Internalizing variables (GAD,PTS,EAT,SUI,IPP) and externalizing variables (CND,OPD,SUB,AVP,ADP) of adolescents based on gender: A comparative study

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Abstract
An attempt has been made to investigate the internalizing and externalizing problems on Mizo-population. The main research objectives are to study the correlational analysis of internalizing and externalizing variables of the adolescents; to compare the internalizing variables (i.e., generalized anxiety disorder (GAD),posttraumatic stress syndrome (PTS), depression (Dep), eating disturbance (EAT), suicidal ideation (SUI), self concept (SCP) and Interpersonal problems (IPP) of boys and girls; to compare the externalizing variables (i.e., Conduct disorder,(CND), oppositional defiant disorder (OPD), substance abuse (SUB), Anger/violence proneness (AVP), and academic problems (ADP) of boys and girls and Mean bar diagram comparison for boys and girls on whole variables included in the present study. The randomly selected 82 participants (N=82 i.e..50 male n 32 female) age ranging from 16-18 yrs for the present study. All the selected samples were administered APS-SF test individually. The data was drawn from the different school residing in Alzawl area. The results were analysed with the help of Mean, correlational analysis, t-test and bar diagram of the Boys and Girls included in the present study. Result indicates that correlational analysis based on intercorrelation between measures of internalizing and externalizing variables range from .15 to .71. Out of the 66 intercorrelations 58 correlations were significant at or above .05 level of significance. The correlation coefficients of .15 and .20 are significant at .05 and .01 level of significance respectively. The mean differences between the boys and girls on internaling variables like GAD,PTS,DEP,SUI,IPP are found statistically insignificant but EAT and SCP are found statistically significant in the present study. On the externalizing variables like OPD,AVP,ADP are found statistically insignificant between boys and girls but CND and SUB are found statistically significant. The investigators have in-cooperated mean bar diagram comparisons between the Male and Female on the domain of personality traits, ASIQ variable and Depression.

Keywords: Generalized anxiety disorder (GAD); Depression (DEP), Eating disturbance (EAT), SCP (self concept), Conduct disorder (CND), Substance Abuse (SUB).

The Term adolescence comes from the Latin word adolescere, meaning “to grow” or “to grow to maturity.” The term adolescence includes mental, emotional, and social maturity as well as physical maturity. This point of view has been expressed by Piaget (121) when he said: Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights….this integration into adults society has many affective aspects…..more or less linked with puberty…..it also includes very profound intellectual changes….these intellectual transformation typical of the adolescent’s thinking enable him not only to achieve his integration into the social relationships of adults, which is, in fact, the most general characteristic of this period of development. Early adolescence is usually referred to as the “teens”, sometimes even the “terrible teens”. Although older adolescents are, strictly speaking, “teenagers” until they reach twenty years of age, the label teenager, which has become popularly associated with the characteristic pattern of behaviour of young adolescents, is rarely applied to older adolescents. Instead, they are usually referred to “young men” and “young women”---or even “youths”---indicating that society recognizes a maturity of behaviour not found during the early years of adolescent.

THE PLACE OF ADOLESCENCE IN THE LIFE SPAN:
• The adolescence years; Characteristics of Adolescence; Developmental Tasks of Adolescence; Physical changes during Adolescence; Emotionality during Adolescence; Social changes during Adolescence; Some adolescent interests; Changes in morality during adolescence; Sex
interests and sex Behaviour during Adolescence; Approved sex roles during Adolescence; Family relationships during Adolescence; Personality changes during Adolescence; Hazards of Adolescence; Happiness in Adolescence.

CHARACTERISTIC OF ADOLESCENCE:
- Adolescence is an important period; Adolescence is a Transitional period; Adolescence is a period of change; Adolescence is a problem Age; Adolescence is a time of search for identity; Adolescence is a dreaded age; Adolescence is a time of Unrealism; Adolescence is the threshold of Adulthood.

