

# **To Study the Symptoms and Negative Effects of Attention Deficit Hyperactive Disorder (ADHD)**

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## **ABSTRACT**

The purpose of this study was to determine whether or not there is a correlation between the use of educational strategies as a "follow-up action" in the classroom for students exhibiting symptoms of attention deficit hyperactivity disorder (ADHD) and an improvement in both academic performance and behavioural issues at home. Children who are required to attend school are required to spend the remaining four to five hours at home with their parents. In order to help these children succeed academically and behaviorally, the present investigator felt it was important to train teachers and parents through counselling on how to deal with these children at home and in the classroom. The primary goals of this research are to better understand the emotional challenges faced by children with attention deficit hyperactivity disorder (ADHD), the extent to which parent and teacher counselling can alleviate these symptoms, and to provide these children with the tools they need to form the habit of working in an integrated and, hopefully, desirable way. Therefore, it seems that keeping this concept in mind, as anticipated, aids in enhancing their performance-related actions and results. In light of the importance of this pilot study, the current investigator has opted to advise parents and educators on how to best interact with these kids so that they can bring about the desired behavioural changes. The study's stated goal was to determine if and to what degree parental and educator counselling had a direct impact on students' academic performance and conduct.

**Keyword: Hyperactivity Disorder, Behaviorally, Children, Academic Performance**

## **INTRODUCTION**

According to the American dental Association (1994), Attention Deficit Hyperactivity disease (ADHD) is among the most often diagnosed mental illnesses in children. This disease typically presents itself in early infancy. It is defined by a degree of inattention and hyperactive/impulsive motor activity that is inappropriate for a child's developmental stage, manifests itself in at least two settings (home and school), and lasts for six months prior to the age of seven.

According to (ADHD childparenting.com, 2010–2011), people with this illness have problems focusing, are easily startled, and behave impulsively. Most people see it for the first time when they are quite young. A child's social interactions, emotional well-being, academic achievement, and conduct may all be impacted by attention deficit hyperactivity disorder (ADHD). Adult persistence is seen in 20–50% of individuals with attention deficit hyperactivity disorder (ADHD).

Approximate estimates place the global prevalence of attention deficit disorder at 5%. Neurobehavioral development disorder is a common name for it. Characterized by a persistent pattern of impulsivity, forgetfulness, hyperactivity, loss of control over one's impulses, and distractibility, attention deficit hyperactivity disorder is often diagnosed in early infancy.

Teens with Attention Deficit Hyperactivity Disorder (ADHD) may struggle in many areas of life, including academics, social interactions, and self-esteem. Even while ADHD is more often seen in youngsters, it has been found in adults at an alarming rate in the last several decades.

A mental disorder known as attention deficit hyperactivity disorder (ADHD) manifests in children as a lack of focus, excessive activity, and impulsivity. Because children with ADHD have trouble with inhibition, working memory, and task switching, the prevailing view of ADHD labels it as an executive dysfunction condition. But it seems that reward and punishment work differently on children with ADHD compared to typically developing youngsters. This illness is among the most frequent psychiatric disorders in children and ranks high among the reasons children are referred to medical and mental health professionals in the US for behavioral difficulties.

The biggest kid population in the world lives in India, making research on attention deficit hyperactivity disorder (ADHD) among Indian youngsters an absolute need. According to the Economic Survey of India (2004), there were around 190 million children in the age bracket of 6–14 years who were diagnosed with ADHD. This condition requires thorough investigation and a range of management approaches. Factor number two is the disparity between the real and estimated rates of ADHD in kids. Around 1% of the overall population in India has Attention Deficit/Hyperactivity Disorder (ADHD), whereas 3-3.5% of youngsters may have the disorder.

Few studies have examined ADHD in youngsters in India. Prevalence rates range from 10% to 20% according to the limited research that have been conducted. Estimates of the gender incidence ratio for ADHD range from 2:1 to 9:1, with the majority of research indicating that men are more likely to have the disorder than girls. The frequency of ADHD in adults is comparable in both sexes, depending on the subset of the disorder and the situation in which it is studied. The educational level of the parents is another component that contributes to the higher prevalence of ADHD in boys.

