



## Statistical analysis of stressors and behavioural problems among pre-university college Students in Dharwad, Karnataka

Vinod Kuma M Teggi

<sup>1</sup> Post Graduate, Student, Department of Statistics, Karnatak University, Dharwad, Karnataka, India

### Abstract

The present study core objective is to identify the stressful life events and behavioral problems among Pre-University College Students. It highlights the stressful life events and behavioral problems among PUC students and investigates the relationship between stressful life events, behavioral problems and demographic variables among PUC students. The questionnaire method was used for the present study to collect the necessary data, keeping in view the objectives of the study and the collected data has been analyzed and presented in the form of tables. The article summarizes the results highlighting the major findings and conclusion.

**Keywords:** stressful life, behavioral problems, pre-university college students

### Introduction

Stressful life events have significant influence on behavioral outcomes, especially in case of college age students. In first and second year pre-university classes students contend with a series of new challenges while at the same time losing the structure of the high school learning environment, family life and daily instrumental support of family. Scientific advancement, high educational aspirations and severe competition in academic and professional areas have an impact on the overall development college students. Specially who belongs to the age group of 16 to 19 year, because during this age the adolescents enters into college life from school life. There are several factors which acts as a stressors and that leads to the development of problems.

Stress form an inseparable part of PUC students. Stress to a degree may be essential for adequate personality development. However if stress becomes too severe or too many stressors which may affect the psychic equilibrium. Stressful life events give rise to behavioral problems. Behavioral problem is deviation from the accepted pattern of behavior on the part of the child when he/she is exposed to inconsistent and consistent stressors of social or cultural environment.

### Review of literature

The investigator has conducted a detailed search for literature review and browsed the web and most relevant are highlighted. The Stressful life events have significant influence on behavioral outcomes on college age students. On their own, students must organize their schedules, do their own work, attend to their own requirements, physical health, work on time, and allocate sufficient time for studying. The new found responsibilities for their own lifestyle, work ethic, resource use and choice of professional courses, in addition to demands of the society is well managed by some and staggering to others (Arnett, 2004). The students of pre-university courses mostly ranged between 16 and 18 in their age. It is the adolescence phase of human development.

Peer groups becomes the most influential to significant others. Sameroff *et al.* (1998) found that the risk for several negative outcomes was significantly higher for the individuals who experienced more environmental risk factors compared with those who experienced three or fewer environmental risk factors. High-risk youth were nearly five times more likely than low-risk youth to demonstrate severe problem behavior.

Buehler and Gerard (2004), found that there was a positive, linear association between cumulative risk and problem behaviors. And these findings support the theoretical notion that adolescents experience diminished psychological comfort when risk factors are present across several social domains (family, peers, college, society). Berry *et al.* (1996) studied that stressful life events and lack of perceived support from friends were predictive of problem behavior and strong support from friends attenuated the effects of stress.

Once the students enter the college, they are expected to attain physical, mental and emotional, and social maturity and are required to make serious efforts to assume vocational and civic responsibilities (Hurlock, 1997). On the basis of review of literature, it is proposed that there is need to study critically stressful life events and behavioral problems of PUC students to guide them to manage stressors.

Therefore constant talk about human resources inspires to think about the students who are largest in number in our country. They should be the target group to be given proper guidance in order to prevent our human potential from being wasted and going astray. They are our future generation who will be contributing to our social, economic and political system. Sharma (1997) said "they aspire to the top, and most of them feel they can get there, caught between high achievement goals and complexities of life and minimum use of head.

On the basis of review of literature, it is proposed that there is need to study critically stressful life events and behavioral problems of PUC students to guide them to manage stressors.

**Objectives of the study**

The objectives behind conducting the present study are:

1. To study the demographic variable of the students.
2. To study the stressful life events and behavioral problems among PUC students.
3. To compare between the boys and girls of PUC on stressful life events and behavioral problems.
4. To know the relationship between stressful life events, behavioral problems and demographic variables among PUC students.

**Scope, limitations and methodology**

The scope of the study is restricted to Stressful life events and behavioral problems among PUC students in Dharwad city of Karnataka. The population for the study was selected from Dharwad city. There were 24 colleges in Dharwad city offering PUC courses. Among them five colleges were very well known and well established, namely JSS College, Hanchinmani College, Aryabhata College, Prisma College and Prerana College. These colleges were offering science

course at PUC level. The survey method was adopted, using questionnaire as a tool for data collection. A structured questionnaire was designed and distributed among students. Out of 1115 students present in these PU Colleges, only 20 per cent of them were selected randomly. Sample size comprises of 480 students. Among them 64 students did not give complete information hence deleted. The final sample consisted of 416 students, comprising of 199 boys and 217 girls. In addition to questionnaire method, interview schedule were also used to collect required information as a supplement to the questionnaire method. The collected data has been analyzed and interpreted.

