

## PSYCHOLOGICAL HEALTH OF TEENAGERS WITH REFERENCE TO INTERMEDIATE STUDENTS

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Received: 29 Mar 2018

Accepted: 06 Apr 2018

Published: 23 Apr 2018

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### ABSTRACT

Teenage is a period of significant change, during which children undergo the physical changes associated with puberty and face new challenges as they transition to higher secondary school/college where they encounter increased peer, academic, and corporate management pressures. In this context, the main aim of this article is to study the psychological health analysis among teenager intermediate students. Thus the sample of 480 intermediate 1<sup>st</sup> year and intermediate 2<sup>nd</sup> -year students of government and private junior colleges of both male and female students considered from Srikakulam, Vizianagaram and Visakhapatnam districts. In conclusion, the study has provided evidence that individual, home, classroom, sex, fear of failure, inferiority complex and anxiety related psychological health problems are found more in teenage intermediate students of private management colleges and residential. This may be due to the pressure of corporate management, teaching faculty and parents' pressure. Academic and competitive conditions of corporate colleges have a strong influence on psychological health among teenage intermediate students. These factors have an increased negative impact on children's health compared to others because of their stress-less and pressure-free environment. Ultimately, these findings can be used as guidelines for the prevention of psychological health problems in teenage intermediate students. In addition, the results could justify establishing official investigators to review the college and classroom conditions, and collaborations between the teenagers' education and health organizations about taking steps for amending academic requirements.

**KEYWORDS:** Teenage, Intermediate Students, Psychological Health Factors

### INTRODUCTION

The increasing worldwide concern over the well-being of teenage college students has raised awareness over teenagers' mental health conditions, mainly centering on their behavior, but recently also on psychological health. Teenage is a crucial part of the child development process because of the ongoing physical and psychosocial developments that occur during this stage. Adolescents, especially teenagers, are subjected to more risks than adults when they are exposed to negative work-related factors (Thabet, et al. 2011). A growing body of evidence indicates that mental disorders are becoming increasingly numerous and serious among college students in India. The consequences of these problems are likely to be significant and lasting, as mental disorders in early adulthood are associated with alcohol and substance abuse (Weitzman, 2004), academic success (Kessler, et al. 1995), and future employment and relationships (Kessler, et al. 1998).

During the period of teenage, over half of the youth attend some form of the postsecondary educational institution (India, Department of Education, 2012). These students face an entirely new social environment characterized by greater freedom and less adult supervision (Lefkowitz, 2005) and frequently report homesickness, friend sickness, a sense of isolation, and increased interpersonal conflict (Boute et al., 2007). As noted earlier, psychological health concerns on colleges are growing and these problems have significant and lasting consequences. The transitions that occur during emerging adulthood have the potential to influence social support, psychological health, and their interrelationship. Additionally, for many people college represents the only period in their lives when their social and productive lives are heavily intertwined within a single setting; this affords a unique opportunity to identify, prevent, and treat psychological health problems. The present study is the first, to the researcher's knowledge, to study the psychological health analysis, among the teenagers, random sample of intermediate college students.

Poor psychological health can have important effects on the wider health and development of teenagers and is association with several health and social outcomes such as higher alcohol, tobacco and illicit substance use, adolescent pregnancy, poor performance in education, school dropout and delinquent behaviors. There is growing consensus that healthy development during childhood and teenage contributes to good mental health and can prevent mental health problems. Enhancing education, skills, social skills, problem-solving skills and self confidence can help prevent mental health problems such as conduct disorders, stress, anxiety, depression and eating disorders as well as other risk behaviors including those that relate to sexual behavior, substance abuse, and violent behavior.

### **Statement of the Problem**

Teenage is a period of significant change, during which children undergo the physical changes associated with puberty and face new challenges as they transition to middle school where they encounter increased peer and academic pressures (Rudolph, et. al. 2001). The number of youth who experience emotional and behavioral problems increases (Hankin et al., 1998). Recent developments in neuroscience contribute to our understanding of why the risk of emotional and behavioral problems increases during teenage group (Steinberg et al., 2006). The earlier research suggests that there is a significant developmental lag between the intensification of emotional and behavioral changes that accompany the hormonal changes of teenagers and the mastery of cognitive and emotional coping skills that are enabled through cortical development during this period. These features of teenager development may also contribute to the increase in psychological health effects among teenagers that has been observed as youth move through the middle school years (Garrison et al., 1991). In this context the present paper entitled 'Psychological Health of Teenagers with reference to Intermediate Students' concentrates with the following objectives.

