

“A Comparative Study to Assess the Selected Behavioral Problems Among Hostler And Day Scholar Students in College of Nursing, Christian Medical College And Hospital, Ludhiana.”

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Abstract:

Background: Common behavior problem seen among students is a eating problem. It is commonly seen among girls b/w age of 15-22 years. The prevalence of conduct problem is estimated at between 1.5% and 3.4% of general adolescent's population. Overall conduct problem appear more often in boys than girls in a rate of 6% to 10% for males and 2% to 7% for females. Because these behaviors are now being seen more frequently in college settings, the need for careful supervision and alternative forms of education has because it is apparent to the school faculty.

Aim: To assess the selected behavioral problems among hostler and day scholar students in College of Nursing with a view to develop guidelines for students.

Methods: Comparative study of 100 student were assessed. This study was conducted in the college of Nursing, CMC & Hospital, Ludhiana, during the month of June 2016. Rating scale used to collect data about socio demographic characteristics and items related to selected behavioral problems.

Results: Both hostler and day scholar students have (90%) severe behavior problems and (10%) moderate behavior problems. The mean score of behavioral problem are higher among day scholar students (192.6) as compared to hostlers (190.50). There is no significant relationship between behavioral problems of hostler and day scholars with selected all the socio demographic variables at $p < 0.01$ level.

Conclusion: Findings shows that majority of the students had severe behavioral problems. According to relationship between behavioral problems of hostler and day scholar student with socio demographic variable had non significant impact. There is a need to guide student in management of behavioral problems

Recommendation: Comparative study can be conducted on the other behavior problem of student, prevalence study can be conducted by taking single behavioral problems on large sample

Keyword: Behavioral problems, Hostler, Day scholars.

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I. Introduction

Adolescent is time of growth, transition and stress, both individual and society. The adolescent is neither adult nor child, it plays a proficiently significant role in life of individual in our society as a whole while adolescent are adjusting to physical change that may contribute to or distract from their feelings of self-worth, they are learning now to use their developing mental capacity (Kuppusway, 1984)¹ College adjustment an increasing proportion of young people attends college each year student differs in the specific pattern of their motivation for attending college and they attend to select different colleges. Colleges develop repetition which attracts a particular type of student. Thus one college known as place for having a good time while another has reputation for emphasizes intellectual effort and little attention to personal appearance or having fund. (Pace and Stern, 1958)² Hostel life is almost a parallel culture, on experience that take out of comfort zone and exposes to several experiences. Hostel life is very memorable period in one's life, but due to lack of knowledge or a casual attitude or irresponsible behavior adolescent may have problem of adjustment to hostel environment, which can affect their studies and career. (Amina Iftikhar,2001)³ Behavioral problem is a term used interchangeably with the emotionally disturbed or socially maladjusted. A behavior problem is to be viewed as discrepancy between the behavior of students and the demands placed upon him by his associates. Behaviors problems are not to be equated with the presence of psychiatric illness. (Mehta, 1987)⁴

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During adolescents period the status of individual is vague. At this time he is neither a child nor an adult this dilemma known as role confusion or overlapping roles, is a stage when adolescents searches for self-identity, that is defining oneself distinct from others. This is oscillation between dependency on adults and self-dependence or personal autonomy, coupled with intense emotion, aerosity, peek intelligence and feeling interest. Thus adolescent is most confusing, challenging and fascinating face of human development these occur pre occupation with self, peer pressure, and conflicts. All these may lead to behavioral problems among adolescents. (Hurlock, 1978)⁶

