distressed.

**Ramasmy A (2001)** conducted a study and proved that prevalence of psychological problems among the students like minor depression (10.9%), anxiety (409%), schizophrenia (20%), headache (1.6%), and giddiness (0.2%). She also found that students in the co-educational schools where more disturbed. Their poor academic performance poor class room attendance poor peer relations and repeated physical ailments were related to increase morbidity.

**Rosacio(2001)** conducted a study in Bangalore and found out that 11.27% of school boys adolescents boys 1.7% and girls were psychologically disturbed the rate of disturbance was in the age group of 13 and 14 years.

**Ferdihand R.F (2001)** conducted a study on association between behaviour and emotional problems in adolescents and maladjustment in young adulthood. This study was designed to investigate association between emotional and behaviour problems in adolescents and psychopathology in

young adulthood. A total sample of 706 who were 11-16 years old of the Buton general population were observed across a period of 8 years and 8 months and their data were collected. Findings of this study such as anxious , depressed, somatic complaints , social problems in adolescents were associated with DSM-III-R symptomatology of dysfunction in young adulthood.

**Bisko .B (2000)** studied epidemiology of psychosomatic symptoms and subjective health evaluation among secondary school students 1039 adolescents between the age group of 14-19 years were stratified by school type and sex. The main purpose of this study was to detect the most frequent psychosomatic symptoms and to experience how the secondary students evaluate their own health and to investigate the role of psychological and social factors affecting the occurrence of psychosomatic symptoms and self perceived health by using multivariate technique. Results were in both sexes , chronic fatigue proved to be the most frequent psychosomatic symptom followed by tension, headache, and lower back pain in girls, but among boys lower back pain and sleeping problem were reported as frequent symptoms. There is a need for thinking about the social or psychological factors and seeking professional help from a psychologist or social worker if necessary.

**Mc Cauley(2000)** conducted a study to know if self- competence predicts gender differences in adolescent depression and anxiety in this longitudinal study he examined 75 young adolescents to explore whether self-competence predicts the emergence of gender differences in depression and anxiety . during the study sixth and seventh grade boys reported significantly higher level of self-competence than the girls. He also came to know that boys were significantly less depressed and anxiety than girls in the seventh grade but not in the sixth grade. Results supported the hypothesis that self competence is partially responsible for the emergence of gender differences in depression and anxiety of the early adolescents.

**Laitinen (2000)** conducted a longitudinal study on the role of pubertal progress in to the development of depression in early adolescent. from the general Dutch general population aged 10-12 years at teen -1 and 12-14 years at teen -2 from the 1414 self reports, 476 exceeded the cut off study concluded that self perception of depressive symptoms change independently from pubertal progress where as changes observable to parents are inversely related to it in boys.

Weber (2000) conducted a study on depression in school based adolescent samples. This study examined using rey hold's adolescent depression scale among adolescent boys and girls (m-144) internal consistency reliability ranged from 0.91 – 0.94 based on the grade level and was 0.91 from the boys and 0.94 for girls factor analysis resulted in a 5 factor solution. Interpretations of factors were as follows. Generalized demography, Dependency and worrynfronting the person, Externalized somatisation, Anhedonia.

## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

This chapter includes the methodology for the study, the research approach and design for the study setting, sample, technique of data collection, the pilot study was done with the purpose of assessing the psychological problem among adolescents in selected college in Sivagangai district.

“Research methodology is a way to systematically solve the research problem. It consists of a various steps that are generally adopted by a researcher by studying the problem along with the logical behind them”(Kothari 1990)

#### **RESEARCH APPROACH:**

Quantitative approach was adopted in this study.

#### **RESEARCH DESIGN:**

The research design used for this study was descriptive in nature.

#### **SETTING OF THE STUDY:**

The setting of the study was the Matha Arts and Science College at Manamadurai, in Sivagangai district.

#### **POPULATION:**

The target population in the present study adolescence from the age group of 17-21 years of college students.

#### **SAMPLE SIZE:**

The sample size was 160, who fulfilled the criteria for sample selection studying in Matha arts and science college.

#### **SAMPLING TECHNIQUES:**

The simple random sampling technique was adopted for this study by using lottery method.

**CRITERIA FOR SAMPLE SELECTION:****Inclusion criteria:**

- The college students between the ages of 17-21 years of age were selected.
- Both male and female arts college adolescent students.

**Exclusion criteria:**

- Student who were not willing to participate.
- Person who were actually physically imapired.

**RESEARCH TOOL AND TECHNIQUE:****Description of the tool:**

The research tool consisted of two sections:

**Section-A:**

This dealt with the demographic data of cancer patients such as such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, and occupation.

**Section – B:**

It consisted of 74 statements regarding the psychological problems under six kind of domains like self, sex, interpersonal relationship, academic, and family, economic. All samples were encouraged to describe their feelings for assessing psychological problems, how the respondents feel “right now at this moment”. It might also be used to evaluate how they feel at a particular time in the recent past and how they feel in a specific situation that was likely to be encountered in the future or a variety of hypothetical situation.

## **SCORING PROCEDURE:**

The psychological problem checklist consisted of 74 statements that evaluate how the respondents feel “right now at this moment”. Each statement was rated with the score of 0 to 1. A rating of 0 for the negative statement 18 indicated the presence of a psychological problem. For the remaining positive statements 0 indicates the absence of psychological problem and 1 indicates the presence of psychological problem. The score for the structured problem checklist ranged from, a minimum of 0 to a maximum of 74.

Based on the score from Mean +/- Standard deviation formula, the subjects were classified as follows:

- Low level of psychological problem – 1 to 25
- Moderate level of anxiety psychological problem – 26 to 50
- High level of psychological problem – 51 to 74

## **TESTING OF THE TOOL:**

### **Content validity:**

In order to ensure content validity, the tool was submitted to five experts in the field of Psychiatric Nursing along with the blue print, criteria, and the psychological problem checklist statements. After establishing the validity, the tool was translated into Tamil and again translated into English to validate the language.

### **Reliability of the tool:**

The test retest method was used to establish the reliability of the structured problem checklist statements. By using Spearman Brown formula the ‘ r ’ value was identified. It was 0.86

**PILOT STUDY:**

In order to find out the feasibility of the study, a pilot study was conducted among 16 students, who were studying in Matha Arts and Science College, Manamadurai, who fulfilled the inclusion criteria of the sample. It was carried out in the same way as final study was done; In order to test the feasibility and practicability, it was conducted. After obtaining permission from the Institution, sixteen students who met the inclusion criteria were selected by using random sampling technique. After the proper explanation, the structured psychological problem checklist statements were distributed and the doubts were cleared. The results were analyzed based on the scores obtained by the students. The calculated value 'r' for the pilot study was positive which indicated the presence of positive correlation in between the domains such as self, sex, interpersonal relationship, academic, and family, economic. And during the pilot study the investigator did not face any difficulties. These subjects were excluded from the final study.

**DATA COLLECTION PROCEDURE:**

The data were collected for a period of six weeks in Matha Arts and Science College at Manamadurai, in Sivagangai district. Before an interview the purpose of an interview was explained with self introduction and assured that the confidentiality would be maintained for ever. The time scheduling for data collection was from 9.30 A.M to 4.30 PM. 30 to 45 minutes time was given to each student. 6 to 8 students were assessed in a day the data were collected with the simple random technique by using lottery method. During this assessment, the students were very cooperative. On completion of the teaching programme, each one was given time to ask questions and to clarify their doubts.

**DATA ANALYSIS:**

The data analyzed based on the objectives. Frequencies and percentage were computed for describing the sample characteristics. T test was used to differentiate the psychological problems of females and males; Chi-square test was computed to describe the association of the selected demographic variables with the psychological problems and Karl Pearson's 'r'(correlation) was computed to find out the relationship between the various domains of the students who were studying in Matha Arts and Science College, Manamadurai, Sivagangai District.

**PROTECTION OF HUMAN SUBJECTS:**

The research proposal was approved by the dissertation committee prior to the pilot study. The permission was obtained from the Head of the Department Psychiatric Nursing, Matha College of Nursing, Manamadurai and from the Matha Arts and Science College authority. Verbal permission was obtained from the study subject and the data collection was kept as confidential. Assurance was given to the study subjects that anonymity of each individual would be maintained.

## **CHAPTER –IV**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of the data collected from 160 adolescent boys and girls from the Matha Arts and Science College.

#### **PRESENTATION OF DATA;**

The data were organized and presented in 3 sections

#### **SECTION-I**

Table1: Frequency distribution of demographic variables.

Table2: Frequency distribution of level of psychological problems among adolescent boys and girls according to self domain

Table3: Frequency distribution of level of psychological problems among adolescent boys and girls according to sex domain

Table4: Frequency distribution of level of psychological problems among adolescent boys and girls according to Inter personal Relationship domain

Table5: Frequency distribution of level of psychological problems among adolescent boys and girls according to Academic domain

Table6: Frequency distribution of level of psychological problems among adolescent boys and girls according to Family domain

Table7: Frequency distribution of level of psychological problems among adolescent boys and girls according to Economic domain

## **SECTION-II**

Table8: Comparison of level of psychological problems among adolescent boys and girls.

Table 9: Inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.

## **SECTION-III**

Table 10: Association between the level of psychological problems among adolescent girls with selected demographic variables.

Table 11: Association between the level of psychological problems among adolescent boys with selected demographic variables.

**SECTION-I**

Frequency and percentage distribution of demographic variables for  
female and male

Table – I

N=80

|    | Demographic variable      | Females   |            | Males     |            |
|----|---------------------------|-----------|------------|-----------|------------|
|    |                           | frequency | Percentage | Frequency | Percentage |
| 1. | <b>AGE</b>                |           |            |           |            |
|    | 16 Years -17 Years        | 5         | 6.25%      | 6         | 7.5%       |
|    | 18 Years - 19 Years       | 53        | 66.2%      | 62        | 77.5%      |
|    | 20 Years - 21 Years       | 22        | 27.5%      | 12        | 15%        |
| 2. | <b>Sex</b>                |           |            |           |            |
|    | Female                    | 80        | 100%       | 0         | 0%         |
|    | Male                      | 0         | 0%         | 80        | 100%       |
| 3. | <b>Residence</b>          |           |            |           |            |
|    | Rural                     | 45        | 56.25%     | 36        | 45%        |
|    | Urban                     | 35        | 43.75%     | 44        | 55%        |
| 4. | <b>Birth Order</b>        |           |            |           |            |
|    | First                     | 7         | 8.75%      | 3         | 47.5%      |
|    | Second                    | 14        | 17.5%      | 6         | 28.75%     |
|    | Third                     | 11        | 13.75%     | 10        | 12.5%      |
|    | Fourth                    | 24        | 30%        | 23        | 7.5%       |
|    | Fifth and above           | 24        | 30%        | 38        | 3.75%      |
| 5. | <b>Type Of Stay</b>       |           |            |           |            |
|    | With Parents              | 4         | 47.5%      | 40        | 50%        |
|    | With Guardians            | 38        | 5%         | 2         | 2.5%       |
|    | In hostel                 | 0         | 47.5%      | 36        | 45%        |
|    | Others                    | 38        | 0%         | 2         | 2.5%       |
| 6. | <b>Family Composition</b> |           |            |           |            |
|    | Nuclear                   | 60        | 12.5%      | 5         | 6.25%      |
|    | Joint                     | 10        | 12.5%      | 13        | 16.25%     |
|    | Extended                  | 10        | 75%        | 62        | 77.5%      |

|     |   |                           |  |                            |   |
|-----|---|---------------------------|--|----------------------------|---|
| 7.  | <b>Religion</b><br>Hindu<br>Muslim<br>Christian   | 57<br>2<br>21             | 71.25%<br>2.5%<br>26.25%                     | 75<br>2<br>3               | 93.75%<br>2.5%<br>3.75%                 |
| 8.  | <b>Physical Illness</b><br>No<br>Yes  | 0<br>80                   | 0%<br>100%                                   | 1<br>79                    | 1.25%<br>98.75%                         |
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 23<br>23<br>14<br>13<br>7 | 28.75%<br>28.75%<br>17.5%<br>16.25%<br>8.75% | 26<br>14<br>14<br>12<br>14 | 32.5%<br>17.5%<br>17.5%<br>15%<br>17.5% |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 46<br>28<br>6             | 57.5%<br>35%<br>7.5%                         | 46<br>28<br>6              | 57.5%<br>35%<br>7.5%                    |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 41<br>22<br>7<br>9<br>1   | 51.25%<br>27.5%<br>8.75%<br>11.25%<br>1.25%  | 0<br>5<br>20<br>24<br>31   | 38.75%<br>30%<br>25%<br>6.25%<br>38.75% |
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 49<br>26<br>2<br>3        | 61.25%<br>32.5%<br>2.5%<br>3.75%             | 51<br>21<br>8<br>0         | 63.75%<br>26.25%<br>10%<br>0%           |
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 52<br>3<br>25             | 3.75%<br>65%<br>31.25%                       | 7<br>54<br>19              | 8.75%<br>67.5%<br>23.75%                |

|     |                          |    |        |    |        |
|-----|--------------------------|----|--------|----|--------|
| 14. | <b>Education Father</b>  |    |        |    |        |
|     | Primary                  | 11 | 13.75% | 13 | 16.25% |
|     | High School              | 27 | 33.75% | 26 | 32.5%  |
|     | Higher Secondary         | 22 | 27.5%  | 13 | 16.25% |
|     | Graduate                 | 17 | 21.25% | 21 | 26.25% |
|     | Post Graduate            | 3  | 3.75%  | 7  | 8.75%  |
| 15. | <b>Occupation Father</b> |    |        |    |        |
|     | Unskilled Work           | 39 | 48.75% | 29 | 36.25% |
|     | Office Work              | 7  | 8.75%  | 28 | 35%    |
|     | Professional             | 9  | 11.25% | 3  | 3.75%  |
|     | Others                   | 25 | 31.25% | 20 | 25%    |

Table I shows that regarding age 5(6.25%) females were between the age group of 16-17 years,53( 66.25%) were between 18-19 years and22(27.5%) were between 20-21 years. Regarding age, 6( 7.5%) males were between the age group of 16-17 years,62( 77.5%) were between 18-19 years and 12(15%) were between 20-21 years.

Regarding sex, females were 80(100%) and 80(100%) were males.

Regarding residence, 45(56.25%) females were in the rural and35(43.75%) in the urban areas. Regarding residence, 36(45%) males were in the rural area and 44( 55%) were in the urban.

Regarding birth order, 24(30%) females were first child in the family, 24(30%) were second child, 11(13.75%) were third child,14(17.5%) were fourth and 7(8.75%) were fifth and above. Regarding birth order, 38(47.5%) males were first child in the family, 23(28.75%) were second child, 10(12.5%) were third child, 6(7.5%) were fourth and 3(3.75%) were fifth and above.

Regarding type of stay, 38(47.5%) females were staying with parents 4 (5%) were staying with guardians,38( 47.5%) were in hostel. Regarding type of stay, 40( 50%) males were staying with parents 2(2. 5%) were staying with guardians, 36(45%) were in hostel and 2(2.5%) of them staying in other places.

Regarding family composition, 60(75%) females were from nuclear family, 10 (12.5%) were from joint family, 10(12.5%) were extended family. Regarding family composition, 62(77.5%) males were from nuclear family, 13(16.25%) were from joint family and 5(6.25%) were extended family.

Regarding religion, 57(71.25%) females were Hindu religion, 2(2.5%) were Muslim and 21(26.25) were from Christian. Regarding religion, 75(93.75%) males were Hindu religion, 2(2.5%) were Muslim and 3(3.75) were from Christian.

Regarding physical illness in female there was no physical illness. Regarding male 1(1.25%) had the physical illness.

Regarding family income, 23(28.75%) females were from below 5000 per month, 23(28.75%) were between 5001-10,000rs, 14(17.5%) were between 10,000-15,000rs, 13(16.25%) were between 15000-25000rs, and 7(8.75%) were between 20000-25000. Regarding family income, 26(32.5%) males were from below 5000 per month, 7(8.75%) were between 5001-10,000rs, 7(8.75%) were between 10,000-15,000rs, 12(15%) were between 15000-25000rs, and 14(17.5%) were between 20000-25000.

Regarding age of the mother, 46(57.5%) females were 30-40 years, 28(35%) were between 40-50 years, and 6(7.5%) were more than 50 years. Regarding age of the mother, 46 (57.5%) males were 30-40 years, 28(35%) were 40-50 years, and 6(7.5%) were more than 50 years.

Regarding education of the mother, 41(51.25%) females were from primary education, 22(27.5%) were high school, 7(8.75%) were higher secondary, 9(11.25%) were graduate, and 1(1.25%) was post graduate. Regarding education of the mother 31(38.75%) males were from primary education, 24(30%) were high school, 20(25%) were higher secondary, 5(6.25%) were graduate, and there was no post graduates

Regarding occupation in the mother, 49 (61.25%) females were unemployed, 26(32.5%) were unskilled work, 2(2.5%) were from office work,

3(3.75%) were professional. Regarding occupation in the mother, 51(63.75%) males were unemployed, 21(26.25%) were unskilled work, 8(10%) were from office work, and there is no professional mothers.

