



Problems Among The Youth and Their Self-concept: An Investigation Into The Relationship

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ABSTRACT Human resource potential of individual reaches its peak during youth stage. But, regrettably, much greater number of young people suffers from behavioural problems like substance abuse, panic and anxiety disorders, depression, sleep disorders, adjustment problems, and psychotic disorders etc according to world health organisation which hinder their ability to develop to their full potential. Therefore, the present study attempted to explore the youth problem and self-concept and the correlation between them randomly selecting 120 college going students (60 males and 60 females) aged 18 to 20 years. For the study, Youth Problem Inventory and Self-Concept Questionnaire were used. The study revealed that the college going youths have exhibited problems which are related to their family, school and college, social problems and personal and over sensitivity though they have depicted above average self-concept which is paradoxical and contradicting with many established constructs and theories prompt the future research to investigate the dominant cause of their problems.

KEYWORDS: Youth, Psychological problems, Self-concept, Correlation, t-test

INTRODUCTION

Youth are the essence of a nation. Among the five most recognized age groups i.e. infancy, childhood, adolescence, adulthood and old age, two of the age groups comes under youth as one generation, as according to National Youth Policy, 2014 'youth' are the persons between 15 and 29 years of age though United Nations defines them between age group of 15 to 24 (GOI, 2014). These groups of population considered to be the backbone of any society as they possess actual stamina to work with their enduring dreams and goals by nature. Youth as carrier of established knowledge and development are always having been the centre of every society because of their more or less uniform physical and biological construction and manifestation. Therefore, these groups have been always expected directly or indirectly for their performance and productivity for the upliftment of the culture, society and nation in terms of quality, economy and productivity and pushed in a continuous endless race-course. This kind of push and thrust is more felt among the youth these days due to the age of globalization with the advent of

Information and digital technological advancement in the uneven structure of place and society where they belong on the subject of facilities and opportunities. That is the reason they encounter various problems which are not addressed accurately multiple report says.

Human resource potential of individual reaches its peak during youth stage (GOI, 2017). It can be said that a country may grow tremendously if it invest on youth population's health and education (Sanmiha, 2017). This is the stage they develop logical ability, construct dreams and set goals for themselves as well as their social environments. All these process are being fabricated by their development of self-concept which is multidimensional in nature i.e. physical, temperamental, academic, social, moral and intellectual.

Self-concepts are cognitive structures that can include content, attitudes or evaluative Judgments and are used to make sense of the world, focus attention on one's goals and protect one's sense of basic worth (Oyserman & Markus, 1998, as cited in Oyserman, Elmore & Smith, 2012). However, self-concept changes over time explosively, tremendously from the onset of the adolescent stage throughout their early adulthood with the experience and the evaluative completion of their each stage. Atia et al. (2018) found that training program is effective in improving adolescents' social problem solving ability which in turn was a positive predictor of their self-concept. Qingfu Su et. al (2017) revealed in their study that self-concept and personality were mutually influenced and restrained in the process of development and extroversion-introversion and the psychoticism were the most important personality features that affected the development level of self-concept with the help of physical activity (Dhauta, R., 2017). However, adolescent boys were found to have better self-concept in physical, social, temperamental and moral self-concept as compared to adolescent girls (Agrahari and Kinra, 2017). Through regression analysis (Rao and Tamta, 2015) found that behaviour, intellectual and school status, popularity, happiness and life satisfaction (Ayub, N., 2010) and as a whole self-concept predicted positively whereas, anxiety has contributed negatively in mental health and depression (Montague et al., 2008). But no relationship between self-concept and academic achievement was found (Soheila Yengimolki, et al., 2010). Again, Nishikawa, S. (2009) on a cross-sectional study on Japanese Adolescents' Self-Concept and Wellbeing in comparison with other countries revealed that negative self-concept was expressed as such problem behaviours as anxiety, depression, aggression, delinquency and insecure peer attachment.

