THINK INDIA JOURNAL

ISSN:0971-1260

Vol-22-Issue-10-November-2019

Comparison Of Socio-Economic Status And Somatic Complaints Problems Of Students

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Abstract

The aim of the study is to find out whether there is a significant difference between socio-economic status and somatic complaints 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 G.Sivakumar et al.(2015) and socio economic status tool standardized by Kuppuswamy (2013) have been used for collecting data from the sample. The present study indicates that there is a significant difference between socio economic status and somatic complaints 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.

Keywords- socio-economic status and somatic complaints problem of students

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

ISSN:0971-1260

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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 study about the the comparison of socio-economic status and somatic complaints problem 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 G.Sivakumar etal. (2015) have been used to find out the comparison of socio-economic status and somatic complaints 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 Table-1 shows the result of the 'F' test carried out to compare the mean somatic complaints problem scores with respect to their socio economic status. The 'F' value is found to be 55.27, which is significant at 0.05 level It is concluded that the students belonging to different socio economic status differ significantly in their somatic complaints problem.

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Table-1

'F' VALUE OF MEAN DIFFERENCE BETWEEN THE STUDENTS BELONGING TO DIFFERENT SOCIO-ECONOMIC STATUS IN THE SOMATIC COMPLAINTS PROBLEM

Source of Variation	df	Sum of Squares	Mean Squares	'F' Ratio	Level of Significance at 0.05 level
Between groups	3	1239.06	413.02	55.27	Significant
Within groups	871	6508.41	7.47		
Total	874	7747.47			

The mean scores of sub groups are compared for significance of difference and 't' test is applied. The analysis is given in Table-2.

Table-2

't' VALUE OF MEAN DIFFERENCE BETWEEN THE STUDENTS BELONGING TO DIFFERENT SOCIO-ECONOMIC STATUS IN THE SOMATIC COMPLAINTS PROBLEM

Sub-samples	N	Mean	Standard Deviation	't' Value	Level of Significance at 0.05 level
Lower	140	8.13	2.66	13.39	Significant
Upper Lower	403	4.91	2.36		
Lower	140	8.13	2.66	11.78	Significant
Lower Middle	242	4.76	2.71		
Lower	140	8.13	2.66	6.13	Significant
Upper Middle	90	5.40	4.09		
Upper Lower	403	4.91	2.36	0.77	Not Significant
Lower Middle	242	4.76	2.71		

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Upper Lower	403	4.91	2.36	1.49	Not Significant
Upper Middle	90	5.40	4.09		
Lower Middle	242	4.76	2.71	1.64	Not Significant
Upper Middle	90	5.40	4.09		

1. The students belonging to lower and upper lower socio-economic status differ significantly in the somatic complaints problem. The somatic complaints problem is high for the students belonging to lower socio-economic status than the students belonging to upper lower socio-economic status.
2. The students belonging to lower and lower middle socio-economic status differ significantly in the somatic complaints problem. The somatic complaints problem is high for the students belonging to lower socio-economic status than the students belonging to lower middle socio-economic status.
3. The students belonging to lower and upper middle socio-economic status differ significantly in the somatic complaints problem. The somatic complaints problem is high for the students belonging to lower socio-economic status than the students belonging to upper middle socio-economic status.
4. The students belonging to upper lower and lower middle socio-economic status do not differ significantly in the somatic complaints problem.
5. The students belonging to upper lower and upper middle socio-economic status do not differ significantly in the somatic complaints problem.
6. The students belonging to lower middle and upper middle socio-economic status do not differ significantly in the somatic complaints problem.

Findings

1. The students belonging to different socio economic status differ significantly in their somatic complaints problem.
2. The students belonging to lower and upper lower, lower and lower middle, lower and upper middle, socio-economic status differ significantly in the somatic complaints problem and The students belonging to upper lower and upper middle, upper lower and lower middle, lower middle and upper middle socio-economic status do not differ significantly in the somatic complaints problem.
3. The somatic complaints problem is high for the students belonging to lower socio-economic status than the students belonging to upper lower, lower middle, upper middle socio-economic status.

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Conclusion

The present study indicates that there is a significant difference between socio economic status and somatic complaints 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. 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.

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