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FACTORS WHICH IMPACT ON TEACHERS IN THE MANAGEMENT OF SCHOOL CHILDREN EXHIBITING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) SYMPTOMS

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ABSTRACT:-

Schools have become recognized as important locations for addressing student wellbeing to the needs of individual. Behavioural problems are increasing part of the health problems the world over. A common childhood developmental disorder diagnosed among the



elementary school going population is Attention Deficit Hyperactivity Disorder (ADHD) a triad of challenges in the ranges of attention, movement levels and impulsive behaviour are the center symptomatic offers of ADHD. Hyperactive-impulsive practices regularly prompt disruptive practices in the classroom

including strolling around the classroom when staying situated will be expected, talking crazy for turn, Teachers struggle to involve parents and communities in the learning process and face challenges in teaching. Hence the study was under taken to the factors which impact on Male and Female teachers in the Management of school children of primary/upper primary schools of Dharwad city exhibiting Attention Deficit Hyperactivity Disorder Symptoms, with a sample size of 105 latter 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 t-test using SPSS 20.0 statistical software and the results obtained thereby have been interpreted according to the hypothesis. The results of the above table clearly shows that, the male and female teachers do not differs significantly with teaching challenges ($t=-0.9633$, $p=0.0851$), teacher -child relationship ($t=1.0645$), $p=0.2896$), social life ($t=0.1698$, $p=0.8655$), self concept ($t=-0.0616$, $p=0.9510$), health factors ($t=0.6367$, $p=0.5257$) and risk factors scores ($t=0.6595$, $p=0.5110$) at 5% level of significance. Since there is lack of awareness among the school authorities and such problems have been neglected and there is not enough resources and services available, there is need for early identification and remediation.

KEYWORDS: Teachers, Management, School Children, ADHD Symptoms.

INTRODUCTION :

Children get trained in school in co-operative and mutually helpful living; and become socially effective human beings in a democratic society. Their behaviour can be disruptive and difficult at times for some children, serious behaviour difficulties become a pattern that can include acting impulsively, reacting with aggression, refusing to follow reasonable directions, these challenges meddle with social and scholarly improvement of children and can have serious outcomes on their emotional well-being, Hermanns, Ory, and Schrijvers (2005) The development of social, passionate and behavioral issues in youngsters relies on upon the individual childs inclination and the social setting in which school play a vital part where they spend a lot of their time. Schools

have turned out to be perceived as important area for the prosperity of wellbeing. And are viewed as to assume a more prominent part in encouraging social-enthusiastic advancement A sizeable population of our children need support in coping with emotional and behavioural problems which are less. Ramnath Sharma et.al (2007) India is sparse in counseling and direction action and the changing pattern of social framework

More than being a passing age related phenomenon, persisting behaviour problems are shown to have long term negative outcome for affected children their family and society. Along these lines the early prevention is fundamental and the school condition influences the child the teacher as well as parent faces a serious challenge and thus the school must be well equipped with resources to manage such children thus understanding indepth about the needs and psycho socio economic conditions.

The part of teacher is vital in keeping up psychological wellness of the children, yet the critical thing is that the educator himself ought to have appropriate emotional wellness. So it is important arrange appropriate conditions for mental health of the teachers. Likewise, such conditions ought to be expelled which can hinder mental health. However, their understanding of social situations that lead to such behaviour problems severely limited, and they may have difficulty in comprehending how their behavior affects children or why children behave as they do.

A common childhood developmental disorder analyzed among the primary school going population is Attention Deficit Hyperactivity Disorder (ADHD). Evaluations of ADHD over the world range from (2.2% to 17.8 %). Research on ADHD in India is in its nascent stage and initial epidemiological studies indicate that prevalence rates for ADHD vary from 5-10 percent of the general population. The incidence is reported to be higher in boys than girls in the ratio of 7:4 kinships 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 has biological origin No single cause has been distinguished, however analysts are investigating various possible genetic and environmental links Studies have demonstrated that many children with children must show practices from one of the three subtypes before age 12, these behaviours must be more extreme than in different children of a similar age should keep going for no less than 6 months the months the behaviors must happen in and negatively affect at least two areas of a child's life (such as school, home, childcare settings, or friendships practices must occur in and contrarily influence no less than two regions of a childs life, (for example, school, home, childcare settings.

