

**RELATIONSHIP BETWEEN ATTENTION DEFICIT  
DISORDER AND SOCIO-ECONOMIC STATUS OF  
STUDENTS STUDYING IN COASTAL AREA SCHOOLS**

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**Abstract**

The aim of the study is to find out the relationship between attention deficit disorder and socio economic status of students studying in coastal area 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 coastal area schools of Cuddalore and Nagapattinam Districts of Tamilnadu. The Attention Deficit Disorder Scale standardised by R.Gnanadevan etal. (2015) have been used to measure the attention deficit disorder of students. The present study reveals that there is a significant and negative relationship found between socio-economic status and all the dimensions of attention deficit disorder of students studying in coastal area schools. Proper efforts can be made for the desired care, treatment and progress of the children with attention deficit disorder through collaborated approach involving effective behavioural and educational intervention.

**Keywords-** ADD and SES of coastal area schools

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## 1. INTRODUCTION

Coastal Tamil Nadu is a disaster-prone area. It is regularly affected by the natural disaster. The maximum loss of life was reported in the Cuddalore and Nagappattinam Districts. All the young people involved in a natural disaster have experienced an extremely frightening event. They face psychological problems, social problems, financial problems and legal problems. Students exposed to natural disaster are likely to experience one or more of the many psychological triggers that can lead to attention deficit disorder. A child with attention deficit disorder (ADD) is usually described as having a short attention span and as being distractible. The students with attention deficit disorder often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities. It also affects their study habit and achievement in school subjects, which in turn leads to wastage and stagnation.

## 2. NEED AND IMPORTANCE OF THE STUDY

The Attention Deficit Disorder is a very common problem in students and a major concern for many families and schools in the coastal area. Attention is an essential skill for the student's academic achievement. The difficulty in concentration is termed as Attention Deficit Disorder (ADD). The school experience can be challenging for students with ADD. Studies found that students with ADD, compared to students without ADD, had persistent academic difficulties that resulted in lower average marks, more failed grades, more expulsions, increased dropout rates, (Weiss & Hechtman as cited in Johnston, 2002; Ingersoll, 1988). A study by Barkley and colleagues (1990) found that 46 percent of the student having ADD. It can make meeting the daily rigors of school challenging (Zentall, 1993). Daily tasks such as getting up in the morning, preparing to leave the house for school, arriving at school on time, and being productive on their study can be especially challenging for students with ADD. Hence, a study of the students having Attention Deficit Disorder is essential if one were to find out the nature, extent and causes of Attention Deficit Disorder, as also to devise ways and means of helping these students both at home and at school. Hence, the investigator felt it necessary to do the present investigation.

## 3. METHOD OF STUDY

The survey method has been adapted to examine the level of students having attention deficit disorder studying in coastal area schools. The sample of the study includes the adolescent students studying in coastal area of Cuddalore and Nagapattinam Districts of Tamilnadu. From

the coastal area schools 950 students studying at secondary level (8th, 9th and 10th standard) has been selected by using random sampling method. Attention Deficit Disorder Scale standardized by the investigator have been used for the present study. It includes four dimensions, such as, inattention, hyperactivity, academic performance and behavioural performance. Socio Economic Status tool standardized by Kuppuswamy (2013) have been used for the present study to find out the socio-economic status of students studying in coastal area schools.

#### 4. 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 attention deficit disorder of students studying in coastal area 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 inattention problem. The 'r' value is found to be  $-.825$ . 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 inattention 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 hyperactivity problem. The 'r' value is found to be  $-.540$ . 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 hyperactivity 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 combined type problem. The 'r' value is found to be  $-.733$ . 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 combined type 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 class room academic performance problem. The 'r' value is found to be  $-.303$ . 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 class room academic performance 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 class room behavioural performance problem. The 'r' value is found to be -.584. 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 class room behavioural performance problem of students.

**Table-1**

**CO-EFFICIENT OF CORRELATION BETWEEN SOCIO-ECONOMIC STATUS  
AND VARIOUS DIMENSIONS OF ATTENTION DEFICIT DISORDER OF  
STUDENTS**

S. No.	Dimensions	Number	'r'	Level of Significance (at .05 level of Significance)
1	Inattention	950	-.825	Significant
2	Hyperactivity	950	-.540	Significant
3	Combined type	950	-.733	Significant
4	Academic Performance	950	-.303	Significant
5	Behavioural Performance	950	-.584	Significant

## 5. RESULT AND DISCUSSION

The present study reveals that there is a significant and negative relationship found between socio-economic status and all the dimensions of attention deficit disorder of students studying in coastal area schools. The studies conducted by Pickett et al., (2005), Elgar et al.,

(2005 and (2009), Pickett and Wilkinson, (2007) also indicates that the socio-economic status relates to child behavioural problems in part through upward social comparisons of social class. Reiss(2013) found that the children from families with lower socio-economic status were about two to three times more likely to have mental health problems than children from more advantaged families. Psychological stressors, such as socio-economic status and environmental disturbance can result in symptoms of emotional and behavioural problems, social problem, low self esteem or even depression. It needs remedial measure in the field of effective education. If these disorders go unchecked, it could have some disastrous effect on the student's academic achievement and also on their life.

## 6. CONCLUSION

Proper efforts can be made for the desired care, treatment and progress of the children with ADHD through collaborated approach involving effective medication, behavioural and educational intervention. The lack of awareness and proper diagnosis of ADHD has made quite number of countries and people too away from the attempts of fighting with this disorder. There is real need of awakening of our masses including the government agencies for taking due recognition of the ADHD disorder in the children and have all the possible diagnostic and treatment measures for its prevention and treatment. Children with ADHD require education for controlling their ADHD problems as well as for the proper adjustment and progress in their life. Equipping and training the teachers for being capable of teaching and handling the children with ADHD, 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 behavioural problems of the children with ADHD may help in achieving much in terms of the education of these children.

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