



THE RELATIONSHIP BETWEEN ATTENTION-DEFICIT HYPER ACTIVITY DISORDER (ADHD) AND SOCIAL SKILL ACQUISITION AMONG LEARNERS IN PRIMARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA

By

Immaculata UMOH, Ph.D.,

UDOETE, Scholarstica Mfon,

IDIKA, MercyNdukwe,

EZEANYI, Chizoba Mercy

Department of Early Childhood and Special Education

Faculty of Education

University of Uyo, Uyo, AkwaIbom State

ABSTRACT

This study examined the relationship between attention-deficit hyperactivity disorder (ADHD) and social skill acquisition among learners in primary schools in Uyo Local Government Area, AkwaIbom State, Nigeria. ADHD is widely recognized as a neurodevelopmental disorder associated with inattention, hyperactivity, and impulsivity, often contributing to pervasive social difficulties. Social skills such as communication, leadership, and competitiveness—are essential developmental competencies that enable children to build relationships, navigate social environments, and foster emotional resilience. Yet, research is inconclusive on whether the deficits observed in children with ADHD reflect impaired social skill acquisition or difficulties in performance. Adopting a descriptive survey design, this study sampled 97 respondents, including 80 pupils diagnosed with ADHD and 17 teachers, across ten public primary schools in Uyo. Data were collected using a validated researcher designed instrument titled Social Skills and Attention Deficit Hyperactive Disorder (SSADHD), with a reliability coefficient of 0.78. Pearson Product Moment Correlation (PPMC) was employed to analyze the data at a 0.05 level of significance. Findings revealed significant positive relationships between ADHD and pupils' acquisition of communication skills ($r=0.321$, $p<0.05$), leadership skills ($r=0.381$, $p<0.05$), and competitive skills ($r=0.731$, $p<0.05$). These results indicate that ADHD substantially influences social skill development, with implications for both peer interactions and long-term socio-emotional outcomes. The study highlights that children with ADHD exhibit measurable social skill deficits that are strongly associated with the disorder, reinforcing the need for targeted interventions that emphasize not only skill training but also contextual performance supports from teachers, parents, and peers. The study recommends integrating structured play, communication enhancing strategies, and leadership opportunities into classroom practice, along side parent–teacher collaboration, to support children with ADHD in developing functional social competencies. These findings contribute to the growing literature on ADHD in African contexts, offering practical insights for educators, parents, and policy makers seeking to mitigate the adverse social outcomes of ADHD in primary school learners.

KEYWORDS: Attention-Deficit, Hyper Activity Disorder (ADHD), Social Skill Acquisition, Learners, Primary Schools and Uyo Local Government Area.



INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) is a neurological disorder in which people have patterns of persistent lack of attention, hyperactivity impulsivity, or a combination of lack of attention and hyperactivity-impulsivity that interfere with their functions or developments. Some symptoms usually appear before the age of 12 years and must be present in more than one setting, for instance, home, school, and work (American Psychiatric Association, 2017) ADHD children experience disturbed social development associated with a lack of tolerance for frustration, changing moods, and delay in motivation and some problems in their executive functions namely difficulty in solving problems, lack of flexibility, difficulty in planning, and hampered in responding, maintaining attention, and working memory (Store beetal.,2017).

Children with ADHD often experience problems related to lack of social skills These problems include high peer rejection or social isolation and a lack of dyadic friendship experiences. It predicts some negative things related to emotions and behaviors that occur later in life such as more serious delinquency, smoking more heavily, and experiencing more anxiety and other common disorders (Mrug, 2017). Therefore, interventions need to be carried out to improve the social skills of ADHD children so that children can develop themselves and not cause other problems in the future (Bagwell, 2015). Several interventions to improve the social skills of children with ADHD have been reviewed extensively by several studies, but the involvement of parents and/ or peers in these interventions are still rarely reviewed for ADHD children. Interventions involving parents and peers are often combined or separated using the home or school settings. The social lives of children are dependent on the number of social skills that they have acquired. Social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated and changed in verbal and non verbal ways (Jefferson, 2017). They include, communicative skills, leadership skills, competitive skills and friendliness skills Social skills are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with the society harmoniously (Jefferson,2017) Social skills build essential character traits like trust worthiness, respectfulness, responsibility, fairness, caring, and citizenship. These traits help build an internal moral compass, allowing individuals to make good choices in thinking and behaviour, resulting in social competence.

