



Problems Of Youth: A Comparative Study Of College Students In Relation To Gender

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Abstract:

The present study examined youth problems of college students in relation to their gender. By using random sampling, total 80 college students (40 male and 40 female), aged between 17 to 21 years, studying in different discipline of senior colleges of Kolhapur city. Youth Problem Inventory developed by Km. Sandhya Sharma was used for assessing the study variables. The obtained data was analyzed through mean, SD and t test. The result reveals that there is no significance gender difference found between all dimensions such as personal, family, socio-emotional and educational problems as well as overall youth problem among the college students in relation to gender.

Keywords: Youth problem, Gender, College students.

Introduction:

Youth is transition phase dependence to independence (childhood to adulthood). Youth means the bridge between childhood to adulthood. Many psychologists explained that youth is a very crucial stage of human development. The foundation of any nation depends upon the pillar of youth. A lot of physical (such as height, weight, hormones etc.), mental and emotional changes (such as swing mood, depression, irritation, anger etc.) happen increasingly in this stage. Erikson (1960) stated that adolescence is the fasting stage of human development. According to Hurlock, when the child gets physical maturity, it means that adolescence stage starts (at the age between 13 to 14 years). He also concluded that adolescence is a stage of physical, mental, emotional and social maturity. According to Psychologist, 12 to 21 age period is an adolescence period. But, as per gender difference, girls become sexually mature than boys mostly.

Youth faces a variety of challenges and problems. Hetherington & Park (1993) noted that adolescence is a stage of problem. Dr. Sigmund Freud also stated that this is a stage of conflict between adolescence and parent. At present, adolescence is facing lot of problems that affects on physical, mental, emotional and

social well-being. Some of the most common problem includes sexuality, anxiety, depression, academic stress, addiction, emotional instability, loneliness, fear of failure, relationship issues, peer pressure, parental criticism, unemployment, isolation, sadness etc. In present era, there is big difference indicates in relation to overall youth problems as per the gender, area of residence, education, culture, and socio-economic status of parents.

Literature Reviews:

Srishti Singh (2016) studied problems of youth (college students) in context to gender. The sample comprised of 56 (28 male & 28 female) UG students, aged between 19 to 25 years by randomly. The variables of the study assessed through using YPI developed by Mithilesh Verma. The obtained data was analyzed through descriptive statics and t tests. The result of the study reveals that there is no significance difference found in family problems, college problems, social problems and personal problems of college students in relation to gender. .

Waghmare Ramesh (2017) assessed the gender difference between youth problems. Total 400 rural and urban students (200 male and 200 female) were selected by using purposive sampling method. For the study, Youth problem inventory prepared by Dr. M. Verma (2004) was used and obtained data was analyzed by using descriptive statistics such as mean, Sd and one way ANNOVA. The finding of the study shows that female students indicate family problems, school problems than male students. However, there is no gender difference found in the dimensions of personal problems and social problems.

Devi M. (2019) Studied gender differences of college students in relation to youth problems. Youth problem inventory (2004) developed by Dr. M. Verma used on 40 UG students (20 male and 20 female) for the assessment of the study variables. The descriptive statistics such as mean, SD and t test were applied of data analysis. The major finding of the study indicates that there is no gender difference found in all the dimensions of youth problem inventory.

Kanika Das (2022) investigated the problems among the youth and their self-concept. With using random sampling, 120 college going students (60 male & 60 female) aged between 18 to 20 years were selected. Youth problem inventory and self-concept questionnaire were adopted for assessment of the variables. The result indicates that there is no gender difference found on youth problem among college students.

Significance of the study:

Adolescence is inherently a time of storm and stress (Arnett, 2006). Adolescence is a crucial stage of human development. Great psychologist Stanley hall introduced this stage as a “storm period” According to Piaget (1950), the rapid changes occur in function and structure of brain during adolescence. Our former president also remarked that youth are prime pillar of any nation. We can develop our nation as a superpower nation with the help of youth. But there is different picture seen at present. A lot of physical, mental, emotional, behavioural and social issues increasing day by day among the today’s both gender of youth. Poor mental and physical well-being, family issues, educational obstacles, emotional instability, social issues, peer

group issues etc. The present study helps to identify and address such issues that can affect on physical, mental, emotional and social well-being. It also helps to prepare to youth to meet the challenges and obstacles. The study will benefit to plan the proper policy for holistic development of youth.

