



## BEHAVIOUR PATTERN OF PROBLEMS AMONG YOUTH

V. Janardhanam\*

Research Scholar, Dept. of Social Work and Population Studies, S.V. University, Tirupati-517 502. \*Corresponding Author

Dr. P. Vinayaga Murthy

Professor, Dept of Social Work and Population Studies, S.V. University, Tirupati-517 502.

**ABSTRACT**

An attempt was made in the present investigation to study the behaviour pattern of problems among youth. Sample for the present study consists of 300 parents, both fathers and mothers and their children with problem behavior in Chittoor of Andhra Pradesh State. The Achenbach System of Empirically Based Assessment-Adult Self-Report (ASEBA-ASR) by Achenbach and Rescorla, (2003) was designed to empirically assess the behavior problems among youth and their age ranges from 18-24 years and 't' tests were used to analyse the data. Findings of the study revealed that gender, nature of course and age have any significant differences in behaviour pattern of problems among youth.

**KEYWORDS :** Gender, Nature of Course, Age and Behaviour pattern of Problems.

**INTRODUCTION**

During adolescence, the frequency and severity of violent interactions increase. Although episodes of violence at school are highly publicized, adolescents are much more likely to be involved with violence (or more often the threat of violence) at home and outside of school. Many factors, including developmental issues, gang membership, access to weapons, substance use and poverty, contribute to an increased risk of violence for adolescents. Of particular concern are adolescents who, in an altercation, cause serious injury or use a weapon. Because adolescents are much more independent and mobile than they were as children, they are often out of the direct physical control of adults. In these circumstances, adolescents' behavior is determined by their own moral and behavioral code. The parent's guide rather than directly control the adolescents' actions.

The patterns of interaction and behaviour of the family members play a vital role in the behaviour patterns of an individual. Parents who are friendly with their children provide information about how people deal with one another in a social situation, follow certain procedures and engage in cooperative behaviour.

An individual's behaviour can be described as sections to a variety of demands or pressures that are brought to bear upon him. Few individuals are found at the extreme of trait distribution in any distribution curve for one or another of the respective trait among the members of general populations of the community. At each moment of life any person is in the process of changing into a something a little different from what he now is. The whole pattern is changing and it is important to keep in mind at one time both the fact of change and fact of pattern. Any period of change is likely to be accompanied by many potential difficulties.

Behavior problem such as property destruction, physical aggression, self-injury, and tantrums are major barriers to effective social and educational development. Such behaviours put young children at risk for exclusion and isolation from social, educational, family and community activities. Behaviour problem can also be defined as troublesome, risk taking or disruptive behaviour that is more extreme than occasional errors in judgment and requires professional intervention to avoid legal difficulties.

**Review of Literature**

Ewnetu Seid and Fisseha Mikre (2008) found results revealed that male and female students was significantly related in their behaviour problems and correlation of the scholastic achievement scores with teacher relationship were significantly to the behaviour problems.

Rambha Pathak et al., (2011) examined results indicated that type of school, type of family, socioeconomic status, relationship with father, mother's employment and educational status were not found to be significantly associated.

Eshrat Ara (2021) analyzed the relation of family factors with adolescent's behavioral problems. In this healthy family environment characterized by cohesion, positive communication, affective involvement, emphasis on morals etc., has been found to be associated with positive outcomes in adolescents. Unhealthy family environment characterized by physical and verbal conflict, disengagement, negative communication, harsh discipline, rejection etc., has been found to be associated with increasing behavioral problems in adolescents.

Asif Hasan and Akbar Husain (2016) Adolescence is often associated with behavioural problems. Student disruption, aggression and academic failure are a problem in schools across nation. Problems behaviour is socially defined as a problem which is undesirable by the social and/or legal norms of accustomed society and its institutions of authority. This behaviour often brings out some form of social control response, either minimal, such as a statement of disapproval, or extreme, such as incarceration. A number of evidences have revealed that young people tend to get involve in offending, substance abuse and truanting, which signify that they are at risk of developing a constant pattern of problem behaviour.

Javier Ortuño-Sierra et al., (2017) examined the cluster composition of the analysis on the effect of gender and age. The results allowed that men reveal a greater number of problems of an externalizing nature whereas women indicate a greater degree of internalizing difficulties and prosocial skills.