DEVELOPMENT TASKS OF ADOLESCENCE:
- Physical Changes during adolescence: Important external and bodily changes that take place during adolescence and the ages at which these changes normally occur; External Changes: Height; Weight; Body proportions; Sex organs; Secondary sex characteristics;
- Internal Changes: Digestive system; Circulatory system; Respiratory system; Endocrine system; Body tissue.
- Emotionality during adolescence:
  Traditionally, adolescence has been thought of as a period of “storm and stress”—a time of heightened emotional tension resulting from the physical and glandular changes that are taking place.
  Not all adolescents, by any means, go through a period of exaggerated storm and stress. Most of them do experience emotional instability from time to time, which is a logical consequence of the necessity of making adjustments to new patterns of behaviour and to new social expectations.
  For example, problems related to romance are very real at this time. While romance is moving along smoothly, adolescents are happy, but they become despondent when things begin to go wrong. Similarly, with the end of their schooling in sight, adolescents begin to worry about their future.

Emotional patterns in Adolescence:
- The emotional patterns of adolescence, while similar to those of childhood, differ in the stimuli that give rise to the emotions and, even more important, in the degree of control the individual exercise over the expression of their emotions.
- Instead of temper tantrums, however, adolescents express their anger by sulking, refusing to speak, or loudly criticizing those who angered them. Adolescents also become envious of those with more material possessions.
- (common emotions: Anger, fear, jealousy, curiosity, envy, joy, grief, and affection).

Emotional Maturity:
- To achieve emotional maturity, adolescents must learn to get a perspective on situations which otherwise would lead to emotional reactions. They can do this best by discussing their problems with others. Their willingness to disclose their attitudes, feelings, and personal problems is influenced partly by how secure they feel in their social relationships, partly by how much they like the “target person” (the person to whom they are willing to make the disclosure), and by how much the target person is willing to disclose to them.
- If adolescents are to achieve emotional maturity, they must learn to use “emotional Catharsis” to clear their systems of pent-up emotional energy. This they can do by strenuous physical exercise, in play or work, by laughing or by crying.

Social changes during adolescence:
- One of the most difficult developmental tasks of adolescence relates to social adjustments. These adjustments must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and social environments.
- To achieve the goal of adult patterns of socialization, the adolescent must make many new adjustments, the most important—and, in many respects, the most difficult—of which are those to the increased influence of the peer group, changes in social behaviour, new social groupings, new values in friendship selection, new values in social acceptance and rejection, and new values in the selection of leaders.
– Increased peer-group influence;
– Changes in social behaviour;
– New social groupings; (i.e., Close friends, cliques, crowds, organized groups, gangs)
– New values in selection of friends;
– New values in social acceptance;
– New values in selection of leaders;

Social Adolescent Interests:
– Recreational interests like games and sports, relaxing, travelling, hobbies, dancing, reading, movies, radio and records, television, daydreaming.
– Social interests like parties, drinking, drugs, conversations, helping others, world affairs, criticism and reform.
– Personal Interests like interest in appearance, interest in clothes, interest in achievements, interest in independence, interest in money.
– Educational interests

Changes in Morality during adolescence:
• Mitchell has listed the five fundamental changes in morality adolescents as follows:
  • The individual’s moral outlook becomes progressively more abstract and less concrete;
  • Moral convictions become more concerned with what is rigid and less concerned with what is wrong. Justice emerges as a dominant moral force.
  • Moral judgment becomes increasingly cognitive. This encourages the adolescent to analyze social and personal codes more vigorously than during childhood and to decide on moral issues.
  • Moral judgment become less egocentric;
  • Moral judgement becomes psychologically expensive in the sense that it takes an emotional toll and creates psychological tension.
• By adolescence, boys and girls have reached what Piaget has called the stage of formal operations in cognitive ability. They are now capable of considering all possible ways of solving a particular problem and can reason on the basis of hypotheses or propositions.
• According to Kohlberg, the third level of moral development, post-conventional morality, should be reached during adolescence. This is the level of self-accepted principles, and it consists of two stages. In the first stage, the individual believes that there should be flexibility in moral beliefs to make it possible to modify and changes moral standards if this will be advantageous to group members as a whole. In the second stage, individuals conform to both social standards and to internalized ideals to avoid self-condemnation rather than to avoid social censure. In this stage, morality is based on respect for others rather than on personal desires.
• Even with the best foundations, the three major tasks in achieving adult morality—replacing specific concepts with general moral concepts, formulating these newly developed concepts into a moral code as a guideline for behaviour, and assuming control over one’s own behaviour—are difficult for many adolescents.
• Some fail to make the shift to adult morality during adolescence and must finish this task in early adulthood. Others not only fail to make the shift but they build a moral code on socially unacceptable moral concepts.
• (Changes in moral concepts, building moral code, inner control of behaviour).