Objectives:

1. To study the gender difference in personal problems of college students.
2. To assess the gender difference in family problems of college students.
3. To examine the gender difference in socio-educational problems of college students.
4. To measure the gender difference in educational problems of college students.
5. To investigate the gender difference in youth problem of college students.

Hypotheses:

1. There will be no significance gender difference in personal problems of college students.
2. There will be no significance gender difference in family problems of college students.
3. There will be no significance gender difference in socio-emotional problems of college students.
4. There will be no significance gender difference in educational problems of college students.
5. There will be no significance gender difference in youth problem of college students.

Methodology:

1. Sample:

Total sample of the study consisted of 80 UG students (40 boys & 40 girls), aged between 17 to 21 years, studying in different discipline of senior colleges of Kolhapur city.

2. Variables:

Independent Variable : Gender: Male & Female Students

Dependent Variable : Personal Problem
Family Problem
Socio-emotional Problem
Educational Problem

3. Operational Definitions:

Youth:

This is a stage of growth, exploration, and the transition of dependence to independence, between the age group of almost 15 to 24 years.

4. Tools:

The following standardized scale was used to data collection.

I) Youth Problem Inventory (YPI):

This inventory is developed by Km. Sandhya Sharma. It classified in four sub-areas. It consists of 70 items with two alternatives such as Yes or No. The test-retest reliability of the scale is found 0.85 and high concurrent validity.

The following table is showing the sub-areas of YPI.

Table No. 1

Sub-areas of Youth Problem Inventory

Part	Sub-area	No. of Items
I	Personal Problem	20
II	Family Problem	20
III	Socio-emotional Problems	20
IV	Educational Problems	10
Total		70

The scoring procedure is very simple. One score for No response and two score for Yes response should be given, the total score will be indicates raw score of 'Youth Problem' of an individual. We can also calculate the raw score of each sub-area.

5. Statistical Analysis:

The very effective statistical tools such as Mean, SD and 't' test were used and analyzed the data.

6. Result and Discussion:

Table No. 2

Showing Mean, SD and 't' value of all area of Youth Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Personal Problem	Male Students	40	30.1	3.37	0.02	NS
	Female Students	40	28.7	2.65		
Family Problem	Male Students	40	30.2	3.08	0.10	NS
	Female Students	40	29.4	2.73		
Socio- emotional Problem	Male Students	40	29.9	2.98	0.43	NS
	Female Students	40	30.1	2.86		
Educational Problem	Male Students	40	14.4	1.56	0.06	NS
	Female Students	40	15.0	1.59		
Overall Youth Problem	Male Students	40	105.08	6.11	0.09	NS
	Female Students	40	103.4	5.42		

Table No. 3

Showing Mean, SD and 't' value of area of Personal Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Personal Problem	Male Students	40	30.1	3.37	0.02	NS
	Female Students	40	28.7	2.65		

Figure No. 1

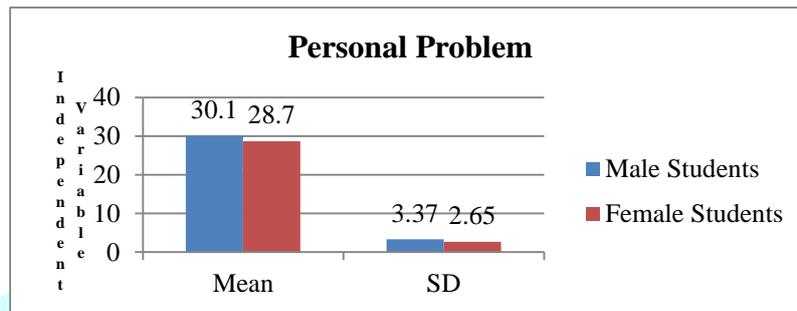


Table No. 3 and Figure No. 1 depicts that mean, SD and 't' value of personal problem first dimension of youth problem. Mean score of male students is 30.1 and SD is 3.37. Mean score of female adolescents is 28.7 and SD is 2.65. Mean score of male students found greater than female students, but the obtained 't' value is 0.02 which is statistically significant. It means that **hypothesis no. 1 "There will be no significance gender difference in personal problems of college students" is accepted.**

This result might be occurred because of; youth is dynamic period for both male and female students in relation to physical and psychological changes. Both male and female students connected with lifestyle, environmental factor and developmental changes equally. In addition, academic pressure, peer pressure, identity and self-esteem issue, mental health problems, relationship issues, career and future uncertainty, financial struggle etc. also common personal problems may be same among both. Similar studies, Chauhan and Joshi (2014) and Singh (2016) also noted that there is no gender difference between personal problems of college students.