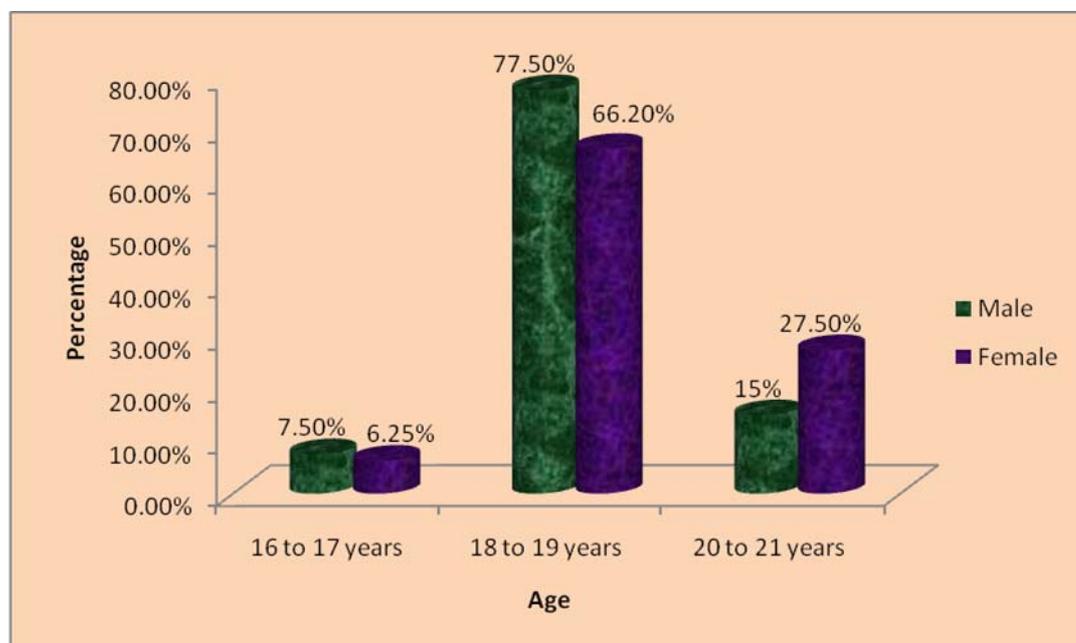
Regarding age of the father, 3(3.75%) females were 30-40 years, 52(65%) were between 40-50 years, and 25(31.25%) were more than 50 years. Regarding age of the father, 7(8.75%) males were 30-40 years, 54(67.5%) were 40-50 years, and 23.75% were more than 50 years.

Regarding education of the father, 11(13.75%) females were from primary education, 27(33.75%) were high school, 22(27.5%) were higher secondary, 17(21.25%) were graduate, and 3(3.75%) were post graduate. Regarding education of the father, 13(16.25%) males were from primary education, 26(32.5%) were high school, 13(16.25%) were higher secondary, 21(26.25%) were graduate, and 7(8.75%) were from post graduates.

Regarding occupation in the father, 39(48.75%) females were unskilled work, 7(8.75%) were from office work, 9(11.25%) were profession and 25(31.25%) were doing other works. Regarding occupation in the father, 29(36.25%) males were unskilled work, 28(35%) were from office work, and 3(3.5%) were profession and 20 (25%) were doing other works like business .

