

Behavioural Problems Among Adolescents

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ABSTRACT

The main objective of this study is to identify the behavioural problems of adolescents and compare rural and urban adolescents on behavioural problems. Achieve this objective the researcher selected 100 adolescents as a sample of the study. Problem behavior schedule by Dr. S.Venkatesan, 2015 was administered for collection of data. Mean, SD & ANOVA were applied for the purpose. Findings of the study revealed that there exists significant difference between rural and urban adolescents in directional score, externalizing and internalizing behavioural problem. Boys whether from rural and urban differ significantly from girls whether from urban or rural in directionality score in externalizing behavioural problem and intensity severity score of behavioural problem. Adolescents of rural locality exhibit more behavioural problem than the adolescents of urban locality. Boys whether from rural and urban differ significantly from girls on total behavioural problem.

Keywords: adolescence, behavior and problem

Introduction

Development of a country depends upon human resources than physical resources. India has good position in the world in terms of youth population. If we see India's census, youth population increased from 168million in 1971 to 422 million in 2011 (<http://www.censusindia.gov.in>). But in the age of modernization, globalization, liberalization and digitization, youths are not free from depression, stress and strain. Adolescent is the vulnerable time when both boys and girls can develop unhealthy habits that grow into problems in their adult life. According to Jessor & Jessor (1977); Feldman and Elliot (1990); Dryfoos, (1990) adolescent problem behaviours associate with a host of negative health and social outcomes including school failure, arrest, addiction, sexually transmitted diseases, pregnancy, injury and death. The prevalence of problem behavior is relatively rare prior to middle school, but increases dramatically during adolescence.

Review of related literature

Renata Sikora (2016) in his study found that boys under one parent custody significantly more risk behaviours than girls under one parent custody. M. Gupta & et al. (2015) in his study find that most of the adolescent males perceived stress followed by depression to be the major mental problems in their routine life, while females faced loneliness followed by anxiety as major psychological problem. J.M.Chinawa, P.C.Manyika, H.A.Obu (2014) found majority of adolescents with behavioural disorder are from the upper class family. Adolescents exhibited several forms of behavioural problems. Isabel M. Bernedo and et al (2008) stated that boys had more behavioural problem than girls on scales of incomppliance with rules and external behavior. Older adolescents had more somatic problems as well as more behavioural problems as measured by both the internal scale and total scale of CBCL than the younger participants. The main findings of Pallavi & et al (2004) in their study found that the girls had more anxiety compared with boys. The rural adolescent pupils were having more anxiety compared to the urban adolescents.

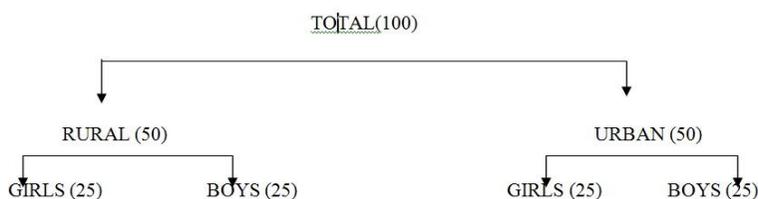
Objectives

Following objectives were framed for this study.

1. To identify the behavioural problems of adolescents.
2. To compare rural and urban adolescents on behavioural problems.
3. To compare boys and girls on behavioural problem.

Research Design

2×2 Factorial design was used where two levels of group (rural and urban) and two sexes (Boys and Girls) were matched together to yield four conditions.



Sample

Total sample of 100 subjects were contacted personally from the rural and urban schools of Haridwar district. The sample was equally classified into rural (50) and urban (50) and further into boys and girls using stratified random sampling technique. All the subjects were matched on educational level and age level. All subjects are of eleventh class.

Hypothesis

Considering the main objectives of the study following hypothesis were framed.

1. Rural and urban adolescents will differ significantly on behavioural problems.
2. Boys and girls will differ significantly on behavioural problems and its dimensions.

Tools to be used

The following fairly developed and standardized tool was used for data collection.

Problem Behavioural Survey Schedule prepared by Dr. S.Venkatesan (2015) for measuring behavioural problem.