Table No. 4

Showing Mean, SD and 't' value of area of Family Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Family Problem	Male Students	40	30.2	3.08	0.10	NS
	Female Students	40	29.4	2.73		

Figure No. 2

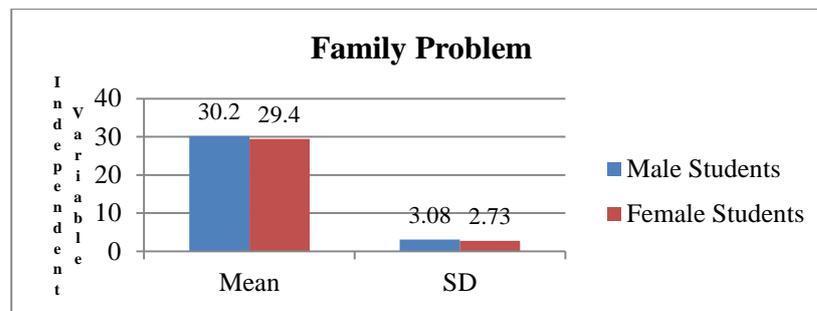


Table No. 4 and Figure No. 2 depicts that mean, SD and 't' value of family problem second dimension of youth problem. Mean score of male students is 30.2 and SD is 3.08. Mean score of female adolescents is 29.4 and SD is 2.73. Mean score of male students found greater than female students, but the obtained 't' value is 0.10 which is statistically significant. It means that **hypothesis no. 2 "There will be no significance gender difference in family problems of college students" is accepted.**

This result might be occurred because of; both male and female students connected with family, culture and tradition equally. Both may be experiences similar amount of family problems such parental pressure, family crises or conflict, communication gap, neglectful parenting style, addiction from parents, unrealistic expectations, domestic violence, loss of a family member etc. also common family problems may be same among both. Similar studies, Singh (2016) and Waghmare (2017) noted that there is no gender difference between family problems of college students.

Table No. 5

Showing Mean, SD and 't' value of area of Socio-emotional Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Socio-emotional Problem	Male Students	40	29.9	2.98	0.43	NS
	Female Students	40	30.1	2.86		

Figure No. 3

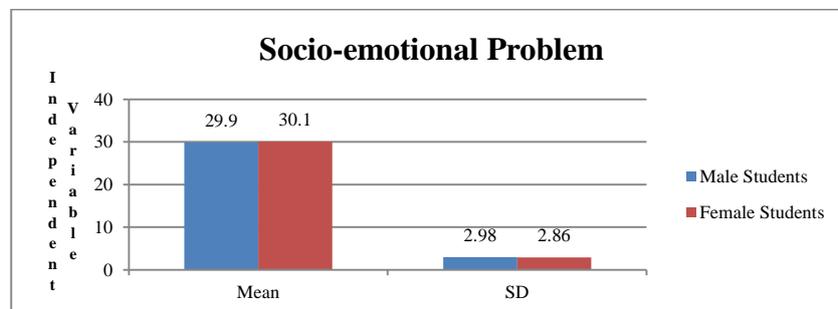


Table No. 5 and Figure No. 6 depicts that mean, SD and 't' value of socio-emotional problem third dimension of youth problem. Mean score of male students is 29.9 and SD is 2.98. Mean score of female adolescents is 30.1 and SD is 2.86. Mean score of female students found greater than male students, but the obtained 't' value is 0.43 which is statistically significant. It means that **hypothesis no. 3 "There will be no significance gender difference in socio-emotional problems of college students" is accepted.**

This result might be occurred because of; both male and female students connected with socio-emotional problems equally. These problems can arise due to social, environmental, cultural, psychological influences for both same. Especially personal and family problems may be strongly caused same among both. Similar studies, Singh (2016) noted that there is no gender difference between socio-emotional problems of college students.

