Validation Study of the Youth Problems Inventory

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Abstract: The purpose of this study was to validate the Youth Problems Inventory (YPI). The sample for the study consisted of 150 students drawn from the part four faculty of Education of the university of Ado-Ekiti and part three students of the college of Education, Ikere-Ekiti. The males numbered 85 while the female were 65. ne hundred and twelve were single while thirty eight were married. The ages range from 18 years to 32 years. The research instruments were the Youth Problems Inventory (YPI) and the Student Problem Inventory (SPI). The YPI, constructed by Okon in 1979, is designed for evaluation of students' problems. It was the main instrument. The SPI, constructed by Bakare in 1970, is a checklist meant to evaluate secondary school students' problems. It served as the validating instrument. To assess the reliability of the Youth Problems Inventory (YPI), test-retest reliability method was used with a time interval of two weeks. A reliability coefficient of 0.89 was obtained. Three hypotheses were generated for the study, testing sex, marital status and age groups. The result revealed that there no significant differences in the problems of male and female students, single and married students of different age groups. It was recommended that colleges and universities should try to find out students' problems (using problem inventories) as soon as they are admitted and assist them to get over the problems.

Key words: Education, evaluation, SPI, YPI, coefficient, recommended

INTRODUCTION

As much as there are increasing number of Colleges and Universities in Nigeria, the number of students admitted is also on the increase. Observations have shown that these students have varying needs and problems to contend with. Such problems include academic, vocational, social, psychological in nature (Denga, 1982). Students' academic problems include failure to learn how to study well, having unrealistic idea of amount of study necessary to pass examinations, inability to concentrate, poor study conditions, lack of sympathetic understanding by teachers, failure to prepare adequately for examinations.

Vocational problems are those related to lack of knowledge about different occupations, lack of information on job requirements and parents authoritative involvement in students choice of occupation. Social and psychological problems include being shy, lack of self-confidence and identity, wanting love and affection, going too far in sexual relations with people of opposite sex; drug abuse and not being happy at home, shortage of local instrument with which students could be assessed and their problems identified accurately, to aid their development have often hindered investigation into the investigation into the various dimensions of youth problems. The research therefore saw the need to have culture- free instruments with their norms, validities

and reliabilities based on Nigerian situation. Bhaff and Esen (1972) and Omirim (1999) pointed out that there is a vital need to modify western instruments to suit local conditions and the needs of Nigerian students. Even if several instruments are obtained from overseas countries, many have not been standardized and validated for Nigerian local needs. Hence, the need to validate the Youth Problems in Nigeria to meet the aspirations and needs of Nigeria setting.

Counselling tests have been seen to assist counsellors to better help the students, counsellor effectiveness and personality characteristics have been critically examined in terms of how they influence the counseling procedure. However, when standardized instruments are available, it would be necessary to make correct selection of such instruments in terms of validity and reliability for guidance uses.

The researcher therefore observed that there is the need to validate instruments that are obtained, designed or produced from overseas for local needs (Omirim, 1999).

Though a few instruments such as 'Student Habits Inventory (SHI) 'Vocational Interest Inventory (VII), Student Problem Inventory (SPI) and 'Motivation for Occupational Preference Scale (MOPS) have been constructed and standardized by professor C.M.G Bakare. But the 'Student Problem Inventory' has probably been the only available local instrument on students' problems since 1970 when it was validated for Nigerian

use. Hence, the researcher validated 'Youth Problems Inventory (YPI) constructed to meet the aspirations and need of Nigerians.

Statement of the problem: The Youth Problem Inventory has been designed for the appraisal of Youth problems but not validated and standardized.

Its norms, validity and reliability can not be ascertained. Hence its applicability cannot be guaranteed in Nigeria generally.

Culture biases pose another problem to the Inventory. In order to give this work a focus, the following questions were raised:

- Is the Youth Problems Inventory (YPI) capable of measuring students problems?
- Is the inventory consistent in measuring students problems?

