



BEHAVIOURAL STUDY OF ADOLESCENTS

Chacko M. Paul

Spicer Adventist University

Abstract

The purpose of this study was to identify the problem areas of most concern among adolescents and to find out if there is any difference in problems among the adolescents at Spicer Higher Secondary School. It was also the intention of the researcher to find the most frequent problem areas of adolescents. Young people experience different problems. The troublesome adolescent years have been a topic of concern for centuries. The study was done both sex-wise as well as age wise.



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Introduction

Adolescence is the most difficult part of growing up in an individual. This transition from childhood to adolescence is a journey full of surprises both for parents and kids. There are many adolescence behaviour problems that stem up while passing through this phase of life. Although all adolescents experience problems, some are greatly affected by extreme stress and have severe problems.

Many studies have been conducted in similar research. In this study the researcher wants to identify the problems of adolescents in the current scenario.

Methods

The sample for the study consisted of 164 students (69 boys and 95 girls) in the age group of 12 to 18. They were selected in such a way that an adequate ratio between boys and girls and also among the age groups-early adolescents, mid-adolescents and late adolescents were included. The research instrument used for this study is the Mooney Problem Check List consisting of 330 items grouped into 11 problem areas.

Results

The main conclusion that may be drawn from the study is that there is in general no substantial difference among adolescent problems at Spicer Higher Secondary School. The other important conclusions were:

The top-ranked problem areas for girls were courtship, sex and marriage, adjustment to school work, personal Psychological Relations. For boys curriculum and teaching procedures ranked first while adjustment to school work was second and courtship, sex and marriage was third.

Discussion/Conclusion

The researcher has examined the correlations between the variables of problems and assessed age and gender differences in the mean score for each variable using one sample statistics and t-tests.

An analysis of data showed that there was neither a significant difference at .05 level in the frequency of problems nor a substantial difference in the relative importance among the boys and girls of Spicer Higher Secondary School. However there are certain areas which showed noticeable differences in frequencies. There were also areas of problems that showed equal importance which could not be overlooked. In the area, curriculum and teaching procedure, there was a noticeable difference in frequency. Boys considered this area as greater importance than girls. Boys have a different system of values than girls may be implied from this. This could be due to the encouragement of divergent qualities among boys and girls from childhood by parents and elders. The researcher observes, as an example that generally little boys are encouraged to be brave and independent while little girls are encouraged to be gentle and to some extent dependent.

Adjustment to school work also showed importance among boys. This was the highest ranked problem among early adolescents. Many early adolescents, engaged in an intense period of development known as the adolescent transition, are poorly prepared for secondary school and highly susceptible to antisocial influences.

A greater frequency of problem among the girls which was worth noticing was in the area of courtship, sex and marriage. This problem among the girls is heightened due to the so-called limited social and recreational activities.

In personal and psychological relations, girls had a larger number of problems than boys. Adolescent's relationship with friends and peers play a critical role in the development of social skills. One reason for the girls to have a higher number of problems in this area could be due to the factor that are more concerned than boys about other's judgement of their appearance and behaviour.