



A Study On The Youth Problems Of 11th AND 12th Grade Students In Ukhrul District Of Manipur

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ABSTRACT

When young people understand and use their potential, they have the power to transform the world into a better place. This reality is often murky as the young are confronted with lots of problems which they do not understand. Identifying the problems of the young will help and motivate them to tackle the issues and challenges facing them. This study used the Youth Problem Invention (YPI) developed by Verma (2005) to examine the youth problems. A sample of 200 students studying in grade 11th and 12th from Ukhrul district was chosen. The investigators collected the data by adopting the cross-sectional research design. In the study, it has been found that on average the selected sample of the 11th and 12th grade students of Ukhrul district do not possess high levels of problems. But the computed SD (19.7) indicates that there is very wide variation among the problems of students. It also found that 32.5% of them possess more problems and 32.0 % have a very less number of problems. The study did not indicate any significant difference among the youth problems in relation to gender and socio-economic-status. However a significant difference was found in relation to academic achievement.

Key words: Youth, adolescent, youth problem

Introduction

The potential Youth power in India is immense with 27.3% of its population aged 15-29 years (Youth in India, 2022). According to the United Nations, the age group between 15 to 24 years is defined as youth. Whereas, the age group of between 10 and 19 years is considered adolescence by the World Health Organization (WHO). So the composite age group of 10 to 24 years is termed as young. In India as per the National youth policy 2014, the persons between the age group of 15 and 29 years are considered youth. India homes to a fifth of the world's population which only heightens both the challenges and the potentials of our great nation. The untamed potential of the youth brings tremendous thrust upon the nation and society to look into the welfare of the youth even more arduously.

Identifying the problems of the youth will give impetus to find solutions and focus in preparing them for life and contribute towards Nation building. Kullolli (2023) highlighted Indian youth problems in two groups – Educated and Uneducated youth. The educated youth face lots of problems in Jobs, educational issues, increasing competition, mental pressure, lack of opportunities and corruption. Usha, et al (2019) writes, “They shoulder the responsibility of future progress of the country.” While illiterate Indian youth are plagued with juvenile crimes, drug addiction, beggary, poverty and trodden lives. Kulloli further highlighted the peculiar problem faced by the youth after the covid-19 pandemic. Aijaz (2022) also dealt with the ‘issues and challenges’ that the youth face in modern India. He also pointed out the problems of youth in education, unemployment, materialism, drug/alcohol abuse, safety of girls, and exposure to sexual content, parental pressure, peer pressure, premature sex and generation gap.

Review of Literature

A study was made by Hossian (2010), on the youth problems, their development and empowerment in Bangladesh. The multifarious problems of youth in Bangladesh are rooted in the social structure and economic

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condition of the society in which they live. Widespread poverty which is deep-rooted in Bangladesh generates other problems and affects the lives of the youth. Poverty constraints the youth in their proper education, training and development.

Ladaf and Vaidande (2016) researched to find out major youth problems. Out of 18 items, the responses of 250 PG youth students of Mumbai feels that corruption, unemployment and psychological/emotional problems are the predominant problems of the youth. Bala et al (2018) found that conflict as an aspect of family environment was positively correlated with psycho-social problems of adolescents, while the results of different aspects of family environment such as cohesion, acceptance, expressiveness, independence, organization, active-recreational orientation and overall family environment were significantly and negatively correlated with the total youth problems.

A comparative study done by Dholariya (2020) on the level of youth problem based on educational level found that adolescents of higher secondary and college students are more mature than adolescents of the secondary level. Whereas boys are found to have more conflicts than that of girls. It was also found that residential areas such as urban and rural do not show any significant difference. Devi (2019) also conducted a study on gender comparison on youth problems. It was found that there was no significant difference found between male and female with regard to family problems, college problems, social problems and personal problems among college students. Similarly Singh (2016), Das (2022), Singh and Tayal (2023) found that there was no significant gender difference on the youth problems for the college students and adolescent students.

