

Problems of Youth and Their Personal Values and Emotional Maturity

***Miss. V. Mary Suhasini**

****Dr. M. E.S. Elizabeth**

****Assistant Prof. Dept. of Edu, Acharya Nagarjuna University**

Abstract:

Today's youth is as restive, impatient with hypocrisy of the past and the dichotomy between precept and practice, and as stout a protagonist of recognition of his and others' identities, as was the youth of the time when Christ was not but Socrates was and commented on the youths. Because of the fleeting nature of youth, the young plunge into action before they could afford to plan something to achieve a well-chosen aim which would remove the incongruities which appeared intolerable to them

Personal values are depend up on family education, society and friends, religious back ground, docratic, aesthetic, economic and knowledge are also place an important role to develop good personal values. Some people with powerful minds can up-tain good personal value irrespective of their back ground. Religious make a person to live to walk in right way. Any does not teach to steal to murder, to act frugality and to abuse others especially woman. Any religious should not make the youth to become terries a person can give value to his own religion. But he has no Wright disrespect criticize and abuse other religious. In this modern age money place and important role to mould the human life. Good economic back ground makes youth self confident. We can earn money by hard working or illegally.

Key words: Youth problems, Personal values, Religious values, Emotional maturity etc.

Introduction:

Good evaluation enables in individual to leave efficiently and successfully. Good education makes the youth to become good citizen. They can provide good health and environment for the upcoming generation. They can build strong nations. But now-a-days youth have to fight with so many problems like psychological physical and rural.

Lacks of parental care, educational stress cyber, cinemas, social environmental are some of the barriers the youth across the world. Mal nutrition, junk found, hereditary, effect of Jeans, Hormones, stress, pollution drugs are some of the problematic fields the youth has to face.

Now-a-days parents are giving more importance and time to get good ranks. They are not willing to spend time for moral instructions and have good religious habits. Parents are using they time to earn money, spending money for luxuries only. Their goal in to make the children highly educated, rich professional. But they don't want their children to become religious to gain moral values. They give more importance to physical and economic growth morality has least importance in their lives. In this speed age society, family back ground, educational institutions and even religious are not full filly the needs of the youth. Love, affection family protection, parental care, moral institutions and good advises are some of the needs of the modern youth but parents are not reading to fulfill them.

Modern society in giving more importance to ... them good and moral qualities. Society is not encouraging the youth to become good citizen. Society is not able to protect the youth from anti social elements. It is not encouraging good relationship between human beings. It has to change its role from a police to teachers. It should not encourage rowdy son, sexual herraning, and politics and hero-worship. The society should provide good healthy religious and moral environment to make the youth to become good human beings.

All the above family, educational, social, hereditary and religious atmosphere are creating problems among the youth.

Religious values;

Religious make a person to live to walk in right way. Any does not teach to steal to murder, to act frugality and to abuse others especially woman. Any religious should not make the youth to become terries a person can give value to his own religion. But he has no Wright disrespect criticize and abuse other religious. Religion should help the youth to become good citizens. God feared man can't make crime. So if the youth went become good citizens, good fellow beings they must possess, good religious qualifications. Good religious habits are removing mental stress.

Social values:

A good society produce good human being some good persons can make a good society. A good society protects the youth, thrain them to be good citizens and help them to live happily. If the youth have good social values. They can build good society and strong nation. As a man is social animal we can't divide the role of society in building a perfect youth.

Democratic value:

In a democratic country individual freedom is more important. Every youth has freedom to do what he/ she wants. Between he/s he must not forget other youth also have freedom. Freedom is like a two edged sword. Freedom can make youth to achieve higher position or fall down to least position. It can make youth good citizen or anti social elements. The youth must learn to use freedom in right way to achieve good personal qualities. The parents, elders, society and nation should supervise the youths freedom.

Aesthetic Value:

Youth under grow many tensions. They can't share their ideas, feelings with their parents. There is no one to remove the tensions and make them to find solution with these tensions lack of counseling force the youth to use drugs and anti social methods. There is no one to guide them. To go in a right path. Every human being has some kind of Aesthetic sense. Parents should make the children to learn any one of the fine arts.

