

Effect of Psychosocial Factors on Behavioral Problems of Adolescent

Manoranjan Tripathy*

Research Scholar, Department of Clinical Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand 249411, India
manoranjanonly@gmail.com

Dr. Prama Sharma

Asst. Professor, Department of Clinical Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand 249411, India, prama.sharma@dsvv.ac.in

ABSTRACT

Background: Recently, schools have drawn attention as dominant factors for psychosocial development of students. India, however, has limited studies on this issue. This study sought to assess psychosocial factors catalyzing the behavioral problem among adolescent.

Aims: The current study aimed at exploring the effect of psychosocial factor on behavioral problem of adolescents.

Methods: To meet the objectives, ex-post facto design was used. The sample was selected to match the study and help in achieving the purpose of the study. The researcher was used accidental sampling technique for the data collection. A sample of 200 students was selected for the present research. The students of Gayatri Vidyapeeth, Haridwar were selected in the sample. Students between the age ranges of 14- 17 years was selected in the samples. Participants were given a questionnaires named as Emotional Intelligence Scale developed by Dr. Sheetla Prasad (2009). Rao's Social Maturity Scale (RSMS) developed by Dr. Nalini Rao (1986). Adolescent Adjustment Scale developed by Ragini Dubey (1993). Aggression Scale (A-SCALE) developed by Km. Roma Pal and Dr. Tanseem Naqvi (1983).

Statistical Analysis Used: Data emerging from the mentioned studies have been statistically analyzed for comparing mean scores and computing the magnitude of the effect of psychosocial factor on behavioral problems in adolescent, respectively.

Results: The obtain t-values and the calculated t values of the entire hypothesis are greater than critical values which is considered to be extremely statistically significant at 0.05 level of confidence for at $df = 198$, so the means are significantly different.

Conclusions: The findings revealed that the psychosocial factor is highly effective in behavioral problem of adolescent.

Keywords: Adolescents, Aggression, Adjustment, Emotional Intelligence and Social Maturity

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*Corresponding Author: **Manoranjan Tripathi**, Research Scholar, Department of Clinical Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand 249411, India

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Introduction

In psychology adolescence is the bridge between childhood and adulthood. It is the stage in which the individual is required to adopt and adjust the childhood behavior to the adult forms that are considered acceptable in his or her culture.

Adolescence is the transitional stage of development between childhood and adulthood, representing the period of time during which a person experiences a variety of biological and emotional changes. **Hall (1904)** denoted this period as “Storm and Stress” and states “conflict at this developmental stage is normal”

Researchers have tried to define behavioral problem of adolescent in many ways, but confusion remains. However, understanding regarding behavioral problem concludes that it is associated with emotion and feeling of human being synonymous with internalizing and externalizing conditions, respectively. Now a day we find this type of common problem in almost all adolescent all over the world. Most common behavior problem include adjustment, loneliness, academic anxiety (internalizing problem), and delinquency, aggression, educational difficulties, and truancy (externalizing problem). Adolescence is mainly affected by home and school environments. Schools play a vital role in the development of an adolescent, as they spend much time attending school, engaging in extracurricular activities, and completing scholastic work at home. School represents an institution that contributes to the overall educational and socialization processes, critical in personality development of an adolescent.

Society has seen an increase in the incidents of aggression/violence among youth. It includes behaviors such as slapping, hitting, rape, recklessness, driving and shooting in school, truancy, road rage and other high-risk behaviors. **Rockville (2009)** nearly 18.6% of females aged 12-17 got into a serious fight at school or work. 14.1% participated in a group-against-group fight

and 5.7% attacked another person with intent to seriously harm him/her. In India, researchers have focused on factors such as perceived popularity among the peer group, romantic relations, the risk factors such as family system, environment, aggressive parents and academic performance, peer aggression, victimization and social relationships, Prevalence and Gender difference. The increasing crime rates and violent activities of youth in India have made the researchers to focus on aggression among youth. There is a need for the proper assessment of youth for aggression and development of prevention and intervention modules for youth in Indian context. The present study aims to understand the factors (prevalence, risk factors and protective factors associated with aggression in six cities of India (Bangalore, Uttar Pradesh, Madhya Pradesh, Rajasthan, Jammu and Kashmir, Kerala and Sikkim). **Tripathy (2018)** inspected destitution, separation and associate weight as connects of behavioral issues among teenagers in Gurukul Kangri University. An aggregate number of 100 students were randomly chosen from different Departments in the University. Results demonstrated that every one of the theories tried were huge. This suggests neediness, separation and companion weight were corresponds of behavioral issues among adolescent.

