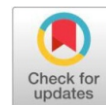


Original Research Article

Open Access

A Study on Factors Affecting Behaviour of Adolescents

Renu^{1*}, Siwach Meena² and Mamgai Namrataa¹¹Department of Human Development and Family Studies, I.C. College of Home Science, CCS HAU, Hisar, Haryana²Department of Human Development and Family Studies, Krishi Vigyan Kendra, Rohtak, Haryana

ABSTRACT

Adolescence is a crucial transitional period of the human life cycle in which the concretization of the behaviour and personality of a person takes place. Now-a-days, adolescents are facing behavioural problems largely. Family environment has a great influence on adolescents' psychological, emotional and social well-being. A positive home environment has a positive impact on motivating adolescents and is supportive towards facing challenges in life and developing self-efficacy. The present study was conducted to assess different factors that influence the behaviour of the adolescents of 14-17 years age group. From both the urban and rural areas of the Hisar district, 60 adolescent school students were selected randomly for the study from each. The personal and socio-economic factors and home environment were independent variables and behavioural problems were dependent variables. The self-made questionnaire and the Family Environment Scale were used to assess the personal and socio-economic status and the home environment of the respondents, respectively. The behaviour of adolescents was measured by using the Strengths and Difficulties Questionnaire. The collected data was analysed by calculating mean, frequency, standard deviation, z-test, chi-square and correlation test. The results revealed a higher prevalence rate of behaviour problems in adolescents of rural area than that of urban area. Behaviour problems of adolescents were positively associated with place of residence and parental education. The behaviour problems of adolescents were found to be influenced by parental education, family environment and socioeconomic status of the family. The data in this study was collected only through the survey which gave only quantitative results. Other methods such as interview design, longitudinal case studies and observations can be introduced to gather the information comprehensively.

Keywords: Adolescents, behaviour problems, parental education, socio-economic status and family environment.

INTRODUCTION

Adolescence is often associated with behavioural problems. Student disruption, aggression and academic failure are a problem in schools across the nation. Problematic behaviour is socially defined as a problem which is undesirable by the social and legal norms of the accustomed society and its institutions of authority. This behaviour often brings out some form of social control response, either minimal, such as a statement of disapproval, or extreme, such as incarceration. A number of pieces of evidence have revealed that young people tend to get involved in offending, substance abuse and truancy, which signifies that they are at risk of developing a constant pattern of problem behaviour^[1].

Family plays a crucial role in raising competent children and adolescents. If the family is well organized and family relations are cohesive, the individual displays this wellbeing into scholastic attainment and socially approved and competent behaviour. Family environment is important in the analysis and understanding of human behaviour. The family environment includes the social environment which constitutes conditions, circumstances and interactions among family members. Individuals must have effective and positive interactions in this social environment in order to survive and thrive.

Family is the basic unit of the social environment. Interactions among family members termed as transactions can be positive or negative. A healthy family environment results in positive interactions among family members, while a negative environment leads to irritable behaviour of family members. The family environment involves the circumstances and social climate conditions within families. Since, each family is made up of different individuals in a different setting, each family environment is unique. Family environments can differ in many ways, for example, on the basis of socio-economic level and parenting practices^[2]. Family environment has a great influence on adolescents' psychological, emotional and social well-being. A positive home environment has a positive impact on motivating adolescents and is supportive towards facing challenges in life and developing self-efficacy^[3]. According to Teti and Candelaria (2002)^[4], parents with higher education showed a positive authoritative style because the perceived self-efficacy was expected to positively influence their parenting. Further, Theokas and Lerner (2006)^[5] stated that within the ecological development assets, the strongest predictor of positive youth development was found to be connected with individuals in all contexts and they also suggested the family as the most significant predictor of positive adolescent development. At the same time, they considered the mother's level of education as a feature of the human assets inside the family but this did not show any significant effect. Schmid *et al.* (2011)^[6] found that respondents who had mothers with a higher level of education were more likely to be in the appropriate positive youth development, contribution and depressive symptom groups when compared with the

*Corresponding Author: **Renu**

DOI: <https://doi.org/10.21276/AATCCReview.2025.13.01.425>

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respondents from families with mothers who had a lower level of education. Socio-economic status including gender, father's occupation, mother's qualification, father's qualification and ownership of house were significant predictors of violent behaviour among youth whereas, in the domain of parenting practices, authoritative parenting practice was found as a significant predictor of violent behaviour among youth^[7].

