

An Analytical Study of the Social Behaviour of Students Studying at the Undergraduate Level

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ABSTRACT:

Students at the undergraduate level are progressing from adolescence towards young adulthood. During this stage, they develop self-reliance, social identity, decision-making ability, and independent thinking. At this level, family, friends, peers, teachers, the college environment, and modern social communication media are important factors influencing students' social behaviour. Since students from diverse social, economic, cultural, rural, and urban backgrounds interact with one another in colleges, they gain a variety of social experiences. Group work, discussions, debates, cultural programmes, sports, and other co-curricular activities help develop cooperation, participation, leadership, tolerance, and a sense of social responsibility among students. In the present digital era, social communication media have further broadened students' social behaviour. Through these media, students exchange ideas and maintain social contacts; however, excessive use may affect direct social interaction. In this context, a scientific study of students' social behaviour was considered necessary. The present study considered social behaviour as the major variable and compared the social behaviour of male and female students as well as rural and urban students. For the study, 500 undergraduate students studying in colleges of Kanpur district were selected through the stratified random sampling method. The sample consisted of 250 male students and 250 female students, along with 250 rural and 250 urban students. For measuring social behaviour, the Social Behaviour Scale developed by Dr. Ashok Kumar Singh, Irigala, and Dr. Lawrence Kharluni was used. Two null hypotheses were formulated in the study. The first was related to the absence of a significant difference in social behaviour between male and female students, while the second concerned the absence of a significant difference in social behaviour between rural and urban students. The obtained data were analysed on the basis of mean, standard deviation, and critical ratio. The findings of the study revealed that there was no statistically significant difference in social behaviour between undergraduate male and female students and between rural and urban students. This indicates that the present higher education system, college environment, equal educational opportunities, co-curricular activities, group experiences, and modern communication

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media may play a similar role in the development of students' social behaviour. Social behaviour is not determined solely by gender or rural–urban background; rather, family environment, educational experiences, peer groups, social interactions, personal experiences, and the college environment also play important roles. The study further indicates that social tendencies such as cooperation, social participation, communication, adjustment, and mutual respect can develop equally among students of both groups. Therefore, for the balanced development of students' personalities, it would be useful for colleges to promote cooperative learning, group work, cultural and social activities, guidance, and personality development programmes. Thus, the present study provides a useful basis for understanding the status of social behaviour among undergraduate students and for creating an appropriate educational environment conducive to their healthy social development.

Keywords: Undergraduate Level, Students, Social Behaviour

Introduction

Student life is an important stage of human development in which an individual not only acquires educational knowledge but also develops a social personality. A student learns to establish relationships with other people in the school and college environment on the basis of the values and behaviour received from the family. By the time students reach the level of higher education, their ability to think, understand, make decisions, and evaluate social situations becomes comparatively more developed. Students studying at the undergraduate level are generally moving from adolescence towards young adulthood. This stage is extremely important from the perspective of personality development, self-reliance, social identity, and the construction of their future. During this stage, students are influenced not only by their families but also by friends, classmates, teachers, and the wider social environment. They want to express their ideas independently and make efforts to establish their social identity. Therefore, qualities such as cooperation, friendship, leadership, empathy, social responsibility, communication, tolerance, self-confidence, and respect for others are particularly important in the social behaviour of undergraduate students. The college is an important centre for the development of students' social behaviour. Compared with

school, the college environment provides students with greater freedom and diverse social experiences. At the undergraduate level, students come into contact with other students belonging to different families, regions, social groups, languages, and cultural backgrounds. This diversity provides them with opportunities to understand different ideas and lifestyles. Group work, classroom discussions, debates, cultural programmes, sports, educational visits, student activities, and other co-curricular activities help develop a sense of cooperation and social participation among students. The behaviour of teachers also influences the social development of students. When teachers behave respectfully, cooperatively, and democratically with students, there is a greater possibility of developing positive social behaviour among students. In contrast, an environment of fear, excessive control, discrimination, or neglect may have a negative impact on students' social behaviour. In the present digital age, social communication platforms have given a new dimension to the social behaviour of students. Through mobile phones, the internet, and various social communication platforms, students can establish immediate contact with their friends and other people. These means provide them with opportunities to connect with different ideas, information, and social activities. Digital platforms can enhance students' communication

