

Effect of Social Skills Training Counselling Technique on Hyperactive Behaviour among Pupils of Staff Model Primary School of Bayero University, Kano, Nigeria

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Abstract

The study sought to find out the effect of social skills training (SST) counselling technique on hyperactive behaviour among pupils of staff model primary school in Bayero University, Kano, Nigeria. One group pre-test-post-test quasi-experimental design was used. The population of the study comprised of sixty six (66) primary five hyperactive pupils in staff model primary school in Bayero University, Kano, Nigeria as measured by 'Hyperactive Symptoms Checklist (HSC). Thirty (30) participants were purposively selected as the sample size. Data collection was done using an adapted instrument titled 'Hyperactive Symptoms Checklist'. The instrument was validated while test-re-test technique was used to obtain reliability index of .72. The research question was answered using frequency and percentages, while paired sample t-test was used to test the first hypothesis, and t-test for independent sample for the second hypothesis. Finding reveals that the prevalence of hyperactive behaviour among primary five pupils of staff model primary school of Bayero University, Kano, Nigeria is high. Significant effect of SST was observed on pupils with hyperactive behaviours. In view of this, it was recommended that counsellors and teachers should utilize the social skills training technique on students who demonstrated symptoms of hyperactive behaviour instead of punishment.

Keywords: Social Skills Training and Hyperactive Behaviour

Introduction

Attention Deficit Hyperactivity Disorder is a disorder characterized by inattention, hyperactivity, and impulsivity. In the present study, the researchers are concerned with children who are hyperactive in classroom. Pupils with hyperactive behaviour are found with excessive talking in classroom during lessons, they seem to be 'always on the go', and they are frequently restless in situations where they are needed to be calm, move around constantly, often run or climb inappropriately, and may have a quick and short temper or short fuse (DuPaul & Stoner, 2003). These behaviours exhibited in

classroom usually disrupt the peaceful atmosphere of the classroom, also preventing teachers to conduct their lessons smoothly.

Primary education is the foundation upon which later education of an individual is laid, therefore, primary education determines the success or failure of the individual in future education. However, for children to succeed, they must learn to control themselves, not to disrupt the atmosphere of the classroom. Pupils who exhibit symptoms of hyperactive behaviour on their part find it difficult to concentrate, likewise other pupils in the classroom are equally affected by the behaviour due to their inattentiveness. In addition, the hyperactive pupil's performance may be backward compared to those who are not hyperactive because they do not give the necessary attention, while the lesson is going on, they happen to be busy with climbing desks, disturbing their colleagues and making excessive noise (Barkley, 1991). Therefore, both teachers and pupils find teaching and learning process so boring due to the presence of hyperactive child in the classroom. Experience has shown that sometimes, teachers associate the behaviour with improper parental training, thereby subjecting such children to series of punishments.

Considering the difficulties faced by both the hyperactive child, other pupils in the class as well as teachers, measures are usually taken to reduce the symptoms of hyperactive behaviour but usually in form of drugs because of the belief that hyperactive behaviour is a sign of abnormality needing medication. The present study, explored the effect of social skills training Counselling technique on hyperactive behaviour among pupils of Staff Model Primary School in Bayero University, Kano.

Mohamed, Saed and Salah (2015) examined the prevalence of attention deficit hyperactivity disorder (ADHD) and associated risk factors among children attending the general pediatric outpatient clinic of Menoufia University Hospital. The study was conducted on 600 children (5-12 years) who attended the general pediatric outpatient clinic of Menoufia University Hospital. ADHD Rating Scale of attention deficit hyperactivity symptoms was used. The result revealed that the prevalence of ADHD was 19.7% and was higher in males than in females with a ratio 2.7:1. The most common type of ADHD was the combined type and the least frequent type was the inattentive type.