**Analysis and interpretation of data**

The data collected by different methods were analyzed, interpreted and the same has been presented in the following tables.

**Gender wise distribution of students**

The gender wise distribution of PUC students has been shown in Table-1.

**Table 1:** Gender wise distribution of students

Name of the College	PUC Boys			PUC Girls			Total no. of students present at the time of testing		Total no. of students selected for the study		Actual no. of students selected for the study		Total sample (N=416)
	T	S	A	T	S	A	B	G	B	G	B	G	
Aryabhata College	105	43	43	40	30	30	105	40	43	30	43	30	73
JSS College	80	38	35	65	45	39	80	65	38	45	35	39	74
KLE Prerana College	130	48	43	165	55	53	130	165	48	55	43	53	96
PRISM Collage	105	43	40	230	68	65	105	230	43	68	40	65	105
Smt.Vidya P. Hanchinmani College	130	48	38	65	34	30	130	65	48	34	38	30	68
<b>Total</b>	<b>550</b>	<b>220</b>	<b>199</b>	<b>565</b>	<b>232</b>	<b>217</b>	<b>550</b>	<b>565</b>	<b>220</b>	<b>232</b>	<b>199</b>	<b>217</b>	<b>416</b>

Note:- T:Total no. of students present at the time of testing, S: Sample selected for the administration of the tool, A:Actual sample of the study, B:Boys, G:Girls

The sample consisted of 416 students, comprising of 199 boys and 217 girls students. It also highlights sample selected for the administration of the tool, actual sample of the study and colleges covered under the study.

**Status of Boys and Girls on the components of stressful life event**

The information obtained about status of the boys and girls on conduct disorder problem has been summarized in Table-2.

**Table 2:** Status of boys and girls on the components of stressful life event

Stressful life events	Boys (N=199)	Girls (N=217)	Total (N=416)
Father			
My father expects me to follow strict schedule in day to day activities	39 (19.60)	40 (18.40)	79 (19.00)
My father puts too much pressure on me to do the best in all the subjects	34 (17.10)	37 (17.10)	71 (17.10)
My father argues with my mother	18 (9.00)	17 (7.80)	35 (08.40)
I argue with my father	17 (8.50)	13 (6.00)	30 (07.20)
My father loses temper with me	16 (8.00)	--	16 (3.80)
My father is too strict with me	16 (8.00)	6 (2.80)	22 (05.30)
My father objects about my friendship	16 (8.00)	3 (1.40)	19 (4.55)
My father is living away from me	11 (5.50)	11 (5.10)	22 (5.30)
My father criticizes me	7 (3.50)	3 (1.40)	10 (2.40)
My father neglects me	5 (2.50)	6(2.80)	11 (2.60)
My father is separated from us	3(1.20)	--	3 (0.70)
Mother			
I argue with my mother	29 (14.60)	11 (5.10)	40 (9.60)
My mother expects me to follow strict schedule in day to day activities	27 (13.60)	35 (16.10)	62 (14.90)
My mother puts too much pressure on me to do the best in all the subjects	17 (8.50)	15 (6.90)	32 (7.70)
My mother looses temper with me	14 (7.00)	7 (3.20)	21 (5.00)
My mother argues with my father	14 (7.00)	12 (5.50)	26 (6.20)
My mother is too strict with me	11 (5.50)	12 (5.50)	23 (5.50)
My mother is living away from me	11 (5.50)	12 (5.50)	23 (5.50)
My mother objects about my friendship	10 (5.00)	13 (6.00)	23 (5.50)