Table No. 6
Showing Mean, SD and 't' value of area of Educational Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Educational Problem	Male Students	40	14.4	1.56	0.06	NS
	Female Students	40	15.0	1.59		

Figure No. 4

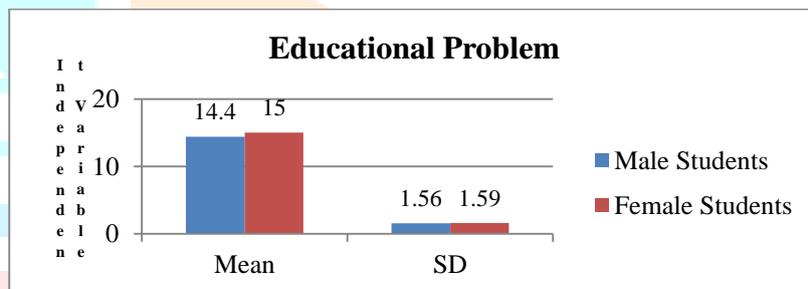


Table No. 6 and Figure No. 4 depicts that mean, SD and 't' value of educational problem fourth dimension of youth problem. Mean score of male students is 14.4 and SD is 1.56. Mean score of female adolescents is 15.0 and SD is 1.59. Mean score of female students found greater than male students, but the obtained 't' value is 0.43 which is statistically significant. It means that **hypothesis no. 4 "There will be no significance gender difference in educational problems of college students" is accepted.**

This result might be occurred because of; educational problem is varied and complex among both male and female students. The educational problem is influenced as same through mentioned problems such as personal, family, social and emotional problems among both. In addition, technology, lack of proper guidance, poor academic performance, societal expectations, learning gaps, financial barriers, lack parental support etc. also facing same both. Similar studies, Singh (2016) and Waghmare (2017) noted that there is no gender difference between educational problems of college students.

Table No. 7

Showing Mean, SD and 't' value of Overall Youth Problem

Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Overall Youth Problem	Male Students	40	105.08	6.11	0.09	NS
	Female Students	40	103.4	5.42		

Figure No. 5

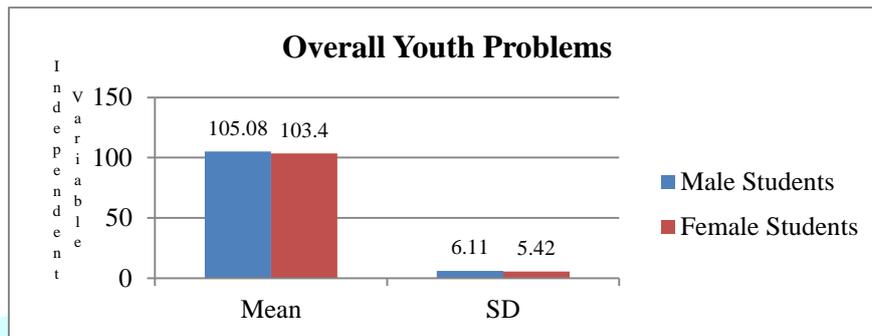


Table No. 7 and Figure No. 5 depicts that mean, SD and 't' value of overall youth problem. Mean score of male students is 105.08 and SD is 6.11. Mean score of female adolescents is 103.4 and SD is 5.42. Mean score of male students found greater than female students, but the obtained 't' value is 0.09 which is statistically significant. It means that **hypothesis no. 5 "There will be no significance gender difference in overall youth problems of college students" is accepted.**

This result might be occurred because of; there is not only one cause but also lot of causes may be responsible for increasing problems among youth. Both male and female students may be facing physical, mental, emotional, social, financial, cultural and educational problems may be similarly. There are mental health issues, violence, wrong parenting style, education system, addiction, unemployment, poor guidance etc. can be affected diversely same on both. Similar studies, Chauhan and Joshi (2014) indicated that there is no gender difference found between youth problems in relation to gender.

Conclusions:

1. There is no significance gender difference found between personal problems of male and female students.
2. There is no significance difference found between family problems of male and female students.
3. There is no significance difference found between socio-emotional problems of male and female students.
4. There is no significance difference found between overall youth problems of male and female students.
5. There is no significance difference found between educational problems of male and female students

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