Adolescent aggression is an important focus for educators and parents owing to its relative stability over time and consistent link to a variety of negative outcomes later in adolescence, including delinquency, substance abuse, conduct problems, poor adjustment, and academic difficulties (poor grades, suspension, expulsion, and dropping out of school). In addition, verbal and physical aggression often is the first signs, as well as later defining symptoms, of several childhood psychiatric disorders. These include Oppositional Defiant Disorder and Conduct Disorder, both of which have prevalence rates ranging from 6 to 10% in the general population and even higher among males, according to the American Psychiatric Association. Aggression is

defined as “a sequence of behavior, the goal response of which is the injury to the person toward whom it is directed” **Dollard et al., (1939)**.

Adolescents today are facing many and more complex mental and physical health challenges. They should eschew violence, destruction and develop positive, constructive, humanitarian outlook. The side effects of medication and invasive procedures can be daunting for adolescent and their parents. With the ability to address the root cause of disease or imbalance in a holistic and integrative way, the ancient science of yoga therapy and psychotherapy may be the new way to help students to get and stay healthy.

An adolescent if he or she adjusted is successful in academic achievement, vocational life and progress in every area of life i.e. in home, society, health, emotion, and education. While a maladjusted person lacks successes in almost all the areas. He is engrossed with his own problems and is over powered by failures, anxieties, frustration and has poor mental health.

Hence, it seems that Psychosocial (emotional intelligence and social maturity) and behavior problems (Aggression and Adjustment) are fairly intimately related concepts, yet, and the relationship among them has not been studied depth on empirical lines. Therefore, it was thought to be justified to explore this darker and unfathomed area of psychosocial on behavior problems of adolescent. So, the researcher thought it worth-while to take up the proposed research on the problem.

OPERATIONAL DEFINITION OF THE KEY TERMS USED IN THE STUDY

Psychosocial Factor:- It is formed from two words: psychological and social. The relationship between psychological factors and the physical body can be influenced by social factors, the effects of which are mediated through psychological understanding. Examples of psychosocial factors include loneliness, social support, social maturity, social status social integration, marriage status, emotional intelligence, and work environment. In the study

researcher took emotional and social maturity for identified for psychosocial factor of adolescent.

Emotional Intelligence:- The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Social Maturity: - Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and intimate relationships. It involves understanding how to honor and respect those in authority. Social maturity was adopted from the psycho-social structure formulated by **Greenberger et.al, (1974)**. Social Maturity here means in three dimension such as 1. Personal Adequacy, 2. Interpersonal Adequacy and 3. Social Adequacy.

Behavioral Problems: - Behavior problems in students are not disease entities but symptoms or reactions caused by emotional disturbance or environment maladjustment. The components included in the study of the Behavioral Problems are Aggression and Adjustment.

Aggression: - In the present study, aggression means anger, reacting attitudes to beliefs, frequent quarrelling, broken engagement, impulses of take revenge, hitting kicking, and violent attacking.

Adjustment: - The process of adapting or becoming used to a new situation. Poorly adjusted adolescents in two areas of adjustment: self and peer group adjustment. Self-adjustment is the degree to which an individual having considerate his personal characteristic is able and willing to live with them happily. Peer group adjustment is goodness-oriented syndrome. Peer group adjusted adolescent possess traits such as extroversion, courtesy, cooperation, unselfishness, frankness, temper control and willingness to conform rules and regulation.

Adolescent: - Adolescence is a period of transition from childhood to adulthood. It is characterized by rapid physical, biological and hormonal changes resulting in to psychosocial, behavioral and sexual maturation between the ages of 13-19 years in an individual.

Research Problem

The proposed research will be carried out through following formal research questions:

“Is there any effect of psychosocial factors (emotional intelligence and social maturity) on behavioral problems (aggression and adjustment) in adolescent?”

Objective of the Study

Following are the objectives of the study: -

1. To find out the difference between high emotional intelligence and low emotional intelligence adolescent on aggression.
2. To find out the difference between high emotional intelligence and low emotional intelligence adolescent on adjustment.
3. To find out the difference between high social maturity and low social maturity adolescent on aggression.
4. To find out the difference between high social maturity and low social maturity adolescent on adjustment.