abilities and social contacts; however, their excessive use may also lead to a decline in direct social relationships, loneliness, reduced attention, feelings of comparison, and differences between virtual and real social life. Therefore, under modern circumstances, the study of students' social behaviour cannot be limited only to their direct social relationships; it has also become necessary to understand their digital social behaviour. Social behaviour is also closely related to the mental and emotional development of an individual. A person receives emotional support by sharing thoughts and feelings with others. Positive relationships with friends, family members, and teachers can help students cope with difficult situations. When students feel socially accepted, their self-confidence and self-esteem may increase. On the other hand, social rejection, neglect, ridicule, or continuous conflict may create feelings of insecurity and stress among students. From this perspective, social behaviour is not merely a matter of social relationships; it is also an important part of a student's personality and emotional life. Indian society is characterised by considerable diversity. Differences can be observed in language, culture, region, economic status, family structure, and social conditions. In higher education institutions, students from different backgrounds study together. Under such circumstances, differences may also be found in the social behaviour of students. Rural and urban backgrounds, male and female students, different family structures, and varying social and economic conditions may influence their social experiences. Students coming from rural areas may have social experiences that differ from those of students coming from urban areas. Similarly, differences in social opportunities, family environment, and educational experiences may also lead to differences in students' behaviour. A scientific and impartial study of these differences can help in developing more effective educational policies and student-centred programmes. An analytical study of the social behaviour of undergraduate students is necessary because it provides an opportunity to understand the actual condition of students' social lives. Such a study can help determine how students establish

relationships with their peers, teachers, family members, and other members of society and what positive and negative aspects are present in their social behaviour. It can also help in understanding the extent to which different social and personal conditions influence students' social behaviour. The purpose of an analytical study is not merely to describe students' behaviour but also to understand the various factors operating behind it. This can help identify appropriate educational and guidance measures required for the social development of students. Therefore, **"An Analytical Study of the Social Behaviour of Undergraduate Students"** is an important and relevant research topic. This topic helps in understanding students' social relationships, spirit of cooperation, communication skills, social participation, empathy, tolerance, leadership, social responsibility, and their attitudes towards others. In the present era of social and technological changes, students' behaviour is also continuously changing. At such a time, a scientific study of the social behaviour of undergraduate students can provide useful information in the field of education. The findings of such a study can help teachers, parents, college administrators, and persons associated with educational policy in determining appropriate directions for the social development of students. Thus, the present study will not only help in understanding the existing social behaviour of undergraduate students but may also make a useful contribution towards their balanced personality development, healthy social relationships, and the development of responsible citizenship.

Need and Significance

In the present time, the purpose of education is not merely to provide students with bookish knowledge, but also to ensure their balanced and holistic development. Social behavior has special significance in the development of a student's personality because an individual remains in continuous interaction with family members, teachers, peers, and other members of society. Social behavior refers to the behavior through which an individual establishes relationships with

others, exchanges ideas, cooperates with others, expresses emotions, and adjusts oneself according to social situations. The undergraduate stage is an important phase of students' lives, during which they move beyond adolescence and gradually enter adulthood. At this stage, significant changes take place in their thoughts, attitudes, interests, emotions, social relationships, and behavior. Therefore, it becomes necessary to study the social behavior of students at this level. At the undergraduate level, students come from diverse social, economic, cultural, and family backgrounds. These differences may influence their social behavior. Students' social behavior affects their academic life, friendships, group behavior, leadership ability, spirit of cooperation, and adjustment in the college environment. Positive social behavior helps develop self-confidence, empathy, cooperation, responsibility, and a sense of mutual respect among students. In contrast, negative social behavior may lead to isolation, conflicts, lack of cooperation, and difficulties in social adjustment. Therefore, it is necessary to understand the nature of students' social behavior and its various dimensions. This study is also significant for teachers, parents, college administrators, and individuals involved in educational policy. The findings of the study may help in understanding the social needs of students and in developing appropriate educational and guidance programmes for them. Teachers can effectively use group work, discussions, co-curricular activities, and cooperative learning while considering the social behavior of students. The findings of the study may also be useful in planning counselling and personality development programmes at the college level. Thus, an analytical study of the social behavior of undergraduate students can make an important contribution towards understanding their personal, educational, and social development and towards fostering the development of healthy and responsible citizens.