Description of the tools used

In the present study problem behavior survey schedule by Dr. S.Venkatesan was used.

The PBBSS consists of 100 items grouped under 11 domains which were given below

Distribution of domain under PBBSS

Sr.No.	Domains	Items
1	Violent-destructive behavior	16
2	Temper tantrum	4
3	Misbehavior with others	14
4	Self injurious behavior	11
5	Repetitive behavior	9
6	Odd behavior	10
7	Hyperactivity	3
8	Rebellious behavior	6
9	Antisocial behavior	14
10	Fears	4
11	Any other	9
	Total	100

The eleven domains of problem behaviours are also classified into two distinct directional categories: Externalising (E) and Internalising (I) problem behaviours.

Reliability and validity

The inter-observer reliability for PBSS estimated using Pearson's Correlation between ratings was found to be $r=0.911$ ($p<0.001$). Cronbach's alpha correlation coefficients of reliability between domains varied between 0.18 and 0.89. The internal consistency for overall scale is 0.55.

Collection of data

The investigator visited the schools personally and administered the tools to the students with a request to give their responses against all the items of the tools separately. They were not only explained the purpose and significance of collecting required information from them but also made them clear that the information collected would be kept confidential and utilized for research purpose only. The students showed keen interest and involvement to go through each item sincerely and carefully. The investigator had read out each item on the tool to verify whether that particular problem behavior is indeed 'present' or 'absent' in a given child. If present the next level of exploration involves enquiring whether that particular problem behavior is present in the given child 'occasionally' or 'frequently' as perceived or reported by the teacher. According to the response the investigator put tick mark (✓) against appropriate place.

Scoring Procedure

The scoring of each child on the PBSS is carried out on two counts: 'Frequency score' (FS) based on presence or absence of given problem behaviors; and the 'Intensity/Severity score (I/SS)'. The former is marked as 'present' or 'absent'. While the 'absent' is always scored as zero, the 'present' items are scored as 'present

occasionally' (score: 1) or 'present frequently' (Score: two). Thus, the maximum possible Frequency Score (FS) on PBSS is 100 and Intensity/ severity score (I/SS) is 200 for a given child. The PBSS also facilitates for each child another 'Directionality Score' (DS) in terms of 'internalising' (DS-I) and /or 'externalizing' (DS-E) patterns of problem behavior. Further, on the PBSS, one can also deduce the deviation score of problem behavior for a given individual to be interpreted as per against available norms.

Results and Tabulation

Table No.1: Means & SDs of total Rural & total Urban on all the variables and their Dimension.

Variables		RURAL		URBAN	
		Mean	SD	Mean	SD
Dimensions Of Behavioral Problem	DSE	32.64	13.21	25.06	12.76
	DSI	18.84	6.33	16.56	14.17
	FS	37.72	12.42	30.94	10.57
	ISS	19.52	18.72	13.04	14.87
Total Behavioral Problem		57.24	18.58	43.98	19.24

Table no.1 shows means and SDs of total rural and total urban on all the variables and their dimension. The mean value of rural adolescents in directionality score on externality, a dimension of behavioural problem is higher than the mean value of urban adolescents. That means rural adolescents show higher externalizing behavioural problems than the urban adolescents. The mean value of rural adolescents in directionality score on internalizing, a dimension of behavioural problem is higher than the mean value of urban adolescents. That means rural adolescents show higher internalizing behavioural problems than the urban adolescents. The mean value of rural adolescents in frequency score, a dimension of behavioural problem is higher than the mean value of urban adolescents. That means rural adolescents show higher frequency behavioural problems than the urban adolescents. The mean value of rural adolescents in intensity severe score, a dimension of behavioural problem is slightly higher than the mean value of urban adolescents. That means rural adolescents show higher intensity behavioural problems than the urban adolescents. The mean value on total behavioural problem is higher in rural adolescents in comparison to urban adolescents. That means rural adolescents show more behavioural problems than the urban adolescents.

Table No.2 Analysis of variance of Directionality score of Externalizing (DSE) a dimension of Behavioral problem.