Commonly a group of three of troubles in areas of attention, activity levels and impulsive behaviours frame the center demonstrative elements of ADHD. Children with ADHD show an assortment of challenges with school working. Hyperactive-imprudent practices that may involve problematic practices in the classroom including strolling around the classroom when seating is expected, talking out of turn, intrusive verbalizations, not finishing on directions and interfering with educator guideline Children with this issue likewise experience issues in sustaining attention and exhibit significantly higher rates of off-task behaviour when passive classroom activities (e.g. tuning in to instructor direction and perusing noiselessly) are obliged in respect to their non-ADHD colleagues

ADHD IN SCHOOL CHILDREN

Primary school-age youngsters with ADHD ordinarily have noteworthy challenges with scholastic accomplishment and peer relations. They get altogether lower scores on accomplishment tests than do their associates without ADHD and are at higher-than- for grade retention and placement in special Approximately 30% of the youngsters with ADHD likewise have a learning inability. In any case, their scholarly troubles typically are the after effect of performance rather than skills execution Children with ADHD fall flat at the learning assignments that require sufficient levels of attention, inhibition, and active involvement. The increasing blunders toward the finish of performing exercises, or the challenges in completing assigned tasks. To this circumstance is included a low inspiration toward achievement: Students with ADD spend less time considering

and put out less push to accomplish educational objectives.

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 in the classes Likewise, the students with ADHD usually fail at performing tasks requiring organizational capabilities due to an ineffective use of the higher order processes: using working memory, working fluently, being alert, and monitoring their work. Finally, the academic performance of students with ADHD is negatively affected by the disturbing behaviors that they frequently manifest in class (being out of their seats, interrupting the teacher during explanations, making inappropriate noises, fidgeting, etc.), which are serious obstacles to the teaching/learning process. On the other hand, children with ADHD usually also suffer some form of social rejection from their peers.

Various factors related to low behavioral inhibition may explain this situation. In the first place, deficits in the self-regulation of affect a lack of ability to separate the affect or emotional charge from the informational content produce a low tolerance to frustration, a tendency toward emotional outbursts, an excessive personalization of events, and a less objective approach in evaluating conflictive social situations. Another of the explanatory factors for the low social competence of children with ADHD has to do with a delay in the internalization of language.

There is a need that parents also supervise their children Teachers struggle to involve parents and communities in the learning process .as these children require individual care and attention due to the shortage of time teachers struggle to get them to mainstream they have very little control over their peer circle who ridicule and them schools, don't have a school based assets insufficient experts accessible to help to the necessities of ADHD where information on managing these children can be taught like ,how to deal with diversity among learners how to identify needs in learners and within the school and community how to accomplish curriculum flexibility, as many come from poor background ,conflict at home, lack of parental support for education it becomes necessary to know their overall conditions to make implementation effective for problems in attention, thus teacher are not trained in early detection With a large size of class and competition which increases. Competition and reduces healthy peer group interaction. Thus the child when unable to meet the expected standards they face low self-esteem, social withdrawal, anxiety and mood disorders, and at times the extreme step of suicide.So teachers finds challenging to their psychological issues and intern impacts their mental health giving them the feeling that they are not able to give solutions to the children.

OBJECTIVE

To study the Factors impact on Male and Female teachers of school children exhibiting Attention Deficit Hyperactivity Disorder symptoms from primary and upper primary grades from different Government,Pvt aided and Pvt unaided schools.

HYPOTHESIS

There is no significant difference between impact on Male and female teachers of school children exhibiting Attention Deficit Hyperactivity Disorder symptoms from primary and upper primary grades from different Government, Pvt aided and Pvt unaided schools

METHODOLOGY

This study was conducted in 15 primary/upper primary schools of Dharwad city Which includes in different Schools like (Government, Private, Aided/Unaided/ for students from 1stto 7th std both in Kannada and English medium Schools with a sample size of 105 taking 7 teachers from each school. Each subject was rated by using self constructed questionnaire on various dimensions after the data had been collected on different variables 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 t-test 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, the male and female teachers do not differs significantly with teaching challenges ($t=-0.9633$, $p=0.3376$), teacher -child relationship ($t=1.0645$), $p=0.2896$), social life ($t=0.1698$, $p=0.8655$), self concept ($t=-0.0616$, $p=0.9510$), health factors ($t=0.6367$, $p=0.5257$) and risk factors scores ($t=0.6595$, $p=0.5110$) at 5% level of significance. It means that, the male and female teachers have similar teaching challenges, teacher -child relationship, social life, self concept, health factors and risk factors scores. But, the female teachers have significant higher work stress scores as compared to male teachers ($t= -2.2644$, $p<0.05$) at 5% level of significance. The mean scores between male and teachers with respect to different variables related to behavioral are also presented in the following figure

Table: Results of t test between male and female teachers with respect to different variables related to impact aspect