Sex interests and sex behaviour during adolescence:
– Development of Heterosexuality;
  • New patterns of heterosexuality;
  • New attitude toward sexual behaviour;
– (Common reasons for dating during adolescence: recreation, socialization, status, courtship, male secretion).
  • Approved sex roles during adolescence
  • Effects of sex-role typing on adolescents:
Feelings of Masculine superiority (sex bias, under-achievement, fear of success)

Family Relationships during adolescence:
  - Common causes of family friction during adolescence:
  - Standard of behaviour, methods of discipline, relationships with siblings, feeling victimized, hypercritical attitudes, family size, immature behaviour, rebellion against relatives, latchkey problems.
    - Improvements in family relationships
    - Sex differences in family relationships

Personality changes during adolescence:
  - By early adolescence, both boys and girls are well aware of their good and bad traits, and they appraise these in terms of similar traits in their friends. They are also well aware of the role personality plays in social relationships and thus are strongly motivated to improve their personalities---by reading books or articles on the subject, for example---in the hope of increasing their social acceptance.
    - Older adolescents are also aware of what constitutes a “pleasing personality”:

Hazards of adolescence:
  - Physical hazards (morality, suicide, physical defects, clumsiness and awkwardness, sex-inappropriate body build);
  - Psychological hazards: the major psychological hazards of adolescence center around the failure to make the psychological transitions to maturity that constitute the important developmental task of adolescence. In most cases adolescent fail to make these transitions not because they want to remain immature but because they encounter obstacles in their attempts to achieve mature patterns of behaviour.
    - Common obstacles to making transition to maturity (poor foundation, late maturing, prolonged treatment as children, role change, proplonged dependency).
      - Social behaviour; Sexual behaviour; Moral behaviour; Family relationships; Effects of immaturity

Common danger signals of Adolescent Maladjustment:
  - Irresponsibility as shown in neglect of studies, for example, in favour of having a good time and winning social approval; An overly aggressive, cocksure attitude; Feelings of insecurity, which cause the adolescent to conform to group standards in a slavishly conventional manner; Homesickness when away from familiar surroundings; Feelings of martyrdom; Excessive daydreaming to compensate for the lack of satisfaction the adolescent derives from daily life; Regression to earlier levels of behaviour in am attempt to win favour and recognition; Use of defense mechanisms such as rationalization, projection, fantasizing and displacement.

Why study the adolescent?
  - We might study adolescence because it is a crucial period in the life span. As expressed by Eisenberg (1965), adolescence as a distinct developmental stage is critical in terms of its impact on a changing society as well as the effect it has on the development of the individual. The adolescent period: The term “adolescence” is used to denote a period during which the growing persons makes the transition from childhood to adulthood. Adolescence may be viewed as beginning roughly when young people begin to show signs of puberty and continuing until most of them are sexually mature, have reached their maximum growth in height, and have approximately reached their full mental growth as measured by intelligence tests.
Objectives of the present study:
1. To study the correlational analysis of internalizing and externalizing variables of the adolescents.
2. To compare the internalizing variables (i.e., generalized anxiety disorder (GAD), posttraumatic stress syndrome (PTS), depression (Dep), eating disturbance (EAT), suicidal ideation (SUI), self concept (SCP) and Interpersonal problems (IPP) of boys and girls.
3. To compare the externalizing variables (i.e., Conduct disorder, (CND), oppositional defiant disorder (OPD), substance abuse (SUB), Anger/violence proneness (AVP), and academic problems (ADP) of boys and girls.
4. Mean bar diagram comparison for boys and girls on whole variables included in the present study.

METHODOLOGY (METHODS AND PROCEDURES):
The sample (N=82, i.e., 50 boys n 32 girls) for the present study was drawn from the different schools residing in Mizoram. The selected participants were administered tests of APS-SF. The Adolescent psychopathology scale-short form (APS-SF) was derived from the standard form adolescent psychopathology scale APS; Reynolds,1998a,1998b,1998c). The APS-SF consists f 12 clinical scales and 2 validity scales.

Procedure: The selected samples for the present study from different parts of the schools residing in Mizoram and are administered APS-SF in individual setting.
Scoring of Test: computer scoring was done by according to the manual prescribed over there.

