

Gender and social setting in mental turbulence at adolescence

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ABSTRACT

Adolescent's research has become a priority topic in response to local, national and international policy concern based upon what was seen as an increase in adjustment problems occurring among individual evidence in delinquent behaviour, violence, alcoholism, drug abuse and teenage pregnancy etc. Parental relations with adolescents are characterized in studies as being one of conflict as the adolescent's struggles to establish an identity independent from parents and family. The present study was conducted to examine the emotional and behavioral problems and also to find out the relationship between demographical variables such as gender, and type of family with emotional and behavioural problems among adolescents. The sample size included 200 (Boys =106; Girls=94) school going adolescent's age range of 12 years to 18 years of different schools of Kolkata city. The data were obtained and analyzed by means of t-test, one-way ANOVA. The Behavioural and Emotional Problem Scale were used to evaluate the various types of behavioural and emotional problems which are the causative factors of mental turbulence at adolescence. Result revealed that gender and social setting has statistically significant impact at adolescents. The findings of the present study suggested for regular psychological testing and implications in school going adolescents through assertiveness training, family counseling. The findings have both academic and applied value.

Keywords: *Mental Turbulence, Role Conflict, Role Ambiguity, Tension, And Stress*

In moving from childhood to the status of adulthood, a period called 'adolescent', often display a peculiar combination of maturity and childishness. This mixture is awkward, sometimes even comical, but it serves an important development function. The ways that adolescents cope up with the stress of new situations and new roles are based upon their personality development in earlier years.

Adolescence may be defined scientifically as the 'termination of childhood and starting of a phase in life of a human being characterized by secondary physical growth (specifically between the age group of 12-16 years) and mental advancement with the inception of logic, intellect, self – awareness, values and general philosophy of life'. From a researcher point of view, this phase can be characterized by infinite mental turbulence, correlated, contradictory or entirely independent with each other, each of which needs to be traced and tracked unless

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Received: January 25, 2021; Revision Received: March 15, 2021; Accepted: March 25, 2021

Gender and social setting in mental turbulence at adolescence

it terminates. Basically, there is a constant mental turbulence during the period of adolescence. It is a phase giving a wide perspective of study related with physical, mental and environmental interaction leading to an adjustment which in due course shapes the personality of the individual. To be more specific, we can understand and compare this phase of adolescence with the computer operation. Childhood is the phase where information is fed to the computer and adolescence is the phase when the information is under processing by central processing unit.

By going through the identification of adolescence, it can be stated as the state of confusion, where there is constant scanning of self and environment in term of strength, weakness, opportunities and threats. The individual undergoes the first-time perception of world around him and starts evaluating it in term of worth living or not. He tries to understand the state of affairs going on around him and its implications. It is the phase during which he picks up values to be adopted by him, which is due course become one of the important determinants of his personality.

Adolescence is a critical phase in the life of an individual, which has been termed as a phase of 'stress and storm' by Mall (1995). The term 'stress and storm' itself explains the characteristics of the adolescence, which, otherwise, had been a matter of description and presentation in the working of most of the novelist, dramatist and poets. Scientifically, behavioural experts do believe that adolescence represents a particular period of stress in society.

An adolescent faces some specific problematic situation in his daily life. It determines the degree and manner of adjustment of the adolescent to his environment. Adolescence has traditionally been viewed as critical period in development when we encounter differences of opinion regarding the reaction and importance of biological, social and psychological factors.

Some psychologists argue that adolescents are also under pressure from their parents, who have transferred to them their own compulsions to succeed and to attain a higher social status. The adolescent must cope with all these inner and outer pressures, confront and resolve important developmental tasks and weave the results into a coherent, functioning been seen as a period of 'storm and stress' a dramatic upheaval of the emotions.

The topic of study as such is perhaps one of the most curious and widely studied but since the adolescence is having such a huge permutations and combinations of complexities that it is never possible to explore all the issues with proper identification and solution at any point of time.

A number of studies have been concluded on the adolescents. The results show that there are so many behavioural and emotional problems among adolescents i.e., habit disorder, aggression, frequent quarrelling, truancy, frustration reaction, drug abuse, anti – social behaviour, adjustment related problems etc. It depends on the nature of parent – child relationship, value expectation and opportunities of the society in which the youth is expected to adjust (Kumar, 1975; Saad, Ismael Abu, 1999; Martine & Pritchard, 1991; Parker & Parker, 1980; Seiber, 1979 and Zucher, 1976).