As per WHO, an estimated 2.6 million young people aged 10 to 24 year die each year and a much greater number of young people suffer from behavioural illnesses which hinder their ability to grow and develop to their full potential (Singh & Gururaj, 2014). Vekariya and Parikh (2019) conducted a study on 480 adolescents to examine the effect of some demographic variables like Gender and Habitat on factors of aggression as well as youth problems. Results revealed that rural adolescent have higher level of youth problem as compared to the adolescent of urban habitat. Bala, et. al. (2018) through regression analysis found that overall family environment and personal growth dimension of family environment were significant predictors of psycho-social problems among adolescents. In a similar study conducted by Waghmare (2017) on 400 colleges going students found that girls have higher family and school related problems than boys. Youth is one of the susceptible groups not only resorted to suicides with 33% share of

total suicides in India but also suffer from multiple problems like substance abuse, panic and anxiety disorders, depression, sleep disorders, adjustment problems and psychotic disorders. Dr. Kasi Sekar, Professor and Registrar, NIMHANS, Bangalore also stated that the prevalence of mental disorders is greatest among younger people aged 16-24 years than at any other stage of the lifespan (Nongrum, 2017). They are even more vulnerable in North-east India as this part of the country has always been witnessed with unresolved internal issues of terrorism, insurgency, violence and poor political and socio-economic development from few decades. It is important to note that youth are not a homogeneous group. Their needs vary with their gender, stage of development, life circumstances and the socio-economic conditions of their environment which are often unnoticed due to the gap in the knowledge of behavioural and mental illnesses and its related issues in these region specially Meghalaya.

Most part of Meghalaya is covered with rural areas where adolescents and young adults are always found to face problem related to access to health services and lack of awareness. The state also exhibit poor academic performance, unemployment and poor mental health among youth population (Viray, 2017 as cited in Nongrum, 2017). The numbers of mental health workers are also very limited in these areas to cater to the needs of youth and to spread awareness to the parents. The investigator while doing her internship also encountered maximum patient from youth group who suffer from various psychological disorders and illness like anxiety, autistic, sleep terror, hyperactivity, psychotic and major depression, postpartum stress at young age.

The studies reviewed show a research gap in the literature as no research had been conducted on the self-concept of youth in relation to their dominant psychological problems in Meghalaya in general and Tura in particular. Hence, the proposed study is justified by itself and is timely and relevant. This study intends to investigate the self-concept and its relation with the problems of youth of Tura, Meghalaya.

OBJECTIVES OF THE STUDY:

The objective of the study is to compare the mean score of problem in multiple dimensions as well as self-concept among male and female youths. The key objective is to study the correlation between mean score of problems and self-concept of youths.

HYPOTHESES

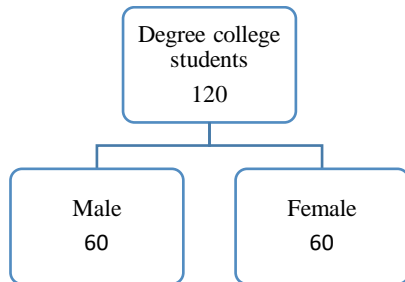
1. There is no significant difference between the mean score of self-concept among male and female youths.
2. There is no significant difference between the mean score of problem among male and female youths.
3. There is no significant relationship between the problem & self-concept of youths.

METHODOLOGY

Sample

A sample of 120 (60 males, and 60 female) of college students from five degree colleges between the age group of 18 to 20 years from Tura town of Meghalaya are selected through random sampling for the study.

The layout of the sample is depicted in the following manner:



Design:

The study used descriptive type design as it involve exploration of the college going youths' problems in relation to their self-concept through studying the mean values of problems and self-concept and examining the relationship between self-concept and their problems across sex students with the help of statistical correlation technique.

Tools

Based on reviewing the literature of the study and framing the objectives the researcher decided to use the following tools

Statistical Techniques:

Data collected were analysed by employing descriptive statistical techniques like, mean, standard deviation, t-test and Pearson's product-moment correlation.

Procedure for Data Collection:

With a letter of introduction permitted by the supervisor, the researcher contacted the selected colleges for the study. The assistance of the teachers and principals were solicited so as to gain easy access to students. With the permission of the Principals, the tools were administered to sampled respondents through Google forms. The researcher explained to students regarding the procedure of filling up the tool. The subjects were requested to fill up the tool completely and submit the Google form.

