

Behavioural Pattern of School Children Exhibiting Attention Deficit Hyperactivity Disorder Symptoms

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Abstract

School trains the children to the advancement of the youthful personalities as they come from different social sources, and empower them but Some children are confronted by behavioural issues such as, fear, animosity, hyperactivity, wandering off in fantasy , lying, and so forth and it's hard to tackle these issues The present article stresses on the behavioural pattern of school children exhibiting ADHD symptoms where child has inability to comprehend .The most basic trait is a lack of focused attention. Because they are easily distracted by all stimuli, they often get off task, and difficulty organizing assignments. Hyperactivity may be expressed in either verbal or physical disruptions in class. Impulsivity may lead to careless errors, responding to questions without fully formulating the best answers, and only attending to activities that are entertaining or novel such a child may get into fights, bullying other children, or engage in arguments and make critical remarks about siblings and others. To Study the behavioural pattern among school children of different Government, Pvt Aided and Pvt Unaided Schools exhibiting attention deficit hyperactivity disorder symptoms. This study was conducted in 10 primary/upper primary Schools of Dharwad city which includes different Schools like (Government, Private, Aided/Unaided/ for students from 1st to 7th std both in Kannada and English medium Schools with a sample size of 140 by identifying 2 children from each class Each subject was rated by teacher using Conner's Teacher rating scale revised (L) .which covers broad range of behavioural problems related to adhd. The results of the above table clearly shows that children of Government, aided and unaided schools differs significantly with Hyperactivity scores ($F=5.5911$, $p<0.05$), peer issues ($F=17.4292$, $p<0.05$), personality problem ($F=6.5129$, $p<0.05$) and academic issues ($F=5.1490$, $p<0.05$) at 5% level of significance. However, children of Government, aided and unaided schools do not differs significantly with inattention, impulsivity and Psychological issues ($p>0.05$). Early identification and remediation is a matter of perennial concern as they hurt a child's ability to function socially, academically, at home and school and they find difficult in maintaining friendships and come into conflict thus by intervening early problems can be assessed and treated.

KEYWORDS: School, Children, Behavioural Problems, ADHD Symptoms

INTRODUCTION

A child after conception experiences different physical advancement. While home gives a confined outlet, in school, a youngster can channelise his vitality into more friendly way Studies have made stating that in well-known condition, the child is furnished to manage sudden blasts of vitality, when presented with same age individuals. They are instructed to build up their very own thought with advancement in creative ability. Education frames the establishment for the economic, social, and political growth and development of society in general. . So schools play an important

role in moulding a nation's future by facilitating all round development thus growth of children today are equipping to build citizens of tomorrow. The development is parallel to the eventual fate of our nation. In the present world, instruction is an essential need for human school play role to the advancement of the youthful personalities as they originating from different social sources, and empower interest in them to new thoughts and impart amiable practices, for example, compassion, kinship, interest, help which end up being essential in their adulthood.

Thus we come across many Behavioural problems of students in schools In spite of many attempts to understand and to know the severity of behavioural problems of school children still the problem is not understood completely. When compared to the best research in behavioural problems of school children in India is at a low level. Not many studies have been carried out to find out the different behavioural problems of school going children and the severity of the problem. Thus the topic has become a major concern they are finding it difficult to tackle the problem Some problems faced by children are extreme shyness, fear aggression, attention getting, hyperactive, excessively dependent, day dreaming, lying and cheating, stealing, etc The school experience can be challenging for students with ADHD. Demonstrating a failure to understand or follow rules or to complete required tasks. Include frequent classroom disruptions and poor academic performance.

Studies found that students with ADHD, compared to students without ADHD, had persistent academic difficulties that resulted in the following: lower average marks. The disruptive behavior sometimes make students to suspensions and expulsions more failed grades and a lower rate of college undergraduate. When difficulty sustaining attention to a task may contribute to missing important details in assignments, daydreaming during lectures and other activities, and difficulty organizing assignments. Hyperactivity may be expressed in either verbal or physical disruptions in class. Impulsivity may lead to careless errors, responding to questions without fully formulating the best answers, and only attending to activities that are entertaining or novel. Overall, students with ADHD may experience more problems with school performance than their nondisabled peers. .

BASIC CHARACTERISTICS OF ADHD

ADHD addresses an arrangement of thought deficit issue, running from the milder condition without hyperactivity (ADD or ADHD without hyperactivity-fundamentally reckless sort) to the more genuine condition with hyperactivity (ADHD). Yet again, for brevity, a lone term "ADHD" will be utilized as a general depiction of all consideration shortfall issue. Three subtypes are by and by (in DSM-IV) portrayed by three fundamental traits: (1) Inattention, (2) Hyperactivity, and (3) Impulsivity. Additionally, a gathering of related qualities may consolidate interruption, poor buddy/kinfolk relations, compelling behavior, poor self-thought/certainty, sensation-pursuing behavior, poor coordination, memory issues challenges with direction of feelings, inspiration, and excitement. For the analysis to be made, the condition must be obvious before the age of 7, display for >6 months, seen both at home and school and blocking the child's working.