### **OBJECTIVES**

- To study the psychological health analysis, among teenager intermediate students.
- To study the significant difference among different groups of intermediate students on psychological health factors.

### **METHODOLOGY**

A descriptive survey research method was used for this piece of work and the intermediate students are considered as sample respondents. Thus the sample was considered from the intermediate 1<sup>st</sup> year and intermediate 2<sup>nd</sup> year students

are selected. In the sample selection, both male and female students are considered. While the study area is limited to Srikakulam, Vizianagaram and Visakhapatnam districts, in each district two junior colleges are selected for sampling, out of which one is from government management and the other one is from private management. The main aim this study is to analyze the psychological health of teenagers, where the management of the college, are considered as independent variables and the psychological health factors viz. i) Individual, ii) Home related, iii) Classroom related, iv) Sex-related, v) Fear of the future, vi) Inferiority complex, vii) Anxiety and viii) Other psychological problems considered as dependent variables.

### Sample and Data Collection

Data were collected through the questionnaire, a random sample survey of intermediate students of government and private junior colleges in the fall of 2017-18 academic years. Of the 480 randomly selected intermediate students, 240 joined in the first year and 240 completed the first year and studying second 240. To account for differences between students of government and private colleges, residence and non-residence, 1<sup>st</sup> year and 2<sup>nd</sup> year and male and female response propensity weights were constructed based on administrative data (management) that were available for the full student population as well as psychological health measures obtained from a brief version of the survey completed by a randomly selected subset of respondents. The sample for the current analysis consists of the respondents who completed the survey's social support module, which was randomly assigned to stratify of the sample. Informed consent for study participation was obtained at the beginning of the data survey, and the study was approved by the Andhra University.

### Data Analysis

After collecting the data, the next step was the analysis and interpretation, in which statistical techniques were applied to manage the large corpus of data and present findings in an understandable and intelligent manner. In the present study, the investigator has used distribution as well as descriptive statistics of t-test for the analysis of data. In Hence, the following tables were generated for analysis of data and discuss the output results.

**Table- 1: Distribution of Sample Respondents Based on Districts, Management**

Variables	Groups	Frequency	Percent
Management	Government	240	50.0
	Private	240	50.0

The above table represents the distribution of the sample respondents based on districts. The details of management – wise distribution of the sample respondents, It is noticed that the sample members are equally distributed in government and private sector management i.e. 50.0 percent each. It is found that, there is an equal number of respondents i.e. government 50 percent and private 50 percent.

### Psychological Health Analysis of the Teenage Intermediate Students

Psychological health problems can interrupt school performance, harm relationships, and lead to suicide. Unfortunately, an ongoing stigma regarding mental health disorders inhibits some teenagers and their families from seeking help (Pinto, et al. 2012)<sup>1</sup>. Effective measures for psychological health problems among teenagers,

<sup>1</sup> Pinto, H., R., Logsdon, M.C., Burant, C. (2012). Psychometric evaluation of the revised attribution questionnaire to measure mental illness stigma in adolescents. JOURNAL OF NURSING MEASUREMENT, 20(1), 47-58.

especially intermediate students during the examination and results period, due to the stress from the college management, teaching faculty and from the parents, can help to reduce its impact on these students.

