



Comparison of Urban and Rural Students in The Social, Emotional and Behaviour Problems

Dr. R.
GNANADEVAN

Professor, Department of Education, Annamalai University,
Annamalainagar -608002

Mr. G. Sivakumar

Research Fellow, Department of Education, Annamalai University,
Annamalainagar

ABSTRACT

The aim of the study is to compare the urban and rural students studying in Adi-dravidar welfare schools with respect to social, emotional and behaviour problem, for which the survey method has been adapted. Random sampling technique has been used for the present study for the selection of sample. The sample of the study includes the adolescent students studying in Adi- Dravidar Welfare School in Cuddalore District. The social, emotional and behaviour problem scale standardised by the R.Gnanadevan et al.(2015) have been used for collecting data from the sample. The present study indicates that the urban and rural students studying in Adi-dravidar welfare schools differ significantly in the internalizing problem, externalizing problem, mixed category problem and total social, emotional and behaviour problem. It further indicates that the internalizing problem, externalizing problem, mixed category problem and total social, emotional and behaviour problem is high for the urban students than the rural students. Proper efforts can be made for the desired care, treatment and progress of the children with social, emotional and behaviour problems through collaborated approach involving effective behavioural and educational intervention.

KEYWORDS : Rural, Urban, Social, Emotional and Behaviour Problems

Introduction

The scheduled caste students have been handicapped in matters of education because of socio-economic and cultural reasons. They are mostly first generation learners, that is, they do not have the tradition of learning, reading, writing and arithmetic. The parents are mostly illiterate. The literacy and education are not synonymous, though to a great extent they are inter-related intrinsically. They do not find any family support in terms of learning atmosphere or home support to augment or supplement the learning in schools. The students studying in Adi-Dravidar welfare schools experiences numerous problems, ranging from mild to severe, that interfere with their mastering many of the subjects of the secondary and higher secondary curriculum. In addition to academic problems, these students have difficulties with cognitive skills, social behaviour and emotional stability. Social skills and emotional stability are necessary to meet the basic social demands of everyday life.

Need and Importance of the Study

The challenges faced by the students studying in Adi-Dravidar welfare schools are multifarious in connection with life, values, family, friends etc. They face psychological problems, social problems, and financial problems. The characteristics of social problems includes poor social perception, lack of judgment, difficulty in perceiving the feelings of others, problems in socializing and making friends, and problems in family relationship and in schools. Sometimes they exhibit emotional and behavioural problem. It includes low self confidence, a poor self concept, anxiety, depression and low self esteem. Scanlon (1996) states that the social problems affects friendship, employment, and family relationship. Silver (1998) states that the family is the core of a child's life. Children desperately need the satisfaction and assurance of members in the primary family. Even with the intimate family, however, the numerous problems in social skills, behaviour, language and temperament make it hard for a child with social disabilities to establish a healthy family relationship. The family may not receive satisfaction from the family sphere and may even be rejected by parents, as well as by peers and teachers. Buck, Followay, Kirpatick et al., (2000) and Scott (2003), insists that the behavioural problems must be considered in the planning of instruction. Sameroff et al., (1998) states that simultaneous exposure to multiple risk factors was particularly harmful to youth's long-term psychological well-being.

Based on the above discussion, the investigator felt it necessary to study about the social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools with respect to their locality.

Method of Study

The survey method has been used for the present study to compare the urban and rural students with respect to social, emotional and behaviour problems. Random sampling technique has been adapted for the present study for the selection of sample from the schools. The sample of the study includes the adolescent students studying in Adi- Dravidar Welfare School in Cuddalore District. There are eleven Adi-Dravidar Welfare Schools in Cuddalore District. All the schools have been selected for this study. The social, emotional and behaviour problem scale standardised by R.Gnanadevan et al. (2015) have been used for the present study to collect the data from the sample. The social, behaviour and emotional problems scale can be broadly classified into three dimensions such as internalizing, externalizing and mixed Category. The internalizing problem further subdivided into three dimensions such as, withdrawn, somatic complains and anxious/depressed. The externalizing problem also further subdivided in to two dimensions which include delinquent and aggression. The mixed category includes the dimensions such as, thought problem, attention problem and social problem. For the total problem includes all the categories.

Analysis of Data and Interpretations

The 't' test has been applied to test the significance of difference in the various dimensions of social, emotional and behaviour problem of urban and rural students studying in Adi-dravidar welfare schools. The result of the analysis given in Table-1

The Table-1 shows the result of the 't' test carried out to compare the mean withdrawn problem scores of rural and urban students. The 't' value is found to be 7.09, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the withdrawn problem. The mean value indicates that the withdrawn problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean somatic complaints scores of rural and urban students. The 't' value is found to be 1.25, which is not significant at 0.05 level. Hence, it is concluded that the rural and urban students do not differ significantly in the somatic complaints.