Statistical Analysis: Data can be analyzed quantitatively. The obtained data were processed to obtain the following information:
1. Mean and standard deviation of the boys and girls of all variables included in the study;
2. Pearson’s intercorrelational analysis among all the variables included in the present study;
3. T-test for the comparisons of the boys and girls included in the study;
4. Mean Bar diagram for the boys and girls among all the variables included in the present study.

RESULT:
The results of the present study is as follows:

<table>
<thead>
<tr>
<th>Cnd</th>
<th>opd</th>
<th>Sub</th>
<th>avp</th>
<th>adp</th>
<th>gad</th>
<th>pts</th>
<th>dep</th>
<th>eat</th>
<th>sui</th>
<th>scp</th>
<th>ipp</th>
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<tbody>
<tr>
<td>Cnd</td>
<td>-.51** .65** .59** .41** .13.19*.16*.21*.32*.03 .35**</td>
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<tr>
<td>Opd</td>
<td>-.39** .71** .61** .42** .44** .40** .28** .41** .07 .44**</td>
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<tr>
<td>Sub</td>
<td>.30** .46** .12 .15*.11 .17*.29*.02 .17*</td>
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<td>Avp</td>
<td>.58** .39** .51** .48** .28** .51** .11 .59**</td>
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<td>Adp</td>
<td>.50** .50** .41** .29** .34** .06 .44**</td>
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<td>Gad</td>
<td>-.60** .63** .32** .35** .31** .55**</td>
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<td>Pts</td>
<td>-.55** .28** .42** .33** .68**</td>
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<tr>
<td>Dep</td>
<td>-.38** .51** .50** .56**</td>
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<td>Eat</td>
<td>-.49** .36** .49**</td>
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<td>Sui</td>
<td>-.48** .61**</td>
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<td>Sclp</td>
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<td>Ipp</td>
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</table>

Significance level=.15 at .05 level and .20=.01 level.

TABLE-1
Table showing Mean, standard deviation-test of male and female on internalizing factors i.e. GAD,PTS,DEP,EAT,SUL,SCP and IPP.

<table>
<thead>
<tr>
<th>Variables</th>
<th>sex</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-test</th>
<th>significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAD</td>
<td>Boys</td>
<td>50</td>
<td>9.40</td>
<td>2.71</td>
<td>-.92</td>
<td>NS</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>10.00</td>
<td>3.11</td>
<td></td>
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</tr>
<tr>
<td>PTS</td>
<td>Boys</td>
<td>50</td>
<td>7.96</td>
<td>3.03</td>
<td>-1.33</td>
<td>NS</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>8.84</td>
<td>2.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Table showing Mean, S.D. and t-test of male and female on externalizing variables, i.e., CND, OPD, SUB, AVP, ADP.

<table>
<thead>
<tr>
<th>Variables</th>
<th>sex</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-test</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CND</td>
<td>Boys</td>
<td>50</td>
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<td>3.26</td>
<td>2.36</td>
<td>SN</td>
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<td></td>
<td>Girls</td>
<td>32</td>
<td>2.62</td>
<td>2.44</td>
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<tr>
<td>OPD</td>
<td>Boys</td>
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<td>7.72</td>
<td>2.69</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>7.40</td>
<td>2.36</td>
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<tr>
<td>SUB</td>
<td>Boys</td>
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<td>3.34</td>
<td>5.49</td>
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<td>SN</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>1.12</td>
<td>3.12</td>
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<tr>
<td>AVP</td>
<td>Boys</td>
<td>50</td>
<td>8.06</td>
<td>3.93</td>
<td>1.38</td>
<td>NS</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>6.87</td>
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<tr>
<td>ADP</td>
<td>Boys</td>
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<td>7.98</td>
<td>2.78</td>
<td>1.09</td>
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<tr>
<td></td>
<td>Girls</td>
<td>32</td>
<td>7.25</td>
<td>3.20</td>
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</table>