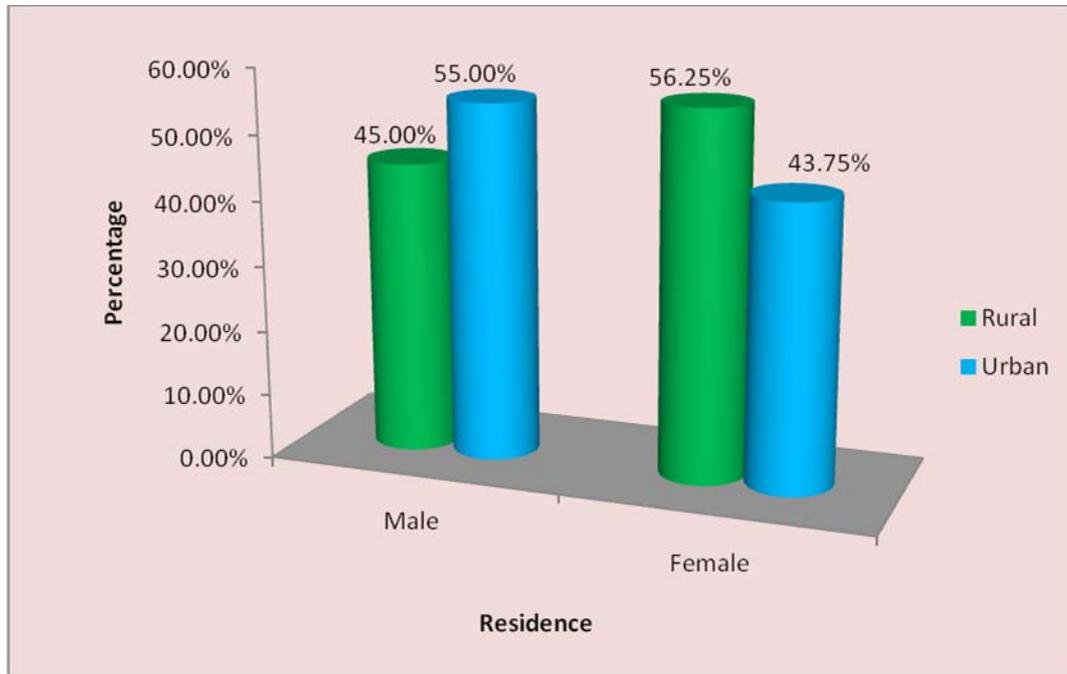
**FIGURE-II**

Frequency Distribution of Demographic variables according to age

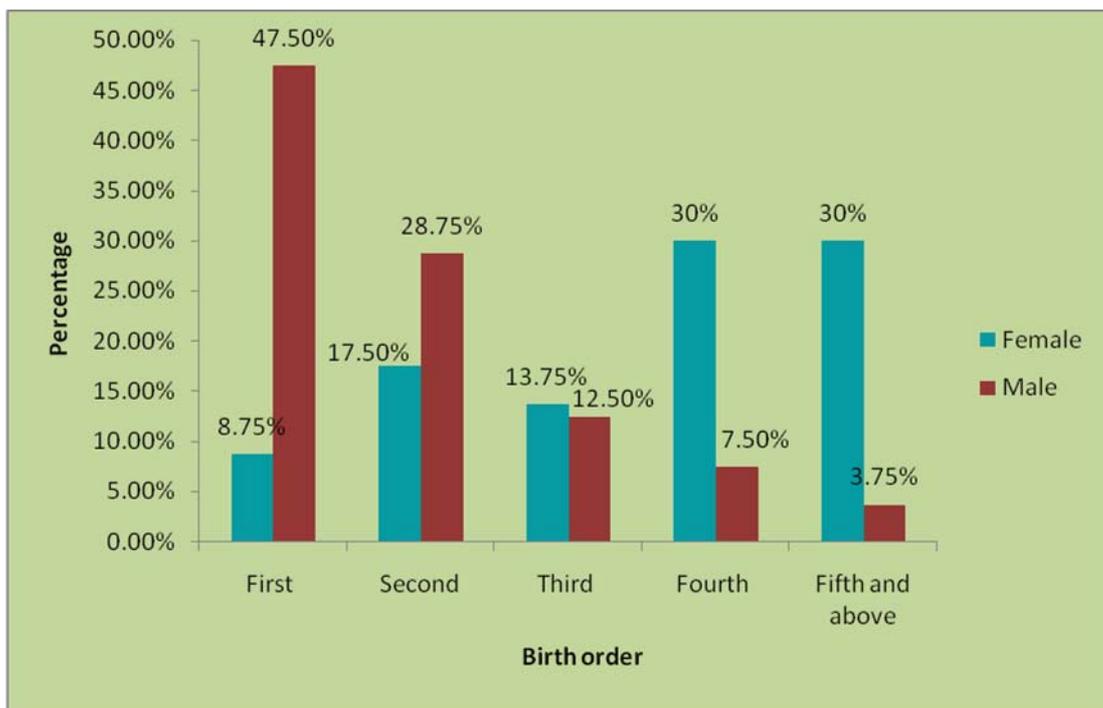


**FIGURE-III**

Frequency Distribution of Demographic variables according to Residence

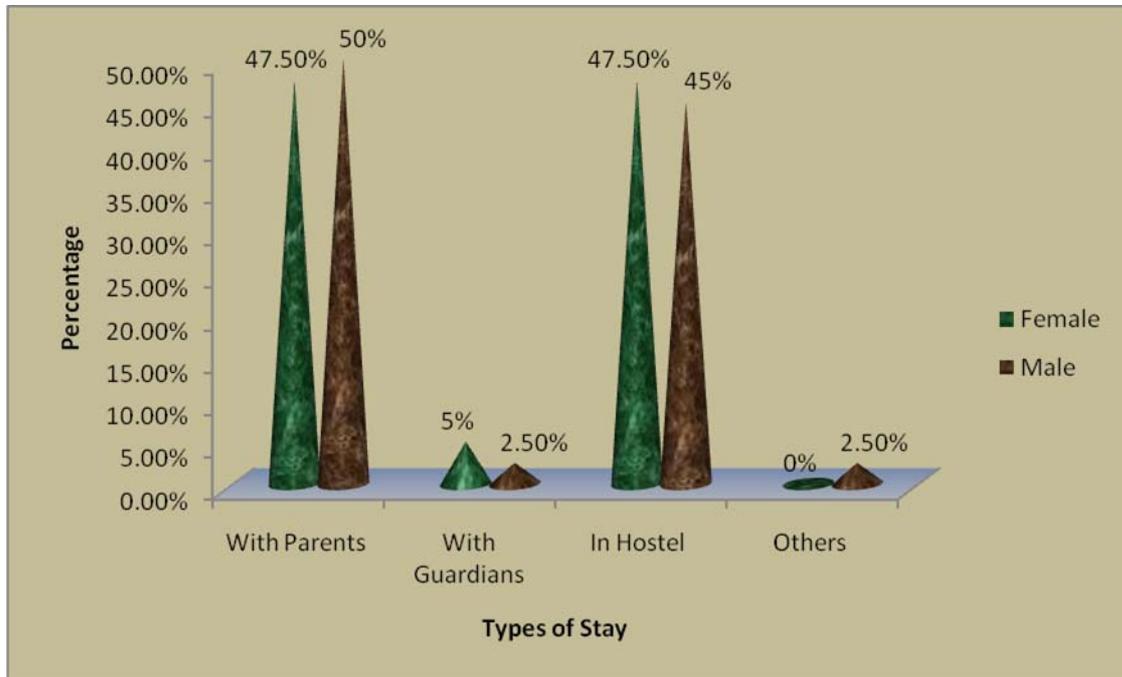
**FIGURE-IV**

Frequency Distribution of Demographic variables according to birth order

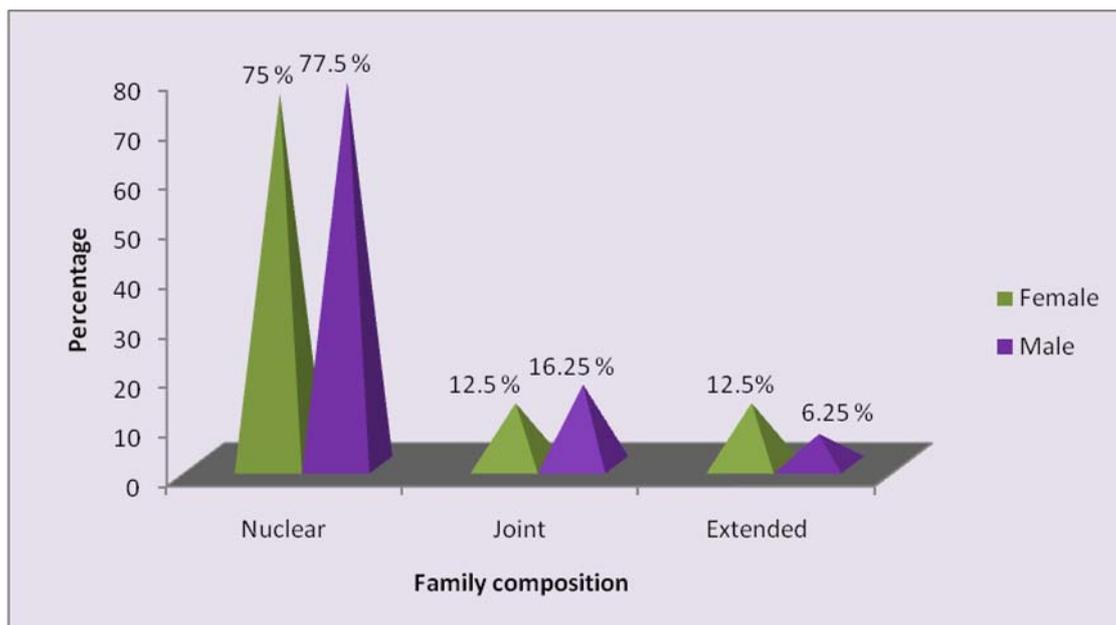


**FIGURE- V**

Frequency Distribution of Demographic variables according to type of stay

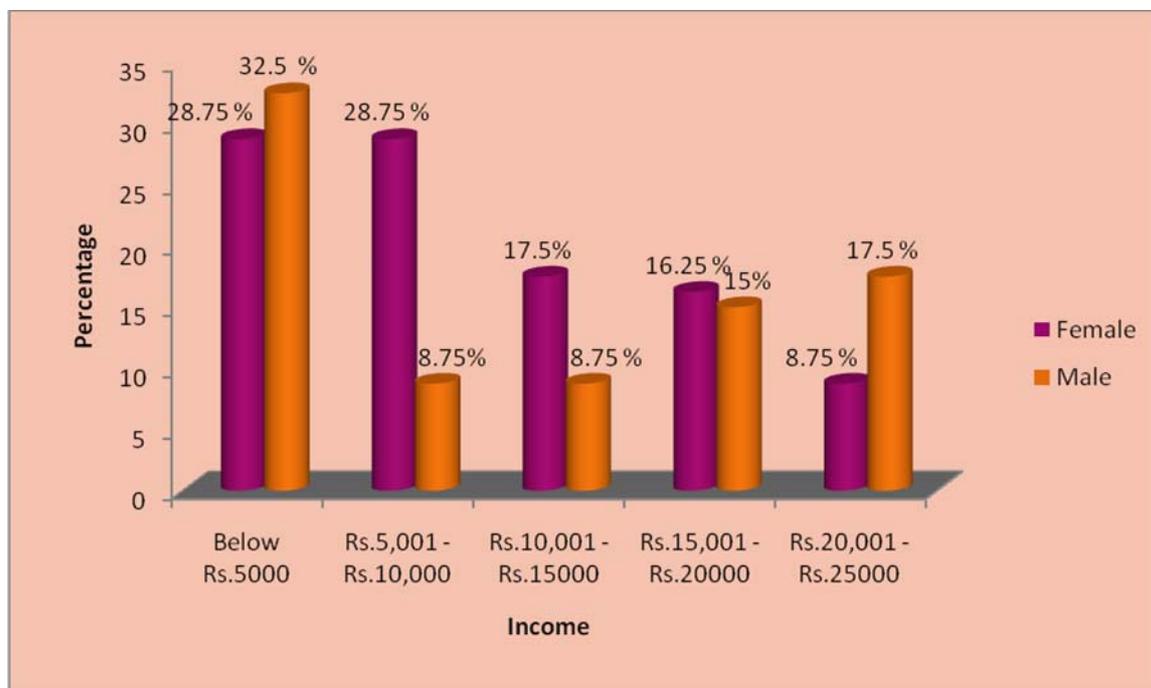
**FIGURE-VI**

Frequency Distribution of Demographic variables according to Family Composition

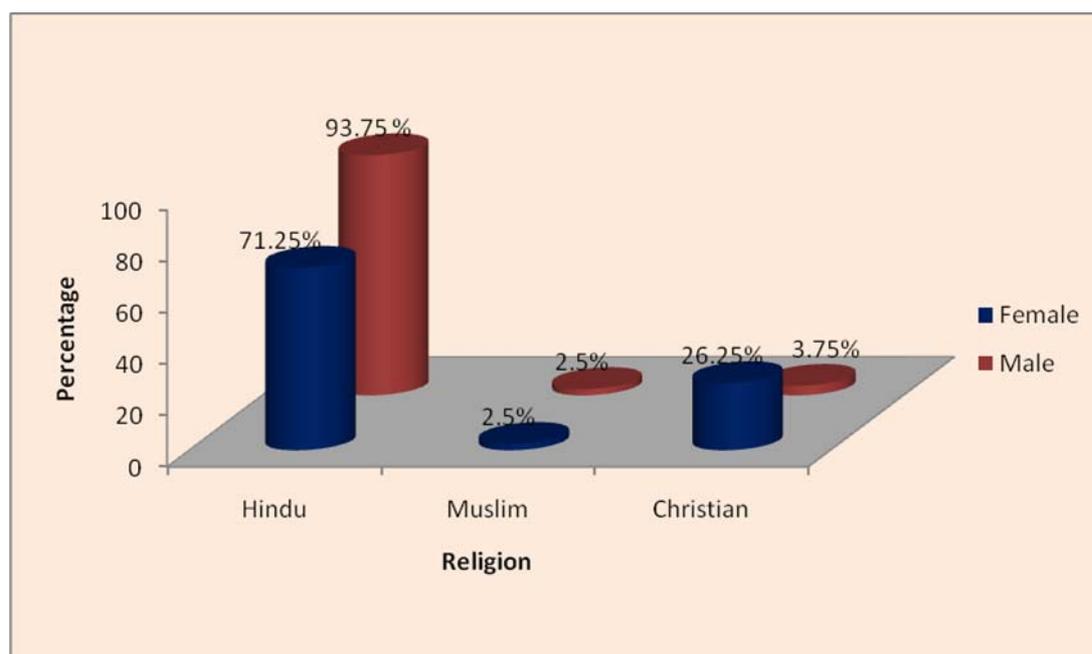


**FIGURE-VII**

Frequency Distribution of Demographic variables according to family Income

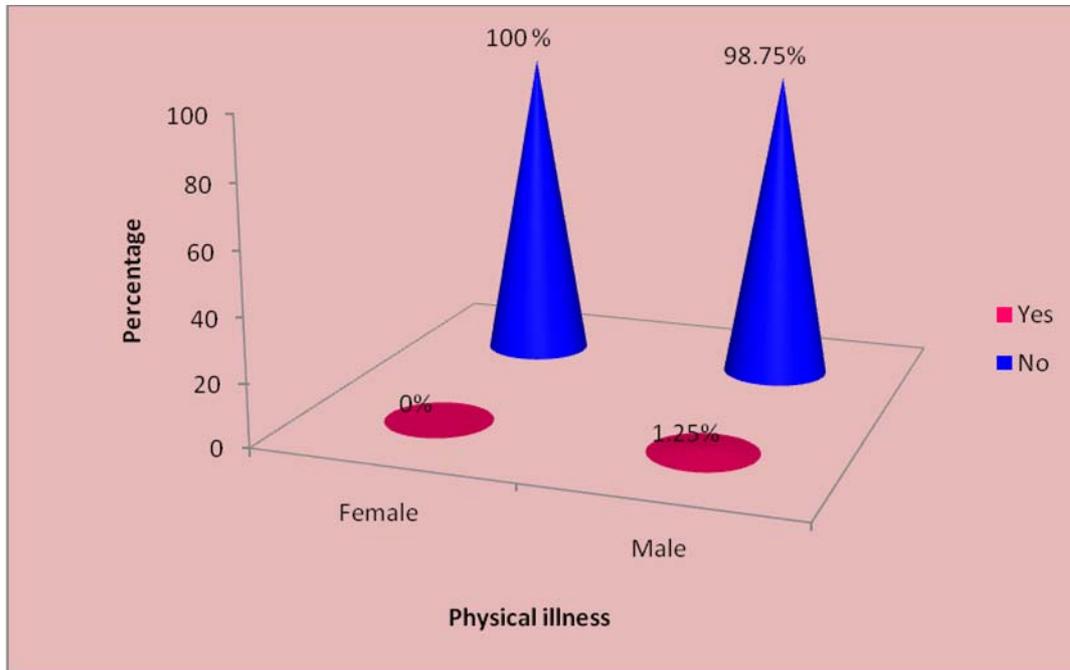
**FIGURE-VIII**

Frequency Distribution of Demographic variables according to Religion

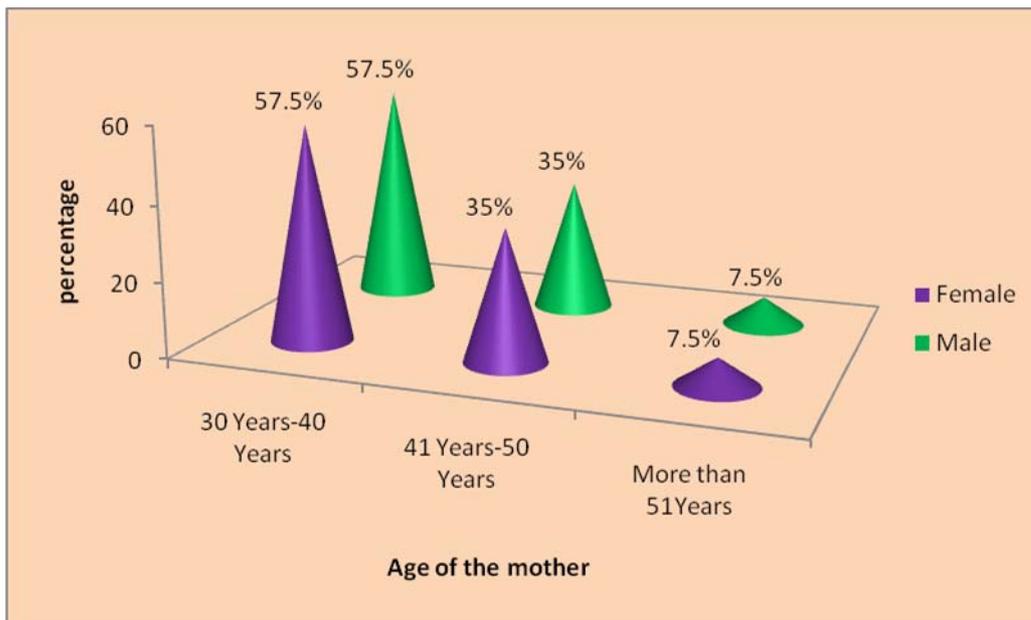


**FIGURE-IX**

Frequency Distribution of Demographic variables according to Physical Illness

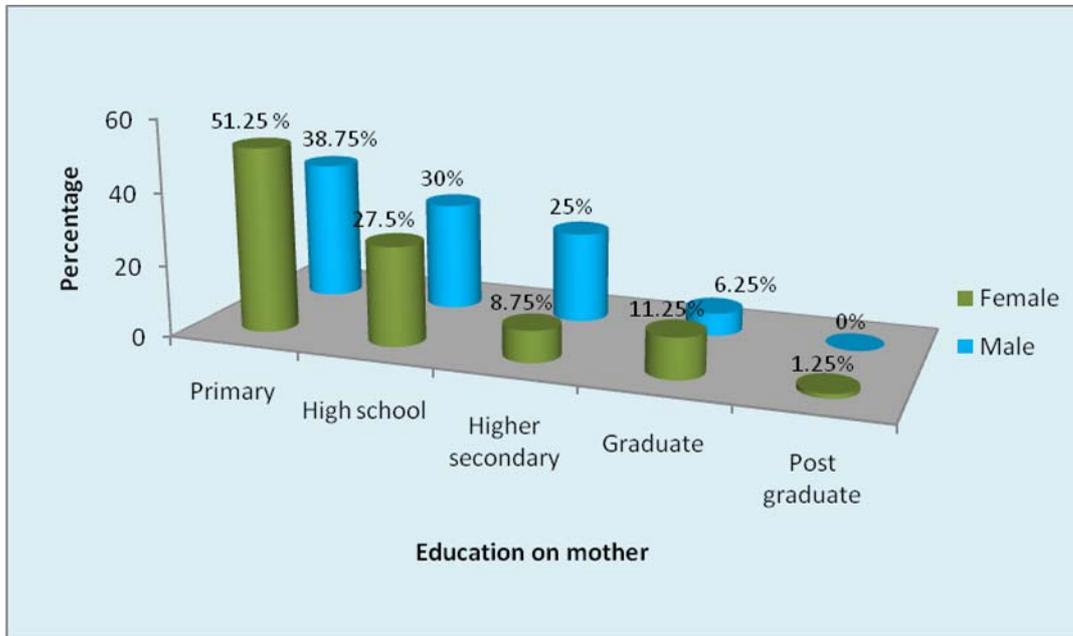
**FIGURE-X**

Frequency Distribution of Demographic variables according to Age of the Mother

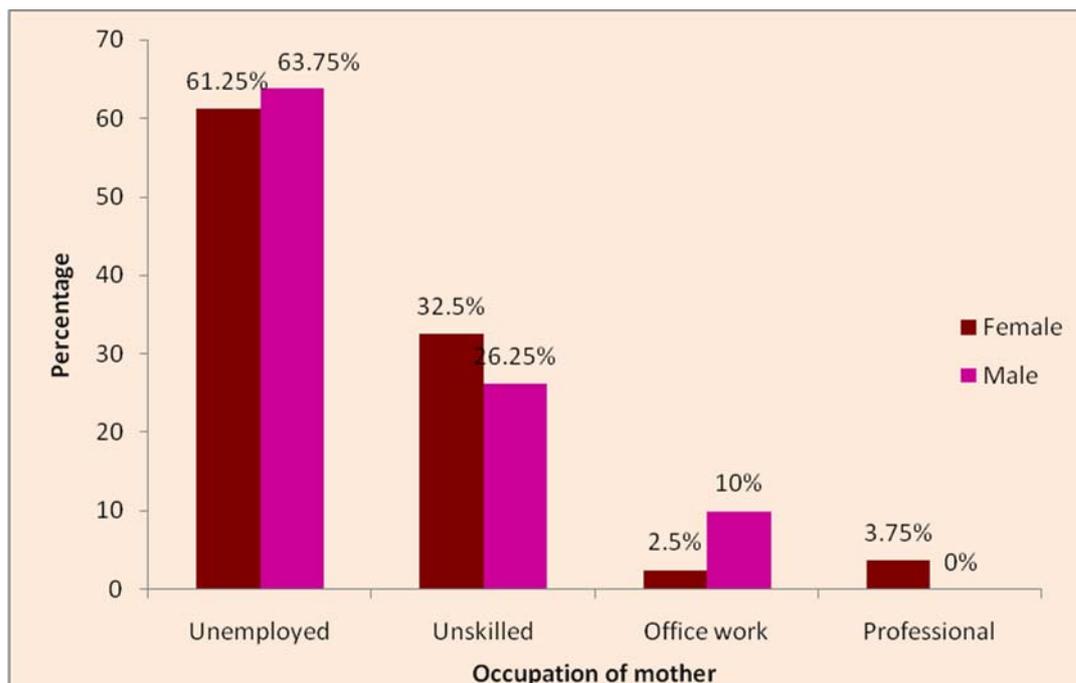


**FIGURE-XI**

Frequency Distribution of Demographic variables according to  
Education of Mother

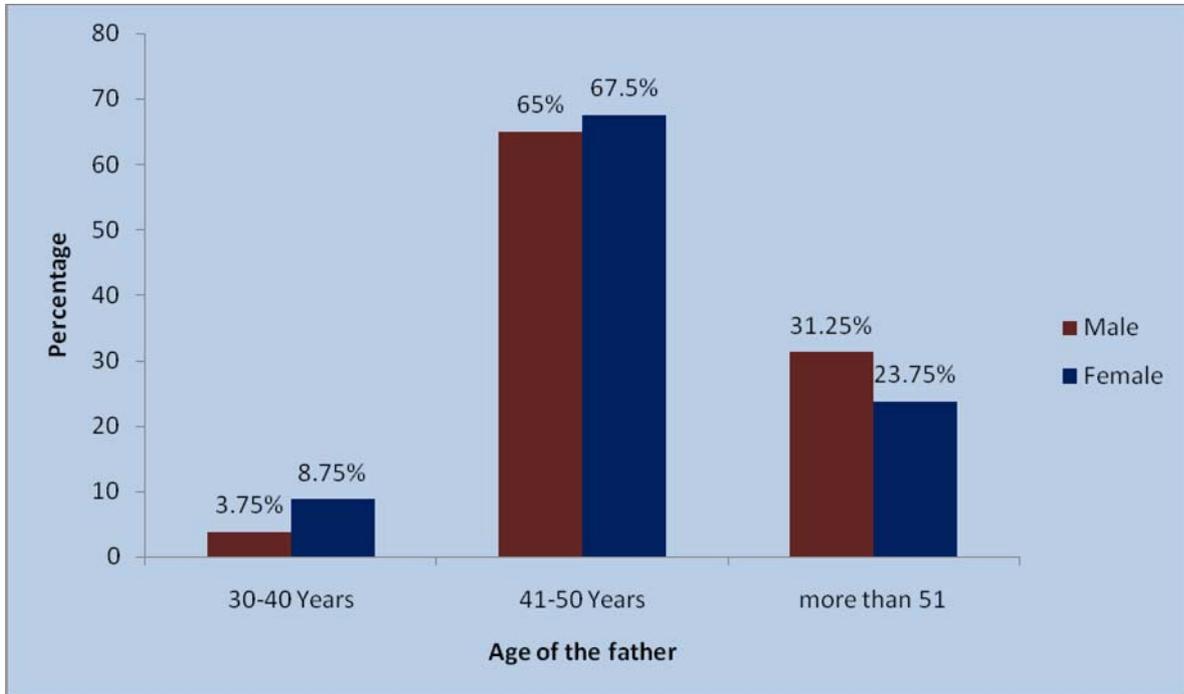
**FIGURE-XII**

Frequency Distribution of Demographic variables according to Occupation of  
Mother

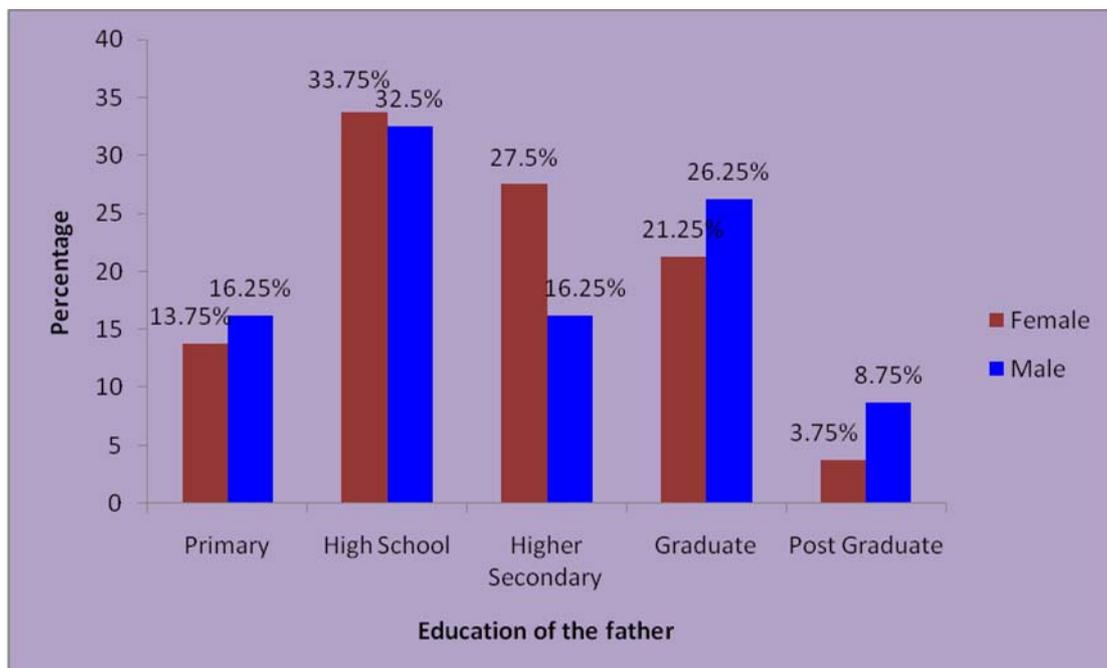


**FIGURE-XIII**

Frequency Distribution of Demographic variables according to Age of the Father

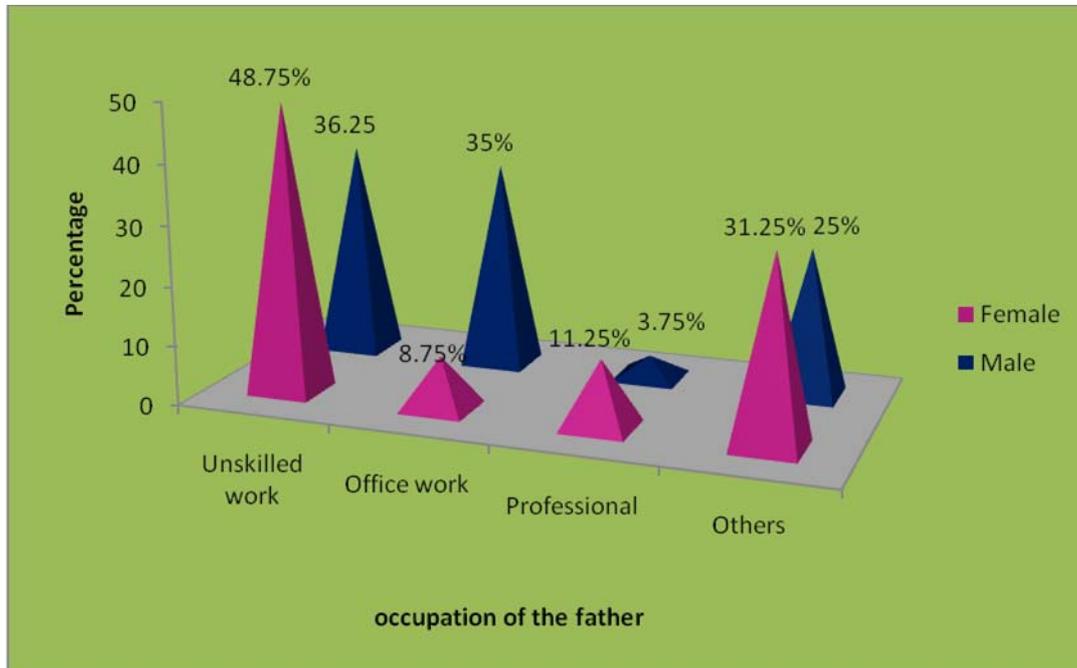
**FIGURE-XIV**

Frequency Distribution of Demographic variables according to Education of the Father



**FIGURE-XV**

Frequency Distribution of Demographic variables according to Occupation of the Father



**Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to the self domain**

Table-2

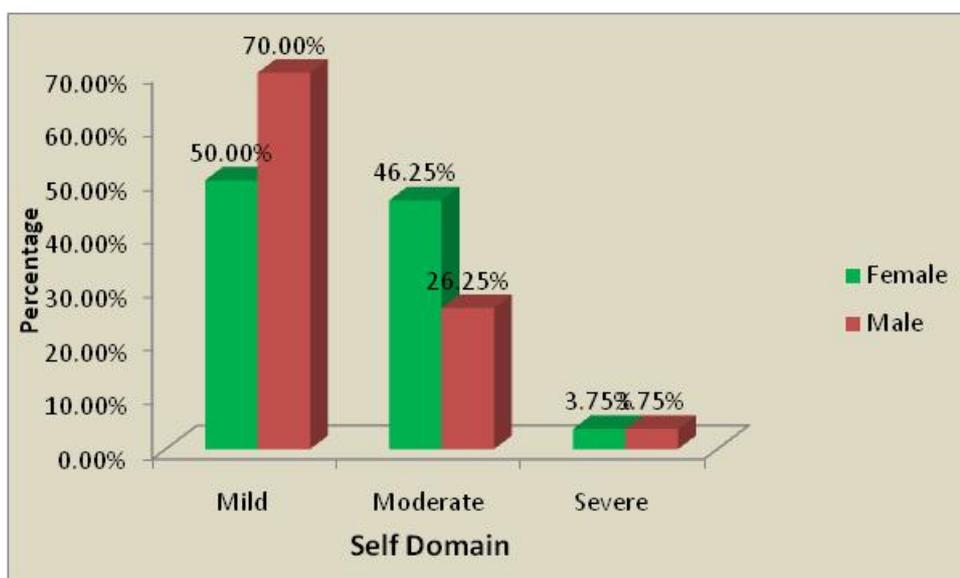
N=80

| Level of psychological problems | Female         |                 | Male           |                 |
|---------------------------------|----------------|-----------------|----------------|-----------------|
|                                 | Self Frequency | Self Percentage | Self Frequency | Self Percentage |
| Mild                            | 40             | 50.00%          | 56             | 70.00%          |
| Moderate                        | 37             | 46.25%          | 21             | 26.25%          |
| Severe                          | 3              | 03.75%          | 3              | 03.75%          |
| Total                           | 80             | 100%            | 80             | 100%            |

The table 2 shows that 40 (50.00%) females had Mild psychological problems, 37 (46.25%) had moderate psychological problems and 3 (03.75%) had severe psychological problems.