Analysis of Data

The data collected through the standardized tools- Youth Problem Inventory developed by Mithlesh Verma (1998) and Self-concept Questionnaire developed by Dr Raj Kumar Saraswat in 2011 were analysed and discussed in the following paragraph.

RESULT AND DISCUSSION

The analysis and interpretation of results are presented and discussed in 3 sections below.

Section 1: Descriptive statistics and t-Test were employed to compare the mean score of problem among male and female youths and the result are given in table 5.1 and 5.2.

Table 5.1 Gender-wise Levels of Problems among the youths for all dimensions

Areas		Male (N=60)		Female(N=60)	
		Raw Scores	Levels of Problems	Raw Scores	Levels of Problems
<i>Family Problems</i>	A	29.3	Above Average	30.71	Above Average
<i>School/College Problems</i>	B	14.0	Above Average	12.18	Average
<i>Social Problems</i>	C	4.3	Average	4.50	Above Average
<i>Personal & Over Sensitivity</i>	D	23.3	Above Average	24.73	Above Average
Total Raw Score		70.9	Above Average	72.12	Above Average

Table 5.1 threw light on the levels of problems of male and female youths in the areas of family problems, school/college problems, social problems and personal and over-sensitivity. Males and females were identified to have parallel level of problems in the areas of family problems and Personal & over-Sensitivity i.e. above average level. The mean score of male youths in school/college related problem were found to have above average and females were found to have average. Again, in social area males were found to have average and females above average problems. However, in the overall area both the genders were found to have above average problems.

Table 5.2: Gender-wise M, SD, N, and t-values of problems of youths

Areas		Gender	Mean	SD	N	t-value	Remark
<i>Family Problems</i>	A	Male	29.3	13.27	60	0.73	Not Significant
		Female	31.16	13.1	60		
<i>School/College Problems</i>	B	Male	13.95	10.5	60	0.39	Not Significant
		Female	12.18	9.53	60		
<i>Social Problems</i>	C	Male	4.32	3.19	60	0.78	Not Significant
		Female	4.5	3.09	60		
<i>Personal & Over Sensitivity</i>	D	Male	23.33	10.96	60	0.52	Not Significant
		Female	24.73	9.40	60		
Total Raw Score		Male	70.9	33.24	60	0.92	Not Significant
		Female	72.12	29.41	60		

From table 5.2, it is evident that the t-value is 0.92 which is not significant. It shows that the mean score of problems of males and females studying in colleges of Tura did not differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of problem among male and female youths is not rejected.

Section 2: The objective was to compare the mean score of self-concept among male and female youths. There were youths of two gender groups namely males and females. The data were analysed with the help of t-Test and the result are given in table 5.3.

Table 5.3: Gender-wise M, SD, N, and t-values of Self-concept of youths for all dimensions

Areas		Gender	Mean	SD	N	t-value	Remark
Physical	A	Male	3.6	8.41	60	0.01	Not Significant
		Female	3.38	7.87	60		
Social	B	Male	3.67	8.58	60	0.31	Not Significant
		Female	3.61	8.45	60		
Temperamental	C	Male	3.54	8.29	60	0.29	Not Significant
		Female	3.43	8.03	60		
Educational	D	Male	3.73	8.71	60	0.01	Not Significant
		Female	3.96	9.26	60		
Moral	E	Male	4.03	9.41	60	0.09	Not Significant
		Female	4.13	9.66	60		
Intellectual	F	Male	3.28	7.68	60	0.34	Not Significant
		Female	3.21	7.52	60		
Total Self-concept		Male	29	2.00	60	0.77	Not Significant
		Female	29	2.90	60		

From table 5.3, it is evident that the t-value is 0.01, 0.31, 0.29, 0.01, 0.09, 0.34 and 0.77 in the physical, social, temperamental, educational, moral, intellectual and total area respectively which is not significant. It shows that the mean score of Self-concept for all the dimensions of males and females studying in colleges of Tura did not differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of Self-concept of male and female youths is not rejected.

Further, Table 5.4 elucidates that the self-concept of both male and female youths were found to be 'Above average' for all the six dimensions of physical, social, temperamental, educational, moral and intellectual. Therefore, total self-concept was found to be 'Above average' among the youths with the score of 174.