Review of Related Research Literature

- **Alam et al. (2021)** studied the use of social media, learning, and social interaction among university-level students. The study revealed that the use of social media influences students' interpersonal communication and social relationships. Social media provides students with opportunities to maintain contact with one another and exchange ideas; however, excessive use may also lead to a decline in face-to-face social interaction. The study makes it clear that, in the present time, both direct and indirect forms of social contact need to be considered in order to understand students' social behaviour.
- **Hew et al. (2021)** conducted a systematic review of available research related to students' social behaviour. They found that communication, participation, exchange of information, interpersonal relationships, and group involvement play important roles in students' social behaviour. The study also indicated that the influence of modern communication media on students' social behaviour is continuously increasing. This research is important for the present study because it considers social behaviour not merely as an individual characteristic but also relates it to broader social circumstances.
- **Kumari and Jyoti (2022)** studied the relationship between students' social skills and social adjustment. The study revealed that students with a good level of social skills generally possess better social adjustment abilities. The ability to understand others, cooperate with them, express ideas appropriately, and work in groups helps students develop effective social behaviour. The study concludes that social skills constitute an important foundation of social behaviour.
- **Arya and Srivastava (2023)** studied adjustment and social maturity among college students. The study found a positive relationship between students' adjustment and social maturity. Students who are better able to adjust to their environment, college circumstances, and social relationships tend to demonstrate higher levels of social maturity. The study indicates that students' social behaviour is influenced by their ability to adjust to their surroundings.
- **Bairwa and Kaur (2025)** studied the influence of social media on the social behaviour of undergraduate students. Undergraduate

students were included in the study. The findings revealed that social media can influence students' social behaviour in both positive and negative ways. Social media provides students with opportunities to establish contact with friends and other individuals, exchange ideas, and participate in social activities. On the other hand, excessive use may adversely affect face-to-face communication, social participation, and interpersonal relationships in real-life situations. This study is particularly relevant to the present research because it focuses specifically on the social behaviour of undergraduate students.

- **Patra and Gogoi (2026)** studied social intelligence and social adjustment among students entering college. The study found that the level of social intelligence among students was generally moderate, while different levels of social adjustment were observed. The researchers explained that the transition from school life to college life represents an important change for students. During this transition, students have to adjust themselves to a new environment, new peer groups, new teachers, and new social situations. Therefore, social intelligence and social adjustment are essential for effective social behaviour among students.

- **Saravankumar and Rajendran (2026)** studied the relationship between emotional competence and social adjustment among college students. The findings indicated a positive relationship between emotional competence and social adjustment. Students who have a greater ability to understand, regulate, and appropriately express their emotions are able to behave more effectively in social situations. The study demonstrates that social behaviour does not depend only on external social skills; rather, an individual's emotional competence also influences social behaviour.

- **Guerrero-Gutierrez et al. (2026)** studied university students' behaviour on social media and their social and emotional skills. The study attempted to understand students' active and passive behaviours on social media. The findings suggest that the influence of social media is not determined only by the amount of time students spend using it; rather, the manner in

which students use social media is also important. Active communication, participation, and exchange of ideas may have a different influence on students' social behaviour, whereas merely viewing the activities of others may have a different effect.

- **Smith et al. (2026)** studied social interactions among undergraduate students through social media within peer groups. The study revealed that students use social media to maintain contact with their peers, obtain academic support, exchange information, and participate in group activities. This makes it clear that, in the present time, an important part of students' social behaviour is associated not only with direct social relationships but also with digital social interactions.

Statement of the Problem

An Analytical Study of the Social Behaviour of Students Studying at the Undergraduate Level.

