

Impact of Gender and Education on Youth Problems among College Students

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ABSTRACT

The power of youth is believed to be around the world, but turning the youth power into positivity is a big challenge and where this power can be turned in the right direction, new heights can be measured. Moral deceleration of youth is an important problem in emerging India. The present study seeks to investigate some types of youth problems generating unrest and tension among college students. More specifically the effect of gender (male/female) and different discipline (Arts/commerce) on youth problems has been investigated in this present study. Youth problem inventory (by Verma) was used to study the family, educational, social and personal problems in college students of Veer Kunwar Singh University, ARA. Results were analyzed by using 2X2 factorial ANOVA. Results reveal that there were significant faculty difference between arts and commerce on different areas of youth problems inventory. First and the foremost concern of today's youth in India is education. Indian youth demands for better education, employment driven training and brighter future. Youth also want that skill based education and job placement should be a part of every higher institution. More emphasis should be laid down on career oriented courses and there should be a connection with real life scenario rather than just bookish.

Key Words : Gender, Education, Youth problems

INTRODUCTION

The young people of any nation or country are the foundation for the development and construction of that nation. Healthy youth can build a healthy nation. Students are the most powerful part of our country and they are our country's future. India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. Family environment include social environment which constitute conditions, circumstances and interactions among family members. College Students must have effective and positive interactions in this social environment in order to survive and thrive. Healthy family environment results in positive interactions among family members; while negative environment leads to irritable behavior of family members. Higher levels of academic

achievement of students living in a customized environment are higher than students living in hostile environments.

The family environments can differ in many ways, for example, on the basis of socio-economic level and parenting practices (Zastrow and Kirst-Ashman, 2013). Adolescence is the transitional stage of development between childhood and adulthood that requires special attention and protection. The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences. Adolescents are different both from young children and from adults. Specifically, adolescents are incapable to understanding complex concepts concern with the relationship between

behavior and consequences. This inability may make them vulnerable to high-risk behaviors.

For students, the transformation from intermediate classes to graduation and post graduation is a challenging work. It offers new chances for their academic and psychosocial development, even though entering into a new space may be a source of strain and acute stress. College is a new space and time period for the students-most of them in their late adolescent age, physically getting mature, and psychologically unstable. During this period, students are undergoing confusion and conflict. There will be a lot of opportunities and challenges available in the colleges. This may lead to some competitions or conflict among the students and within the student (Friedlander *et al.*, 2007 and Tou *et al.*, 2007). The topic of big misery is that today, the tendency of diligence and diligence in students is becoming increasingly vulnerable; they want to adopt shortcut pathways in every area of life and if they fail, take suicidal steps such as suicide. The unhealthy levels of stresses can have the capacity to hinder the students' abilities to socialize and achieve their academic goals. Finding out such stresses and its sources to prevent it to become a threat to the students is very important. Most of the University students are facing academic stress to study, to complete their assignments, to participate in various programs in the college, and the stress is because of the imbalance between environment and demand (Rob *et al.*, 2011, Singh *et al.*, 2011) According to Porter (1990) most of university and college students did not finish their course and left the university especially within first 2 years because of their inability to cope up with the situation. Steinberg and Darling (1994) mentioned that most of university students who visited for the mental health service reported the problems of anxiety, depression, problems related to the academics. A study conducted by Anson *et al.* (1984) found that anxiety was inversely related with grades obtained by the students. Student unrest is a great threat to our system of education, training programmes and development. The students indulge in violence, arson, destruction of property. They use unfair means to get through the tests and examinations, insult their teachers, threat their invigilators and abuse the staff on any pretext.

Objective:

The aim of the present study was compare the students of Arts and Commerce discipline with both

genders on youth problem inventory.

METHODOLOGY

Sample:

The entire sample was consisted of 200 students studying in Arts and commerce faculties at different colleges of Veer Kunwar Singh University, ARA, where the problem was found to be more than elsewhere. Students group was equally divided into two groups (Arts and Commerce) and two sexes (boys and girls). The data on 200 students forming (2X2) factorial design with 50 students in each cell, both boys and girls from Arts and Commerce faculties, where selected from analysis of data. Age of this sample was 18 to 21 years and mean age and SD of the sample is 19.48 yrs and 4.32 respectively. Non-Probability purposive sampling was used in this study.