Few studies have examined ADHD in youngsters in India. Prevalence rates range from 10% to 20% according to the limited research that have been conducted. There has not been much focus on attention deficit hyperactivity disorder (ADHD) in India, in contrast to the Western world. Furthermore, the field of child psychiatry has mostly evolved in the West over the last century, whereas the developing world has been slow to catch up. Disinhibition of behaviour is a hallmark of attention deficit hyperactivity disorder (ADHD) in children. Among their symptoms include difficulties with planning ahead, being less sensitive to mistakes, being disorganized, having trouble with verbal problem-solving and self-directed speech, acting in a way that is not guided by rules, having trouble controlling their emotions, and having trouble creating, implementing, and overseeing organizational plans.

### **Need of the Study**

The major objectives of this study were to probe that to what extent counselling may be effective in dealing with the problems of children showing the symptoms of ADHD and also to understand the emotional problem of these children and empowering them to develop the habit of doing their work in integrated and somewhat desirable manner. So as having this idea in mind it seems to be helpful in improving their performance related behaviour and achievement. If it is found to be useful and a strong source for those children who suffer with the symptoms of ADHD and a conscious effort may be made to create awareness while dealing these children in modifying their behaviour, thinking, performance and scholastic achievements.

### **REVIEW OF LITERATURE**

**Hosseinnia, maede et.al. (2021).** Context: this research looked at how well educational interventions for both parents and teachers reduced symptoms of attention deficit hyperactivity disorder (ADHD) in children. Approach: In this quasi-experimental research, 72 students and their adults were randomly assigned to one of two groups: the test group and the control group. Information gathered from the CSI4-dataset survey. The training sessions were attended by both the parents and the instructor in the test group. Both before and after the instructional intervention, students' ADHD symptoms were evaluated. According to reports from both parents and educators, only kids in the test group showed a statistically significant improvement in their ADHD symptoms two months after the intervention. In sum, all three manifestations of attention deficit hyperactivity disorder (ADHD), including inattention, may be mitigated by teacher and parent training and the implementation of suitable solutions. Trial enrollment: Isfahan University of Medical Sciences' Research Deputy gave the research the go light. Isfahan University of Medical Sciences' Ethical Committee also gave its stamp of approval to the research project. (IR.MUI.RESEARCH.REC.1398.297) designation. Isfahan City's Education Department granted the necessary approval. Involvement in the research was entirely discretionary. Participants in the research were informed of the objectives and asked for written agreement before they could take part.

**Hakami, M et.al. (2022).** The efficacy of parental treatments for difficulties and problems in children with attention deficit hyperactivity disorder (ADHD) is comprehensively reviewed in this research. The trials were randomized controlled trials. Children diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) or exhibiting severe signs of the disorder were the subjects of a systematic review and meta-analysis. Behavioural therapies for children with ADHD that are delivered by parents are the subject of this systematic review. Eight studies were deemed eligible for inclusion in the evaluation. Results for children with ADHD who participated in Behavioural therapies led by their parents showed significant improvement, according to this study. Behaviour treatments implemented by parents were shown to be effective in reducing symptoms and Behavioural difficulties associated with ADHD. These findings provide credence to the suggestions made for clinical practice and suggest that therapies administered by parents are effective. Consequently, it is important to make sure that parental interventions are available to help with behavioural difficulties and concerns that children with ADHD may face.

**Vaziri, Shahram et.al. (2014).** The topic of attention deficit hyperactivity disorder (ADHD) in educational settings is divisive. Students with attention deficit hyperactivity disorder (ADHD) often struggle to focus, show careful attention, finish projects, remember details, and complete school assignments. They may also have difficulties interacting with peers, teachers, and family. Children with attention deficit hyperactivity disorder (ADHD) have the potential to thrive in both the home and the classroom, according to research. The purpose of this research is to learn how family training affects the symptomatology, overall health, and parenting styles of children diagnosed with attention deficit hyperactivity disorder (ADHD). In order to achieve this goal, 36 couples with children diagnosed with ADHD were randomly assigned to one of two groups: the experimental group and the control group. Over the course of ten group sessions, the experimental group received training. While MANCOVA found that family training improved parents' health and reduced ADHD symptoms in affected children, it found no discernible effect on parents' parenting approaches. Parents whose health is improved by training report less indications of attention deficit hyperactivity disorder (ADHD) in their children.