The table 2 shows that 56(70.00%) males had mild psychological problems 21 (26.25%) had moderate psychological problems and 3 (03.75%) had severe psychological problems.

FIGURE - XVI



**Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to the sex domain**

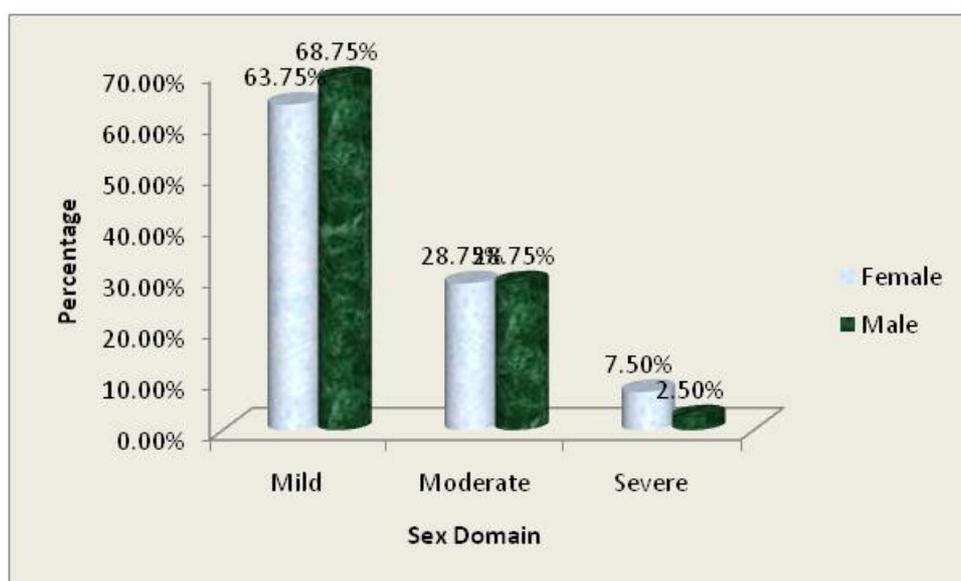
Table-3

N=80

| Level of psychological problems | Female        |                | Male          |                |
|---------------------------------|---------------|----------------|---------------|----------------|
|                                 | Sex Frequency | Sex Percentage | Sex Frequency | Sex Percentage |
| Mild                            | 51            | 63.75%         | 55            | 68.75%         |
| Moderate                        | 23            | 28.75%         | 23            | 28.75%         |
| Severe                          | 6             | 07.50%         | 2             | 02.50%         |
| Total                           | 80            | 100%           | 80            | 100%           |

The table 3 shows that 51(63.75%) females had mild psychological problems, 23 (28.75%) had moderate psychological problems and 6 (07.50%) had severe psychological problems.

In male 55(68.75%) had mild psychological problems, 23 (28.75%) had moderate psychological problems and 2 (02.50%) had severe psychological problem.

**FIGURE - XVII**

**Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to the interpersonal relation domain**

Table-4

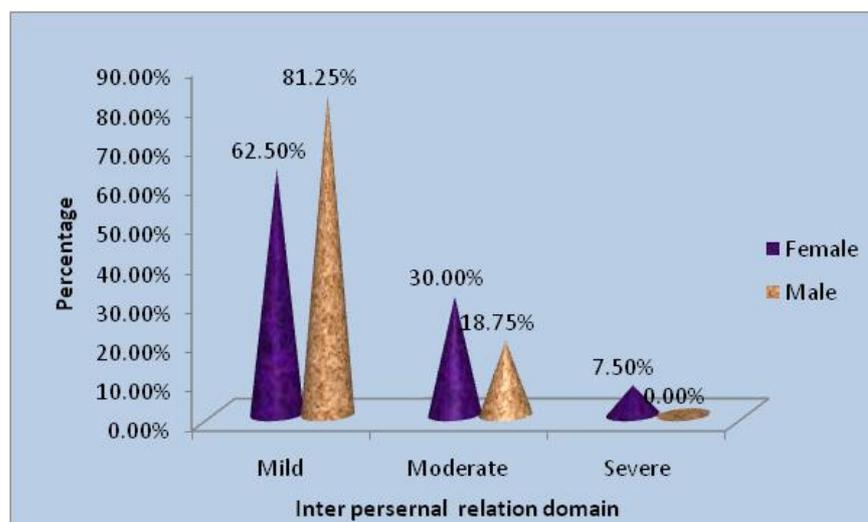
N=80

| Level of psychological problem | Female        |                | Male          |                |
|--------------------------------|---------------|----------------|---------------|----------------|
|                                | IPR Frequency | IPR Percentage | IPR Frequency | IPR Percentage |
| Mild                           | 50            | 62.50%         | 65            | 81.25%         |
| Moderate                       | 24            | 30.00%         | 15            | 18.75%         |
| Severe                         | 6             | 07.50%         | 0             | 00.00%         |
| Total                          | 80            | 100%           | 80            | 100%           |

The table 4 shows that 50(62.50%) females had mild psychological problems, 24 (30.00%) had moderate psychological problems and 6 (07.50%) had severe psychological problems.

In male 65(81.25%) had mild psychological problems, 15 (18.75%) had moderate psychological problems and 0 (00.00%) had severe psychological problems.

FIGURE – XVIII



**Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to the academic domain**

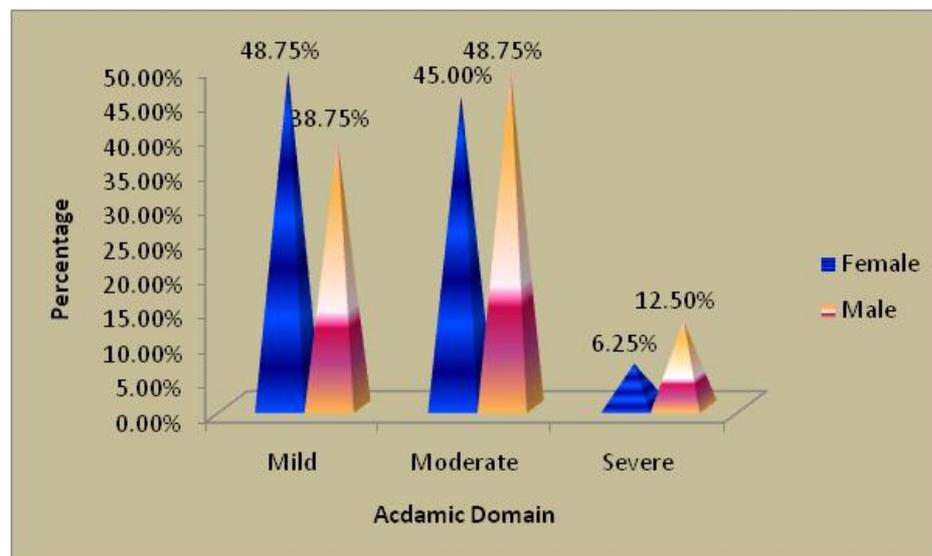
Table-5

N=80

| Level of psychological problem | Female              |                      | Male                |                      |
|--------------------------------|---------------------|----------------------|---------------------|----------------------|
|                                | Academics Frequency | Academics Percentage | Academics Frequency | Academics Percentage |
| Mild                           | 39                  | 48.75%               | 31                  | 38.75%               |
| Moderate                       | 36                  | 45.00%               | 39                  | 48.75%               |
| Severe                         | 5                   | 06.25%               | 10                  | 12.50%               |
| Total                          | 80                  | 100%                 | 80                  | 100%                 |

The table 5 shows that 39(48.75%) females had mild psychological problems, 36 (45.00%) had moderate psychological problems and 5 (06.25%) had severe psychological problems.

In male 31(38.75%) had mild psychological problems 39 (48.75%) had moderate psychological problem and 10(12.50%) had severe psychological problem.

**FIGURE - XIX**

**Frequency and percentage distribution of level of psychological problems  
among adolescent boys and girls according to the  
family domain**

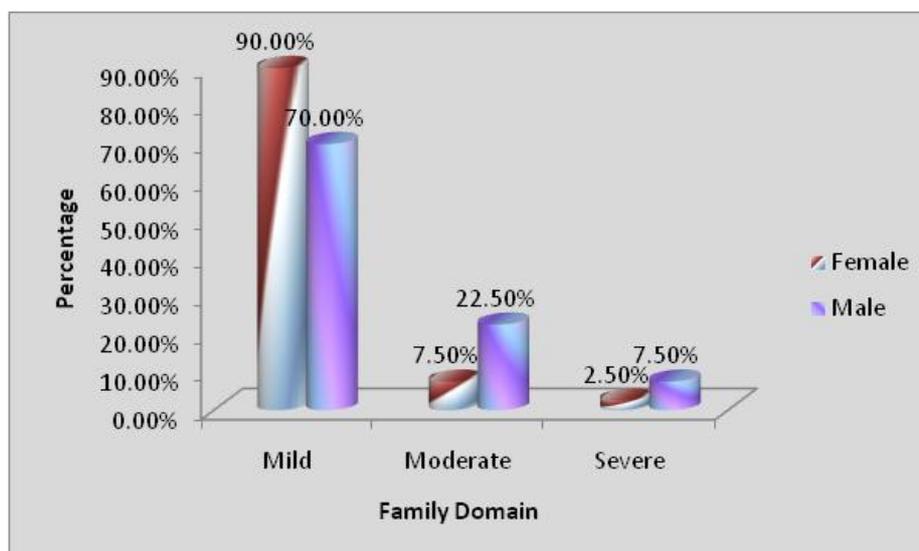
Table-6

N=80

| Level of psychological problem | Female           |                   | Male             |                   |
|--------------------------------|------------------|-------------------|------------------|-------------------|
|                                | Family Frequency | Family Percentage | Family Frequency | Family Percentage |
| Mild                           | 72               | 90.00%            | 56               | 70.00%            |
| Moderate                       | 6                | 07.50%            | 18               | 22.50%            |
| Severe                         | 2                | 02.50%            | 6                | 07.50%            |
| Total                          | 80               | 100%              | 80               | 100%              |

The table 6 shows that 72(90.00%) females had mild psychological problems, 6 (07.50%) had moderate psychological problems and 2 (02.50%) had severe psychological problems.

In male 56(70.00%) had mild psychological problems, 18 (22.50%) had moderate psychological problems and 6 (07.50%) had severe psychological problem.

**FIGURE – XX**

**Frequency and percentage distribution of level of psychological problems among adolescent boys and girls according to the economic domain**

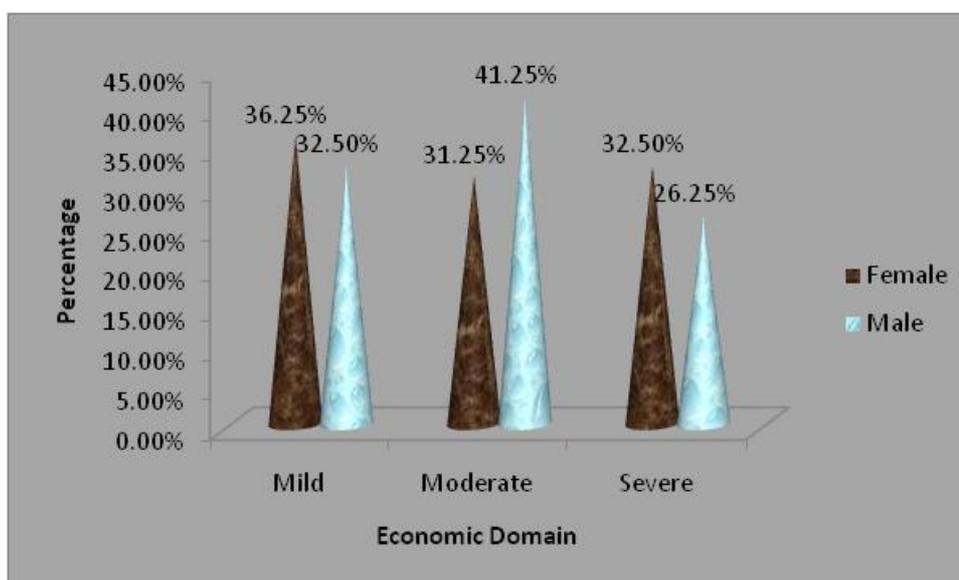
Table-7

N=80

| Level of psychological problem | Female            |                    | Male              |                    |
|--------------------------------|-------------------|--------------------|-------------------|--------------------|
|                                | Economy Frequency | Economy Percentage | Economy Frequency | Economy Percentage |
| Mild                           | 29                | 36.25%             | 26                | 32.50%             |
| Moderate                       | 25                | 31.25%             | 33                | 41.25%             |
| Severe                         | 26                | 32.50%             | 21                | 26.25%             |
| Total                          | 80                | 100%               | 80                | 100%               |

The table 7 shows that 29(36.25%) females had mild psychological problems, 25 (31.25%) had moderate psychological problems and 26 (32.50%) had severe psychological problems.

In male 26(32.50%) had mild psychological problems, 33 (41.25%) had moderate psychological problems and 21 (26.25%) had severe psychological problems.

**FIGURE - XXI**

## SECTION-II

### Frequency and percentage distribution Comparison of psychological problems among adolescent males and females

Table-8

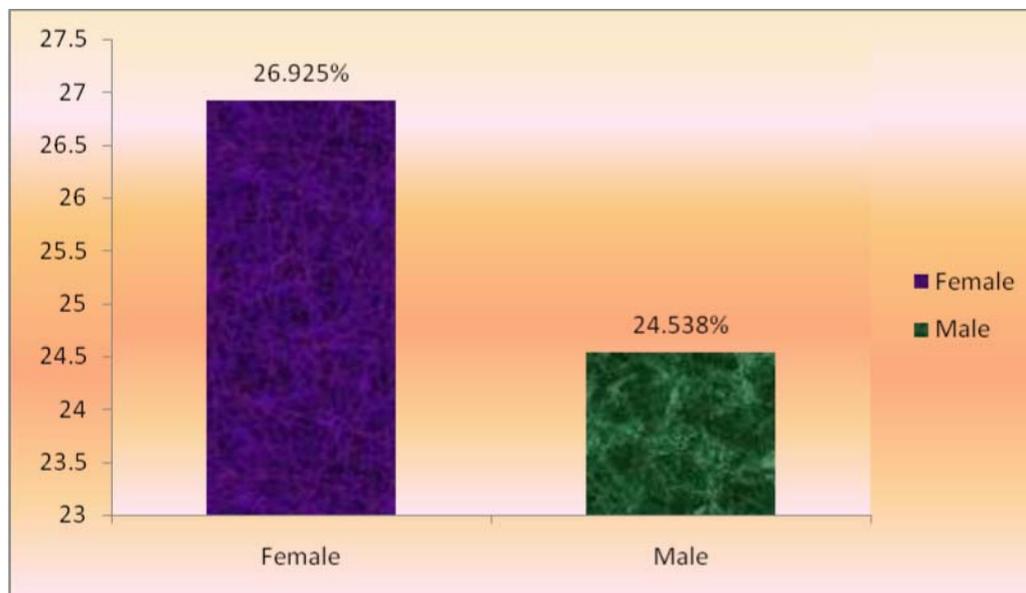
N= 80

| S.no | Group  | Number | Mean    | Standard deviation | t value | Statistical value |
|------|--------|--------|---------|--------------------|---------|-------------------|
| 1    | Female | 80     | 26.925  | 10.732             | 2.511   | *P<0.05           |
| 2    | Male   | 80     | 24.5375 | 10.980             |         |                   |

Table-8 shows that the level of psychological problem among females and males. It is analysed by using 't' test. There is a significant difference in the level of psychological problems of females and males.

### FIGURE-XXII

Comparison of psychological problems among adolescent males and females



### SECTION-III

**Inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.**

Table - 9

|                         |                     | <b>CORRELATIONS</b> |            |                                |                 |               |                 |
|-------------------------|---------------------|---------------------|------------|--------------------------------|-----------------|---------------|-----------------|
|                         |                     | <b>Self</b>         | <b>Sex</b> | <b>Inter personal relation</b> | <b>Academic</b> | <b>Family</b> | <b>Economic</b> |
| Self                    | Pearson Correlation | 1                   | .595**     | .653**                         | .644**          | .228*         | .474**          |
| Sex                     | Pearson Correlation | .595**              | 1          | .656**                         | .543**          | .125          | .422**          |
| Inter personal relation | Pearson Correlation | .653**              | .656**     | 1                              | .511**          | .234*         | .491**          |
| Academic                | Pearson Correlation | .644**              | .543**     | .511**                         | 1               | .317**        | .561**          |
| Family                  | Pearson Correlation | .228*               | .125       | .234*                          | .317**          | 1             | .358**          |
| Economic                | Pearson Correlation | .474**              | .422**     | .491**                         | .561**          | .358**        | 1               |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed)

Table - 10

|  |                        | <b>Self</b> | <b>Sex</b> | <b>Inter<br/>personal<br/>relation</b> | <b>Academic</b> | <b>Family</b> | <b>Economic</b> |
|--|------------------------|-------------|------------|--|-----------------|---------------|-----------------|
| <b>Self</b>                            | Pearson<br>Correlation | 1           | .636**     | .586**                                 | .302**          | .361**        | .354**          |
| <b>Sex</b>                             | Pearson<br>Correlation | .636**      | 1          | .540**                                 | .157            | .262*         | .352**          |
| <b>Inter<br/>personal<br/>relation</b> | Pearson<br>Correlation | .586**      | .540**     | 1                                      | .320**          | .250*         | .330**          |
| <b>Academic</b>                        | Pearson<br>Correlation | .302**      | .157       | .320**                                 | 1               | .307**        | .186            |
| <b>Family</b>                          | Pearson<br>Correlation | .361**      | .262*      | .250*                                  | .307**          | 1             | .355**          |
| <b>Economic</b>                        | Pearson<br>Correlation | .354**      | .352**     | .330**                                 | .186            | .355**        | 1               |

The study findings revealed that the calculated table value 'r' was 0.595 among self and sex domains in females and 0.636 in males; 0.653 among self and inter personal relation domains in females and 0.586 in males; 0.644 among self and academic domains in females and 0.302 in males; 0.228 among self and family domains in females and 0.361 in males; 0.474 among self and economic domains in females and 0.354 in males; 0.595 among sex and self domains in females and 0.636 in males; 0.656 among sex and inter personal relation domains in females and 0.540 in males; 0.543 among sex and academic domains in females and 0.157 in males.