**Table-2: Perceptions of Respondents on Individual Psychological Health Factors**

SL. No	Statement	Almost - Always	Mostly	Rarely	Never	Total
1	I bite my nails or shake my legs when I am tense	179(37.3)	24(5.0)	219(45.6)	58(12.1)	<b>480(100.0)</b>
2	I feel boredom	277(57.7)	31(6.5)	106(22.1)	66(13.8)	<b>480(100.0)</b>
3	I feel nervous when I attend parties or functions	147(30.6)	75(15.6)	126(26.3)	132(27.5)	<b>480(100.0)</b>
4	I am worried about the future activity	192(40.0)	92(19.2)	114(23.8)	82(17.1)	<b>480(100.0)</b>
5	Though I know I am correct I am silent as I dislike to pick up quarrel with others	209(43.5)	71(14.8)	107(22.3)	93(19.4)	<b>480(100.0)</b>
6	I don't feel like going to college if I don't have good dresses about which my classmates may think otherwise	162(33.8)	51(10.6)	153(31.9)	114(23.8)	<b>480(100.0)</b>
7	I can't but escape by telling a lie than telling truth	165(34.4)	74(15.4)	140(29.2)	101(21.0)	<b>480(100.0)</b>
8	I always speak more about other than myself	173(36.0)	87(18.1)	131(27.3)	89(18.5)	<b>480(100.0)</b>
9	Unnecessary thoughts about others always haunt me	132(27.5)	78(16.3)	160(33.3)	110(22.9)	<b>480(100.0)</b>
10	Tears roll down my eyes for small things	190(39.6)	71(14.8)	126(26.3)	93(19.4)	<b>480(100.0)</b>

The above table represents the perceptions of respondents on individual psychological health factors. It is noticed that out of the total respondents as many as 45.6 percent said rarely and 12.1 percent said never that they bite their nails or shake their legs when they are in tension. More than fifty percent (57.7%) said almost-always and 6.5 percent said mostly that expressed that they feel boredom. Whereas 30.6 percent have informed that almost-always they feel nervous when they attend parties or functions and 15.6 percent experience it mostly. 40.0 percent is almost-always worried about the future activity, whereas 17.1 percent are never worried about that, 43.5 percent are almost-always like to be silent though they know they are correct as they dislike picking up quarrel with others and 14.8 percent are also like to be silent mostly. It is found that 33.8 percent of them are almost-always don't feel like going to college if they don't have good dresses about which their classmates may think otherwise, whereas 10.6 percent have do this mostly. 34.4 percent has informed that almost-always they escape by telling a lie than telling truth in case of they can't do whereas 15.4 percent do it mostly. On the other hand 36.0 percent have almost-always think that they always speak more about other than their selves whereas 18.1 percent are mostly thinking like this, 33.3 percent rarely has unnecessary thoughts about others always haunt them and 16.3 percent have mostly and 39.6 percent of respondents have said that almost-always tears roll down their eyes for small things whereas 14.8 percent experience it mostly.

**Table 3: Perceptions of Sample Respondents on Home Related Psychological Health Factors**

SL. No	Statement	Almost- Always	Mostly	Rarely	Never	Total
1	I have no guts to discuss my problems with my parents	158 (32.9)	46 (9.6)	178 (37.1)	98 (20.4)	<b>480</b> <b>(100.0)</b>
2	I am vexed with my parents criticism of each and everything	175 (36.5)	48 (10.0)	146 (30.4)	111 (23.1)	<b>480</b> <b>(100.0)</b>
3	The pressure to perform better and better by my parents is unbearable	128 (26.7)	40 (8.3)	213 (44.4)	99 (20.6)	<b>480</b> <b>(100.0)</b>
4	I feel belittled if my parents compare me in everything with my classmates	160 (33.3)	38 (7.9)	149 (31.0)	133 (27.7)	<b>480</b> <b>(100.0)</b>
5	Which course I have to do is decided by my parents	176 (36.7)	62 (12.9)	143 (29.8)	99 (20.6)	<b>480</b> <b>(100.0)</b>
6	When my Parents scolded me on any paint, I don't eat food for many days	223 (46.5)	62 (12.9)	126 (26.3)	69 (14.4)	<b>480</b> <b>(100.0)</b>
7	Whenever Somebody insults me for anything, I can't tolerate and hit my head to wall	123 (25.6)	73 (15.2)	105 (21.9)	179 (37.3)	<b>480</b> <b>(100.0)</b>
8	If I failed in solving a problem, I forcedly hit my hand to table	211 (44.0)	68 (14.2)	84 (17.5)	117 (24.4)	<b>480</b> <b>(100.0)</b>
9	If teacher scolded me for my mistakes in the classroom, I felt more shy and want to disappear from them for days together	136 (28.3)	70 (14.6)	183 (38.1)	91 (19.0)	<b>480</b> <b>(100.0)</b>
10	Whenever I felt tensed, I think more about various types of suicidal Methods	134 (27.9)	49 (10.2)	102 (21.3)	195 (40.6)	<b>480</b> <b>(100.0)</b>