Definition of Variables

- **Social Behaviour:** In the present study, "Social Behaviour" refers to the behaviour displayed by undergraduate students in social situations. It will be measured on the basis of the scores obtained by the students on the Social Behaviour Scale determined or used by the researcher. Higher scores obtained on the scale will indicate more positive social behaviour, whereas lower scores will indicate comparatively less positive social behaviour.

- **Undergraduate Students:** Undergraduate students refers to those students who are regularly pursuing an undergraduate programme in a recognised college or university. In the present study, such students who are receiving undergraduate education in the colleges selected by the researcher have been included in the population of the study.

Objectives of the Research Study

1. To make a comparative study of the social behaviour of male and female students studying at the undergraduate level.

2. To make a comparative study of the social behaviour of rural and urban students studying at the undergraduate level.

Research Hypotheses

1- There is no significant difference in the social behavior of male and female students studying at the undergraduate level.

2- There is no significant difference in the social behavior of rural and urban students studying at the undergraduate level.

Data Collection Tool

For Measuring Social Behaviour: A questionnaire developed by Dr. Ashok Kumar Singh, Irigala, and Dr. Lorens Kharluni was used. The Social Behaviour Scale is an important psychological tool used to measure and understand the social behaviour of students or

individuals. It helps assess how an individual behaves with others, including cooperation, empathy, responsibility, self-control, adjustment, and leadership ability. The data obtained through this scale help researchers and teachers understand the level of an individual's conduct in the social environment. It is highly useful in educational research, counselling, and programmes related to social development.

Sample

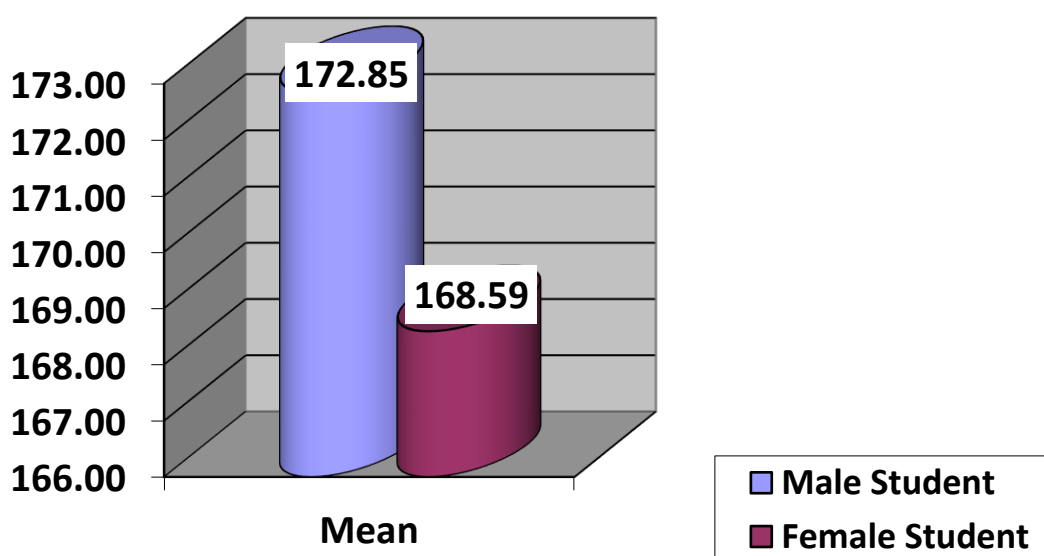
In the present study, for obtaining the sample, 500 students studying at the undergraduate level in colleges of Kanpur district were selected through the stratified random sampling technique. The students were classified on the basis of gender and area.

Definition of Hypotheses

Table No. 1 Status of Social Behaviour of Male and Female Students Studying at the Undergraduate Level

Group	N	Mean	Standard Deviation	C.R.	Level of Significance	Hypothesis
Male Students	250	172.85	91.47	0.498	Not Significant at 0.05 level	Accepted
Female Students	250	168.59	87.36			

Graph No. 1



Analysis of Data: In the above Table No. 1, the mean scores of social behavior obtained by 250 male students and 250 female students studying at the undergraduate level are 172.85 and 168.59, respectively. Their standard deviations are 91.47 and 87.36, respectively. The critical ratio value at 0.05 level of significance with 498 degrees of freedom was found to be 0.532, which is lower than the table value of 1.96 at 0.05 level of significance for 498 degrees of freedom. Therefore, the obtained value is not statistically significant.