0.125 among sex and family domains in females and 0.262 in males; 0.422 among sex and economic domains in females and 0.352 in males; 0.653 among inter personal relation and self domains in females and 0.586 in males; 0.656 among inter personal relation and sex domains in females and 0.540 in males; 0.511 among inter personal relation and academic domains in females and 0.320 in males; 0.234 among inter personal relation and family domains in females and 0.250 in males; 0.491 among inter personal relation and economic domains in females and 0.330 in males; 0.644 among academic and self domains in females and 0.302 in males; 0.543 among academic and sex domains in females and 0.157 in males; 0.511 among academic and inter personal relation domains in females and 0.320 in males; 0.317 among academic and family domains in females and 0.307 in males; 0.561 among academic and economic domains in females and 0.186 in males.

0.228 among family and self domains in females and 0.361 in males; 0.125 among family and sex domains in females and 0.262 in males; 0.234 among family and inter personal relation domains in females and 0.250 in males; 0.317 among family and academic domains in females and 0.307 in males; 0.358 among family and economic domains in females and 0.355 in males. 0.474 among economic and self domains in females and 0.354 in males. 0.422 among economic and sex domains in females and 0.352 in males. 0.491 among economic and inter personal relation domains in females and 0.330 in males. 0.561 among economic and academic domains in females and 0.186 in males. 0.358 among economic and family domains in females and 0.355 in males.

### SECTION-IV

Association between the self domain among adolescent girls and boys  
with selected demographic variables.

Table - 11

|    | Self Variable  | Mean   | Chi Square Calculated | Variable   | Mean  | Chi Square Calculated |
|----|--|--|-----------------------|--|---|-----------------------|
| 1. | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 10.4<br>7.754717<br>6.909091                             | 1.399*                | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 6.166667<br>4.870968<br>6.583333                    | 8.447#                |
| 2. | <b>Sex</b><br>Female   | 7.6875   |                       | <b>Sex</b><br>Male   | 5.225   |                       |
| 3. | <b>Residence</b><br>Rural<br>Urban   | 7.555556<br>7.857143                                     | 2.431#                | <b>Residence</b><br>Rural<br>Urban   | 6.361111<br>4.295455                                | 4.868#                |
| 4. | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 7.434783<br>8.083333<br>8.272727<br>8.785714<br>4.714286 | 3.239#                | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 5.526316<br>4.217391<br>4.9<br>5.166667<br>10.33333 | 37.4*                 |
| 5. | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 8.684211<br>7.5<br>6.710526                              | 6.596#                | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 5.575<br>6<br>4.777778                              | 4.796#                |
| 6. | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 7.466667<br>8.3<br>8.4                                   | 9.326#                | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 5.129032<br>5.153846<br>6.6                         | 5.23#                 |
| 7. | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 7.807018<br>6<br>7.52381                                 | 1.309#                | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 5.213333<br>8.5<br>3.333333                         | 13.66*                |

|            |   |  |         |  |   |         |
|------------|---|--|---------|--|---|---------|
| <b>8.</b>  | <b>Physical Illness</b><br>No   | 7.6875   |         | <b>Physical Illness</b><br>Yes<br>No   | 10<br>5.164557  | 2.845#  |
| <b>9.</b>  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 8.695652<br>6.73913<br>6.428571<br>9.692308<br>6.285714  | 16.753* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001- Rs.15000<br>Rs.15,001- Rs.20000<br>Rs.20,001- Rs.25000<br>Above Rs.25000 | 5.923077<br>5<br>7.714286<br>4.583333<br>3.785714<br>4.785714 | 9.779#  |
| <b>10.</b> | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 7.80434<br>7.107143<br>9.5                               | 2.774#  | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 5.391304<br>5.142857<br>6                                     | 7.198#  |
| <b>11.</b> | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 7.560976<br>7.818182<br>7.285714<br>7.888889<br>11       | 4.084#  | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate  | 6.129032<br>4.428571<br>4<br>5.5                              | 8.685#  |
| <b>12.</b> | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 7.8775<br>7.807692<br>5.5<br>4                           | 8.207#  | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional   | 4.96<br>5.238095<br>7<br>6.625                                | 9.375#  |
| <b>13.</b> | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 9<br>7.153846<br>8.64                                    | 5.9#    | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 5.285714<br>5.388889<br>4.736842                              | 2.007#  |
| <b>14.</b> | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 5.909091<br>8.555556<br>7.727273<br>7.764706<br>5.666667 | 11.116# | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate   | 7.384615<br>5.25<br>4.230769<br>4.380952<br>5.352941          | 10.445# |

|            |                          |          |         |                          |          |         |
|------------|--------------------------|----------|---------|--------------------------|----------|---------|
| <b>15.</b> | <b>Occupation Father</b> |          |         | <b>Occupation Father</b> |          |         |
|            | Unskilled                | 6.897436 | 14.906* | Unskilled                | 5.62069  | 10.586# |
|            | Office Work              | 9.142857 |         | Office Work              | 7.666667 |         |
|            | Professional             | 7.555556 |         | Professional             | 4.892857 |         |
|            | Others                   | 8.56     |         | Others                   | 4.75     |         |
|            |                          | Total    |         | 5.225                    |          |         |

**Association between the sex domain among adolescent girls and boys with  
selected demographic variables**

Table - 12

| S. No. | Sex Variable   | Mean  | ChiSquare Calculated | Variable   | Mean  | Chi Square Calculated |
|--------|--|---|----------------------|--|---|-----------------------|
| 1.     | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 6.2<br>3.716981<br>3.954545                       | 17.288*              | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 3.666667<br>3.403226<br>4                           | 2.751#                |
| 2.     | <b>Sex</b><br>Female   | 3.9375  |                      | <b>Sex</b><br>Male   | 3.5125  |                       |
| 3.     | <b>Residence</b><br>Rural<br>Urban   | 4.133333<br>3.685714                              | 5.049#               | <b>Residence</b><br>Rural<br>Urban   | 4.222222<br>2.931818                                | 4.711#                |
| 4.     | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 3.913043<br>4.208333<br>4<br>4.142857<br>3.142857 | 4.239#               | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 3.447368<br>3.130435<br>4.5<br>2.333333<br>6.333333 | 17.261*               |
| 5.     | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 4.263158<br>1.75<br>3.842105                      | 5.648#               | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 4.05<br>2<br>2.972222                               | 4.079#                |
| 6.     | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 3.85<br>5.1<br>3.3                                | 3.276#               | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 3.580645<br>3.384615<br>3                           | 8.705#                |
| 7.     | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 4.140351<br>2<br>3.619048                         | 0.988#               | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 3.413333<br>7.5<br>3.333333                         | 20.301*               |

|     |   |  |         |   |   |        |
|-----|---|--|---------|---|---|--------|
| 8.  | <b>Physical Illness</b><br>Yes<br>No  | 96.1<br>3.9375   |         | <b>Physical Illness</b><br>Yes<br>No  | 3<br>3.518987   | 0.46#  |
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 3.695652<br>3.434783<br>3.785714<br>5.076923<br>4.571429 | 22.959* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000<br>Above Rs.25000 | 3.884615<br>3.857143<br>5<br>3.166667<br>2.857143<br>2.857143 | 8.536# |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 4.043478<br>3.785714<br>3.833333                         | 1.64#   | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 3.434783<br>3.5<br>5  | 4.974# |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 3.95122<br>3.954545<br>3.714286<br>3.777778<br>6         | 6.97#   | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate   | 4.129032<br>3.642857<br>2.333333<br>3.25                      | 6.019# |
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 3.918367<br>4.269231<br>2.5<br>2                         | 3.78#   | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 3.56<br>3.47619<br>1<br>3.625                                 | 1.924# |
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Year  | 2.666667<br>3.903846<br>4.16                             | 2.731#  | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 3.285714<br>3.648148<br>3.210526                              | 2.623# |
| 14. | <b>Education Father</b><br>Primary<br>High School   | 4.117647<br>3.333333                                     | 5.792#  | <b>Education Father</b><br>Primary<br>High School   | 4.538462<br>3.9375  |        |

|     |  |  |         |  |   |         |
|-----|--|--|---------|--|---|---------|
|     | Higher Secondary<br>Graduate<br>Post Graduate                                  | 3.272727<br>4.37037<br>3.681818          |         | Higher Secondary<br>Graduate<br>Post Graduate                                  | 3.076923<br>3.047619<br>3.235294                  | 8.495#  |
| 15. | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others | 3.487179<br>4.857143<br>3.777778<br>4.44 | 21.718* | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others | 3.724138<br>4.333333<br>3.142857<br>3.6<br>3.5125 | 14.705# |

**Association between the Inter personal relation domain among adolescent girls and boys with selected demographic variables**

Table - 13

| S. No. | Inter personal relation Variable   | Mean  | Chi Square Calculated | Variable   | Mean  | Chi Square Calculated |
|--------|--|---|-----------------------|--|---|-----------------------|
| 1.     | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 2.8<br>1.54717<br>1.818182                        | 4.191*                | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 1.5<br>1.145161<br>1.416667                         | 5.764#                |
| 2.     | <b>Sex</b><br>Female   | 1.7   |                       | <b>Sex</b><br>Male   | 1.2125  |                       |
| 3.     | <b>Residence</b><br>Rural<br>Urban   | 1.755556<br>1.628571                              | 2.171#                | <b>Residence</b><br>Rural<br>Urban   | 1.583333<br>0.909091                                | 20.489#               |
| 4.     | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 1.695652<br>1.666667<br>1.454545<br>2.428571<br>1 | 13.483#               | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 1.289474<br>0.869565<br>1.6<br>0.666667<br>2.666667 | 17.864*               |
| 5.     | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 2<br>0.25<br>1.552632                             | 6.793#                | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 1.35<br>0.5<br>1.083333                             | 6.695#                |
| 6.     | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 1.683333<br>2.6<br>0.9                            | 4.862#                | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 1.225806<br>1<br>1.6                                | 3.997#                |

|     |   |  |        |   |   |         |
|-----|---|--|--------|---|---|---------|
| 7.  | <b>Religion</b><br>Hindu<br>Muslim<br>Christian   | 1.684211<br>0<br>1.904762                                | 8.175# | <b>Religion</b><br>Hindu<br>Muslim<br>Christian   | 1.213333<br>2.5<br>0.333333                                   | 6.298*  |
| 8.  | <b>Physical Illness</b><br>Yes<br>No  | 98.3<br>1.7  |        | <b>Physical illness</b><br>Yes<br>No  | 3<br>1.189873   | 6.352#  |
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 2.086957<br>1.304348<br>1.571429<br>2.307692<br>0.857143 | 6.992* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000<br>Above Rs.25000 | 1.307692<br>2<br>1.428571<br>0.833333<br>0.785714<br>1.285714 | 18.884# |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 1.826087<br>1.321429<br>2.5                              | 6.723# | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 1.282609<br>1.107143<br>1.5                                   | 3.733#  |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 1.390244<br>2.136364<br>2<br>1.666667<br>3               | 6.735# | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate   | 1.548387<br>1<br>0.866667<br>1.75                             | 13.326# |
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 1.816327<br>1.576923<br>1.5<br>0.5                       | 3.852# | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 1.06<br>1.428571<br>2<br>1.5                                  | 11.256# |

|     |  |  |         |  |   |         |
|-----|--|--|---------|--|---|---------|
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years              | 1.333333<br>1.653846<br>1.84                             | 0.316#  | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years              | 1.285714<br>1.314815<br>0.894737                | 7.067#  |
| 14. | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 0.363636<br>2.481481<br>1.590909<br>1.529412<br>1.333333 | 13.453# | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 1.692308<br>1.4375<br>1<br>0.904762<br>1.176471 | 18.504# |
| 15. | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others                     | 1.230769<br>2.285714<br>1.333333<br>2.4                  | 12.128* | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others                     | 1.310345<br>1.333333<br>0.892857<br>1.5         | 5.9#    |

**Association between the Academic domain among adolescent girls and boys  
with selected demographic variables**

Table - 14

| S. No. | Academic Variable  | Mean  | Chi Square Calculated | Variable   | Mean  | Chi Square Calculated |
|--------|--|---|-----------------------|--|---|-----------------------|
| 1.     | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 8<br>6.471698<br>5.681818                           | 14.176*               | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 5.666667<br>7.387097<br>7.416667                    | 1.683#                |
| 2.     | <b>Sex</b><br>Female   | 6.35  |                       | <b>Sex</b><br>Male   | 7.2625  |                       |
| 3.     | <b>Residence</b><br>Rural<br>Urban   | 6.2<br>6.542857                                     | 1.393#                | <b>Residence</b><br>Rural<br>Urban   | 7.444444<br>7.113636                                | 1.649#                |
| 4.     | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 6.913043<br>6.5<br>6.636364<br>7.214286<br>2.428571 | 20.647#               | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 8.157895<br>5.347826<br>7.5<br>6.833333<br>10.66667 | 13.595*               |
| 5.     | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 6.842105<br>4.25<br>6.078947                        | 5.414#                | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 6.325<br>7<br>8.25                                  | 7.473#                |
| 6.     | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 6.116667<br>6.5<br>7.6                              | 5.274#                | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 6.870968<br>8.384615<br>9.2                         | 4.138#                |
| 7.     | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 6.684211<br>2<br>5.904762                           | 2.797#                | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 7.28<br>6.5<br>7.333333                             | 0.962*                |
| 8.     | <b>Physical Illness</b><br>No  | 6.35  |                       | <b>Physical Illness</b><br>Yes<br>No   | 13<br>7.189873                                      | 7.089#                |

|     |  |  |         |  |   |         |
|-----|--|--|---------|--|---|---------|
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001- Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 7.304348<br>5.347826<br>5.5<br>7<br>7                    | 12.594* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001- Rs.15000<br>Rs.15,001- Rs.20000<br>Rs.20,001- Rs.25000<br>Above Rs.25000 | 6.730769<br>7.142857<br>8.857143<br>6.583333<br>7.857143<br>7.5 | 10.214# |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 6.478261<br>6.321429<br>5.5                              | 1.855#  | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 6.673913<br>7.714286<br>10                                      | 7.305#  |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                   | 6.170732<br>6.090909<br>6.428571<br>7.777778<br>6        | 8.747#  | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate  | 6.741935<br>7<br>7.133333<br>7.75                               | 10.533# |
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional   | 6.653061<br>6.076923<br>5.5<br>1.5                       | 4.806#  | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional   | 7.36<br>6.285714<br>13<br>8.5                                   | 9.864#  |
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 7.666667<br>6.057692<br>6.8                              | 5.927#  | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years  | 6.571429<br>7.407407<br>7.105263                                | 2.025#  |
| 14. | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                   | 4.181818<br>7.555556<br>6.363636<br>5.764706<br>6.666667 | 12.016# | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate   | 6.384615<br>6.3125<br>7.538462<br>7.428571<br>8.411765          | 6.652#  |

|     |                          |          |        |                          |          |         |
|-----|--------------------------|----------|--------|--------------------------|----------|---------|
|     |                          |          |        |                          |          |         |
| 15. | <b>Occupation Father</b> |          |        | <b>Occupation Father</b> |          |         |
|     | Unskilled                | 5.846154 |        | Unskilled                | 6.137931 |         |
|     | Office Work              | 5.142857 |        | Office Work              | 8.333333 |         |
|     | Professional             | 7.666667 |        | Professional             | 8        |         |
|     | Others                   | 7        | 9.233* | Others                   | 7.7      | 11.501# |
|     |                          |          |        | Total                    | 7.2625   |         |