Variables	Summary	Gender			t-value	p-value
		Male	Female	Total		
	n	45	60	105		
Teaching challenges	Mean	41.24	42.20	41.79	-0.9633	0.3376
	SD	5.40	4.73	5.03		
Teacher -child relationship	Mean	4.16	3.95	4.04	1.0645	0.2896
	SD	0.82	1.08	0.98		
Social life	Mean	1.04	1.02	1.03	0.1698	0.8655
	SD	0.82	0.83	0.83		
Work stress	Mean	1.87	2.37	2.15	-2.2644	0.0256*
	SD	1.06	1.16	1.14		
Self concept	Mean	0.24	0.25	0.25	-0.0616	0.9510
	SD	0.48	0.44	0.46		
Health factors	Mean	3.27	3.12	3.18	0.6367	0.5257
	SD	1.10	1.26	1.19		
Risk factors	Mean	3.20	3.03	3.10	0.6595	0.5110
	SD	1.18	1.35	1.28		

* $p<0.05$

DISCUSSION

Thus the Present study when analysed with previous works came to an understanding that teaching challenges could be due to various reasons like John Visser (2001) - He sets out methodologies which focus after raising children achievements and also their own personal and social improvement. He encourages instructors to build up an attention to emotional literacy attesting its significance in view of critical thinking, which can furnish educators with both a more noteworthy comprehension of the issues and a more extensive scope of procedures that research should examine in greater detail how these system forms and are incorporated by schools by and talented staff with a compassion for children. NIMH (2007). Increasingly, teachers find themselves struggling to address both the academic and behavioral concerns of students, and the prevalence of ADHD has magnified this challenge approximately 3-8% of school-aged children meet the criteria for the disorder placing at least one child with ADHD in every American classroom.

National Council for Special Education (2012) EBD incorporates children who display practices that truly challenge the capacity of the educational system which truly disturb the work of the classroom. Such practices incorporate fierce physical hostility towards different students and towards educators maintained and hostile verbal attack refusal to participate in classroom exercises yelling, harassing and disturbing the classroom in a way that does not respond to repeated efforts on the school's part to control such conduct tossing books, seats and work areas reliably devastating their own work and the work of others.

Anil Shetty, B. Sanjeev Rai (2014) the prevalence of Attention hyperactivity disorders (ADHD) in children ranges from 5-10% but has not received adequate attention in developing countries like India. There are also several misconceptions and stigmas associated with ADHD. Teachers could play a significant role in identifying.

The teachers had an inadequate knowledge about ADHD.

The results of the above table clearly shows that, the male and female teachers do not differs significantly with teaching challenges ($t=-0.9633$, $p=0.3376$, mean-41.79 and SD as 5.03) teacher -child relationship ($t=1.0645$), $p=0.2896$, mean-4.04 and SD as 0.98) social life ($t=0.1698$, $p=0.8655$ Mean-1.03 and SD as 0.83) self concept ($t=-0.0616$, $p=0.9510$, mean- 0.25 and SD-0.46) health factors ($t=0.6367$, $p=0.5257$, mean-3.18 and SD-1.19) and risk factors scores ($t=0.6595$, $p=0.5110$, mean-3.10 and SD-1.28) at 5% level of significance. It means that, the male and female teachers have similar teaching challenges, teacher -child relationship, social life, self concept, health factors and risk factors scores. But, the female teachers have significant higher work stress scores as compared to male teachers ($t= -2.2644$, $p<0.05$) at 5% level of significance. The mean scores between male and teachers with respect to different variables related to behavioral are also presented in the following figure.

CONCLUSION

More than being a passing age related phenomenon, persisting behaviour problems are shown to have long term negative outcome for affected children, their family and society thus problem behaviours in children pose a serious challenge for parents, teachers, community. Indiatoday.(2011) - It's an issue that is expecting a substantially bigger dimension than believable and one that guardians are urgent to discover answers for much more Indian youngsters experience the ill effects of ADHD than 10 years back. The frequency of this issue, which brings about lessened ability to focus, hyperactivity and fretfulness in kids, has gone up by 11 for every since 2005.

Since there is lack of awareness among the school experts and such issues have been neglected and there is insufficient assets and administrations accessible and even the trained manpower is lacking thus studies must aims in understanding the impact on parents, teachers, child and suggests a need based programmes for such problems. There are many proven projects and methodologies accessible and despite the fact that there is still much research to be done to discover which interventions are best, there is a lot that can be done to help children may be with excellent implementation of various techniques and skills at any early stage may be helpful for teachers in managing ADHD children and could reduce their stress and challenges in teaching

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