Chinawa, Olatunde, Herbert, Chinua, Muideen, and Ujunwa (2014) investigated the prevalence and pattern of ADHD among children in Nigeria. A structured self-administered questionnaire was used to collect information from the parents of the children (and older children) who attended children outpatients' clinic during the study period. The DSM-IV-TR diagnostic criteria for attention deficit hyperactivity disorder were used. Two hundred and seventy three (273) out of 282 copies of the questionnaire

were filled completely, given a response rate of 96.8%. Nine (9) children fulfilled the stated criteria for ADHD giving a prevalence rate of 3.2%.

Nasrallahi (2015) investigated the effectiveness of social skills training and problem solving method to reduce behavioural problems of mentally retarded students from Elementary School Boy City of ILAM. The population for this study included all children with intellectual disability in ILAM city and the sample consisted of 20 children, which were chosen randomly and 2 control group. The instrument was a questionnaire evaluating teachers' behaviour is Rater. To analyze the data in this study, descriptive statistics and inferential statistics (t-dependent), the computer software SPSS was used. Due to the resulting t-value of (3.369) and 9 degrees of freedom, the results showed that social skills training, problem solving method are effective in reducing behavioural problems in children with mental disabilities.

Lawan (2016) who examined the effect of Cognitive Restructuring (CR) and Social Skills Training (SST) counselling techniques on Avoidant Personality Disorder (APD) among secondary school students in Kano Metropolis. The study used quasi experimental design in form of pre-test post-test-control group design. A sample of 72 participants was used, and the data collected was analysed using standard deviation for the research questions and t-test for independent sample for the hypotheses. Also ANOVA was used on the pre-test results to confirm that there was no difference in the level of APD among the groups. The results indicated that the two techniques were effective in the reduction of avoidant personality disorder.

Dungurawa (2014) studied the effect of positive reinforcement and response cost Counselling technique on attention deficit hyperactivity disorder (ADHD) symptoms among primary school pupils in Kano metropolis. The study employed a quasi-experiment, pre-test post-test control group design. The sample was 36 (18 male and 18 females) drawn from three public primary schools (Dorayi, Chiranchi and Rijiyar Zaki). Finding revealed that response cost counselling technique significantly reduced the symptoms of inattentiveness, hyperactivity and impulsivity among primary school pupils. Another finding revealed that the two Counselling techniques have similar effects on inattentiveness, hyperactivity and impulsivity symptoms reduction.

Similarly, Hwang and Kwack (2013) examined the effect of SST on children's social competences, general Behaviour and ADHD symptoms and thirty four children were used as sample for the study. The study concluded that the result of the study suggested that SST is effective in improving social skills for children with ADHD and AD. In addition, SST has shown its effectiveness in treating attention problems for children with ADHD.

Smith, Varghese, Dennis and Vinayan (2014) investigated the effect of social skills group training in children with Attention-Deficit Hyperactive Disorder (ADHD). 31 children were selected as sample. Paired-sample t-test was used for analyzing the pre and post results of intervention. Findings indicated that social skills group training had significantly improved the emotional management, peer relations, conduct problems and pro-social behaviour in children with ADHD.

Objectives of the Study

The objectives of this study were to find out:

1. The level of prevalence of hyperactive behaviour among primary five pupils of staff model primary school of Bayero University, Kano, Nigeria.
2. The effect of social skills training counselling technique on the symptoms of hyperactive behaviour among pupils of staff model primary school of Bayero University, Kano, Nigeria.
3. The difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of prevalence of hyperactive behaviour among primary five pupils of staff model primary school of Bayero University, Kano, Nigeria?
2. What is the effect of social skills training counselling technique on the symptoms of hyperactive behaviour among pupils of staff model primary school of Bayero University, Kano, Nigeria?
3. What is the difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant effect of social skills training counselling technique on hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.

Ho2: There is no significant difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.

Methodology

The study employed one group pre-test-post-test quasi-experimental design. Quasi experimental is a design that does not provide full control of subjects and does not include random assignment of subjects. In this design, new teaching strategies are

carried out as effective practices in studies that measured one group with a pretest, implemented a treatment manipulation, and then measured the same variable, as was measured with the pretest, with a post-test (Cohen, Manion & Morrison, 2007).