MATERIALS AND METHOD

This part describes the locale of the study, sampling procedure adopted, operational definitions of variables, tools used for their measurement, procedure for data collection and analyses undertaken to draw the interpretation. Different methodological steps followed in the study along with the relevant details have been described under the following sub heads

Sample selection

The study was conducted under the Master's program of Chaudhary Charan Singh, Haryana Agricultural University, I.C. College of Home Science under the guidance of the Department of Human Development and Family Studies. Hisar district of the Haryana was selected randomly for the purpose of the study. Two areas i.e. urban area and rural area selected from the selected district. The urban sample was taken from the city area i.e. Hisar city and rural sample was taken from the randomly selected village i.e. Mirzapur. Two schools from urban area and two schools from rural area were selected randomly for data collection. The present study was conducted on 14-17 years age group adolescents. A sample of 120 adolescents were selected from randomly selected areas with a further division of 60 adolescents from rural and 60 adolescents from urban areas. Out of 60 adolescents, 30 adolescents were selected from private schools and 30 adolescents from government schools.

Variables and their measurement

The variables had been divided into two categories- independent and dependent variables. An independent variable is a variable that is presumed to affect or influence other variables.

A dependent variable is a variable that can be affected by one or more independent variables. In the current study personal and socio-economic and home environment are independent factors and behavioural problems are dependent factor. The self-made questionnaire was used to assess the personal and socio-economic status of adolescents. Home environment was assessed by the Family Environment Scale (FES) by Bhatia and Chadha (1993)^[8]. The FES consists of 69 items. The scale consists seven positive aspects- cohesion, expressiveness, acceptance, independence, active-recreational orientation, organization and control; and one negative aspect i.e. conflict. The dependent variable i.e. behaviour of adolescents measured by the Strengths and Difficulties Questionnaire (SDQ) developed by Goodman (2002)^[9]. A baseline version of Youth self-report for youth aged 11-17 (YR1) were used for data collection. SDQ has five subscales as emotional symptom scale, conduct problem scale, hyperactivity scale, peer problem scale and pro-social scale of five items each. In Strengths and Difficulties Questionnaire the first 25 items comprise 5 scales of 5 items each.

Data collection and analysis

The data were collected from adolescents by personal visits in the selected schools after explaining the purpose of the study and clear instructions regarding the questions given in the scale. Various statistical tools such as mean, frequency, standard deviation, z-test, chi-square and correlation test were used for data analysis, categorization, coding and tabulation.

RESULTS

1. Personal and socio-economic variables of adolescents

Table 1 depicts most of the mothers (51.6%) and fathers (38.3%) of adolescents studied upto primary in rural area but in urban area both mothers and fathers were highly educated. In rural area most of the fathers' occupation (41.6%) were farming but in urban area high numbers of fathers were dependent on services. Mothers of mostly adolescents were home makers. A family annual income of most adolescents (48.3%) fall in the average category (1Lac to 2 Lac).

Table 1: Personal and socio-economic variables of adolescents (n=120)

Variables	Rural Area n=60		Total n=60	Urban Area n=60		Total n=60
	Private School n=30	Govt. School n=30		Private School n=30	Govt. School n=30	
Father's education						
Illiterate	06(20.0)	06(20.0)	12(20.0)	07(23.3)	06(20.0)	13(21.6)
Up to Primary	09(30.0)	14(46.7)	23(38.3)	07(23.3)	10(33.3)	17(28.3)
Primary to Matriculation	08(26.7)	05(16.7)	13(21.6)	05(16.7)	07(23.3)	12(20.0)
Matriculation and above	07(23.3)	05(16.7)	12(20.0)	11(36.7)	07(23.3)	18(30.0)
Mother's education						
Illiterate	06(20.0)	07(23.3)	13(21.6)	06(20.0)	06(20.0)	12(20.0)
Up to Primary	16(53.3)	15(50.0)	31(51.6)	13(53.3)	11(36.7)	24(40.0)
Matriculation and above	08(26.7)	08(26.7)	16(26.6)	11(36.7)	13(53.3)	24(40.0)
Father's occupation						
Labour/Farming	09(30.0)	16(43.3)	25(41.6)	05(16.7)	16(43.3)	21(35.0)
Business	10(33.3)	07(23.3)	17(28.3)	10(33.3)	07(23.3)	17(28.3)
Service	11(36.7)	07(23.3)	18(30.0)	15(50.0)	07(23.3)	22(36.7)
Mother's occupation						
Home Maker	18(60.0)	17(56.7)	35(58.3)	19(63.3)	18(60.0)	37(61.6)
Self-employed/Service	12(40.0)	13(43.3)	25(41.6)	11(36.7)	12(40.0)	23(38.3)
Annual family income						

Low (Up to 1Lac)	08(26.7)	06(20.0)	14(23.3)	06(20.0)	07(23.3)	13(21.6)
Average (1Lac to 2Lac)	11(36.7)	18(60.0)	29(48.3)	16(43.3)	13(53.3)	29(48.3)
High (Above 2Lac)	11(36.7)	06(20.0)	17(28.3)	08(26.7)	10(33.3)	18(30.0)