Research hypotheses: The following null hypotheses were raised and tested at 0.05 level of significance in order to clarify the issue of reliability and validity of the Youth Problems Inventory (YPI).

H_{01} : There are no significant differences in the problems of male and female students as measured by the YPI.

H_{02} : There are no significant differences in the problems of single and married students as measured by the YPI.

H_{03} : There are no significant differences in the problems of students of different age groups as measured by the YPI.

MATERIALS AND METHODS

The Youth Problem Inventory (YPI) is the main instrument for the study. The Student Problem Inventory (SPI) which was one of the standardized instruments available was compared with the YPI in order to determine the construct validity of the YPI. The inventory was developed under ten problem categories in the scaled response procedure.

The items are based on the personal problems, concerns and worries which students usually take to the counsellor and for faculty's attention; The inventory has 118 items, most of which are in a rating scale form. The inventory has ten problem areas viz:

Section A : Academic
Section B : The future, Education and work
Section C : Home and Family
Section D : Courtship, sex and marriage

Section E : Health and Living Condition
Section F : Finances
Section G : Personal- Psychological Problems
Section H : Social-Psychological Problems
Section I : Things in General
Section J : Happenings Around

Each section of the inventory was correlated with another.

This is to check for redundancy among the items. The correlations showed that not two items correlated so highly. So there was no repetition of items.

The sample for the study consisted of 150 students drawn from part four in the Faculty of Education of the University of Ado-Ekiti. This sample was chosen using students of College of Education, Ikere-Ekiti. This sample was chosen using stratified and purposive sampling techniques. The males numbered 85 while the females were 65. One Hundred and Twelve were single while 38 were married. The ages ranged from 18 years to 32 years.

Mann-Whiteny U test was used to compute the M-W U statistics and the probability of the Significance of U for two category variables. For Multiple- category variables, Kruskal-Wallins one way ANOVA was used to compute the chi-square values.

Test-retest reliability method was used to ascertain the reliability of the YPI. The YPI was administered twice with an interval of two weeks, the scores of the test was correlated with the scores of the retest. A reliability coefficient of 0.89 was obtained.

Bakare (1990) said that reliability coefficients of 0.60 to 0.70 are considered adequate for problem inventories. Hence, this was considered good enough with this high reliability coefficient, the reliability of YPI as a problem inventory for youth cannot be doubted in any way.

RESULTS AND DISCUSSION

H_{01}: There are no significant difference between problems of male and female students as measured by the YPI.

Table 1 shows the means of male and female responses for each problem area.

These means are accompanied by their Mann-Whitney U statistics and the levels of significance of U. Among the ten problem areas, only one problem area- health and living conditions reveals that there are significant differences between the problems of male and female subjects.=

H_{02}: There are no significant differences in the problems of single and married. Subjects as measured by the YPI.

Table 1: Responses of male and female subjects on the YPI

Problems areas	Male mean score	Female mean score	M-W 'U' statistics	Sign of U statistics	Remark
A	2.66	2.71	308.00	0.96	H_0 accepted
B	2.80	2.85	296.00	0.77	H_0 accepted
C	2.02	2.02	316.50	0.89	H_0 accepted
D	2.16	2.14	295.50	0.77	H_0 accepted
E	3.12	2.85	254.50	0.03	H_0 rejected
F	2.62	2.15	218.50	0.07	H_0 accepted
G	2.13	2.04	283.50	0.60	H_0 accepted
H	2.01	1.86	280.00	0.50	H_0 accepted
I	3.26	3.27	276.50	0.50	H_0 accepted
J	2.58	2.63	298.50	0.74	H_0 accepted

Table 2: Responses of single and Married subjects on the YPI

Problems areas	Single mean score	Married mean score	M-W V Statistics	Sign. of V Stat.	Remark
A	2.28	2.39	271.50	0.52	H_0 accepted
B	2.18	2.14	289.50	0.77	H_0 accepted
C	1.55	1.91	202.50	0.05	H_0 rejected
D	1.52	1.55	297.50	0.89	H_0 accepted
E	2.56	2.85	230.10	0.14	H_0 accepted
F	1.82	1.81	252.00	0.66	H_0 accepted
G	1.50	1.59	240.00	0.26	H_0 accepted
H	1.48	1.53	255.00	0.33	H_0 accepted
I	1.75	2.20	186.50	0.02	H_0 rejected
J	2.04	2.31	209.50	0.61	H_0 accepted