The population of the study comprised all primary five pupils who exhibited symptoms of hyperactive behaviour in staff model primary school in Bayero University, Kano, Nigeria as measured by 'Hyperactive Symptoms Checklist (HSC). According to a statistical report obtained from the staff model primary school management, there are one hundred and four (104) primary five pupils in the two campuses (Old and New). Sixty six (66) are in old campus and thirty eight (38) in new campus; in both campuses, sixty six (66) hyperactive pupils were identified. Thirty nine (39) from Old campus and twenty seven (27) from new campus of staff model primary school. It comprises of both male and female primary five pupils. The selection of primary five pupils was based on the fact that, they are not occupied with preparation for common entrance examination.

A total of thirty (30) primary five hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria were selected out of the 66 identified. Seventeen (17) pupils were drawn from Old campus while thirteen (13) from new campus. Gay (2009) recommends that a minimum of thirty (30) participants is adequate for research of this nature.

Purposive sampling technique was used in drawing up the sample of the study. In this sampling technique, researchers have the opportunity to select the population of the participants based on their opinion. Gay (2009), stated that purposive sampling technique is a technique which involves the researcher deciding to choose or use certain objects or person as a research participant, due to his experience in relation to the nature of the research.

The research instrument for this study was an adapted instrument titled 'Hyperactive Symptom Checklist' (HSC). It was used for identification which serves as a pretest and also to measure the presence or otherwise of hyperactive symptoms in the post-test. The scale was extracted from 'Attention Deficit Hyperactivity Symptoms Checklist' (ASC) for ADHD which contains 18 items as contained in the DSM-V published by American Psychiatric Association (APA, 2013).

The Hyperactive Symptoms Checklist (HSC) consisted of six (6) items that measure the characteristics of hyperactive behaviour. The instrument 'HSC' was on a four Likert scale ranging from; Never (0), Sometimes (1), Always (2) and Almost Always (3). Since there are six (6) items in the scale, the highest score is 18 (3x6) while the least score is 0 (3x0), so the mid-point of the range is 9 (18/2). As such, any participant

who scored 9 to 18 was considered as hyperactive pupil, while scores of 0-8 were considered as not meeting the requirement for selection.

For the instrument to be valid for use in this study, the researchers gave copies of the instrument for validation. It was validated by experts in the field of Guidance and Counselling, Bayero University, Kano. In the process, none of the items in the scale was discarded or changed. To establish the reliability of the instrument, pilot testing was conducted to ascertain the stability of the 'HSC' through test-re-test method. The test was administered for the first time and re-administered within an interval of two weeks between the two administrations. The results obtained from the two administrations were collected and analyzed using Pearson Product Moment Correlation where 0.72 was obtained.

Procedure for Data Collection

Pre- Treatment Phase

At this stage, the participants were pre-tested to have baseline information regarding the symptoms of hyperactive behaviour and for further comparison with the post-test scores. Participants were given copies of 'HSC' and requested to read and understand the contents before filling it. They were instructed to select single response option for each item that best described the frequency of the specific symptom of the behaviour displayed over the past 6 months.

Treatment- Phase

In this phase, the researchers had six week contacts with the sampled participants who had exhibited the symptoms of hyperactive behaviour and met criteria for selection in line with the scoring procedure of the HSC. They were exposed to treatment using social skills training counselling technique. Each session lasted for at least 30-35 minutes twice a week across all the sessions (Tuesdays and Thursdays). Tuesdays were assigned for staff model primary school (new campus) while Thursdays were for staff model primary school (old campus).

Post- Treatment Phase

The treatments were evaluated by re-administering the HSC on the participants to determine the effect of the treatment. The results of the pre-test and that of the post-test were compared for differences. The extent of the difference in the hyperactive symptoms mean scores determines the significant effect of the treatment given during interventions. The less the hyperactive symptoms mean scores the higher the effectiveness of the treatment. Descriptive statistics in form of mean and standard deviation was used for the research questions while paired sample t-test was used for hypothesis one and t-test for independent sample for hypothesis two. T-test was used

because it is appropriate statistical tool for determining significant difference between two groups (Gay, 2009).