Communication skills are those skills which are needed to speak and write properly. Therefore, good reading, writing, speaking and listening skills are essential for effective communication. A child's ability to communicate clearly and share thoughts, feelings and ideas will help in building proper relationships (Rice,2016). Generally, communication skills are needed to inform and to influence. However, the various components of communication skills include active listening, communication methods, friendliness, confidence, sharing feed back, volume and clarity, empathy and respect. Cook (2020) revealed that when children are given the opportunity to play, they develop superior communication skills, necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance that ultimately would benefit children with attention deficit hyperactive disorder.

Leadership as a practical skill encompasses the ability of an individual, group or organization to lead, influence or guide other individuals, teams, or entire organizations. Also, it can be seen



as a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common and ethical task. Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instills confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. Leadership gives children many opportunities to develop responsibility. The key phrases that relate to leadership are "self-confidence," "problem solving," "pro-social," and "makes independent decisions and "choices." Yuk (2016) revealed that leadership is the process through which one member of a group influences other group members toward the attainment of specific goals. During play activities of children, several attributes are in operation, such as role-playing, sanction, discipline, accommodation, and competition. This makes the world of children's play a fertile ground for training and selection of natural leaders, even among children diagnosed with attention deficit hyperactivity disorder.

"Competitive skill" with hyperactive disorder refers to the ability to contend with rivals for the same objective or prize. Competitiveness does not necessarily mean an ability to beat rivals but rather a thirst and willingness to be involved in competition, to stay in competition, and not to be defeated or totally outclassed (Adebuyi, 2016). The benefits of competitive skills in children include:

Prepare them for future real-life situations.

Develops important life skills, like empathy

Expands comfort zone On the other hand, lack of play among pre-primary children breeds poor leadership skills, leading to low self-confidence and self-esteem. These further lead to inferiority complexes and, most fatally, depression. Various studies have recorded the frequency of this among children with attention deficit hyperactivity disorder.

Helps learn from failure

On the other hand, lack of play among pre-primary children breeds poor leadership skills, leading to low self-confidence and self-esteem. These further lead to inferiority complexes and, most fatally, depression; various studies have recorded the frequency of this among children with attention deficit hyperactivity disorder.

Social problems in ADHD occur above and beyond the risk conveyed by co-occurring oppositional-defiant symptoms, deviant peer associations, parental monitoring, and school climate (Kofler et al., 2015). This pattern of impaired social functioning reflects a critical intervention target, particularly given its association with a host of adverse long-term outcomes, including academic failure, delinquent behavior, and substance abuse (Mikami & Hinshaw, 2016). Interventions for impaired social functioning primarily involve office-based instruction and role-playing of key social skills based on the assumption that these children have not acquired the requisite skills for adept social interactions (Tsengetal., 2016). However, this assumption warrants scrutiny for children with ADHD given conceptualizations of ADHD-related social problems as arising from performance rather than skills acquisition



deficits. Indeed, social skills training is not considered an evidence-based treatment for ADHD given that it fails to improve ADHD-related social functioning (Evans et al., 2016). Thus, the inefficacy of social skills training for ADHD may be due to target misspecification, such that current social skills treatment focuses on remediating presumed knowledge gaps rather than helping children apply their knowledge in the moment (Mikami et al., 2018).

Evidence supporting the conceptualization of social problems in ADHD as performance-based rather than skills-based includes findings from social skills training studies in which children with ADHD demonstrate appropriate social conduct when prompted, as well as evidence of improved social interactions with other children and adults while receiving psychostimulant treatment without specific social skills training (deHoo & Prins, 2017). Additional support for this framework is suggested by emerging evidence of improved social performance in children with ADHD when parents and teachers use in vivo strategies to scaffold peer interactions, as well as longitudinal evidence of intact social knowledge across the middle school years for children with ADHD (Kofler et al., 2015). To date, however, no study has explicitly disentangled social skills acquisition from performance deficits in children with ADHD (Gresham et al., 2017).

Children with acquisition deficits do not display socially appropriate behavior because they do not have the necessary skill repertoire to do so. Conversely, inappropriate social behaviors are classified as performance deficits when children possess the learned skills but do not consistently apply these skills at developmentally appropriate levels. Children with performance deficits are able to perform the social skills under certain conditions (e.g., with scaffolding) or perform them successfully sometimes but not consistently (Gresham et al., 2017).