Table 3: Responses to age group on YPI

Problem area	1 X	2 X	3 X	4 X	5 X	6 X	7 X	X_c^2
A	2.79	2.61	2.67	2.63	2.86	3.00	2.88	1.11
B	2.78	2.60	2.54	2.69	3.11	1.55	2.29	3.47
C	2.03	1.88	1.89	2.15	2.18	1.50	1.94	2.72
D	1.80	2.15	2.29	2.46	3.53	2.15	1.60	4.84
E	3.31	3.11	3.08	3.24	3.38	3.77	2.70	2.93
F	2.73	2.91	2.59	3.03	3.25	3.50	2.11	3.00
G	2.43	2.82	2.20	2.16	1.87	1.93	1.53	2.40
H	2.31	2.42	1.89	2.33	2.02	2.27	1.40	4.56
I	3.00	3.35	3.19	3.08	3.63	3.00	3.37	0.99
J	2.51	3.06	3.14	3.16	3.14	2.93	2.95	2.97

Age group 1 (under18 years), Age group 2 (18-19 years), Age group 3 (20-21 years), Age group 4 (22-23 years), Age group 5 (24-25 years), Age group 6 (26-30 years), Age group 7 (31 years and above)

Table 2 indicate that out of ten problem areas on the YPI, the null hypothesis is accepted on eight problem areas at 0.5 level of significance.

The two problem areas where the hypothesis is, rejected are Home and Family and things in general.

H$_{o3}$: There are no significant differences in the problem of students of different age group as measured by the YPI.

Table 3 reveals that for all the seven age groups, there is no problem area with significant different in the responses of the subjects. This means that difference in the problems of all the age group are not significant at 0.05 level of significance.

Generally, the study attempted to find out the problems common to youths using the YPI and degrees at which the problems were of concern.

A number of problems were found to be of relative importance to the youths, such as problem on things in general (which can be described as problem on national welfare), those on health and living conditions, academic problems, problems concurring the future (Education and Work) and Finances.

The problems that were found to be of little or occasional concern to the subjects include those related to home and family, courtship, sex and marriage (adjustment to the opposite sex), personal-psychological problem and social-psychological relations. These findings reveal that the youth problems Inventory can be used for the critical study of students' concerns and problems.

This also prove the usefulness of the Inventory for guidance purposes in Nigeria. Bello (1983) used the adapted from of the YPI to identify the problem common to the students of the Advanced Teacher's College in Nigeria. His report showed that the problems common to youths that made up his sample are consistent with the finding o f this study.

CONCLUSION

Based on the findings of this study, the following conclusions are drawn;

- The Youth Problems Inventory (YPI) is capable of and suitable for measuring studies' problem their varying degrees.
- The YPI is consistent in measuring students' problems; it can be a reliable research instrument for guidance and condoling in Nigeria Colleges and Universities.
- The YPI can help in identifying youth problems. It can be used to point out to the youths their problems and the degree of which such problems bother them.

RECOMMENDATION

Based on the conclusions above, the following are recommended:

- There is a need to further test the value of the YPI through various research studies in various parts of the country.
- For further clarifications, problem bothering on health and living conditions, home and family and things in general should still be researched into.

- As soon as students are admitted into colleges and Universities, their problem should be found out using Students' problem Inventories and plan follow up activities to check if students have actually got over the problems.
- Based on the writer's close observations of items under the following problem areas of the YPI, the problem areas are recommended to be re-named as:

Problem areas E: Health and Living Conditions. To be renamed-problems on Living Conditions.

Problem areas 1: Things in General. To be remand-problems on National Welfare.

Problem areas J: Happenings Around. To be renamed-procedures and individuals involved in helping the students.

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