## **OBJECTIVES OF THE STUDY**

Following objectives will be used in this study: -

1. To discuss about the symptoms and negative effects of attention deficit hyperactive disorder (ADHD)
2. to ascertain the impact of teacher's counselling to adopt educational strategies as a follow-up action in teaching-learning process of the children

## **RESEARCH METHODOLOGY**

Research is an ongoing effort that aims to find new information and add to our organized corpus of knowledge using scientific and methodical methods. Actually, research is a kind of artistic inquiry into scientific matters. Research is defined as "a thorough investigation or inquiry particularly through search for new facts in any branch of knowledge" in the Advanced Learner's Dictionary of Current English. For research in the social sciences to be scientifically sound and yield useful conclusions, researchers must exercise extreme caution when formulating their research questions and design their studies to ensure objectivity and rigour.

It is essential for researchers to exercise caution while following protocol, making sure to use a sufficient sample approach, use standardized instruments, and apply proper statistical methods for data analysis. When doing scientific study in the field of psychology, it is crucial to adhere to these guidelines.

Research is defined by D. Slesinger and M. Stephenson (quoted in the 1930 Encyclopaedia of Social Sciences) as "the act of establishing, expanding, correcting, or verifying knowledge by means of the manipulation of objects, ideas, or symbols," regardless of whether the goal is to build theory or practice an art form. Therefore, research is an innovative way to add to the body of knowledge in order to progress it.

Research is the process of seeking knowledge by means of investigation, analysis, comparison, and experimentation. The research process is a methodical one that begins with stating the problem, then moves on to developing a hypothesis, gathering relevant facts or data, and finally drawing conclusions that may be solutions to the problem at hand or broad theoretical frameworks.

The goal of research, as acknowledged by all sciences, is to use observations as a foundation for answering questions of interest. Edward (1968) explained that research is not about making random observations, but rather focusing on those that are relevant to the question at hand.

Research, then, is an innovative effort to increase the body of knowledge by adding something new to it. Investigating hypotheses by direct observation, comparison, and experimentation is an ongoing process.

## RESULT AND DATA INTERPRETATION

**TABLE 6.1 Showing the Impact of Parental Counselling on Children's Performance on Vowel Cancellation Test. (Group-II, N = 20)**

	<b>Mean</b>	<b>S.D</b>	<b>t</b>
<b>Pre-counselling session</b>	44.50	6.05	13.21 ***
<b>Post-counselling session</b>	45.20	6.60	

Significant at 0.01

Table shows that children's performance on the Vowel Cancellation Test was 44.50 before the counselling session and 45.20 after the counselling session, clearly indicating that the children's performance improved significantly. The children's performance showed a marked improvement after the counselling session, and there was a statistically significant difference (p.01) between the pre- and post-counseling scores of the same group of students on the Vowel Cancellation Test. Based on the results, it seems that the counselling had a significant impact on the parents' ability to handle their children's problems at home, which led to their children performing better on the Vowel Cancellation Test. This suggests that these kids might also benefit from parental therapy.

Counsellors should also train parents in order to improve their children's performance on tasks; this is because parents have a wealth of information about what works for certain types of children and what doesn't, and it can help both special needs children and typically developing children.

The results suggest that the children's improved performance may be attributable to the way their parents handle them on a daily basis at home. This change in behaviour may have prompted the children to engage more actively in their learning, which in turn improved their concentration, involvement, and habit of giving each task their all.

**Table 6.2 Showing the Impact of both Parent's and Teacher's Counselling on Children's Performance on Vowel Cancellation Test. (Group-III, N = 20)**

	<b>Mean</b>	<b>S.D</b>	<b>t</b>
<b>Pre-counselling session</b>	45.10	5.73	13.21***
<b>Post-counselling session</b>	52.95	6.51	

Significant at 0.01

Table displays the results, which demonstrate the average performance of students on the Vowel Cancellation Test after they received counselling suggestions from both their instructors and parents. By providing parents and teachers with counselling tips, the children's performance improved significantly. Before the session, their mean performance was 45.10 with a standard deviation of 5.73.

