

Youth Problem among Adolescents: A Study with Reference to Educational Level, Gender and Residential Area.

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Abstract

The aim of present investigation was to study the impact of educational level on youth problem. For this study 360 students from various secondary schools, higher secondary schools and colleges of Rajkot city were randomly selected. The study 3 x 2 x 2 factorial design was planned for the study. Varma's youth problems inventory and personal data sheet were administered to them. Three-way Analysis of variance yielded significant main effect of educational level and gender on youth problem. The level of youth problem was lower among college student than the secondary and higher secondary school students. Moreover, the level of youth problem found in boys was comparatively more than girls.

Introduction:

Hurlock (1967) has classified 11 stages of human life, from before the birth till the old age. From all the stages, especially from childhood to be young, the adolescence is considered as transitional stage of life. During this period, the whole body develops very fast. In this stage, the mental, social and emotional changes occur very fast. About adolescents, the first research study has been done by Hall (1924). He has given explanation of adolescence with reference of physical changes. According to him, this stage starts from age of 12 to 13 years and ends with being matured (young). Normally, the person gets maturity at the age of 22 to 25. According to Hall (1904), "Adolescence is period of great stress and strain, storm and strike". According to Erikson (1960) adolescence is the fastest changing stage. Hurlock (1967) stated that the adolescence period starts when the child gets physical maturity, means adolescence period starts at the age of 13 to 14 years and at the age of 21, the maturity stage starts. In the vision of Hurlock (1967), the meaning of adolescence is very vast, it includes mental, emotional, social and physical maturity.

In America, the maturity age is 18 while in India, it is 21. According to the most of all the psychologists, the stage of adolescence is from 12 to 21. There is difference in girls and boys adolescence stage. Girls get sexual maturity earlier than boys. Moreover, some other variables like atmosphere, social, economic situation, hereditary and etc. factors affect the development of the adolescent.

Hetherington & Park (1993) States that the stage of adolescence is stage of problems. In the boys, with the fast changes of height and weight, the sexual organs also get developed. Due to development of main and secondary sexual characteristics, many types of anxiety is arisen in the adolescent. The problems increase in the adolescence due to dream discharge in boys, menstruation in girls and attraction for opposite gender. Sexual development does not give any kind of maturity or development in the other aspects of life. To get the social, professional, emotional maturity, the adolescents have to pass from the lots of the conflict in the life (Garrison, 1965, Allen et al., 2006). The feelings of hope, despair, cooperation and protest or oppose create the feelings of inner conflict in the adolescents. And such emotional unsteadiness creates some mental or psychological disorder in them.

Adolescents are trying to get search of self during this stage. Thus, Lita Tolingverth considers this stage as the stage of 'Finding Oneself'. Adolescents want and try to be free or unrestricted. But many parents are not able to evaluate different variables of adolescence properly. They do not want to decrease the restriction over their children. These kind of parents' attitude creates more troubles in the adolescents. Moreover, during this stage, the adolescents need to face the conflict of the selection for future career field (Dacey, J. & Kenny, M.,1997). And in India, the problems like insufficient facilities for education and unemployment increases anxiety in the adolescents. The morality development in the adolescents occurs according to the society and culture in which they live. The social norms expect controlled behaviour from the adolescents, so due to fear of freedom control, they feel more problems in the life. If they cannot find proper solution in their life, they feel frustration (Harris, 1998). Thus, this stage which is full of problems from all the sides, called the stage of stress and strain, storm and strike.

Objectives:

The major objectives of the present study were:

1. To study the impact of education level of adolescent on youth problem
2. To study the impact of gender on youth problem among adolescent
3. To compare urban adolescent with rural adolescent on youth problem

Research Hypotheses:

Considering the objectives of this research following null hypothesis were formulated:

1. There is no significant difference in mean score of youth problem among students of high school, Higher secondary school and college.
2. There is no significant difference between mean score of youth problem on boys and girls.
3. There is no significant difference between mean score of youth problem on rural and urban area.
4. There is no significant interaction effect of educational level, gender and residential area on youth problem among adolescent.

Method:

Sample:

Sample in this study consisted of 360 subjects having 120 secondary school 120 higher secondary school and 120 college student from Surendranagar city. The student in the sample consisted of 180 boys and 180 girls and 180 urban and 180 rural students also.

Tools:

The following tools where used in the present study:

1. Youth problem inventory: Youth problem inventory developed by Verma (1985) was used to measure personal and social problems. Youth problem inventory measures 4 factors (family problem, school-college problem, social problem and personal problem) of adolescent. This inventory contains 80 items for the estimation of youth problems. It is a 3-point scale ranging from "not at all" to "very much", and according the score ranges from 0 to 2 for each statement. The minimum and maximum possible scores on the youth problem inventory are 0 and 160 respectively. High score indicates high problems. The author reported test-retest reliability ranging from 0.76 to 0.86, and validity ranging from 0.68 to 0.87.

