

Youth Problems – A Comparative Study

Dr. Daljit Singh¹, Dr. Ajay Tayal^{2*}

ABSTRACT

The purpose of this study was to compare youth problems of male and female adolescents. This survey was conducted on a sample of 90 senior secondary school students which was included 45 males & 45 females. The tool used for data collection was Youth Problem Inventory by Verma, M. (2004) was used. The results of the study revealed that there is significant difference between male and female adolescents on personal problems.

Keywords: Youth Problems, Adolescents

Youth are the foundation of every country. They are the leaders of tomorrow. They deal with a variety of issues in their daily lives relating to their personal, family, academic, and social lives. It is the responsibility of the nation to defend itself against various social impediments. Today's pupils are under a lot of stress because of the intense competition they face, especially as they approach adolescence. The identical event elicits diverse reactions in every person. Some people have the propensity to handle stress well, maintain their health, and avoid becoming hurt by the stressful scenario, but other people succumb to it. Adolescence is the most crucial and difficult stage of development. It entails experimenting with the outside environment as well as adjusting to biological and psychosocial changes. Although most people think of this transformation as being biological, it is also quite social and psychological. A youngster gradually changes into a new individual as an adult because of the concept's multidimensionality. The required changes in a child during adolescence, however, vary by culture.

The age range between 10 and 19 is referred to as adolescence and traditionally adolescence (From Latin "Adolescere" means "to grow into maturity") is viewed as beginning with onset of puberty, when sexual maturity or the ability to reproduce is attained. The adolescent era begins with puberty and is followed by the first period for girls and ejaculation in boys, an indication of a biological transition. Physiological, sexual, and psychological changes are brought on by the biological changes. Height change, weight change, and look change are all examples of physiological changes. The sex hormone is produced during sexual changes, which in turn causes arousal, need, and desire in adolescents. The teenager forms deep bonds, transitions from belonging to a family group to a peer group, and eventually learns to stand alone as an adult. The development of a new identity, self concept, and self regulation,

¹Assist. Professor (Psychology), Govt. College for Women Sirsa

²Protection Officer (NIC), DCPU, Mansa

*Corresponding Author

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as well as the drive to fit into society and expectations, are all examples of psychosocial changes. Self concept is a fundamental theoretical idea that is intimately connected to teenagers' psychosocial adjustment. Each person experiences these changes differently, which can result in distinct behavioral issues if not treated properly. Compared to youngsters, adolescents have far more serious issues. Regarding the biological, psychological, and social difficulties they have encountered, they are perplexed and anxious. The difficulties include emotional issues; up to 15% of people under the age of 18 deal with emotional issues that are severe enough to require special care, such as rapid mood swings, impatience, irresponsible behaviour, depression, etc. Other issues can be delinquency issues like skipping school, shoplifting, and vandalism; family issues such creating fights, disobeying rules, or withdrawing from family. Substance addiction was viewed as a serious issue, and one in four young teenagers (aged 12 to 17) admit to using illegal drugs. Sometimes they run into issues in school and exhibit a loss of interest, a bad attitude, a decline in performance, and behavioural issues. Adolescents' problems differ according on their age, sex, and culture.

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 eventual fate of any country relies upon the nature of its childhood. They are fortunes of HR of country having a great deal of ability concealed in them. Immaturity is one of the significant times of life. It is described by incalculable and novel Issues. They go through physiological and mental changes with their specialist Issues. It incorporates both trial and error with external world and change with organic and psychosocial changes. Abraham (1974) saw that bunch change, socio individual change were viewed as variables answerable for making sense of all out fluctuation on account of under achievers. The organic changes further lead to physiological, sexual and psychosocial changes. Physiological changes remember change for level, weight, and change for all intents and purposes. Sexual changes incorporate creation of sex chemical which triggers sexual longing, excitement and desire in youths. Psychosocial changes incorporate development of new personality, self-idea, and self guideline; need to track down a spot in the public eye, and assumptions (Mabey, Sorensen, 1995). The challenges incorporate profound issue (Dryfoos J., 1990). Up to 15 percent of people younger than 18 years old experience profound issues (Firdous, A. Var, Mohd. Altaf Paul, Pradeep Kumar, Showkat A. Shah, 2011). Now and again they deal with certain Issues in school and show diminished interest, negative disposition, and drop in execution and discipline issues (Rice KG, Myer AL., 1994).