The critical distinction between acquisition and performance deficits involves emphasis on social skills in terms of observable behavior, which differentiates it from approaches that focus on declarative social knowledge or comprehension (Sibley et al., 2020). This emphasis on procedural skill demonstration is central to the current study's method for classifying behaviors according to the social behavioral analysis framework, which defines social acquisition deficits, performance deficits, and strengths based on the frequency with which specific, empirically identified behaviors are demonstrated. The framework places additional emphasis on the perceived importance of the behavior, that is, how critical the social skill is to the environment in which it is observed (Gresham et al., 2017). Previous research supports the reliability and validity of this framework for analyzing parent- and teacher-reported social behaviors in preschool and school-aged children, both in terms of classifying social behaviors and differentially linking acquisition and performance deficits with specific intervention strategies (Frey et al., 2018). Therefore, there is a need to examine the acquisition of social skills with attention deficit hyperactivity disorder among learners in primary school.

Statement of the Problem

The developmental pattern of the social domain of the child has a close link with the availability and proper utilization of the brain at the pre-primary level of education. It has



been observed that the presence of attention deficit hyperactivity disorder, which is characterized by excessive amounts of inattention, hyperactivity, and impulsivity that are pervasive and impairing in multiple contexts, has caused a deficit in the developmental process of children (Jones, 2015). As a result, most primary school pupils exhibit unacceptable internalized and externalized behaviors such as aggression, defiance, non-compliance, disobedience, fighting, greed, bullying, using abusive words on each other, pushing, and tantrums. These behaviors exhibited by pupils at this stage, if not given adequate attention, would develop to become hardened in heart and eventually lead to cultism, smoking, drug abuse, unwanted pregnancy, stealing, kidnapping, premarital sex, and waywardness. The high rate of antisocial behavior among primary school pupils with attention deficit hyperactivity disorder makes it pertinent to carry out research on the relationship between social skills acquisition and attention deficit hyperactivity disorder of primary school pupils.

Purpose of the Study

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

1. Determine the relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in the Uyo local government area.
2. Ascertain the relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in the Uyo local government area

Research Questions

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

Research Hypotheses

There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in the Uyo local government area.

1. There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in the Uyo local government area.



2. There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in the Uyo local government area.

This work would be of importance to teachers, individuals, primary schoolers, parents, school administrators, and government stakeholders, as well as future researchers. This is because it aims to reveal the role that hyperactivity occupies in the acquisition of social skills among primary school pupils.

For teachers, this work would expose them to the importance of social skills acquisition and engender such through various channels, such as ample playtime among children with attention deficit hyperactivity disorder.

Through this study, primary school children with attention deficit hyperactivity disorder would benefit by way of having access to interact with the various channels responsible for the development of social skills after consequent exposure received by their teachers in the course of this study.

The study would serve as a source of motivation to government at all levels in planning and making available more avenues for the development of social skills through the curriculum, as the potential of these children is limited without acquiring these necessary skills.

Ultimately, parents, especially those with children diagnosed with ADHD, would benefit from this study by knowing the strong relationship that exists between children with ADHD and social skills acquisition. This would aid better parenting.

Finally, it is believed that the findings and implications of this study would benefit and serve as a reference to future researchers who hope to add to the existing body of knowledge on the relationship between social skills and attention deficit hyperactivity disorder (ADHD).

Research Design

The study adopted a descriptive survey research design.

Area of Study

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 erst while 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 people to settle in the city. Uyo also occupies an outstanding position in the provision of educational services 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 the Uyo Local Government Area.

Population of the Study

The population of the study was 569 pupils. This number comprised all primary school pupils with attention deficit hyperactivity disorder in the Uyo metropolis.

Sampling and Sampling Technique

The study used a 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 hyperactivity disorder. A sample size of 80 primary school pupils with attention deficiency hyperactivity disorder and 17 teachers was selected for the study, making a total of 97 respondents. This was selected from 10 public primary schools in the Uyo Local Government Area. The percentage of the sample from the population is 17.05%.

Research Instrument

The research instrument used for the study was a researcher-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.

Administration of the Instrument

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 hyperactivity 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.



Validation of the Instrument

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 hyperactivity 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.