Significance level: .01=**; .05=*  

Discussion: Table 1 shows correlational analysis based on intercorrelation of internalizing and externalizing variables for all gender. The correlation coefficients of .15 and .20 are significant at .05 and .01 levels of significance respectively. Out of the 66 intercorrelations 58 correlations were significant at or above .05 level of significance. CND (conduct disorder) variable has a positive correlation with OPD (oppositional defiant disorder) (.51<.01); SUB (substance abuse) (.65<.01), AVP (anger/violence proneness) (.59<.01), ADP (academic problems) (.41<.01), DEP (depression) (.16<.05), EAT (eating disturbance) (.21<.01), SUI (suicide) (.32<.01), IPP (interpersonal problems) (.35<.01) respectively. OPD variable has positive significant correlation with SUB (.39<.01), AVP (.71<.01), ADP (.61<.01), GAD (.42<.01), PTS (.40<.01), EAT (.28<.01), SUI (.41<.01) and IPP (.44<.01) respectively. SUB variable has positive significant correlation with AVP (.30<.01), ADP (.46<.01), PTS (.15<.05), EAT (.17<.05), SUI (.29<.01) and IPP (.17<.05) respectively. AVP variable has positive significant correlation with ADP (.58<.01), GAD (.39<.01), PTS (.51<.01), DEP (.48<.01), EAT (.28<.01), SUI (.51<.01) and IPP (.59<.01) respectively. ADP variable has positive significant correlations with GAD (.50<.01), PTS (.50<.01), EAT (.41<.01), SUI (.34<.01) and IPP (.44<.01) respectively. GAD has positive significant correlations with PTS (.60<.01), DEP (.63<.01), EAT (.32<.01), SUI (.35<.01), SCP (.31<.01) and IPP (.55<.01) respectively. PTS has positive significant correlations with DEP (.55<.01), EAT (.28<.01), SUI (.42<.01), SCP (.33<.01) and IPP (.68<.01) respectively. DEP has positive significant correlations with EAT (.38<.01), SUI (.51<.01), SCP (.50<.01) and IPP (.56<.01) respectively. EAT has positive significant correlations with SUI (.49<.01), SCP (.36<.01) and IPP (.49<.01) respectively. SUI has positive correlations with SCP (.48<.01) and IPP (.61<.01) respectively. SCP has positive significant correlation with IPP (.50<.01). Table 2 shows mean, standard deviation and t test of internalizing variables for both boys.
and girls. The mean value of the GAD (generalized anxiety disorder) for boys and girls were found 9.40 and 10.00 respectively. The mean difference between these two means (t=-.92) was found statistically insignificant. The mean value of PTS (posttraumatic stress disorder) and DEP (depression for boys and girls were found 7.96,8.84; 8.72,10.40 respectively. The mean difference between these two means for PTS (=1.33) was found statistically insignificant. The mean difference between these two means for DEP (t=-1.76) was found statistically insignificant. The mean value of the EAT (eating disturbance) for boys and girls were found 3.60 and 5.50 respectively. The mean difference between these two means (t=-2.94) was found significant at .05 level. The mean value of the SUI (suicide) for boys and girls were found 2.44 and 2.28 respectively. The mean difference between these two means (t=.340) was found statistically insignificant. The mean value of the SCP (self concept) for boys and girls were found 7.80 and 9.18 respectively. The mean difference between these two means (t=-2.31) was found significant at .05 level. The mean value of the IPP (interpersonal problems) for boys and girls were found 8.22 and 9.06 respectively. The mean difference between these two means (t=-1.06) was found statistically insignificant.

Table 3 shows mean, standard deviation and t test of the externalizing variables for boys and girls. The mean value of the CND (conduct disorder) for boys and girls were found 4.22 and 2.62 respectively. The mean difference between these two means (t=2.36) was found significant at .05 level. The mean value of the OPD (oppositional defiant disorder) for boys and girls were found 7.72 and 7.40 respectively. The mean difference between these two means (t=.53) was found statistically insignificant. The mean value of substance abuse (SUB) for boys and girls were found 3.34 and 1.12 respectively. The mean difference between these two means (t=2.07) was found significant. The mean value of AVP (anger/violence proneness) for boys and girls were found 8.06 and 6.87 respectively. The mean difference between these two means (t=1.38) was found statistically insignificant. The mean value of ADP (academic problems) for boys and girls were found 7.98 and 7.25 respectively. The mean difference between these two means (t=1.09) was found statistically insignificant. In the present study the investigator in cooperated mean comparison bar diagram for boys and girls for all the variables that can be seen in the result section.

References:


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