



Comparative study on behavioural problems among male and female students of pre university courses

■ Gayatri Biradar and V.S. Yadav¹

Department of Human Development, College of Rural Home Science, University of Agricultural Sciences, DHARWAD (KARNATAKA) INDIA (Email: nikhilagnihotri2020@gmail.com)

¹Department of Psychology, Univesity of Agricultural Sciences, DHARWAD (KARNATAKA) INDIA

ARTICLE INFO :

Article history :

Received : 09.01.2012
Sent for revision : 25.01.2012
Accepted : 15.04.2012

Key words :

Behavioural problems, Psychological development, Biological change

How to cite this Article :

Biradar, Gayatri and Yadav, V.S. (2012). Comparative study on behavioural problems among male and female students of pre university courses, *Adv. Res. J. Soc. Sci.*, 3 (1) : 26 - 29.

ABSTRACT

The study was conducted to compare between male and female students of I and II PUC on behavioural problems. The sample consisted of 416 pre-university students comprising of 199 male (111- PUC I and 88-PUC II year) and 217 female (112-PUC I and 105 PUC II) students of age group of 16 years to 19 years were selected randomly from five colleges of Bidar city. Revised Behavioural Problems Scale (Quay and Peterson, 1986) was administered on the students of pre-university courses. The data were subjected to 't' test analysis. The male students of PUC I and II had expressed more or less similar level of behavioural problems such as conduct disorder, socialized aggression, attention problem, anxiety, withdrawal, psychotic behaviour and overall behavioural problems. Correspondingly the female students had expressed similar level of behavioural problems such as conduct disorder, socialized aggression, attention problem, anxiety, withdrawal psychotic behaviour and overall behavioural problems. But the male students had expressed more behavioural problems of conduct disorder, socialized aggression, attention problem, psychotic behaviour, and overall behavioural problem compared to female students.

INTRODUCTION

The period of pre-university courses is a period of significant biological change and psychosocial development. Rapid growth and increased autonomy leave adolescents vulnerable to harmful environmental outcomes (Haugaard, 2001). The broad indicators of maladjustment are externalizing and internalizing behaviours. These forms of maladjustment constitute primary reason for referring youth to mental health services (Reynolds, 1992). Moreover, evidence of problem behaviours during adolescence might foreshadow impaired adult functioning, including poor mental health, substance abuse and problematic social relationships (Maughan and Rutter, 1998; Capaldi and Stoodmiller, 1999).

Principles of development are same for all developing systems, whether it is an organ or organism; behaviour becomes

more versatile and differentiated in all aspects. Each child and adolescent reacts to his or her environment in his or her own way. PUC students might experience psychological discomfort with self and their social environment. Uncomfortable in social context, family context, peer context, health context and academic context retreat the students coping potentiality and the realization of full developmental potential might be jeopardized. These cumulative life changes from High School to college life, pubertal development, early dating behaviour and family disruption were significant predictors of change over time in problem behaviour (Simmons *et al.*, 1987). Behavioural problem is deviation from the accepted pattern of behaviour on the part of the student of PUC when he or she is exposed to inconsistent stressors of social and cultural environment. These are not to be equated with presence of psychiatric illness in the youth. These are the symptoms only