Economic value:

In this modern age money place and important role to mould the human life. Good economic back ground makes youth self confident. We can earn money by hard working or illegally. Parents and society should time the youth to work hard to gain economical growth. They should supervise how the youth earn money and how they spend it.

Knowledge e value:

Knowledge is the key of human success not only means educational degrees. Some even ill treats people posses more knowledge them highly educated. Knowledge makes youth to use religions, social, democratic, aestic, power, health and family for the all round development of their personality to be a successful human beings. But knowledge of not use in right way can male youth to be down trodden, turn into anti social beings. Terrorists drug addicted etc., To much of anything even knowledge is good for nothing, teacher, parents and society should help the youth to gain right knowledge.

2.8. Power value:

Power helps any person to climb to any heights. They imagine potential, economic, physical and mental powers help human beings to live successful, power can turn a normal kind man into a cruel. Monarch power is necessary for each and everyone to some extent is necessary for each and everyone to some extent. Everyone much learn how to use power. Power if misused very dangerous with power mankind can build a nation or destroy. Power can make hitters coil mother Teresaa.

Review Literature:

Problems of adolescent girls in relation to their community and religion, Sudha.B.G. and Thirtha.L.V studied in 1977

Objectives:

The study was undertaken with a view to examine which factors among age, socio economic status, parental career and marriage expectations and personality traits of ascendancy, responsibility, emotional stability

Sample:

Compared 1400 girls in the age group of 10-16 years drawn from urban and rural communities and belonging to Hindu, Muslim and Christian religion.

Tools:

Four instruments were developed and used for the purpose of collecting data. They were i) Adolescent Girl's Problem Inventory, ii) Socio-Economic Status scale, iii) Parental Expectation Scale, iv) personality scale.

Findings:

1. The relationship between the intensity of problems and socio-economic status, ascendancy, emotional stability, sociability, rigor, original thinking. Cautiousness and personal variables were negative.
2. The age was positively related to the problems of the rural girls, the Muslim girls and the Christians girls.
3. The career expectation of parents was positively related to the problems of all categories of girls except the Muslim girls.
4. The parental marriage expectations were also positively related to the problems of the rural girls and the Hindu girls.
5. Among the personality traits, the traits of responsibility were found positively associated with the problems of the rural girls. In all other cases, the relationship was negative.
6. **Regression equations indicated that:** i) For the urban girls, the socio-economic status, personality traits of ascendancy, emotional stability and rigor were important. ii) For the rural girls, the socioeconomic status, emotional status and stability were important, iii) For the Hindu girls, the socio-economic status, ascendancy, emotional stability, sociability, rigor and personal relations were important. iv) The socioeconomic status and emotional stability counted in the case of the Muslim girls, In the case of the Christian girls, the socio-economic status, emotional stability and rigor were the important factors.

Objectives of the Study:

1. To find out the problem of youth and to classify them.
2. To find out the problems of youth with respect to the following areas.
 - a. Family problems
 - b. School / college problems
 - c. Social problem
 - d. Personal problems
3. To find out the personal values and youth and to classify them.
4. To find out the personal values of youth with respect to the following areas.
 - a. Religious values
 - b. Social values
 - c. Democratic values
 - d. Aesthetic values
 - e. Economic values
 - f. Knowledge values

- g. Hedonistic value
- h. Power value
- i. Family prestige values
- j. Health value
- 5. To find out the emotional maturity of youth and to classify them.
- 6. To find out the emotional maturity of youth with respect to the following factors.
 - a. Emotional regression
 - b. Social maladjustment
 - c. Personality disintegration
 - d. Lack of independence
- 7. To find out the respect of following variables regarding the problems of youth
 - a. Gender
 - b. Locality
 - c. Type of college
 - d. Medium of instruction
- 8. To find out the respect of following variables regarding the personal values of the youth.
 - a. Gender
 - b. Locality
 - c. Type of college
 - d. Medium of instruction
- 9. To find out the respect of following variables regarding the emotional maturity of the youth
 - a. Gender
 - b. Locality
 - c. Type of college
 - d. Medium of instruction
- 10. To find out the difference between youth problems and personal values.
- 11. To find out the difference between personal values and emotional maturity.
- 12. To find out the difference between problems of youth and emotional maturity.