Sources of Variation	SS	df	MS	F-ratio	Sig.
Locality	1436.41	1	1436.410	8.86	p>0.01
Sex	222.01	1	222.01	1.37	n.s
Locality× Sex	745.29	1	745.29	4.60	P<0.05
Error	15565.04	96	162.14	---	-

Table No.2 shows analysis of variance of directionality score of externalizing, a dimension of behavioural problem. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is greater than the table value at 0.01 level of significance. It means that there exists significant difference between rural and urban adolescents in directionality score in externalizing behavioural problem. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05 level of significance. It means boys and girls differ significantly in directionality score in externalizing behavioural problem. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05 level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in directionality score in externalizing behavioural problem.

Table No. 3: Analysis of variance of Directionality Score of Internalizing (DSI) a dimension of Behavioral Problem.

Sources of Variation	SS	df	MS	F-ratio	Sig
Locality	129.96	1	129.96	1.06	n.s
Sex	31.36	1	31.36	0.26	n.s
Locality Sex	70.56	1	70.56	0.58	n.s
Error	11707.12	96	121.95	----	

Table No.3 shows analysis of variance of directionality score of internalizing, a dimension of behavioural problem. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in directionality score in terms of internalizing behavioural problem. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means boys and girls do not differ significantly in directionality score in terms of internalizing behavioural problem. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05level of significance. It means that boys whether from rural or urban do not significantly different from girls whether from urban or rural in directionality score in terms of internalizing behavioural problem.

Table No .4: Analysis of variance of Frequency Score (FS) a dimension of Behavioural problem

Sources of Variation	SS	df	MS	F-Ratio	Sig
Locality	1149.21	1	1149.21	8.64	P<0.01
Sex	216.09	1	216.09	1.62	n.s
Locality× Sex	47.61	1	47.61	0.32	n.s
Error	12771.02	96	133.03	---	-

Table No.4 shows analysis of variance of frequency score, a dimension of behavioural problem. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is greater than the table value at 0.01level of significance. It means that there exists significant difference between rural and urban adolescents in frequency score, a dimension of behavioural problem. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05 level of significance. It means boys and girls differ significantly in directionality score in externalizing behavioural problem. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in directionality score in externalizing behavioural problem.

Table No.5: Analysis of variance of Intensity Severity Score (ISS) a dimension of Behavioural Problem.

Sources of Variation	SS	df	MS	F-ratio	Sig
Locality	1049.76	1	1094.76	3.9	n.s
Sex	0.16	1	0.16	0.001	n.s
Locality ×Sex	2190.24	1	2190.24	8.14	P>0.01
Error	269	96	269	---	

Table No.5 shows analysis variance of intensity severity score, a dimension of behavioural problem. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in intensity severity score, a dimension of behavioural problem. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05 level of significance. It means boys and girls do not differ significantly in intensity severity score, a dimension of behavioural problem. The calculated F-ratio for the two factor interaction locality and sex is greater than the table value at 0.01level of significance. It means that boys whether from rural or urban differ significantly from girls whether from urban or rural in intensity severity score, a dimension of behavioural problem.

Table No.6: Analysis of variance of total Behavioral Problem (BP).

Sources of Variation	SS	df	MS	F-ratio	Sig.
Locality	4395.69	1	4395.69	12.70	p>0.01
Sex	228.01	1	228	0.66	n.s
Locality× Sex	1592.01	1	1592.01	4.60	P<0.05
Error	33238.08	96	346.23	-----	-

Table No.6 shows analysis of variance of total behavioural problem. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is greater than the table value at 0.01level of significance. It means that there exists significant difference between rural and urban adolescents in behavioural problem.F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means boys and

girls do not differ significantly in intensity severity score, a dimension of behavioural problem. The calculated F-ratio for the two factor interaction locality and sex is greater than the table value at 0.01 level of significance. It means that boys whether from rural or urban differ significantly from girls whether from urban or rural in intensity severity score, a dimension of behavioural problem.

