A STUDY OF MENTAL STRESS, DEPRESSION AND SUICIDAL TENDENCY AMONG EDUCATED UN-EMPLOYED MALE AND FEMALE YOUTH

A
Thesis

SUBMITTED TO
KADI SARVA VISHWAVIDYALAYA

FOR THE DEGREE
OF
DOCTOR OF PHILOSOPHY
IN
PSYCHOLOGY
BY
REKHA K. VANZARA
UNDER THE SUPERVISION OF

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SMT. M.M. SHAH MAHILA ARTS COLLEGE, KADI

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SYNOPSIS OF PH.D THESIS ENTITLES

A STUDY OF MENTAL STRESS, DEPRESSION AND SUICIDAL TENDENCY AMONG EDUCATED UN-EMPLOYED MALE AND FEMALE YOUTH

SUBMITTED TO : KADI SARVA VISHWAVIDYALAYA,
GANDHINAGAR, GUJARAT, INDIA

FACULTY : ARTS

SUBJECT : PSYCHOLOGY

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RESEARCH GUIDE : DR. BHANUBHAI D. DHILA

REGISTRATION NO. : 12L0438

DATE OF REGISTRATION : 07-09-2012

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(REKHA K. VANZARA)
A study of Mental Stress, Depression and Suicidal Tendency among Educated Un-employed Male and Female Youth

INTRODUCTION:

Modern human life, particularly in urban and semi-urban areas of India, is becoming full of challenges arising from various sources. Even an average person has become ambitious. He tends to set up high level goals for himself. But he/she seems to lack ability to develop attitudes and skills which would help him to overcome disappointment and frustration when he fails to achieve these goals.

In the school, his friends and co-students expect from him or challenge him to score very high marks in examination. At the higher educational level, his friends and family members expect him to get marks high enough to admission in attractive professional courses.

Even after completing his high level study, he faces a number of challenges in the job market. He may get marks which enable him to get only a very moderate or modest level of job. He may get marks which enable him to get only a very moderate or modest level of job. He may even fail to get a job in his own field of study, and so, may have to work in a job in a totally unrelated area.

At this juncture, if his friends and fails support and encourage him, he may feel relieved. But in many cases, his friends and family members begin to criticize him. This tends to arouse depression and stress may gradually decrease in some cases. But in many cases, such stress and depression go on increasing. It may lead to many undesirable negative thoughts in his subconscious or unconscious mind. He may get too emotional and sentimental and may start underrating himself, or
may become angry when facing even normal difficulties. He becomes rash and stars acting on the spur of moment.

- **MEANING OF STRESS**

  Stress is the pressure people feel while at work and in private life. Stress at work is inevitable because of the thought process required in job performance. Private life is full of anxieties and personal pressures. But stress becomes very stressful when it is seriously realized by mind and heart. Then, it becomes painful and creates many physical and psychological problems which are reflected in day to day life of organisational performances. It causes adverse strain on emotion; thought process and action. Stressful body becomes burdensome to the employee. He becomes useless for the organisation. Such types of people develop chronic diseases of blood pressure, heart attacks, perplexities. They are always restless and become angry on slightest pressure of work. When they develop sleeplessness and become worrisome, their working capacities are reduced significantly. Finding themselves away from the mainstream, they start using alcohol. They become drug addicts, which makes them more weak and actionless during a long course of time.

- **DEPRESSION:**

  The statistics are staggering. An estimated 10 million people in the United States suffer from clinical depression each year (Comer, 1992). An estimated 15 percent of American adults will experience depression at some point in their lives (Comer, 1992). In 1980 depression was estimated to have cost Americans $2.1 billion in therapies and care costs, and another $14 billion in lost productivity (Schwartz & Schwartz, 1993).

  Depression can be a lonely illness for those who suffer from it. At times it can be frustrating for friends and relatives of depressives. Depression can last as
short a period of time as two weeks, or it can last many years. But it can be treated effectively to cure most and help others to get back on their feet again.

In the following pages, I will describe what depression is, the various explanations given for the existence of depression and the various therapies associated with them.

- **SUICIDE AND SUICIDAL TENDENCY:**

  Suicide is intentional self-inflicted death. Edwin Schneidman defined Suicide as “the conscious act of self-induced annihilation, best understood as a multidimensional malaise in a needful individual who defines an issue for which the act is perceived as the best solution.” Suicide is not a random or pointless act. On the contrary, it is a way out of a problem or a crisis that is invariably causing intense suffering. Suicide is associated with thwarted or unfulfilled needs, feelings of hopelessness and helplessness, ambivalent conflicts between survival and unbreakable stress, a narrowing of perceived options, and need for escape; the suicidal persons sends out signals of distress.

  Suicidal tendencies is the propensity for a person to have suicidal ideation or to make suicide attempts. Suicidal thoughts, also known as suicidal ideation are thoughts about how to kill oneself, which can range from a detailed plan to a fleeting consideration and does not include the final act of killing oneself. The majority of people who experience suicidal ideation do not carry it through.

  Wanberg and Marchese (1994) found know gender difference in the activities levels of unemployed men and women, with equal numbers of men and women reporting high, moderated and low levels of time structures. These levels of activities where again associated with mental and physical wellbeing, and the
degree of stress experience by each group was directly linked to the degree of time structure they maintained.

