

**ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) AND SOCIAL SKILLS  
ACQUISITION AMONG LEARNERS IN PRIMARY SCHOOLS IN UYO LOCAL  
GOVERNMENT AREA**

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**Abstract**

*Attention Deficit Hyperactivity Disorder (ADHD) is a prevalent neurodevelopmental condition that significantly impacts children's ability to focus, control impulses, and maintain appropriate behavior, particularly within educational settings. This study investigates the relationship between ADHD and the acquisition of key social skills among primary school pupils in Uyo Local Government Area, Nigeria. Specifically, the study examines how ADHD influences the development of communication, leadership, competitive, and friendliness skills. Employing a correlational research design, the study involved a purposive sample of 80 pupils diagnosed with ADHD and 17 teachers from ten public primary schools in Uyo. Data were collected using a custom-developed instrument titled Social Skills and Attention Deficit Hyperactivity Disorder (SSADHD), which includes a 4-point rating scale to measure responses. The instrument's validity was confirmed through expert review, and reliability was established with a Cronbach alpha coefficient of 0.78. The results indicate a significant relationship between ADHD and the acquisition of each targeted social skill. Pupils with ADHD face considerable challenges in communication, leadership, competitive, and friendliness skills, which are crucial for their academic and social success. These findings highlight the pervasive difficulties ADHD students encounter in developing effective interpersonal skills, which can lead to long-term consequences if not addressed. Based on these results, the study recommends several interventions: prioritizing communication skill development through structured exercises, incorporating play-based activities to enhance friendliness, integrating leadership training into classroom activities to boost self-esteem, and encouraging competitive engagements to foster a growth mindset. These strategies aim to support the holistic development of pupils with ADHD, improving their ability to interact successfully within both academic and social contexts.*

**KEYWORDS: Attention Deficit Hyperactive Disorder, Social Skills Acquisition, Learners, Primary Schools, Uyo Local Government Area**

## Introduction

Attention and activity disorders rank among the most prevalent emotional and behavioral conditions affecting children and adolescents today. They are also considered some of the most controversial disorders in contemporary society. Children with attention problems represent a unique population of students with a broad spectrum of needs, with Attention Deficit Hyperactivity Disorder (ADHD) being the most commonly diagnosed condition in this group (Baer, 2022; Smith & Jones, 2023). ADHD is characterized by developmentally inappropriate levels of inattention, impulsivity, and hyperactivity (Johnson & White, 2023). Generally, ADHD is defined by the presence of socially disruptive behaviors, such as attentional or hyperactive behaviors, that manifest before the age of seven and persist for at least six months (Miller, 2023).

The primary characteristics of children with ADHD include inattention, impulsivity, and deficits in rule-governed behavior, rather than merely the restlessness or fidgetiness often observed by adults (Davis, 2023). Students diagnosed with ADHD frequently struggle with focusing and sustaining attention, controlling impulsivity, and demonstrating appropriate motivation (Brown & Harris, 2022). These attention problems are particularly evident in school settings, where ADHD can have a significant impact on a child's educational experience (Jones, 2022). Traditional educational environments expect students to be patient, listen attentively, complete assignments, cooperate with peers, and maintain focus on tasks. However, these expectations present significant challenges for children with ADHD, who often struggle to control their behaviors (Green et al., 2024).

Behaviors commonly associated with ADHD include impulsivity, difficulty taking turns, restlessness, and fidgetiness. School children with ADHD may struggle to remember tasks, frequently run late, and submit incomplete or overdue assignments. These students may also appear emotionally immature, quick-tempered, and easily frustrated, further complicating their ability to function successfully in both academic and social settings (Parker & Lee, 2023).

Recent studies have shown that students with ADHD may also experience developmentally inappropriate social behaviors, which can adversely affect the development of friendships and peer relationships. Research indicates that children with ADHD often exhibit social skills deficits, likely due to the disruptive behaviors and poor impulse control that accompany the disorder (Jackson et al., 2022; Kim & Cooper, 2023). Poor social skills development can lead to serious long-term consequences, including difficulties in adulthood (Williams, 2023).

To enable students with ADHD to positively participate in classroom and social settings, it is essential to address and accommodate their academic and social deficits (Taylor & Brown, 2023). Social skills are critical competencies that facilitate interaction and communication with others, where social rules and relationships are created, communicated, and altered both verbally and non-verbally (Roberts, 2022). These skills include communication, leadership, competitiveness, and friendliness. Social skills are vital for individuals to communicate effectively, develop friendships, engage in healthy relationships, and interact harmoniously with society (Thompson, 2023).

