

The Study of Attention-Deficit/Hyperactivity Disorder in Slow-Learners

Tejaswini B. P.

Assistant Professor, Department of Psychology, Maharani's Arts College for Women, Mysuru -570005

Abstract- ADHD symptoms can affect many aspects of life. Raising awareness may increase empathy for people who exhibit ADHD symptoms. It may also increase the likelihood of a person with ADHD getting a diagnosis and treatment. Taking a break helps all kids learn more, especially those with ADHD. Studies show that students remember more when they take breaks between study sessions instead of studying straight through for an extended period. This can improve many aspects of their lives, as well as the lives of those around them. The purpose of the present study is to study the Attention-Deficit/Hyperactivity Disorder in Slow-Learners. To achieve the stipulated objectives a descriptive survey method of research was followed. The population for this study comprised of 60 women consisting of 30 boys and 30 girls. Random Technique was used as sampling method for the collection of data. The age range of entire sample was 8 to 12 years.

The data was collected by administering the Semi structured interview schedule, ADHD scale. The data was then analyzed through Mean, percentage, sd and t-test for the comparison of mean scores between groups with the help of SPSS 20. The findings revealed that there is a significant gender difference in the level of ADHD among college students.

Key words: Attention-Deficit/Hyperactivity Disorder and Slow-Learner

INTRODUCTION

Attention deficit/hyperactivity disorder (ADHD) is a chronic condition that is thought to affect from 3% to 5% of school-age children in the United States (American Psychiatric Association, 2000). Now one of the most commonly diagnosed childhood disorders (Barkley, 1998), ADHD is estimated to affect approximately 2 million school-age children (Forness & Kavale, 2002). These children experience difficulties in behaviors crucial to academic success, such as maintaining attention, modulating activity levels, inhibiting impulsive responses, and persisting with academic tasks (DuPaul & Stoner, 2003).

Because of their large numbers and refractory behaviors, children with ADHD present a challenge for the school system. Many children with ADHD qualify for accommodations and/or services under Section 504 of the Vocational Rehabilitation Act or the Individuals With Disabilities Education Act (IDEA; Reid & Katsiyannis, 1995). Estimates are that more than half of children with an ADHD diagnosis are school-identified as eligible for services under IDEA (Barkley, 1998; Reid, Maag, Vasa, & Wright, 1994). Most of these children are served under the categories of learning disability (LD), emotional disturbance (ED), or other health impairment (OHI). Some students with ADHD and a co-occurring cognitive impairment are served under the mental retardation (MR) category (Abikoff, 2002), and those with expressive and/or receptive language limitations are served in the speech-language impairment (SLI) category.

NEED FOR THE STUDY

ADHD symptoms can affect many aspects of life. Raising awareness may increase empathy for people who exhibit ADHD symptoms. It may also increase the likelihood of a person with ADHD getting a diagnosis and treatment. Taking a break helps all kids learn more, especially those with ADHD. Studies show that students remember more when they take breaks between study sessions instead of studying straight through for an extended period. This can improve many aspects of their lives, as well as the lives of those around them.

METHODOLOGY

Statement of problem: To find out the Attention-deficit-hyperactivity- disorder in slow learners.

Objectives

- To find out the association between levels of Attention-deficit-hyperactivity-disorder.
- To find out the levels of Attention-deficit-hyperactivity-disorder for boys and girls.
- To find out the association between levels of Attention-deficit-hyperactivity-disorder and gender.

Hypothesis

- Majority of the children will be having moderate levels of ADHD.
- Boys will be having higher levels of ADHD compare to girls.
- There will be no association between levels of ADHD and gender.

Sample:

The present study was conducted on ADHD slow learners dwelling in mysuru. The population for this study comprised of 60 women consisting of 30 boys and 30 girls. Random Technique was used as sampling method for the collection of data. The age range of entire sample was 8 to 12 years.