The prevalence of conduct problem is estimated at between 1.5% and 3.4% of general adolescent's population. Overall conduct problem appear more often in boys than girls in a rate of 6% to 10% for males and 2% to 7% for females. (Bartol & Bortol, 1989)⁷ The increase incidence of Conduct Problem and violent behaviors by adolescents has a significant impact on society. Because these behaviors are now being seen more frequently in college settings, the need for careful supervision and alternative forms of education has because it is apparent to the school faculty. Study was conducted on the analysis of the relationship between bonding to school and Conduct Problem among rural adolescents. The Study included alcohol, tobacco and other drug abuse, minor delinquency and sexual activity. The sample includes 278 male adolescents and 270 female adolescents. Data was collected from self-report Questionnaires. The study revealed that higher levels of bonding to study were significantly related to lower frequency of participating in Conduct Problem symptoms and to lower frequency of participating in alcohol, tobacco and other drug abuse, minor delinquency and sexual activity. Male adolescents reported greater frequency of participating in Conduct Problem than the females. (Foust, 1999)⁸

II. Aim of the study

To assess the selected behavioral problems among hostler and day scholar students in College of Nursing with a view to develop guidelines for students.

Assumptions

Behavioral problems do vary among hostler and day scholar students.

Delimitation

The study is limited to students of College of Nursing, Christian Medical College & Hospital, Ludhiana, Punjab

III. Methodology

Design : A comparative study to assess the selected behavioral problems among hostler and day scholar students

Setting : This study was conducted in the college of Nursing at CMC & Hospital, Ludhiana.

Sampling technique : Purposive sampling

Sample size: The investigator selected a sample of 100 students, out of which 50 were hostlers and others 50 were day scholars.

Development of tool

The study is concerned with the assessment of selected behavioral problems of hostler and day scholar students. As the literature showed the most common and prevalent behavioral problems among hostler and day scholar students were conduct problem, Adjustment problem, Eating problem. Self-structured rating scale was made to identify these problems among hostler and day scholar students. Self-structured rating scale was prepared after extensive review of literature, expert's opinion, interviewing the hostler and day scholar students and the investigators' own experiences while working with them.

Part 1 :- Socio demographic data

Part 2 :- Items related to selected behavioral problem

Description of tool

Rating scale was used to collect the data stated that is the simplest type of data collecting instrument to administer. The response categories for qualitative variables can be framed in such a way as to make the rating scale "self-coded". Rating scale is one in which the respondent replies to the items by checking the appropriate category of response.

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In this study the rating scale is divided into 2 parts:-

Part 1: (Socio-demographic data):-it is designed to provide background information with 13 independent variables. These are age, gender, type of course, year, religion, birth order, type of family, no of friends, family income, type of family, occupation of father and occupation of mother.

Part 2: (Assess the items related to selected behavioral problems):- This part consist of 50 items on behavioral problems categorized into Conduct problem, Adjustment problem, eating problem. In this conduct have 18 items, Adjustment problem have 17 items and Eating problem have 15 items. These items are scored as 5-4-3-2-1 Always, Occasionally, Sometime, Rarely, Never for the statement related to behavioral problem present. Every alternatives item were reversed. The maximum behavioral problem for all the 50 items maximum score is 250 and minimum score is 50.

Content Validity Of Tool

One of the widely used techniques for establishing content validity of the measuring tool is by judgment of the experts. The tool prepared was given to 10 experts from the field of Psychiatry, Psychology, Pediatrics Nursing, Community Health Nursing, Medical-Surgical Nursing and Nursing Foundation. The experts were requested to give their valuable opinion and precious suggestion for the purpose to develop a better and relevant tool to perform the study. As per their guidance and experience changes have been made and items are modified.

Ethical Consideration

A written permission was taken from the Principal, College of Nursing, Christian Medical College and Hospital, Ludhiana, Punjab, before conducting the study. The subjects were informed prior to the study that participation in the study is voluntary.