Figures in parenthesis indicate the percentage

2. Behaviour problems of adolescents

Table 2 depicts the results regarding the behavioural problems of adolescents. Results showed that the maximum number of rural adolescents (66.6%) and urban adolescents (58.3%) were having normal levels of emotional problems. Most of the respondents had normal conduct problems in rural (61.6%) and urban (46.6%) areas. Hyperactivity problems of adolescents fell under the category of normal with 55.0 percent in rural and 51.6 percent in urban area. Maximum number of adolescents (53.3%) in both rural and urban areas had normal peer problems. Most of the adolescents had pro-social behaviour in rural area (50.0%) and in urban area (46.6%). When comparing behaviour problems as perceived by adolescents according to place of residence, a significant difference was found in conduct problem ($z=1.96^*$, $p<0.05$). Mean scores achieved by rural adolescents for emotional problem $M=4.92$, conduct problem $M=3.83$, hyperactivity $M=4.80$, peer problem $M=3.68$ and prosocial behaviour $M=6.62$ were more than urban adolescents. It revealed that the behaviour problems of the respondents residing in rural area were more than urban adolescents and they had poor pro-social behaviour.

Results further indicate that no significant difference was found in rural and urban areas in behaviour problems of adolescents according to type of school. The mean score achieved by rural private school adolescents for emotional problems $M=3.37$, conduct problems $M=2.93$, hyperactivity $M=4.43$, peer problems $M=3.43$ and prosocial behaviour $M=6.60$. Mean scores of rural government school adolescents were more than private school adolescents in more domains i.e. emotional problem $M=4.47$, conduct problem $M=3.07$, peer problem $M=3.93$ and pro-social behaviour $M=6.63$ but less in hyperactivity $M=4.17$ than private school adolescents. In urban area, the mean values of private school adolescents for emotional problems $M=4.20$, conduct problems $M=3.73$, hyperactivity $M=4.57$, peer problems $M=3.57$ and prosocial behaviour $M=6.47$. Mean score of urban government school adolescents were also more than private school adolescents in most of the domains i.e. emotional problem $M=4.43$, conduct problem $M=3.70$, peer problem $M=3.63$ and prosocial behaviour $M=6.68$ but less in hyperactivity $M=4.50$. It indicated that the behaviour problems of the respondents studying in government schools were more than private adolescents and they had poor pro-social behaviour.

Table 2: Behaviour problems of adolescents according to place and type of school (n=120)

Behaviour Problems	Rural Area n=60		Total n=60	Urban Area n=60		Total n=60
	Private school n=30	Govt. school n=30		Private school n=30	Govt. school n=30	
Emotional Problem						
Normal	20(66.7)	20(66.7)	40(66.6)	18(60.0)	17(56.7)	35(58.3)
Borderline	05(16.7)	05(16.7)	10(16.6)	06(20.0)	06(20.0)	12(20.0)
Abnormal	05(16.7)	05(16.7)	10(16.6)	06(20.0)	07(23.3)	13(21.6)
$\mu \pm \sigma$	3.37± 2.90	4.47± 2.27	4.92± 2.64	4.20± 2.75	4.43± 2.39	4.32± 2.55
Z-value	1.63			0.35		
Z-value (Place of residence)	0.84					
Conduct Problem						
Normal	19(63.3)	18(60.0)	37(61.6)	15(50.0)	13(43.3)	28(46.6)
Borderline	06(20.0)	06(20.0)	12(20.0)	06(20.0)	06(20.0)	12(20.0)
Abnormal	05(16.7)	06(20.0)	11(18.3)	09(30.0)	11(36.7)	20(33.3)
$\mu \pm \sigma$	2.93± 2.25	3.07± 1.84	3.83± 2.04	3.73± 2.12	3.70± 1.99	3.72± 2.03
Z-value	0.25			0.06		
Z-value (Place of residence)	1.96*					
Hyperactivity						
Normal	15(50.0)	18(60.0)	33(55.0)	15(50.0)	16(53.3)	31(51.6)
Borderline	07(23.3)	06(20.0)	13(21.6)	06(20.0)	06(20.0)	12(20.0)
Abnormal	08(26.7)	06(20.0)	14(23.3)	09(30.0)	08(26.7)	17(28.3)
$\mu \pm \sigma$	4.43± 2.80	4.17± 2.45	4.80± 2.61	4.57± 2.57	4.50± 2.52	4.50± 2.52
Z-value	0.39			0.10		
Z-value (Place of residence)	0.49					
Peer Problem						
Normal	19(63.3)	13(43.3)	32(53.3)	17(56.7)	15(50.0)	32(53.3)
Borderline	06(20.0)	11(36.7)	17(28.3)	08(26.7)	9(30.0)	17(28.3)
Abnormal	05(16.7)	06(20.0)	11(18.3)	05(16.7)	06(20.0)	11(18.3)