Communication skills, for example, are essential for clear expression of thoughts, feelings, and ideas, which are foundational for building proper relationships (Reed, 2023).

Effective communication involves various components such as active listening, empathy, and respect. Developing leadership skills, on the other hand, enables children to control their lives, solve problems creatively, and work collaboratively with others. Leadership is crucial in fostering self-confidence and responsibility among children (Yukl, 2023).

Competitive skills, which involve the ability to contend with rivals for the same objective, are also beneficial. They prepare children for real-life situations, develop important life skills, and expand their comfort zones (Adebayo, 2023). Finally, friendliness skills refer to the ability to interact with the external world effectively, a critical aspect of social competence (Thomas & Hill, 2023).

Although social skills deficits are not exclusive to students with ADHD, it is estimated that approximately 50% of students with ADHD experience relationship problems (Smith et al., 2023). Poor social skills development can lead to adverse outcomes such as higher rates of school dropout, juvenile delinquency, and challenges in maintaining employment (Gresham et al., 2023). These difficulties are compounded by the fact that students with ADHD are often rejected by their peers, making it challenging for them to maintain healthy friendships (Miller et al., 2023). Therefore, it is imperative to examine the relationship between ADHD and social skills acquisition among primary school learners in Uyo Local Government Area.

### **Statement of the Problem**

The development of social skills in children is closely linked to the cognitive and emotional growth that occurs during the pre-primary level of education. However, children with Attention Deficit Hyperactivity Disorder (ADHD)—a condition marked by significant inattention, hyperactivity, and impulsivity—often experience impairments in their social development. This impairment can have far-reaching consequences, as children with ADHD are more likely to display problematic behaviors, such as aggression, defiance, non-compliance, and bullying (Smith, 2022). If these behaviors are not addressed early, they can escalate into more severe forms of antisocial behavior in later stages of life, including substance abuse, criminal activities, and other forms of social deviance (Brown, 2022). The prevalence of these behaviors among primary school pupils with ADHD underscores the urgent need to examine the relationship between social skills acquisition and ADHD in this population.

### **Purpose of the Study**

The purpose of this work was to examine the relationship between attention deficit hyperactive disorder (ADHD) and social skills acquisition among learners in primary schools in Uyo local government area. Specifically, the study aimed:

1. To determine the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area.
2. To determine the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leaderships skills in preprimary schools in Uyo local government area.

3. To ascertain the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area.
4. To examine the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills of preprimary schools in Uyo local government area.

### Research Questions

1. What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area?
2. What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area?
3. What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area?
4. What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills of preprimary school pupils in Uyo local government area?

### Research Hypotheses

1. There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area.
2. There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area.
3. There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area.
4. There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills of preprimary school pupils in Uyo local government area.

### METHODOLOGY

The study adopted a correlational research design. The design was adopted because the study seeks to explore and understand the relationship between ADHD and social skills acquisition variables without manipulating them. The study was carried out in Uyo metropolis Akwa Ibom State capital in the south-south geopolitical zone Nigeria. Uyo town became a state capital on September 23 1987 following the creation of Akwa Ibom State from erstwhile Cross Rivers State (Akwa Ibom Dairy, 2014). The metropolis can be accessed via Ikot Ekpene Road, Abak Road, Itu Road, as well as Aka Road, Oron Road and Nwanniba Road. The area was purposively selected because of its potentials and presence of primary schools. Uyo metropolis is said to be the largest economic hub of Akwa Ibom State followed by Eket and Oron. It plays a leading role as centre for all levels of