Pilot Study

The pilot study was conducted on 4th June 2016 to assess the effectiveness of the measuring tool, finding out the reliability of the final study and to decide upon the plan for statistical analysis. The investigator used the proper channel to get co-operation from the Principal of College of Nursing, Christian Medical College and Hospital, Ludhiana, Punjab. Hence the investigator requested the principal of College of Nursing to seek permission for the collection of data by the investigator. The permission was granted to conduct the study in College of Nursing, Ludhiana. The data was collected by distributing the Rating scale by the investigator to the subjects. Total sample of 10 students were taken 5 from hostlers and 5 from the day scholars. The time taken for the filling up the rating scale by each student was 20-25 minutes. The analysis of the pilot study was done in accordance with the objectives.

Data Collection Procedure

The main study was conducted from 5th June 2016 to 7th June 2016 in College of Nursing, Christian Medical College and Hospital, Ludhiana, Punjab. Prior to the collection of data, written permission was attained from the Principal of College of Nursing. A rapport was established with student by explaining the purpose of study. A verbal consent was taken from the students before collecting the data. Rating scale was used to assess the behavioral problem. Purposive sampling technique was used to select the sample. The students were assured for confidentiality of the response. The students were made to sit in a classroom to fill the tool. Total 20-25 minutes were given to students to fill the tool.

Plan of data analysis

Plan of data analysis were done in accordance with the objectives of the study. Data obtained has been analyzed in terms of descriptive statistics, i.e. calculating percentage, mean and standard deviation, inferential statistical methods as ‘t’ test ‘z’ test and chi-square and ANOVA test was used. Bar diagrams were used to depict the findings.

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III. Results and findings

Table : 1 Frequency and Percentage Distribution of Sample Characteristics
N=100

S.No	CHARACTERISTICS	HOSTLERS		DAY SCHOLARS		Df	X ²
		N	%	N	%		
1	Age (In Years).						
(A)	17-20yr	18	36	20	40	1	0.170 ^{NS}
(B)	21-24yr	32	64	30	60		
(C)	25-28yr	0	0	0	0		
(D)	>28	0	0	0	0		
2	Sex.						
(A)	Male	22	44	26	52	1	0.164 ^{NS}
(B)	Female	28	56	24	48		
4	Type Of Course.						
(A)	B.Sc.	24	48	28	56	1	0.641 ^{NS}
(B)	GNM.	26	52	22	44		
5	Year.						
(A)	1 st Year	15	30	18	36	3	5.488 ^{NS}
(B)	2 nd Year	11	22	9	18		
(C)	3 rd Year	10	20	17	34		
(D)	4 th Year	14	28	6	12		
6	Religion.						
(A)	Hindu	6	12	9	18	3	2.899 ^{NS}
(B)	Sikh	5	10	2	4		
(C)	Christian	39	78	38	76		
(D)	Muslim	0	0	1	2		
7	Birth Order.						
(A)	1 st	19	38	14	28	3	1.517 ^{NS}
(B)	2 nd	19	38	24	48		
(C)	3 rd	8	16	7	14		
(D)	4 th	4	8	5	10		
8	Type Of Family.						
(A)	Nuclear	44	88	42	84	1	0.332 ^{NS}
(B)	Joint	6	12	8	16		
9	Family Income.						
(A)	<RS 5000	4	8	2	4	3	1.606 ^{NS}
(B)	Rs.5001-10000	4	8	6	12		
(C)	Rs.10001-15000	13	26	10	20		
(D)	>Rs. 15000	29	58	32	64		
10	No. Of Friends.						
(A)	One	5	10	4	8	3	0.178 ^{NS}
(B)	Two	7	14	8	16		
(C)	Three	7	14	7	14		
(D)	Above	31	62	31	62		
11	Occupation Of Father.						
(A)	Service	23	46	33	66	2	4.086 ^{NS}
(B)	Business	15	30	9	18		
(C)	Others	12	24	8	16		
12	Occupation Of Mother.						
(A)	Service	18	36	28	56	2	6.135 ^{NS}
(B)	House Wife	29	58	22	44		
(C)	Others	3	6	0	0		

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Table 1 Depicts that there was no significant difference in age, sex, type of course, year, religion, birth order, type of family, family income, father and mother occupation among hostler and day scholar students.