$\mu \pm \sigma$	3.43± 2.51	3.93± 1.72	3.68± 2.15	3.57± 1.96	3.63± 1.77	3.60± 1.85
Z-value	0.89			0.14		
Z-value (Place of residence)	0.23					
Pro social						
Normal	13(43.3)	17(56.7)	30(50.0)	13(43.3)	15(50.0)	28(46.6)
Borderline	11(36.7)	07(23.3)	18(30.0)	10(33.3)	9(30.0)	19(31.6)
Abnormal	06(20.0)	06(20.0)	12(20.0)	07(23.3)	06(20.0)	13(21.6)
$\mu \pm \sigma$	6.60± 2.58	6.63± 2.31	6.62± 2.43	6.47± 3.72	6.68± 2.68	6.55± 3.22
Z-value	0.05			0.19		
Z-value (Place of residence)	0.13					

Figures in parenthesis indicate the percentage

*Significant at 5% level of significance [P<0.05 (1.96)]

3. Family environment of adolescents

Table 3 shows the family environment of adolescents as per place of residence. Family environment is categorized in 8 attributes and each attribute has 3 level low, average and high. As presented table equal percentage of rural adolescents had average and high category cohesion with 38.8% in but in urban area majority of adolescents had average (45.0%) cohesion in their family. 23.3 percent rural and 21.6 percent of urban adolescents had low cohesion in their families. Only 33.3 percent urban adolescents perceived high level of cohesion in their families.

Most of the respondents came under average category of expressiveness in both rural (51.6%) and urban (60.0%) area. While 15.0 percent rural and 18.3 percent of urban adolescents perceived low expressiveness in their families. Only 18.3 percent rural and 21.6 percent urban adults perceived high level of expressiveness in their families.

As presented in table, for the conflict sub-scale, 48.3 percent of rural adolescents perceived low level of conflict in their families followed by average (23.3%) and high (28.3%). In urban area majority of adults (46.6%) perceived low level of conflict followed by 35.0 percent and 18.3 percent of urban adolescents who perceived average and high level of conflict respectively.

Data pertaining to the acceptance and caring sub-scale of family environment revealed the majority of rural (60.0%) and urban (58.3%) adolescents perceived average level of acceptance and caring attitude in their families. 20.0 percent rural and 21.6 percent of urban adolescents perceived a low level of acceptance and caring attitude in their families. Equal number of rural and urban adolescents with 20.0 percent perceived high level of acceptance and caring attitude in their families.

Regarding active-recreational orientation, the majority of respondents from rural (48.3%) and urban area (50.0%)

perceived high level of active-recreational orientation. 30.0 percent rural and 31.6 percent urban adolescents perceived an average level of active-recreational orientation in their families. Only 20.0 percent rural and 21.6 percent urban adolescents perceived low level of active-recreational orientation in their families.

Results revealed that the majority of rural (56.6%) and urban (48.3%) adolescents perceived low level of independence in their families. A maximum of rural (50.0%) and urban (55.0%) adolescents perceived average level of organization in their families. 31.6 percent rural and 23.3 percent urban adolescents perceived low level of organization in their families. Only 18.3 percent rural and 21.6 percent urban adolescents perceived high level of organization in their families.

Results revealed that the majority of rural (36.6%) adolescents had low level of control in their families. Equal and majority urban (36.6%) adolescents perceived average level of control in their families. 35.0 percent rural adolescents perceived average level of control in their families. Only 28.3 percent rural and 28.3 percent urban adolescents perceived high level of control in their families.

Regarding the comparison of family environment as place of residence, results show there was no significant difference observed on different attributes of family environment i.e. cohesion, expressiveness, conflict, acceptance and caring, active-recreational orientation, independence, organization and control. Further regarding the comparison of family environment as per type of school, results revealed significant differences on conflict (z=2.29*, p<0.05) and control (z=2.34*, p<0.05) in families of rural adolescents. But in urban area, no significant difference was found in family environment as per type of school.

Table 3: Family environment of adolescents (n=120)

Attributes	Rural Area		Total	Urban Area		Total
of family environment	n=60		n=60	n=60		n=60
	Private school n=30	Govt. school n=30		Private school n=30	Govt. school n=30	
Cohesion						
Low (43 and below)	06(20.0)	08(26.7)	14(23.3)	05(16.7)	08(26.7)	13(21.6)
Average (44 to 58)	11(36.7)	12(40.0)	23(38.3)	14(46.7)	13(43.3)	27(45.0)
High (59 and above)	13(43.3)	10(33.3)	23(38.3)	11(36.7)	09(30.0)	20(33.3)
$\mu \pm \sigma$	55.40± 8.72	53.33± 8.57	54.37± 8.64	55.50± 9.51	53.33± 8.57	54.42± 9.04
Z-value	0.93			0.93		
Z-value (Place of Residence)			0.03			