Hypotheses

The following null hypotheses were formulated for the study:

1. There is no significant difference between high emotional intelligence and low emotional intelligence adolescent on aggression.
2. There is no significant difference between high emotional intelligence and low emotional intelligence adolescent on adjustment.
3. There is no significant difference between high social maturity and low social maturity adolescent on aggression.
4. There is no significant difference between high social maturity and low social maturity adolescent on adjustment.

Methods

Sample Techniques:

In the present study, the researcher used accidental sampling method to select participants from the population. A total of 200 adolescent students from Gayatri Vidyapeeth, Haridwar, Uttarakhand participated in the present research work. The age ranged between 14 and 17 years.

Design of the study:

In order to study the effect of psychosocial factors on behavioral problems in adolescent, "ex-post facto design was used or the data was analyzed and a proper statistical technique was used.

Statistical Analysis:

The data emerging from the above mentioned studies was statistically analyzed by standard statistical methods. Independent t-test was applied to test the hypothesis.

Tool and Test for the Study

Following tests were used in present study:

1. Emotional Intelligence Scale developed by **Dr. Sheetla Prasad** (2009).
2. Rao's Social Maturity Scale (RSMS) developed by **Dr. Nalini Rao** (1986).
3. Adolescent Adjustment Scale developed by **Ragini Dubey** (1993).
4. Aggression Scale (A-SCALE) developed by **Km. Roma Pal and Dr. Tanseem Naqvi** (1983).

Procedure:

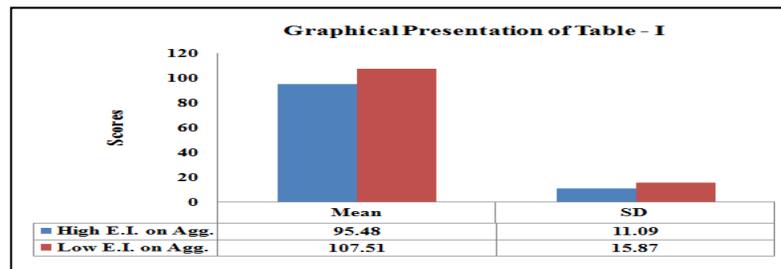
Data obtained with the prior permission of the principals. The subjects were briefed about the study and its relevance. Prior to the actual administration of the tools, significant rapport was established. They were assured that their responses kept confidential and used for the research purpose only. After obtaining consent of student, every respondent was given the questionnaire. After the data collect, they were thanked for their cooperation.

RESULTS

TABLE 1: There is no significant difference between high emotional intelligence and low emotional intelligence adolescent on aggression.

Groups	N	Aggression Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Emotional Intelligence	100	95.48	11.09	1.94	6.21	Significant
Low Emotional Intelligence	100	107.51	15.87			

df = n-2 (For single group) =198

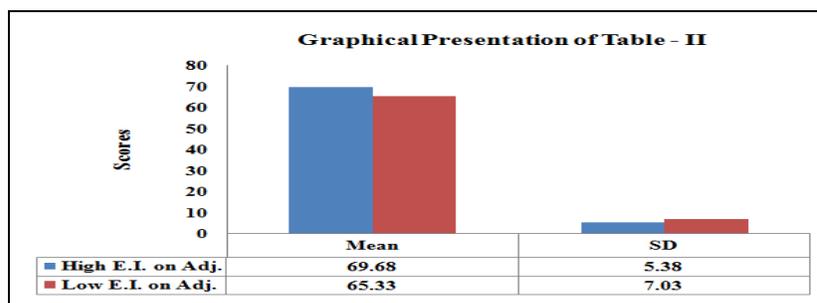


As shown in Table 1, the means of High Emotional Intelligence on Aggression 95.48 and Low Emotional Intelligence on Aggression 107.51. The calculated *t* -value exceeds the critical value (6.21>1.97), by conventional criteria, this difference is considered to be extremely statistically significant. So the means are significantly different. Hence, hypothesis is rejected.

TABLE 2: There is no significant difference between high emotional intelligence and low emotional intelligence adolescent on adjustment.