Reliability of the Instrument

In order to determine the reliability of the instrument, a test-retest method was adopted. The researcher administered the questionnaire twice to the same group of respondents at different times. A reliability coefficient of 0.78 was established for the instrument using the Pearson Product Moment Correlation. This shows the suitability of the instrument for use.

Method of Data Analysis

Pearson product moment correlation was the statistical tool used in testing hypotheses at 0.05 PPMC. It was also used in answering the research question.

Analysis of Research Questions

Research Question1

What is the relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in the Uyo local government area?

Table1:

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

Variables	ΣX	ΣX²	ΣXY	r	R²
	ΣY	ΣY²			
Attention Deficit Hyperactive Disorder	852	3192	2071	0.321	0.103
Communication skills	799	3389			

Data in Table 1 reveal the strength of the relationship between ADHD and communication skills. The PPMCC analysis on the relationship between ADHD and communication skills



among public primary school pupils has revealed a positive correlation coefficient (f) of 0.321 and a negative correlation coefficient (r^2) of 0.103. Therefore, this implies that ADHD has a high influence on the acquisition of communication skills among preprimary school pupils in the Uyo local government area.

Research Question 2:

What is the relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in the Uyo local government area?

Table2:

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

Variables	ΣX	ΣX^2	ΣXY	r	R^2
ADHA	963	2192	3181	0.381	0.145
Leadership skills	682	4925			

Data in Table 2 reveal the strength of the relationship between ADHD and leadership skills. The PPMCC analysis on the influence of ADHD on leadership skills acquisition among public primary school pupils has revealed a positive correlation coefficient (r) of 0.381 and a negative correlation coefficient (r^2) of 0.145. Therefore, this implies that ADHD has a high influence on the acquisition of leadership skills among primary school pupils in the Uyolo local government area.

Research Question Three:

What is the relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in the Uyo local government area?

Table3:

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

Variables	ΣX	ΣX^2	ΣXY	r	R^2
ADHA	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 PPMCC analysis on the influence of ADHD on competitive skills acquisition in public primary schools has revealed a positive correlation coefficient (r) of 0.731 and a negative correlation coefficient (r²) of 0.134. Therefore, this implies that ADHD has a high influence on the acquisition of competitive skills among preprimary school pupils in the Dyolo local government area.

Testing of Hypotheses

Hypothesis One:

There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of communication skills in preprimary schools in the Uyo local government area.

Table4: Pearson's Product Moment Correlation Analysis of 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 (n=97)

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal	r-crit
Attention Deficit Hyperactive Disorder	852	3192	2071	4.71	1.96
Communication skills	799	3389			

A calculated r-value of 4.71 (r-cal.) was obtained against the critical r-value of 1.96 (r-crit.) at a 0.05 significance level. The rule on the test of significance provides that when r-cal. is greater than r-crit., then such a relationship is considered as being significant. The null hypothesis is therefore rejected. There is a significant relationship between ADHD and the acquisition of communication skills among primary school pupils in the Uyo Local Government Area.

Hypothesis Two:

There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in the Uyo local government area.

Table5:

Pearson's Product Moment Correlation Analysis of there is no significant relationship between attention deficithyperactive disorder (ADHD) and pupils' acquisition of leadership skills in preprimary schools in Uyo local government area (n=97)



Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal	r-crit
Attention Deficit Hyperactive Disorder	963	2191	3211	3.821	1.073
Leadership skills	682	4925			

A calculated r-value of 3.821 (r-cal.) was obtained against the critical r-value of 1.073 (r-crit.) at a 0.05 significance level. The rule on the test of significance provides that when r-cal is greater than r-crit, then such a relationship is considered as being significant. The null hypothesis is therefore rejected. There is a significant relationship between ADHD and leadership skills acquisition among primary school pupils in the Uyo Local Government Area.
Hypothesis Three:

There is no significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in the Uyo local government area.

Table6:

Pearson's Product Moment Correlation Analysis of whether there is a significant relationship between attention deficit hyperactivity disorder (ADHD) and pupils' acquisition of competitive skills in preprimary schools in the Uyo local government area (n=97)

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal	r-crit
AttentionDeficitHyperactiveDisorder	1821	2817	53811	0.972	0.418
Competitive skills	1121	16241			

A calculated r-value of 0.972 (r-cal.) was obtained against the critical r-value of 0.418 (r-crit.) at a 0.05 significance level. The rule on the test of significance provides that when r-cal. is greater than r-crit., then such a relationship is considered as being significant. The null hypothesis is therefore rejected. There is a significant relationship between ADHD and competitive skills acquisition among primary school pupils in the Uyo Local Government Area.

