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RESEARCH ARTICLE

RELATIONSHIP BETWEEN SOCIO ECONOMIC STATUS AND VARIOUS DIMENSIONS
OF SOCIAL, EMOTIONAL AND BEHAVIOUR PROBLEM OF STUDENTS
STUDYING IN ADI-DRAVIDAR WELFARE SCHOOLS

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ABSTRACT

The aim of the study is find out the relationship between socio economic status and 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 of Tamilnadu, India. The social, emotional and behaviour problem scale standardised by R. Gnanadevan *et al.* (2015) and socio economic status tool standardized by Kuppuswamy (1913) have been used for collecting data from the sample. The present study indicates that there is a significant and negative relationship found between socio economic status and all the dimensions of social, emotional and behaviour problem of 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.

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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.

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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, 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 find out the relationship between socio economic status and social,

emotional and behaviour problem of students studying in Adi-dravidar welfare schools.

MATERIALS AND METHODS

The survey method has been used for the present study to find out the relationship between socio economic status and social, emotional and behaviour problems of students. 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 of Tamilnadu, India. 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 Gnanadevan *et al.* (2015) and socio economic status tool standardized by Kuppuswamy (1913) have been used for the present study to collect the data from the sample.

Analysis of Data and Interpretations

The coefficient of correlation has been found out to determine the relationship between socio economic status and various dimensions of social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools. The result of the analysis is given in Table 1. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and withdrawn problem. The 'r' value is found to be -.249. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and withdrawn problem of students.

Hence, it is concluded that there is a significant and negative correlation found between socio economic status and anxious or depression problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and delinquent problem. The 'r' value is found to be -.457. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and delinquent problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and aggressive problem. The 'r' value is found to be -.442. It is significant at 0.05 level.

Hence, it is concluded that there is a significant and negative correlation found between socio economic status and aggressive problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and thought problem. The 'r' value is found to be -.606. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and thought problem of students.

The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and attention problem. The 'r' value is found to be -.539. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and attention problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and social problem.

Table 1. Co-efficient of correlation between socio economic status and various dimensions of social, emotional and behaviour problem of students

S.No	Dimensions	Number	'r'	Level of Significance at .05 level
1	Withdrawn	875	-.249	Significant
2	Somatic Complaints	875	-.244	Significant
3	Anxious or Depression Problem	875	-.196	Significant
4	Delinquent Behaviour	875	-.457	Significant
5	Aggressive Behaviour	875	-.442	Significant
6	Thought Problem	875	-.606	Significant
7	Attention Problem	875	-.539	Significant
8	Social Problem	875	-.433	Significant
9	Academic Problem	875	-.471	Significant
10	Internalizing Problem	875	-.312	Significant
11	Externalizing Problem	875	-.406	Significant
12	Mixed Category	875	-.576	Significant
13	Total Problem	875	-.541	Significant

The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and somatic complaints problem. The 'r' value is found to be -.244. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and somatic complaints problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and anxious or depression problem. The 'r' value is found to be -.196. It is significant at 0.05 level.

The 'r' value is found to be -.433. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and social problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and academic problem. The 'r' value is found to be -.472. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and academic problem of students. The Table-1 shows the result of the coefficient of correlation has been

carried out to find out the relationship between socio economic status of students and internalizing problem. The 'r' value is found to be -.312. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and internalizing problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and externalizing problem. The 'r' value is found to be -.406. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and externalizing problem of students. The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and mixed category problem. The 'r' value is found to be -.576. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and mixed category problem of students.

The Table-1 shows the result of the coefficient of correlation has been carried out to find out the relationship between socio economic status of students and total social, emotional and behaviour problem. The 'r' value is found to be -.541. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative correlation found between socio economic status and total social, emotional and behaviour problem of students.

RESULTS

There is a significant and negative relationship found between socio economic status and all the dimensions of social, emotional and behaviour problems such as withdrawn, somatic complaints, anxious or depression, delinquent behaviour, aggressive behaviour, thought problem, attention problem, social problem, academic problem, internalising problem, externalising problem, mixed category problem and total social, emotional and behaviour problem of students studying in Adi-draavidar welfare schools.

Conclusion

The present study indicates that there is a significant and negative relationship found between socio economic status and all the dimensions of social, emotional and behaviour problem of 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. 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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