However, Peterson and Seligman (1987) suggest that there are some situations where an external orientation may be more beneficial. Individuals who explain the occurrence of negative events, such as unemployment, in terms of external, unstable and specific causes are less likely to suffer psychological distress than those making internal, stable and global attributions.

Jick and Mitz (1985) suggest that women experience psychological stress (e.g. depression, emotional discomfort) more frequently than men, whereas men experience physiological stress (e.g. coronary heart disease) more frequently than women. However, recent large-scale research has indicated that this latter belief is unfounded, and the evidence suggests that the links between stress and heart disease are now major concerns for both men and women (Elliott, 1995).

King (1997) suggests that each suicidal adolescent has a unique life story and, thus there are no predictive equations with definite decision-making rules for determining whether a suicidal behaviour will occur or not. Stressful life events are associated with attempted and completed suicide in adolescence (King, 1997). For example, parent-adolescent arguments as well as difficulties with romantic relationships are common precipitants of suicidal behaviour among adolescents. Poor development of coping strategies in childhood may well carry into later years, contributing to legal and disciplinary problems.

Seeley (1982) points out that stressful adolescent life events especially predictive of future suicide attempts are arguments or fights, a relative or friend with alcohol or drug abuse problems, a relative or friend who tried to commit suicide, and the adolescent moving away from or leaving home. Security and
comfort in interpersonal relationships seems to be particularly critical. However, stressful life events may function as proximal risk factors.

**OBJECTIVES OF THE STUDY:**
The major objectives of the present research were as under

1. To compare male educated unemployed and female educated unemployed youth with regard to stress.
2. To compare urban educated unemployed and rural educated unemployed youth with regard to stress.
3. To compare educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regard to stress.
4. To study interaction effect between gender and area of residence of educated unemployed youth with regards to stress.
5. To study interaction effect between gender and category of educated unemployed youth with regards to stress.
6. To study interaction effect between area of residence and category of educated unemployed youth with regards to stress.
7. To study interaction effect among gender, area of residence and category of educated unemployed youth with regards to stress.
8. To compare male educated unemployed and female educated unemployed youth with regard to depression.
9. To compare urban educated unemployed and rural educated unemployed youth with regard to depression.
10. To compare educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regard to depression.
11. To study interaction effect between gender and area of residence of educated unemployed youth with regards to depression.
12. To study interaction effect between gender and category of educated unemployed youth with regards to depression.
13. To study interaction effect between area of residence and category of educated unemployed youth with regards to depression.
14. To study interaction effect between gender, area of residence and category of educated unemployed youth with regards to depression.
15. To compare male educated unemployed and female educated unemployed youth with regard to suicidal tendency.
16. To compare urban educated unemployed and rural educated unemployed youth with regard to suicidal tendency.
17. To compare educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regard to suicidal tendency.
18. To study interaction effect between gender and area of residence of educated unemployed youth with regards to suicidal tendency.
19. To study interaction effect between gender and category of educated unemployed youth with regards to suicidal tendency.
20. To study interaction effect between area of residence and category of educated unemployed youth with regards to suicidal tendency.
21. To study interaction effect between gender, area of residence and category of educated unemployed youth with regards to suicidal tendency.
22. To find out correlation between stress and Depression, Stress and suicidal tendency as well as Depression and suicidal tendency of groups of youth.
HYPOTHESES:

The major hypotheses of the present research were as under

1. There will be no significant deference between male educated unemployed and female educated unemployed youth with regard to stress.
2. There will be no significant deference between urban educated unemployed and rural educated unemployed youth with regard to stress.
3. There will be no significant deference among educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regards to stress.
4. There will be no significant interaction effect between gender and area of residence of educated unemployed youth with regards to stress.
5. There will be no significant interaction effect between gender and category of educated unemployed youth with regards to stress.
6. There will be no significant interaction effect between area of residence and category of educated unemployed youth with regards to stress.
7. There will be no significant interaction effect between gender, area of residence and category of educated unemployed youth with regards to stress.
8. There will be no significant deference between male educated unemployed and female educated unemployed youth with regard to depression.
9. There will be no significant deference between urban educated unemployed and rural educated unemployed youth with regard to depression.
10. There will be no significant deference among educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regard to depression.
11. There will be no significant interaction effect between gender and area of residence of educated unemployed youth with regards to depression.
12. There will be no significant interaction effect between gender and category of educated unemployed youth with regards to depression.
13. There will be no significant interaction effect between area of residence and category of educated unemployed youth with regards to depression.
14. There will be no significant interaction effect between gender, area of residence and category of educated unemployed youth with regards to depression.
15. There will be no significant deference between male educated unemployed and female educated unemployed youth with regard to suicidal tendency.
16. There will be no significant deference between urban educated unemployed and rural educated unemployed youth with regard to suicidal tendency.
17. There will be no significant deference among educated unemployed youth of Open, OBC, Schedule Cast and Schedule Tribe category with regard to suicidal tendency.
18. There will be no significant interaction effect between gender and area of residence of educated unemployed youth with regards to suicidal tendency.
19. There will be no significant interaction effect between gender and category of educated unemployed youth with regards to suicidal tendency.
20. There will be no significant interaction effect between area of residence and category of educated unemployed youth with regards to suicidal tendency.
21. There will be no significant interaction effect between gender, area of residence and category of educated unemployed youth with regards to suicidal tendency.
22. There will be no significant correlation between stress and Depression, Stress and suicidal tendency as well as Depression and suicidal tendency of groups of youth.
SAMPLE AND SAMPLING DESIGN:

Sample of the present research was selected randomly from the various areas of Ahmadabad and Gandhinagar city of Gujarat state. The age range of the sample was 21 to 35 years. Total sample was categorized as under.

