

Problems of Youth- A study of College Students in context to their Gender and Educational stream

Abstract

The purpose of the present study was to investigate the impact of Gender and Educational stream of the college students on Youth Problems. The sample comprised of 75 male and 75 female College students selected from various colleges (Arts/Commerce/Science). In each group there were equal numbers of students. Personal data sheet and Youth Problems inventory were used to collect required data. Data were analyzed by 2X3 ANOVA, L.S.D and t- test. Findings of the study revealed that there is no significant difference between Youth Problems of male and female students and significant difference found with their educational streams and type of family on youth Problems. However there is no significant difference found between type of residence on Youth Problems as well socioeconomic status and Youth Problems of college students.

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Introduction

According to Samuel Ullman "Youth is not only a time of life, it is also a state of mind and a matter of will..." The future of any nation depends on the quality of its youth. They are treasures of human resources of nation having a lot of talent hidden in them.

Adolescence is one of the important periods of life. It is characterized by innumerable and unique Problems. They pass through physiological and psychological changes with their attendant Problems. It includes both experimentation with outer world and adjustment with biological and psychosocial changes. Abraham (1974) observed that group adjustment, socio personal adjustment were found to be factors responsible for explaining total variance in the case of under achievers. The biological changes further lead to physiological, sexual and psychosocial changes. Physiological changes include change in height, weight, and change in appearance. Sexual changes include production of sex hormone which triggers sexual desire, arousal and urge in adolescents. Psychosocial changes include formation of new identity, self concept, and self regulation; need to find a place in society, and expectations Mabey, Sorensen (1995). The difficulties include emotional Problems Dryfoos J.(1990), up to 15 percent of individuals under the age of 18 years of age experience emotional Problems Firdous A. Var, Mohd. Altaf Paul, Pradeep Kumar, Showkat A. Shah (2011). In some cases they face some Problems in school and show decreased interest, negative attitude, and drop in performance and discipline Problems. Rice KG, Myer AL. (1994). Question arise that who will find time to solve their Problems. Family and society are too busy to spend time and energy for them. The teachers of government managed or aided schools/colleges are deeply absorbed with their organizational Problems and academic activities. Students with adequate personality adjustment performed better academically Berger and Sutker (1956).

Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and interactional transformations. it contributes to the growth and development of the society in particular and nation at large. Education, on other hand, develops the full personality of an individual by making him intelligent, learned, bold, courageous and strong in good character. Stromswold and Wren (1948). Carson (1927) observed that on entering the college the freshman faces a number of new adjustment Problems for which he is usually uninterrupted. So, there should be right way to develop proper

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adjustment in the college school students to tie over all the maladies that are existing in college Hafiz Mudasir, Shazia Majeed (2014).

Objective of the study

1. To investigate the effect of Gender, educational stream of college students on their Youth Problems.
2. To investigate the difference between Type of family, Type of residence and Socioeconomic status of college students on their Youth Problems.

Method

Participants

The sample size was 150 under graduate students, comprising of 75 Male and 75 Female students of graduation studying their various stream (Arts/Commerce/Science). All were aged between 18 to 20 years.

Instrument

Youth Problems Inventory (Y.P.I): it was developed by Mithlesh Verma. The Y.P.I is a Self administering inventory for the students of 16 to 20 years of age to locate the Problems which the students face in different areas. The inventory contains 80 statements belonging to four areas and a number of sub-areas under each main area. Each statement is answered by ticking- true, partially true, and false against each statement. The four main areas are family Problems, school/collage Problems, social Problems and personal Problems/ over sensitivity. The inventory has been standardized on Indian population. The reliability coefficient of Y.P.I. was found to be 0.80. After standardizing the test with other reliable test the validity of Y.P.I. came out to be about 0.68.

Result and Discussion

The purpose of this study was to measure effect of sex and educational stream of college students on their Youth Problems two way ANOVAs and L.S.D. used and to find out the difference between Type of family, Type of residence and Socioeconomic status of college students on their Youth Problems t-test used

Table:1 Summary of the 2X3 Analysis of variance based on Youth Problems of college students with respect to Gender, Educational Stream

Source of variance	Sum of squares	Df	MS	F
A (Sex)	13.5	1	13.5	0.03NS
B (Educational Stream)	2594.28	1	2594.28	6.52*
AXB	178.04	1	178.04	0.04NS
Within treatment (error)	58029.98	146	397.47	
Total	60815.5	149		

*P<0.01=6.81, NS= Not Significant

Table: 2 Analysis of variance based on Youth Problems of college students with respect to Gender.

