

EXPLORING THE PREVALENCE OF PSYCHOSOCIAL PROBLEMS IN TEENAGERS BOYS AND GIRLS

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ABSTRACT

The teen years are a time of tremendous change, defined by fast physical, mental, and emotional maturation. Teenagers face a wide range of psychological challenges as they make the transition from childhood to adulthood, many of which have long-lasting effects on their health and future prospects. This cross-sectional research was conducted to learn more about the prevalence of adolescent mental health issues. In all, 180 high schoolers participated in the research (90 males and 90 females). Out of a total of 90 students, 23% of the males and 27% of the girls were found to have some kind of psychological or social issue. There was no significant difference between boys' and girls' scores on the 'Psychosocial Issue Inventory' scale's four domains of behavior, emotional, and educational difficulties, while girls' scores were considerably higher on social problems.

Keywords: Psychosocial Problems, Teenagers, Behavior, Emotional, Educational

I. INTRODUCTION

Between the ages of 13 and 19, adolescent development takes place, including increased physical and mental maturity, an increased focus on activities with one's peer group, and the establishment of a core sense of self. The significant changes occurring in your body, mind, emotions, and relationships may make this a trying time. Physical, emotional, intellectual, and spiritual development all flourish throughout adulthood. This age group is more open to new experiences and perspectives, more likely to engage in risky sexual behavior, more secure in their own skin, and better equipped to take care of themselves financially and socially.

Teenage growth is not linear, nor does every adolescent go through each stage in the exact same manner. Various people will go through these phases at various times, and they will each be unique. The unique difficulties and experiences that adolescents undergo at these ages might also be influenced by cultural and socioeconomic issues. The development of adolescents is complicated and dynamic, but recognizing the broad patterns and features of each stage may give significant insights into this process.

Both direct disarranges, instructional challenges, drug misuse, hyperactivity, and other social concerns are reflected in the word "psychosocial," as are the over controlled, internalizing, or enthusiastic difficulties like anxiety, depression, and so on. Parents and educators have paid less attention to issues related to lack of excitement than they have paid to behavioral problems because of the difficulty in differentiating between the two.

During the adolescent years of psychosocial development, it is not uncommon for new anxieties to arise, for behavior to change, or for interpersonal connections to become strained. Teens whose parents are actively engaged in their lives are better equipped to handle stress and take care of their emotional and physical wellbeing. Every adolescent feels the weight of mental health issues at some time in their development. Since many of these issues are just transient, people tend to brush them off. For example, children who are ahead of their classmates may display these behaviors at home but not at school. When making a major transition (such as from elementary to middle school or middle school to high school), some of these young people may face extra difficulties and exhibit indications of brokenness. Most issues that arise throughout adolescence may be traced back to adolescent dissatisfaction with the normal rate of physical and mental maturation. The adolescent years are a time of great psychological vulnerability for both boys and girls, making them susceptible to the influence

of false or misleading information presented in media such as television shows, commercials, movies, and other forms of media and distribution. Such thoughts are welcome on any substantive issue, whether it sex, society, marital life, work, religion, legislative problems, or anything else. All young boys and girls are especially vulnerable to these influences, which are logged as evaluations in their maturing brains and utilized to form their core moral beliefs. There are four main types of issues that teens face, and they may be categorized according to their morphological/developmental, psychological, social, or educational roots. There are certain worries that are completely unnecessary. They may not be obvious at first. Teenagers, however, find even these worries to be overwhelming.

II. REVIEW OF LITERATURE

Devkota, Sapana et al., (2020) A person with a psychosocial disorder is suffering from mental disease that stems from or is impacted by faulty thought and behavior patterns. Adolescents are at a higher risk for developing psychosocial difficulties such as internalizing disorders, externalizing disorders, and drug misuse because of the fast physical and physiological changes that occur during this time. The researchers set out to quantify the extent to which school-aged youth experience psychological issues. The current research was a descriptive cross-sectional survey done in Gho-rahi sub metropolitan city in Dang District, Nepal. Multi-stage random sampling was used to choose 325 teenagers. The information was gathered via the use of a pre-tested, online questionnaire. Parts I and II of the questionnaire were developed independently, while Part III was adapted from the Youth Pediatric Symptoms Checklist, a standard instrument. This IBM SPSS soft-ware version 20 was used for both descriptive (percentage, frequency, interquartile range, and lowest and maximum values) and inferential analysis (chi-square test) purposes. Adolescents with psychosocial issues were 26.8% more likely to not be in school. The age, race/ethnicity, and parental employment position of respondents were revealed to be significant predictors of psychological distress. High correlations were observed between the respondent's academic grade and the teacher they had. More than a quarter of the pupils surveyed in the research reported experiencing psychological issues, highlighting a serious issue among Nepali adolescents. The findings of the research may point to the importance of good parenting and keeping the teacher-student connection at a healthy level.