institutions and business activities such as, University of Uyo, University of Uyo Teaching Hospital, Uyo; and Uyo City Polytechnic, Ikpa Road Uyo. The inhabitants are predominantly traders and civil servants. There are many commercial banks taking care of financial functions in the city. The amiable and accommodating nature of people has encouraged more non-indigenous to settle in the city. Uyo also occupies an outstanding position in the provision of educational service in Akwa Ibom State. Both primary schools are spread all over the area. The researcher chose this area for the study so as to ascertain the relationship between ADHD and pupils' acquisition of social skills in primary schools in Uyo Local Government Area. The population of the study was 569 pupils. This number comprised all primary school pupils with attention deficit hyperactive disorder in Uyo metropolis. The study used purposive sampling technique in selecting respondents for the study. This sampling technique was used because a criterion was required for respondents to be selected, attention deficiency hyperactive disorder. A sample size of 80 primary school pupils with attention deficit hyperactive disorder and 17 teachers was selected for the study, making a total of 97 respondents. This was selected from 10 public primary schools in Uyo Local Government Area. The percentage of sample from the population is 17.05%. The research instrument used for the study was a researcher's developed instrument titled social skills and attention deficit hyperactive disorder (SSADHD). The social skills and attention deficit hyperactive disorder instrument (SSADHD) had 20 items and a 4 point rating scale with the weight of 4-1 representing strongly agree (SA)=4, Agree(A)=3, disagree (D)=2, and strongly disagree (SD)=1. The researcher visited all the schools from where the sample was drawn and questioned respondents; teachers and pupils. The researcher explained the purpose of the research to them. The respondents were given a questionnaire with instructions on how to complete it. Completed copies of the questionnaire were collected back by the researcher on the spot in a bid to ensure a high return rate of the instrument. To administer the instrument, the researcher sought the assistance of two assistants. The social skills and attention deficit hyperactive disorder instrument (SSADHD) was the main instrument used for data collection. The researcher administered the questionnaire to both the pupils and teachers. The pupils were instructed to identify the correct response from the options provided. To ensure the validity of the research instrument, the questionnaire was given to the project supervisor from the department of Early childhood and special Education, and one lecturer from Early childhood department, all in the Faculty of Education for scrutiny. Necessary corrections were made and it was finally approved as having face and content validity before it was administered.

In order to determine the reliability of the instrument, a split half method was adopted. Cronbach alpha was used to obtain the reliability co-efficient of 0.78. This shows a suitability of the instrument for use. Pearson Product Moment Correlation was the statistical tool used in answering the research question and testing hypotheses at 0.05.

## RESULTS

**Research Question 1:** What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area?

**Table 1:**  
**Pearson's Product Moment Correlation Analysis of the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	R <sup>2</sup>
ADHD	852	3192	2071	0.321	0.103
Communication Skills	799	3389			

The data in Table 1 reveals the strength of the relationship between ADHD and communication skills. The analysis of the data using Pearson's Product Moment Correlation (PPMC) reveals a noteworthy relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of communication skills among pupils in preprimary schools within Uyo Local Government Area. The results indicate a positive correlation coefficient (r) of 0.321, suggesting a moderate positive relationship between the variables. This value implies that as the level of ADHD increases among pupils, there is a corresponding increase in challenges related to the acquisition of communication skills.

Furthermore, the coefficient of determination (R<sup>2</sup>) is calculated to be 0.103, which indicates that approximately 10.3% of the variance in the acquisition of communication skills can be attributed to the presence of ADHD. This finding underscores the significant, albeit not overwhelming, influence that ADHD has on the communication abilities of these young learners. The positive correlation observed suggests that ADHD plays a role in shaping the communication skills of preprimary school pupils in Uyo, highlighting the need for targeted interventions to support these children in their educational development.

**Research Question 2:** What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area?

**Table 2:**  
**Pearson's Product Moment Correlation Analysis of the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	R <sup>2</sup>
ADHD	963	2192	3181	0.381	0.145
Leadership Skills	682	4925			

The data in Table 2 reveal the strength of the relationship between ADHD and leadership skills. The analysis of the data using Pearson's Product Moment Correlation (PPMC) provides valuable

insights into the relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of leadership skills among preprimary school pupils in Uyo Local Government Area. The findings reveal a positive correlation coefficient ( $r$ ) of 0.381, indicating a moderate positive relationship between ADHD and leadership skills. This suggests that as the presence of ADHD increases among pupils, there is a corresponding impact on their ability to acquire leadership skills.

Additionally, the coefficient of determination ( $R^2$ ) is found to be 0.145, signifying that approximately 14.5% of the variance in the acquisition of leadership skills can be explained by the presence of ADHD. This result highlights the considerable influence that ADHD exerts on the development of leadership skills in these young learners. The positive correlation observed indicates that ADHD significantly affects the pupils' ability to develop leadership capabilities, thereby emphasizing the need for specialized strategies and interventions to support these children in fostering their leadership potential within the educational context.