**Association between the Family domain among adolescent girls and boys  
with selected demographic variables**

Table - 15

| S. No. | Family Variable  | Mean   | Chi Square Calculated | Variable   | Mean  | Chi Square Calculated |
|--------|--|--|-----------------------|--|---|-----------------------|
| 1.     | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 1.6<br>2.716981<br>3.045455                              | 2.827*                | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 4.5<br>3.919355<br>4.583333                       | 5.367#                |
| 2.     | <b>Sex</b><br>Female   | 2.7375   |                       | <b>Sex</b><br>Male   | 4.0625  |                       |
| 3.     | <b>Residence</b><br>Rural<br>Urban   | 2.555556<br>2.971429                                     | 4.205#                | <b>Residence</b><br>Rural<br>Urban   | 5.777778<br>2.659091                              | 16.676#               |
| 4.     | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 3.043478<br>1.666667<br>3.272727<br>4.285714<br>1.428571 | 10.304#               | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 4.605263<br>2.782609<br>5<br>3.333333<br>5.333333 | 8.839*                |
| 5.     | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 3<br>1.75<br>2.578947                                    | 3.275#                | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 4.35<br>7<br>3.666667                             | 8.421#                |
| 6.     | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 2.9<br>2.4<br>2.1  | 4.796#                | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 3.83871<br>4.153846<br>6.6                        | 6.676#                |
| 7.     | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 2.578947<br>2<br>3.285714                                | 0.841#                | <b>Religion</b><br>Hindu<br>Muslim<br>Christian                                | 4.16<br>4.5<br>1.333333                           | 2.253*                |

|     |   |  |        |   |   |             |
|-----|---|--|--------|---|---|-------------|
| 8.  | <b>Physical Illness</b><br>No   | 2.7375   |        | <b>Physical Illness</b><br>Yes<br>No  | 6<br>4.037975   | 3.488#      |
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | 3.826087<br>2.782609<br>1.857143<br>1.923077<br>2.285714 | 4.527* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000<br>Above Rs.25000 | 5.538462<br>4.285714<br>4.428571<br>4.25<br>2<br>2.928571 | 12.976<br># |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 2.73913<br>2.75<br>2.666667                              | 1.325  | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 4.043478<br>3.892857<br>3.25                              | 0.417#      |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 2.463415<br>3.181818<br>2.285714<br>3.333333<br>2        | 9.44   | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate   | 5.129032<br>2.642857<br>3.8<br>3.5                        | 5.809#      |
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 2.959184<br>2.230769<br>2.5<br>3.5                       | 9.512# | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional  | 3.62<br>4.761905<br>5<br>4.875                            | 3.465#      |
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 2<br>2.653846<br>3                                       | 1.641# | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 6.428571<br>4.166667<br>2.894737                          | 6.659#      |

|     |  |  |         |  |  |        |
|-----|--|--|---------|--|--|--------|
| 14. | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 2.181818<br>2.592593<br>2.954545<br>3.117647<br>2.333333 | 8.112#  | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 4.846154<br>5.5625<br>4.461538<br>2.857143<br>3.235294 | 5.721# |
| 15. | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others                     | 2.384615<br>1.714286<br>2.111111<br>3.8                  | 15.143* | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others<br>Total            | 5.034483<br>4.333333<br>3.464286<br>3.45<br>4.0625     | 1.96#  |

**Association between the Economic domain among adolescent girls and boys  
with selected demographic variables**

Table - 16

| S. No. | Economic Variable  | Mean  | Chi Square Calculated | Variable   | Mean                                  | Chi Square Calculated |
|--------|--|---|-----------------------|--|---------------------------------------|-----------------------|
| 1.     | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 4.2<br>3.45283<br>2.318182                    | 6.106*                | <b>Age</b><br>16 Years -17 Years<br>18 Years - 19 Years<br>20 Years - 21 Years | 4.5<br>3.096774<br>3.5                | 7.178#                |
| 2.     | <b>Sex</b><br>Female   | 3.1875  |                       | <b>Sex</b><br>Male   | 3.2625                                |                       |
| 3.     | <b>Residence</b><br>Rural<br>Urban   | 3.422222<br>2.885714                          | 2.713#                | <b>Residence</b><br>Rural<br>Urban   | 4.166667<br>2.522727                  | 16.494#               |
| 4.     | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 3.521739<br>2.75<br>3.272727<br>4<br>1.714286 | 13.754#               | <b>Birth Order</b><br>First<br>Second<br>Third<br>Fourth<br>Fifth and above    | 3.526316<br>2<br>4.6<br>4<br>3.666667 | 14.56*                |
| 5.     | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 3.605263<br>2.75<br>2.815789                  | 3.329#                | <b>Type Of Stay</b><br>With Parents<br>With Guardians<br>In hostel             | 4.075<br>3.5<br>2.416667              | 8.322#                |
| 6.     | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 3.183333<br>3.4<br>3                          | 2.316#                | <b>Family Composition</b><br>Nuclear<br>Joint<br>Extended                      | 3.322581<br>3.307692<br>2.4           | 6.889#                |

|     |   |   |         |   |  |         |
|-----|---|---|---------|---|--|---------|
| 7.  | <b>Religion</b><br>Hindu<br>Muslim<br>Christian   | 3.175439<br>5<br>3.285714                             | 2.147#  | <b>Religion</b><br>Hindu<br>Muslim<br>Christian   | 3.266667<br>3.5<br>3                                   | 9.443*  |
| 8.  | <b>Physical illness</b><br>No   | 3.1875  |         | <b>Physical Illness</b><br>Yes<br>No  | 2<br>3.278481  | 4.998#  |
| 9.  | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000 | <br>4.086957<br>2.304348<br>2.928571<br>3.538462<br>3 | 16.086* | <b>Family Income</b><br>Below Rs.5000<br>Rs.5,001 - Rs.10,000<br>Rs.10,001 - Rs.15000<br>Rs.15,001 - Rs.20000<br>Rs.20,001 - Rs.25000<br>Above Rs.25000 | 4.423077<br>3.714286<br>3<br>2.583333<br>2.857143<br>2 | 14.668# |
| 10. | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 3.282609<br>3.035714<br>3.166667                      | 2.228#  | <b>Age Mother</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years   | 3.304348<br>2.964286<br>5                              | 7.466#  |
| 11. | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate                                    | 3.219512<br>3.454545<br>2.428571<br>2.888889<br>4     | 9.217#  | <b>Education Mother</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate   | 4.548387<br>2.714286<br>2.666667<br>2                  | 13.222# |

|     |  |   |         |  |  |         |
|-----|--|---|---------|--|--|---------|
| 12. | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional                 | 3.204082<br>3.461538<br>3.5<br>0                  | 8.071#  | <b>Occupation Mother</b><br>Unemployed<br>Unskilled<br>Office Work<br>Professional                 | 3.06<br>4.333333<br>3<br>1.75                          | 14.393# |
| 13. | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years              | 2.333333<br>3.365385<br>2.92                      | 3.287#  | <b>Age Father</b><br>30 Years - 40 Years<br>40 Years - 50 Years<br>More than 50 Years              | 4.428571<br>3.148148<br>3.157895                       | 8.247#  |
| 14. | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 2<br>3.481481<br>3.272727<br>3.529412<br>2.333333 | 13.123# | <b>Education Father</b><br>Primary<br>High School<br>Higher Secondary<br>Graduate<br>Post Graduate | 4.769231<br>4.3125<br>3.769231<br>1.714286<br>2.647059 | 12.233# |
| 15. | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others                     | 2.923077<br>3.571429<br>3.444444<br>3.4           | 3.486*  | <b>Occupation Father</b><br>Unskilled<br>Office Work<br>Professional<br>Others                     | 4.448276<br>2.333333<br>2.321429<br>3<br>3.2625        | 11.678# |

## **IN FEMALE**

Table IV shows that there was a significant association between the psychological problems in females with selected demographic variables such as age, family income and father occupation. (Calculated value is greater than the table value).

But there was no significant association between the psychological problems with selected demographic variables such as sex, residence, birth order, types of stay, family composition, religion, physical illness, mothers age education, occupation, fathers age and education. (Calculated value is lesser than the table value).

## **IN MALE**

Table IV shows that there was a significant association between the psychological problems in boys with selected demographic variables such as religion and birth order. (Calculated value is greater than the table value).

But there was no significant association between the psychological problems with selected demographic variables such as age, sex, residence, types of stay, family composition, income, physical illness, mothers age education, occupation, fathers age, education and occupation. (Calculated value is lesser than the table value).

## CHAPTER-V

### DISCUSSION

The aim of the study was to assess the psychological problems among adolescent boys and girls at selected colleges in Sivagangai District, Tamilnadu. The investigator conducted the study in Matha Arts and Science College, Manamaduarai, Sivagangai District.

Researcher had selected 160 samples were selected by using random sampling technique. The samples were selected based on inclusion criteria. The samples were interviewed separately by means of structured student problem checklist to collect the information to assess the psychological problems among adolescent boys and girls.

The responses were coded, verified and finally processed by using the most commonly used package.

The collected data were classified into two sections. The first section dealt with the Demographic variables of the samples of females and males in Matha Arts and Science College. Second section included the student problem checklist to collect the information to assess the psychological problems among adolescent boys and girls.

The investigator modified **Roy's Adaptation Model**. It addressed the adolescent as an adaptive system. The four modes of Roy's model is the self of process by which a person adapts to environmental stressors. Each person was affected by stressors called stimuli. Adaptation level of each person was determined by combined effects of three stimuli.

Focal stimuli or stimuli immediately confronting the person

- 1) Contextual stimuli or all other stimuli present in the persons and environment
- 2) Residual stimuli such as beliefs attitudes or traits which had an intermediate effects on the present situation.

**The objectives of the study were:**

1. To assess the selected psychological problems among adolescent boys and girls.
2. To compare the level of psychological problems between adolescent boys and girls.
3. To find out the inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.
4. To find out the association between psychological problems among adolescence boys with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.
5. To find out the association between psychological problems among adolescence girls with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education and occupation.

**Objective 1: To assess the selected psychological problems among adolescent boys and girls.**

**In self domain**

Out of 80, 40 (50%) of females had mild psychological problem, 37 (46.25%) had moderate psychological problems and 3 (3.75%) had severe psychological problems. Out of 80 samples of male, 56 (70%) had mild psychological problems, 21 (26.25%) of male had moderate psychological problems and 3 (3.75%) had severe psychological problems.

**In sex domain**

The findings of the study revealed that, 51 (63.75%) of females had mild psychological problems, 23 (28.75%) had moderate psychological problems and 6 (7.50%) severe psychological problem, 55 (68.75%) of males had mild psychological problems, 23 (28.75%) had moderate psychological problems and 2 (2.50%) had severe psychological problems.

**Interpersonal relation:**

The findings of the study revealed that, 50 (62.50%) of females had mild psychological problems, 24 (30%) had moderate psychological problems and 6 (7.50%) severe psychological problems, 65 (81.25%) of males had mild psychological problems, 15 (18.75%) had moderate psychological problems and non (0.0%) had severe psychological problems.

**Academic:**

The findings of the study revealed that, 39 (48.75%) of females had mild psychological problems, 36 (45%) had moderate psychological problems and 5 (6.25%) severe psychological problems, 31 (38.75%) of males had mild psychological problems, 39 (48.75%) had moderate psychological problems and 10 (12.50%) had severe psychological problems.

**Family:**

The findings of the study revealed that, 72 (90.00%) of females had mild psychological problems, 6 (7.50%) had moderate psychological problems and 6 (7.50%) severe psychological problems, 56 (70.00%) of males had mild psychological problems, 18 (22.50%) had moderate psychological problems and 6 (7.50%) had severe psychological problems.

**Economic:**

The findings of the study revealed that, 29 (36.25%) of females had mild psychological problems, 25 (31.25%) had moderate psychological problems and 26 (32.50%) severe psychological problems, 26 (32.50%) of males had mild psychological problems, 33 (41.25%) had moderate psychological problems and 21 (26.25%) had severe psychological problems.

These findings were supported by **Kernan, Wheat and Lerner (2008)**. They found that students reported the greatest perceived negative academic impact related to experiencing interpersonal concerns (concerns about trouble friends or family members, death of a friend or family members, and relationship difficulty) and mental health concerns (depression/ anxiety/ seasonal affective disorder and stress).

This might be due to the variation in family income, family composition, and the family members movement with the child, which allows the student to move with others freely and sociably. It would be depending upon the family hence the variation among the homogenous group of students.

**OBJECTIVE: 2 To compare the level of psychological problem between adolescent boys and girls.**

The study findings revealed that the calculated 't' value was 0.2 at  $p < 0.05$  level of significance. So it was concluded that, there was a significant difference in the level of psychological problems between female and male samples the psychological problems for the females were higher than the male.

These findings were supported by **Bisko .B (2002)**. He proved that the psychological problems could vary among females and males according to their perseverance of the situation, adaptation level and the acceptance of the situation.

It might be due to the exposure to an environment, social movement in the community and the gender adaptation. Generally when comparing with females the male samples have more environmental exposure. In India the social movement with other peoples were positively accepted by the community. Naturally for the males the adaptation mechanisms are high when comparing with females. So because of all these reasons, there might be a difference in psychological problems between the female and male samples.

Hence, the research hypothesis was accepted at  $p < 0.05$  level of significance.

**Objective 3: To find out the inter relationship among the various domains such as self, sex, interpersonal relationship, family, academic and economic.**

The study findings revealed that the calculated table value 'r' was 0.595 among self and sex domains in females and 0.636 in males; 0.653 among self and inter personal relation domains in females and 0.586 in males; 0.644 among self and academic domains in females and 0.302 in males; 0.228 among self and family domains in females and 0.361 in males; 0.474 among self and economic domains in females and 0.354 in males; 0.595 among sex and self domains in

females and 0.636 in males; 0.656 among sex and inter personal relation domains in females and 0.540 in males; 0.543 among sex and academic domains in females and 0.157 in males; 0.125 among sex and family domains in females and 0.262 in males; 0.422 among sex and economic domains in females and 0.352 in males; 0.653 among inter personal relation and self domains in females and 0.586 in males; 0.656 among inter personal relation and sex domains in females and 0.540 in males; 0.511 among inter personal relation and academic domains in females and 0.320 in males.

0.234 among inter personal relation and family domains in females and 0.250 in males; 0.491 among inter personal relation and economic domains in females and 0.330 in males; 0.644 among academic and self domains in females and 0.302 in males; 0.543 among academic and sex domains in females and 0.157 in males; 0.511 among academic and inter personal relation domains in females and 0.320 in males; 0.317 among academic and family domains in females and 0.307 in males; 0.561 among academic and economic domains in females and 0.186 in males; 0.228 among family and self domains in females and 0.361 in males; 0.125 among family and sex domains in females and 0.262 in males; 0.234 among family and inter personal relation domains in females and 0.250 in males; 0.317 among family and academic domains in females and 0.307 in males.

0.358 among family and economic domains in females and 0.355 in males. 0.474 among economic and self domains in females and 0.354 in males. 0.422 among economic and sex domains in females and 0.352 in males. 0.491 among economic and inter personal relation domains in females and 0.330 in males. 0.561 among economic and academic domains in females and 0.186 in males. 0.358 among economic and family domains in females and 0.355 in males.

So the findings of this study revealed that there was a positive correlation between the domains.

It might be due to the adapting mechanism. If the samples were getting one problem in any one of the domain, it is affecting the other domains because of the inter relationship among the domains. According to the problem perception of the domain, and the method of adaptation the other domains are getting affected.

Hence, the research hypothesis was accepted at  $p < 0.05$  level of significance.

**Objective 4: To find out the association between psychological problems among adolescent boys with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.**

The findings of the study revealed that the calculated chi square value was greater than the tabulated chi square value for selected demographic variables such as religion and birth order, It shows that there was a significant association between the psychological problems of boys with selected demographic variables such as religion and birth order .

Most of the human kinds are accepting the religion as their primary adaptive system for their psychological problems and it may be reduced because of the regular prayers which may be act as a divertional therapy and hence the primary choice of adaptation.

Hence, the research hypothesis was accepted at  $p < 0.05$  level of significance.

**Objective 5: To find out the association between psychological problems among adolescent girls with demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, occupation.**

The findings of the study revealed that the calculated chi square value was greater than the tabulated chi square value for selected demographic variables such as age, family income, father's occupation. It shows that there was a significant association between the psychological problems of females.

These findings were supported by **Takeuchi (1992)**. He found that poverty was perhaps the most important but the most overlooked factor of minority mental health problems.

According to the age the craving for information, and the adaptation level can vary. It might be due to the maturational process.

Hence, the research hypothesis was accepted at  $p < 0.05$  level of significance.

## **CHAPTER –VI**

### **SUMMARY, IMPLICATION, RECOMMENDATIONS, AND CONCLUSION**

This chapter presents the summary, major findings, implications and recommendations given for nursing practice, nursing education, nursing administration, and nursing research and conclusion.

#### **SUMMARY:**

A comparative study to assess the psychological problems among adolescent females and males Matha Arts and Science College, Sivagangai District. A descriptive research design was used. The sample size was 160 and simple random sampling technique was adopted.

The main objectives of the study was to compare the psychological problems among adolescent boys and girls in Matha Arts and Science College at Sivagangai District .

Review of literature enabled the investigator to develop the conceptual framework, methodology, setting for the study and plan for data analysis. The conceptual model/ framework adopted by this study was based on **Roy's stress adaptation model**.

A questionnaire was prepared with two sections. The first section dealt with the Demographic variables such as age, sex, residence, birth order, types of stay, family composition, religion, physical illness, income, mothers age education, occupation, fathers age, education, and occupation. Second section deals with the structured student problem checklist comprised of 74 statements under six kind of domains like self, sex, interpersonal relationship, academic, and family, economic.

The gathered data were tabulated, grouped and analyzed. Bio statistical methods (chi square and correlation) were used for analysis

## MAJOR FINDINGS OF THE STUDY:

- Majority of the females were in the age group of 18 to 19 years (66.25%) and males in the age group of 16 to 17 years (77.5%)
- Majority of the females were residing in rural (56.25%) and males in urban (55%) areas
- Majority of the female's birth order lied in first (30%) and second (30%) and in males in first (47.5%)
- Majority of the females were staying with parents (47.5%) and in hostel (47.5%) and males with parents (50%)
- Majority of the females were from nuclear family (75%) and males also from the same (77.5%)
- Majority of the female (71.25%) and male (93.75%) were Hindu.
- Majority of the female (100%) and male (98.75%) were not having physical problems .
- Majority of the female's family income were below 5000 per month (28.75%), and between 5001-10,000 (28.75%) and male's family income were below 5000rs (32.5%)
- Majority of the female and male mother's age between 30-40 years (57.5%)
- Majority of the female (51.25%) and male (38.75%) mother's education was primary education .
- Majority of the female (61.25%) and male (63.75%) mothers were unemployed.
- Majority of the female (65%) and male (67.5%) fathers were in the age group of 40 to 50 years.
- Majority of the female (33.75%) and male (32.5%) father's education was higher education .