3.5. Hypotheses of the study:

- 1. There would be significant difference between students of male and female in problems of the youth.
- 2. There would be significant difference between students of rural and urban in problems of the youth.
- 3. There would be significant difference between students of government and private colleges in problems of the youth.
- 4. There would be significant difference between students of Telugu and English medium colleges in problems of the youth.
- 5. There would be significant difference between students of male and female in personal values.
- 6. There would be significant difference between students of rural and urban in personal values.
- 7. There would be significant difference between students of government and private in personal values.
- 8. There would be significant difference between students of Telugu and English medium in personal values.
- 9. There would be significant difference between students of male and female in emotional maturity.
- 10. There would be significant difference between students of rural and urban in emotional maturity.
- 11. There would be significant difference between students of government and private in emotional maturity.

12. There would be significant difference between students of Telugu and English in emotional maturity.
13. There would be significant difference between students of male and female in problems of youth and personal values.
14. There would be significant difference between students of rural and urban in problems of youth and personal values.
15. There would be significant difference between students of government and private in problems of youth and personal values.
16. There would be significant difference between students of English and Telugu medium in problems of youth and personal values.
17. There would be significant difference between students of male and female in personal values and emotional maturity.
18. There would be significant difference between students of rural and urban in personal values and emotional maturity.
19. There would be significant difference between students of government and private in personal values and emotional maturity.
20. There would be significant difference between students of English and Telugu medium in personal values and emotional maturity.
21. There would be significant difference between students of male and female in problems of youth and emotional maturity.
22. There would be significant difference between students of rural and urban in problems of youth and emotional maturity.
23. There would be significant difference between students of government and private in problems of youth and emotional maturity.
24. There would be significant difference between students of English and Telugu medium in problems of youth and emotional maturity.

Scope and Limitations of the Study:

The present research is limited to the youth with different social, economical and religious back ground in Guntur district only and the research is limited to 500 students belonging to professional and non professional educational institutions. Youth brining 15 different professional institutions. Such as engineering, pharmacy, LLB, Nursing and Medical. Youth belonging to different groups in Non professional institutions such as Maths, Bi.P.C., B.A., B.Com, and special languages such as special Telugu and Special English.

Method of investigation:

Survey research is a method for collecting and analyzing the data obtained from a large number of respondents representing a specific students. Those are professional and non professional students. Collected through highly structured, standardized questionnaires or detailed interviews and observation basing on definite objectives. They were advised to mention put their sex, qualification, age and address of the colleges.

The normative survey method was used to study this problem. The sample was broody classified into three main areas (i) Problems of youth (ii) Personal values of the youth (iii) Emotional maturity. These areas was bodily classified into some groups. The area of the problems of the youth in broedly classified into four main groups as family problems, school, college problems, social problems and personal preoblms. The areas of the personal values of the youth is broedly classified into ten main groups as Religious values, Social values, Democratic values, Aesthetic values, Economic values, Knowledge value, Hedonistic value, power value, family prestige value and Health value. The area of the emotional maturity of the youth in broedly classified into five main groups as emotional maturity. Emotional regression, Social maladjustment, Personality disintegration and Lack of independence. The sample was also classified into two male groups as professional and non professional students. Each main group consists of students with different occupations an Engineering students, medicine

students, pharmacy students, Nursing students and Bachelor of education as professional students and Maths students, Bi.P.C. Students, B.A. students, B.Com students and Special language students as non professional students were suggested through questionnaire, observation and interview.

Sample and sampling techniques:

Sampling is the process of selecting a sample from the youth. For the present study a stratified random sampling technique was followed for collection of the data. The sample consists of 500 students from different professional and non professional were classified into ten broad categories. The sample data is shown in following tables.

Objective -: To find out the problems of youth with respect to the following areas.

- 1. Family problems**
- 2. School/ College problems**
- 3. Social Problems**
- 4. Personal problems**

This objective with analysed by finding mean, SD, % of mean and rank of the total sample in the different areas in the problems of the youth.