Variable	N	Mean	F
A1(Male)	75	107.4	
A2 (Female)	75	105.6	0.03NS

NS= Not Significant

Table: 3 Analysis of variance based on Youth Problems of college students with respect to Educational stream.

Variable	N	Mean	F
B1(Arts)	50	74.52	
B2(Commerce)	50	78.96	6.52*
B3(Science)	50	59.52	

*P<0.05=3.91

In this study first independent variable was Gender is designated as factor "A", second independent variable was Educational Stream designated as factor "B". Factor "A" has two levels Male and female, factor "B" has three levels Arts, Commerce and Science. A close look of the table ANOVA for Youth Problems clearly reveals that F value for factor A is 0.03 which is not significant. The mean value of for male is 107.04 and female is 105.6. As per L.S.D technique the interaction difference is 1.80 between A1 Vs A2 groups, which is not significant. Therefore, it indicates there is no significant difference found between male and female students on their Youth Problems. Findings support with present study Comparing male and female adolescents on youth Problems it was found that the two groups do not differ significantly so for their Problems Firdous A. Var, Mohd. Altaf Paul, Pradeep Kumar, Showkat A. Shah (2011).

A close look of the ANOVA for Youth Problems clearly reveals that F value for factor B is 6.52 that exceeds the critical value at .05 level. This significant F ratio indicates that educational stream significantly affects the Youth Problems of college students. The mean value of Arts students is 74.52, commerce students is 78.52 and science students is 59.52 and the interaction difference found between B1 Vs B2 is 4.44 which is not significant, and the interaction difference between B1 Vs B3 is 15.00, B2 Vs B3 is 19.44 which significant at .01 level, which reveal the fact that Commerce students have highest Youth Problems than Arts and Commerce students, Arts students have less Youth Problems than commerce students and more than science students. Whereas, Science students have lowest Youth Problems in compare with arts and commerce students.

For Youth Problems F value for AXB is 0.44, which is not significant. It means there is no any interaction effect between Gender and Educational Stream. Therefore it can be said gender and Educational Streams do not affect on Youth Problems of college students.

Table: 4 t-test comparison Youth Problems based on Type of family, Type of residence and Socioeconomic status

Variable	N	SD	Mean	t
Type of family Joint Family	78	19.31	31.13	
Nuclear Family	72	19.90	40.32	2.87*
Type of Residence				
Rural	68	21.22	36.90	
Urban	82	18.21	33.45	1.06NS
Socioeconomic status				
High	56	20.47	31.77	
Medium	74	20.87	37.13	1.51NS

* $P < 0.01 = 2.58$, NS=Not Significant

The t-ratio calculated between the scores of both groups types of family on Youth Problems came out to be significant. As shown in table 4, the obtain value of t (=2.87) exceeds the critical value, indicating a significant difference exists between joint family and nuclear family scores of this group on Youth Problems. It means students who belong to joint family differ significantly as compared to nuclear family. It clearly reveals that students from joint family have higher Youth Problems than nuclear family.

Table 4 reveals that the difference between two groups is insignificant on the scale of Youth Problems t (= 1.06NS). It clearly highlights that urban and rural students groups have similar ability for Youth Problems. In support with present study Firdous A. Var, Mohd. Altaf Paul, Pradeep Kumar, Showkat A. Shah (2011) found insignificant difference between rural and urban adolescents. Table 4 also indicates the difference between high and medium Socio-economic status which is 1.51, which also reveals insignificant on scale of Youth Problems.

Conclusion

In the light of findings it can be concluded that male and female college students do not differ significantly to their youth Problems. However Educational streams affect on Youth Problems at .05 level and insignificant interaction effect found between gender and educational streams. From the obtained result it is clear that type of family significantly differ in Youth Problems of the students. Whereas, there is no significant difference found between type of residence and Youth Problems of students as well as Socio-economic status and Youth Problems of College students.

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