Srishti Singh, (2016) indicated that no significant gender differences lie in family problems, college problems, social problems or personal problems of college students. Anjana s. Chauhan and Gandhrva R. Joshi, (2014), indicated 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. Sangeeta, Sharma, A. & Kumar, J. (November 2013) found that Significant difference was detected between mean scores on ‘Family Problems’ in adolescent girls, ‘Social Problems’ and Personal Problems’ were significantly high in girls. And Social Problems’ and ‘Personal Problems’ were found to be significantly higher in adolescent girls. Firdous A. Var, et al. (2011) indicated that significant difference was found between rural and urban adolescents in family, school, social and personal problems. Male and female groups differed significantly only in personal problems. Significant difference was found among all the three levels of self esteem and their personal and family problems.

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Objectives

The following objectives were decided in the study:

- To find out the comparison between male and female on family problems.
- To find out the comparison between male and female on school problems.
- To find out the comparison between male and female on Social problems.
- To find out the comparison between male and female on Personal problems.

Hypotheses

- There is no significant difference between male and female on family problems.
- There is no significant difference between male and female on school problems.
- There is no significant difference between male and female on social problems.
- There is no significant difference between male and female on personal problems.

METHODOLOGY

Sample

The population for the present study was 90 Adolescents (male and female) from various Senior Secondary School of district Sirsa. They were selected using stratified random sampling technique. It included 45 male and 45 female school students.

Tools

- **Youth Problems Inventory:** The test developed by Verma, M. (2004) to measure 'Youth Problems', it contains 80 statements into four areas viz. family problems, school/college problems, social problems, and personal problems and over sensitivity. Teen-age is the transitional phase of life between childhood and adulthood in which a person relinquishes the childish activities and strive to assume certain responsibilities related to his/her own development, and simultaneously starts looking for his/her place/status in society. Due to these vital issues, he/she feels /her surrounded by many intricacies of life. While searching an independent place in this complex environment one faces many types of problems viz. 'Family Problems', 'School college Problems', 'Social Problems', and 'Personal Problems'. The operational definitions along with the sub-areas covered have been discussed below.

RESULTS AND DISCUSSION

Statistical results were computed to examine the test findings and are depicted in the following tables. Table 1 presents range, mean and standard deviation of the four variables of YPI: family problems, college problems, social problems and personal problems.

Table 1 Mean, S.D, 't' value for problems Score of male and female of Senior Secondary School Students

Problems	Male			Female			t-value
	Number	Mean	SD	Number	Mean	SD	
Family Problems	45	15.77	8.93	45	15.06	7.13	.417
School Problems	45	7.06	6.51	45	7.22	5.17	.125
Social Problems	45	1.46	2.17	45	1.62	1.48	.397
Personal Problems	45	12.51	9.13	45	16.44	7.08	2.28*

**Significant at .05 Level*

In the present research, the mean of family problem dimension of youth problem inventory is found to be 15.77 for male and 15.06 for female, with standard deviation of 8.93 and 7.13

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respectively (Table 1). The calculated value of t is not greater than critical value of t therefore the null hypothesis is accepted. It can be generalized that there is no significant difference between the male and female as far as family problems dimension of youth problem inventory. It shows that males and female faces same type of family problems. In the findings of Shrishti Singh (2016) also found that there is no significant gender difference exists on family problems. Family problems are not a function of gender difference and affect both males and females in similar manner.

It was evident from table that the main effect of the second independent variable Gender had no impact on youth problem of adolescent. The t value was reported = .125, $p > .05$, which was negligible. Table 1 highlighted that mean scores of male and female adolescent were 7.06 (SD = 6.51) and 7.22 (SD = 5.17) respectively and the difference between two means was 0.16. On the basis of above findings one can well imagine that both the groups of adolescent i.e. Male and Female have by and large equal level of school problem.

Female participants scored 1.6 on an average on social problems which was found to be greater than that of male participants who scored 1.46 on an average But no significant difference was found between the means of males and females on t -test (0.397, Table 1).

The two groups viz. male and female senior secondary school students, was compared with each other on personal problems dimension of youth problem inventory.

It was found that female senior secondary school students have high mean score on personal problem than male senior secondary school students, which means that females have faces many personal problem comparatives to males.

CONCLUSION

Adolescent period is a crucial period for the new generation. Female students especially facing many personal problems due to due to major changes in the physical structure as well as in environmental conditions. Young people will quite often be more curious about grown-ups and are quick to notice and impersonate their way of behaving. The young can expect their own necessities, foster individual objectives and upgrade their future. Arrangements for mental advising to be made by schools, universities and social assistance places to wipe out their childhood issue. Next to this guardians, relatives and companions likewise ought to broaden their co-activity and compassion to make family emotionally supportive network for such teenagers. Educator should lay out appropriate affinity with the youngsters. He should keep up with cheerful relationship with the understudies.

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Conflict of Interest

The author(s) declared no conflict of interest.

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