- Majority of the female (48.75%) and male (36.25%) fathers were unskilled workers.
- Majority of the females (50%) and males(70%) had mild psychological problems in self domain.
- Majority of the females (63.75%) and males(68.75%) had mild psychological problems in sex domain.
- Majority of the females (62.5%) and males(81.25%) had mild psychological problems in Inter personal relationship domain .
- Majority of the females (48.75%) were in mild and males(48.7%) had moderate psychological problems in academic domain .
- Majority of the females (90%) and males(70%) had mild psychological problems in family domain.
- Majority of the females (36.25%) were from mild and males (42.5%) had moderate psychological problems in economic domain.
- There was a significant difference between the female and male psychological problems at  $p < 0.05$  level of significance.
- There was a positive correlation in between the domains such as self, sex, inter personal relationship, academic, family and economic.
- There was a significant association present between female's psychological problems with selected demographic variables such as age, family income and father's occupation.
- There was a significant association present between male's psychological problems with selected demographic variables such as religion and birth order.

## **IMPLICATIONS:**

### **Implication for nursing practice:**

Psychiatric nurses and other health care providers need to play an important role in reducing the mental health morbidity in future. Providing holistic health is a major goal of nursing care for psychiatric nurses who are working in community setting and school health programmes need to develop a specialized skills for assessing the adolescent psychological problems and communicate their findings to their parents, teachers, peers in order to develop a good individual personality by counselling.

Collaborative efforts can help to overcome the psychological problems of the adolescent. Guidance and counselling will give beneficial effects in the management of adolescent problems. During students life, they depend on their family. So parents must also be taught regarding the management of the stressful situation among adolescent by means of group discussion.

Nurses working in adolescent psychiatry clinic and schools should develop their knowledge and skills about assessment of common psychological problems and management of such adolescent.

The assessment and management of psychological problems must be prioritized hence it is an important aspect of care for adolescent. Psychiatric nurses should use a wide variety of interventions .This study will be useful for practicing the psychiatric nurses to identify the area of psychological problems among adolescent.

**Implication for nursing education:**

The nursing curriculum of Indian school and colleges gives primary importance to the technical aspect of health care rather than psychological aspects. Health care personnels make great mistakes by separating the body from the mind while treating the patients, and tend to forget their emotional arousal. Hence, it should be focused while giving teaching to the students.

The student must be prepared to face the challenges of the near future. This can be developed only when the students understand the concept of psychological problems. Thus, the nursing curriculum will enable the students to help the adolescents live in a productive life. Hence it is high time to include non-pharmacological techniques like yoga, meditation, counselling in the psychiatric nursing curriculum to enable the nursing student to equip with skills that have become necessary.

**Implication for Nursing Administration:**

Nursing leaders have the responsibility to increase the knowledge of nurses on assessment and management of adolescent psychological problems. They should take active steps to include more content about adolescent psychiatry in basic psychiatric nursing syllabus, developing protocol and arranging in-service education to nurses on the assessment of psychological problem in adolescent.

**Implication for Nursing Research:**

The essence of research is to build up a body of knowledge in nursing as an evolving profession. The findings of this study revealed that most of the adolescence have psychological problems either in one or more aspects generalization of the study result can be made by further replication on last samples. Professionals and researchers need to be commented and utilize the most recent knowledge of adolescence psychiatry eradicate the adolescence psychological problems.

The study result shows that adolescence group need a lot of support from mental health care professionals.

## **RECOMMENDATIONS;**

**On the basis of present study following recommendations can be made.**

- Private psychiatry should be focused more in community especially in school and college setup.
- In service education for college teachers about adolescent psychological problems and its management to be given.
- Each college needs facilities to consult the mental health professional at least one day in a week.
- Aptitude test can be introduced for selecting the course in order to avoid the conflict and frustration among adolescents which leads to psychological problems in future as well as in their education.
- Mental health education should be given for adolescents.
- Inclusion of adolescent psychiatry in psychiatric nursing, community health nursing and other professional course related to health.
- Arrangements of continuing education for mental health professionals.
- Nurses who directly involve in health care of the school and college to be given continuing education on psychological problems.
- Yoga and meditation classes can be arranged for adolescents during their studies.
- Education in bio psycho-social changes during adolescent period to be given.
- Adolescents can be accepted when they need support from other professionals including teachers and peers.
- Data collection period can be done for a longer duration.

**CONCLUSION:**

The majority of the psychological problems affected by the females comparing to the male. And there will be a significant association between the level of psychological problems with selected demographic variables. The nurses should take a key role in providing guidance and counselling to the students with psychological problems to overcome the psychological problems and psychiatric problems by positive attitudes. So, it is a high time for the health team members to formulate positive strategies to reduce the psychological problems.

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**APPENDIX-I**  
**LETTER SEEKING EXPERT'S OPINION FOR CONTENT VALIDITY**  
**FOR TOOL**

From

**Mr.V.SURESH,**  
 M.Sc., Nursing II year (Psychiatry ),  
 Matha college of nursing,  
 Manamadurai,  
 Sivagangai Dt, TN 630606.

To

Respected sir/madam,

**Sub:** requesting opinion and suggestion of experts for content validity of STUDENT PROBLEM CHECKLIST on “A comparative study to assess the psychological problem among adolescent boys and girls at selected college students in sivagangai district, Tamilnadu.”

I am the year student of master degree in nursing in Matha college of nursing, Manamadurai, Sivagangai Dt. In partial fulfilment of M.Sc., Nursing, I have selected the topic for research project to submit to the Dr.M.G.R. University, Chennai.

I request you to kindly validate the tool and give your opinion for necessary modification and also I will be very grateful, if you could refine the problem statement and the objectives.

**ENCLOSURES:**

- Statement of the problem
- Objectives
- Hypothesis
- Research tool

1.Demographic data

2.Student problem checklist

Thanking you.

Place: Manamadurai

yours sincerely

Date:

(V.SURESH)

**APPENDIX – (II)****LIST OF EXPERT'S OPINION FOR CONTENT VALIDITY**

Dr. C. Babu, MD in Psychiatry  
Senior Resident  
Department of Psychiatry  
NIMHANS  
Bangalore

Dr. Jamuna  
Assistant Professor  
Department of Mental Health and Social Psychology  
NIMHANS  
Bangalore

Dr. Prakash Rajaram  
Associate Professor  
Department of Psychiatric Social Work  
NIMHANS  
Bangalore

Dr.K. Reddemma,Ph.D.,  
Professor and Head  
Department of Nursing  
NIMHANS  
Bangalore

Dr. Nagarajaiah  
Associate Professor  
Department of Nursing  
NIMHANS  
Bangalore

Dr.Ramachandra  
Assistant Professor  
Department of Nursing  
NIMHANS  
Bangalore

Mr.Radhakrishnan  
Principal  
P.D.Bharatesh College of Nursing  
Belgaum.



### APPENDIX-III

#### LETTER SEEKING PERMISSION TO CONDUCT STUDY AT MATHA ARTS AND SCIENCE COLLEGE IN SIVAGANGAI DISTRICT

To

Respected Sir/Madam,

**Sub:** Project work of M.Sc (Nursing) student in Matha arts and science college in sivagangai district.

I am to state that Mr. V.SURESH, one of our final year M.Sc., Nursing students has to conduct a project, which is to be a partial fulfillment of university requirement for the degree of Master of Science in Nursing.

The topic of research in “A comparative study to assess the psychological problem among adolescent boys and girls at selected college students in Sivagangai district, Tamilnadu.”.

Kindly permit him to do the research work in your esteemed institution under your valuable guidance and suggestion.

Thanking you.

Place: Manamadurai

(PRINCIPAL)

Date:

Prof. JEBAMANI AUGUSTINE

## APPENDIX-IV

### DEMOGRAPHIC DATA

#### PART-I

The questionnaire consists of items related to demographic variables. The participants are requested to kindly put a ( ) tick mark for the most appropriate answer in the brackets given on the right side of the each response. Please be frank in your responses the information will be kept confidential.

- Age :
- 1)16\_17years ( )
  - 2)18\_19years ( )
  - 3)20-21years ( )
- Sex :
- 1) Male ( )
  - 2) Female ( )
- Residence :
- 1) Rural ( )
  - 2) Urban ( )
- Birth order :
- 1) First ( )
  - 2) Second ( )
  - 3) Third ( )
  - 4) Fourth ( )
  - 5) And above ( )
- Type of stay :
- 1) With parents ( )
  - 2) With guardians ( )
  - 3) In hostel ( )
  - 4) Others ( )

- Family composition :
- 1) Nuclear ( )
  - 2) Joint ( )
  - 3) Extended ( )
- Religion :
- 1) Hindu ( )
  - 2) Muslim ( )
  - 3) Christian ( )
  - 4) Any other specified
- Any physical illness :
- 1) Yes ( )
  - 2) No ( )
- (If yes specify)
- Family income :
- 1) 1001\_ 5000 ( )
  - 2) 5001\_10000 ( )
  - 3) 10001\_15000 ( )
  - 4) 15001\_20000 ( )
  - 5) 20001\_25000 ( )
  - 6) 50 and above 50 ( )
- Details of mother :
- Age
- 1) 15 to < 20 years ( )
  - 2) 20 to <30 years ( )
  - 3) 30 to <40 years ( )
  - 4) 40 to <50 years ( )
  - 5) 50 and above 50 years ( )

- Education :
- 1) Primary (1<sup>st</sup>\_ 5<sup>th</sup>) ( )
  - 2) High school (6<sup>th</sup>\_10<sup>th</sup>) ( )
  - 3) Higher secondary ( )
  - 4) Graduate ( )
  - 5) Post graduate ( )
  - 6) Any other specify ( )

- Occupation :
- 1) Un employed house wife ( )
  - 2) Un skilled work(coolie) ( )
  - 3) Office work (typist) ( )
  - 4) Professional ( )
  - 5) Any other specified ( )

- Details of father :
- Age :
- 1) 15 to < 20 years ( )
  - 2) 20 to <30 years ( )
  - 3) 30 to <40 years ( )
  - 4) 40 to <50 years ( )
  - 5) 50 and above 50 years ( )

- Education :
- 1) Primary (1<sup>st</sup>\_ 5<sup>th</sup>) ( )
  - 2) High school (6<sup>th</sup>\_10<sup>th</sup>) ( )
  - 3) Higher secondary ( )
  - 4) Graduate ( )
  - 5) Post graduate ( )
  - 6) Any other specify ( )

Occupation

:

- 1) Un employed house wife ( )
- 2) Un skilled work(coolie) ( )
- 3) Office work(typist) ( )
- 4) Professional ( )
- 5) Any other specified ( )

## STUDENTS PROBLEM CHECK LIST

### PART-II

#### INSTRUCTION:

Following is a list of statement regarding the problem experienced by today's youth. Read each statement carefully and tell which statement are true for you. If the statement is true for you put a tick mark(√), if the statement is not true for you put a cross(x) against the statement. Make sure that you have read all the statements and answered it. Do not spend too much time on any statement.

| <i>S.No.</i> | <i>SELF</i>                                       | <i>YES</i> | <i>NO</i> |
|--------------|---|------------|-----------|
| 1            | I am too much emotional                           |            |           |
| 2            | I get nervous while talking to other people       |            |           |
| 3            | I feel lonely                                     |            |           |
| 4            | I find difficulty expressing my self              |            |           |
| 5            | I am very stubborn                                |            |           |
| 6            | I do not have self confidence                     |            |           |
| 7            | I am unable to understand myself                  |            |           |
| 8            | I feel dull and uninteresting                     |            |           |
| 9            | I fell like taking revenge                        |            |           |
| 10           | I am unable to bear even the slightest scolding   |            |           |
| 11           | I am betrayed by my friends                       |            |           |
| 12           | I do not get appreciation in any kind of work     |            |           |
| 13           | I am afraid of shouldering adult responsibilities |            |           |
| 14           | I am afraid of committing mistakes                |            |           |
| 15           | I feel home sick                                  |            |           |
| 16           | I get nervous when i do not get cooperation       |            |           |
| 17           | I get easily offended                             |            |           |
| 18           | I feel there is nothing to look forward in future |            |           |

|    |   |  |  |
|----|---|--|--|
|    | <b><i>Sex</i></b>   |  |  |
| 19 | I am not happy about my looks                               |  |  |
| 20 | I want to be attractive to the opposite sex                 |  |  |
| 21 | I am unable to get along with the opposite sex              |  |  |
| 22 | I become easily nervous while talking with opposite sex     |  |  |
| 23 | I am afraid of failure in love                              |  |  |
| 24 | I find difficulty in making friends                         |  |  |
| 25 | I do not know how to maintain friends                       |  |  |
| 26 | I do not have freedom in selection of my friends            |  |  |
| 27 | I am attracted towards same sex                             |  |  |
| 28 | I feel that attraction towards same sex is a sin            |  |  |
| 29 | I have many doubts about matters related to sex             |  |  |
| 30 | I feel that i have sexual attraction towards unusual things |  |  |
| 31 | I feel masturbation is bad                                  |  |  |
|    | <b><i>Interpersonal relation</i></b>                        |  |  |
| 32 | I find difficulty in making friends                         |  |  |
| 33 | I feel i am not good in social situation                    |  |  |
| 34 | I feel inferior in interpersonal relationship               |  |  |
| 35 | I am shy and reserved with others                           |  |  |
| 36 | I do not know how to maintain friendship                    |  |  |
| 37 | I do not have freedom in selection of my friends            |  |  |
|    | <b><i>Academics</i></b>                                     |  |  |
| 38 | I am unable to understand text book                         |  |  |
| 39 | I find some subjects difficult                              |  |  |
| 40 | I do not know whether i have selected right subjects        |  |  |
| 41 | I am unable to select course of my choice                   |  |  |

|    |   |  |  |
|----|---|--|--|
| 42 | I am slow in reading  |  |  |
| 43 | I do not get necessary guidance in studies                                    |  |  |
| 44 | I find college dull and uninteresting   |  |  |
| 45 | I do not get enough time to study   |  |  |
| 46 | I am unable to remember what i study  |  |  |
| 47 | I do not know how to study  |  |  |
| 48 | I find some teachers with no grasp over their subject matter                  |  |  |
| 49 | I find some teachers discriminating between students                          |  |  |
| 50 | I do not get proper opportunity to develop my abilities in college            |  |  |
| 51 | I feel tiered and sleepy and hence not able to study                          |  |  |
| 52 | I feel that i am loosing my interest in studies                               |  |  |
| 53 | I am distracted by various other things like friends, recreational activities |  |  |
|    | <b><i>Family</i></b>  |  |  |
| 54 | My parents put to many restriction on me                                      |  |  |
| 55 | My parents neglect me   |  |  |
| 56 | My parents make false allegation against me                                   |  |  |
| 57 | My parents do not allow me to make my decision                                |  |  |
| 58 | My parents are always nagging me  |  |  |
| 59 | My parents expect too much from me  |  |  |
| 60 | My parents do not understand me   |  |  |
| 61 | My parents enquire too much about all my activities                           |  |  |
| 62 | When ever i do some thing wrong i am afraid to tell my parents                |  |  |
| 63 | My parents do not ask my opinion in important family matters                  |  |  |

|    |  |  |  |
|----|--|--|--|
| 64 | I can not discuss my matters freely with my parents              |  |  |
| 65 | I find my home atmosphere tense                                  |  |  |
| 66 | I lack feeling of oneness with my family                         |  |  |
| 67 | My siblings always hinder my work                                |  |  |
| 68 | My parents always compare me with others                         |  |  |
|    | <b><i>Economic</i></b>   |  |  |
| 69 | I need a part time job   |  |  |
| 70 | I doubt whether i will get a job after completing my studies     |  |  |
| 71 | I do not know how for studies will help me in my future vocation |  |  |
| 72 | I do not have enough money                                       |  |  |
| 73 | I am unable to purchase educational necessities                  |  |  |
| 74 | My family runs short of money                                    |  |  |

## APPENDIX-V

### இணைப்பு – 1

#### தனி நபர் புள்ளி விபரம்

இந்த வினாப்பட்டியலில் தனிநபர் வேறுபாடு பொருத்து இருக்கும். அனைத்துக் கேள்விகளுக்கும் உள்ள பதில்கள் உங்களின் கருத்துக்களில் எது ஒத்துப்போகிறதோ? அதை தயவுசெய்து சரி என்ற குறியீட்டை பயன்படுத்தி கொடுக்கப்பட்டுள்ள அடைப்பில் உபயோகப்படுத்தவும். உங்களது பதில்கள் உண்மையாக இருக்கட்டும். இந்த தகவல் அனைத்தும் ரகசியமாக பாதுகாக்கப்படும்.

1. வரிசை எண்.