Mina Timalsina et al., (2018) Adolescents have psychosocial challenges when they struggle to meet their own basic needs and those of their peers. The physiological and psychological changes that occur in adolescents make them more susceptible to mental health issues. That's why the researchers in Nepal set out to investigate the prevalence of social and emotional difficulties among high school students. The researchers opted for a descriptive cross-sectional approach. Two-hundred-and-eighty-seven teenagers were chosen using a nonprobabilistic handy sampling method. The research was conducted using a self-administered structured questionnaire with clearance from the Nepal Health Research Council. In 2016, data were gathered. The data was analyzed using the chi-square test and descriptive statistics. This survey found that 12.9% of teenagers were experiencing psychological difficulties. Internalizing difficulties accounted for 44.6% of the teenagers, followed by ADHD at 25.8% and then externalizing problems at 4.2%. Psychosocial difficulties are linked to both age and parental marital status. Psychosocial issues (such as depression, anxiety, and attention deficit hyperactivity disorder) were shown to be widespread among secondary school students in Nepal. Psychosocial difficulties in adolescents are linked to factors such as their age and their parents' marital status. Based on the findings of this research, it is advised that school authorities, health experts, and other professionals involved in children's mental and physical health take an active part in the early detection and treatment of psychosocial disorders.

Ratna Banstola. (2018). The second decade of life, or adolescence, is a pivotal time when substantial physical and social adjustment is required. Adolescents are at high risk for developing a wide range of psychological disorders with lasting effects if they are not provided the care and attention they need during this time of transition. Among 360 adolescents attending public schools in the Pokhara Lekhnath Metropolitan City, this descriptive cross-sectional research was done to evaluate the incidence of psychological problems and their related variables. The data was gathered using a self-completed survey. SPSS version 16 was used to perform both descriptive and inferential analyses on the collected data. The results showed that 21.7% of teenagers were dealing with some kind of psychological issue. Adolescents who experience physical/verbal abuse ($p=0.000$, OR: 13.54), who do not have a positive outlook on their home life ($p=0.000$, OR: 5.01), who experience high levels of

academic/school-related stress ($p=0.000$, OR:5.304), who do not live with their parents ($p=0.000$, OR: 4.49), who come from families with limited financial resources ($p=0.000$, OR: 3.29), who come from joint families ($p=0.004$, OR: 2. As a result, preventing adolescents from developing psychological problems requires a collaborative effort between families and schools.

Latiff, Latiffah et al., (2017) Adolescence is a pivotal time marked by profound emotional changes. Adolescents suffer from high rates of mental health issues including depression, anxiety, and stress, but the associated psychosocial shifts are generally overlooked. The present research set out to identify risk variables for teenage depression, anxiety, and stress. Adolescents from 10 different secondary institutions in Pasir Gudang, Johor, Malaysia participated in a cross-sectional research employing cluster sampling. Socio-demographic questions, the Inventory of Parent and Peer Attachment (IPPA), the Depression Anxiety Stress Scale-21 (DASS-21), and the Strengths and Difficulties Questionnaire (SDQ) were among the self-reported measures completed by respondents. The correlations between the dependent and independent variables were analyzed using the chi-square test and binomial logistic regression in SPSS-21. The respondents (52.6% women and 53.9% Malay) reported a prevalence of 46.0% for depressive symptoms, 59.1% for anxious ones, 38.1% for stressful ones, and 45.6% for psychosocial issues. Having moderate to severe depressive symptoms was strongly predicted by age, father's work, and parental attachment ($p0.05$). The prevalence of anxiety symptoms was 1.42 times higher among 13- to 14-year-olds than among older adolescents. Additionally, there was a significant ($p0.05$) increase in the prevalence of stress symptoms among respondents who reported an insecure father connection. Psychosocial problems were more common among respondents who reported feeling emotionally distant from their parents ($p0.05$). Adolescents' and their parents' socioeconomic status had an effect on their levels of depression, anxiety, and stress. Future research aimed at reducing psychological problems in teenagers should focus on age, gender, and parental attachment, as these were shown to be major predictors in the present study.