My mother neglects me	2 (1.00)	--	2 (0.50)
Brother			
I argue with my brother	12 (6.00)	11 (5.10)	23 (5.50)
My brother criticizes me	10 (5.00)	12 (5.50)	22 (5.20)
My brother expects me to do everything for him	10 (5.00)	5 (2.30)	15 (2.40)
My brother talks against me	10 (5.00)	-	10 (2.40)
My brother is short tempered with me	9 (4.50)	5 (2.30)	14 (3.30)
My brother has left home	9 (4.50)	3 (1.40)	12 (2.30)
My brother gets angry with me	8 (4.00)	4 (1.80)	12 (2.30)
My brother acts superior to me	6 (3.00)	5 (2.30)	11 (2.60)
My brother will not give his materials to me	6 (3.00)	3 (1.40)	9 (2.10)
My brother will not share any experiences with me	6 (3.00)	-	6 (1.40)
My brother is no more	6 (3.00)	7 (3.20)	13 (3.10)
My brother will not talk to me affectionately	5 (2.50)	5 (2.30)	10 (2.40)
Sister			
I argue with my sister	11 (5.50)	5 (2.30)	16 (3.80)
My sister gets angry with me	9 (4.50)	16 (7.40)	25 (6.00)
My sister talks against me	9 (4.50)	7 (3.20)	16 (3.80)
My sister expects me to do everything for her	7 (3.50)	7 (3.20)	14 (3.30)
My sister will not share any experiences with Me	7 (3.50)	-	7 (1.70)
My sister will not give her materials to me	6 (3.00)	4 (1.80)	10 (2.40)
My sister has left home	6 (3.00)	-	6 (1.40)
My sister criticizes me	5 (2.50)	4 (1.80)	9 (2.10)
My sister is short tempered with me	4 (2.00)	-	4 (1.00)
My sister acts superior to me	4 (2.00)	9 (4.10)	13 (3.10)
My sister will not cooperate with me	4 (2.00)	6 (2.80)	10 (2.40)
My sister will not talk to me affectionately	2 (1.00)	7 (3.20)	9 (2.10)
Other family events			
I experience financial problem	36 (18.10)	32 (14.10)	68 (16.30)
Our relative creates problem	14 (7.00)	11 (5.10)	25 (6.00)
My close relative is expired	9 (4.50)	4 (1.80)	13 (3.10)
My family member met with an accident	3 (1.50)	-	3 (0.70)

The status of the boys and girls of PUC on the components of stressful life events was adjudged on the basis of frequency and percentage scores. The results of Table-2 manifest that family relations among boy students, father's related events had contributed from 1.5 percent to 19.6 percent. The events such as, separation of fathers, negligence of fathers, criticism of fathers, fathers living away, objection of fathers to friendship, strict relation and losing temper by the fathers, had contributed to stress always among 1.5 per cent, 2.5 percent, 3.5 percent, 5.5 percent, and 8 percent of the boys respectively. Around 8.5 percent to 9 percent of the boy students experienced stress always because of the argument between fathers and mothers and fathers and students. About 17.1 percent of the boy students had experienced stress always because of fathers' too much pressure on the students to do their best in all the subjects and lastly, the most stressful life event experienced by 19.6 percent of the students was by the expectation of fathers to follow strict schedule in day today activities by students.

Similarly, among girl students, fathers related events had contributed from 1.4 percent to 18.4 percent. Events such as, the objection of fathers to friendship, criticism of the fathers, negligence of the fathers and strict relation, fathers living away, had contributed to stress always among, 1.4 percent, 2.8 percent, and 5.1 percent of the girls respectively. Around 6 percent to 7 percent of the girl students had experienced stress always by the events such as argument between fathers and the students and fathers and the

mothers. Around 17.1 percent of the girl students had experienced stress always because of fathers' too much pressure on the students to do their best in all the subjects and lastly most stressful life event experienced by 18.4 percent of the students was the expectation of fathers to follow strict schedule in day to day activities by students.

Among the stressful life events of fathers, 19.6 percent of the boys and 18.4 percent of the girl students had experienced stress always by the expectation of fathers to follow strict schedule in day to day activities by students. Whereas only 1.2 percent of the boy students had experienced stress always by the separation of fathers and only 1.4 percent of girl students had experienced stress always by the criticism of fathers and objection of fathers about friendship.

In the family relations, the results of Table-2 clearly shows that the other family events had contributed from 1.5 percent to 18.1 percent among boys, 1.5 percent of the boy students had experienced stress always by the event such as family members met with an accident and 4.5 percent of the boy students experienced stress always by death of a close relative. Whereas, 7 percent of the boy students had experienced stress always due to the problems created by the relatives. The most stressful life event experienced by the 18.1 percent of the boys was by experiencing financial problem.

Among girl students, other family events had contributed from 1.8 percent to 14.1 percent. Around 1.8 percent of the girl students had experienced stress always by the event such as death of a close relative and 5.1 percent of the girl students

had experienced stress always due to the problems created by the relatives. The most stress full life event experienced by the 14.1 percent of the girl students was experiencing financial problem.

With respect to other family events around 18.1 percent of the boys and 14.1 percent of the girl students had experienced stress always by the event such as experiencing financial problem. Whereas only 1.5 percent of the boy students had experienced stress always due to their family

member met with an accident and only 1.8 per cent of the girl students had experienced stress always due to the death of a close relative.