Expressiveness						
Low (28 and below)	05(16.7)	10(33.3)	15(25.0)	06(20.0)	05(16.7)	11(18.3)
Average (29 to 40)	20(66.7)	11(36.7)	31(51.6)	17(56.7)	19(63.3)	36(60.0)
High (41 and above)	05(16.7)	09(30.0)	11(18.3)	07(23.3)	06(20.0)	13(21.6)
$\mu \pm \sigma$	35.47± 5.06	33.60± 7.25	34.53± 6.27	35.43± 5.73	33.60± 7.25	34.52± 6.55
Z-value	1.17			1.09		
Z-value (Place of Residence)	0.01					
Conflict						
Low (43 and above)	19(63.3)	10(33.3)	29(48.3)	16(53.3)	12(40.0)	28(46.6)
Average (33 to 42)	05(16.7)	09(30.0)	14(23.3)	08(26.7)	13(43.3)	21(35.0)
High (32and below)	06(20.0)	11(36.7)	17(28.3)	06(20.0)	05(16.7)	11(18.3)
$\mu \pm \sigma$	43.63± 8.11	39.00± 7.48	41.32± 8.08	41.90± 8.42	39.00± 7.48	40.45± 8.03
Z-value	2.29*			1.41		
Z-value (Place of Residence)	0.59					
Acceptance and caring						
Low (40 and below)	06(20.0)	06(20.0)	12(20.0)	05(16.7)	08(26.7)	13(21.6)
Average (41 to 54)	19(63.3)	17(56.7)	36(60.0)	18(60.0)	17(56.7)	35(58.3)
High (55 and above)	05(16.7)	07(23.3)	12(20.0)	07(23.3)	05(16.7)	12(20.0)
$\mu \pm \sigma$	49.90± 7.23	48.87± 7.01	49.38± 7.08	49.57± 7.49	48.87± 7.02	49.22± 7.20
Z-value	0.56			0.37		
Z-value (Place of Residence)	0.13					
Active-recreational orientation						
Low (24 and above)	07(23.3)	06(20.0)	13(21.6)	05(16.7)	06(20.0)	11(18.3)
Average (25to 29)	10(33.3)	08(26.7)	18(30.0)	07(23.3)	12(40.0)	19(31.6)
High (30 and above)	13(43.3)	16(53.3)	29(48.3)	18(60.0)	12(40.0)	30(50.0)
$\mu \pm \sigma$	30.70± 6.51	31.40± 6.69	31.05± 6.56	31.83± 6.23	31.40± 6.69	31.62± 6.42
Z-value	0.41			0.25		
Z-value (Place of Residence)	0.48					
Independence						
Low (32 and below)	16(53.3)	18(60.0)	34(56.6)	12(40.0)	17(51.5)	29(48.3)
Average (33 to 39)	08(26.7)	05(16.7)	13(21.6)	11(36.7)	07(23.3)	18(30.0)
High (40 and above)	06(20.0)	07(23.3)	13(21.6)	07(23.3)	06(20.0)	13(21.6)
$\mu \pm \sigma$	32.90± 4.79	32.30± 5.19	32.60± 4.96	33.60± 4.43	32.30± 5.19	32.95± 4.83
Z-value	0.47			1.04		
Z-value (Place of Residence)	0.39					
Organization						
Low (7 and below)	07(23.3)	12(40.0)	19(31.6)	06(20.0)	8(24.2)	14(23.3)
Average (8 to 9)	18(60.0)	12(40.0)	30(50.0)	18(60.0)	15(50.0)	33(55.0)
High (10 and above)	05(16.7)	06(20.0)	11(18.3)	06(20.0)	07(23.3)	13(21.6)
$\mu \pm \sigma$	8.37± 1.45	7.70± 1.93	8.03± 1.73	8.37± 1.16	7.7± 1.93	8.03± 1.62
Z-value	1.51			1.62		
Z-value (Place of Residence)	0.00					
Control						
Low (14 and below)	06(20.0)	16(53.3)	22(36.6)	07(23.3)	15(50.0)	22(36.6)
Average (15 to 18)	14(46.7)	07(23.3)	21(35.0)	13(43.3)	9(27.3)	22(36.6)
High (19and above)	10(33.3)	07(23.3)	17(28.3)	11(36.7)	06(20.0)	17(28.3)
$\mu \pm \sigma$	16.80± 2.29	15.33± 2.55	16.07± 2.52	16.53± 2.52	15.33± 2.55	15.93± 2.58
Z-value	2.34*			1.84		
Z-value (Place of Residence)	0.29					

Figures in parenthesis indicate the percentage

4. Association between behaviour problems of adolescents and personal and socio-economic variables

As shown in table 4 there was a significant association between behavioural problems and area of living ($\chi^2=5.65^*$, $p<0.05$), father's education ($\chi^2=6.56^*$, $p<0.05$) and mother's education ($\chi^2=5.61^*$, $p<0.05$).

Results revealed that 53.33 percent of urban and 41.67 percent of rural adolescents were normal. Adolescents from average income group (1 lac to 2 lac) had more abnormal behavioural problems (29.31%). Adolescents whose father indulged in labour/farming had more abnormal behaviours (32.61%). According to the presented table, adolescents whose mothers were homemakers had normal behaviour (48.61%).