Children with ADHD frequently have issues hindering their enthusiastic responses to occasions. It is not that the feelings they encounter are improper, but rather that those with ADHD will probably freely show the feelings they encounter than would another

person. They appear to be less ready to "disguise" their emotions, to hush up about them, and even to direct them when they do as such as others may do. Consequently, they are likely to appear to others as less emotionally mature, more reactive with their feelings, and more hot-headed, quick-tempered, and easily frustrated by events. Coupled with this problem with emotion regulation is the difficulty they have in generating intrinsic motivation for tasks that have no immediate payoff or appeal to them.

This ability to make private inspiration, drive, or assurance frequently makes them seem to need determination or self-restraint as they can't remain with things that don't give quick reward, incitement, or enthusiasm to them. Their inspiration stays subject to the quick condition for how hard and to what extent they will work, while others build up a limit with regards to characteristically rousing themselves without prompt prizes or different outcomes They find it's hard to enact or stimulate themselves to start work that must be done and regularly grumble and doesn't remain ready and appear to be day dreaming or "in a haze" when they ought to be more ready, centered, and effectively occupied with an assignment.

Conversely, some children are distracted by their own internal thoughts and sensations, rather than by external stimuli. Where Behavioral Impulsivity means they should have things right now. Cognitive Impulsivity-where the children rush through school work; and Emotional Impulsivity-where the child might become easily frustrated, agitated, moody, and/or emotionally overactive. Inattention means a person wanders off task, lacks persistence, has difficulty sustaining focus, make careless mistakes in schoolwork or during other activities has problems in sustaining attention in tasks or play, including conversations, lectures, or lengthy reading and doesn't seem to listen when spoken to directly. Hyperactivity means a person seems to move about constantly in a situations in which it is not appropriate ,excessively fidgets, taps, or talks, squirm in their seats, Leave their seats in situations when staying seated is expected, such as in the classroom run around or climb in situations where it is inappropriate often feel restless, unable to play or engage in hobbies quietly, Be constantly in motion .Impulsivity means a person makes hasty actions that occur in the moment without first thinking about them which can harm; or a desire for immediate rewards or inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without .Thus the present article studies on the behavior pattern of children exhibiting ADHD symptoms.

OBJECTIVE

To Study the behavioural pattern among School children exhibiting Attention Deficit Hyperactivity disorder symptoms of Government, Pvt aided and Pvt Unaided Schools

HYPOTHESIS

There is no significant difference between behavioural pattern School children exhibiting Attention Deficit Hyperactivity disorder symptoms of Government, Pvt aided and Pvt unaided schools aided

METHODOLOGY

This study was conducted in 10 primary/upper primary schools of Dharwad city which includes in different Schools like (Government, Private, Aided/Unaided/ for

students from 1st to 7th std both in Kannada and English medium Schools with a sample size of 140. identifying 2 from each class Each subject was rated by teacher using **Conner's Teacher rating scale revised (L)** which covers broad range of behavioural problems related to adhd. After the data had been collected on different variables related to behavioral aspect, it was processed and tabulated using Microsoft Excel - 2007 Software. Then, the data were analyzed with according to the objectives and hypothesis by interms of ANOVA using SPSS 20.0 statistical software and the results obtained thereby have been interpreted according to the hypothesis.

RESULTS

The results of the above table clearly shows that, children of government, aided and unaided schools differs significantly with hyperactivity scores ($F=5.5911$, $p<0.05$), peer issues ($F=17.4292$, $p<0.05$), personality problem ($F=6.5129$, $p<0.05$) and academic issues ($F=5.1490$, $p<0.05$) at 5% level of significance. It means that, the children belonging to government schools have significant higher hyperactivity, personality problem and academic issues as compared to children of aided schools followed by unaided school children accept peer issues scores. However, children of government, aided and unaided schools do not differs significantly with inattention, impulsivity and psychological issues ($p>0.05$).

Table No-1: Results of ANOVA test on behavioural pattern of children exhibiting ADHD symptoms of Government, Aided and Unaided

Variables	Summary	Types of schools				F-value	p-value
		Government	Aided	Unaided	Total		
	n	76	36	28	140		
Inattention	Mean	14.55	13.61	13.71	14.14	1.9892	0.1407
	SD	02.79	2.66	02.23	02.68		
Hyperactivity	Mean	07.62	6.78	05.96	07.07	5.5911	0.0046*
	SD	02.49	2.15	02.03	02.39		
Impulsivity	Mean	04.64	4.89	05.07	04.79	1.3686	0.2579
	SD	01.40	0.89	01.12	01.24		
Psychological issues	Mean	11.53	12.64	12.21	11.95	2.0025	0.1389
	SD	02.91	3.14	02.27	02.88		
Peer issues	Mean	02.47	2.78	03.93	02.84	17.4292	0.0001*
	SD	01.00	1.27	01.21	01.24		
Personality problem	Mean	15.72	14.22	13.54	14.90	6.5129	0.0020*
	SD	02.89	02.60	03.85	03.16		
Academic issues	Mean	17.93	16.19	17.57	17.41	5.1490	0.0070*
	SD	02.33	2.44	03.75	2.77		