The above table represents the perception of sample respondents based on home-related psychology health factors. It is observed that 37.1 percent of the respondents have rarely no guts to discuss their problems with their parents whereas 9.6 percent are mostly. 36.5 percent is telling that almost-always they are vexed with their parents' criticism of each and everything and 10.0 percent are mostly. Most of the respondents i.e. 44.4 percent rarely has the pressure to perform better and better by their parent is unbearable whereas 8.3 percent experience it mostly. 33.3 percent of them almost-always feel belittled if their parents compare them to everything with their classmates and 7.9 percent are feels it mostly. Whereas 36.7 percent are almost-always decided by their parents, which course they have to do and 12.9 percent experience it mostly. It is noticed that most of the respondents i.e. 46.5 percent are almost-always don't eat food for many days when their parents scolded them on any paint whereas 12.9 percent are mostly following this. 37.3 percent is never hit their head to the wall even though they can't tolerate whenever somebody insults them for anything whereas 15.2 percent of respondents are mostly hit their head to a wall in this case. On the other hand, most of the members, i.e. 44.0 percent are almost-always forcedly hit their hand to table whenever they failed in solving a problem and 14.2 percent are used to do this mostly. 38.1 percent of the respondents are rarely used to feel more shy and want to disappear from them for days together whenever their teacher scolded them for their mistakes in the classroom whereas 14.6 percent are recognized as mostly and 40.6 percent are rarely thinking more about various types of suicidal methods whenever they feel tensed whereas 10.2 percent think like this mostly.

**Table 4: Perception of Sample Respondents Based on Class Room**

SL No	Statement	Almost-Always	Mostly	Rarely	Never	Total
1	I am looking forward for the completion of Intermediate	31 (6.5)	179 (37.3)	50 (10.4)	220 (45.8)	480 (100.0)
2	I am anxious that anybody may get more marks than me	266 (55.4)	35 (7.3)	108 (22.5)	71 (14.8)	480 (100.0)
3	I am afraid that others may read for more time than me	162 (33.8)	95 (19.8)	119 (24.8)	104 (21.7)	480 (100.0)
4	My mouth dries up when teachers question me	155 (32.3)	65 (13.5)	127 (26.5)	133 (27.7)	480 (100.0)
5	I feel inefficient as my teachers keep on abusing me	43 (9.0)	154 (32.1)	105 (21.9)	178 (37.1)	480 (100.0)
6	I am unable to clarify small doubts I get in my lessons	246 (51.3)	58 (12.1)	131 (27.3)	45 (9.4)	480 (100.0)
7	I feel angry when my parents / teachers pester me about my studies	51 (10.6)	133 (27.7)	42 (8.8)	254 (52.9)	480 (100.0)

The above table represents the perception of sample respondents based on the class room. It is noticed that most of the respondents i.e. 45.8 percent are never looking forward to the completion of intermediate whereas 6.5 percent are almost-always looking forward. Above fifty percent (55.4%) are feeling anxious that anybody may get more marks than them and 7.3 percent are mostly feel like this. 33.8 percent are almost-always afraid that others may read for more time than them and 19.8 percent are mostly feels like this. Whereas 32.3 percent said that their mouth, usually dry up when teachers question them, whereas 13.5 percent are also experiencing this mostly. 37.1 percent of them are never feeling inefficient as their teachers keep on abusing them, whereas 9.0 percent are feeling inefficient mostly. More than fifty percent (51.3 %) are almost-always think that they are unable to clarify small doubts they get in their lessons whereas 9.4 percent are never feels like that and above fifty percent i.e. 52.9 percent are state that they never feel angry when their parents/teachers pester them about their studies and 8.8 percent are rarely feels angry.