**Research Question Three:** What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area?

**Table 3:**  
**Pearson's Product Moment Correlation Analysis of the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	$R^2$
ADHD	1821	2817	53811	0.731	0.134
Competitive Skills	1121	16241			

Data in Table 3 reveal the strength of the relationship between ADHD and competitive skills. The analysis conducted using Pearson's Product Moment Correlation (PPMC) sheds light on the relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of competitive skills among preprimary school pupils in Uyo Local Government Area. The results indicate a positive correlation coefficient ( $r$ ) of 0.731, which suggests a strong positive relationship between ADHD and the development of competitive skills. This means that as ADHD becomes more pronounced among pupils, there is a corresponding increase in the influence it has on their ability to acquire competitive skills.

Furthermore, the coefficient of determination ( $R^2$ ) is calculated to be 0.134, implying that 13.4% of the variance in the acquisition of competitive skills can be attributed to the presence of ADHD. This finding highlights the significant impact that ADHD has on the development of competitive skills in these young learners. The strong positive correlation observed indicates that ADHD substantially affects the pupils' ability to develop competitive skills, underscoring the importance of tailored interventions to support these children in enhancing their competitiveness within the educational environment.

**Research Question Four:** What is the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills of preprimary school pupils in Uyo local government area?

**Table 4:**  
**Pearson's Product Moment Correlation Analysis of the relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	R <sup>2</sup>
ADHD	1487	3164	3211	0.269	0.12
Friendliness Skills	853	11342			

Data in Table 4 reveal the strength of the relationship between ADHD and friendliness skills. The Pearson's Product Moment Correlation (PPMC) analysis provides insights into the relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of friendliness skills among preprimary school pupils in Uyo Local Government Area. The results indicate a positive correlation coefficient (r) of 0.269, suggesting a weak to moderate positive relationship between ADHD and the development of friendliness skills. This implies that as the presence of ADHD increases among pupils, there is a slight but noticeable impact on their ability to acquire friendliness skills.

Moreover, the coefficient of determination (R<sup>2</sup>) is calculated to be 0.12, indicating that 12% of the variance in the acquisition of friendliness skills can be attributed to the influence of ADHD. Although the correlation is relatively modest, it still highlights the influence that ADHD has on the social skill development of these young learners. The observed relationship suggests that ADHD plays a role, though not a dominant one, in shaping the friendliness skills of preprimary school pupils, pointing to the need for appropriate educational strategies to support these children in their social interactions.

**Hypothesis One:** There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area

**Table 5:**  
**Pearson's Product Moment Correlation Analysis on the significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r-crit	Decision
ADHD	852	3192	2071	4.71	1.96	Sig.



<b>Communication Skills</b>	799	3389
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The analysis of the data using Pearson's Product Moment Correlation (PPMC) reveals a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of communication skills among preprimary school pupils in Uyo Local Government Area. The calculated correlation coefficient (r-cal) is 4.71, which is considerably higher than the critical value (r-crit) of 1.96 at a 0.05 significance level. According to the test of significance, when the calculated r-value exceeds the critical r-value, the relationship between the variables is deemed significant.

Consequently, the null hypothesis, which stated that there is no significant relationship between ADHD and the acquisition of communication skills, is rejected. This finding indicates that ADHD has a meaningful and significant impact on the communication skills of preprimary school pupils, underscoring the importance of addressing ADHD in educational strategies to support these children's communication development.

**Hypothesis Two:** There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area

**Table 6:**  
**Pearson's Product Moment Correlation Analysis on the significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r-crit	Decision
ADHD	963	2192	3181	3.82	1.96	Sig.
Leadership Skills	682	4925				

The Pearson's Product Moment Correlation (PPMC) analysis reveals a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of leadership skills among preprimary school pupils in Uyo Local Government Area. The calculated correlation coefficient (r-cal) is 3.821, which is notably higher than the critical value (r-crit) of 1.96 at a 0.05 significance level. According to the rules of statistical significance, when the calculated r-value surpasses the critical r-value, the relationship between the variables is considered significant.

As a result, the null hypothesis, which posited that there is no significant relationship between ADHD and the acquisition of leadership skills, is rejected. This finding indicates that ADHD has a significant impact on the development of leadership skills among these young pupils, highlighting the necessity of addressing ADHD in educational practices to support the leadership development of children in this context.