Gender and social setting in mental turbulence at adolescence

Keeping all these facts in mind it is found of utmost importance to study the sex and social setting in transition at adolescent. So that we may help them to find out the solutions of various such type of problems and adjust in society.

Objective of the Study

- Identify the nature and intensity of problem.
- To find out the main contributing elements to this mental turbulence.
- A measurement of the effect of gender and social setting in mental turbulence at adolescents.

MATERIAL & METHOD

The school going adolescents of different school of Kolkata city of W.B. (N=200) was conducted. The characteristics of the sample group are summarized in Table-I. The individual were asked to complete an anonymous written questionnaire. Information was gathered regarding demographic details. The sample for the study was consisted 200 adolescents of normal health. Only those subjects were selected by purposive sampling based on independent variables, those were sincere and co-operative. Each subject was contacted by the researcher personally. In the process of investigation Behavioural & Emotional Problem Scale (BEPS) was used and other relevant details of the subjects were found out through the General Introductory Schedule; developed to the purpose.

The data were analyzed using appropriate statistical method. The statistical test used to assess the problem included Mean, SD, t-test and one-way ANOVA. If 't' and 'F' value is greater than corresponding value of 't' and 'F' ratio, in such cases, it is significant at .01 level. The sample mean scores were considered to differ significantly.

RESULTS & DISCUSSIONS

Of the 200 individuals boys and girls respondents were equal. The average age of respondents was 15 year (range 12-18 years). The majority of respondents belonged to middle socio-economic status 78 (39%) and belonged to nuclear family 126 (63%). Whereas 29% of respondents belonged high & rest 32% were from lower socio-economic status. (Table-1)

Table-1 Participants Demographic Data, in Percentage

Variables	Characteristics	Number & Percentage
Gender	Boys	106 (53%)
	Girls	94 (47%)
Type of family	Nuclear	126 (63%)
	Joint	74 (37%)
Socio-economic Status	High	58 (29%)
	Middle	78(39%)
	Low	64 (32%)

The two groups viz; boys and girls differ significantly on their scores on the measure of Behavioural & Emotional Problem Scale (BEPS). The higher level of emotional and behavioural problems among boys can be attributed primarily to the increased level of expectation from them. The other important reason may be their own ambitions and non-compatible environment around them. The increased level of expectation, coupled with their own high ambitions put them exposed to high level of pressure which is not the same in case of girls.

Gender and social setting in mental turbulence at adolescence

It is evident from the results that the subjects belonging to middle socio-economic status and nuclear family have relatively more behavioural and emotional problem relatively to high and low socio-economic status and joint family (Table-2).

Table: 2- Gender and Social Setting in Mental Turbulence at Adolescents

Sample Group	Characteristics	N	M	SD	t-value/F-value
Sex	Boys	106	22.37	7.36	2.41*
	Girls	94	19.97	6.52	
Family Structure	Joint family	74	16.47	3.51	4.6**
	Nuclear family	126	19.15	5.89	
Socio-economic status	High	58	16.22	3.04	8.98**
	Middle	78	24.59	10.75	
	Low	64	18.83	5.51	

** Significant at .01 level

* Significant at .05 level

The global view can be ascertained easily on the basis of graphical representation of data (Figure-1 &2).