**Status of the boys and girls on conduct disorder problem**

The information gathered about the status of the boys and girls on conduct disorder problem has been summarized in Table-3.

**Table 3:** Status of the boys and girls on conduct disorder problem

Behavioral Problems	Boys (N=199)	Girls (N=217)	Total (N=416)
I get angry easily	35 (17.60)	38 (17.50)	73 (17.50)
I want everything immediately	29 (14.60)	16 (7.40)	45 (10.80)
I try to get the attention of others	25 (12.60)	-	25 (6.00)
I try to attract other people	22 (11.10)	-	22 (5.30)
Parents say that they are fed up with my behavior	20 (10.10)	-	20 (4.80)
I argue with others	18 (9.00)	11 (5.10)	29 (7.00)
I am moody	18 (9.00)	11 (5.10)	29 (7.00)
I will not do as told by others	17 (8.50)	7 (3.20)	24 (5.80)
I dominate others	12 (6.00)	-	12 (2.90)
I talk back	12 (6.00)	4 (1.80)	16 (3.80)
I interfere in the work of others	10 (5.00)	6 (2.80)	16 (3.80)
I do the opposite of what is told	10 (5.00)	5 (2.30)	15 (3.60)
I blame others for my mistakes	10 (5.00)	3 (1.40)	13 (3.10)
I boast myself	9 (4.50)	3 (1.40)	12 (2.90)
I enjoy teasing others	8 (4.50)	-	8(1.90)
Peers have the fear to make friendship with Me	8 (4.00)	3 (1.40)	11 (2.60)
I quarrel with others	7 (3.50)	3 (1.40)	10 (2.40)
I create problem in a group activity	5 (2.50)	5 (1.40)	10 (2.40)
I purposefully create problems to others	4 (2.00)	-	04 (1.00)

The results of the status of behavioral problems of conduct disorder indicated in Table-3 that around 17.6 percent of the boys and around 17.5 percent of the girls always exhibited the behavioral problem such as, getting angry easily, whereas, only 2 per cent of the boys always exhibited the behavioral problem such as purposefully creating problems to others and around 14 percent of the girls had always

exhibited the behavioral problem such as, blaming others for their mistakes, peers have the fear to make friendship with them, boast themselves and quarreling with others.

**Status of the boys and girls on psychotic behavior**

The information gathered towards the status of the boys and girls on psychotic behavior has been summarized in Table 4.

**Table 4:** Status of the boys and girls on psychotic behavior

Behavioral Problems	Boys N=199	Girls N=217	Total (N=416)
Strange ideas come to my mind	37 (18.60)	19 (8.80)	56 (13.40)
I express belief which are not true	23 (11.60)	11 (5.10)	34 (8.20)
I tell imaginary things as though they are real	18 (9.00)	12 (5.50)	30 (7.20)
I speak same thing again and again	15 (7.50)	7 (3.20)	22 (5.30)
My speech does not make sense to others	10 (5.00)	3 (1.40)	13(3.10)
I repeat what is said to me just like a parrot	9 (4.50)	15 (6.90)	24 (5.80)

Around 3 percent of the girl students had always expressed the behavioral problem such as speaking same thing again and again. Whereas, around 5 percent of the girl students had always expressed the behavioral problems such as expressed the belief which were not true and they told imaginary things as though they were real. Around 6 per cent of the girl students had always expressed the behavioral problems such as, they repeated what was said to them just like a parrot.

Lastly, around 8 percent of the girl students had always expressed the behavioral problem such as strange ideas come to their mind. The results of the status of behavioral problems of psychotic behavior indicated that around 18

percent of the boy students and 8 per cent of the girl students had always expressed the behavioral problems such as strange ideas come to their mind. Whereas only 4 percent of the boys students had always expressed the behavioral problem such as, they repeated what was said to them just like a parrot and only 1 percent of the girl students had always expressed the behavioral problems such as their speech does not make sense to others.

**Comparison between the boys and girls on the components of behavioral problems.**

The Comparison between boys and girls on components of behavioral problems has been shown in Table-5.