Presentation of results

Research Question One: What is the level of prevalence of hyperactive behaviour among primary five pupils of staff model primary school of Bayero University, Kano, Nigeria?

Table 1: Level of prevalence of hyperactive behaviour

Level	N	Mean	Std. Deviation
High	66	12.030	2.608
Low	38	5.974	1.619
Total	104	9.817	3.718

Table 1 shows that, the mean score of high level of prevalence of hyperactive behaviour among primary five pupils is higher than their low level counterparts as indicated by mean score of 12.030 against the 5.974 with mean difference of 6.056. This means the level of prevalence of hyperactive behaviour among primary five pupils of staff model school of Bayero University, Kano, Nigeria is high.

Research Question Two: What is the effect of social skills training counselling technique on the symptoms of hyperactive behaviour among pupils of staff model primary school of Bayero University, Kano, Nigeria?

Table 2: Effect of SST counselling technique on hyperactive behaviour

	N	Mean	Std. Deviation
Pre-test	30	10.66	2.073
Post-test	30	3.967	1.75

Table 2 presents the pre-test and post-test symptoms mean scores of hyperactive behaviour among primary five pupils of staff model school of Bayero University, Kano, Nigeria. From the mean scores, it is clear that post-test mean score of 3.967 is less than the pre-test mean score of 10.66. This means, social skills training counselling technique was effective in reducing the symptoms of hyperactive behaviour among primary five pupils of staff model school of Bayero University, Kano, Nigeria.

Research Question Three: What is the difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria?

Table 3: Difference in the effect of SST between male and female hyperactive pupils

Gender	N	Mean	Std. Deviation
Male	17	4.00	.7071
Female	13	3.46	1.1266

Table 3 presents the mean scores of male and female primary five pupils of staff model school of Bayero University, Kano, Nigeria. From the mean scores, it is clear that the mean score of male 4.00 was not widely different from that of female 3.46. This means that, social skills training counselling technique was found to be effective in reducing the symptoms of hyperactive behaviour among primary five pupils irrespective of gender.

Ho1: There is no significant effect of social skills training counselling technique on hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.

Table 4: Paired sample t-test pre-test post-test scores

	N	Mean	SD	t-cal.	Df	P-Value
Pre-test	30	10.67	2.073	13.32	29	.000
Post-test	30	3.97	1.752			

Sig at P 0.00 ≤ 0.05

Table 4 presents the calculated t-value of 13.32 with p-value .000, tested at 0.05 level of significance and degree of freedom 29. From the table, the p-value .000 is less than 0.05 level of significance, which means the null hypothesis that states that there is no significant effect of social skills training counselling technique on hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria was rejected. Meaning, significant difference was observed between pretest and posttest, in favour of the posttest.

Ho2: There is no significant difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.

Table 5: Difference in the effect of SST between male and female hyperactive pupils

Gender	N	Mean	SD	t-cal.	df	P-Value
Male	17	4.00	.7071	1.604	28	.120
Female	13	3.46	1.1266			

NS at p ≥ 0.05

Table 5 presents the calculated t-value of 1.604 and p-value .120 with degree of freedom 28. Based on the result, the P-value (.120) is greater than alpha level (0.05). Hence the null hypothesis which states that there is no significant difference in the effect of social skills training counselling technique between male and female hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria was accepted. This means that no significant difference was observed between male and female participants exposed to social skills training counselling technique on hyperactive behaviour.

Summary of findings

Below is the summary of findings:

1. The prevalence level of hyperactive behaviour among primary five pupils of staff model school of Bayero University, Kano, Nigeria is high.
2. There is significant effect of social skills training counselling technique on hyperactive pupils of staff model primary school of Bayero University, Kano, Nigeria.
3. There is no significant difference in the effect of social skills training counselling technique on hyperactive behaviour between male and female pupils of staff model primary school of Bayero University, Kano, Nigeria.