**Hypothesis Three:** There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area

**Table 7:**  
**Pearson's Product Moment Correlation Analysis on the significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r-crit	Decision
ADHD	1821	2817	53811	3.12	1.96	Sig.
Competitive Skills	1121	16241				

The Pearson's Product Moment Correlation (PPMC) analysis reveals a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of competitive skills among preprimary school pupils in Uyo Local Government Area. The calculated correlation coefficient (r-cal) is 3.12, which is substantially higher than the critical value (r-crit) of 1.96 at a 0.05 significance level. According to the principles of statistical significance, when the calculated r-value exceeds the critical r-value, the relationship between the variables is considered significant.

As a result, the null hypothesis, which posited that there is no significant relationship between ADHD and the acquisition of competitive skills, is rejected. This finding indicates that ADHD has a significant impact on the development of competitive skills among these pupils, suggesting that ADHD influences their ability to acquire and exhibit competitive behaviors within the educational setting.

**Hypothesis Four:** There is no significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills in preprimary schools in Uyo local government area

**Table 8:**  
**Pearson's Product Moment Correlation Analysis on the significant relationship between attention deficit hyperactive disorder (ADHD) and pupils' acquisition of friendliness skills in preprimary schools in Uyo local government area (n=97)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r-crit	Decision
ADHD	1487	3164	3211	2.93	1.96	Sig.
Friendliness Skills	853	11342				

The Pearson's Product Moment Correlation (PPMC) analysis reveals a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of friendliness skills among preprimary school pupils in Uyo Local Government Area. The calculated correlation

coefficient ( $r$ -cal) is 2.933, which is higher than the critical value ( $r$ -crit) of 1.96 at a 0.05 significance level. According to statistical significance rules, when the calculated  $r$ -value exceeds the critical  $r$ -value, the relationship between the variables is considered significant.

As a result, the null hypothesis, which stated that there is no significant relationship between ADHD and the acquisition of friendliness skills, is rejected. This finding indicates that ADHD significantly influences the development of friendliness skills in preprimary school pupils, suggesting that the presence of ADHD plays an important role in shaping social interactions and the ability to form friendly relationships in these young learners.

## **Discussion of the findings**

### **Attention Deficit Hyperactive Disorder (ADHD) and Communication Skills**

The results of the study indicate a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the communication skills of primary school pupils in Uyo Local Government Area. This finding is consistent with the work of Chober (2017), who observed that children with ADHD often process language differently from their peers. According to Chober, these children are at an increased risk for significant language delays. Even in the absence of such delays, the symptoms associated with ADHD, such as distractibility, can severely impact their ability to communicate effectively.

Children with ADHD frequently exhibit difficulties in maintaining focus during conversations, which leads them to stray off-topic. This tendency is compounded by challenges in finding appropriate words and organizing their thoughts in a coherent and linear manner. Additionally, these children may struggle with grammatical errors due to difficulties in planning and organizing their sentences, even when their foundational language skills are intact. Thus, the various symptoms of ADHD can adversely affect both the clarity and effectiveness of their communication, aligning with the study's finding that ADHD significantly influences communication skills among these pupils.

### **Attention Deficit Hyperactive Disorder (ADHD) and Leadership Skills**

The findings from objective two indicate a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the leadership skills of primary school pupils in Uyo Local Government Area. This outcome aligns with Kofler's (2015) research, which highlights that social difficulties in children with ADHD extend beyond the risks associated with co-occurring oppositional-defiant symptoms, negative peer influences, parental oversight, and the overall school environment. Kofler asserts that these social impairments are critical targets for intervention, given their strong correlation with negative long-term outcomes such as academic underachievement, delinquent behavior, and substance abuse.

Kofler (2015) work suggests that interventions aimed at improving social functioning typically involve structured instruction and role-playing to develop essential social skills, based on the premise that children with ADHD lack these necessary skills. However, this approach assumes that the deficits are related to skill acquisition. This assumption is subject to debate, as ADHD-related social difficulties might stem from performance issues rather than a lack of acquired skills. This perspective underscores the need for a nuanced approach to interventions, considering that the challenges faced by children with ADHD could be more related to

performance barriers than to the absence of social skills. Thus, the significant relationship observed between ADHD and leadership skills in this study reflects broader concerns about the social functioning of children with ADHD and the need for tailored strategies to address these complex issues.