To find out the problems of the youth in different areas are faced and tabulated shown in the table

S.No	Area	Mean	SD	% of mean	Rank
1	Family problems	17.32	12.99	27.93	II
2.	School / College problems	10.80	8.1	27	III
3.	Social problems	2.52	1.89	25.2	IV
4.	Personal problems	13.52.	10.14	28.16	I

Interpretation:

From above the table it is understood that the % of mean in higher in personal problems of the youth than the other areas. The % of mean in lower in social problems of the youth than the other areas. The SD is higher in family problems of the youth than the other areas. The SD is lower in social problems of the youth than the other areas.

Objective -: To find out the respect of following variables regarding the problems of youth.

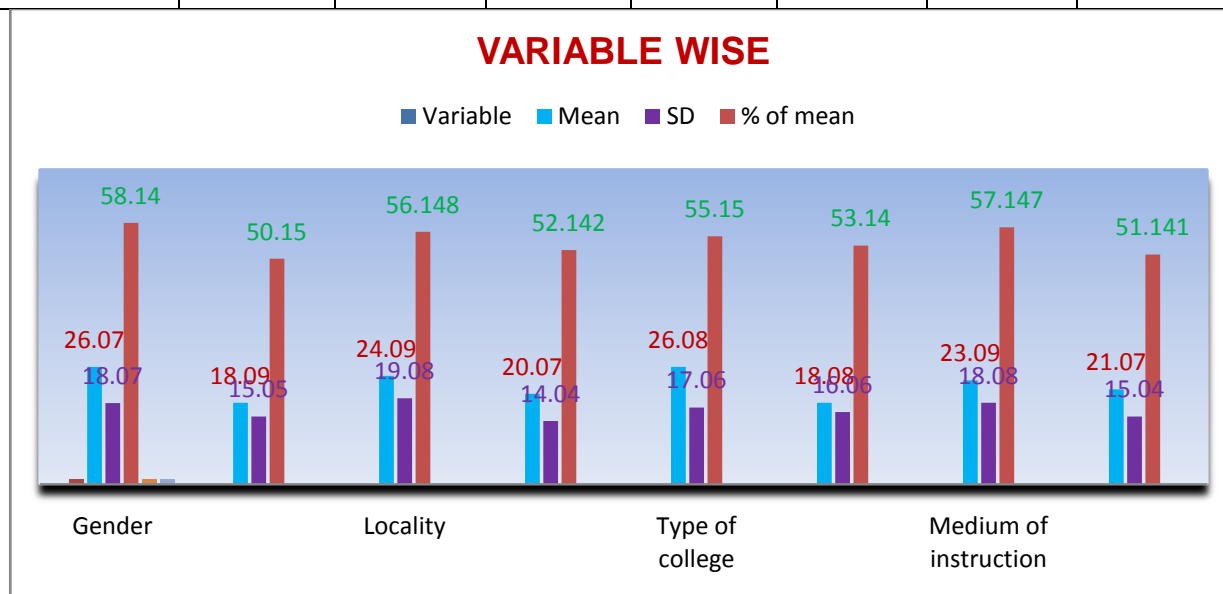
- Gender
- Locality
- Type of college
- Medium of instruction.

The objective was analysed by finding Mean, SD, % of mean, S.Ed and't' value of different variables in problems of the youth.

To find out the problems of the youth in variable wise analysis shown in the table.

Table Variable wise analysed among problems of youth

	Variable	No of sample	Mean	SD	% of mean	S.Ed	't' value
Gender	Male	250	26.07	18.07	58.140	1.48	5.3654
	Female	250	18.09	15.05	50.15		
Locality	Urban	250	24.09	19.08	56.148	1.4982	2.6832
	Rural	250	20.07	14.04	52.142		
Type of college	Private	250	26.08	17.06	55.15	1.481	5.3988
	Govt	250	18.08	16.06	53.140		
Medium of instruction	English	250	23.09	18.08	57.147	1.4873	1.3581
	Telugu	250	21.07	15.04	51.141		



Interpretation:

From the above table it is clear that the % of mean is higher in males than females. The S.Ed in both male and female is 4.4873 and 't' value is 5.3654. there is significant.

The % of mean in urban area is higher than rural areas. The SD is higher in urban area than rural area. The S.Ed in both areas is 1.4982 and their 't' value is 2.6832. There is significant.

The % of mean in private educational institutions is higher than the government institution. The SD in private educational institution is higher than the government institutions. The S.Ed in private and government institutions in 1.4818 and their 't' value is 5.3988. There is significant.