Bista, Bihungum, et al., (2016) Schools have been under scrutiny as major influences on kids' psychological and social development in recent years. However, there is a lack of research on this topic in Nepal. The purpose of this research was to determine how common psychological and social problems are among Nepali high school students and how strongly they are linked to personal and familial variables. We conducted a cross-sectional research using data from 787 high schoolers in 13 schools in the Hetauda municipality. The information was gathered with the use of a questionnaire and Y-PSC and then analyzed using SPSS and a 95% confidence interval. Seventeen percent of high school pupils experienced some kind of emotional or social distress. The percentage of afflicted pupils was higher among males (9.50%) than among females (7.80%). As students became older and went higher in school, their rates of psychosocial disorder increased. The odds ratio (OR) for psychosocial disorder was 13.24 (95% CI: 2.27-17.23) when family conflict was high. Adolescents, their parents, and community stakeholders, with the educational institution serving as a focal point, need to be the primary targets of interventions aimed at addressing psychosocial dysfunction.

Madhu Gupta and Jaya Tripathy (2015). Adolescents are especially vulnerable to harmful environments because of the unique psychological and social stresses they experience. As a result, there is a pressing need to investigate this dynamic group's unique psychological challenges. Eighth and tenth graders (10–12 years old) from a Chandigarh government high school participated in a cross-sectional research. The Younger Adolescent Questionnaire (American Medical Association) was given to a randomly chosen group of adolescents in order to collect data on demographics, health, and mental health. Adolescents most often concerned about their height (46%), followed by their weight (37%), and their complexion (27%). Thirty-six percent of teenagers acted violently when furious, 54 percent were concerned about family issues, 26 percent had seriously considered running away from home, and 14 percent considered suicide. About a twelfth of teenagers felt comfortable approaching their parents about sensitive topics including sexuality, substance abuse, and drinking. Young teenagers in Chandigarh had high rates of psychosocial disorders. Problems at home and with one's appearance were more common than were issues with drugs or dangerous sexual behavior. The prevalence of suicidal ideation was shockingly high.

Kekkonen, Virve et al., (2015) Puberty is associated with an increase in the incidence of physical, psychological, and behavioral disorders. However, teenage use of health care services and related characteristics including hazardous health behaviors have received less attention than they have

among adults. More study of teenagers' use of primary health care settings is required to inform service improvements. Our study's overarching objective was to learn more about the characteristics of young people aged 13 to 18 who seek primary health care services, with a focus on whether or not certain socioeconomic or psychological variables predict such usage. A total of 793 Finnish teenagers between the ages of 13 and 18 from comprehensive, upper secondary, and vocational schools took part in the survey that year. The Youth Self Report (YSR), together with questions on the teenagers' psychosocial background and drug use, was used to compile the gathered data. The local public health care services' medical data were mined for information on the frequency of service use. Two-hundred-eight people in the sample accessed primary health care services, for a total of 1,411 visits. Primary health care use is more common among women. Furthermore, heavy alcohol use and mental health symptoms in females, and greater self-reported somatic problems in the YSR among males, were linked to regular visits to primary care physicians. Higher levels of education attained were associated with decreased use of primary care services. Although just a small percentage of teenagers, these teens make up a significant chunk of all adolescent health care visits. Adolescents who utilize primary care services often have higher rates of alcohol use, as well as variations in socioeconomic status, level of education, and gender.

Astha Kakkad et al., (2014) Adolescence is the period between the ages of 10 and 19. At some point in their maturation, most adolescents will have psychological or social difficulties. Since most young couples now have to work to support their families, less time is available for them to care for their children. Substance addiction and psychological distress are common among teens. The goal of this research is to compare the rates of mental health issues, substance misuse, and other social issues among college students (aged 18–22) with those among teenagers (aged 13–17). The approval was obtained by the institution's administration. A questionnaire was developed, sent out, and filled out to gather data. 610 school and 700 university students were sampled. FINAL RESULTS: 580 high school students and 669 college students got the numbers right. Eighteen percent of high schoolers and fifteen percent of college students say they have seen domestic abuse at home. 75% of K-12 students and 50% of college students reported experiencing anxiety and stress, respectively. There was a 30% depression incidence among both high school and college students. Students' actions are impacted by those around them in school; one study revealed that 26-29% of students in the K-12 and college age range gave in to peer pressure. The substance misuse frequency was 4% in the school and college groups and 12% in the general population. Seven percent of high school students and fourteen percent of college students were sexually active at the same time. One fifth of the United States' population is made up of teenagers, and sadly, both drug misuse and psychological issues are on the rise among this demographic. Adolescents may have a better future and better health with proper guidance from parents and teachers, sex education, stress reduction, and an improved family environment.

