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RESEARCH ARTICLE

ATTENTION DEFICIT DISORDER OF STUDENTS STUDYING IN COASTAL AREA SCHOOLS

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Abstract

The aim of the study is to examine the level of attention deficit disorder 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 et al. (2015) have been used to measure the attention deficit disorder of students. The present study reveals that the inattention problem, hyperactivity problem, combined problem, class room academic performance problem and class room behavioural performance problem is average for the 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.

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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 Nagapattinam 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. OBJECTIVES

The following are the objectives of the present study:

1. To construct a tool to measure attention deficit disorder.
2. To examine the level of attention deficit disorder of students studying in coastal area schools.

4. 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 to find out the level of attention deficit disorder. It includes four dimensions, such as, inattention, hyperactivity, academic performance and behavioural performance.

5. ANALYSIS OF DATA AND INTERPRETATIONS

The mean and standard deviation has been calculated to find out the attention deficit disorder of students studying in coastal area schools. The result of the analysis is presented in Table-1.

The table-1 shows the mean and standard deviation for inattention problem of students studying in coastal area schools and it is found to be 13.18 and 4.82 respectively. As per the norms of the tool, the scores between 10-18 indicate average inattention. Hence, it can be inferred that the level of inattention problem is average for the students studying in coastal area schools.

The table-1 shows the mean and standard deviation for hyperactivity problem of students studying in coastal area schools and it is found to be 10.53 and 4.63 respectively. As per the norms of the tool, the scores between 10-18 indicate average hyperactivity problem. Hence, it can be inferred that the level of hyperactivity problem is average for the students studying in coastal area schools.

The table-1 shows the mean and standard deviation for combined type problem of students studying in coastal area schools and it is found to be 23.92 and 8.87 respectively. As per the norms of the tool, the scores between 19-36 indicate average combined type problem. Hence, it can be inferred that the level of combined type problem is average for the students studying in coastal area schools.

Table-1

MEAN AND STANDARD DEVIATION FOR THE SCORES OF ATTENTION DEFICIT DISORDER OF STUDENTS STUDYING IN COASTAL AREA SCHOOLS

S. No.	Variables	Number	Mean	Standard Deviation
1.	Inattention problem	950	13.18	4.82
2.	Hyperactivity	950	10.53	4.63
3.	Combined type	950	23.92	8.87
4.	Academic performance	950	11.65	2.96

5.	Behavioural performance	950	11.16	4.71
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The table-1 shows the mean and standard deviation for the class room academic performance problem of students studying in coastal area schools and it is found to be 11.65 and 2.96 respectively. As per the norms of the tool, the scores between 7-12 indicate average academic. Hence, it can be inferred that the class room academic performance problem of students studying in coastal area school is average.

The table-1 shows the mean and standard deviation for class room behavioural performance problem of students studying in coastal area schools and it is found to be 11.16 and 4.71 respectively. As per the norms of the tool, the scores between 8-14 indicate average behavioural performance. Hence, it can be inferred that the level of class room behavioural performance problem of students studying in coastal area schools is average.

6. RESULT AND DISCUSSIONS

The result of the present study indicates that the level of inattention problem, hyperactivity problem, combined type problem, class room academic performance problem and class room behavioural performance problem is average for the students studying in coastal area schools.

Any problem concerned with the affective domain and behavioural pattern would reflect in their life. It could be rectified timely there would not be many problems of the individuals and for the society. The parents and teachers can share information with one another if they work together to plan behavioural and academic strategies for the students. Parents can offer information about the child, including the child's medical history, hobbies and interest, effective reinforcers and behaviour in other settings. The teacher can offer feedback to parents regarding his performance and behaviours in schools. In this regard, the teachers, parents, educational organizations like NCERT, SCERT, SIE, DIET, Board of school education and schools have vital role to play to find out the ways of overcoming the problems of students studying in coastal area schools.

7. CONCLUSION

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. 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 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 these children 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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