2. Personal data sheet: A personal data sheet developed by the investigator was used to collect information about gender, age, educational level and residential area of the students.

Procedure: To test the hypothesis formulated for the study, statistical technique three-way ANOVA were used. The obtained results are presented below.

Results:

As mentioned above three- way ANOVA was performed to determine whether the independent effects of variables like educational level and gender on youth problem were significant. The results are presented in Table-1.

Table-1: ANOVA for the main and interactional effects of educational level, gender and residential area on youth problem

Source	SS	Df	MS	'F'
Educational Level (A)	10443.77	2	5221.89	11.92**
Gender (B)	1922.84	1	1922.84	4.39*
Residential Area (C)	34.84	1	34.84	0.08 ^{NS}
A×B	1136.94	2	568.47	1.30 ^{NS}
A×C	333.57	2	166.79	0.38 ^{NS}
B×C	243.38	1	243.38	0.56 ^{NS}
A×B×C	965.34	2	482.69	1.10 ^{NS}
Within Groups	152495.13	348	438.20	
Total	167575.82	359	466.79	

**P<0.01, *P<0.05, NS: not significant

Table-2: mean scores on youth problem in relation to educational level, gender and residential area

Independent variable	Level	Number of Subject	Mean	Difference Between Mean
Educational level (A)	Secondary School (A ₁)	120	48.23	A ₁ A ₂ 8.87
	Higher Secondary School (A ₂)	120	39.36	A ₂ A ₃ 4.02
	College (A ₃)	120	35.34	A ₁ A ₃ 12.89
Gender (B)	Boy (B ₁)	180	43.29	4.65
	Girl (B ₂)	180	38.64	
Residential area (C)	Urban (C ₁)	180	40.76	0.53
	Rural (C ₂)	180	41.29	

The analysis of variance, as presented in Table-1, shows that the main effect of educational level on youth problem is significant (F value = 11.92). This means that educational level significantly creates variance in youth problem score of subjects. The mean youth problem score (M = 48.23) of secondary school was found to be higher than the mean youth problem score (M = 39.36 and M = 35.34) at higher secondary and college students. Hence it can be said that secondary school student suffers youth problem more than higher secondary and college students.

The possible reason for the result can be that the adolescents of secondary schools are still in the first stage of the adolescence stage. They cannot adjust with their fast physical and sexual changes (Desai, 1986). They feel certain type of fear and anxiety with the reference of their mental and emotional changes. Moreover, the problems related to their appearance and beauty creates stress in them. According to Ausubel (1975), during this stage, unsteadiness in social relations can be seen clearly which decreases the support from the friends. Due to lack of parents' and teachers' guidance and sympathy, they have to face many problems and crisis. While the adolescents of higher secondary and graduation level are more mature than the secondary adolescents, so there is possibility that adolescents of secondary have more problems. The study of Mankad (1999) and Nasit (2009) supports the result of this present research.

Table-1 indicates that the main effect of gender on youth problem is significance (F value = 4.39, P <0.05). this means that gender is significantly creates variance in youth problem score of subjects. The mean youth problem score (M = 43.29) of boys was found to be higher than the mean youth problem score (M = 38.64) of girls. Hence its proved that the level of youth problem found higher in boys as compared to girls.

In Indian society, with the comparison of girls, the boys are more expected to have and to play the role of economical responsibility. The boys face more conflict due to career selection with the reference of economical role. Moreover, in India, they become more frustrated due to limitation of educational methods in school and colleges, limitations of exam methods, lack of selection of courses according to interest and aptitude, lack of professional and technical teaching facilities. And the competition among friends, fulfilment of parents' expectations creates stress in them (Havighurst, Robinson and Dott, 1986). Due to these reasons, there is possibility that boys face more problems. In the studies of Bhatt (1989), Vadodaria (1993), Reddy et al., (1993), it is noted that there is gender difference in adolescent problems.

According to Table-1 it is observed that 'F' value of youth problem of the urban and rural adolescent is 0.08, which does not show significant difference any level. Hence it can be said that residential area not significantly creates variance in youth problem score of subjects.

Table-1 can be observed that 'F' values obliged from four interactions $A \times B$, $A \times C$, $B \times C$, $A \times B \times C$ with respect of educational level (secondary school, higher secondary school and college students), gender (boy and girl) and residential area (urban and rural) statistically shows no interaction therefore from these data. It can be said that the educational level, gender and residential area and their interaction with one another do not affect youth problem.

Conclusion:

In the present study a much higher incidence of youth problem was noticed in the students of secondary school, especially in boys. Provisions for psychological counselling to be made by schools, colleges and social service centers to eliminate their youth problem. Beside this parents, family members and friends also should extend their co-operation and sympathy to create family support system for such adolescents.

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