III. RESEARCH METHODOLOGY

This cross-sectional research was conducted to learn more about the prevalence of adolescent mental health issues. Research took place between March 2019 and November 2020. Teenagers receiving therapy for diagnosed mental health issues were not included. For this research, we enrolled 90 male and female participants rather than the recommended 80 male and 80 female. There were 180 participants in all. The high schoolers were chosen at random for the research. Participants in the study were informed of the research's goals. Teenagers gave their informed written agreement before any interviews were conducted.

There were two sections to the proforma. In the first section, basic demographic data such as age, gender, family composition, and socioeconomic status was collected. The second section was a data gathering questionnaire that was both structured and pre-tested. The 'Psychosocial problem Inventory,' which includes 55 questions, was utilized as a standard for quantifying the scope of adolescents' psychosocial issues. After eliminating questions that showed redundancy or were deemed inappropriate, the final questionnaire had forty items that were used to collect data on behavioral, emotional, academic, and social aspects of psychosocial issues. Microsoft Excel was used for data collection, coding, and compilation, while EpiInfo Version 7.2 was used for statistical analysis. Qualitative tests including the chi-square and fisher exact tests, as well as the student t-test, were used to analyze the correlation between psychosocial issues and demographic factors. Statistical

significance was assumed at the 0.05 level or below.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Distribution of study subjects according to age and gender

| Age | Boys (%) | Girls (%) | Chi square value | p value |
|--------|----------|-----------|------------------|---------|
| 15-<16 | 7.0 | 7.0 | 2.22 | 0.6875* |
| 16-<17 | 40.0 | 44.0 | | |
| 17-<18 | 46.0 | 40.0 | | |
| 18-<19 | 6.0 | 8.0 | | |
| 19-<20 | 1.0 | 1.0 | | |

* Not significant

There were 90 male and 90 female participants out of a total of 360 pupils. For the young men, the breakdown was as follows: 7% were aged 15–16, 40% were aged 17–18, 46% were aged 18–19, 6% were aged 18–20, and 1% were aged 19–20. Similarly, among the female participants, 7% were aged 15–16, 44% were aged 16–17, 40% were aged 17–18, 8% were aged 18–19, and 1% were aged 19–20. With regard to age, there was no statistically significant difference ($p>0.05$) between males and girls.

Table 2: Distribution of students according to severity of psychosocial problems

| Level | Boys (%) | Girls (%) | p value |
|----------|----------|-----------|---------|
| Normal | 76.0% | 73.0% | 0.7119 |
| Mild | 23.0% | 27.0% | |
| Moderate | 1.0% | 00% | |
| Severe | 0.0% | 0.0% | |

Out of a total of 90 students, 23% of the males and 27% of the girls were found to have some kind of psychological or social issue. No students were placed in the severe group, while just one male and no female students were placed in the moderate category. When comparing males and girls there was no discernible difference in the prevalence of psychological issues ($p>0.05$).

Table 3: Comparison among boys and girls with respect to four domains of psychosocial problem

| Psychosocial Domains | Boys(23%) Mean%±SE | Girls(27%) Mean%±SE | t test | p value |
|----------------------|-----------------------|------------------------|---------|---------|
| Behavior Problems | 43.2±7.14 | 43.6±8.75 | 0 | >0.9996 |
| Emotional Problems | 46.90±5.21 | 50.59±7.07 | -0.4339 | 0.6652 |
| Educational Problems | 68.24±4.73 | 65.38±6.8 | 0.342 | 0.7312 |
| Social Problems | 26.9±5.58 | 27.32±5.3 | 2.625 | 0.0103 |

We compared male and female students across four dimensions of psychosocial distress: behavioral, emotional, academic, and social. There was no statistically significant difference between boys' and girls' rates of behavioral, emotional, or academic difficulties. However, there was a statistically significant difference between boys' and girls' mean scores in the topic of social difficulties.

V. CONCLUSION

The psychological difficulties encountered by teens comprise a rich tapestry of obstacles that greatly impact their lives and future trajectories. The teenage era, defined by major changes and transitions, is fraught with difficulties linked to identity, peer dynamics, mental health, drug use, technology, and academic expectations. These difficulties are not isolated but interrelated, producing a web of obstacles that teens must traverse. Understanding the core causes of these psychological disorders is vital to build effective therapies and support networks. Failure to address these concerns may have long-lasting implications for human well-being and social health. As we go ahead, it is vital that we realize the gravity of this situation and prioritize the building of a supportive, compassionate atmosphere for our adolescents. Through education, awareness, and the availability of resources, we can enable youth to overcome these problems, developing a generation of resilient and well-adjusted people who can make important contributions to society. In doing so, we fulfill our common obligation to advise and encourage the young as they walk the stormy journey of adolescence.

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