<table>
<thead>
<tr>
<th>Category</th>
<th>Educated Unemployed-Male (A1)</th>
<th>Educated Unemployed-Female (A2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban (B1)</td>
<td>Rural (B2)</td>
<td>Urban(B1)</td>
</tr>
<tr>
<td>OPEN(C1)</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>OBC(C2)</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>SC (C3)</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>ST (C4)</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Research Design:

To find out main as well inter effect among the independent variables the 2x2x4 factorial design as mentioned below was used.

<table>
<thead>
<tr>
<th>Category</th>
<th>Educated Unemployed-Male (A1)</th>
<th>Educated Unemployed-Female (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban (B1)</td>
<td>Rural (B2)</td>
</tr>
<tr>
<td>OPEN(C1)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>OBC(C2)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>SC (C3)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>ST (C4)</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
VARIABLES:

The following variables were studied in present research work.

<table>
<thead>
<tr>
<th>Name of Variable</th>
<th>Nature of Variable</th>
<th>Number of Variable</th>
<th>Level of Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Independent Variable</td>
<td>2</td>
<td>Male, Female</td>
</tr>
<tr>
<td>Area of Residence</td>
<td>Independent Variable</td>
<td>2</td>
<td>Urban, Rural</td>
</tr>
<tr>
<td>Category</td>
<td>Independent Variable</td>
<td>4</td>
<td>OPEN, OBC, SC, ST</td>
</tr>
<tr>
<td>Mental Stress</td>
<td>Dependent Variable</td>
<td>1</td>
<td>Scores of Mental Stress</td>
</tr>
<tr>
<td>Depression</td>
<td>Dependent Variable</td>
<td>1</td>
<td>Scores of Depression</td>
</tr>
<tr>
<td>Suicidal Tendency</td>
<td>Dependent Variable</td>
<td>1</td>
<td>Scores of Suicidal Tendency</td>
</tr>
</tbody>
</table>
TOOLS:

In present research following tools were used for data collection.

1. Educated Unemployed Youth Stress Scale by Dr. D.J. Bhatt and R. K. Jarsaniya
2. Back Depression Inventory (BDI) by Aaron Temkin Beck
3. Suicidal Tendency Scale by Dr. D.J. Bhatt and Rasik Meghnathi.

The descriptions of each scale in detail are as under:

**1. Educated Unemployed Youth Stress Scale (EUEYSS) by Dr. D.J. Bhatt and R. K. Jarsaniya**

- The Area Covered in the Scale:
The present scale include five important areas which are relatively more prominent and found common in the literature. They are as follows:
  1. Physical factor (A)
  2. Mental factor (B)
  3. Social factor (C)
  4. Economical factor (D)
  5. Incidental factor (E)

- Applicability of the Scale:
The scale was to be designed to use with the normal youths from 21 years old to 29 years old and male or female person. Therefore, it was prepared in regional language namely Gujarati Language for the Gujarati speaking population.

- Types and number of items:
The nature of stress is the multifaceted. The stress response (arousal) involves virtually every set of organs and tissues in your body.

  Thoughts and feelings are clearly intertwined with these physiological
Processes. Anxiety and depression, for example, are not only feelings but also inseparable mental-physiological stages. Body influences mind, and mind influences body. Behaviour often is an outward expression of stress – for example, short-temperedness, fast talking, accidents, and harried movement. All these aspects are the characteristics of educated unemployed youths. With this line of thought, it was decided to develop a Likert type -3- point scale with response alternates: Always, sometimes, and Hardly. It was also decided to have more or 60 items i.e. the twelve for each stress factor also.

- **Method of Combining Dimensions:**
  
  Again, it was also decided to use simple summation method for combining different dimensions of educated unemployed youths stress.

  Thus, this tool gives two types of scores. One is each factor wise and secondly total stress score which is considered hare as the stress score of the subjects.

- **Selection of the items:**
  
  The items were constructed by reviewing existing literature and general attitude of people (including educated unemployed youths) towards unemployment. Item selection followed a three step procedure. In the first step, the initial pool of 60 items was selected on the basis of pilot survey of educated unemployed youths. In the second step, these items are given to subject experts for their comments and suggestions and 7 items were deleted and final version remained with 53 items. On the third step, empirical item analyses were performed to check the psychometric properties items analyses were performed with 53 items. On the third step, empirical item analyses were performed to check the psychometric properties of these 53 items. Instructions for administration and scoring procedure were finalized. The scale, being a self administering instrument, was administered to 150 educated unemployed youths with a view to check the usefulness of the items
in terms of their content areas and also in selecting the items which are of diagnostic value.

- **Item Analysis:**

  Item – total correlation is one of the techniques to measure the validity of the items. The criterion for selecting the item on the basis of item-total correlation was set at 0.30 an item-total correlation >0.25 was established as acceptable and one item whose item-total correlation was less than 0.25 was deleted. Item analysis of the 53 items using Karl Pearson correlation procedure yielded 40 items with significant coefficient of correlation ranging from 0.25 to 0.61. All the r-values were highly significant at 0.01 level. Therefore, in the final version 40 items were retained and other 13 items were deleted. Mostly items of the scale were positively with negative meaning whereas the items No. 15 and 17 were positively worded. All these items were scored “3, 2 and 1” depending on the direction of the items. The sum of these values indicates the stress score. The total score varied from 40 to 120 showing lowest stress score to highest stress score for the subject; similarly, it shows factor-wise score also.