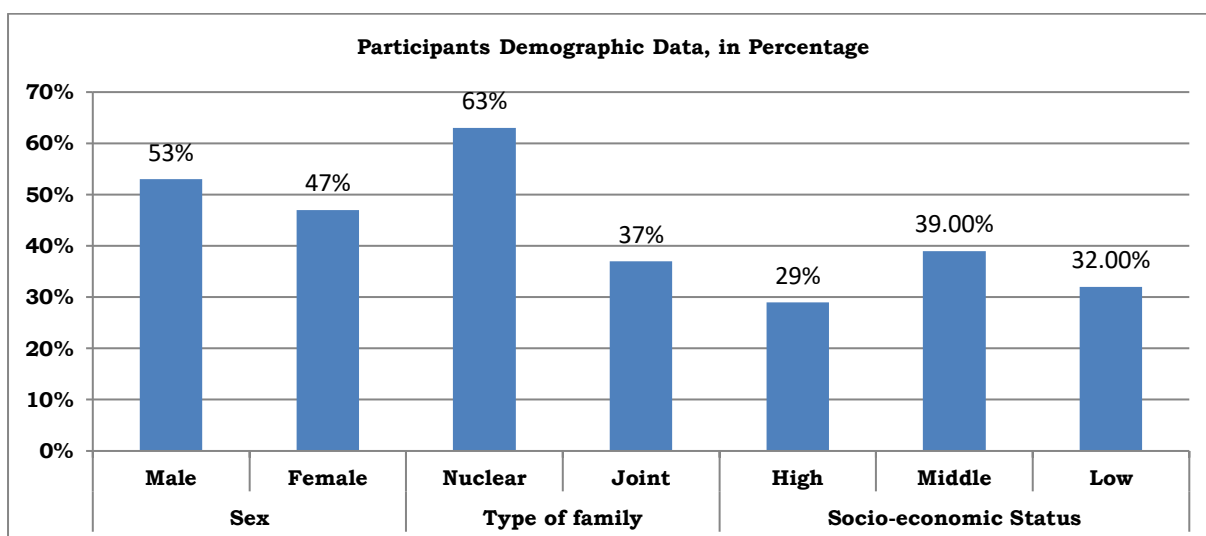


Figure-1 Participants Demographic Data, in Percentage

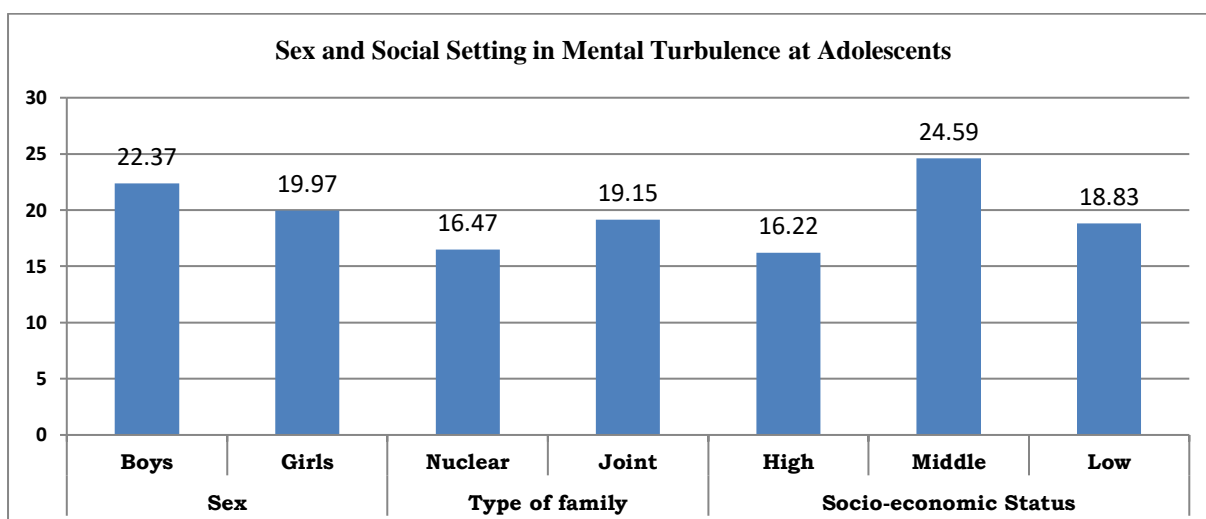


Figure-2 Sex and Social Setting in Mental Turbulence at Adolescents

Gender and social setting in mental turbulence at adolescence

There is a natural phenomenon that more alternatives make selection more difficult, leading to high level of risk regarding the accuracy of selection. The findings of the above table have the same basic fundamental.

Adolescents of low socio-economic strata have no more option except either to live with it or to raise it. Similarly, adolescents of high socio-economic strata have limited option – either to maintain the existing or to lower down it. But for an adolescent belonging to middle socio-economic strata, there is always dilemma and ambiguity so as to maintain the status-quo or to move up or to go down. The above ambiguity often leads to so many wrong decisions which in due course result in various emotional and behavioural problems.

CONCLUSION

First, researcher finds the evidences of confusion, disorientation, or distortion of reality. Second, there are the signs of fatigue, anxiety, tensions, or extreme irritability. Third, in all cases there appears to be a point of no return – a point at which apathy and emotional withdrawal set in. In short, the available evidence strongly suggests that over stimulation may lead to bizarre and anti-adaptive behaviour.

The short comings laid down above would provide a guide line to the researchers who would conduct research in further in the specified line and may consider being a contribution to the study of adolescents.

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Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Shrivastava J. K. (2021). Gender and social setting in mental turbulence at adolescence. *International Journal of Indian Psychology*, 9(1), 1118-1122. DIP:18.01.117/20210901, DOI:10.25215/0901.117