Rationale of the study

The youth formed an important section of the society. Understanding the youth in their problems and needs, is key to resolving the obstacle to growth and development. Investigating the behavior of the youth in each of the segments of the family, school/college, social and their personal and emotional lives will shed light towards the way we deal, train and prepare our young through the plans and policies towards their future. Moreover, the literature indicated that various research studies have been conducted abroad and in India on youth problems, the investigators did not find any significant study on the students of senior secondary schools in Ukhrul district of Manipur. Therefore, the investigators got motivated and took the present study in hand.

Significance of the study

Beneath the surface of what is perceivable, we need to understand what goes through in the person of the youth today. For instance, how and why do they react or behave in the given environment and circumstances. Identifying the problems of the youth at the personal level and the environment around them will give us the key to understand and find them a path to cope up with the challenges of the time and unleash the potential within them to productively contribute to society. This study will not be able to dive deep into the whole arena of issues that the youth are facing. But it will be able to give pointers to the problems of youth in the family, school, society and in their personal lives of the 11th and 12th grade students in Ukhrul districts of Manipur. The present study has its own significance as the study reflects the present status of problems which the young students of senior secondary students are facing. These problems may be related to their studies at present, economic conditions and social problems. Policy makers may make use of the outcomes of the study and may make better plans and policies for qualitative growth and development of young students in the district as well as the state.

Objectives of the Study

1. To find out the status of Youth Problems of the 11th and 12th grade students in Ukhrul districts of Manipur.
2. To identify the difference between the youth problem mean scores of male and female students of the 11th and 12th grade in Ukhrul districts of Manipur.
3. To identify the Youth Problem difference between those with high socio-economic status and low socio-economic status of the 11th and 12th grade students in Ukhrul districts of Manipur.
4. To identify the Youth Problem difference between high achieving and low achieving of the 11th and 12th grade students in Ukhrul districts of Manipur.

Hypotheses

1. There is no significant difference between the Youth Problem mean scores of male and female students of the 11th and 12th grade in Ukhrul districts of Manipur.
2. There is no significant difference between the Youth Problem mean scores of students with high socio-economic status and low socio-economic status of the 11th and 12th grade in Ukhrul districts of Manipur.
3. There is no significant difference between the Youth Problem mean scores of high achieving and low achieving of the 11th and 12th grade students in Ukhrul districts of Manipur.

Methodology

The study uses the descriptive cum normative survey method of educational research for the purpose of studying the youth problems of 11th and 12th grade students in Ukhrul district of Manipur. As per the nature of method adopted, the investigators used the cross-sectional research design. The population of the study was

taken from Ukhrul district of Manipur consisting of 12 higher secondary schools. Out of these higher secondary schools, 3 schools were chosen for the purpose of sample. A sample of 200 students of an equal proportion of male and female were selected using simple random sampling technique.

Tool Used

The tool used for this study is “The Youth Problem Inventory” prepared and standardized by Verma (2005) to measure youth problems. It contains 80 statements looking into the four areas viz. family problems, school/college problems, social problems, and personal problems and over sensitivity. In order to assess the academic achievement the previous grade records of the students were gathered.

Analysis and Interpretation of Data

Table 1: Frequency Table of the overall Youth Problem Scores of 200 students of 11th and 12th grade in Ukhrul districts of Manipur.

CI	15-24	25-34	35-44	45-54	55-64	65-74	75-84	85-94	95-104	105-114	115-124	Total No.
F	5	8	21	30	39	46	23	15	7	5	1	200

Computation of Mean is 63.5 (40.19 %) and SD is 19.

Range of Youth Problem = 43.8 to 83.2

= 27.72 % to 52.66 %

Computation of percentile value P_{33} is 55.2 (34.94 %) and P_{66} is 71.1 (45 %).

In view of the computed values of P_{33} and P_{66} , the researcher divided the selected sample which is categorized into Lower level of Youth Problem, Moderate Level of Youth Problem and Higher level of Youth Problem. These three categories have been shown in table-2.

Table 2: Levels of Youth Problems of students of 11th and 12th grade in Ukhrul districts of Manipur.