Table 5.4: Mean scores and level of self-concept of male and female youths

Areas		Mean Raw scores		Interpretation
		Male	Female	
<i>Physical</i>	A	29	27	<i>Above Average Self-concept</i>
<i>Social</i>	B	29	29	
<i>Temperamental</i>	C	28	27	
<i>Educational</i>	D	30	32	
<i>Moral</i>	E	32	33	
<i>Intellectual</i>	F	26	26	
Total Self-concept		174	174	

Section 3: The correlation between mean score of problems and self-concept of youths.

The data were analysed with the help of Pearson Product moment Correlation and the result are given in table 5.5.

Table 5.5: Correlation between Problems and self-concept of youths

<i>Correlation</i>	<i>Youth Problem</i>	<i>Self-concept</i>	<i>Remarks</i>
<i>Youth Problem</i>	1	-0.183	Not significant
<i>Self-concept</i>	-0.183	1	

From table 5.5, it is evident that the correlation coefficient between Youth problem and Self-concept is -0.183 which is negative but not significant with $df = 118$. It reflects that there exist no significant correlation between youth problem and self-concept. Thus the null hypothesis that there is no significant correlation between youth problem and self-concept of youths is not rejected.

DISCUSSION

The 'above average' level of problems among the youth proposed that they need immediate attention and need to resolve the specific area causing problems. Though the dominant problem could not be observed in depth separately in the areas- family, school/college, social problems and personal and over-sensitivity, however, other studies reported that majority of the youth were diagnosed having stress related issues and a proper psychiatric illness, with the majority presenting with stress-related and somatoform disorders in North- East India (Naskar et al., 2019). Moreover there existed no difference in problem between the male and female youths which accord with the finding of the studies done by Chauhan & Gandharva (2014) and Waghmare (2017) which revealed that there was no impact of gender difference, educational stream and type of family on Youth Problems.

The result of the study also reveals that there is no significant difference exists between the male and female youths with regard to their self-concept in any dimension as well as total. A contradictory observation was made by Agrahari and Kinra (2017) in their study where significant difference between overall self-concept of adolescent boys and girls was found. Boys were found to have higher self-concept than girls. Cooley with glass theory put the symbolic importance of the interaction between individuals with primary groups, such as the family as the basis for assessing individual learning and understands themselves (Chapter iii, Theory of Self-Concept in Psychology, n. d.). Reflecting the present study can be integrated with the theory as both boys and girls exhibited above average self-concept. Similar theory confirmed Hergovich, Sirsch, and Felinger (2004) that the general self-concept of girls is heavily dependent on the judgements of teachers and parents. Therefore, understanding the matrilineal structure of the family in Meghalaya, it can be assumed that girls' self-concept is above average as expected and projected through cultural practise.

The self-concept of the youth which was found to be above average has no relation with their above average experience of problem. It is an apparent outcome that youth's problem are not associated with their sound self-concept. It implies that they still experience problems in varied dimensions even with an above average level of self-concept. This finding completely contradicting with the findings of Rao and Tamta (2015) that behaviour, intellectual and school status, popularity, happiness and satisfaction and over psychological well-being (Marsh & Craven, 2006) are the outcome of higher self-concept.

SUMMARY AND CONCLUSION

Through this present study the investigator tried to find the problems of the youth and their self-concept and the correlation between these two variables. The conclusion from the finding can be made that the college going youths of Tura town have exhibited problems which are related to their family, school and college, social problems and personal and over sensitivity though they have depicted above average self-concept. Also the findings reported that there exists no significant relationship between youth problems and self-concept. These paradoxical findings may prompt the future research to investigate the dominant cause of their problems along with other variables. The study highlights the importance of regular screening of young students for preventive as well as timely remedial measures.

SUGGESTION FOR FURTHER WORK

The present study suggest for further research for approaching towards generalising the findings in broader perspectives. A similar study can be done with larger sample size in all the dominant areas of youth problems in a broader way to understand the comprehensive scenario of the youths of this part of the area. A longitudinal approach involving observation of young generation students over a long time frame could be studied. Awareness camp should be organized frequently for the parents and community people to take note of undergoing problems among the youths and facilitate proper knowledge about the importance of psychological problems causing disturbances.

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