

## Psycho-Social Problems of Post- Graduate Students of College of Agriculture, UAS, Raichur

Ravi M. Sambrani<sup>1\*</sup>, Basavaraj Hulagur<sup>2</sup>

### ABSTRACT

Increasing independence from adult controls, rapidly occurring physical and psychological changes, exploration of social issues and concerns, increased focus on activities with a peer group and establishment of a basic self identity contribute to adolescent maladjustment. Factors for adolescent maladjustment include economic instability, parental discord, inadequacy of school offerings, lack of understanding of adolescent psychology on the part of parents and school faculties, and inadequate recreational facilities. This study on psycho-social problems of adolescents with 90 post graduate students will help the parents, teachers, teacher educators and even the public to be familiar with the problems of adolescents. Findings reveal that adolescents at higher level face more problems from educational and emotional aspects.

**Keywords:** *Adolescents, Post graduate students, Psycho social problems*

Adolescence is the transitional stage in life cycle between 13 and 19 years of age characterized by development between childhood and adulthood, representing the period of time during which a person experiences a variety of biological and emotional changes. Adolescence is a stage increasing independence from adult controls, rapidly occurring physical and psychological changes, exploration of social issues and concerns, increased focus on activities with a peer group and establishment of a basic self identity (Hurlock, 1981).

It is a stressful developmental period filled with major changes in physical maturity and sexuality, cognitive process, emotional feelings and relationship with others. It is a phase of life marked by special attributes like rapid physical, psychological, cognitive and behavioural changes and developments, including urge to experiments, attainment of sexual maturity, development of adult identity, and transition from socio- economic dependence to relative

<sup>1</sup> Associate Professor of Psychology, Department of Agricultural Extension Education College of Agriculture, Raichur, India

<sup>2</sup> Assistant Professor of Extension, Department of Agricultural Extension Education College of Agriculture, Raichur, India

[\\*Responding Author](#)

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independence. The consequent reduction of support and guidance can leave many adolescents to problematic behaviours, reducing their ability to respond in a healthy way when faced with struggling circumstances or difficult decisions (Haugaard, 2001). The majority of young people are confronted by more or less serious problems connected with their home life, their college experiences, their work activities and their social relationships. The factors responsible for adolescent maladjustment include economic instability, parental discord, inadequacy of college offerings, lack of understanding of adolescent psychology on the part of parents and college faculties, unwholesome neighbourhood or community conditions, inadequate recreational facilities etc (Bhardwaj, 1997; Kakkar, 1999; Prathiba, 2006; Jeevarthina, 2010). Leaving home may also be a way of telling parents that the home situation has become seriously intolerable (Husen & Postlethwaite, 1994).

The changes happen in the domain of biological, physically, psychosocial maturity and cognitive and the capacity of adolescents are different in coping with the speed of changes. Adolescents suffer from psychosocial problems during their development. Psychosocial problems include emotional problems (e.g. anxiety, depression and stress) and behavioural problems (e.g. educational difficulties, conduct disorders, hyperactivity substance abuse). Since the psychosocial problems are not easy to be detected by the parents or teachers, they are easily neglected.

Adolescents who know that their attitudes and behaviour are viewed by the social group as “immature” , and who realize that others consider them incapable of handling the adult role successful, may develop inferiority complexes (Hurlock, 1981). One of the most difficult developmental tasks of adolescents relates to social adjustments. They spend most of their time outside the home with their peer group. So it is understandable that they are very much influenced by their peers on attitude, speech, interests, appearance and behaviour.

### ***Psycho-Social Problems***

Psycho-social Problems refers to various problems of adolescents like behavioural problems, emotional problems, educational problems and social problems. Problems related to any or all the external activities of a person, which are observed directly, like behaviour that harms or threatens to harm others, lying, violation of rules etc, are behavioural problems. Emotional problems are the problems related to any of the particular feelings that characterize the state of mind. Educational problems include problems related to cognitive skills, teachers’ and parental motivation in academic field, adjustment with the college etc. Social problems are the problems related to social environment such as social behaviour, social participation, peer influence and adjustment with family, society and religion.

The present paper focuses on the various Psycho-social problems of adolescents which help the parents, teachers, teacher-educators and even the public to be familiar with the problems and causes of problems in adolescents.

**Objective**

To study the extent of various psycho- social problems among post- graduate students of College of Agriculture, University of Agricultural Sciences, Raichur

**METHODOLOGY**

The study was conducted in the College of Agriculture, Raichur in the year 2015-16. The Ex-post facto research design was employed as the phenomenon has already occurred. The post graduate students studying M.Sc.(Agri) and Ph.D in various disciplines constituted the population for the study. A sample of 90 post graduate students was selected by employing simple random procedure. Psycho-social Problem Inventory by Mumthas & Muhsina, 2012 was used for collecting the information. The frequency, percentage and mean were used to analyze and tabulate the collected data.

**Tools**

**Psycho-Social Problem Inventory:** Psycho-Social Problem Inventory (Mumthas & Muhsina, 2012) consisting of 55 items is used for identifying the extent of Psycho-social problem areas of adolescents. There are two choices for each item in the inventory viz., Yes and No. The students have to read each item carefully and if it is a problem for them put a tick (√) mark in the column under ‘Yes’ against that item and otherwise put (√) mark in the column under ‘No’. The tick marks given under the choice ‘Yes’ were considered as one problem. The instrument possesses face validity and has proven reliability. Cross examination of the responses in the test-retest administrations of the inventory shows that there is not much wide variations in the two responses which suggests that there is a high degree of consistency in the response.