Discussion of Findings

Attention Deficit Hyperactive Disorder (ADHD) and Communication Skills

The finding on this variable indicated that there is a significant relationship between ADHD and communication skills of primary school pupils in Uyo Local Government Area. Chober (2017) supports this finding when he agreed that children with ADHD process language differently. For starters, they are at increased risk for significant language delays. Even without specific delays, because of distractibility and related ADHD symptoms, they are more



likely to get off-topic when speaking. They also frequently struggle to find the right word and put thoughts together quickly and linearly in conversation. Errors in grammar as, because of planning difficulties present even when underlying skills in this area are intact. All these ADHD-related symptoms, with or without actual language delays, may impact the ability to communicate effectively.

Attention Deficit Hyperactive Disorder (ADHD) and Friendliness Skills

Data analyzed in Table 7 revealed a significant relationship between ADHD and the unfriendliness skills of primary school pupils in the Uyo Local Government Area. This finding aligns with those of Dox (2015), who averred that problems with social skills in ADHD children include not listening to others, starting conversations at inappropriate times, and not being able to read social cues. They tend not to understand or be unaware of the social situation and the reactions they get from others. In addition, ADHD children display behaviors such as being noisy and breaking rules, which put them at risk of social rejection, so they feel unaccepted, isolated, different, disliked, and alone.

Attention Deficit Hyperactive Disorder (ADHD) and Leadership Skills

Findings from Table 8 reveal that there is a significant relationship between ADHD and leadership skills of primary school pupils in the Uyo Local Government Area. This result agrees with that of Kofler (2015), that social problems in ADHD occur above and beyond the risk conveyed by co-occurring oppositional-defiant symptoms, deviant peer associations, parental monitoring, and school climate. This pattern of impaired social functioning reflects a critical intervention target, particularly given its association with a host of adverse long-term outcomes, including academic failure, delinquent behavior, and substance abuse. Interventions for impaired social functioning primarily involve office-based instruction and role-playing of key social skills based on the assumption that these children have not acquired the requisite skills for adept social interactions. However, this assumption warrants scrutiny for children with ADHD given conceptualizations of ADHD-related social problems as arising from performance rather than skills acquisition deficits.

Attention Deficit Hyperactive Disorder (ADHD) and Competitive Skills

Results from analysis indicate that there is a significant relationship between ADHD and the competitive skills of primary school pupils in the Uyo Local Government Area. Rice (2016) averred that in ADHD, listening comprehension can be impaired directly, in particular because of difficulty handling rapidly spoken language or managing distracting, noisy environments like a party or a busy classroom. Again, this is true even when a child doesn't have an actual language delay; they have the capacity to understand, but because of ADHD, they miss details in both conversation and stories. When listening, they may lose track of conversational threads entirely or miss details and therefore fail to register vital bits of information. These same gaps frequently come across as oppositional behavior when a request appears intentionally ignored



instead of not being heard in the first place. These patterns also relate to the reading comprehension difficulties often found with ADHD (Jones, 2017).

CONCLUSION

Findings from this study have revealed the following:

1. There is a significant relationship between ADHD and the acquisition of communication skills among primary school pupils in the Uyo Local Government Area.
2. There is a significant relationship between ADHD and leadership skills acquisition among primary school pupils in the Uyo Local Government Area.
3. There is a significant relationship between ADHD and competitive skills acquisition among primary school pupils in the Uyo Local Government Area.

The results of this work have revealed that there is a significant relationship between skills as well as attention deficit hyperactivity disorder and communication, leadership, and competitiveness 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 peers 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 deficient in cooperation and self-control.

RECOMMENDATIONS

This work recommends as follows:

1. 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.
2. Ample time for play activities should be introduced among children so as to imbibe friendliness skills among them
3. The acquisition of leadership skills should be made a priority among primary school pupils with ADHD so as to improve self-esteem and general confidence
4. Competitive skills ensure children constantly improve and such should be encouraged in institutions of learning to as communicate the essence of self-improvement

Suggestion for Further Studies

1. Replication of the same study can be done on other local governments within or outside the state.
2. Further studies could be carried out to determine the extent of other disorders on social skills acquisition of children.
3. Researchers should be encouraged to carry out similar studies in other areas of child development such as cognitive and physical development.