**Table 5: Perception of Sample Respondents Based on Sex Related**

SL. No	Statement	Almost- Always	Mostly	Rarely	Never	Total
1	I am tensed while talking with the opposite sex member	148 (30.8)	136 (28.3)	104 (21.7)	92 (19.2)	480 (100.0)
2	I stay away from opposite sex members	181 (37.7)	136 (28.3)	104 (21.7)	59 (12.3)	480 (100.0)
3	I am crushed between love and attraction	175 (36.5)	40 (8.3)	122 (25.4)	143 (29.8)	480 (100.0)
4	I feel shy to talk with opposite sex members	216 (45.0)	68 (14.2)	105 (21.9)	91 (19.0)	480 (100.0)
5	I am afraid of express my attitude with opposite sex members	147 (30.6)	89 (18.5)	113 (23.5)	131 (27.3)	480 (100.0)

The above table examined that the perception of sample respondents based on their sex. It is observed that 30.8 percent of the respondents are almost - always tensed while talking with the opposite sex member ,whereas 19.2 percent never tensed while talking with the opposite sex member. 28.3 percent represents mostly stay away from opposite sex members, 12.3 percent represents never. On the other hand, 25.4 percent noted as rarely they are crushed between love and affection, 36.5 percent noted as an almost – always. Almost – always 45.0 percent noted as they feel shy to talk with opposite sex members 14.2 percent noted as mostly and mostly 18.5 percent said that they are afraid to express my attitude with opposite sex members, 23.5 noted as rarely.



**Table 6: Perception of Sample Respondents Based on Fear of Failure**

SL. No	Statement	Almost- Always	Mostly	Rarely	Never	Total
1	Fear of failure haunts me whatever I take up any work	159 (33.1)	92 (19.2)	141 (29.1)	88 (18.3)	<b>480</b> <b>(100.0)</b>
2	The thought of future frightens me	150 (31.3)	93 (19.4)	133 (27.7)	104 (21.7)	<b>480</b> <b>(100.0)</b>
3	When I have to do differently, I feel that the previous work is nice	196 (40.8)	53 (11.0)	154 (32.1)	77 (16.0)	<b>480</b> <b>(100.0)</b>
4	Fear of failure makes me postpone my work	172 (35.8)	84 (17.5)	118 (24.6)	106 (22.1)	<b>480</b> <b>(100.0)</b>
5	Past experience always haunts me	153 (31.9)	126 (26.3)	108 (22.5)	93 (19.4)	<b>480</b> <b>(100.0)</b>
6	I want to succeed at any cost by weeping, by nagging by running away from home	106 (22.1)	90 (18.8)	68 (14.2)	216 (45.0)	<b>480</b> <b>(100.0)</b>
7	I am unable to read due to unnecessary thoughts the moment I open the book	138 (28.8)	147 (30.6)	105 (21.9)	90 (18.8)	<b>480</b> <b>(100.0)</b>
8	I am supposed to read though I get tired of listening and reading	159 (33.1)	102 (21.3)	59 (12.3)	160 (33.3)	<b>480</b> <b>(100.0)</b>
9	Though I study much I turn anxious by the time enter examination hall	194 (40.4)	41 (8.5)	192 (40.0)	53 (11.0)	<b>480</b> <b>(100.0)</b>
10	I am anxious about my ranks / marks	131 (27.3)	129 (26.9)	161 (33.5)	59 (12.3)	480 (100.0)

The above table represents the perception of sample respondents based on fear of failure. It is observed that 33.1 percent of respondents said that almost-always fear of failure haunts them whatever they take up any work whereas 18.3 percent said that they never experience it. 31.3 percent has answered that almost-always the thought of future frightens them and 19.4 percent said that they also experience it mostly. 40.8 percent are almost-always feel that the previous work is nice when they have to do differently and 11.0 percent are mostly feels like this. 35.8 percent are said that fear of failure makes them postpone their work and 17.5 percent have experienced this mostly. 31.9 percent of them are suffering from past experience always haunts them almost-always whereas 19.4 percent never experience it. Whereas most of the respondents i.e. 45.0 percent are never thinking that they want to succeed at any cost by weeping, by nagging and by running away from home whereas 18.8 percent are mostly thinking like this. 30.6 percent is mostly unable to read due to unnecessary thoughts the moment they open the book, whereas 18.8 percent are never experienced this. 33.3 percent are never supposed to read as though they get tired of listening and reading and 12.3 percent are rarely experienced. 40.4 percent are said that though they study much they turn anxious by the time enter the examination hall and 8.5 percent are said that it is happens to them mostly. 33.5 percent are said that rarely they are anxious about their ranks/marks.

