GENDER DIFFERENCE IN THE SOCIAL, EMOTIONAL AND PHYSICAL PROBLEMS OF STUDENTS STUDYING IN HIGH SCHOOLS

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ABSTRACT

The aim of the study is to find out the significance of difference between the male and female slow learners, average learners and high average learners with respect to their social, emotional and physical problems. Survey method has been adapted for the present study. Random sampling technique has been followed for the present study for the selection of sample. The sample of the study includes 1384 adolescent students studying in highschool of Cuddalore District. Out of 1384 students 248, 934 and 202 students were identified as slow learners, average learners and high average learners respectively based on their IQ score. The IQ score has been found out by IQ test, IQ test constructed and validated by Gnanadevan. R (2016). The Social, Emotional and Physical Problems scale constructed and validated by the investigator has been used for collecting data from the sample. The present study indicates that the slow learners differ significantly in their emotional problem with respect to gender and also do not differ significantly in their social and physical problems. The average learners differ significantly in their social and emotional problems with respect to gender and also do not differ significantly in their physical problems. The high average learners differ significantly in their social, emotional and physical problems with respect to gender. The social, emotional and physical problem is high for the male students than the female students.

KEYWORDS: Gender, Slow Learners, Social, Emotional, Physical Problems, Normal Schools.

INTRODUCTION

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. It is a women's and people's issues shaped by power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most endemic form of discrimination operating across cultures in developed and developing societies. Education has the inbuilt potential of initiating social change in the context of gender relations. Therefore, conscious and pluralistic interventions have been put forward by the Government of India to address gender equality in education at the centreand state level. Gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education. The journey has been from concern to substantial inclusion. While a lot of efforts have been made on integrating gender concerns in education, globalization, liberalization and expansion in information technology have once again made it mandatory for revisiting gender concerns in education in a proactive manner as an important developmental agenda.

NEED AND IMPORTANCE

As the rate of slow learners of high Schools in the government and government aided schools is increasing alarmingly, it has put additional demands and constraints on the concerned stakeholders to arrest this undesirable phenomenon by evolving suitable strategies. The challenges faced by the students studying in normal schools are multifarious in connection with life, family values, friends and etc. they face psychological; problems, social problems and financial problems. The charactericts of social problems include poor social perception, lack of judgments, difficulty in perceiving the feelings of others, problems in socializing and making friends and problems in family relationship. Slow learners not only lag behind other students in academics but in areas of social, emotional and psychological well-being. It has been estimated that 5 to 15 per cent of school going children suffer from scholastic backwardness (Nair et al, 2003). An overview of the main assumptions and types of research undertaken by feminist research on education, including the analyses that have incorporated, along with gender other social factors as well, such as class, race/ethnicity, disability etc. (Berger and Guidroz, 2009; Dill and Zambrana, 2009; Lykke, 2010) University of Illinois (2018). Girls more likely than boys to struggle with social behavioral, academic needs. The more failing grades students have during eighth grade, the more likely they are to experience social-emotional learning problems, academic difficulties and behavioral problems during their freshman year in high school, researchers found in a new study and despite the gender stereotype that boys are more likely to be the problem children in school, the researchers found that girls constitute the majority of youths who struggled the most academically, socially and behaviorally. Thomas J.D Zurillaet. al., (1998) states that age and gender differences in social problem solving ability examine using the problem solving inventory. In general results compared to younger adults middle aged individualized scored higher on positive problem orientation and rational problem solving. Gender differences were found on positive orientation and negative problem orientation. Siva Kumar G, (2015) states that equipping and training the teachers for being capable of teaching and handling the children with social structuring in the classroom and the other work situation environment providing individual attention and extra special time or attending and solving the learning and behavioral problems of children's may help in achieving much in terms of the education of these children. SharifahAzizah Syed Sahil (2017) states that gender differences in the perception of social supports and cognitive engagement.Results that the structural models differed for the female and male models. Also the findings support self-efficacy belief and behavioral engagement as two mediators in the relation between social support and cognitive engagement for girls but only self-efficacy was a mediator in this association for boys.

Based on the above discussions the investigator felt it necessary to study about the social, emotional and physical problems of the slow learner students studying in normal schools with respect to their gender difference.

METHOD OF STUDY

The survey method has been followed for the present study to findout the gender difference in the social, emotional and physical problems of slow learners, average learners and high average learners studying in high 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 normal school in Cuddalore District. The social, emotional and physical problem scales constructed and validated by the investigator has been used for the

present study to collect the data from the sample. The Datawere collected from 1384 high school students studying in various schools in Cuddalore district. Out of 1384 students 248, 934 and 202 students were identified as slow learners, average learners and high average learners respectively based on their IQ score. IQ score has been calculated by administering IQ test constructed and validated by Gnanadevan, R. (2016).