### **Attention Deficit Hyperactive Disorder (ADHD) and Competitive Skills**

The analysis reveals a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the acquisition of competitive skills among primary school pupils in Uyo Local Government Area. This finding is consistent with Rice's (2016) assertion that ADHD can directly impair listening comprehension, which is crucial for developing competitive skills. Rice highlights that children with ADHD often struggle with rapidly-spoken language and are easily distracted by noisy environments, such as a bustling classroom or social gatherings. These difficulties persist even in the absence of an actual language delay; children with ADHD may have the cognitive capacity to understand information but miss critical details due to their attentional challenges.

As a result, these children may lose track of conversational threads or overlook important information, leading to gaps in their understanding. Such gaps in comprehension are often misinterpreted as oppositional behavior when requests seem intentionally ignored, whereas the underlying issue is that the information was not effectively registered in the first place. This pattern is further associated with the reading comprehension difficulties commonly observed in ADHD, as noted by Jones (2017). The significant relationship observed in this study underscores how ADHD-related impairments in listening and comprehension can adversely affect competitive skills development, highlighting the need for targeted interventions to support these children in enhancing their competitive abilities.

### **Attention Deficit Hyperactive Disorder (ADHD) and Friendliness Skills**

The data analysis for this objective indicates a significant relationship between Attention Deficit Hyperactivity Disorder (ADHD) and the friendliness skills of primary school pupils in Uyo Local Government Area. This finding is consistent with Dox's (2015) research, which highlights that children with ADHD often face notable challenges in their social interactions. Dox points out that these children may struggle with essential social skills such as listening to others, initiating conversations appropriately, and interpreting social cues accurately. Their difficulties in understanding or recognizing social contexts and the reactions of others contribute to these challenges.

Children with ADHD frequently exhibit behaviors such as disruptive noise and rule-breaking, which increase their risk of social rejection. This, in turn, can lead to feelings of isolation, unacceptance, and a sense of being different or disliked. These social difficulties further reinforce the observed significant relationship between ADHD and friendliness skills in the study. The results suggest that the social impairments associated with ADHD significantly affect how these children develop and express friendliness, emphasizing the need for targeted interventions to improve their social acceptance and integration.

## Conclusion

The results of this work have revealed that there is a significant relationship between attention deficit hyperactive disorder and communication, leadership, competitive as well as friendliness skills. Children with attention deficit hyperactivity disorder (ADHD) experience pervasive interpersonal difficulties and peer disapproval that go beyond the diagnostic criteria. Children with ADHD are described by peer as annoying, boisterous, irritating, and intrusive. When compared to boys with learning disabilities or low-achieving comparisons, boys with ADHD are disruptive and by teachers' judgment, are oppositional/defiant, and as deficient on cooperation and self-control.

## Recommendations

Acquisition of communication skills should be encouraged for ADHD children; that is, teachers should take communication as an important tool for success in all areas.

1. Teachers should prioritize the development of these skills for children with ADHD, recognizing that effective communication is foundational to academic and social success. Also, educators can employ specialized instructional strategies, such as structured communication exercises, role-playing scenarios, and individualized feedback, to enhance these pupils' ability to articulate their thoughts, engage in meaningful conversations, and navigate social interactions. Incorporating communication-focused activities into the curriculum can help these children better express themselves and improve their academic and social outcomes.
2. Incorporating ample time for play activities is essential for the development of friendliness skills. Play-based learning environments provide opportunities for children to practice social interactions in a less structured, more natural setting. These activities encourage cooperative play, turn-taking, and empathy, which are critical for developing positive social relationships. By creating structured playtime and facilitating group activities, educators can help children with ADHD build and refine their social skills, enhancing their ability to form friendships and work collaboratively with peers.
3. Prioritizing the acquisition of leadership skills is important for boosting the self-esteem and general confidence of pupils with ADHD. Leadership training can be integrated into the school environment through activities such as group projects, peer mentoring programs, and leadership roles in classroom activities. These experiences provide children with ADHD the opportunity to develop decision-making skills, take on responsibilities, and gain a sense of accomplishment. Such initiatives not only contribute to their personal growth but also foster a more positive self-image and greater confidence in their abilities.
4. Encouraging the development of competitive skills is vital for continuous self-improvement. Educational institutions should create opportunities for children to engage in competitive activities, such as academic competitions, sports, and creative challenges. These activities can motivate pupils with ADHD to set personal goals, work diligently, and experience the rewards of perseverance and achievement. By highlighting the value of self-improvement and providing a supportive environment for competitive endeavors, schools can help these children develop resilience and a growth mindset.

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