

Mental health and Stress among girls and boys Adolescents

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Abstract

The present study is investigating the difference of girls and boys adolescents on mental health and stress. The sample consisted of 100 subject selected through the random sampling method. The sample is consisting of total 100 subjects including two groups i.e. 50 girls' adolescents and 50 boys' adolescents. For the purpose of these study two psychological tests is used. Mental health inventory developed by Dr. Jagdish and Dr. A.K. Srivastava and Personal stress source inventory developed by A. K. Singh are used for this study. For the Statistical analysis t test is employed. There is significant difference between girls and boys adolescents on mental health. Girl's adolescent's level of mental health is better than the boys adolescents. There is no significant difference between girls and boys adolescent's on stress. There is no significant correlation between mental health and stress among adolescents.

INTRODUCTION

Adolescence is a pivotal developmental stage characterized by rapid biological, psychological, and social changes. Adolescent mental health is influenced by multiple environmental systems—family, peers, school, community, and culture. Supportive and nurturing environments promote resilience, whereas adverse settings increase vulnerability to mental health problems. Early attachment patterns influence adolescents' emotional regulation and relationships. Secure attachments foster confidence and resilience, while insecure attachments may predispose to anxiety, depression, or other mental health challenges.

Mental health is very important character at everyone's, every stage of life. Mental health refers to a person's emotional, psychological, and social well-being. It affects how individuals think, feel, and behave, as well as how they handle stress, relate to others, and make choices. Good mental health is essential for overall well-being and functioning.

Mental health distinct as a state of well-being in which individuals recognize their own

abilities, effectively cope with the normal stresses of life, work productively, and contribute positively to their communities. It is often viewed as a behavioral process through which individuals maintain balance among their various needs and navigate the challenges posed by their environment. The importance of mental health extends beyond individual lives; it significantly impacts society as a whole. No aspect of human life is unaffected by mental health. The term encompasses all dimensions of an individual's adjustment to themselves and their relationships with others. When this adjustment reflects positive personal, intellectual, emotional, social, or philosophical orientations, the individual is considered to have good mental health.

Stress can originate from external sources, but it can also stem from internal perceptions that trigger anxiety or negative emotions about a situation, such as pressure or discomfort. People tend to experience stress when they feel their coping resources are insufficient to handle the demands of a given situation. Word "stress" comes from the latin word "stringi," meaning "to be drawn tight."

A physical or psychological stimulus that induces mental tension or physiological responses, potentially leading to illness means stress. When under stress, the adrenal glands release corticosteroids, which are converted to cortisol in the bloodstream. Cortisol has an immune-suppressive effect on the body.

Richard S. Lazarus defines stress as the feeling that arises once specific observes that the demands placed upon them exceed their individual and communal capitals. While stress is inherent portion of lifespan and can be motivating, excessive or prolonged stress is detrimental. Stress is highly individual; what one person finds may view as a challenge. For instance, organizing a global symposium might be seen as an exciting challenge by one individual, while another may find it overwhelming. Additionally, some people tend to worry excessively, which can amplify their stress levels.

Objectives:

1. To study the level of mental health among girls and boys adolescents.

2. To study the level of stress of girls and boys adolescents.
3. To search the association between mental health and stress among adolescents.

Hypotheses:

1. There will be significant differences between girls and boys adolescents on mental health.
2. There will be significant differences between girls and boys adolescents on stress.
3. There will be negative correlation between mental health and stress among adolescents.

Sample:

The sample of the present study was consisting of 100 girls and boys adolescents with the age group between 14 to 19 years from Jalna district. The sample consist of total 100 subjects including two groups first group gender i.e. girls (n=50) and boys (n=50). The random sampling techniques were used for selection the sample.

Variables

Independent and dependent variables which are taken into consideration in the present investigation are described in Following Table;

Independent variable

Sr. No.	Name of Variable	Group	Name of Group
1	Adolescents	2	Girls and boys

Dependent variables

NO	Name of Variable
1	Mental Health
2	Stress

Research Design:

Descriptive research design is selected for this study. First stage of this research mean and SD is calculated from the data. Second stage independent sample t test method is used for statistical analysis.

Tools:

1. Mental Health Inventory:

This inventory developed by Dr. Jagdish and Dr. A.K. Srivastava. The preliminary format of the MHI was tried out administered on a sample of 200 subjects belonging to various socio culture, age, sex and education groups. On the basis of significance out of 72 items, 56 items including 32 ‘false-keyed and 24 ‘true keyed have been selected to constituted the final format of the inventory.

The reliability of the inventory was determined by spilt half method using add even procedure the

reliability coefficients was .73 found. Construct validity of the inventory is determined by finding coefficients of correlation between scores on mental health inventory and general health questionnaire.

2. Personal Stress Source Inventory (PSSI):

In order to assess the stress of teacher educators, many types of scales have been used by the researchers. For the present study, Manual for Personal Stress Source Inventory PSSI was used for measuring the stress of teacher educators. The important factor for using this scale was the basic concept of stress level adopted by this scale. Another reason for using this test was that it is available both in Hindi and English languages. It can be easily administered and scoring is very simple. Total 35 items or personal source of events constituted in the final inventory.

The scoring of PSSI is very simple. Eve is given a score of 1, marked ‘Sometimes’ ‘frequently’ a score of 3. Unmarked items scores earned by the testers on every marked item are added together to yield a

total score. Higher the score, the higher is the magnitude of personal stress. Likewise, lower the score, lower is the magnitude of personal stress. The maximum score on PSSI is 105.