Groups	N	Adjustment Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Emotional Intelligence	100	69.68	5.38	0.89	4.92	Significant
Low Emotional Intelligence	100	65.33	7.03			

df = n-2 (For single group) =198

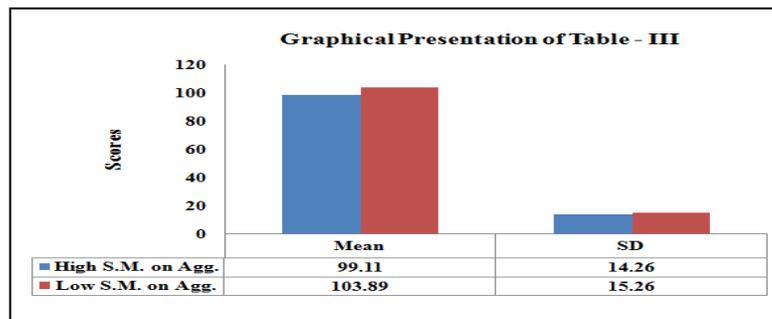


As shown in Table 2, the means of High Emotional Intelligence on Adjustment 69.68 and Low Emotional Intelligence on Adjustment 65.33. The calculated t -value exceeds the critical value ($4.92 > 1.97$), by conventional criteria, this difference is considered to be extremely statistically significant. So, the means are significantly different. Hence, hypothesis is rejected.

TABLE 3: There is no significant difference between high social maturity and low social maturity adolescent on aggression.

Groups	N	Aggression Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Social Maturity	100	99.11	14.26	2.09	2.29	Significant
Low Social Maturity	100	103.89	15.26			

df = n-2 (For single group) =198

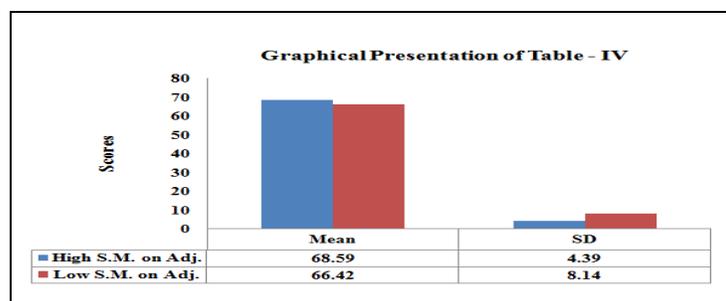


As shown in Table 3, the means of High Social Maturity on Aggression 99.11 and Low Social Maturity on Aggression 103.89. The calculated t -value exceeds the critical value ($2.29 > 1.97$), by conventional criteria, this difference is considered to be extremely statistically significant. So the means are significantly different. Hence, hypothesis is rejected.

TABLE 4: There is no significant difference between high social maturity and low social maturity adolescent on adjustment.

Groups	N	Adjustment Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Social Maturity	100	68.59	4.39	0.96	2.35	Significant
Low Social Maturity	100	66.42	8.14			

df = n-2 (For single group) =198



As shown in Table 4, the means of High Social Maturity on Adjustment 68.59 and Low Social Maturity on Adjustment 66.42. The calculated t -value exceeds the critical value ($2.35 > 1.97$), by conventional criteria, this difference is considered to be extremely statistically significant. So the means are significantly different. Hence, hypothesis is rejected.

Discussion:

It is observed from the results that behavioral problem in adolescent which are affected by psychosocial factors. Therefore, all null hypothesis of the present research that effect of psychosocial factor on behavioral problem in adolescent are accepted.

On the basis of the result **Table – 1** and graph it is evident that significant difference exists among high emotional intelligence adolescent and low emotional intelligence adolescent in respect to their aggression level. The mean scores of both groups indicated that there is significant difference between high emotional intelligence and low emotional intelligence adolescent on aggression, means being 95.48 and 107.51 respectively. The SD's of both groups are 11.09 and 15.87 respectively. The obtain t -value 6.21 and the calculated t -value exceeds the critical value ($6.21 > 1.97$) which is significant at 0.05 level of confidence at $df = 198$, so the means are significantly different. Hence, hypothesis 1 is rejected.

Emotional intelligence is based on the concept of understanding one's own emotion and the emotions of others. Aggression is often categorized by hurtful and destructive behavior towards others; it seems to oppose the empathetic nature of Emotional Intelligence. **Das and Tripathy (2015)** were to study the role of emotional intelligence on adolescents' aggression and also a gender difference in emotional intelligence and aggression of adolescents. Data was collected from 64 adolescents from various

Colleges and Universities. It was found that there exists a significant difference between the levels of emotional intelligences on aggression of adolescent girls as compared to adolescent boys. Boys were found to be more aggressive where as girls were found to be more emotionally intelligent. For boys emotional intelligence does not influence the level of aggression. There could be some other factors (peer pressure, media violence, and influence of drug) which play an important role in the development of aggression.

