

# Psychosocial Problems Among Female Students of Junior Colleges - A Study in Anantapuramu, A P

P Jayasree<sup>1</sup>, G Venkata Ramana<sup>2</sup>

## How to cite this article:

P Jayasree, G Venkata Ramana / Psychosocial Problems Among Female Students of Junior Colleges - A Study in Anantapuramu, A P. J Soc Welfare Manag. 2020;12(3):105–108.

## Abstract

College life is the most enjoyable time as well as time for psychosocial development in every person. Colleges play a vital role in the development of adolescents, as they spend much time attending college, engaging in extracurricular activities, and completing academic work at home. Colleges represent institutions that contribute to overall educational and socialization processes, critical in personality development in adolescents. Because of tight schedules, the new atmosphere in colleges, examinations, inter personal relations with teachers and fellow students and the adolescence age, most of the students are facing some psychosocial problems such as anxiety, depression, lack of interest in studies, sleep problems, social dysfunction, substance abuse, educational difficulties, conduct disorders, etc. These psychosocial problems encompass a wide variety of disorders, prevalence of psychosocial problems also vary on the basis of the types of problems and screening tools used by the researchers. The adolescent psychosocial development is the process through which the dependent child becomes a self-reliant adult. During this period of adolescence, a large number of children suffer from psychosocial problems at one time or the other during their development. Many of these problems are transient in nature and are often not even noticed. Female students are more vulnerable to psychosocial problems than male students due to multiple roles and responsibilities in several settings. Hence the present study is aimed to assess the prevalence of psychosocial problems in female junior college students.

**Keywords:** Psychosocial problems, Female students, Junior colleges.

**Author's Affiliation:** <sup>1</sup>Research Scholar, <sup>2</sup>Professor and Head & Chairman, Board of Studies, Department of Sociology, Sri Krishnadevaraya University, Anantapur, Andhra Pradesh 515003, India.

**Corresponding Author: G Venkata Ramana**, Professor and Head & Chairman, Board of Studies, Department of Sociology, Sri Krishnadevaraya University, Anantapur, Andhra Pradesh 515003, India.

**E-mail:** ramanasku@yahoo.com

## Introduction

“There is a time and a place for everything and it's called college”

— Bill Cosby (*Becky Mc.Divitt*)

The transition from high school to tertiary institution of learning is a major life change for many youth. Attending tertiary institution of

learning offers students with learning experiences and opportunities for psychosocial development (Friedlander, Reid, Shupak, and Cribbie, 2007; Tao, Dong, Hansberger and Pancer, 2000).

School or college is the most important place for children, a place where they find out about themselves and their world, where they meet and learn from each other and from teachers, a place where they prepare themselves for the future. College is a space and time for the students, where they physically getting mature and psychologically unstable. During this period, just as adults, adolescents too suffer from psychosocial problems.

The term psychosocial problems described as the maladaptive, unhealthy, intra and inter personal, emotional, and behavioural states. These may be simple behavioural, emotional or learning problems to complex psychosocial problems.

Problems range from school refusal, to difficulty with concentration and learning, disruptive behaviour, mood disorders, psychosis, adjustment, eating and sleeping problems, suicide etc. Some are transitory, mild, and moderate, others serious, causing distress, confusion, lack of control, become unmanageable.

An increasing amount of attention is being directed to the transition to higher education as experienced by traditional age and adolescent students. It is a movement that incorporates a great deal of stress and challenge. Although some students are able to experience this transition as a challenge to personal growth, other students are overwhelmed by the changes and experience many psychosocial problems. These difficulties are often present as inefficiencies in coping with familial separation, time and stress management, basic study techniques, goal setting, relationship formation, handling emotions, and self-esteem crystallization.

Multiple factors both personal and environmental have effects on student's overall development during college (King, 1994; Montegomery and Cote, 2003; Pascarella and Terenzini, 2005). 95% of college counselling centre directors surveyed said the number of students with significant psychosocial problems is a growing concern in their centre or on campus, according to the latest Association for University and College Counselling Centre Directors survey of counselling centre directors. 70% of directors believe that the number of students with severe psychosocial problems on their campus has increased in the past year.

The burden of housework on Indian girls is a spiralling crisis for India. The students especially females engage in housework responsibilities along with the education. Academic demands, as well as family and work commitments, create tension and anxiety, and it may lead to mental health problems, when people experience stress, it affects their physical and psychological health. It is also found that many female adolescent students from poor socio economic background, socio cultural restrictions, familial dysfunction, maladaptive, unhealthy interpersonal networks, limited social supportive networks etc are more prone to psychosocial problems. Hence the researcher tries to study the psychosocial problems among female college students.