The Table-1 shows the result of the 't' test carried out to compare the mean anxious or depression problem scores of rural and urban students. The 't' value is found to be 1.40, which is not significant at 0.05 level. Hence, it is concluded that the male and female students do not differ significantly in the anxious or depression problem.

The Table-1 shows the result of the 't' test carried out to compare the mean delinquent behaviour scores of rural and urban students. The 't' value is found to be 4.19, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the delinquent behaviour. The mean value indicates that the delinquent behaviour is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean aggressive behaviour scores of rural and urban students. The 't' value is found to be 1.41, which is not significant at 0.05 level. Hence, it is concluded that the rural and urban students do not differ significantly in the aggressive behaviour.

The Table-1 shows the result of the 't' test carried out to compare the mean thought problem scores of rural and urban students. The 't' value is found to be 8.72, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the thought problem. The mean value indicates that the thought problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean attention problem scores of rural and urban students. The 't' value is found to be 2.87, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the attention problem. The attention problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean social problem scores of rural and urban students. The 't' value is found to be 1.23, which is not significant at 0.05 level. Hence, it is concluded that the rural and urban students do not differ significantly in the social problem.

The Table-1 shows the result of the 't' test carried out to compare the mean academic problem scores of rural and urban students. The 't' value is found to be 4.68, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the academic problem. The mean value indicates that the academic problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean internalizing problem scores of rural and urban students. The 't' value is found to be 2.30, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the internalizing problem. The mean value indicates that the internalizing problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean externalizing problem scores of rural and urban students. The 't' value is found to be 2.67, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the externalizing problem. The mean value indicates that the externalizing problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean mixed category problem scores of rural and urban students. The 't' value is found to be 5.84, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the mixed category problem. The mean value indicates that the mixed category problem is high for the urban students than the rural students.

The Table-1 shows the result of the 't' test carried out to compare the mean total social, emotional and behaviour problem scores of rural and urban students. The 't' value is found to be 4.16, which is significant at 0.05 level. Hence, it is concluded that the rural and urban students differ significantly in the total social, emotional and behaviour problem. The mean value indicates that the total social, emotional and behaviour problem is high for the urban students than the rural students.

Table-1
't' VALUE FOR COMPARISON OF URBAN AND RURAL STUDENTS WITH RESPECT TO SOCIAL, EMOTIONAL AND BEHAVIOUR PROBLEMS

Dimensions	Sub-sample	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Withdrawn Problem	Rural	353	8.66	2.37	7.09	Significant
	Urban	522	9.91	2.68		
Somatic Complaints	Rural	353	5.59	2.69	1.25	Not Significant
	Urban	522	5.33	3.15		
Anxious or Depression Problem	Rural	353	12.91	3.20	1.40	Not Significant
	Urban	522	12.55	3.92		
Delinquent Behaviour	Rural	353	8.72	3.06	4.19	Significant
	Urban	522	9.78	4.00		
Aggressive Behaviour	Rural	353	7.79	3.24	1.41	Not Significant
	Urban	522	8.12	3.38		
Thought Problem	Rural	353	8.86	3.00	8.72	Significant
	Urban	522	11.04	3.96		
Attention Problem	Rural	353	9.44	3.59	2.87	Significant
	Urban	522	10.18	3.84		
Social Problem	Rural	353	10.97	5.24	1.23	Not Significant
	Urban	522	11.39	4.63		
Academic Problem	Rural	353	9.14	3.58	4.68	Significant
	Urban	522	10.41	4.17		
Internalizing Problem	Rural	353	26.65	6.84	2.30	Significant
	Urban	522	27.89	8.33		
Externalizing Problem	Rural	353	16.33	6.54	2.67	Significant
	Urban	522	17.59	7.09		
Mixed Category	Rural	353	37.72	12.17	5.84	Significant
	Urban	522	42.98	13.64		
Total Problem	Rural	353	83.96	20.75	4.16	Significant
	Urban	522	90.83	25.87		

Findings

The rural and urban students studying in Adi-dravidar welfare schools differ significantly in the withdrawn, delinquent, thought problem, attention problem, academic problem, internalizing problem, externalizing problem, mixed category problem and total social, emotional and behaviour problem. For all the above mentioned problem is high for the urban students than the rural students.

The rural and urban students studying in Adi-dravidar welfare schools do not differ significantly in the somatic complaints, anxious or depression problem, aggressive behaviour and social problem.

Conclusion

The present study indicates that the urban and rural students studying in Adi-dravidar welfare schools differ significantly in the internalizing problem, externalizing problem, mixed category problem and total social, emotional and behaviour problem. It further indicates that the internalizing problem, externalizing problem, mixed category problem and total social, emotional and behaviour problem is high for the urban students than the rural students. Proper efforts can be made for the desired care, treatment and progress of the children with social, emotional and behaviour problems through collaborated approach involving effective behavioural and educational intervention. There is real need of awakening the masses including the government agencies for taking due recognition of these disorders in the students studying in Adi-dravidar Welfare schools and should take all

the possible diagnostic and treatment measures for its prevention and treatment. Equipping and training the teachers for being capable of teaching and handling the children with social emotional and behaviour problems, bringing adaptation and structuring in the classroom and other work situation, environment, providing individual attention and extra special time or attending and solving the learning and behaviour problems of the children may help in achieving much in terms of the education of these children.