**Table 7: Perception of Sample Respondents Based on Inferiority Complex**

SL. No	Statement	Almost - Always	Mostly	Rarely	Never	Total
1	I bother about the value given to others is not given to me	172 (35.8)	63 (13.1)	144 (30.3)	101 (21.0)	480 (100.0)
2	The thoughts how others feel about me bothers a lot	154 (32.1)	106 (22.1)	134 (27.9)	86 (17.9)	480 (100.0)
3	I am worried about lack of things and comforts which my classmates have	106 (22.1)	93 (19.4)	177 (36.9)	104 (21.7)	480 (100.0)
4	I feel I don't have good friends to open up my mind	146 (30.4)	91 (19.0)	80 (16.7)	163 (34.0)	480 (100.0)
5	I feel that I am not liked by any body	145 (30.2)	158 (32.9)	73 (15.2)	104 (21.7)	480 (100.0)
6	Whether my personality is attractive or not bothers me	58 (12.1)	39 (8.1)	47 (9.8)	336 (70.0)	480 (100.0)
7	I feel that I have none to do combined study	57 (11.9)	119 (24.8)	134 (27.9)	170 (35.4)	480 (100.0)

The above table represents the perception of sample respondents based on an inferiority complex. It is observed that 35.8 percent of respondents are almost-always bother about the value given to others is not given to them and 13.1 percent are mostly experiencing this. 32.1 percent are said that almost-always the thoughts how others feel about them bothers a lot whereas 17.9 percent never experience this. 36.9 percent are rarely worried about lack of things and comforts which their classmates have whereas 19.4 percent are mostly worried. Whereas 34.0 percent are never feeling they don't have good friends to open up their mind and 16.7 percent are rarely experienced this. 32.9 percent are mostly feeling that they are not liked by anybody, whereas 15.2 percent are rarely feel this. more than fifty percent (70.0%) percent are never thinking that whether their personality is attractive or not bothers them, 8.1 percent are mostly experiencing this and 35.4 percent are never feel that they have none to do combined study whereas 11.9 percent are almost-always experience this.

**Table 8: Perception of Sample Respondents Based on Anxiety**

SL. No	Statement	Almost- Always	Mostly	Rarely	Never	Total
1	Unnecessary thoughts make me sleepless	134 (27.9)	102 (21.3)	127 (26.5)	117 (24.4)	480 (100.0)
2	I am afraid when any body's talk is like shouting	166 (34.6)	79 (16.5)	133 (27.7)	102 (21.3)	480 (100.0)
3	Though I walk on the left side of the road I apprehend that something might hit me	159 (33.1)	87 (18.1)	91 (19.0)	143 (29.8)	480 (100.0)
4	Though harmless, I am afraid of some small animals like lizard/cockroach	149 (31.0)	81 (16.9)	112 (23.3)	138 (28.8)	480 (100.0)
5	I am afraid to go into dark places / high places / narrow places	110 (22.9)	55 (11.5)	36 (7.5)	279 (58.1)	480 (100.0)
6	I feel frightened to talk with strangers	100 (20.8)	95 (19.8)	156 (32.5)	129 (26.9)	480 (100.0)
7	I feel nervous when I attend parties or functions	119 (24.8)	117 (24.4)	100 (20.8)	144 (30.0)	480 (100.0)
8	I am worried about the future activity	134 (27.9)	196 (40.8)	87 (18.1)	63 (13.1)	480 (100.0)
9	I worry a lot over petty issues	84 (17.5)	221 (46.0)	86 (17.9)	89 (18.5)	480 (100.0)
10	Even minute changes in the daily affairs cause anxiety	130 (27.1)	85 (17.7)	111 (23.1)	154 (32.1)	480 (100.0)