Discussion of findings

The study revealed that the level of prevalence of hyperactive behaviour among primary five pupils of staff model school of Bayero University, Kano, Nigeria is high. This finding is in line with Mohamed, Saed and Salah (2015) who examined the prevalence of attention deficit hyperactivity disorder (ADHD) and associated risk factors among children attending the general pediatric outpatient clinic of Menoufia University Hospital. The result revealed that the prevalence of ADHD was 19.7% and was higher in males than in females with a ratio 2.7:1. The most common type of ADHD was the combined type and the least frequent type was the inattentive type.

The finding is contrary to the finding of Chinawa, Olatunde, Herbert, Chinua, Muideen and Ujunwa (2014) who investigated the prevalence and pattern of ADHD among children in Nigeria. Result indicated that from the two hundred and seventy three (273) copies of questionnaire retrieved, given a response rate of 96.8%, only nine (9) pupils were found with ADHD giving a prevalence rate of 3.2%.

The finding in hypothesis one revealed that there is significant difference in the pre-test and post-test scores of the pupils exposed to the treatment using social skill training counselling technique. The finding is in line with Smith, Varghese, Dennis and Vinayan (2014) who investigated the effect of social skills training on children with (ADHD). Result shows that there is significant improvement in the areas of emotional management, peer relations, conduct problems and pro-social behaviour in children

with ADHD through social skills group training. Finding is also in line with Hwang and Kwack (2013) who examined the effect of SST on children's social competences, general behaviour and ADHD symptoms. The finding revealed that SST is effective in improving social skills for children with ADHD.

The finding is in line with Nasrallahi (2015) who investigated the effectiveness of social skills training and problem solving method to reduce behavioural problems of mentally retarded students from Elementary School Boy City of ILAM. Result shows that social skills training, problem solving method is effective in reducing behavioural problems in children with mental disabilities. The finding is contrary to the finding of Babakhan (2011) who reported that social skills training have not decreased physical aggression but has decreased significantly verbal aggression in these adolescents. The finding is also in line with Harrison (2016) who conducted a study on the effect of social skill training in a simulated community environment for adolescents with cognitive impairments.

Findings revealed that social skills training counselling technique had a little effect but there was no significant difference between male and female participants exposed to the treatment, since there was no significant difference observed in their pre-test and post-test scores. It means that the treatment through social skills training counselling technique is not gender sensitive. The finding is contrary to the finding of Dungurawa (2014) who investigated the effects of positive reinforcement and response cost Counselling techniques on attention deficit hyperactivity disorder (ADHD) symptoms among primary school pupils in Kano Metropolis. The finding in this study revealed that no significant difference observed in the ADHD symptoms scores of both male and female participants treated with the positive reinforcement technique, the response cost counselling technique was found to have different effect between male and female participants in favour of female hence the technique is gender sensitive.

Conclusion

Based on the outcomes of this study, it can be concluded that primary five pupils of staff model primary school of Bayero University, Kano, Nigeria demonstrated high level of hyperactive behaviour. It can also be concluded that social skills training counselling technique is an effective tool in addressing hyperactive behaviour among pupils of staff model primary school of Bayero University, Kano, Nigeria. This is evidently clear from the hyperactive symptoms mean scores in which significant difference was observed between the pretest and posttest mean scores. Finally, it can be concluded that, the technique can be applied to both male and female pupils who demonstrated the symptoms of hyperactive behaviour.

Recommendations

The following recommendations emanated from the study:

1. Since the level of prevalence of hyperactive behaviour among primary five pupils was high, teachers, parents and caregivers need to be aware of the symptoms of hyperactive behaviour, so that appropriate measures can be taken to address it.
2. Since the finding of this study revealed that the social skills counselling technique was effective in reducing the symptoms of hyperactive behaviour, it is recommended that, teachers and counsellors should utilize the technique, in addressing the behaviour which is detrimental to wellbeing of classroom interaction, instead of punishment.
3. Since there is no significant difference in the effect of social skills training counselling technique between male and female pupils who demonstrated symptoms of hyperactive behaviour, it is therefore recommended that, teachers and counsellors should not be subjective in applying the technique to address hyperactive behaviour.

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