**Administration of EUEYSS):**

The EUEYSS is a self administering instrument. The respondents are requested to read the instruction carefully and ask the tester if there is any difficulty in understanding the instruction. It is emphasized that no item should be imported and there is nothing “RIGHT” or “WRONG” about these items. It is also assured that responses will be kept strictly confidential and will be used only for research will be used only research purpose. There is no time limit for the EUEYSS. However, it takes about fifteen minutes to complete it.
Response Mode:
Three response categories are provided for each item: ALWAYS, SOMETTIMES and HARDLY. The subjects are requested to tick marked your correct answer for all the items.

Scoring Technique:
The scoring technique is based on the Likert-type scale. All these items were scored “3, 2, and 1” depending on the direction of the statement. The sum of these values shows the stress score. The total score varied from 08 to 242 showing lowest stress score to highest stress for each factor of the subject. A high score on the factor of stress scale shows extremely high stressful position while low score suggests extremely low stressful situation.

NORMATIVE SAMPLE:
For the purpose of standardization the EUEYSS was given to a group of 960 male and female youths. The stratified random sampling technique was applies to choose the sample from the population. The said stratified random sample was taken from two Districts (Rajkot and Junagadh) of Saurashtra region including both areas rural and urban. The age of the subject ranged from 21 to 29 years. The average number of the respondents generally belonged to middle socio-economic status. As whole, all the subjects are educated but they are unemployed male and female youths. Their education level was Graduate (B.A.), B.Ed. and Post-graduate (M.A.) or both at the item of data collection.

Result And Interpretation:
The mean, median, mode and S.D. for the sample are given in Table. The distribution seems to be slightly positively skewness.
### Table

**Showing Mean, Median, Mode and S.D. for EUEYSS (N=960)**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.64</td>
<td>76.75</td>
<td>79.57</td>
<td>12.91</td>
</tr>
</tbody>
</table>

### Table

**Showing Skewness, Kurtosis and S.E. for EUEYSS**

(N=960)

<table>
<thead>
<tr>
<th>Indices</th>
<th>Value</th>
<th>S.E.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skewness</td>
<td>0.068</td>
<td>0.115</td>
<td>NS</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>0.253</td>
<td>0.158</td>
<td>NS</td>
</tr>
</tbody>
</table>

The skewness and Kurtosis for the sample are found to be 0.068 and 0.253 respectively.

For the normal curve formula (25) gives Ku=0.263. If ku is greater than 0.263 the distribution is platy Kurtic. If less than 0.263 the distribution is lepto Kurtic. Calculating the Kurtosis of the distribution of 960 subjects. We obtain Ku=0.253 therefore it was slightly lepto kurtic. Since the S.E. of confidence it is interpreted that the sample does not differ from normality (MCNemer, 1962).

**Reliability:**

Before discussion of reliability, we clarify the concept of standardization. According to Anastasi and Urbina (2204), standardization implies uniformity of procedure in administering and scoring the test of the scores obtained by different individuals are to be comparable, testing condition must obviously be the same for all.

Cronbach explained that a standardized test is one in which the procedure, apparatus and scoring have been fixed, so that precisely the same test can be given
at different times and places. Keeping these facts in mind, the following methods are adopted for reliability of the scale. Co-efficient of reliability was determined by two methods namely (1) split- half and (2) Test-retest method. The following tables suggest the reliability co –efficient of correlation by different method.

**Reliability of Educated unemployed Youths stress scale (N=960)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Method</th>
<th>N</th>
<th>‘r’ value</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Split-Half Method (Spearman-Brown formula)</td>
<td>960</td>
<td>0.90**</td>
<td>0.95</td>
</tr>
<tr>
<td>2</td>
<td>Test-retest Method</td>
<td>160</td>
<td>0.86**</td>
<td>0.93</td>
</tr>
</tbody>
</table>

Time interval 4 weeks for test-retest method

**r** value is significant at 0.01 level.

Besides this, depending upon the five factors split-half and test-retest reliability were found out. Information regarding this is given in Table:

**EUEYEE’S Factors split-Half reliability (N=960)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Factor</th>
<th>N</th>
<th>‘r’ value</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical factor</td>
<td>960</td>
<td>0.72**</td>
<td>0.84</td>
</tr>
<tr>
<td>2</td>
<td>Mental Factor</td>
<td>960</td>
<td>0.69**</td>
<td>0.83</td>
</tr>
<tr>
<td>3</td>
<td>Social Factor</td>
<td>960</td>
<td>0.70**</td>
<td>0.84</td>
</tr>
<tr>
<td>4</td>
<td>Economical Factor</td>
<td>960</td>
<td>0.65**</td>
<td>0.81</td>
</tr>
<tr>
<td>5</td>
<td>Incidental Factor</td>
<td>960</td>
<td>0.62</td>
<td>0.79</td>
</tr>
</tbody>
</table>

**r**-value is significant at 0.01 level.
Table No.5 indicated the split-half reliability for Youths stress factor. It was concluded that the Youths Stress factors were highly reliable in term of internal consistency.