Lower Level of Youth Problem	Moderate Level of Youth Problem	Higher level of Youth Problem	Total No.
64	71	65	200
32 %	35.5 %	32.5 %	100 %

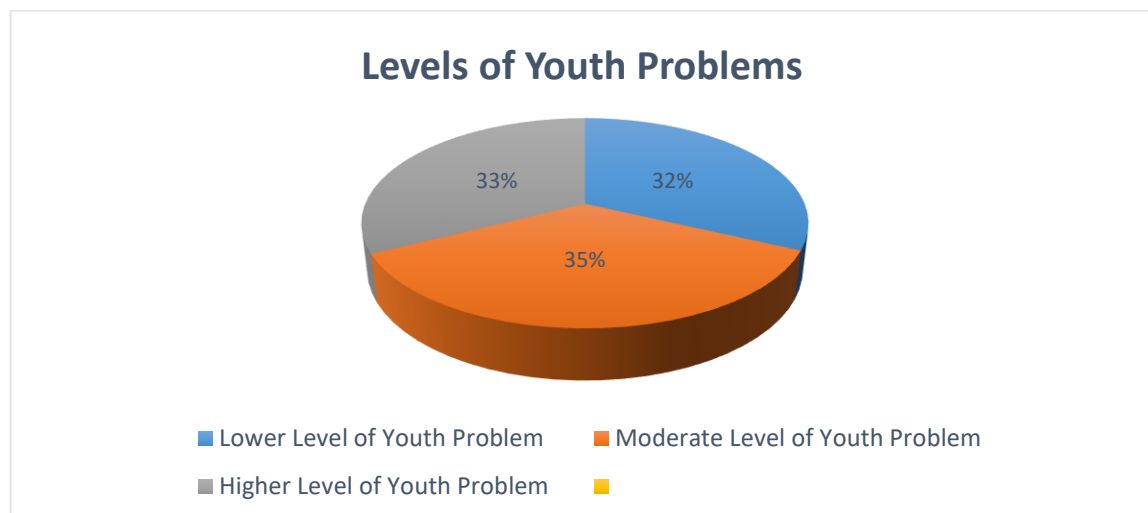


Figure 1. Shows Levels of Youth Problems of 11th and 12th grade students in Ukhrul district of Manipur.

Interpretation: The scores of the 11th and 12th grade students in Ukhrul districts of Manipur on Youth Problem Inventory were taken and organized in the form of frequency Table-1 and used this table for computing the mean score and SD which came out to be 63.5 (40.19%) and 19.7 respectively. The computed mean score (63.5) indicates that on average the selected sample of the 11th and 12th grade students do not possess high levels of problems, but the computed SD (19.7) indicates that there is very wide variation among the problems of adolescents. It shows that some sections of the 11th and 12th grade students do possess very less problems as shown in table-2. The table indicates that 32.5% of the 11th and 12th grade students possess more problems and

32.0 % do have a very less number of problems. Kulloli (2023), Aijaz (2022) highlighted some of the problems of youth with some suggested solutions.

Table 3: For achieving Objective – 2 and testing its hypothesis, all the computed results, Mean Scores, SD_s, SE_D, df, and t – value of the 200 Male and Female students of 11th and 12th grade have been shown:

Groups	N	Mean	Mean %	SD	SE _D	df	t - value
Male Adolescent Youth of Ukhrul district	100	64.4	40.76 %	19.5	0.65	198	0.65
Female Adolescent Youth of Ukhrul district	100	62.6	(39.62 %)	19.9			

Computed t–value 0.65 is not significant at 0.05 level of significance.

Interpretation: The table–3 indicates that the computed t-value was found to be 0.65 which is lesser than the criterion (table) t-value for 198 df at .05 level of significance. Therefore, the computed t-value (0.65) has not been considered significant and the formulated hypothesis:

“There is no significant difference between the Youth Problem mean scores of male and female students of the 11th and 12th grade in Ukhrul districts of Manipur” got retained. It means that the male and female students do not differ much in their youth problems. Similar results have been shown in the research studies conducted by Singh (2016), Singh and Tayal (2023). On a similar note Devaraju (2023) found that no significant difference has been found in the academic performance of secondary school students of boys and girls.

