



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

Dr.R.GNANADEVAN

Professor, Department of Education, Annamalai University, Annamalainagar

Mr.G. Sivakumar

Research Fellow, Department of Education, Annamalai University, Annamalainagar

ABSTRACT

The aim of the study is to find out the level 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 R.Gnanadevan et al. (2015) have been used to measure the social, emotional and behaviour problem of students. The present study reveals that the somatic complaints, delinquent and aggressive behaviour and externalising problem is low for the students studying in Adi-dravidar welfare schools. All the other dimensions of social, emotional and behaviour problems such as withdrawn, anxious, thought attention, social, academic, internalizing, mixed category problem and total social emotional and behaviour problems were average for the students studying in Adi-dravidar welfare schools. 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

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

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 problems. 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, 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.

Over the last ten years, a growing body of research has highlighted the adverse psychological effects of social, emotional and behaviour problem of children and young people. Most of the studies have been conducted in the western countries. As far as the investigator knows only very few studies have been conducted in India. Hence, the investigator felt it necessary to study about the 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 level of 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 measure the social, emotional and behaviour problem of students. 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 mean and standard deviation has been calculated to find out the level of various dimensions of social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools. The result of the analysis is presented in Table-1.

The table-1 shows the mean and standard deviation for with-

drawn problem of students studying in Adi-dravidar welfare schools and it is found to be 9.41 and 2.63 respectively. As per the norms of the tool, the score between 9 to 16 indicate that the withdrawn problem is average. Hence, it can be inferred that the level of withdrawn problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for somatic complaints of students studying in Adi-dravidar welfare schools and it is found to be 5.43 and 2.97 respectively. As per the norms of the tool, the score between 0 to 7 indicate that the somatic complaints is low. Hence, it can be inferred that the level of somatic complaints is low for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for anxious or depression problem of students studying in Adi-dravidar welfare schools and it is found to be 12.70 and 3.65 respectively. As per the norms of the tool, the score between 10 to 18 indicate that the anxious or depression problem is average. Hence, it can be inferred that the level of anxious or depression problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for delinquent behaviour of students studying in Adi-dravidar welfare schools and it is found to be 9.35 and 3.69 respectively. As per the norms of the tool, the score between 11 to 20 indicate that the delinquent behaviour is average. Hence, it can be inferred that the level of delinquent behaviour is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for aggressive behaviour of students studying in Adi-dravidar welfare schools and it is found to be 7.98 and 3.32 respectively. As per the norms of the tool, the score between 0 to 8 indicate that the aggressive behaviour low. Hence, it can be inferred that the level of aggressive behaviour is low for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for thought problem of students studying in Adi-dravidar welfare schools and it is found to be 10.016 and 3.76 respectively. As per the norms of the tool, the score between 9 to 16 indicate that the thought problem is average. Hence, it can be inferred that the level of thought problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for attention problem of students studying in Adi-dravidar welfare schools and it is found to be 9.89 and 3.76 respectively. As per the norms of the tool, the score between 9 to 16 indicate that the attention problem is average. Hence, it can be inferred that the level of attention problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for social problem of students studying in Adi-dravidar welfare schools and it is found to be 11.22 and 4.89 respectively. As per the norms of the tool, the score between 10 to 18 indicate that the social problem is average. Hence, it can be inferred that the level of social problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for academic problem of students studying in Adi-dravidar welfare schools and it is found to be 9.90 and 3.99 respectively. As per the norms of the tool, the score between 9 to 16 indicate that the academic problem is average. Hence, it can be inferred that the level of academic problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for internalizing problem of students studying in Adi-dravidar welfare schools and it is found to be 27.39 and 7.78 respectively. As per the norms of the tool, the score between 25 to 48 indi-

cate that the internalizing problem is average. Hence, it can be inferred that the level of internalizing problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for externalizing problem of students studying in Adi-dravidar welfare schools and it is found to be 17.08 and 6.90 respectively. As per the norms of the tool, the score between 0 to 18 indicate that the externalizing problem is low. Hence, it can be inferred that the level of externalizing problem is low for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for mixed category problem of students studying in Adi-dravidar welfare schools and it is found to be 40.86 and 13.31 respectively. As per the norms of the tool, the score between 34 to 66 indicate that the mixed category problem is average. Hence, it can be inferred that the level of mixed category problem is average for the students studying in Adi-dravidar welfare schools.

The table-1 shows the mean and standard deviation for total social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools and it is found to be 88.06 and 24.16 respectively. As per the norms of the tool, the score between 76 to 150 indicate that the total social, emotional and behaviour problem is average. Hence, it can be inferred that the level of total social, emotional and behaviour problem is average for the students studying in Adi-dravidar welfare schools.

**Table-1
MEAN AND STANDARD DEVIATION FOR THE SCORES OF VARIOUS DIMENSIONS OF SOCIAL, EMOTIONAL AND BEHAVIOUR PROBLEMS**

S.No	Dimensions	Number	Mean	Standard Deviation
1	Withdrawn	875	9.41	2.63
2	Somatic Complaints	875	5.43	2.97
3	Anxious or Depression Problem	875	12.70	3.65
4	Delinquent Behaviour	875	9.35	3.69
5	Aggressive Behaviour	875	7.98	3.32
6	Thought Problem	875	10.16	3.76
7	Attention Problem	875	9.89	3.76
8	Social Problem	875	11.22	4.89
9	Academic Problem	875	9.90	3.99
10	Internalizing Problem	875	27.39	7.78
11	Externalizing Problem	875	17.08	6.90
12	Mixed Category	875	40.86	13.30
13	Total Problem	875	88.06	24.16

Findings

1. The students studying in Adi-dravidar welfare schools have average level of withdrawn problem.
2. The students studying in Adi-dravidar welfare schools have low level of somatic complaints.
3. The students studying in Adi-dravidar welfare schools have average level of anxious or depression problem.
4. The students studying in Adi-dravidar welfare schools have low level of delinquent behaviour.
5. The students studying in Adi-dravidar welfare schools have low level of aggressive behaviour.
6. The students studying in Adi-dravidar welfare schools have average level of thought problem.
7. The students studying in Adi-dravidar welfare schools have average level of attention problem.
8. The students studying in Adi-dravidar welfare schools have average level of social problem.
9. The students studying in Adi-dravidar welfare schools have average level of academic problem.

10. The students studying in Adi-draavidar welfare schools have average level of internalizing problem.
11. The students studying in Adi-draavidar welfare schools have low level of externalizing problem.
12. The students studying in Adi-draavidar welfare schools have average level of mixed category problem.
13. The students studying in Adi-draavidar welfare schools have average level of total social, emotional and behaviour problem.

Conclusion

The present study indicates that except somatic complaints, delinquent and aggressive behaviour and externalising problem, all the other dimensions of social, emotional and behaviour problems such as withdrawn, anxious, thought, attention, social, academic, internalizing, mixed category problem and total socio emotional and behaviour problems were average for the students studying in Adi-draavidar welfare schools. 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. The lack of awareness and proper diagnosis of these disorders has made quite number of countries and people too away from the attempts of fighting with this disorder. 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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