The above table shows the perception of sample respondents based on anxiety. It is noticed that 27.9 percent of respondents are said that unnecessary thoughts make them sleepless almost-always and 21.3 percent are mostly experiencing this. 34.6 percent are said that almost-always they are afraid when anybody's talk is like shouting whereas 16.5 percent are experiencing this mostly. The percentage of respondents those are almost-always apprehend that something might hit them though they walk on the left side of the road is 33.1 percent and 18.1 percent are mostly thinking like this. 31.0 percent are said that though harmless, they are almost-always afraid of some small animals like lizard/cockroaches and 16.9 percent are mostly experiencing it. 58.1 percent are said that almost-always they are afraid to go into dark places / high places / narrow places, whereas 7.5 percent are mostly be like this. 32.5 percent are rarely feeling frightened to talk with strangers whereas 19.8 are mostly have this feel. 30.0 percent are never feeling nervous when they attend parties or functions, whereas 20.8 percent are rarely feeling nervous, most of respondents i.e. 40.8 percent are mostly worried about the future activity whereas 13.1 percent are never worried about it. Nearly fifty percent (46.0%) percent is mostly worry a lot over petty issues and 17.5 percent are almost-always experience this and 32.1 percent are said that even minute changes in the daily affairs never cause anxiety whereas 17.7 percent are said that anxiety is caused mostly in a minute change.

**Table 9: Perception of Sample Respondents Based on Other Psychological Problems**

SL No	Statement	Almost- Always	Mostly	Rarely	Never	Total
1	I don't express my views thinking that others disagree with them	111 (23.1)	90 (18.8)	163 (34.0)	116 (24.2)	480 (100.0)
2	I feel that the anxiety is entirely felt by me alone	99 (20.6)	148 (30.8)	111 (23.1)	122 (25.4)	480 (100.0)
3	I care more the attractiveness of my dress rather than its comfort	101 (21.0)	52 (10.8)	130 (27.1)	197 (41.0)	480 (100.0)
4	I am troubled with the idea that task on hand is to be left mid way	152 (31.7)	101 (21.0)	114 (23.8)	113 (23.5)	480 (100.0)
5	I can't say 'no' though it is not easy for me	123 (25.6)	89 (18.5)	178 (37.1)	90 (18.8)	480 (100.0)
6	I am unable to plan the way I should read	142 (29.6)	78 (16.3)	110 (22.9)	150 (31.3)	480 (100.0)

The above table represents the perception of sample respondents based on other psychological problems. It is noticed that 34.0 percent are rarely don't express their views thinking that others disagree with them, whereas 18.8 percent are mostly thinking like this. 30.8 percent are mostly feel that the anxiety is entirely felt by me alone and 20.6 percent are almost-always feel like this. more number of respondents i.e. 41.0 percent is never care more the attractiveness of their dress rather than its comfort ,whereas 10.8 percent are mostly care more the attractiveness of their dress. 31.7 percent are almost-always troubled with the idea that task on hand is to be left mid way, whereas 21.0 percent are mostly troubled with it. 37.1 percent are rarely can't say 'no' though it is not easy for them, whereas 18.5 percent are mostly said like this, and 31.3 percent are never be able to plan the way they should read and 16.3 percent are mostly has this problem.

**Table 10: Perceptive Score Difference between Government and Private Management Group of Students on Psychological Health**

Statement	Management	N	Mean	Std. Dev	Std. Error	T-Value	P-Value
Individual	Government	240	26.12	6.02	0.39	3.485**	0.001
	Private	240	27.91	5.21	0.34		
Home related	Government	240	24.50	6.06	0.39	3.240**	0.001
	Private	240	26.39	6.75	0.44		
Class room	Government	240	15.43	3.58	0.23	1.735	0.083
	Private	240	16.03	3.93	0.25		
Sex Related	Government	240	12.82	3.73	0.24	4.349**	0.000
	Private	240	14.21	3.29	0.21		
Fear of failure	Government	240	28.02	5.31	0.34	3.209**	0.001
	Private	240	29.60	5.50	0.36		
Inferiority complex	Government	240	16.33	3.89	0.25	1.957	0.051
	Private	240	17.01	3.71	0.24		
Anxiety	Government	240	24.35	5.32	0.34	2.108*	0.036
	Private	240	25.36	5.16	0.33		
Other Psychological Problems	Government	240	14.73	3.06	0.20	1.254	0.210
	Private	240	14.38	3.20	0.21		