* $p<0.05$

RESULTS AND DISCUSSIONS

Thus the Present study results when analyzed with previous studies like Grand L. Flick (2000). These problems scatter about 3% to 5% of all school-age children approximately 3.5 million children have ADHD. Most reports demonstrate a proportion of 3 or 4 boy to every girl. Scope of sex proportion from 3:1 to 9: 1. Rates of ADHD in different societies have been assessed According to a study by Biederman and colleagues, the ADHD group had comorbid CD (22%), ODD (65%),

Major Depressive Disorder (29%), Bipolar Disorder (11%), various Anxiety Disorders (27%), Tic Disorders (17%), and Enuresis (30%). Around 25% of the understudies with ADHD are held a review. Around 33% of the understudies with ADHD may neglect to move on from secondary school. Around 25% to 30% children and grown-ups create issues with substance abuse and have significant issues: around 20% have set flames around 30% have occupied with the session 40% attempted tobacco and liquor at an early age around 25% have been expelled from secondary school for offense.

Stehen P. Hinshaw Katherine Ellison (2003) Today, roughly 11 percent of all US youth matured 4-17 have sooner or later got an ADHD diagnoses, as indicated by the latest accessible study by the CDC, covering 2011-12. This means around 6.4 million US children and youths. The assessments are less definitive after age 17, but researchers believe that there may be around 10 million adults with the disorder in the United States. ADHD is associated with higher levels of creativity, according to a study published in 1991 by researchers Geraldine Shaw of Georgetown College and Geoffrey Brown of the University of East Anglia in England said that because of their "distractibility," these children often keenly notice things in their environment and think divergently showed creativity. The inability to focus attention normally is because they process and use large amounts of relatively scattered bits of information which are ignored by normal children.

Rose Mccloud, (2014) with careless a lack of ability to concentrate consistently confusion, or ADD, the individual persevering it will give the impression of being spacey and cluttered. All the more regularly, casualties with this sort will be looking out of the window amid classes and will appear as though they are never to some degree there John gray (2014). It's troublesome for the rash hyper child to turn out to be more sensitive to the necessities and sentiments of others. Rather, they end up noticeably unfeeling, uninterested or self-important. They end up plainly anxious, incautious and untrustworthy; they are more imaginative and inspired to tackle issues, they turn out to be effortlessly exhausted and unmotivated to do anything, Mark Selikowitz (2009) - Aggressive conduct is a typical cover for low self-esteem and who feels has failed may vent her outrage on others. A child who does not like herself may infer fulfilment by applying control over others. Get into conflict, and comment on their sibling

Hence in this study , the teachers opinion on children of government, aided and unaided schools differs significantly with hyperactivity scores ($F=5.5911, P=0.0046$ with mean- 7.07 and SD as 2.39), It means that, the teachers opinion on children belonging to government schools have significant higher hyperactivity as well as peer issues ($F=17.4292, p=0.0001$ mean- 2.84 and SD as 1.24 and personality problem ($F=6.5129, p=0.0020$. mean -4.90 and SD 3.16 and academic issues ($F=5.1490, p=0.0070$,mean- 17.41 and SD as 2.77) at 5% level of significance. When compared to teacher's opinion on children of Pvt Aided Schools followed by Pvt unaided school teacher's opinion accepts peer issues scores. However, the teachers of Government, Aided and Unaided Schools do not differs significantly with inattention, ($F= 1.9892, P=0.1407$ with mean as 14.14 and SD as 2.68) impulsivity ($F=1.3686, p=0.2579$ with mean as 4.79 and SD as 1.24 psychological issues ($F=2.0025, p=0.1389$ with mean as 11.95 and SD as 2.88).

CONCLUSION

In spite of the fact that the investigations have been done in knowing the sorts of issues yet the early recognition is fundamental as they hurt a child's capacity to function socially, academically, and at home maintaining friendships and conflictual relations with parents arising out of telling lies, stealing, stubbornness and demanding behavior- problem behaviours in children pose a serious challenge for parents, teachers, community. Whether a child's difficult behaviour should be taken seriously would depend on whether the behaviour is detrimental to the child's emotional and physical well-being in the present or for the future. We need to view the presenting symptoms of difficult behaviour in the context of a developmental framework to prevent further problems, so that by intervening early problems can be assessed.

The child as a human being cannot deal with his academic problems compartmentally there is need to resolve his Emotional and Behavioural problems for his overall well-being since many of these students have not developed adequate social skills by the time they enter school. Schools have become recognised as important locations for addressing student wellbeing with advantages including their reach and familiarity to students and families and there must be many opportunities for mental health promotion and in responding to the wellbeing of students by selecting a model that responds to the needs of individual students by ensuring that the model is implemented effectively in achieving desired outcomes

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