**RESULTS AND DISCUSSION**

In order to find the extent of various psycho-social problems among adolescents at higher secondary level, the problems were arranged in the descending order of percent of occurrence and find the mean percent of occurrence of each problem area viz., behavioural problems, emotional problems, educational problems and social problems.

**Behavioural problems**

*Table 1: Percent of Occurrence of Problems among Adolescents under the Area Behavioural Problems*

Behavioural problems	% of occurrence
Impatience	60.32
Shyness	53.27
Talkative	49.25
Unorganised nature	41.36
Hyperactivity	37.52
Introversion	33.12
Extreme passivity	29.75
Disobedience	26.32

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Tendency to violate rule	24.15
Over dependence	23.08
Aggressive behaviour	16.36
Bad manners	15.63
Tendency for lying or stealing	14.52
Self harm behaviour	12.3
Disrespect	10.52
<b>Mean percent</b>	<b>29.83</b>

From Table 1 it is clear that more than fifty per cent of the post graduate students feel that they are quite impatient (60.32 %) and shy (53.27 %). More than forty per cent of them feel that they are Talkative (49.25 %) and unorganised in nature (41.36 %). Little more than one third of the respondents feel that they are hyperactive (37.52 %) and introvert in nature (33.12 %). On an average 29 percent of adolescents are having behavioural problems.

**Emotional Problems**

**Table 2: Percent of Occurrence of Problems among Adolescents under the Area Emotional Problems**

From Table 2, it is clear that majority (65.56 %) of the adolescents feel that they are very anxious and 58.89 per cent of them feel that they are hot tempered. Little more than forty (46.67 %) of them feel that they are day dreaming and forty per cent of them have rapid mood swings. More than 30.00 per cent of them were having problems of nightmares and loneliness. More than one fifth of them were having problems of excessive fears and worries, depression, feeling of inferiority and lack of sleep. On an average approximately 30.24 percent of adolescents are suffering from emotional problems.

<b>Emotional problem</b>	<b>% of occurrence</b>
Anxiety	65.56
Hot temperedness	58.89
Day dreaming	46.67
Rapid mood swings	40.00
Nightmares	33.33
Loneliness	32.22
Excessive fears and worries	28.89
Depression	25.56
Feeling of inferiority	22.22
Lack of sleep	21.11
Apathy	17.78
Feeling of insecurity	13.33
Suicidal feeling	10.00
<b>Mean percent</b>	<b>30.24</b>

### Educational problems

*Table 3: Percent of Occurrence of Problems among Adolescents under the Area Educational Problems*

<b>Educational problems</b>	<b>% of occurrence</b>
Academic underachievement	70.00
Over expectation of parents	65.56
Lack of concentration	61.11
Strict rules of college	54.44
Fear of failure in exam	52.22
Poor memory	45.56
Over load of college work	43.33
Inadequate educational status of parents	34.44
Disinterest in college work	32.22
Lack of academic skill	25.56
Decreased motivation	28.89
College absence	21.11
Busy schedule of parents	18.89
Learning disabilities	12.22
<b>Mean percent</b>	<b>40.40</b>

From Table 3, it is clear that majority (70.00 %) of the adolescents feel that they are academic underachievers. More than fifty per cent of them were having the problems like over expectation parents (65.56 %), lack of concentration (61.11 %), strict rules of college (54.44 %) and fear of failure in exam (52.22 %). More than 40 per cent of them were having the fear about overload of college work and poor memory. On an average 40 percent of the adolescents are having educational problems.

### Social problems

*Table 4: Percent of Occurrence of Problems among Adolescents under the Area Social Problems*

<b>Social problems</b>	<b>% of occurrence</b>
Low self esteem	47.78
Attraction to opposite sex	45.56
Lack of leadership ability	43.33
Lack of self confidence	38.89
Poor self concept	32.22
Identity confusion	27.78
Social withdrawal	23.33
Lack of social recognition	21.11
Superstitious believes	18.89
Religious conflicts	14.44
Domestic violence	12.22
Participation in antisocial activities	10.00
Isolation from family	8.89
<b>Mean percent</b>	<b>26.50</b>

With respect to social problems, it is clear from the results presented in table 4 that majority (47.78 %) of the adolescents feel that they have low self esteem followed by problem of attraction to opposite sex (45.56 %) and lack of leadership ability (43.33 %). Little more than thirty per cent of them have problems regarding lack of self confidence (38.89 %) and poor self concept (32.22 %). More than twenty per cent of them were having problems related to identity confusion, social withdrawal and lack of social recognition. On an average approximately 26 percent of the adolescents are facing social problems.

## **CONCLUSION**

Adolescents face more problems from educational and emotional aspects. Problems like anxiety, hot temperedness, academic under-achievements and strict rules have a highest percent of occurrence among adolescents. The problems among adolescents are more from educational area which shows a necessity of reconstruction in the present education system. It would be better to improve the functioning of career guidance and counselling centres in every institution. By providing these services most of the educational problems of adolescents can be reduced. Teachers should ensure that their students are getting better motivation from the institution and they should help in building up a good career. The parents, teachers and academic authorities should ensure conducive physical, social and psychological environments because this will help the adolescent both within and outside the college.

The emotional problems are also high in adolescent due to the physical and physiological changes that occur as a part of their development. Adolescents need maximum attention and care. Adolescents of today have an intense desire for independence and freedom for self expression that they deserve. If this need is not satisfied, they will start to deviate from the social norms and social values. So the teachers, parents and other caregivers should consider them as an individual and should treat them in an appropriate way. They should be aware of the changes occurring within the adolescents and should try to reduce the conflicts in them. Other agencies in the community should join this effort to ensure a meaningful experience for the adolescents in their total environment recognizing that future depends significantly on them.

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