Tools Employed:

- ADHD in slow learners (Vanderbilt)

Statements	18
Duration	No time limit
Author	Vanderbilt

Procedure:

The current cross-sectional population-based sample is part of a larger research called IN School, which started in 2011 with the aim of identifying children and adolescents’ mental health problems in a school setting. For the current investigation, we used data from six different schools. The scale was given to each participant individually and was administered as per the standard instructions printed with scale. However, in any case, instructions related to the marital adjustment inventory was clearly explained to each participant and their queries (if any) were properly attended. In addition to it, each participant was

Gender	N	Mean	Std. deviation	Std. Error Mean	t	p
Boys	30	31.4000	9.26097	1.69081	2.199	.032
Girls	30	26.5000	7.95136	1.45171		

A significant differences existed between boys and girls in their levels of ADHD [t = 2.199; p = 0.32]. From the mean scores it is clear that boys had high levels of ADHD compared to girls i.e 31.40 and 26.50 respectively.

requested to ensure that they have responded to each and every item of the test booklet. The confidentiality of their responses assured to them. The independent t-test was performed to test the present hypothesis of the study.

Statistical Tools Applied:

Chi- Square test:

A chi-square test is a statistical test that is used to compare observed and expected results. The goal of this test is to identify whether a disparity between actual and predicted data is due to chance or to a link between the variables under consideration. As a result, the chi-square test is an ideal choice for aiding in our understanding and interpretation of the connection between our two categorical variables.

t-Test:

A t-test (also known as Students t-test) is a tool for evaluating the means of one or two populations using hypothesis testing.

Analysis and Interpretation Of Data:

Table-1: Distribution of the selected sample by Attention Deficit Hyperactivity Disorder and results of Chi-Square test.

LEVELS	FREQUENCY	PERCENT
Low	6	10.0
Moderate	42	70.0
High	12	20.0
TOTAL	60	100.0

[Chi-Square 37.200; p = .000]

In the case of ADHD a majority of 70% of them had moderate levels of ADHD, 20% of them had high level of ADHD, and remaining 10% had low level of ADHD.

Chi-Square test revealed a highly significant difference between frequency groups of various levels of ADHD [Chi-square = 37.200; p = 0.000], revealing that majority of the sample selected had moderate level of ADHD.

Table-2: Mean ADHD scores of boys and girls.

5.3 Table-3: Association between gender and levels of ADHD and results of Chi-square test

LEVELS	GENDER		TOTAL
	Boys	Girls	
LOW	2	4	6
	6.7%	13.3%	10.0%
MODERATE	20	22	42
	66.7%	73.3%	70.0%
HIGH	8	4	12
	26.7%	13.3%	20%
TOTAL	30	30	60
	100.0%	100.0%	100.0%

[Chi-Square = 2.095; p = .351]

A non-significant association was observed between gender levels of ADHD where Chi-square value of 2.095 was found to be non-significant at .0351 level from the table it was clear that the pattern of ADHD was same for boys and girls irrespective of the levels of ADHD.

Major Findings of Research:

- Majority of the children had moderate levels of ADHD
- Boys had higher levels of ADHD compared to girls
- There is no association between gender and levels of ADHD

CONCLUSION

The purpose of the reviewing the previous studies is to understand the different aspect made by different scholars at different levels or areas. It enables the researcher to learn from previous research topic. This chapter so far dealt with the need of review, studies carried out both in India and abroad in the areas of Dyscalculia and Attention Deficit hyperactivity Disorder. Review of related literature also outline the gaps in previous research work and help to refine, refocus or even change the topic of research area. A literature review is an evaluation report of information found in the literature related to the selected area of study. The reviews describe, summarise, evaluate and clarify the literature. In the present study the investigator has reviewed many studies related to the variables of the study. Many studies conducted to study the natural history of developmental dyscalculia and also to identify tile factors that contributes to the persistence. One study was conducted to investigate the attention performance of children with ADHD, children with LD, and children with no psychiatric

diagnoses on various neuropsychological tests of attention. The present study is different from the studies that have been already done in terms of area, population and sample. From the above review of literature the investigator could not find studies which studied the impact of Attention Deficit Hyperactivity Disorder among the Dyscalculic school students with respect to gender. This motivated the investigator to select the topic of this nature.

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