Interpretation of the Result: Since the critical ratio value is not significant, the null hypothesis H_1 is accepted, indicating that there is no significant difference in the social behavior of male and female students studying at the undergraduate level.

Discussion of the Result:

1. The social responses of male and female students are similar.

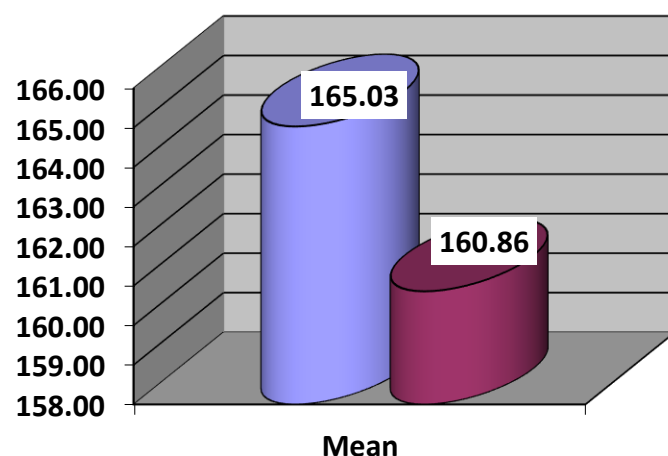
Table No. 2

Status of Social Behaviour among Rural and Urban Students Studying at the Undergraduate Level

Group	N	Mean (M)	Standard Deviation (SD)	Critical Ratio (C.R.)	Significance Level	p-value	Hypothesis
Rural Students	250	165.03	90.73	0.503	0.05	0.503	Not Significant
Urban Students	250	160.86	94.99				(Accepted)

Graph No. 2

2. Cooperative tendencies are approximately equal among both genders.
3. There is no significant difference in leadership ability between male and female students.
4. Education, social environment, and personal experiences contribute similarly to the social behavior of both genders.
5. Equal opportunities, co-curricular activities, group projects, and cultural programmes provide similar social experiences to both male and female students.
6. The gender-based difference was not found to be statistically significant.
7. This is a positive indication toward education and social inclusion.
8. The modern education system and social environment have influenced the development of social behavior in a balanced manner.



Analysis of Data: The above Table No. 2 shows that the mean scores of social behaviour obtained by 250 rural and 250 urban students studying at the undergraduate level are 165.03 and 160.86, respectively. The standard deviations (SD) are 90.73 and 94.99, respectively. The calculated Critical Ratio (C.R.) at the .05 level of significance with 498 degrees of freedom is 0.503, which is lower than the table value of 1.96 at the .05 level of significance for 498 degrees of freedom.

Therefore, the difference is not statistically significant.

Interpretation of the Result: Since the obtained C.R. is not significant, the null hypothesis H_2 is accepted. This indicates that there is no significant difference in the social behaviour of rural and urban students studying at the undergraduate level.

Discussion of the Result:

1. Students from both groups are similarly adjusted, sociable, and cooperative in social situations.
2. The level of education and higher education have a similar influence on the personality and social behaviour of students from both groups.
3. Undergraduate education provides not only academic knowledge but also contributes to the development of communication, cooperation, and leadership abilities.
4. Regardless of whether students belong to rural or urban backgrounds, education contributes to bringing similarity in their social behaviour.

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5. Information and Communication Technology (Internet, social media, and digital platforms) helps make the social experiences of rural and urban youth more similar.

6. Due to higher education and social-digital experiences, students from both groups demonstrate similar patterns of social behaviour.

Main Findings

1. No significant difference was found in the social behaviour of male and female students studying at the undergraduate level.
2. No significant difference was found in the social behaviour of rural and urban students studying at the undergraduate level.

Results

The study revealed that there was no significant difference in the social behaviour of male and female students as well as rural and urban students at the undergraduate level. This indicates that students' social behaviour may be influenced more by their educational environment, family background, and social experiences than by gender and place of residence.