International Journal of Multidisciplinary Research and Modern Education (IJMRME)
ISSN (Online): 2454 - 6119
(www.rdmodernresearch.org) Volume I, Issue II, 2015

ATENTION DEFICIT DISORDER OF STUDENTS STUDYING IN COASTAL AREA SCHOOLS IN RELATION TO SELF ESTEEM AND LOCUS OF CONTROL

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Abstract:

In this study, an attempt has been made to study the attention deficit disorder of students studying in coastal area schools in relation to self esteem and locus of control. The attention deficit disorder scale standardized by the investigator, self esteem and locus of control scale standardized by Anne Betts (1988) has been used for the present study. The research tools have been administered to a random sample of 600 students studying in coastal area schools of Cuddalore and Nagappattinam Districts of Tamilnadu, India. The survey method has been followed for the present study. The result of the analysis reveals that the level of attention deficit disorder is average, self esteem is normal and the locus of control is external. It further reveals that there is a significant and negative relationship found between attention deficit disorder and self esteem. The locus of control is not significantly correlated with attention deficit disorder. 4% of the total variance in attention deficit disorder is attributed by the locus of control and self esteem of the students studying in coastal area schools.

Key Words: Attention Deficit Disorder, Self Esteem & Locus of Control

Introduction:

Coastal Tamilnadu is distinctly a disaster–prone area. It regularly experiences multifarious natural disasters which affect the livelihood of large numbers of the coastal communities. The students studying in coastal area schools have always suffered physically and psychologically, not only as a direct consequence of the disaster itself, but also from grief and displacement. Academic performance tends to suffer; they are inability to concentrate on a task. Students are easily distracted, rushing from one idea or interest to another and they may produce work that is sloppy and executed. This makes it very hard to pay attention to school work, get homework done, listen to the teacher, and so on. It could be a result of the problems with attention and impulsivity characteristics of attention deficit disorder.

Need and Importance of the Study:

Attention deficit disorder is a biologically- based disorder characterized by inattention, hyperactivity and impulsivity (Castellanos,et al., 2002 and Seiman, 2004). It is often combined with other disorders such as antisocial behaviour, depression, anxiety, low self-esteem, and it is one of the most common psychiatric disorders among children (Biederman et al,. 1996; Breton et al., 1999: Costello et al., 1996; Cuffe, Moore and McKeown, 2005). Brent et.al (2004) found out that the attribution styles of children with ADHD may place them at risk for poor self-esteem. The students with attention deficit disorder are likely to be unpopular and rejected by their peers. Problems with peers combined with frequent negative feedback from parents and teachers often result

in low self-esteem among these students. Furthermore, psychological stressors, such as deaths of loved one, environmental disturbance (such as change in residence or school) or disasters can result in symptoms of attention deficit disorder such as behavioural problems, low self esteem, inattentiveness 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. The assessment of attention deficit, self-esteem and locus of control of bereaved students affected by natural disaster is a necessary step before decisions can be made about treatment and providing remedial measures. The present study focuses on to evaluate these disorders so as to find out appropriate measures to rectify them facilitating student's perfect academic performance.

Over the last ten years, a growing body of research has highlighted the adverse psychological effects of disasters on children and young people. Most of the studies have been conducted in the western countries to find out the various factors associated with the natural disaster. As far as the investigator knows only very few studies have been conducted in India. Hence, the investigator felt it necessary to study the attention deficit disorder in relation to self esteem and locus of control.

Objectives:

The following are the objectives of the present study:

- To find out the level of attention deficit disorder, self esteem and locus of control of students studying in coastal area schools.
- To find out whether there is any significant relationship between attention deficit disorder and the independent variable namely self esteem and locus of control of students studying in coastal area schools.
- To find out whether there is any significant contribution of self esteem and locus of control on the dependant variable the attention deficit disorder of students studying in coastal area schools.

Method of Study:

The normative survey method has been followed to find out the attention deficit disorder in relation to locus of control and self esteem. The attention deficit disorder tool standardized by the investigator has been used for the present study to measure the attention deficit disorder of bereaved students affected by natural disaster. It is a five point scales, which includes 54 statements. Self esteem and locus of control tool standardized by Anne Betts (1988) have been used to measure self esteem and locus of control. It includes 35 items, 28 items for self esteem and 7 items for locus of control. The research tools have been administered to a random sample of 600 students studying in coastal area schools of Cuddalore and Nagappattinam Districts of Tamilnadu, India. The data collected from the sample has been subjected to descriptive, correlation and regression analysis.

Analysis of Data and Interpretations:

Descriptive Analysis:

The mean and standard deviation has been calculated to find out the level of attention deficit disorder, Self-esteem and locus of control of students studying in coastal area schools. It is presented table-1.

The mean and standard deviation for attention deficit scores are found to be 134.15 and 36.259 respectively. It may be remembered that the mean score between 98 to 170 indicates average attention deficit disorder. Hence, the level of attention deficit disorder is average. The larger value of the standard deviation indicates a wide dispersion of scores around the mean.

The mean and standard deviation for self esteem scores are found to be 18.80 and 3.924 respectively. It may be remembered that the mean score between 15 to 21 indicates normal level of self esteem. Hence, the level of self esteem is normal.

The mean and standard deviation for locus of control scores are found to be 4.05 and 1.544 respectively. It may be remembered that the mean score between 0-5 indicates external locus of control. Hence, the students studying in coastal area schools are having external locus of control.

