

Assessment of Social Skills and Self-Esteem of School Children with ADHD at Selected Settings

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Abstract

Attention Deficit Hyperactivity Disorder is a prevalent neurobehavioral disorder of childhood that affects scholastic skills, self-esteem and social functioning of school-age children. The objective were (i) to assess the level of social skills and self-esteem of school children with Attention Deficit Hyperactivity Disorder and (ii) to associate social skills and self-esteem with their selected demographic variables. Quantitative research approach utilizing non-experimental descriptive research design was adopted. The study was conducted in the selected Government, Matriculation and Public Schools. The samples were 140 school children aged 8–11 years utilizing purposive sampling technique. Social competence scale and Metcalfe behavioral checklist of self-esteem were the tools in the study. The analysis revealed 57.1%(80) children to have moderate social skills, 41.4%(58) have mild social skills, 1.4% (2) have poor social skills and none have adequate social skills. With regards to self-esteem 64.3% (90) of children have low self-esteem, 35.7% (50) have middle self-esteem and none have high self-esteem. The mean score for social skills was 54.24 and standard deviation 10.05 and for self-esteem the mean score and standard deviation was found to be 45 and 9.38. Type of caregiver and treatment underwent was associated with social skills and in self-esteem, religion and type of caregiver was associated.