Table 4: For achieving the Objective – 3 and testing its hypothesis, all the computed results of Mean Scores, SD_s, SE_D, df, and t – value of Youth Problem Scores of High Socio-Economic Status and Low Socio-Economic Status of students are shown:

Groups	N	Mean	Mean %	SD	SE _D	df	t - value
HSES of Adolescent youth of Ukhrul district	41	62.43	48.02 %	20.60	3.92	97	0.48
LSSES of Adolescent youth of Ukhrul district	58	64.33	49.48 %	17.05			

Computed t–value 0.49 is not significant at 0.05 level of significance.

The computed values of P₃₃ (6.58) and P₆₆ (8.62) of the selected sample of 11th and 12th grade students in Ukhrul district of Manipur is divided and categorized into three as High Socio-Economic Status (HSES) Middle Socio-Economic Status (MSES) and Low Socio-Economic Status (LSSES).

Interpretation: The table–4 reflects that the computed t-value came out to be 0.48 in case of the adolescents of high and low level of Socio Economic status to which they belong. The computed t-value (0.48) has also not been found significant at .05 level of significance for 198 df, hence, the formulated hypothesis: *“There is no significant difference between the Youth Problem mean scores of students with high socio-economic status and low socio-economic status of the 11th and 12th grade in Ukhrul districts of Manipur”* got retained. From this, it is interpreted that the Socio Economic Status as variable does not have any influence on the problems of the students. Dahiya (2019) found that students belonging to high-socio-economic status and low-socio-economic status do not differ significantly in the overall adjustment and self-concept which have also shown the same results. However, she also found that on perception of emotional stability, autonomy and intelligence there isn't a significant difference between students belonging to high-socio-economic status and low-socio-economic status, which shows different results.

Table 5: For achieving the Objective – 3.1 and testing its hypothesis, all the computed results of Mean Scores, SD_s, SE_D, df, and t – value of the Youth Problem Invention of High Achievers and Low Achievers of students have been shown:

Groups	N	Mean	SD	SE _D	df	t - value
High Achievers of Adolescent youth of Ukhrul District	52	62.08	18	3.28	102	3.02
Low Achievers of Adolescent youth of Ukhrul District	52	72	15.4			

Computed t–value 3.02 is significant at 0.01 level of significance.

Interpretation: The table–5 shows that the investigator computed the t-value and it was found to be 3.02 which is significant at 0.01 level of significance for 102 df. Hence, the formulated hypothesis: *“There is no significant difference between the Youth Problem mean scores of high achieving and low achieving of the 11th and 12th grade students in Ukhrul districts of Manipur”* got rejected. From this it is interpreted that academic achievement as a variable does have some significant influence on the youth problems. There is a significant

difference between the youth problems of high achievers and low achievers. Though not on the youth problems, Devaraju (2023) also found that there is a significant relationship between life skills and academic performance of secondary school students.

Findings of the Study

From the above Analysis and interpretation, we can summarize the findings into the following points:

1. The study found that on average the selected sample of 11th and 12th grade students do not possess high levels of problems, but the computed SD (19.7) indicates that there is very wide variation among the problems of the students. It was found that 32.5% of students possess more problems and 32.0 % of students do have a very less number of problems.
2. The study found that the male and female of 11th and 12th grade students do not differ much in their problems.
3. The study found that the Socio Economic Status as variable does not have any influence on the problems of 11th and 12th grade students.
4. The study found that the youth problems have some significant influence on academic achievement.

Conclusion

The study above gives us further insights into the problems of the 11th and 12th grade students. It shows that students have wide ranging problems. While most of the youth do not have significant problems, there is a sizable number of students who have more problems than the others. Therefore, these problems need to be identified and addressed in the families, schools and colleges, society or individually through a framework of policies and in implementations. Although not much differences are found in the youth problem between male and female students, there are also specific needs that each of the genders are required to be addressed. Socio economic status doesn't have an influence on the youth problems of students as a whole in handling these social and emotional issues at the 11th and 12th grade, but it may become a factor to be noted in educational and employment opportunities. Moreover, those students who have better academic achievement indicate to have less youth problems. These findings will provide insights to the 11th and 12th grade students who are in their transitional period towards maturity and productivity. They can be dealt with effectively by identifying their problems and addressing them in those concern areas to enhance their personality and power.

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