Abstract

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 classroom 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 through counselling, how to deal these children in school and home in order to help them in teaching-learning process to bring some desirable improvement in their scholastic performance and behaviour.

The major objectives of this study is to probe that to what extent counselling of teachers and parents may be effective in dealing with the problems of children showing the symptoms of ADHD and also to understand the emotional problems 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 as expected seems to be helpful in improving their performance related behaviour and achievements. If it is found to be useful in teaching-learning will be a strong source for those children who suffer with the symptoms of ADHD and a conscious effort may be made to create awareness how to deal these children in modifying their behaviour, thinking, performance and scholastic achievement.

Keeping in view the significance of this small piece of research work, the present 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 change and improvement in their behaviour. It was intended to explore that to what extent counselling of teachers and parents could be directly effective on children’s behaviour and achievements.

The present researcher felt that while dealing with the problems of such type of children an investigator can not give them direct counselling in an effective manner because they can not be followed-up. Parents trained through counselling may also evaluate their own behaviour while interacting with the child and they may better understand the difficulties of the child. Through these counselling techniques they may manage the troublesome situation created by such type of children in their home, they can be much helpful for these children in changing their study pattern and also they might be able to understand that in what ways they should behave with the child, how performance of the child may be improved, in what manner they should teach their children and adopt most suitable ways to teach them because the children who show the symptoms of ADHD need special care from their parents.

The role of teachers as career builders can be more effective and helpful for their students who are found to show the symptoms of ADHD. With the help of counselling techniques they may understand their problems and help these children in a better way in enhancing their efficacy and improve scholastic performance. As we know that these children are not normal so they need special care and attention for their growth and development. If parents and teachers ignore such type of children and do not apply these techniques then they may 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.

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 sample of children for this research investigation. The present investigator found it more authentic to use the criteria DSM-IV (1994) classification to identify children showing the symptoms of ADHD. The investigator also contacted the parents of these children after taking their addresses from the school records to inquire about day-to-day activities and behavioural problems 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 the behaviour and activities of these children and on the basis of the reports of their teachers and 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 and they were randomly divided into three groups. All the subjects were male child and the age range of these children was between 6 to 10 years.

The Letter Symbol Substitution Task and Word Cancellation Test were administered individually to measure their concentration and attention. There were three groups of children (N = 20, in each group) and each group was tested in two phases. In the first phase, the scholastic performances of these children in half-yearly examination were obtained
from school record. The Vowel Cancellation Test and Letter Symbol Substitution Task were administered individually. The performances of these children were measured without counselling their teachers and parents. The performances of these three groups of children were also measured after giving counselling to their teachers, parents and teachers and parents separately. Basically the purpose of counselling was to train their parents and teachers 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 the investigator. After giving counselling to parents and teachers, the behaviour and performance of these children were measured and compared with their pre-counselling performance of these children.

The case history of each child was prepared and given in second chapter in order to have an explicit picture of every child included in the sample. In this study, repeated measure design was used. So as for this type of research analysis t-test is appropriate to compare the performance and achievements of children showing the symptoms of ADHD.

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 performance of Children 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, though improvement in their performance of group-I and group-II are also noticeable and statistically significant.
On the basis of the results it may be concluded that training of teachers and parents through counselling was found to show remarkable impact in inculcating and enhancing the personal efficacy of children with symptoms of ADHD. On the basis of findings of this study, it suggested that counselling should be included in the school programs that the teachers as well as the parents be given training in handling the problem of such type of children because the number of this type of children is increasing owing to various reasons such as junk food habits, vertical living, population explosion and over crowding on the street, use of artificial colors in food etc. It is also suggested that creating awareness and avoiding these things seems to bring desirable change in behavioural activities of children with the symptoms of ADHD.