



Gender Difference in Social, Emotional and Behaviour Problem of Students Studying in Adi Dravidar Welfare Schools

KEYWORDS

Gender, Social, Emotional, Behaviour Problem, Adi-Dravidar Welfare School

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ABSTRACT

The aim of the study is to find out whether there is a gender difference in the various dimensions of social emotional and behaviour problem of students studying in Adi-dravidar welfare schools, 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 to collect the data from the sample. The present study reveals that the male and female students studying in Adi-dravidar welfare schools differ significantly in the internalizing problem and externalizing problem they do not differ significantly in the mixed category problem. It further indicates that the internalizing problem is high for the female students than the male and the externalizing problem is high for the male students than the female. 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.

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, Polloway, Kirpatrick 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 gender difference in social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools.

Method of Study

The survey method has been used for the present study to find out the gender difference in the social, emotional and behaviour problem of students studying in Adi-Dravidar welfare schools. 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 to find out the gender difference in the social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools. 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 male and female students studying

in Adi-draavidar 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 male and female students. The 't' value is found to be 5.82, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the withdrawn problem. The mean value indicates that the withdrawn problem is high for the female students than the male students.

The Table-1 shows the result of the 't' test carried out to compare the mean somatic complaints scores of male and female students. The 't' value is found to be 4.33, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the somatic complaints. The mean value indicates that the somatic complaints is high for the female students than the male students.

The Table-1 shows the result of the 't' test carried out to compare the mean anxious or depression problem scores of male and female students. The 't' value is found to be 7.44, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the anxious or depression problem. The mean value indicates that the anxious or depression problem is high for the female students than the male students.

The Table-1 shows the result of the 't' test carried out to compare the mean delinquent behaviour scores of male and female students. The 't' value is found to be 0.55, which is not significant at 0.05 level. Hence, it is concluded that the male and female students do not differ significantly in the delinquent behaviour.

The Table-1 shows the result of the 't' test carried out to compare the mean aggressive behaviour scores of male and female students. The 't' value is found to be 6.14, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the aggressive behaviour. The mean value indicates that the aggressive behaviour is high for the male students than the female students.

The Table-1 shows the result of the 't' test carried out to compare the mean thought problem scores of male and female students. The 't' value is found to be 1.70, which is not significant at 0.05 level. Hence, it is concluded that the male and female students do not differ significantly in the thought problem.

The Table-1 shows the result of the 't' test carried out to compare the mean attention problem scores of male and female students. The 't' value is found to be 1.51, which is not significant at 0.05 level. Hence, it is concluded that the male and female students do not differ significantly in the attention problem.

The Table-1 shows the result of the 't' test carried out to compare the mean social problem scores of male and female students. The 't' value is found to be 1.89, which is not significant at 0.05 level. Hence, it is concluded that the male and female 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 male and

female students. The 't' value is found to be 2.78, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the academic problem. The mean value indicates that the academic problem is high for the male students than the female students.

The Table-1 shows the result of the 't' test carried out to compare the mean internalizing problem scores of male and female students. The 't' value is found to be 7.19, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the internalizing problem. The mean value indicates that the internalizing problem is high for the female students than the male students.

The Table-1 shows the result of the 't' test carried out to compare the mean externalizing problem scores of male and female students. The 't' value is found to be 2.45, which is significant at 0.05 level. Hence, it is concluded that the male and female students differ significantly in the externalizing problem. The mean value indicates that the externalizing problem is high for the male students than the female students.

The Table-1 shows the result of the 't' test carried out to compare the mean mixed category problem scores of male and female students. The 't' value is found to be 1.57, which is not significant at 0.05 level. Hence, it is concluded that the male and female students do not differ significantly in the mixed category problem.

The Table-1 shows the result of the 't' test carried out to compare the mean total social, emotional and behaviour problem scores of male and female students. The 't' value is found to be 2.49, which is significant at 0.05 level. Hence, it is concluded that the male and female 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 female students than the male students.

Table-1
Comparison of Male and Female Students in the Mean Scores of Various Dimensions of Social, Emotional and Behaviour Problem

Dimensions	Sub-sample	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Withdrawn Problem	Male	462	8.92	2.57	5.82	Significant
	Female	413	9.94	2.59		
Somatic Complaints	Male	462	5.03	3.09	4.33	Significant
	Female	413	5.89	2.76		
Anxious or Depression Problem	Male	462	11.81	3.74	7.44	Significant
	Female	413	13.64	3.30		
Delinquent Behaviour	Male	462	9.29	3.46	0.55	Not Significant
	Female	413	9.42	3.93		
Aggressive Behaviour	Male	462	8.62	3.41	6.14	Significant
	Female	413	7.27	3.08		
Thought Problem	Male	462	9.95	3.83	1.70	Not Significant
	Female	413	10.39	3.66		
Attention Problem	Male	462	9.70	3.56	1.51	Not Significant
	Female	413	10.09	3.95		

Social Problem	Male	462	10.92	5.36	1.89	Not Significant
	Female	413	11.55	4.29		
Academic Problem	Male	462	10.25	4.31	2.78	Significant
	Female	413	9.50	3.57		
Internalizing Problem	Male	462	25.65	7.69	7.19	Significant
	Female	413	29.34	7.42		
Externalizing Problem	Male	462	17.62	6.88	2.45	Significant
	Female	413	16.48	6.88		
Mixed Category	Male	462	40.19	14.15	1.57	Not Significant
	Female	413	41.61	12.28		
Total Problem	Male	462	86.14	25.30	2.49	Significant
	Female	413	90.21	22.66		

Findings

1. The male and female students studying in Adi-draavidar welfare schools differ significantly in the withdrawn, somatic complaints, anxious or depression problem, aggressive behaviour, academic problem, internalizing problem, externalizing problem and total social, emotional and behaviour problem.

The withdrawn, somatic complaints, anxious or depression problem, internalizing problem, and total social, emotional and behaviour problem is high for the female students than the male students. But the aggressive behaviour, academic problem and externalizing problem is high for the male than the female students.

2. The male and female students studying in Adi-draavidar welfare schools do not differ significantly in the delinquent Behaviour, thought problem, attention problem, social problem and mixed category problem.

Conclusion

The present study indicates that the students studying in Adi-draavidar welfare schools differ significantly in the internalizing problem and externalizing problem they do not differ significantly in the mixed category problem. It further indicates that the internalizing problem is high for the female students than the male and the externalizing problem is high for the male students than the female. 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-draavidar 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.

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