Correlation Analysis:

The coefficient of correlation has been found out to determine the relationship between attention deficit disorder and the independent variables namely self esteem and locus of control. The result of the analysis is given in Table-2. It shows that there is a significant and negative relationship between attention deficit disorder and self esteem as 'r' value (r=-.197) is significant at 0.01 level of significance. This finding is supported with the study conducted by Jennifer et.al (2001). The present study further shows that there is no significant relationship found between attention deficit disorder and locus of control as 'r' value(r=.022) is not significant even at 0.05 level of significance.

Regression Analysis:

The regression analysis has been carried out to find out whether there is any significant contribution of independent variables namely locus of control and self esteem on the dependant variable the attention deficit disorder. The result of the analysis is presented in table 3 to 5.

The table-3 shows the R square value for the model-1(Predictor - locus of control) is found to be .001. It is evident that the attention deficit disorder is not attributed by the locus of control. R square value for model -2 (Predictor-self esteem) is found to be .039. It is evident that only 3.9 % of the total variance in attention deficit disorder is attributed by the self esteem. R square value for model -3 (Predictors – locus of control and self esteem) is found to be .040. It is evident that 4% of the total variance in attention deficit disorder is attributed by the locus of control and self esteem. The remaining percentage of variance 96 % (1-R Square) is to be accounted by other factors.

It is evident from the table-4 that the F value is found to be 12.298, which is significant at 0.01 level. It indicates that there is a significant contribution of the independent variables of the study namely self esteem and locus of control on the dependent variable the attention deficit disorder.

The Table-5 shows the 't' value, which reveals that the locus of control is not significantly contributed to the attention deficit disorder as 't' value ('t'= .705) is not significant. It further reveals that the self esteem is significantly contributed to the attention deficit disorder as 't' value ('t'=-4.930) is significant at 0.01 level. The negative beta value shows that the self esteem (Beta= -.198) contribute negatively to attention deficit disorder. It is evident that more self esteem has reduced the attention deficit disorder of bereaved students affected by natural disaster.

Table-1

Mean and Standard Deviation for Attention Deficit Disorder, Self Esteem and Locus of Control

Variables	Number	Mean	Standard Deviation
Attention Deficit Disorder	600	134.15	36.259
Self Esteem	600	18.80	3.925
Locus of Control	600	4.05	1.544

Table -2

Correlation between Independent and Dependent Variables of the Study

Variables	Self Esteem	Locus of Control
Attention Deficit Disorder	-.197**	.022

Note- N=600, **=significant at 0.01 level

Table - 3

Contribution of Locus of Control and Self Esteem on Attention Deficit Disorder

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	.022(a)	.001	-.001	36.281
2.	.197(b)	.039	.037	35.579
3.	.199(c)	.040	.036	35.594

a. Predictors: (constant) Locus of Control
b. Predictors: (constant) Self Esteem
c. Predictors: (constant) Locus of Control and Self Esteem
Dependent Variable: Attention Deficit Disorder

Table - 4

Anova for Contribution of Locus of Control and Self Esteem on Attention Deficit Disorder

Model	Sum of Squares	Df	Mean Square	F	Significance
Regression	31161.009	2	15580.505	12.298	.000
Residual	756351.5	597	1266.920		
Total	787512.5	599			

a. Predictors: (constant) Locus of Control and Self Esteem.
b. Dependent Variable: Attention Deficit disorder

Table - 5

't' Value of Contribution of Locus of Control and Self Esteem on Attention Deficit Disorder

Model	Un-standardized Coefficients		Standardized Coefficients	t	Significance
	B	Std. Error	Beta		
(Constant)	165.826	7.971		20.804	.000
Locus of Control					

Self Esteem	.664 -1.828	.942 .371	.028 -.198	.705 -4.930	.481 .000*

Note- **=significant at 0.01 level

Findings:

The following are the important findings of the study:

- The students studying in coastal area schools have average level of attention deficit disorder, normal level of self esteem and they are having external locus of control.
- There is a significant and negative relationship found between attention deficit disorder and self esteem.
- There is no significant relationship found between attention deficit disorder and locus of control.
- The locus of control is not significantly contributed to the attention deficit disorder. The self esteem contributes negatively to the attention deficit disorder. Only 4% of the total variance in attention deficit disorder is attributed by the locus of control and self esteem. The remaining percentage of variance 96 % (1-R Square) is to be accounted by other factors.

Conclusion:

The present study indicates that there is a significant and negative relationship found between attention deficit disorder and self esteem. There is no significant relationship found between attention deficit disorder and locus of control. The attention deficit disorder affects children differently at different ages. It affects not only the academic lives of students, may affects their social lives as well. The children with attention deficit disorder may be less cooperative with others and less willing to wait their turn or ply by rules (NIMH, 1999; Swanson,1992; Waslick and Greenhill,1997). Their inability to control their own behavior may lead to social isolation. Consequently, the children's self-esteem may suffer (Barkley,1990). The teachers and parents should reinforce their children to learn the importance of self-control and self-regulation. The de-motivation of the young person then results in a feeling of separateness and failure with resulting self esteem. Parents and teachers can share information with one another if they work together to plan behavioural and academic strategies for the student. The process to develop an effective plan should be collaborative and involve the parents and those other individuals who are most familiar with the child. Students also can take some of the responsibility for their educational and behavioural adaptation.

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