OBJECTIVES
1. To examine whether there is any significant difference in the social, emotional and physical problems of slow learners with respect to gender.
2. To examine whether there is any significant difference in the social, emotional and physical problems of average learners with respect to gender.
3. To examine whether there is any significant difference in the social, emotional and physical problems of high average learners with respect to gender.

HYPOTHESES
1. There is no significant difference between the male and female slow learners with respect to their social emotional and physical problems.
2. There is no significant difference between the male and female average learners with respect to their social, emotional and physical problems.
3. There is no significant difference between the male and female high average learners with respect to their social, emotional and physical problems.

ANALYSIS AND INTERPRETATION OF DATA

TABLE 1
MEAN DIFFERENCE IN THE SOCIAL, EMOTIONAL AND PHYSICAL PROBLEMS OF MALE AND FEMALE SLOW LEARNERS

Variables	Gender	N	M	SD	t-value	Significant at 0.05 level
Social problem	Male	120	97.55	29.70	0.405	Not significant
	Female	128	98.98	25.82		
Emotional problem	Male	120	93.80	29.63	2.615	Significant
	Female	128	84.00	29.34		
Physical problem	Male	120	90.35	28.35	0.376	Not significant
	Female	128	88.95	30.18		

The Table-1 shows the result of the "t" test carried out to compare the mean social problem scores of male and female slow learnerstudents. The "t" value is found to be 0.405, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female students do not differ significantly in their social problem. The Table-1 further shows the result of the "t" test carried out to compare the mean emotional problem scores of male and female slow learnerstudents. The "t" value is found to be 2.615, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the male and female slow learners differ significantly in their emotional problem. The emotional problem of male slow learner is high than the female slow learners. The Table-1 shows the result of the "t" test carried

out to compare the mean physical problem scores of male and female slow learners. The "t" value is found to be 0.376, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female slow learner do not differ significantly in their physical problem.

TABLE 2
MEAN DIFFERENCE IN THE SOCIAL, EMOTIONAL AND PHYSICAL PROBLEMS OF MALE AND FEMALE AVERAGE LEARNERS

Variables	Gender	N	M	SD	t-value	Significant at 0.05 level
Social problem	Male	458	86.30	29.47	6.003	significant
	Female	476	74.94	28.29		
Emotional problem	Male	458	85.70	36.51	3.984	Significant
	Female	476	75.17	45.77		
Physical problem	Male	458	79.40	36.68	1.538	Not significant
	Female	476	73.58	73.65		

The Table-2 shows the result of the "t" test carried out to compare the mean social problem scores of male and female average learners. The "t" value is found to be 6.003 which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the male and female average students differ significantly in their social problem. The social problem is high for the male than the female average learners. The Table-2 shows the result of the "t" test carried out to compare the mean emotional problem scores of male and female average students. The "t" value is found to be 3.984, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the male and female average learners differ significantly in their emotional problem. The Table-1.1 shows the result of the "t" test carried out to compare the mean physical problem scores of male and female slow learners. The "t" value is found to be 1.538, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female average learner do not differ significantly in their physical problem.

TABLE 3
MEAN DIFFERENCE IN THE SOCIAL, EMOTIONAL AND PHYSICAL PROBLEMS OF MALE AND FEMALE HIGH AVERAGE LEARNERS

Variables	Gender	N	M	SD	t-value	Significant at 0.05 level
Social problem	Male	84	76.76	32.03	3.895	significant
	Female	118	60.42	25.19		
Emotional problem	Male	84	72.92	36.02	3.043	Significant
	Female	118	58.18	30.74		
Physical problem	Male	84	70.40	42.71	3.938	significant
	Female	118	49.67	26.58		

The Table-3 shows the result of the "t" test carried out to compare the mean social problem scores of male and female high average learner. The "t" value is found to be 3.895, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the

male and female high average learner differ significantly in the social problem. The social problem is high for the male than the female high average learners. The Table-3 shows the result of the "t" test carried out to compare the mean emotional problem scores of male and female high average learner. The "t" value is found to be 3.043, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the male and female high average learners differ significantly in their emotional problem. The emotional problem is high for the male than the female high average learners. The Table-3 shows the result of the "t" test carried out to compare the mean physical problem scores of male and female high average learner. The "t" value is found to be 3.938, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the male and female high average learner differ significantly in their physical problem.

FINDING OF THE STUDY
1. The male and female slow learners do not differ significantly in their social and physical problems. But they are differ significantly in their emotional problem. The emotional problem of slow learner is high for the male students than the female slow learners.
2. The male and female average learners differ significantly in their social and emotional problems. The social and emotional problem is high for the male average learner than the female average learner. But the male and female average learners do not differ significantly in their physical problems.
3. The male and female high average learners differ significantly in their social, emotional and physical problems. The social, emotional and physical problem is high for the male than the female high average learners.

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