REFERENCES

- Achenbach, T.M., and Edelbrock, C., (1981). Behavioural problems and competencies reported by parents of normal and disturbed children aged four to sixteen. *Monographs of the Society for Research in Child Development*, 46, (Serial No. 188). | Achenbach, T.M., Verhulst, F.C., Baron, G.D., and Althaus, M. (1987). A comparison of syndromes derived from the Child Behaviour Checklist for American and Dutch boys aged 6 – 11 and 12 – 16. *Journal of Child Psychology and Psychiatry* 28:437 – 453. | Bateman, B.D., (1969). An Educator's View of a Diagnostic Approach to Learning Disorders in J. Hellmuth (Ed.) *Learning Disorders* (Vol. 1, pp. 219-239), Seattle, W.A.: Special Child Publications. | Boss, C.S. and S. Vaughan, (2002). *Strategies for Teaching Students with Learning and Behaviour Problems* (5th ed.), Boston: Allyn & Bacon. | Bradley, R., L.Danielson and D.P. Hallahan (Eds.) (2002). *Identification of Learning Disabilities: Research to Practice*, Mahwah, N.J.: Erlbaum. | Crijnen, A.A.M., Achenbach, T.M., and Verhulst, F.C., (1997). Comparisons of problems reported by parents of children in twelve cultures: total problems, externalizing, and internalizing. *Journal of the American Academy of Child and Adolescent Psychiatry* 36:1269 – 1277. | Ekblad, S., (1990). The children's behavior questionnaire for completion by parents and teachers in a Chinese sample. *Journal of Child Psychology and Psychiatry* 31:775-791. | Frisk, M., (1995). Mental and somatic health and social adjustment in ordinary school children during childhood and adolescence related to central nervous functions as expressed by a complex reaction time. *European Child and Adolescent Psychiatry* 4:197-208. | Gates, A.I., A.S. McKillop and R. Horowitz, (1981). *Gates – McKellop – Horowitz Reading Diagnostic Tests*, New York: teachers College Press. | Gjone, H., and Novik, T.S., (1995). Parental ratings of behavior problems: a twin and general population comparison. *Journal of Child Psychology and Psychiatry*, 16:1215-1224. | Gresham, F. M., MacMillan, D. L., and Bocian, K., (1996). Behavioral Earthquakes: Low-frequency Salient Behavioral Events that Differentiate Students at Risk of Behavior Disorders. *Behavioral Disorders*, 21,(4), 277–292. | Janet W.Lerner and Frank Kline, (2006). *Learning Disabilities and Related Disorders*. New York:Houghton Mifflin Company. | Kavale, K.A. and S.R. Forness, *The Science of Learning Disabilities*, San Diego, CA: College Hill, 1985. | Kirk, S.A. and W.D. Kirk, (1971). *Psycholinguistic Learning Disabilities: Diagnosis and Remediation*, Urbana, IL: University of Illinois Press. | Kornfalt, T., (1981). Behavioural assessment in the school health service. *Scandinavian Journal of Social Medicine*, 9:63-73. | Kvernmo, S., and Heyerdal, S., (1998). Influence of ethnic factors on behavior problems in indigenous Sami and majority Norwegian adolescents. *Journal of American Academy of Child and Adolescent Psychiatry* 37:743-751. | MaccFarlane, J.W., Allen, K., Honzik, M.P., (1954). A Developmental Study of the Behaviour Problems of Normal Children between Twenty-one Months and Fourteen years. Berkely & Los Angeles: University of California Press. | McLoughlin, J.A. and A. Betick, (1983). *Defining Learning Disabilities: A New and Cooperative Direction*. *Journal of Learning Disabilities*, 16, pp. 21-23. | Rutter, M., (1967). A children's behavior questionnaire for completion by teachers: Preliminary findings. *Journal of Child Psychology and Psychiatry*, 8:1-11. | Stanger, C., Fombonne, E., and Achenbach, T.M., (1994). Epidemiological comparisons of American and French children: parent reports of problems and competencies for ages 6-11. *European Child and Adolescent Psychiatry*, 3:16-28. | Telford, C.W., and J.M., Sawrey, (1977). *The Exceptional Individual*, New Jersey: Prentice-Hall. | Tsiantis, J., Motti-Stefanidi, F., Richardson, C., Schmeck, K., and Poustka, F., (1994). Psychological problems of school-age German and Greek children: A cross-cultural study. *European Child and Adolescent Psychiatry*, 3:209-219. | |