\* Significant @ 5% \*\* Significant @ 1 %

The above table analysis the perceptive score difference between government and private management college students in psychological health parameters. It is found that from in individual psychological health private college students observe more (27.91) than government college students (26.12). With these mean differences, the calculated t-value is 3.485 found significant at the one percent level where the p-value 0.001 is less than 0.01. This shows that private college students observe more individual psychological problems than government college students.

Regarding home related psychological issues, it is noticed that the mean value of government college students (26.39) found higher than private college students (24.50). Hence, the calculated t-value is 3.240 is found significant at the one percent level where the p-value (0.001) is less than 0.01. This infers that the private college students felt more home-related psychological issues than government college students.

In the classroom related psychological problems, it is observed that the mean score value of private college students (16.03) found higher than government college students (15.43). In this distribution of mean values the tested t-value 1.735 found no significant because the p-value 0.083 is higher than 0.05. This specifies that private college students are experiencing more classroom related psychological issues than government college students.

The perceptions of the respondents towards sex related issues infers that the private college students perceived highest mean score value, i.e. 14.21 and the government college students lowest mean score value i.e. 12.82. In this way of mean value distribution the calculated t-value is 4.349 is found significant at the one percent level as the p-value 0.000 shows less than 0.01. This indicates that intermediate students in private colleges have observed more sex related psychological issues than their counterpart government college students.

Regarding the fear of failure, it is observed that the private college students obtained the higher mean score value (29.60) than the government college students (28.02). With these mean value differences the calculated t-value 3.209 is found significant at the one percent level because the p-value 0.001 is less than 0.01. This indicates that the students of private college observed more fear of future psychological problem than government college students.

In the inferiority complex psychological problems, it is observed that the mean score value of private college intermediate students (17.01) found higher than the government college students (16.33). Therefore, the tested t-value 1.957 is not significant because the p-value is 0.051. This infers that there is no significant difference between private and government college intermediate students in their perception towards inferiority complex related problems.

Related to anxiety related psychology issues, it is found that the mean score value of private college students (25.36) found higher than their counterpart government college students (24.35). With this mean value difference the calculated t-value 2.108 is shows significant at the five percent level because the p-value 0.036 is less than 0.05. This indicates that the intermediate students in private colleges found more anxiety related psychological issues than students in government colleges.

Regarding other psychological problems, it is observed that the mean score value of private college students was 17.73 and the government college students was 17.38. With these mean values the calculated t-value 1.254 is not significant because the p-value is 0.210 which is higher than 0.05. This shows that there is no much difference between private college students and government college students in their perception towards other psychological issues.

Hence, the above analysis infers that in the psychological health analysis of intermediate students in government and private colleges it is found that individual, home related, sex related, fear of failure, anxiety are found to be significant and remaining factors i.e. classroom, inferiority complex and other Psychological problems are not found to be significant at any level. It is noticed that all the people from the private are more satisfied in all the factors than the government students.

## **DISCUSSIONS**

The data reveal that among the eight psychological health analysis factors, individual, home related, sex related, fear of failure and anxiety factors, it is found a significant differences between the intermediate students of government and private colleges where private college students observe more psychological health problems than government college students.

## **CONCLUSIONS**

In conclusion, the study has provided evidence that individual, home, classroom, sex, fear of failure, inferiority complex and anxiety related psychological health problems are found more in teenage intermediate students of private management colleges and residential. This may be due to the pressure of corporate management, teaching faculty and parents' pressure. Academic and competitive conditions of corporate colleges have a strong influence on psychological health among teenage intermediate students. These factors have an increased negative impact on children's health compared to others because of their stress-less and pressure-free environment. Ultimately, these findings can be used as guidelines for the prevention of psychological health problems in teenage intermediate students. In addition, the results could justify establishing official investigators to review the college and classroom conditions, and collaborations between the teenagers' education and health organizations about taking steps for amending academic requirements.

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