Table: 2 Percentage distribution of level of behavior problem score of hostler and day scholar students
N = 100

Level of behavior problems	HOSTLER		DAYSCHOLAR	
	n	%	n	%
MILD (1 – 85)	0	0	0	0
MODERATE (86 – 165)	5	10	5	10

SEVERE (166 – 250)	45	90	45	90
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Maximum score = 250
Minimum score = 50

Table 2 and figure 1 show that hostler and day scholar students have (90%) severe behavior problems and (10%) moderate behavior problems.

Thus it is evident that both hostler and day scholar students suffer with severe level of behavior problems.

Fig 1: Percentage distribution of level of behavioral problem score of hostler and day scholar students

TABLE: 3 Comparison of mean, mean % and rank order of selected behavioral problems of hostler and day scholar students.N = 100

Type of behavior problems	Max. score	BEHAVIORAL PROBLEM SCORE					
		Hostler			Day scholar		
		Mean	Mean %	Rank order	Mean	Mean %	Rank order
Conduct Problem	90	75.38	83.75	I	75.22	83.6	I
Eating Problem	85	65.32	72.57	II	65.52	84	II
Adjustment Problem	75	49.88	55.42	III	51.86	73	III

Maximum score = 250
Minimum score = 50

Table 3 and figure 2 show that conduct problem mean score is higher among hostler and day scholar students (75.38), (75.22) followed by eating problem (65.32) , whereas conduct problem mean score among day scholar students were (75.22) followed by eating disorder (65.52). Hence it is evident that conduct problem is the most common behavior problem occurring in hostler students than day scholar students.

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Fig 2:- Comparison of mean, mean % and rank order of selected behavioral problems of hostler and day scholar students

Table: 4 Comparative mean score of behavior problems of hostler and day scholar students.
N = 100

Type of students	n	Mean	SD	df	Z
Hostlers	50	190.50	8.29	98	0.61
Day scholars	50	192.6	8.23		

Maximum score = 250
Minimum score = 50

Table 4 and fig 3 illustrate that the mean score of behavioral problem are higher among day scholar students (192.6) as compared to hostlers (190.50). Hence it can be concluded that day scholar students have more behavioral problems as compared to the hostlers. It indicates that day scholar students need special intervention to solve and prevent their problems.

Fig 3: Comparative mean score of selected behavior problems of hostler and day scholar students

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IV. Discussion

The result of the present study shows that majority of students were having severe behavioral problems among both hostlers and day scholar students. Similar study revealed that majority of students were having severe behavioral problems, these findings are supported by (Bhattacharya R, 1997)⁹ The result of present study shows that conduct problems were more common among both hostlers and day scholar’s students. Conduct problems were more common among hostlers and day scholar students as compared to other behavior problems. Similar study conducted reveals that conduct disorder were highest (75.38) as compare to other behavioral problems among hostler and day scholar students (Bhattacharya R, 1997³⁵ & Paul A, 2006)⁹ The study showed that hostler’s student have more conduct problem as compare to day scholars students whereas day scholars have more eating and adjustment problems. Similar study revealed that daily works, social support and distance from home made significant increment contribution to the prediction of social adjustment and psychological problems. (Brooks, James. H. Dubois and David, 1995)¹⁰