EUESS’S Factors Test-Retest Reliability
(N=160)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Factor</th>
<th>N</th>
<th>‘r’ value</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical factor</td>
<td>160</td>
<td>0.68**</td>
<td>0.82</td>
</tr>
<tr>
<td>2</td>
<td>Mental Factor</td>
<td>160</td>
<td>0.62**</td>
<td>0.79</td>
</tr>
<tr>
<td>3</td>
<td>Social Factor</td>
<td>160</td>
<td>0.70**</td>
<td>0.84</td>
</tr>
<tr>
<td>4</td>
<td>Economical Factor</td>
<td>160</td>
<td>0.58**</td>
<td>0.76</td>
</tr>
<tr>
<td>5</td>
<td>Incidental Factor</td>
<td>160</td>
<td>0.56**</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Test-retest time interval=1 month (4 weeks)

**r-value is significant at 0.01 level.

The obtained r-value 0.68, 0.62, 0.70, 0.58 and 0.56 respectively have found to be significant at 0.01 percent level showing the Youths stress factors were reliable.

**VALIDITY:**

Mainly two types of validity have been verified for the youths stress scale viz. content and contrast validity.

Content validity:

For appropriate selection of the items, preliminary from of the youths stress scale was administered on 150 subjects of both the sexes. Eight item having satisfactory ‘r’ values were selected for each factor of youths stress scale. Again, each item was observed for its content by the various experts and psychiatrists.
**Contrast groups Validity:**

This validity was estimated by adopting contrast groups. Contrast groups can be selected on the basis of any criterion such as Q3 and Q1. The method of contrasted groups is used quite commonly in the validation of the scale. Here, sex is considered for validity. The relevant data are produced in table,

**Contrasted group Validity of Stress Scale for Sex**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Source</th>
<th>Contrast Groups</th>
<th>Stress score</th>
<th>SED</th>
<th>t-value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Physical factor</td>
<td>High Q3 Low Q1</td>
<td>100</td>
<td>15.30</td>
<td>1.20</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>10.50</td>
<td>1.29</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mental Factor</td>
<td>High Q3 Low Q1</td>
<td>100</td>
<td>21.40</td>
<td>1.10</td>
<td>0.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>16.60</td>
<td>1.15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Factor</td>
<td>High Q3 Low Q1</td>
<td>100</td>
<td>18.10</td>
<td>1.07</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>10.20</td>
<td>1.09</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Economical Factor</td>
<td>High Q3 Low Q1</td>
<td>100</td>
<td>20.30</td>
<td>1.07</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>14.30</td>
<td>1.02</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Incidental Factor</td>
<td>High Q3 Low Q1</td>
<td>100</td>
<td>17.64</td>
<td>1.18</td>
<td>0.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>15.60</td>
<td>1.22</td>
<td></td>
</tr>
</tbody>
</table>

Table indicated that there was significant mean difference between the respondents high & low group and their stress score. The obtained t-values – 27.25, 30.16, 38.63,40.59, and 23.80 were highly significant at 0.01 percent level. Therefore, it can be said that high stress group mean was significantly higher than low stress group. On the basis of t-values, it is concluded that there is need for separate percentile norm for sex variable.
2. Back Depression Inventory (BDI)

The BDI is a self-administered 21 items self-report scale measuring supposed manifestations of depression. The BDI takes approximately 10 minutes to complete, although clients require a fifth-sixth reading age to adequately understand the questions Groth-Marnat, 1990.

Reliability:

Internal consistency for the BDI ranges from .73 to .92 with a mean of .86. (Beck, Steer, & Barbin, 1988). Similar reliabilities have been found for the 13-items short from (Groth-Marnat, 1990). The BDI demonstrates high internal consistency, with alpha coefficients of .86 and .81 for psychiatric and non-psychiatric populations, respectively (Beck et al., 1988).

Split-half/Cronbach’s Alpha: The BDI has a split-half reliability co-efficient of .93.

Test- Retest Reliability

Beck et al., (1961) did not recommend conventional test-retest reliability for his original measures for the BDI (1961). Beck suggested that if the BDI was re-administered within a short interval then scores could be spuriously inflated due to memory factors. If the test was re-administered after a long interval then consistency would be lower due to the intensity of memory factors. If the test was re-administered after a long interval then consistency would be lower due to the intensity of depression. Alternate test-retest reliability methods by Beck et al., (1961) found that regardless of whether the 2 tests were reissued at 2 or 6 weeks intervals the scores on the inventory tended to reflect changes in the clinical depth of depression. However, growth Marnat (1990) reported that re-test reliabilities ranged from .48 to .86, depending on the interval between re-testing and type population.
Alternate From reliability:
Correlation’s between the 21 items and 13-items short from have ranged from .89 to .97 indicating that the short from is an acceptable substitute for the long form? (beck, Rial, & Rickels, 1974). However, readers are drawn to the possible “sins” of short form development.

Criterion (or Predictive) Validity: The BDI has been able to discriminate the level of adjustment in seventh-garders.

Content Validity:
The content of the BDI was obtained by consensus from clinicians regarding symptoms of depressed patients. The revised BDI items are consistent with six of the nine DSM-111 categories for the diagnosis of depression.