Discussion

Hypothesis 1 “Rural and urban adolescents will differ significantly on behavioural problem”

Table no.2 shows that there exists significant difference between rural and urban adolescents on directionality score in externalizing behavioural problem. Further from Table no.1, the mean values show that adolescents of rural locality (M=32.64) is higher than the mean value of urban adolescents (M=25.06). Hence, adolescents of rural locality exhibit higher externalizing behavioural problem (violent-destructive behavior, temper tantrum, misbehavior with others, rebellious behaviour and antisocial behaviour) than the urban adolescents. From table no.7 it indicates that there is no significant difference between rural and urban adolescents in directionality score of internalizing problem behaviour like self injurious behavior, repetitive behaviours, hyperactivity and fears. From table no.4 it is found that there is significant difference between rural and urban adolescents in frequency score, a dimension of behavioural problem. Further from table no.1 the mean values show that adolescents of rural locality (M=37.72) is higher than the mean value of urban adolescents (M=30.94). Hence, those adolescents of rural locality have more frequency score in problem behavior than the adolescents of urban locality. From Table no.5 it is found that there exists no significant difference between rural and urban adolescents in intensity severity score, a dimension of behavioural problem. From table no.6 it is found that there exists significant difference between rural and urban adolescents in total behavioural problem. Further from table no.1 the mean values show that adolescents of rural locality (M=57.24) is higher than the mean value of urban adolescents (M=43.98). Hence, adolescents of rural locality exhibit more behavioural problem than the adolescents of urban locality. From the above discussion, it is found that out of four dimensions of behavioural problem, on two dimensions and on over all behavioural problem rural and urban adolescents differ significantly. So, hypothesis 1 is accepted.

Hypothesis 2 “Boys and girls will differ significantly on behavioural problem and its dimensions”

Table no.2 indicates that boys and girls do not differ significantly in directionality score in externalizing behavioural problems (violent-destructive behavior, temper tantrum, misbehavior with others, rebellious behaviours and antisocial behaviour). Table no.3 shows that boys and girls do not differ significantly in directionality score in terms of internalizing behavioural problem (self injurious behavior, repetitive behaviours, hyperactivity and fears.) Table no.4 implies that boys and girls do not differ significantly in score on frequency score on problem behaviour. Table no.5 shows that boys and girls do not differ significantly on intensity severity score, a dimension of behavioural problem. From table no.6 it is found that boys and girls do not differ significantly on behavioural problem.

From the above discussion it is clear that boys and girls do not show any difference on all the dimensions of behavioural problem and also on total behavioural problem. So, hypothesis 2 is rejected.

Educational implications

Adolescent is very vital stage in the human life. If child will develop good habit and behaviour at this stage then his /her adult life becomes better. Problem behavior is common at this stage. Teachers teaching senior secondary level students should encourage students to express their joys-sorrows and pleasure – pain, in spite of academic activities. Any change in their students’ behaviour at the teacher’s end should be counseled in such a way that they will change their behavior in socially accepted way. Teacher should be kind and considerate to their students. It will be helpful to make them less aggressive. Techniques of behavioural therapy, cognitive therapy and psycho-social therapy should be practiced to lessen problem behavior and maintain healthy way of life. Co- curricular activities should be organized in such a way that they will learn cooperation, honesty and tolerance. In classroom various methods of teaching like discussion, role playing and dramatization, etc should be adopted according to content of subject. In these methods pupils will involve themselves to comprehend their subject matter.

Adolescents spend their rest of their time at home after school, so there is responsibility of parents to change their children’s problem behavior. Adolescents should be listened what they are saying. They should not be criticized otherwise negatively affect their behavior.

Parents have to keep an eye on child's behavior, his erratic behavior and change in day to day activity like appetite, sleep pattern and moods. They should be encouraged to talk and be honest, friendly behavior with them so that they can share their views and problems with them.

Parents should encourage their child to talk their problems and maintain a healthy lifestyle. This will lessen their worries, depression and get their solution.

In information age, adolescents are addicted to smart phone and television which make their unhealthy life style. Parents should not think that the child is addicted to the internet and television because he/she spends a lot of time in front of computer or television. They should not be said no internet or no television. They can use it but with presence of family members. They should be encouraged to involve in other activities which do not need internet or television.

Environment of the family should be kind and considerate. Parents should teach life skills comprising of love, tolerance and compassion. Violent stories, games and movies should not be exposed before them before they know what is right or wrong.

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