Regarding parental education, adolescents whose mother studied up to primary had more abnormal behaviour problems (38.18%) but abnormal behaviour problems (36.00%) faced adolescents whose fathers were illiterate.

Table 4: Association between behaviour problems of adolescents and personal and socio-economic variables (n =120)

Variables	Behaviour problems of adolescents				Chi-square value(χ^2)
	Normal	Borderline	Abnormal	Total	
Area					
Urban	32(53.33)	15(25.00)	13(21.67)	60(50.00)	5.65*
Rural	25(41.67)	10(16.17)	25(41.67)	60(50.00)	
Income					
Low (Up to 1Lac)	15(55.55)	04(14.81)	08(29.63)	27(22.50)	1.35
Average (1Lac to 2Lac)	26(44.83)	15(25.86)	17(29.31)	58(48.33)	
High (Above 2Lac)	16(45.71)	06(17.14)	13(37.14)	35(29.17)	
Father occupation					
Labour/farming	19(41.30)	12(26.09)	15(32.61)	46(38.33)	1.70
Business	18(52.94)	06(17.65)	10(29.41)	34(28.33)	
Service	20(50.00)	07(17.50)	13(32.50)	40(33.33)	
Mother occupation					
Home Maker	35(48.61)	15(20.55)	22(30.55)	72(60.00)	0.12
Self-employed/Service	22(45.83)	10(20.83)	16(33.33)	48(40.00)	
Education of father					
Illiterate	10(40.00)	06(24.00)	09(36.00)	25(20.83)	6.56*
Up to Primary	17(42.50)	12(30.00)	11(27.50)	40(33.33)	
Primary to Matriculation	14(56.00)	05(20.00)	06(24.00)	25(20.83)	
Matriculation and above	13(43.33)	05(16.67)	12(40.00)	30(25.00)	
Education of mother					
Illiterate	09(36.00)	07(28.00)	09(36.00)	25(20.83)	5.61*
Up to Primary	24(43.64)	10(18.18)	21(38.18)	55(45.83)	
Matriculation and above	24(60.00)	08(20.00)	08(20.00)	40(33.33)	

Figures in parenthesis indicate the percentage

*Significant at 5% level of significance ($P<0.05$)

5. Association between behaviour problems of adolescents and family environment

As depicted in Table 5 there were significant associations between behavioural problems and conflict ($\chi^2=4.94^*$, $p<0.05$), independence ($\chi^2=10.57^*$, $p<0.05$) and control ($\chi^2=4.12^*$, $p<0.05$) attributes of family environment.

28.33 percent of adolescents had more conflict in their family so they had more abnormal behaviour problems.

Most adolescents had low independence (53.33%) and control (37.50%) in their family and had more abnormal behaviour problems.

Results showed that there was no significant association between behavioural problems and cohesion, expressiveness, acceptance and caring, active recreational orientation and organization.

Table 5: Association between behaviour problems of adolescents and family environment (n =120)

Family environment	Behaviour problems of adolescents				Chi-square value (χ^2)
	Low	Average	High	Total	
Cohesion					
Low (43 and above)	12(44.44)	05(18.52)	10(37.04)	27(22.50)	0.75
Average (44 to 58)	22(45.83)	11(22.92)	15(31.25)	48(40.00)	
High (59 and above)	23(51.11)	9(20.00)	13(28.89)	45(37.5)	
Expressiveness					
Low (28 and below)	13(41.93)	06(19.35)	12(38.71)	31(25.83)	0.25
Average (29 to 40)	29(49.15)	16(27.12)	14(23.73)	59(49.17)	
High (41 and above)	15(50.00)	03(10.00)	12(40.00)	30(25.00)	
Conflict					
Low (43 and above)	28(50.91)	08(14.54)	19(34.54)	55(45.83)	4.94*
Average (33 to 42)	17(54.84)	07(22.58)	07(22.58)	31(25.83)	
High (32 and below)	12(35.29)	10(29.41)	12(35.29)	34(28.33)	
Acceptance and caring					
Low (40 and below)	10(43.48)	06(26.09)	07(30.43)	23(19.16)	

Average 41 to 54)	31(44.28)	16(22.86)	23(32.86)	70(58.33)	2.77
High 55 and above)	16(59.26)	03(11.11)	08(29.63)	27(28.50)	
Active recreational orientation					
Low (24 and below)	11(45.83)	04(16.67)	09(37.5)	24(20.00)	3.87
Average (25 to 29)	12(36.36)	10(30.30)	11(33.33)	33(27.50)	
High (30 and above)	34(53.97)	11(17.46)	18(28.57)	63(52.50)	
Independence					
Low (32 and below)	23(35.94)	16(25.00)	25(39.06)	64(53.33)	10.57*
Average 33 to 39)	14(48.27)	07(24.14)	08(27.59)	29(24.16)	
High (40 and above)	20(74.07)	02(07.40)	05(18.52)	27(22.50)	
Organization					
Low (7 and below)	15(40.54)	10(27.02)	12(32.43)	37(30.83)	2.21
Average (8 to 9)	32(53.33)	10(16.67)	18(30.00)	60(50.00)	
High 10 and above)	10(43.48)	05(21.74)	08(34.78)	23(19.16)	
Control					
Low (14 and below)	17(37.78)	13(28.89)	15(33.33)	45(37.50)	4.12*
Average (15 to 18)	20(50.00)	07(17.50)	13(32.50)	40(33.33)	
High (19 and above)	20(57.14)	05(14.28)	10(28.57)	35(29.16)	