Concurrent validity: Correlations with clinical rating of depression using the revised BDI range from .62 to .66. Clinical rating for Psychiatric patients are reported as high to moderate ranging from .55 to .96 Man r=.72. Groth-Marnat reported moderate correlations between the revised BDI and other scale measuring depression such as the Hamilton Psychiatric Rating Scale Depression (.73) and the Zung Self reported depression Scale (.76) and the MMPI depression scale (.76).

Construct Validity:
Groth-Marnat reported that controversy exists over whether the revised BDI is measuring state or trait variables. Furthermore, it has been suggested that the BDI is not specific to depression, in like the DASS.

Convergent and Discriminate Validity:
Discriminate analysis has found that the translate version of the revised BDI highly discriminates depressive symptoms in Spanish, Persian and Chinese speaking people. Groth Marnat reports that the revised BDI discriminates
Psychiatric patients from non-psychiatric patients as well as relatively higher scores for patients with major depressive disorder compared to patients with dysthymic disorder. The revised BDI has also been used to discriminate loneliness, stress and self-reported anxiety.

**Interpreting the Beck Depression Inventory (Bdi-Ii)**

Add up the score for each of the 21 questions by counting the number to the right of each question you marked. The highest possible total for the whole test would be sixty-three and the lowest possible score for the test would be zero. This would mean you circles zero on each question. You can evaluate your depression according to the Table below.

**Total Score Levels of Depression**

0-10 = These ups and downs are considered normal
11-16 = Mild mood disturbance
17-20 = Borderline clinical depression
21-30 = Moderate depression
31-40 = Severe depression
over 40 = Extreme depression

A persistent score of 17 or above indicates that you may need

3. Suicide tendency scale by Dr. D.J. Bhatt and Rasik Meghnath

- **Meaning of Suicidal Tendency:**

  The current definition of Suicidal activity includes much more than the obvious action undertaken by “A person who is aware that this action will lead to his or her own death” in this broader view; sociologist consider self injury (crippling or maiming) unnecessary risk-talking, verbalized threat of self-harm, feeling of despair depression, and hopelessness, and thoughts of separation,
departure, and relief, all as signs of personal despair and/or social alienation that may lead to a suicide attempt.

- **Construction of the Scale**

  The **suicide Tendency scale** can be used for any person those who 16 years age or above. This scale is developed and standardized by Rasik Meghnathi and Dilip Bhatt (2002).

  The items of the scale have been selected on the base of literature and judgment of experts all the items of the scale are presented in simple and brisk style.

  On the basis of available literature review and related existing tools, the preliminary scale of suicidal tendency was prepared which consist 80 items. The present scale is based on the book “Abnormal Psychology” 8th Edition, by Irwin, Barbara Sarson.

  These items are related with four modes of suicidal tendency, each mode has 10 items. STS modes and items described as under:

  a. **Personality Trait:** The items of this mode is related to feeling of restlessness, boredom, general lack of interest, vague fears and anxieties, disturbed sleep, self-hate etc.

  b. **Emotional Disturbances:** This mode is related to hopelessness, weakness, lack of interest, deprivation to intimate relationship, loneliness, short temperedness, disability to express feeling, disturbance in work etc.

  c. **Confictive thoughts:** It is concern with disappointed past experiences, insecurity, anxiety, avoiding responsibility, inferiority, complex, meaninglessness, guilt feeling, mental instability etc.

  d. **Self-harm tendency:** These items are connected with death wishing behavior viz. carelessness, self-inflicted act, injury unnecessary risk kaking, verbalized threat of self-harm, feelings of despair, and depression.
Administration of Scale:

The preliminary scale with 80 items of S.T.S. was administered on total Sample (N=140) selected items from various types of subjects groups which are students of 11th to T.Y. B.A. (N=70), Literate and literate persons (N=40), physically Handicapped (N=20). Suicidal Attempters (N=10). The data were analyzed according to scoring key and prepared a merit list of scoring subjects were divided into two groups viz. upper Level group (27%) were indicate High Scores and the Lower Level Group (27%) were indicated Low Scores. The Middle group was not considered in this process.

Finally the ten items of each of the four modes of STS have been selected on the basis of quotient of D.V. and D.I. 40 items were selected which was indicated 50% (or nearly about 50%) quotient of D.V. and D.I.

Scoring Technique of the STS:

All the 40 items of the scale are presented in simple and brisk style. Each of the 40 items has four alternate like as under bellow:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The obtained scores for each of the four categories varied in between 10 to 40 High Scores in each category is indicated high potentiality of suicide tendency. Low scores are indicated lack of potentiality in suicidal tendency or low potentiality in suicidal tendency.

**RELIABLITY:**

For the established the reliability co-efficient, the scale was administered to 160 subjects both males and females belonging to Urban and Rural area of Surendranagar (Age range 16 to 30 years) the split-half reliability has been
calculated by odd-even method. The correlation coefficient was 0.92 which indicated the S.T.S. is highly reliable. (Index of reliability was found 0.96).

The test-retest reliability of this scale has also been calculated by administration twice of this scale on a sample of 80 subjects the reliability coefficient was r. 0.83 (index of reliability was 0.91).

**VALIDITY:**

The validity of the scale has been calculated for the criterion validity. The scale was administrated to two groups Normal (N=40) and Abnormal (N=40) in Abnormal group has been comprised the patients of depression, suicidal attempters, schizophrenia and other Neurosis diagnosed b psychiatrics the abnormal group was indicated high scores of suicide tendency than normal group on the scale.