### *Review of Literature*

R. Pavithra et al., (2020) in a non-experimental descriptive study, assessed the level of psychosocial

problems among 120 college students and revealed that 6.6% sample had somatic symptoms, 51.6% anxiety, insomnia, 80.83% social dysfunction and 65.83% severe depression.

Silva SA et al., (2020) in a systematic review and Meta analyses, estimated the prevalence of common mental disorders among adolescents aged 10-19 years and showed that the prevalence was more in girls (31%) than boys.

Vijayalakshmi P et al., (2018) in a cross sectional descriptive study, assessed the prevalence of eating disorders (ED) among Indian medical and nursing undergraduates and found that 34.1% and 10.4% of the sample were at high risk for ED, and age, gender, and education found to have significant association ( $p < 0.05$ ).

V. Rajachar V et al., (2017) in a cross sectional study, assessed the psychosocial status and quality of life (QOL) of 400 adolescent girls in Karnataka and observed that 5% girls were at severe and very severe risk for psychosocial abnormalities and QOL score was higher for social relation and minimum for physical domain.

Smitha MC et al., (2016) in a cross sectional study determined the prevalence and associated demographic variables of mental health disorders among 664 PUC girl students in Mysore and found that 15.5% had mental health disorders and associated with age, place of residence, birth order, education of father and mother and socio economic status.

Thanikaivel M & Priya K (2016) assessed the level of adjustment of 200 adolescents aged 16-19 years, in the areas of home, health, social, educational and emotional and found that the overall adjustment of female students is unsatisfactory than males.

Watode BK et al., (2015) in a cross sectional study, assessed the prevalence of stress and stress causing factors among 397 adolescent students in Delhi and female (89.7%) students found to be more stressed than males (86.4%). Academic, parents, teachers and friends were major stressors.

Vandana Agarwal et al., (2014) in a survey, in Bhopal, identified the psychosocial problems among 108 adolescent girls and awareness of their mothers regarding the problems. Anxiety was the commonest disorder found and 11.11% of sample's mothers were unaware of the problems.

Soloman S et al., (2006) in a comparative cross sectional study, assessed the psychosocial problems among 667 preparatory school adolescents in Ethiopia and revealed that lower

family connectedness, and having a living arrangement separate from both biological parents were associated with increased odds of depression symptoms.

**Objectives**

- To assess the level of psychosocial problems among female junior college students
- To suggest the strategies to promote psychosocial wellbeing and to prevent psychosocial problems among female junior college students

**Methodology**

The study was descriptive in nature. A sample of 50 female junior college students was selected by convenient sampling method. Data were collected by using a self-structured demographic questionnaire, and a standardized short General Health Questionnaire-12 (GHQ-12). Socio economic class was assessed by B.G.Prasad socio economic scale. GHQ-12 composed of 3 factors social dysfunction, anxiety and depression and low self-confidence framed in 12 items with 4 options for each item, with a 4 point Likert scale scoring 0, 1, 2, and 3. The score was generated with a total score ranging from 0 to 36, with higher scores indicating worse conditions.

**Results and Discussion**

The results of the study were discussed as follows

**Table 1:** Level of psychosocial distress and GHQ-12 score.

GHQ-12 Level	Score
Normal	0-12
Mild Distress	13-24
Moderate to severe distress	25-36

Table 1 shows the level of psychosocial wellbeing based on the GHQ-12 level. It was indicated that normal psychosocial wellbeing for a total GHQ-12 score of 0 to 12, followed by mild distress with a score of 13-24 and moderate to severe distress with a score of 25-36.

**Table 2:** Frequency and percentage distribution of respondents in relation to their socio demographic variables.

Variable	Frequency	Percentage
Academic year		
• First	15	30
• Second	35	70

Religion		
• Hindu	35	70
• Muslim	07	14
• Christian	06	12
• Others	02	04
Locality		
• Rural	18	36
• Urban	32	64
Present place of living		
• Home	39	78
• Hostel	11	22
Socio economic class		
• Upper	22	44
• Upper middle	26	52
• Middle	02	04
• Lower middle	–	–
• Lower	–	–
Academic group		
• Science	33	66
• Commerce	07	14
• Vocational	10	20
Type of college		
• Government	17	34
• Private	33	66
Medium of instruction		
• Telugu	10	20
• English	40	80