The % of mean in English medium is higher than Telugu medium. The SD in English medium in higher than the Telugu medium. The S.Ed in English medium and Telugu medium is 1.4873 and their 't' value is 1.3581. There is no significant.

Objective-8: To find out the respect of following variables regarding the personal values of the youth.

- Gender
- Locality
- Type of college
- Medium of instruction.

The objective was analysed by finding Mean, SD, % of mean, S.Ed and ‘t’ value of different variables in personal values of the youth.

To find out the personal values of the youth in variable wise analysis shown in the table.

Table

Variable wise analysed among personal values of youth

S.No	Variable	No of sample	Mean	SD	% of mean	S.Ed	‘t’ value
Gender	Male	250	49.54	36.89	240.14	3.095	1.2924
	Female	250	45.54	34.69	234.12		
Locality	Urban	250	48.52	37.99	248.16	3.1977	0.6004
	Rural	250	46.56	33.59	232.10		
Type of college	Private	250	50.56	38.85	243.15	3.1978	1.8762
	Govt	250	44.52	32.73	231.11		
Medium of instruction	English	250	48.56	36.82	238.14	3.1977	0.6377
	Telugu	250	44.52	34.76	236.12		

Interpretation:

From above table it is clear that the % of Mean is higher in Male than female. The S. D is also higher in male than female. The S.Ed in both male and female is 3.0950 and their ‘t’ value is 1.2924. But there is no significant.

The % of mean in rural area is higher than urban area. The SD in rural area is also higher than the urban area. The S.Ed in both rural and urban areas is 3.1777 and their ‘t’ value is 0.6004. There is no significant.

The % of mean in govt educational institutions is higher than the private institutions. The SD in govt institutions is also higher than the private institutions. The S.Ed in both govt and private institution is 3.1778 and their ‘t’ value is 1.8768. there is no significant.

The % of mean in Telugu medium is higher than the English medium. The SD is also higher in Telugu medium than English medium. The S.Ed in both medium is 3.1737 and their ‘t’ value is 0.6379. there is no significant.

Conclusion:

Every human beings must have developed personal values through above maintaining items. World health organization (WHO) in also encourage the students to get good personal values. Human resource development (HRD) in to help the human being or students to protect theater health and good habitual actions. World health organization and human resource

development to give the founds for help to develop good personality of the human beings or students and to develop the good health of state and countries.