The t-test was applied for calculation of differences between above both groups there is significant differences between above both groups. The abnormal group was significantly higher than normal group in their Suicidal tendency.

Norms are remained to be established. The scale is prepared in Gujarati version for Gujarati speaking population.

**Score Interpretation:**

Score Classified to interpret as under

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-40</td>
<td>Normal</td>
</tr>
<tr>
<td>41-80</td>
<td>Lower Tendency</td>
</tr>
<tr>
<td>81-120</td>
<td>Higher Tendency</td>
</tr>
<tr>
<td>121-160</td>
<td>Sevier Tendency of Suicide</td>
</tr>
</tbody>
</table>
PROCEDURE:

After establishing rapport with each participant Educated unemployed youth, the stress scale, Back Depression Inventory (BDI) and Suicide tendency scale were administered in individual setting. After completion data collection scoring of responses on each tool of each respondent was done by the scoring key of each tool.

STATISTICAL ANALYSIS:

To find out main and interaction effect of three independent variables such as gender, area of residence and category of unemployed of youth on dependent variables such as scores of mental stress, depression and suicide tendency three way analysis of variance was used. To find out correlation between stress and depression, stress and suicide tendency as well as depression and suicide tendency among various groups of youth the method of Product moment correlation was applied.
10. RESULTS AND DISCUSSION:

Following table shows a Summary of Results of Analysis of Variance of Stress, Depression and Suicidal Tendency in relation to Gender, Area of Residence and Category

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Stress</th>
<th>Depression</th>
<th>Suicidal Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Ass (Gender)</td>
<td>1</td>
<td>6.24**</td>
<td>13.73*</td>
<td>3.54</td>
</tr>
<tr>
<td>Bss (Area of Residence)</td>
<td>1</td>
<td>2.52</td>
<td>3.89**</td>
<td>10.42*</td>
</tr>
<tr>
<td>Css (Category)</td>
<td>3</td>
<td>0.68</td>
<td>0.63</td>
<td>9.87*</td>
</tr>
<tr>
<td>AxB</td>
<td>1</td>
<td>25.77*</td>
<td>1.24</td>
<td>4.55**</td>
</tr>
<tr>
<td>AxC</td>
<td>3</td>
<td>9.44*</td>
<td>0.47</td>
<td>4.37*</td>
</tr>
<tr>
<td>BxC</td>
<td>3</td>
<td>4.28*</td>
<td>3.38**</td>
<td>5.16*</td>
</tr>
<tr>
<td>AxBxC</td>
<td>3</td>
<td>1.27</td>
<td>3.88*</td>
<td>20.59*</td>
</tr>
</tbody>
</table>

(*Significant at .01 level, ** Significant at .05 level)

Significant level of ‘F’ (Tabulated) value

- 0.05 level 3.85 (df= 1), 0.01 level 6.66 (df =1)
- 0.05 level 2.61 (df= 3), 0.01 level 3.80 (df =3)
Showing Results of Correlation between Stress and Depression, Stress and Suicide Tendency as well as Depression and Suicide Tendency of groups of youth

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>800</td>
<td>63.86</td>
<td>0.40*</td>
</tr>
<tr>
<td>Depression</td>
<td>800</td>
<td>15.29</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>800</td>
<td>63.86</td>
<td>0.42*</td>
</tr>
<tr>
<td>Suicidal Tendency</td>
<td>800</td>
<td>75.38</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>800</td>
<td>15.29</td>
<td>0.47*</td>
</tr>
<tr>
<td>Suicidal Tendency</td>
<td>800</td>
<td>75.38</td>
<td></td>
</tr>
</tbody>
</table>

Significant table value at 0.05 = 0.28
Significant table value at 0.01 = 0.36

**Conclusions:**

1. Significant difference is existed between male and female educated unemployed youth on stress (F=6.24). Educated unemployed-male youth have found to be more stress (M=65.04) than educated unemployed female youth (M=62.68).
2. Significant difference is not existed (F=2.52) between Urban (M=64.61) and rural (M=63.11) educated unemployed Youth on stress.
3. Significant difference is not existed (F=0.68) among OPEN (M=64.6), OBC (M=64.15), Schedule Cast (M=62.78) and Schedule Tribe (M=63.89) category educated unemployed Youth on stress.
4. Significant interaction effect is existed (F=25.77) between Gender and Area of residence on stress. Educated unemployed Rural Male (M=66.69) youth have found to be more stress than Urban Male (M=63.39), Female Urban (M=65.83) and Female Rural (M=59.53).

5. Significant interaction effect is existed (F=9.44) between Gender and Category on stress. Educated unemployed Male ST category (M=68.51) youth have found to be more stress than Male Open (M=62.19), Male OBC (M=64.92), Male SC (M=64.53), Female Open (M=67.03), Female OBC (M=63.38), Female SC (M=61.02) and Female ST (M=59.28).

6. Significant interaction effect is existed (F=4.28) between Area of residence and Category on stress. Educated unemployed Rural OPEN Category youth (M=66.51) have found to be more stress than Urban OPEN (M=62.71), Urban OBC (M=64.66), Urban SC (M= 65.28), Urban ST (M=65.78), Rural OBC (M=63.64), Rural SC (M= 60.27) and Rural ST (M=62.01).