2. வயது

1) 16 - 17

( )

2) 18 - 19

( )

3) 20 - 21

( )

3. பாலினம்

1) ஆண்

( )

2) பெண்

( )

4. இருப்பிடம்

1) கிராமம்

( )

2) நகரம்

( )

5. பிறப்பு வரிசை

1) ஒன்று

( )

2) இரண்டு

( )

3) மூன்று

( )

4) நான்கு

( )

5) அதற்கு மேல்

( )

## 6. தங்குமிடம்

- 1) பெற்றோர்களுடன் ( )
- 2) பாதுகாவலருடன் ( )
- 3) விடுதியில் ( )
- 4) மற்றவை ( )

## 7. குடும்ப நிலை

- 1) தனிக்குடும்பம் ( )
- 2) கூட்டுக்குடும்பம் ( )
- 3) பெரிய குடும்பம் ( )

## 8. மதம்

- 1) இந்து ( )
- 2) முஸ்லீம் ( )
- 3) கிறித்துவம் ( )
- 4) மற்றவை ( )

## 9. உடல்நலக்குறைவு

- 1) ஆம் ( )
- 2) இல்லை ( )

ஆம் எனில் விளக்கம் தருக

## 10. குடும்ப வருமானம்

- 1) ரூ.1,001 - ரூ.5,000 ( )
- 2) ரூ.5,001 - ரூ.10,000 ( )
- 3) ரூ.10,001 - ரூ.15,000 ( )
- 4) ரூ.15,001 - ரூ.20,000 ( )
- 5) ரூ.20,001 - ரூ.25,000 ( )
- 6) ரூ.25,000 -க்கு மேல் ( )

## 11. அம்மாவின் விபரம்

### 1. வயது

- 1) 15 - < 20 ( )
- 2) 20 - < 30 ( )
- 3) 30 - < 40 ( )
- 4) 40 - < 50 ( )
- 5) 50 -க்கு மேல் ( )

### 2. கல்வி

- 1) தொடக்கப்பள்ளி ( 1 – 5ம் வகுப்பு) ( )
- 2) உயர்நிலைப்பள்ளி ( 6 – 10ம் வகுப்பு) ( )
- 3) மேல்நிலைப்பள்ளி ( 11 – 12ம் வகுப்பு) ( )
- 4) இளங்கலை பட்டதாரி ( )
- 5) முதுகலைப் பட்டதாரி ( )
- 6) மற்றவை ( )

### 3. தொழில்

- 1) குடும்பத்தலைவி ( )
- 2) கைத்தொழில் (கூலி, விவசாயம், உதவியாளர்) ( )
- 3) அலுவலக வேலை(தட்டச்சர், ஆசிரியை) ( )
- 4) தொழில் சம்மந்தப்பட்ட (பேராசிரியர், கல்லூரி முதல்வர், மருத்துவர், வழக்கறிஞர், பொறியாளர்) ( )
- 5) மற்ற தொழில்கள் ( )

## 12. அப்பாவின் விபரம்

### 1. வயது

- 1) 15 - < 20 ( )
- 2) 20 - < 30 ( )
- 3) 30 - < 40 ( )
- 4) 40 - < 50 ( )
- 5) 50 -க்கு மேல் ( )

### 2. கல்வி

- 1) தொடக்கப்பள்ளி ( 1 – 5ம் வகுப்பு) ( )
- 2) உயர்நிலைப்பள்ளி ( 6 – 10ம் வகுப்பு) ( )
- 3) மேல்நிலைப்பள்ளி ( 11 – 12ம் வகுப்பு) ( )
- 4) இளங்கலை பட்டதாரி ( )
- 5) முதுகலைப் பட்டதாரி ( )
- 6) மற்றவை ( )

### 3. தொழில்

- 1) வேலையில்லாதவர் ( )
- 2) கைத்தொழில் (கூலி, விவசாயம், உதவியாளர்) ( )
- 3) அலுவலக வேலை(தட்டச்சர், ஆசிரியர்) ( )
- 4) தொழில் சம்மந்தப்பட்ட (பேராசிரியர், கல்லூரி முதல்வர், மருத்துவர், வழக்கறிஞர், பொறியாளர்) ( )
- 5) மற்ற தொழில்கள் ( )

இணைப்பு – 2

மாணவர் பிரச்சனைகளை கண்டறியும் வினாப்பட்டியல்

செய்ய வேண்டிய வகை பற்றிய குறிப்பு

பின்வரும் வாக்கியங்கள் அனைத்தும் இக்கால இளைஞர்கள் சந்திக்கும் பிரச்சனைகளை பற்றியது. அனைத்து வாக்கியங்களையும் கவனமாக படித்து உங்களுக்கு எது சரியாக தோன்றுகிறதோ, அதை சுட்டிக்காட்டுங்கள். இந்த வாக்கியம் உங்களுக்கு சரி என்ற பட்சத்தில் அதை சரி என்ற குறியீட்டை பயன்படுத்தி காட்ட வேண்டும். அது உங்களுக்கு தவறாக தோன்றினால் தவறு என்ற குறியீட்டை பயன்படுத்தவும். தயவு கூர்ந்து அனைத்து வாக்கியத்திற்கும் பதில் அளிக் குமாறு கேட்டுக்கொள்கிறேன். எந்த ஒரு வாக்கியத்திற்கும் அதிக நேரம் செலவிட வேண்டும்.

| வ. எண் | பொருளடக்கம்   | ஆம் | இல்லை |
|--------|---|-----|-------|
|        | <b>சுய விபரம்</b>   |     |       |
| 1      | நான் மிகவும் பலவீனமானவன்.   |     |       |
| 2      | நான் அடுத்தவர்களுடன் பேசும் போது மிகவும் பதட்டமடைகிறேன்                   |     |       |
| 3      | நான் தனிமையான உணருகிறேன்  |     |       |
| 4      | நான் என்னைப்பற்றி வெளிப்படுத்துவதை சிரமமாக உணருகிறேன்                     |     |       |
| 5      | நான் மிகவும் பிடிவாதமானவன்  |     |       |
| 6      | எனக்கு தன்னம்பிக்கை இல்லை   |     |       |
| 7      | என்னை என்னால் புரிந்துகொள்ள முடியவில்லை                                   |     |       |
| 8      | என் மனதளவில் சோர்வாகவும் எந்த வேலையிலும் விருப்பம் இல்லாமலும் இருக்கிறேன் |     |       |
| 9      | நீங்கள் பழி வாங்குபவராக உணர்கிறீர்களா?                                    |     |       |

|    |  |  |  |
|----|--|--|--|
| 10 | என்னால் சிறிய (திட்டு) கடுஞ்சொற்களையும் தாங்கிக் கொள்ள முடியவில்லை       |  |  |
| 11 | நான் எனது நண்பர்களால் ஏமாற்றப்படுகிறேன்                                  |  |  |
| 12 | நான் செய்யும் எந்த வேலைக்கும் பாராட்டுதலைப் பெறுவதில்லை                  |  |  |
| 13 | நான் பொறுப்புகளை ஏற்பதற்கு பயப்படுகிறேன்                                 |  |  |
| 14 | நான் தவறு செய்வதற்கு பயப்படுகிறேன்                                       |  |  |
| 15 | நான் எப்போதும் வீட்டு ஞாபகமாகவே இருக்கிறேன்                              |  |  |
| 16 | எனக்கு ஒத்துழைப்பு கிடைக்காத போது நான் பதட்டப்படுகிறேன்                  |  |  |
| 17 | நான் மிகவும் சுலபமாக வெறுப்படைகிறேன்<br>(I get easily offended)          |  |  |
| 18 | எனக்கு எதிர்காலத்தைப் பற்றி சிந்திக்க ஒன்றும் இல்லை                      |  |  |
|    | <b>பாலினம்</b>   |  |  |
| 19 | என் அமைப்பும், அழகும் எனக்கு திருப்தி அழிக்கவில்லை                       |  |  |
| 20 | நான் எதிர் பாலினத்திரால் கவரப்பட வேண்டும்                                |  |  |
| 21 | என்னால் எதிர் பாலினத்தரோடு ஒத்துப்போக முடியவில்லை                        |  |  |
| 22 | நான் எதிர் பாலினத்தரோடு பேசும்போது பதட்டமடைகிறேன்                        |  |  |
| 23 | நான் காதல் தோல்வியை எண்ணி பயப்படுகிறேன்                                  |  |  |
| 24 | எனக்கு நண்பர்களை தேர்ந்தெடுப்பது மிகவும் கடினமாக உணருகிறேன்              |  |  |
| 25 | நண்பர்கள் எப்படி தொடருவது என்று தெரியவில்லை                              |  |  |
| 26 | எனக்கு நண்பர்களை தேர்வு செய்வதில் சுதந்திரம் இல்லை.                      |  |  |
| 27 | நான் என்னுடைய பாலினத்தை சேர்ந்தவரையே அதிகம் கவருகிறேன்                   |  |  |
| 28 | நான் என்னுடைய பாலினத்தினரை கவருவது பாவம் என உணருகிறேன்                   |  |  |
| 29 | எனக்கு பாலினத்தை பற்றி அதிக சந்தேகங்கள் உள்ளன                            |  |  |
| 30 | நான் சாதாரண பொருட்களை பார்க்கும் போது உடலுறவு சிந்தனை வருவதாக உணருகிறேன் |  |  |
| 31 | சுய இன்பம் தவறு என உணருகிறேன்  |  |  |

|    |   |  |  |
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|    | <b>மற்றவர்களுடன் உறவு</b>   |  |  |
| 32 | நான் நண்பர்களை தேர்வு செய்வது மிகவும் கடினமாக உள்ளது                                  |  |  |
| 33 | சமூக சூழ்நிலைகளில் நான் நல்லவனாக உணரவில்லை  |  |  |
| 34 | மற்றவர்களுடன் பேசுவதும், பழகுவதையும் தாழ்வாக எண்ணுகிறேன்.                             |  |  |
| 35 | நான் மற்றவர்களுடன் பேசுவதற்கு வெட்கப்படுகிறேன். அதிகம் பேசுவதில்லை.                   |  |  |
| 36 | நான் நண்பர்களை எப்படி தொடருவது என்று தெரியவில்லை.                                     |  |  |
| 37 | எனக்கு நண்பர்களை தேர்வு செய்வதில் சுதந்திரம் இல்லை.                                   |  |  |
|    | <b>கல்வி தொடர்பாக</b>   |  |  |
| 38 | பாட புத்தகங்களை என்னால் புரிந்து கொள்ள முடியவில்லை                                    |  |  |
| 39 | சில பாடப்பிரிவுகள் எனக்கு சிரமமாக (கஷ்டமாக) உள்ளது.                                   |  |  |
| 40 | நான் சரியான பாடத்தைத்தான் தேர்வு செய்துள்ளேனா என்று எனக்கு தெரியவில்லை.               |  |  |
| 41 | எனது பாடத் துறையை என்னால் தேர்வு செய்ய முடியவில்லை.                                   |  |  |
| 42 | நாம் மிகவும் மெதுவாகப் படிக்கிறேன்.   |  |  |
| 43 | என் படிப்பிற்கு ஒரு நல்ல வழிகாட்டல் கிடைக்கவில்லை.                                    |  |  |
| 44 | எனது கல்லூரியில் விருப்பம் இல்லாமலும் சோர்வாகவும் இருக்கின்றேன்.                      |  |  |
| 45 | நான் படிப்பதற்கு நேரம் கிடைப்பதில்லை  |  |  |
| 46 | நான் படித்ததை ஞாபகம் வைத்துக்கொள்ள முடியவில்லை.                                       |  |  |
| 47 | எனக்கு எப்படி படிப்பது என்றே தெரியவில்லை.   |  |  |
| 48 | எனது வகுப்பு ஆசிரியர்கள் சிலருக்கு பாடத்தைப் பற்றி அதிக (நாட்டம்) அறிவு இல்லை.        |  |  |
| 49 | எனது ஆசிரியர்கள் பாரபட்சமாக நடந்து கொள்கிறார்கள்.                                     |  |  |
| 50 | என் திறமைகளை மேம்படுத்த எனது கல்லூரியில் நல்ல ஒரு வாய்ப்பு கிடைக்கவில்லை.             |  |  |
| 51 | நான் கலைப்பாகவும், தூக்கமாகவும் உணருவதால் படிக்க முடியவில்லை.                         |  |  |
| 52 | என் படிப்பில் விருப்பம் குறைந்து வருவதாக நான் உணருகிறேன்.                             |  |  |
| 53 | நான் என் நண்பர்கள் மற்றும் விளையாட்டுகளினால் என் கவனம் வேறு திசையில் மாற்றப்படுகிறது. |  |  |

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|----|---|--|--|
|    | <b>குடும்பம்</b>  |  |  |
| 54 | என் பெற்றோர்கள் என் மீதும் அதிக கட்டுப்பாடுகளை விதிக்கின்றனர்.                        |  |  |
| 55 | நான் என் பெற்றோர்களால் ஒதுக்கப்படுகிறேன்.   |  |  |
| 56 | என் பெற்றோர்கள் என் மேல் தவறான குற்றங்களை சுமத்துகிறார்கள்.                           |  |  |
| 57 | எனது பெற்றோர்கள் நான் எவ்வித முடிவுகளையும் எடுக்க அனுமதிப்பதில்லை.                    |  |  |
| 58 | என் பெற்றோர்கள் எப்போதும் குற்றங்கண்டு தொந்தரவு கொடுக்கிறார்கள்.                      |  |  |
| 59 | எனது பெற்றோர்கள் என்னிடம் இருந்து அதிகம் எதிர்பார்க்கிறார்கள்.                        |  |  |
| 60 | என் பெற்றோர்கள் என்னை புரிந்து கொள்வதே இல்லை.   |  |  |
| 61 | என் பெற்றோர்கள் நான் செய்யும் வேலைகளைப் பற்றி அதிகம் விசாரிக்கிறார்கள்.               |  |  |
| 62 | நான் சில சமயம் தவறு செய்யும் போது என் பெற்றோர்களோடு பகிர்ந்து கொள்ள பயப்படுகிறேன்.    |  |  |
| 63 | முக்கியமான குடும்ப விஷயங்களில் என் கருத்துக்களை என் பெற்றோர்கள் ஏற்றுக்கொள்வது இல்லை. |  |  |
| 64 | என்னைப்பற்றி என் பெற்றோர்களுடன் சுதந்திரமாக பகிர்ந்து கொள்ள முடியவில்லை.              |  |  |
| 65 | என் குடும்ப சூழ்நிலை எனக்கு வெறுப்பை உண்டாக்குகிறது.                                  |  |  |
| 66 | என் குடும்பத்தில் நான் தனிமையாக உணருகிறேன்.   |  |  |
| 67 | என் உடன் பிறப்புகள் என் வேளைகளில் எப்போதும் தடையாக இருக்கிறார்கள்.                    |  |  |
| 68 | என் பெற்றோர்கள் என்னை மற்றவர்களுடன் ஒப்பிட்டுப் பார்க்கிறார்கள்.                      |  |  |

|    | வருமானம்  |  |  |
|----|---|--|--|
| 69 | எனக்கு பகுதி நேர வேலை தேவைப்படுகிறது.   |  |  |
| 70 | எனக்கு படிப்பு முடிந்தவுடன் வேலை கிடைக்குமா என்று சந்தேகமாக உள்ளது.           |  |  |
| 71 | இந்த படிப்பு எந்த அளவிற்கு எதிர்கால வேலைக்கு உதவும் என்று எனக்கு தெரியவில்லை. |  |  |
| 72 | எனக்கு போதுமான அளவு பணம் இல்லை  |  |  |
| 73 | என்னால் படிப்பு சம்மந்தமான பொருட்களை வாங்க முடியவில்லை.                       |  |  |
| 74 | என் குடும்பத்தில் பணம் பற்றாக்குறையாகவே இருக்கிறது.                           |  |  |

## **APPENDIX- VI**

### **SELF INSTRUCTIONAL MODULE (SIM) REGARDING PSYCHOLOGICAL PROBLEMS**

Nursing interventions with adolescents at the primary level of prevention focus on providing adolescents with support and accurate information to ease the difficult transition they are undergoing educational offerings can be presented in colleges, schools, churches, youth centres.

#### **PREVENTION**

- Identifying stressful life events that precipitate crises and targeting the relevant populations at high risk.
- Intervening with these high-risk populations to prevent or minimize harmful consequences.
- Educational programs that inform about the validate bodily changes and emotional feelings about which these may be some concerns.
- Educational programs that inform about nutritional needs specific for this age group.
- Educational programs that inform about sexuality, pregnancy, contraception and sexually transmitted disease.
- Educational programs that inform about the use and abuse of alcohol and other drugs.



#### **THERAPEUTIC APPROACH; BEHAVIOUR THERAPY;**

Behaviour therapy is based on the concept of classical conditioning and operant conditioning. Behavioural therapy is a common and effective treatment with disruptive behaviour disorders. With



this approach rewards are given for appropriate behaviours and withheld when behaviours are disruptive or otherwise inappropriate.

The principle behind behaviour therapy is that positive reinforcements encourage repetition of desirable behaviours, and aversive reinforcement (punishments) discourages repetition of undesirable behaviours. Behaviour modification techniques the system of rewards and consequences can be taught to parents to be used in at the home environment. Consistency is an essential component.

### **FAMILY THERAPY;**

Adolescent cannot be separated from their families therapy for children and adolescents must involve the entire family if problem are to be resolved. Parents should be involved in designing and implementing the treatment plan for the child and should be involved in all aspects of the treatment process.



The genogram can be used to identify problem areas between family members. A genogram provides an overall picture of the life of the family over several generations including roles that various family members play and emotional distance between specific individuals. Areas for change can be easily identified.

- Healthy families should guide the individuals.
- Use of decision making power for all family activities, rule-making, provision of financial and other support.
- Communication patterns are vital in family line, healthy communication within the family encourages its member to express their feelings.

### **SOCIALIZATION FUNCTION;**

Are leant by each individual within the family they learn how to interact negotiate and plan adopts coping skills.

Parents should thought to the children how to function effectively with in their family.

**BIOLOGICAL:**

Family is a medium where the sex relations are controlled and regulated.

**PSYCHOLOGICAL FUNCTIONING:**

Love, belongingness, affection, intimate relationship, sympathy, security, attention, emotional satisfaction, sexual relationship will be attained through family.

**EDUCATIONAL FUNCTIONING:**

Mother is the first teacher of primary care giver, who will take care of the children.

Personality and character formation will be attained through family they must be a role model.

**GROUP THERAPY:**

Group therapy provides adolescent with the opportunity to interact with in an association of their peers. This can be both gratifying and overwhelming depending on the adolescent.



Group therapy provides a number of benefits, appropriate social behaviours often is learned from the positive and negative feedback of peers. Opportunity is provided to learn to tolerate and accept differences in others, to learn that it is acceptable to degree to learn to offer and receive support from others, and to practice these new skills in a safe environment of others.

Group therapy with adolescents can take several forms. Music therapy group allow client to express feelings through music. Often when they are unable to express themselves in any other way.

Art and activity, craft therapy group allow individual expression through artistic means member may from time to time be presents and serve as discussion leaders sometimes psycho education group evolve in to the traditional therapy discussion group.

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