Findings of the present studies show the following results. Hostler students age group of 17-20 years had higher mean score of conduct problem and mean score of adjustment problems of age group 21 -24 years. Age had no impact on behavioral problems of hostlers and day scholar students. Similar study reveal that the extent to which conduct problems at the age of 13 are evident at the age of 18-20.(**Fergusson and Woodward, 2002**)¹¹ Behavioral problems were increasing according to gender in hostlers and day scholar students as conduct problems are higher in female hostler students and eating problems and adjustment problems are higher in male day scholar students. Similar study revealed that male students reported greater frequency of participating in behavioral problems than the female. (**Foust H, 1999**)¹² Behavioral problems were higher in B.Sc. nursing hostler students i.e. conduct problem whereas Day scholar students studying in GNM course had higher mean score for conduct problem. Similar study revealed that in clinical setting and their coping strategies and found their strength events that developing IPR dealing with patient, conflict between what has been taught in college and realities of sick world. (**Toray, Tomko, Cooley and Eric, 1998**)¹³ Behavioral problem are higher in Hostler students studying in 2nd year have higher mean score for conduct problems followed by eating problem followed by adjustment problem .Day scholars studying in 1st year have higher mean score for conduct problem followed by eating problem then followed by adjustment problem. Similar study revealed that first and second year students were more likely to use distance technique and self-isolation while upper class students more likely to use problem focused coping. (**Tanka,Tomko,Takhy and Flyiharl, 1994**)¹⁴

Behavioral problems are higher in Sikh hostler students had higher mean of conduct problem, eating problem and adjustment problem. It shows that Sikh hostler students suffer more with behavioral problem. Hindu day scholar students had higher mean score of conduct problem, eating problem and adjustment problems.

Behavioral problems are higher in Hostler students belonging to 2nd and 3rd birth have higher mean score of conduct by eating problem .It means hostler students affected more with behavioral problems whether they are of more than one birth order. Day scholar students belonging to 1st order had higher mean score for conduct problem whereas the students belonging to 2nd and 3rd birth order have higher mean score for eating problem followed by adjustment problem. Similar study revealed that higher bonding to the parents was significantly related to the lower frequency of participating in behavioral problems. (**Foust, 1999**)¹⁵ Behavioral problems are higher in Hostler students belonging to nuclear and joint family had higher mean score for conduct problem. Day scholar students belonging to nuclear and joint family have higher mean score. Similar study revealed that factors that influence behavior in nuclear family are parents student relationship, parental style, unfavorable social condition. (**Shek, 1997**)¹⁶

Behavioral problems are higher in hostler students belonging to family income group of <5000 had higher mean score for conduct problem ,eating problems .Day scholar students belonging to family income group of <5000 and 5001-10,000 had higher mean score for conduct problem ,eating problem ,adjustment problem . Similar study revealed that students were less adjusted those who are relying on private funding, less income, inappropriate income sources. (**Tanka,Tomko,Takaya and Flyihara, 1994**)¹⁷ Behavioral problems are higher in Day scholar students who have two friends had higher mean score for conduct problem. Day scholar students who have one friend had higher mean score for eating problems. Similar study revealed that students who are less friends did not perform more poorly, having low grades, more grades repetition, more suspension. (**Kendall, 1996**)¹⁸ Behavioral problems are higher in Hostlers and day scholar students with businessman father had higher conduct problem mean score and adjustment problem. Hostler students with serviceman father had higher mean score for eating problems. Similar study revealed that students are less adjusted those who are financial dependent and relay on private funding. (**Tanka, Tomko, Takaya and Flyihara, 1994**)¹⁹

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Behavioral problems are higher in Day scholar students with servicewomen and house wives had higher mean score for conduct problem, eating problem , adjustment problem, Hostler students with service mother and housewives had higher mean score for conduct problems.

V. Conclusion

Findings shows that majority of the students had severe behavioral problems. According to relationship between behavioral problems of hostler and day scholar students with selected socio-demographic variables such as age, sex, place of residence, class, year, religion, birth order, type of family, family income per month, no of friends, occupation of father and occupation of mother had non-significant impact.

Recommendations

Comparative study may be conducted on behavioral problems among students of other age group.

- Comparative study can be conducted on other behavioral problems of students, as drug abuse.
- A prevalence study can be conducted by taking a single behavioral problem on large sample.

- To evaluate the guidance and counseling services provided in college and their relationship with mental health status and occurrence of behavioral problems among nursing students.

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