7. Significant interaction effect is not existed (F=1.27) among Gender, Area of residence and Category on stress. Educated unemployed Male Urban OPEN Category youth (M=58.50), Male Urban OBC (M=62.98), Male Urban SC (M=65.56), Male Urban ST (M=66.52), Male Rural OPEN (M=65.88), Male Rural OBC (M=66.86), Male Rural SC (M=63.50), Male Rural ST (M=70.50), Female Urban OPEN (M=66.92), Female Urban OBC (M=66.34), Female Urban SC (M=65.00), Female Urban ST (M=65.04), Female Rural OPEN (M=67.14), Female Rural OBC (M=60.42), Female Rural SC (M=57.04), Female Rural ST (M=53.52).

8. Significant different is existed (F=13.73) between male and female educated un-employed youth on Depression. Male educated un-employed youth have more Depression (M=16.54) than female educated un-employed youth (M=14.03).
9. Significant difference is existed (F=3.89) between urban and rural educated un-employed youth on Depression. Urban educated un-employed youth have more depression (M=15.96) than rural educated un-employed youth (M=14.62).

10. Significant difference is not existed (F=0.63) among Category of educated un-employed youth on Depression. Educated un-employed OPEN Category youth (15.47), OBC (M=15.82), SC (M=14.55), ST (M= 15.31).

11. Significant interaction effect is not existed (F=1.24) between Gender and Area of residence on Depression. Educated unemployed Urban Male (M=17.59), Rural Male (M=15.49), Female Urban (M=14.32) and Female Rural (M=13.74).

12. Significant interaction effect is not existed (F=0.47) between gender and Category on Depression. Male Open Category (M=16.32), Male OBC (M=16.41), Male SC (M=16.23) Male ST (M=16.70), Female Open (M=14.11), Female OBC (M=15.22), Female SC (M=12.86) and Female ST (M=13.92).

13. Significant interaction is existed (F=3.38) between Area of residence and Category on Depression. Urban OBC category of educated un-employed youth (M=18.08) have more Depression than Urban OPEN (M=14.73), Urban SC (M=14.87), Urban ST (M=16.14), Rural OPEN (M=16.21), Rural OBC (M=13.55), Rural SC (M= 14.22) and Rural ST (M=14.48).

14. Significant interaction is existed (F=3.88) among Gender, Area of residence and Category on Depression. Male urban OBC category of educated un-employed youth (M=18.54) have more Depression than Male Urban OPEN Category youth (M=18.46), Male Urban SC (M=16.06), Male Urban ST (M=17.30), Male Rural OPEN (M=15.20), Male Rural OBC (M=14.28), Male Rural SC (M=16.40), Male Rural ST (M=16.10), Female Urban OPEN
15. Significant difference is not existed (F=3.54) between male (M=76.74) and female (M=74.03) educated un-employed youth on Suicidal tendency.

16. Significant difference is existed (F=10.42) between urban and rural educated un-employed youth on Suicidal tendency. Urban educated un-employed youth (M=77.72) have more Suicidal tendency than Rural educated un-employed youth (M=73.05).

17. Significant difference is existed (F=9.87) among Category of educated un-employed youth on Suicidal tendency. Open category educated un-employed youth (M=82.15), OBC (M=73.66), SC (M=72.47) and ST (M=73.26).

18. Significant interaction effect is existed (F=4.55) between Gender and Area of residence on Suicidal tendency. Urban Male educated un-employed youth (M=80.62) have more Suicidal tendency than Rural Male (M=72.87), Urban Female (M=74.82) and Rural Female (M=73.24).

19. Significant interaction effect is existed (F=4.37) between Gender and Area of residence on Suicidal tendency. Male open category of educated un-employed youth (M=87.62) have more Suicidal tendency than Male OBC (M=74.06), Male SC (M=70.74), Male ST (M=74.55), Female Open (M=76.68), Female OBC (M=73.25), Female SC (M=74.20) and Female ST (M=71.97).

20. Significant interaction is existed (F=5.16) between Area of residence and Category on Suicidal tendency. Urban OPEN category of educated un-employed youth (M=88.08) have more Suicidal tendency than Urban OBC (M=76.40), Urban SC (M=73.50), Urban ST (M=72.16), Rural OPEN (M=72.86).
75.50), Rural OBC (M=70.91), Rural SC (M= 71.44) and Rural ST (M=74.36).

21. Significant interaction is existed (F=20.59) among Gender, Area of residence and Category on Suicidal tendency. Educated unemployed Male Urban OPEN Category youth (M=105.62) have found to be more Suicidal tendency than Male Urban OBC (M=74.46), Male Urban SC (M=70.54), Male Urban ST (M=71.84), Male Rural OPEN (M=69.62), Male Rural OBC (M=73.66), Male Rural SC (M=70.94), Male Rural ST (M=77.26), Female Urban OPEN (M=71.98), Female Urban OBC (M=78.34), Female Urban SC (M=76.46), Female Urban ST (M=72.48), Female Rural OPEN (M=81.38), Female Rural OBC (M=68.16), Female Rural SC (M=71.94), Female Rural ST (M=71.46).

22. Significant and positive correlation (r=0.40) found between Stress and Depression of educated un-employed youth.

23. Significant and positive correlation found (r=0.42) between Stress and Suicidal Tendency of educated un-employed youth.

24. Significant and positive correlation found (r=0.47) between Depression and Suicidal Tendency of educated un-employed youth.
References:


