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The study was planned to ascertain the impact of teacher’s counselling to adopt educational strategies as a follow-up action in teaching-learning process of the children with the symptoms of Attention-Deficit Hyperactive Disorder (ADHD) in class-room setting and also their parents in handling the problems in home to improve their scholastic performance and behaviour of such type of children. In fact, the school going children have to spend 4 - 5 hours in the school and rest of the time in the home with their parents. Realizing the importance of involving of teachers and parents, the present investigator felt it necessary to train them to use counselling tips in the school and home in order to help these children in teaching-learning process to bring some desirable improvement in their scholastic performance and behaviour.

The major objectives of this study was 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.

Keeping in view the significance of this study the investigator decided that the parents and teachers be trained through counselling how to deal these children because they may be more helpful in bringing
desirable improvement in changing their behaviour. It is intended to explore that at what extent counselling of teachers and parents could be directly effective on children’s behaviour. In dealing with the problems of such type of children the investigator can not give them direct counselling in an effective manner because they can not be followed-up. Parents trained through counselling may evaluate their own behaviour, while interacting with the child and they can better understand the problem of the child. Through these techniques they may manage the troublesome situation created by such type of children, they can be much helpful for these children in changing their study pattern and through these techniques they might be able to understand how they should have to behave with the child, how performance of the child may be improved, in what manner they should teach their children and adopt most suitable way to teach them because such type of children need special care from their parents. Teachers can also help their students who found to show the symptoms of ADHD with the help of counselling techniques they may help them in a better way to enhance their efficacy and improve scholastic performance because such types of children need proper care and attention for their development. If parents and teachers ignore such type of children and do not apply these techniques then they may likely to become more severe case of ADHD and possibly can’t be treated without medication which in long run has many side effects. Keeping in mind the significance of these counselling techniques, the present investigator made an attempt to ascertain the effectiveness of parents and teachers counselling in improving the scholastic performance of children showing the symptoms of ADHD.

Chapter-1 deals with introduction and review of research literature concerning to the historical perspectives of the concept. The investigator made all possible efforts to present an explicit explanation of the concepts
and theoretical background of the variables supported by recent relevant research studies bearing direct or indirect relation with the topic of present research work.

Chapter-2 is fully devoted to methodology and procedural presentation of conducting study. In this study 60 children showing the symptoms of ADHD were identified from the primary schools located in city area of Aligarh. Children included in the sample of this study were not the declared cases of ADHD rather they merely showed some similar symptoms in their behaviour. While selecting sample a researcher has to use some criteria to identify children. So as preferably the present investigator found it more authentic to use DSM-IV (1994) classification to identify these children. The investigator contacted the parents of these children after taking their addresses from the school record to inquire about the activities of these children in their homes and also about their academic progress concerning to scholastic performance. After gathering relevant information from their parents and teachers about behaviour and activities of these children and on the basis of the report of their teachers as well as parents, the resemblance found in their behaviour with regard to the symptoms of these children were compared from DSM-IV classification and finally 60 children were identified who were found to show the moderate symptoms of ADHD. The age range of these children was between 6 to 10 years. The Letter Symbol Substitution Task and Word Cancellation Tests were administered individually to measure their concentration and attention. The study was carried out on three groups of children (N = 20, in each group) in two phases. In the first phase, the scholastic performances of these children were obtained from school record and also administering Vowel Cancellation Test and Letter Symbol Substitution Task. In first phase, counselling was not given to their parents and teachers both. The sample of 60 subjects was divided
into 3 groups. In group-I counselling was given only to their teachers, in group-II counselling was given only to their parents and in group-III counselling was given to both (teachers and parents).

In the second phase parental counselling and educational strategies (it also includes teachers counselling) was given. The purpose of given counselling was to train their parents and teachers separately for period of 3 months and in total there were 18 sittings with them. Each sitting was of at least one hour duration. The counselling was given individually to the parents of each child and they were trained to follow the counselling tips as given by investigator. After giving counselling to parents and teachers, the behaviour and performance of these children were again measured to see the impact of counselling of parents and teachers on scholastic performance and achievements of these children. The case history of each child has been prepared and is presented in chapter-2nd to have a clear explicit picture of every child included in the sample. In this study for the analysis of data t-test was found most suitable to compare their performance and achievements and repeated measure design was used.

In Chapter-3, results and their discussion have been presented systematically in various Tables. The main findings are stated below.

- The result obtained as shown in Table 1.a, (Group-I) reveals the impact of teacher’s counselling on student’s performance measured on Vowel Cancellation Test. In the first phase of the study without counselling of their teachers, it was observed that the students performed poorly as evident from their low mean score. But in the second phase after counselling of their teachers the performance of children increased significantly.
- Table 1.b, (Group-II) indicates the impact of parental counselling on student's performance on Vowel Cancellation Test. The performance of the children was found poor in the first phase of the study. When performance of these children was measured after counselling of their parents, it was found that they scored significantly high. It means their performance improved as is evident from their high mean scores.

- Table 1.c, (Group-III) reveals the impact of counselling on teachers and parents both measured on Vowel Cancellation Test. In the first phase of the study, before counselling the children perform poorly but in the second phase after counselling sessions of their teachers and parents they performed very well on the test which is evident from their significantly high mean score. The performance of this group of children was found much better than that of the group-I and group-II.

- The performance of these three groups of children were also measured on the Letter Symbol Substitution Task to see the impact of counselling of their teachers, parents (separately) and both as shown in the Table 2.a, the result obtained signifies that the group-I was found to show significant improvement in their performance in the second phase of the study but the performance of these children was found poor in the first phase of the study. The result signifies that the teachers counselling was found to show its impact in enhancing the performance of this group of children on Letter Symbol Substitution Task too.

- The performance of second group of children as shown in the Table 2.b, indicate that when their parents were given counselling the performance of these children was measured on Letter Symbol Substitution Task signifies that the children showed good
performance in comparison to their performance measured in pre-counselling sessions of their parents. It means the performance of this group of children significantly increased as a result of parental counselling.

- When the performance of group-III of children on the same task was measured to see the influence of the counselling of their parents and teachers (both) on their performance. The result obtained as shown in the Table 2.c, clearly indicates that these children performed very well on the task then that of their performance of group-I and group-II of children. It means counselling of both the teachers as well as parents showed much influence in improving the performance of these children.

- The result obtained as shown in Table 3.a, (Group-I), the scholastic achievement of these children in half-yearly and annual examinations before and after counselling of their teachers indicates that the percentage of marks of each child was found low in half-yearly examination. But after counselling of their teachers it was observed that the scholastic achievement in terms of percentage marks increased significantly showed the impact of teachers counselling resulted in improving scholastic achievement of this group of children.

- Table 3.b, (Group-I) shows the average percentage of marks of all children before and after counselling of their teachers. Results indicate that the average percentage of marks was found low (without counselling of their teachers) in the half-yearly examination but after counselling the average percentage of marks of this group of children in annual examination markedly increased. In the light of result obtained it is interpreted that better
performance of these children is the outcome of teacher’s counselling.

- Table 3.c, (Group-II) indicates the scholastic performance of children before and after counselling of their parents. The percentage of marks of each child was found relatively low in the half-yearly examination but in the second phase of the study after counselling of their parents the children’s percentage of marks increased significantly.

- Table 3.d (Group-II) the average percentage of marks of this group of children without counselling of their parents in half-yearly examination was found low but in annual examination the average percentage of marks markedly increased which specifies the impact of parental counselling in improving children’s performance i.e. securing relatively higher percentage of marks in the annual examination.

- Table 3.e (Group-III) refers the scholastic performance of children before and after counselling of their parents and teachers (both). Result obtained clearly showed that before counselling of their parents and teachers the percentage of marks of each child in the half-yearly examination was found low but the percentage of marks of each child markedly increased in the annual examination. It reveals that the counselling of both parents and teachers improved a lot the scholastic achievement of this group of children.

- Table 3.f (Group-III) the average percentage of marks before counselling sessions of their teachers and parents in half-yearly examination was low but the same group of children showed marked improvement in their school subjects that resulted in securing higher percentage of marks in annual examination. It means counselling of
parents and teachers showed much impact in improving scholastic achievement of this group of children.

Summarizing the results obtained of these three groups of children in various test settings to see the impact of teacher’s counselling, parental counselling and counselling of parent’s and teacher’s (both), the Children performance measured on Letter Symbol Substitution Task, Vowel Cancellation Test and Scholastic achievement it was observed that the counselling of parent’s and teacher’s (both) showed much effectiveness in enhancing the personal efficacy of children in all three test settings.

In Chapter-4 the research findings have been concluded and suggestions regarding the limitations/shortcoming pertaining to the present study and future direction for other researchers intending to work in this area of research have been given.