**Table 5:** Comparison between boys and girls on components of behavioral problems

Component of behavioral problems	Boys (N=199)		Girls (N=217)		'T' value
	Mean	S.D.	Mean	S.D.	
Conduct disorder	38.94	9.37	33.81	7.40	6.21**
Socialized aggression	27.90	6.14	24.28	3.31	7.56**
Attention problem	30.33	7.65	28.20	6.24	3.11**
Anxiety withdrawal	20.67	5.70	20.37	5.44	0.54 <sup>NS</sup>
Psychotic behaviour	11.05	2.90	9.95	2.69	4.00**
Total behavioral problems	159.01	21.69	144.08	25.22	5.23**

Note: \*\* - Significant at 0.01 level, NS - Not-significant

The results of the Table-5 clearly shows that the mean value of the boy and girl students on the conduct disorder was 38.94 and 33.81 respectively with the 't' value 6.219. Similarly the mean value of the boy and the girl students on socialized aggression was 27.90 and 24.28 respectively with the 't' value 7.569. The mean value of the boy and girl students on attention problem was 30.33 and 28.20 respectively with the 't' value 3.114. The mean value of the boy and girls students on the anxiety withdrawal was 20.67 and 20.37 respectively with the 't' value 0.549. And the mean value of the boy and girl students on the psychotic behaviour was 11.05 and 9.95 respectively with the 't' value 4.009. Correspondingly the results also indicated that the mean value of the boys and girl students on total behavioral problem was 159.01 and 144.08 respectively with 't' value 5.239. The results exhibited that the 't' values of conduct disorder, socialized aggression, attention problem, and psychotic behaviour were significant at 0.01 level of significance and the 't' value of anxiety withdrawal was not significant even at 0.05 level of significance.

**Discussion and Conclusion**

**Relationship of family relations with six behavioral problems**

The results of revealed that the coefficient of correlation of stressors of family relation with conduct disorder was 0.342, with socialized aggression was 0.323, with attention problems was 0.305, with anxiety withdrawal was 0.373. With psychotic behavior was 0.289, and with behavioral problems was 0.412, which were significant at 0.01 level of significance. It means that there was significant positive relationship between the stressors of family relations and six behavioral problems.

**Relationship of peer relations with six behavioral problems**

The results indicated that the coefficient of correlation of stressors of peer relation. With conduct disorder was 0.246, with socialized aggression was 0.258, with attention problems was 0.172, with anxiety withdrawal was 0.151, with psychotic behavior was 0.266, and with behavioral problems was 0.266, which were significant at 0.01 level of significance. It means that there was significant positive relationship between the stressors of peer relations and six behavioral problems.

**Relationship of academic stressors with six behavioral problems**

The results revealed that, the coefficient of correlation of academic stressors with conduct disorder was 0.344. With socialized aggression was 0.287, with attention problem was 0.363, with anxiety withdrawal was 0.354. With psychotic behavior was 0.267, and with behavioral problems was

0.408, which were significant at 0.01 level of significance. It means that there was significant positive relationship between the academic stressors and six behavioral problems.

**Relationship of stressors of physical health with six behavioral problem**

The results indicated that, the coefficient of correlation of stressors of physical health with conduct disorder was 0.437, with socialized aggression was 0.359, with attention problem was 0.361, with anxiety withdrawal was 0.423, with psychotic behavior was 0.271, and with behavioral problems was 0.469, which were significant at 0.01 level of significance. It means that there was significant positive relationship between stressors of physical health and six behavioral problems.

**Relationship of psychological stressors with six behavioral problems**

The results revealed that the coefficient of correlation of stressors of psychological with conduct disorder was 0.297, with socialized aggression was 0.108, with attention problem was 0.299, with anxiety withdrawal was 0.331, with psychotic behavior was 0.187, and with behavioral problems was 0.312, except socialized aggression all were significant at 0.01 level of significance and socialized aggression was significant at 0.05 level of significance. It means that there was significant positive relationship between stressors of psychological and six behavioral problems.

**Relationship of stress with six behavioral problems**

The results clearly evidence that the coefficient of correlation of stress with conduct disorder was 0.471, with socialized aggression was 0.408, with attention problem was 0.415, with anxiety withdrawal was 0.471, with psychotic behavior was 0.370, and with behavioral problems was 0.539, which were significant at 0.01 level of significance. It means that there was significant positive relationship between stress and six behavioral problems.

**Conclusion**

The period of college education is a period of great stress and strain. The PUC students are at a stage Human developmental processes. Principles of development are same for all the individuals but behavior becomes more critical, versatile in phase of late adolescent entering in to PUC with age range between 16 to 19 years. In addition to this, the students at this stage has to face the problems of making vocational and educational choice, for the first time in their educational career, along with this there is also need of assured emotional independence and establishment of social relationships within and outside the family. In case of

PUC students, most of them leave high school environment for the first time to join college and face lot of high expectations demands in making adjustment to new academic, environment and also to new college environment.

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