Dorcac et al., (2018) included that the Child Behavior Checklist reports from 1022 Kenyan parents on their children (ages 6-18 years) and Youth Self-Reports from 533 adolescents (ages 12-18) living in Kenya's Central Province. EBP in Kenya are highly prevalent compared to multi-cultural standards for parent reports, with 27 and 17% scoring in the borderline and clinical range, respectively. Based on parent reports, younger children scored higher on EBP than older children, and higher on internalizing problems. Based on self-reports girls scored higher than boys, particularly on internalizing problems.

**OBJECTIVES**

1. To examine the difference between boys and girls in

behaviour pattern of problems among youth.

- To examine the difference between arts and science course in behaviour pattern of problems among youth.
- To examine the difference between ages of 18-20 years and 21-24 years in behaviour pattern of problems among youth.

**Hypotheses**

- Male and female would differ significantly in their behaviour pattern of problems among youth.
- Arts and science course would differ significantly in their behaviour pattern of problems among youth.
- Ages of 18-20 years and 21-24 years would differ significantly in their behaviour pattern of problems among youth.

**Sample**

Sample for the present study consists of 600 students studying both male and female at different colleges in Chittoor District of Andhra Pradesh State. The sample of respondents was drawn using the stratified random sampling technique.

**Variables Studied**

In the light of the hypotheses formulated, the following variables are studied.

**Independent Variables**

- Gender
- Nature of course
- Age

**Dependent Variable**

- Behavior Problems

**Tool**

The Achenbach System of Empirically Based Assessment-Adult Self-Report (ASEBA-ASR) by Achenbach and Rescorla (2003) was designed to empirically assess the behavior pattern of problems and their age ranges from 18-24 years.

**STATISTICAL ANALYSIS**

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and 't' tests.

**RESULTS AND DISCUSSION**

**Table-I: Means, SD's and 't' Value for the behavior pattern of problems scores of male and female.**

Behavior pattern of Problems	Gender	Mean	SD	t-value
	Male	157.50	30.76	2.05*
	Female	136.41	38.71	

\*- Significant at 0.05 level

**Hypothesis-1: Male and female would differ significantly in their behaviour pattern of problems among youth.**

Table-I shows that the 't' value of 3.10 is significant at 0.05 level. It reveals that there is significant difference between male and female in their behaviour pattern of problems. Hence, Hypothesis-1 which predicted that male and female would differ significantly in their behaviour problems is accepted as warranted by the results. It is proved that male (M= 157.50) have high risk of behaviour problems than female (M = 136.71).

**Table-II: Means, SD's and 't' Value for the behavior pattern of problems scores of arts and science course.**

Behavior pattern of Problems	Nature of Course	Mean	SD	t-value
	Arts	116.25	27.13	5.14**
	Science	156.17	35.54	

\*\*-. Significant at 0.01 level

**Hypothesis-2: Arts and science course would differ significantly in their behaviour pattern of problems among youth.**

Table-II clearly shows that the 't' value of 5.14 is significant at 0.01 level. It indicates that there is significant difference between arts and science course studying in their behaviour patterns of problems. Hence, Hypothesis-2 which predicted that arts and science course would differ significantly in their behaviour pattern of problems among youth is accepted as warranted by the results. It is proved that students studying of science course (M=156.17) have high risk of behaviour problems than the students studying of arts course (M = 116.25).

**Table-III: Means, SD's and 't' Value for the behavior pattern of problems scores of 18-20 years and 21-24 years.**

Behavior pattern of Problems	Age	Mean	SD	t-value
	18-20	130.13	30.26	1.32@
	21-24	142.30	35.41	

@- Not Significant

**Hypothesis-3: Ages of 18-20 years and 21-24 years would differ significantly in their behaviour pattern of problems among youth.**

Table-III indicates that the 't' value of 1.32 is not significant suggested that there is no significant difference between age of 18-20 years and 21-24 years in their behaviour pattern of problems. Hence, Hypothesis-3 which predicted that ages of 18-20 years and 21-24 years would differ significantly in their in behaviour pattern of problems among youth is not accepted as warranted by the results.

**CONCLUSIONS**

- Males have high risk of behaviour pattern of problems than females.
- Students studying of science course have high risk of behaviour problems than the students studying of arts course.
- There is no significant difference in the age group of 18-20 years and 21-24 years in their behaviour pattern of problems among youth.

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