After the session, their mean performance was 52.95 with a standard deviation of 6.51. It is evident from the results that the Vowel Cancellation Test scores of children exhibiting ADHD symptoms improved after receiving counselling advice on how to handle these issues and how to alter their conduct.

The results suggest that the guidance provided by both instructors and parents had a significant effect on the students' grades. This suggests that children's academic performance may be substantially enhanced if both parents and teachers are provided with counselling recommendations.

**Table 6.3 Showing the Impact of Teacher's Counselling on Children's Performance on Letter Symbol Substitution Task. (Group-I, N = 20)**

	<b>Mean</b>	<b>S.D</b>	<b>t</b>
<b>Pre-counselling session</b>	48.00	7.19	11.67***
<b>Post-counselling session</b>	56.05	6.40	

Significant at 0.01

The purpose of re-evaluating the students' performance on the Letter Symbol Substitution Task was to determine the extent to which the counselling provided by instructors had an effect on their results on a separate test from the Vowel Cancellation Test. The Letter Symbol Substitution Task was used to evaluate the performance of the same group.

Table shows the mean and standard deviation of the students' performance on the Letter Symbol Substitution Task before and after the counselling session. Clearly, the students' performance improved significantly after the counselling session compared to before. This finding indicates that teacher counselling has a beneficial effect on students' performance on this assessment.

Results show that students' behaviour and academic performance are both improved after receiving counselling from their teachers. This is supported by the higher mean score and by the fact that students in this group performed better on the Vowel Cancellation Test and the Letter Symbol Substitution Task after receiving counselling. Teachers' counselling appears to have a significant effect on these students' behaviour in relation to the teaching-learning process, as evidenced by the consistent improvement in their performance on both the Letter Symbol Substitution Task and the other assessment.

**Table 6.4 Showing the Impact of Parental Counselling on Children's Performance on the Letter Symbol Substitution Task. (Group-II, N = 20)**

	<b>Mean</b>	<b>S.D</b>	<b>t</b>
<b>Pre-counselling session</b>	45.20	6.50	14.68***
<b>Post-counselling session</b>	53.45	6.44	

Significant at 0.01

The children's better performance on the Letter Symbol Substitution Task is shown by their higher mean score after the counselling session, as shown in Table. The children's performance improved after receiving parental therapy, as shown by a considerably higher mean score in the session that followed.

Further, the results show that the same group of kids did much better on the Letter Symbol Substitution Task and the Vowel Cancellation Test after the counselling session. The results demonstrated that children's conduct changed on the Vowel Cancellation Task and a self-competitive task as a consequence of parental therapy.

Considering the significant progress these children demonstrated on these tasks, it is reasonable to conclude that parental therapy had a significant influence on helping these children cope with their issues. Another point to make is that these kids' sense of self-efficacy has helped their parents lead them more effectively.



## CONCLUSION

The results show that these kids may definitely benefit from some guidance in terms of both their performance and their conduct. Research, regardless of field, is an ongoing process with well-defined goals and the inevitable goal of deriving significant results. Despite investigators' best efforts, there are always going to be gaps in our understanding of the behavioural sciences due to factors such as time limits, limited resources, and researchers' own limitations. Consequently, solving research problems and drawing valid findings remains a significant difficulty for social science researchers engaged in scientific research. The study will eventually reach a stalemate if it is exhaustive in every way.

The limitations of a study provide the way for more investigation into the factors under study in subsequent studies. Despite the current researcher's best efforts, this study has several shortcomings and is not immune to criticism. It was the hope of the researchers that this project would pave the way for similar studies in the future, which will investigate the nuances of the teaching-learning problem faced by students exhibiting symptoms of attention deficit hyperactivity disorder (ADHD) and help parents and educators develop effective strategies for working with these students.

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