Bibliography

References

1. Survey for mental illness and mental deficiency in Sakalawara (MD thesis), 1968.
2. Elnagar MN, Maitra P, Rao MN. Mental health in an Indian rural community. *Br J Psychiatry* 1971; 118:499-503.
3. Dube KC, Handa SK. Drug use in health and mental illness in an Indian population. *Br J Psychiatry* 1971; 118:345-6.
4. Varghese A, Beig A, Senseman LA, Rao SS, Benjamin. A social and psychiatric study of a representative group of families in Vellore town. *Indian J Med Res* 1973; 61:608-20.
5. Thacore VR. Drug-abuse in India with special reference to Lucknow. *Indian J Psychiatry* 1972; 14:257-61.
6. D.N Nandi, S Ajmany, H Ganguli, G Benerjee, G.C Boral, A Ghosh, S Sarkar, et. al. Psychiatric disorders in a rural community in West Bengal An epidemiological study. *Indian J Psychiatry* 1975; 17:87-99.
7. Lal B, Singh G. Drug abuse in Punjab. *Br J Addict* 1979; 74:441-27.
8. Sethi BB, Trivedi JK. Drug abuse in rural population. *Indian J Psychiatry* 1979;21:211-6.
9. Varma VK, Singh A, Singh S, Malhotra AK. Extent and pattern of alcohol use in North India. *Indian J Psychiatry* 1980; 22:331-7.
10. Ponnudurai R, Jayakar J, Raju B, Pattamuthu R. An epidemiological study of alcoholism. *Indian J Psychiatry* 1991; 33:176-9.
11. Premranjan KC, Danabalan M, Chandrasekhar R, Srinivasa DK. Prevalence of psychiatric morbidity in an urban community of Pondicherry. *Indian J Psychiatry* 1993;35:99-102.
12. Jena R, Shukla TR, Pal H. Drug abuse in a rural community in Bihar: Some psychosocial correlates. *Indian J Psychiatry* 1996; 38:43-6.
13. Ghulam R, Rahman I, Naqi S, Gupta SR. An epidemiological study of drug abuse in urban population of Madhya Pradesh. *Indian J Psychiatry* 1996; 38:160-5.
14. Singh RB, Ghosh S, Niaz MA, Rastogi V, Wander GS. Validation of tobacco and alcohol intake questionnaire in relation to food intakes for the five city study and proposed classification for indians. *J Physicians India* 1998; 46:587-91.
15. Hazarika NC, Biswas D, Phukan RK, Hazarika D, Mahanta J. Prevalence [Downloaded free from <http://www.indianjpsychiatry.org> on Monday, March 28, 2011, IP: 210.212.203.211] *Indian J Psychiatry* 52, Supplement, January
16. Sharma S, Singh MM. Prevalence of mental disorders: An epidemiological study In Goa. *Indian J Psychiatry* 2001;43:118-26.
17. Mohan D, Chopra A, Sethi H. Incidence estimates of substance use disorders in a cohort from Delhi, India. *Indian J Med Res* 2002;115:128-35.
18. Meena, Khanna P, Vohra AK, Rajput R. Prevalence and pattern of alcohol and substance abuse in urban areas of Rohtak city. *Indian J Psychiatry* 2002;44:348-52.
19. Chagas Silva M, Gaunekar G, Patel V, Kukalekar DS, Fernandes J. The prevalence and correlates of hazardous drinking in industrial workers: A community study from Goa India. *Alcohol Alcohol* 2003;38:79-83.
20. Gupta PC, Saxena S, Pednekar M. Alcohol consumption among middle -aged and elderly men: A community study from Western India. *Alcohol Alcohol* 2003;38:327-31.
21. Benegal V, Gururaj G, Murthy P. Report on a WHO Collaborative Project on Unrecorded Consumption of Alcohol in Karnataka, India. Bangalore, India: National Institute of Mental Health and Neurosciences 2003.
22. Chaturvedi HK, Phukan RK, Mahanta J. Sociocultural diversity and substance use pattern in Arunachal Pradesh, India. *Drug Alcohol Depend* 2004;74:97-104.
23. Gururaj G, Isaac MK, Girish N, Subbukrishna DK. Final report of the pilot study establishing health behaviour surveillance in respect of mental health. Report submitted to

Ministry of Health and Family Welfare, Government of India and WHO India Country Office, New Delhi: 2004.

24. Gururaj G, Girish N, Benegal V, Chandra V, Pandav R. Burden and Socioeconomic impact of alcohol, The Bangalore Study, World Health Organization, South East Asia Regional office, New Delhi: 2006.

25. Chavan B, Arun P, Bhargava R, Singh GP. Prevalence of alcohol and drug dependence in rural and slum population of Chandigarh: A community survey. *Indian J Psychiatry* 2007;49:44-8.

26. Reddy MV, Chandrashekhara CR. Prevalence of mental and behavioural disorders in India: A meta-analysis. *Indian J Psychiatry* 1998;40:149-57.

27. John A, Barman A, Bal D, Chandy G, Samuel J, Thokchom M, et al. Hazardous alcohol use in rural southern India: Nature, prevalence and risk factors. *Natl Med J India*

28. Sampath SK, Chand PK, Murthy P. Problem drinking among male inpatients in a rural General hospital. *Indian J Community Med* 2007;32:93.

29. Ray R. The Extent, Pattern and Trends Of Drug Abuse In India, National Survey, Ministry Of Social Justice and Empowerment, Government Of India and United Nations

30. Office On Drugs and Crime, Regional Office For South Asia, 2004.

31. National Family Health Survey India-3. Available from: <http://www.nfhsindia.org/nfhs3.html> [Accessed on 2009 20 December]

32. 31. Kumar MS. Rapid Assessment Survey of Drug Abuse in India. United Nations

33. Office on Drugs and Crime Regional Office for South Asia and Ministry of Social Justice and Empowerment, Government of India. New Delhi, India. Available from: <Http://www.unodc.org/india/ras.html>. [cited in 2002].