Figures in parenthesis indicate the percentage

*Significant at 5% level of significance ($P < 0.05$)

6. Relationship between behaviour problems of adolescents and education of the mother

Table 6 depicts the relationship between the problems of adolescents and the education of mothers. Emotional problems ($r = -0.68^*$, $p < 0.05$) and hyperactivity ($r = -0.46^*$, $p < 0.05$) of respondents of government school of rural area had significant negative correlation with education of mothers. Conduct problems ($r = -0.41^*$, $p < 0.05$) of the respondents of rural private school significantly positively correlated with the education of the mothers. Peer problem ($r = -0.40^*$, $p < 0.05$) of respondents of government school of urban area significantly positively correlated with their mothers' education. Results concluded that higher education of mother lower emotional problems, hyperactivity and peer problems.

6. Relationship between behaviour problems of adolescents and education of the mother

Behaviour problems	Education of mother			
	Rural Area		Urban Area	
	Private School	Govt. School	Private School	Govt. School
Emotional Problem	-0.14	-0.68*	-0.25	-0.10
Conduct Problem	0.41*	-0.30	0.13	-0.18
Hyperactivity	-0.12	-0.46*	-0.10	-0.25
Peer Problem	0.14	-0.22	-0.17	-0.40*
Pro social	0.22	0.14	-0.01	0.05

*Significant at the $P < 0.05$ level of significance

7. Relationship between behaviour problems of adolescents and education of the father

Table 7 shows the relationship between the behaviour problems of adolescents and education of father. There was no significant correlation between different aspects of behaviour problems of the adolescents and the education of fathers in both rural and urban area.

Table 7: Relationship between behaviour problems of adolescents and education of father ($n = 120$)

Behaviour problems	Education of father			
	Rural Area		Urban Area	
	Private School	Govt. School	Private School	Govt. School
Emotional Problem	0.12	0.20	-0.04	-0.01
Conduct Problem	-0.01	0.07	-0.02	-0.01
Hyperactivity	-0.09	-0.05	-0.01	-0.16
Peer Problem	-0.18	-0.08	0.03	-0.03
Pro social	-0.07	-0.25	-0.10	0.04

8. Relationship between behaviour problems of adolescents and socio-economic status

Table 8 presents the relationship between behaviour problems of adolescents and socio-economic status. Only pro social behaviour ($r = 0.40^*$, $p < 0.05$) of respondents of the government school of rural area were significantly positively correlated with socioeconomic status. Results showed lower socio-economic status, higher emotional problems, conduct problems, hyperactivity and peer problems but low pro-social behaviour.

Table 8: Relationship between behaviour problems of adolescents and socio-economic status (n =120)

Behaviour problems	Socio-economic status			
	Rural Area		Urban Area	
	Private School	Govt. School	Private School	Govt. School
Emotional Problem	-0.17	-0.26	-0.25	-0.03
Conduct Problem	-0.25	-0.02	-0.02	0.21
Hyperactivity	0.02	-0.31	0.05	-0.11
Peer Problem	0.07	-0.05	-0.20	0.09
Pro social	-0.04	0.40*	-0.30	0.17

*Significant at the $P<0.05$ level of significance

9. Relationship between behaviour problems of adolescents and family environment

Table 9 shows the relationship between the behaviour problems of adolescents and family environment. Family attributes like conflict ($r=-0.23^*$, $p<0.05$), acceptance and caring ($r=-0.19^*$, $p<0.05$), active recreational orientation ($r=-0.20^*$, $p<0.05$) and independence ($r=-0.34^*$, $p<0.05$) were significantly negatively correlated with emotional problems of adolescents. Acceptance and caring attributes ($r=-0.25^*$, $p<0.05$) significantly negatively correlated with conduct problems. Independence attribute ($r=-0.22^*$, $p<0.05$) significantly negatively correlated with hyperactivity problem of adolescents. Results depicted that lower family attributes, higher behaviour problems.