Seldom	Sometimes	Frequently
1	2	3

PSSI has both test-retest reliability and internal consistency reliability. For calculating test-retest reliability the inventory was administered twice with a gap of 14 days on an unselected sample of 200. The test-retest reliability was found to be .79 which was not only high but also statistically significant. Likewise, internal consistency reliability by odd-even method was found to be .78 (corrected to full length) which was highly significant. Thus

PSSI possessed a sufficient degree of reliability.

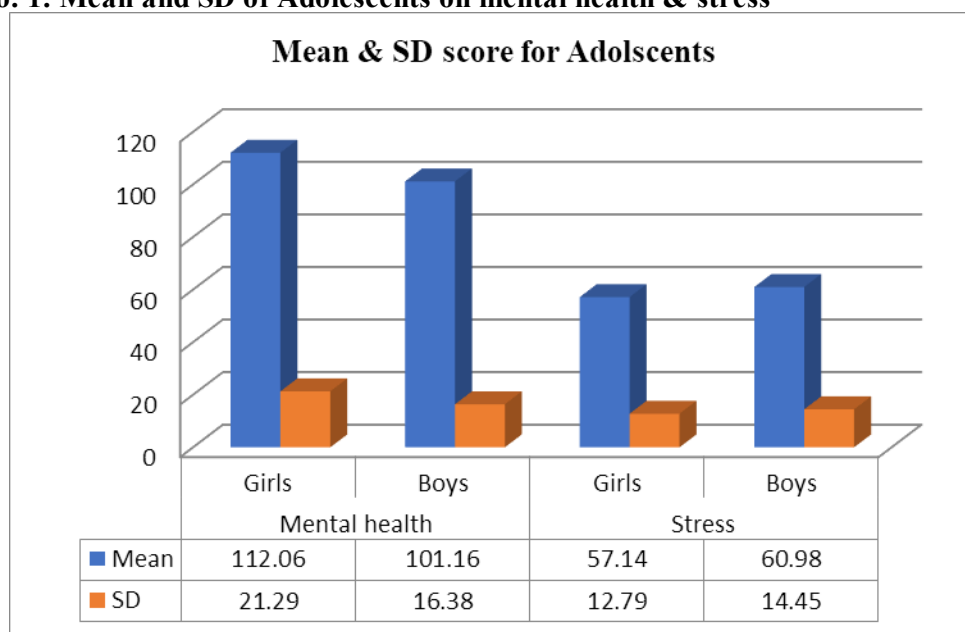
RESULTS & DISCUSSION

The total data sets obtained for mental health and stress inventory prepared scoring. For the each subjects initially data of age group were separately tabulated by employing frequency distribution and descriptive statistics.

Table No. 1. Mean SD and T value of Adolescents on mental health & stress.

Variable	Adolescents	N	Mean	SD	t value	Sig.
Mental health	Girls	50	112.06	21.29	2.87	0.05
	Boys	50	101.16	16.38		
Stress	Girls	50	57.14	12.79	1.41	N.S.
	Boys	50	60.98	14.45		

Figure No. 1. Mean and SD of Adolescents on mental health & stress



Above table No. 1 and Figure No. 1 shows that the mean differences of mental health among girls and boys adolescents. The result shows that the mental health means and SD score of the girls adolescents respectively (Mean = 112.06) and (SD = 21.29) and boys adolescents on mental health score is respectively (Mean = 101.16) and (SD = 16.38). The difference between two Mean is highly significant at the level of 0.05 ('t'= 2.87, df= 98) that's means Hypothesis No. 1. 'There will be significant difference between girls and boys adolescents on mental health,' is accepted.

Second dependent variable in this study is stress. Table No. 1 and Figure No. 1 shows that the mean and SD score of the girls adolescents on stress is respectively (Mean = 57.14) and (SD = 12.79) and mean and SD score of the boys adolescents on stress is respectively (Mean = 60.98) and (SD = 14.45). The difference between two mean is not highly significant at the level of 0.05 ('t'= 1.41, df= 98) that's means Hypothesis No.2. 'There will be significant difference between girls and boys adolescents on stress.' is rejected.

Table No. 2 Correlation between Mental health and Stress

Variable	p	R
Mental health and Stress	N.S.	0.011

Table no. 2 shows that the Pearson Correlations between mental health and stress among adolescents. The table indicates no significant correlation between mental health and stress among adolescents. (r = 0.0.11; p = > .005) Hypothesis no. 3, "There will be negative correlation between mental health and stress among adolescents" is rejected.

Previous research consistently shows significant differences in mental health between girls and boys adolescents. These differences aren't necessarily about one sex being "more" mentally ill, but rather about mental health challenges they experience and the ways those challenges manifest. Hormonal fluctuations during puberty can impact mood regulation and emotional reactivity differently in girls and boys. This can contribute to higher rates of anxiety and depression in girls, potentially related to the impact of these hormonal changes on the brain's stress response systems. Societal expectations and gender roles play a crucial role. Girls may face higher pressure to conform to beauty standards, experience more relational aggression, and be more likely to internalize their distress, leading to higher rates of anxiety and depression. Boys, on the other hand, may be pressured to suppress emotions, leading to higher rates of externalizing behaviors like aggression and substance use. Research suggests that while mental health challenges exist in both genders, societal expectations, biological factors, and differing help-seeking behaviors contribute to observable differences in the types of problems experienced and how they present.

Understanding these nuances is crucial for developing effective prevention and intervention strategies for both girls and boys.

Research suggests differences in how girls and boys experience, perceive, and cope with stress. While there are overlaps, the nature of the stressors, the ways they're perceived, and the resulting emotional and behavioral responses often differ.

Conclusion:

There is significant difference between girls and boys adolescents on mental health. Girl's adolescent's level of mental health is better than the boys adolescents. There is no significant difference between girls and boys adolescent's on stress. There is no significant correlation between mental health and stress among adolescents.

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