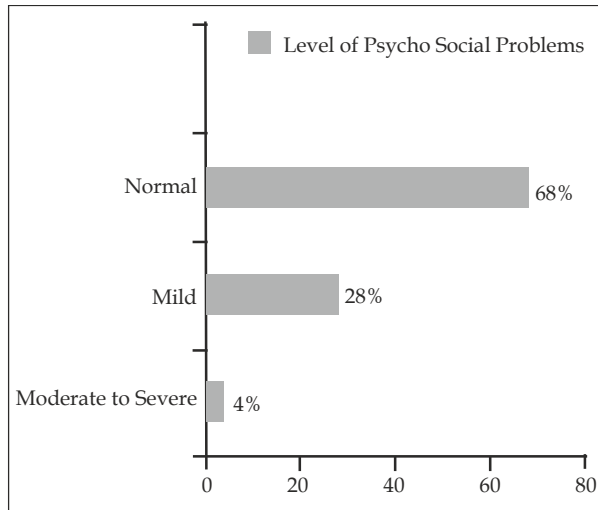
Table 2: show the frequency and percentage distribution of respondents in relation to their socio demographic variables. Majority of the respondents (70%) belonged to second year junior college students, 70% were Hindus, 64% from urban areas, 78% staying at home, 52% belonged to upper middle class, 66% were studying science subjects, and in private college and 80% from English medium.

**Table 3:** Factor wise mean score and standard deviation of psychosocial problems among respondents.

Factor	Mean score	Standard deviation
Social dysfunction	6.94	3.49
Anxiety and depression	3.24	1.5
Low self confidence	3.28	0.97
Total	13.48	5.97

Table 3: revealed the factor wise mean score and standard deviation psychosocial problems among the respondents. It was indicated that the mean score (6.94) and SD (3.49) were found to be higher for social dysfunction followed by 3.24 and 1.5 for anxiety and depression and 3.28 and 0.97 for low

self-confidence. The overall mean score and SD were 13.48 and 5.97 respectively.



**Graph 1:** Percentage distribution of psychosocial problems among the respondents.

Graph 1: shows the percentage distribution of psychosocial problems among the respondents. It was observed that majority of the respondents 68% had normal psychosocial wellbeing, followed by 28% had mild psychosocial distress and 4% had moderate to severe distress.

## Conclusion

Student life especially college life is a very important time period for the students, especially for girls. This is a period of physically getting mature and psychologically unstable. They are undergoing different kinds of stress to study, to complete their assignments, to participate various programmes in the college, along with the household work and the stress is because of imbalance between environment and demand. From the result of this study, it was found that the students are undergoing psychosocial distress. To combat distress, students need to consider relaxation measures like meditation, proper rest, good sleep, and timely food intake.

## References

1. E Rajkumaret al., (2015), psychosocial problems among students of central university of Karnataka, *International Journal of Scientific Study*, 2015; 3(9): 44-47
2. Rajachar V et al., (2017), psychosocial status and quality of life of adolescent girls, *International Journal of Research in Medical Sciences* 2017; 5(6): 2617-2624
3. R. Pavithra et al., (2020), psychosocial problems among college students, *Medico-Legal Update*, 2020; 20(2): 151-154
4. Samuel O Salami (2011), Psychological predictors of adjustment among first year college of education students, *US-China Education review*, 2011; 8(2): 239-248
5. Silva SA et al., (2020), Common mental disorders in adolescents, *PLoS ONE* 2020; 15(4) e 0232007
6. Smitha MC et al., (2016), mental health disorders among PUC girl students, *International Journal of Medical Sciences and Public Health* 2016; 51 (11): 1-7
7. Soloman S et al., (2006), Psychosocial problems among preparatory school adolescents, *Ethiopian Journal of Health development* 2006; 20(1)
8. Thanikaivel M & Priya K (2016), Level of adjustment among adolescents, *International Journal of Multidisciplinary Research* 2016; 2 (8): ISSN: 2455-3662
9. Vandana Agarwal et al., (2014), Common psychosocial problems among adolescent girls, *Journal of Medical and Dental Sciences* 2014; 3 (22): 6031-6035
10. Vijayalakshmi P et al., (2018), Eating disorders among medical and nursing undergraduates, *Community Mental Health Journal* 2018; 54(8): 1266-1273
11. Watode BK et al., (2015), Stress and stress causing factors among adolescent students, *Indian Journal of Youth Adolescents Health* 2015; 2 (4): ISSN: 2349-2880.