Table 9: Relationship between behaviour problems of adolescents and family environment (n =120)

Family environment	Behaviour problems of adolescents				
	Emotional problem	Conduct Problem	Hyperactivity	Peer Problem	Pro social
Cohesion	-0.14	-0.14	-0.12	0.01	0.13
Expressiveness	-0.11	-0.05	-0.02	0.01	0.09
Conflict	-0.23*	-0.02	0.01	-0.09	-0.04
Acceptance and caring	-0.19*	-0.25*	-0.04	-0.03	0.14
Active-recreational orientation	-0.20*	-0.02	-0.01	-0.08	0.02
Independence	-0.34*	-0.15	-0.22*	-0.02	0.08
Organization	-0.14	-0.15	0.02	0.04	-0.05
Control	-0.12	0.00	-0.18	-0.12	-0.02

*Significant at the $P<0.05$ level of significance

DISCUSSION

Assessment of behaviour problems of adolescents

Maximum numbers of adolescents of rural and urban had normal level as per behavioural problems and rural adolescents had more behavioural problems than urban adolescents. In rural area most of the parents indulged in farming and had low socioeconomic status. Parents in rural area had less schooling experience which directly affected the behaviour of adolescents. Creating lack of proper resources for education, health facilities and awareness of mental health among adolescents. These results are in agreement with Anikivi and Yenagi (2019)^[10] they found that a maximum number of adolescents from rural and urban school had normal behavioural problems. Masare *et al.* (2017)^[11] also found that the majority of 87.2 percent of adolescents were normal and had no behavioural problems. Rajpurohit *et al.* (2016)^[12] results showed that there were high behavioural problems among rural children. The behaviour problems in urban schools were 42.11 percent and the prevalence in rural schools was 28.08 percent. The typical score was higher for urban school adolescents than for rural school adolescents, which was statistically significant.

Effect of personal and socioeconomic status and family environment on behaviour problems.

Results of the research found a significant association between behavioural problems of adolescents and area of living ($\chi^2=5.65^*$, $p<0.05$), father's education ($\chi^2=6.56^*$, $p<0.05$) and mother's education ($\chi^2=5.61^*$, $p<0.05$). The finding was supported by Sonogo *et al.* (2012)^[13] who concluded that there was a strong link between parental education and the

psychological well-being of the child. Harter (2003)^[14] found that a child's home learning environment and adaptive behaviour could be influenced by a variety of socio-economic factors such as age, gender, family size, parents' education and occupation and family financial status.

Relation between parental education, socioeconomic status, home environment and behaviour problems of adolescents

The findings of the research depicted adolescents whose mothers studied up to primary had more abnormal behaviour problems (38.18%) Whereas, about 36.00 percent of adolescents whose fathers were illiterate had abnormal behaviour problems. The outcomes were in line with Bynum *et al.* (2005)^[15] who reported that parents who had more schooling experience have several tangible and intangible advantages that help them in their day-to-day life, wherein children had fewer perceived behavioural and emotional difficulties. Kulkarni *et al.* (1988)^[16] reported that problematic behaviours on the part of children could be attributed to the educational backwardness of the parents, bringing about the absence of information in regards to healing measures to be followed for actually looking at behaviour problems.

The results of the current study revealed that behaviour problems of adolescents were significantly negatively correlated with socio-economic status. Findings of Piotrowska *et al.* (2015)^[17] revealed that low SES is associated with higher levels of antisocial behaviour. Conger *et al.* (1994)^[18] observed that economic pressure experienced by parents increased the behavioural and emotional problems in children.

Results revealed that there existed a negative relationship of sub-scales of family environment i.e. cohesion, expressiveness, acceptance, independence, active-recreational orientation, organization and control with behaviour problems of rural and urban adolescents. All these aspects were positive aspects of a family environment. This means higher scores in these aspects were indicators of high or good home environment. While, conflict was a negative perspective in family environment, higher scores mean low conflicts and low score means high conflicts. Thus, it can be interpreted that, poor the home environment and more the conflicts in the family, the greater were the percentages of behavioural problems. The finding was supported by the study of Herman *et al.* (2007)^[19] who found that family cohesion and supportive relationships between family members were associated with adolescent mental adaptation and lower depression. All family with conflict environments was associated with adolescent's insecurity and psychological distress, as well as aggressive behaviour and conduct disorder.

CONCLUSION

Adolescence is often linked with behavioural problems, including aggression, academic failure and delinquency. Research suggests that the family environment plays a crucial role in shaping adolescent behaviour. A well-structured and cohesive family promotes positive behaviour, while a negative environment can contribute to behavioural issues. Socioeconomic status and parental education significantly impact adolescent behaviour. Studies also show that rural adolescents face greater behavioural challenges due to limited resources, parental education and economic constraints. Family cohesion, expressiveness and supportive relationships reduce behavioural issues, while conflict and instability increase them. Ultimately, a nurturing home environment, higher parental education and better socioeconomic conditions contribute to adolescents' psychological well-being and positive development.

Scope of the study: The results of present study will be valuable for counselors, institutions, and agencies working for adolescents for suitable counseling, planning therapeutic strategies, designing and developing the services for maintaining behavioural problems of the adolescents.

Conflict of Interest

The authors declare no conflict of interest.

Acknowledgement

The authors express their heartfelt gratitude to the CCS HAU, Hisar for providing the funding through scholarship during the research period.

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