From the result **Table – 2** and graph, the mean scores of the high emotional quotient adolescent and low emotional quotient adolescents are 69.68 and 65.33 respectively on adjustment. The SD's of the high emotional intelligence adolescents and low intelligence adolescents are 5.36 and 7.03 respectively. The t -test was used to assess the significance of the hypothesis. The obtained C_R -value is 4.92, since the obtained C_R -value is more than the table value at 0.05 level and 0.01 level of confidence for $df = 198$. So, there is significance difference on the level of adjustment among high emotional intelligence adolescents and low intelligence adolescents. Since the hypothesis 2 is rejected. So, we can say that high emotional intelligence adolescents have high adjustment level than low emotional intelligence adolescents.

Emotional Intelligence was hypothesized to be a factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work, family and leisure. Emotional intelligence is the capability of individuals to recognize their own,

and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goals (Coleman, 2008). Adjustment can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. Sawhney and Kaur (2016) were conducted to find out the emotional intelligence and adjustment of boys and girls of secondary school. A sample of 85 students both boys and girls were collected from two government schools of Karnal. Result of the study indicates no significant difference in the emotional intelligence and adjustment of boys and girls of secondary school but significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools.

On the basis of the result **Table – 3** and graph it is evident that there is significant difference exists among high social maturity adolescent and low social maturity adolescent in respect to their aggression level. The mean scores of both groups indicated that there is significant difference between high social maturity and low social maturity adolescent on aggression, means being 99.11 and 103.89 respectively. The SD's of both groups are 14.26 and 15.26 respectively. The obtain t-value 2.29 and the calculated t -value exceeds the critical value ($2.29 > 1.97$) which is significant at 0.05 level of confidence at $df = 198$, so the means are significantly different. Hence, hypothesis 3 is rejected.

Emotional maturity is the growth of technique for dealing with frustration, threats and other causes of upsets. Emotional maturity is the acquisition of adaptive behavior that escapes and avoids emotional disturbances of an individual. A person is said to be emotionally mature, if he has all types of emotions, positive or negative and is able to express these at appropriate time in an appropriate degree. Singh (2016) was conducted on 200 secondary school students of different schools of Bathinda district of Punjab to study the Aggression among Adolescents in relation to their Emotional Maturity. The study has found a significant difference of aggression among male

and female students. There is a significant difference of emotional maturity among male and female students. There is a significant relationship between aggression and emotional maturity among the whole sample.

From the result **Table – 4** and graph, the mean scores of the high social maturity adolescent and low social maturity adolescent are 68.59 and 66.42 respectively on adjustment. The SD's of high social maturity adolescent and low social maturity adolescent are 4.39 and 8.14 respectively. The t-test was used to assess the significance of the hypothesis. The obtained C_R -value is 2.35, since the obtained C_R -value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for $df = 198$. So, there is significance difference on the level of adjustment among high social maturity adolescents and low social maturity adolescents. Since the hypothesis 4 is rejected. So, we can say that high social maturity adolescents have high adjustment level than low social maturity adolescents.

Social maturity is the balanced behavior of a person which is appropriate with the age. Social maturity of a person helps to adjust with the social environment and as well as helps to achieve special social skills and awareness about society. According to Wentzel (1991) social maturity is an 'adherence to social rules and role expectations'. Social maturity is an effective determinant of student's behavior in taking decisions, peer grouping and good relationship, and maintains mannerisms. Socially mature students able to create an environment of good friendship, harmony, better choices, active co-operation, make judgment in critical issues, and make better balance in life. Social maturity is analyzed in two ways one is the behavior that maintain the standards and fulfils the expectation of adult and secondly the behavior that is appropriate with the age with respect to the circumstances. Pan (2014) examined to open out the adjustment ability and social maturity level among the secondary school students in relation to their gender, strata, and socioeconomic status and also measures the relationship between two variables through correlation. The samples are drawn through random sampling techniques from secondary

schools of West Bengal and are categorized gender, strata, and socioeconomic status wise. The finding shows that there is a significant difference in adjustment ability and social maturity in relation to their gender, strata, and socioeconomic status and there is a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units especially the teachers to understand how institutional adjustment increases students social maturity.

Thus, it is concluded that psychosocial factors i.e. (emotional intelligence and social maturity) effect on behavioral problem i.e. (aggression and adjustment).

Conclusion:

To conclude, the present study shows that there is significant difference exists among high and low emotional intelligence on aggression and adjustment. Also there is significance difference between high and low social maturity on aggression and adjustment.

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