Tool:

Youth Problem Inventory (Verma, M. 2004):

This inventory has 80 items which is a self administering inventory for the Adolescence students of age to locate the problems in four areas such as Family, School/College, Social and Personal and other subareas under each main area. A high score in an area indicates high problem in that particular area. Reliability of the Inventory is found to be .80, whereas validity is in the range of .68 - .75. All the responses of Y.P.I were scored and calculated aspect wise, the sum of these items was the total raw score. In each area scores were converted into percentages as described in the Youth Problem Inventory.

RESULTS AND DISCUSSION

Data obtained from investigation are shown in term of mean and SD in Table 1 and ANOVA in Table 2, respectively. It would be seen from the Table 2 that faculty was a significant factor but sex was not significant, while interaction between Gender X Faculty was significant. There were a significant faculty differences between Arts (Mean = 20.92) and commerce (Mean = 24.38) on family problems dimension of youth problem inventory.

It appears that commerce students scored higher than arts students in case of family problems. They exhibited greater strength of stress from family problem than arts student. Usually arts students are expected to

Table 1 : Mean and SD of different faculty and different gender on Family problem of YPI

Subjects	Boys		Girls		Total	
	Mean	SD	Mean	SD	Mean	SD
Arts	22.22	4.44	19.70	6.11	20.92	6.23
Commerce	23.40	5.67	25.40	4.25	24.38	5.84
Total	22.81	4.34	22.55	5.34	22.65	5.89

Table 2 : 2 (faculty) X 2 (sex) factorial ANOVA on Family problem of YPI

Source	SS	df	MSS	F ratio	Sig.
Faculty	574.03	1	574.03	10.24**	P< .01
Sex	3.61	1	3.61	0.06	NS
Faculty X Sex	253.17	1	553.17	4.35*	P<0.05
Error	11401.25	196	58.17		

have more free time on hand and they are engaged in more recreational activity so they are unable to feel family problems. Family background can play major role in family problems. Family dispute, fighting-quarrel may be a big factor in facilitating the family problems. However, there are no significant differences as far as family problems were concerned.

At the same time, there appeared significant interaction between faculty and sex. Problems in communication between family members, problems with emotional expression, lack of respect among family members, and lack of trust in the relationship with the parents can play a role for commerce students. New research reveals why some children are badly affected by negative family conflicts while other children survive without significant problems. Researchers found that the way in which children understood the conflicts between their parents had different effects on their emotional and behavioral problems. Where children blamed themselves for the conflicts between their parents, they were more

likely to have behavioral problems, such as anti-social behavior. But if their parents' fighting or arguing led to a child feeling threatened, or fearful that the family would split up, the child was more likely to experience emotional problems, such as depression.

A result in Table 3 and Table 4 reveals that there were both significant faculty differences as well as sex differences, and there was an also significant interaction between faculty and sex on educational problem of YPI. This means that it is doubtful that both faculty and sex independently played a significant role in generating tension and conflict from educational problem.

It would be seen from Table 3 and Table 4 showing the mean and SD that there were significant faculty differences (Arts M= 10.16 and Commerce M = 13.03) among the boys and again significant faculty differences (Arts M = 10.52, Commerce M = 16.50) among the girls. Commerce girls show maximum educational problem in comparison to boys students. There are lots of pressures for the present generation in girls student especially to

Table 3 : Mean and SD of different faculty and different gender on Educational problem of YPI

Subjects	Boys		Girls		Total	
	Mean	SD	Mean	SD	Mean	SD
Arts	10.16	3.98	10.55	3.56	10.40	3.60
Commerce	13.03	4.02	16.55	4.23	14.80	4.03
Total	11.60	4.00	13.55	3.84	12.60	3.99

Table 4 : 2X2 ANOVA on educational problem of YPI

Source	SS	df	MSS	F ratio	Sig.
Faculty	976.92	1	976.92	33.10**	P< .01
Sex	184.32	1	184.32	6.24**	P< .01
Faculty X Sex	121.58	1	121.58	4.11*	P<0.05
Error	5784.68	196	29.51		

learn more and more than the past generations for their better future. Many academic institutions in the form of maintaining discipline they make students stressful not allowing the students to mingle with peer groups, not allowed to speak with boys, heavy and challenging workload etc. The family can prove to be very effective to rise above your likes and dislikes which is not present in commerce students.

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