REFERENCES

- Adebuyi, I. T. (2016). A population-based study of stimulant drug treatment of ADHD and academic progress in children. *Pediatrics*, 130(1): e53-62.
- American Psychiatric Association (2017). *Attention Deficit Hyperactivity Disorder: The NICE guideline on diagnosis and management of ADHD in children, young people, and adults*. London: The British Psychological Society and The Royal College of Psychiatrists.
- Bagwell, M.A. (2015). Childhood inattention-overactivity, aggression, and stimulant medication history as predictors of young adult outcomes. *Journal of Child Adolescence Psychopharmacology*. 9(3):169-84.
- Chober, A. (2017). The MTA at 8. *Journal of American Academic Child Adolescence Psychiatry*, 48(11): 1120-1131.
- Dox, W.E. (2015). Implications of changes for the field: ADHD. *Journal of Learning Disabilities*, 46(1):34-42.
- Evans, O.P., Greenhill, L.L., Muniz, R., Ball, R.R., Levine, A., Pestreich, L., and Jiang, H. Efficacy and safety of dexamethylphenidate extended-release capsules in children with attention-deficit/hyperactivity disorder. *Journal of American Academics and Child Adolescence Psychiatry*, 45(7):817-23.
- Freitz, L. R. (2015). Placebo-controlled evaluation of a mixture of amphetamine-dextroamphetamine salts and amphetamine salts (Adderall): Efficacy rate and side effects. *Pediatrics*. 107(1): E10.
- Gresham, J.G., Waschbusch, D.A., Pelham, W.E., Draganac-Cardona, L., Rotella, B., and Ryan, L. (2017). Effect of atomoxetine with and without behavior therapy on the school and home functioning of children with attention-deficit/hyperactivity disorder. *Journal of Clinical Psychiatry*, 71(11):1535-1551.
- Jefferson, G.M. (2017). Evidence-based assessment of attention deficit hyperactivity disorder in children and adolescents. *Journal of American Academics and Child Adolescence Psychiatry* 34(3):449-76.
- Kofler, M., Tannock, R., Kratochvil, C., Dunn, D., Velez-Borras, J., and Thomason, C. (2017). A randomized, placebo-controlled study of once-daily atomoxetine in the school setting in children with ADHD. *Journal of American Academics and Child Adolescence Psychiatry*, 44(7):647-55.
- Mikami, P., Scheffler, R. M., Brown, T. T., Fulton, B. D., Hinshaw, S. P., Levine, P., and Stone, S. (2018). Positive association between attention-deficit/hyperactivity disorder



medication use and academic achievement during elementary school. *Pediatrics*, 123(5):1273-1279.

- Muti, R. E. (2017). Symptomatic improvement in children with ADHD treated with long-term methylphenidate and multimodal psychosocial treatment. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(7): 802-811.
- Rice, L.T. (2016). *Caring for children with ADHD: A resource toolkit for clinicians (Spanish/English)*. Elk Grove Village: American Academy of Pediatrics, 2010.
- Sibley, L.O., Schachter, H.M., Pham, B., King, J., Langford, S., and Moher, D. (2020). How efficacious and safe is short-acting methylphenidate for the treatment of attention-deficit disorder in children and adolescents? A meta-analysis. *CMAJ*, 165(11):1475-1488.
- Staplier, G.A. (2015). Evidence-based psychosocial treatments for attention-deficit/hyperactivity disorder. *Journal of Clinical Child & Adolescent Psychology* 37(1):184-214.
- Storebe, L.M., Mitsis, E.M., McKay, K.E., Schulz, K.P., Newcorn, J.H., and Halperin, J.M. (2017). Parent-teacher concordance for DSM-IV attention-deficit/hyperactivity disorder in a clinic-referred sample. *Journal of American Academics and Child Adolescence Psychiatry*, 39(3): 308-313.
- Tseng, O.P., Abikoff, H., Gallagher, R., Wells, K.C., Murray, D.W., Huang, L., and Lu, F. (2014). Remediating organizational functioning in children with ADHD: Immediate and long-term effects from a randomized controlled trial. *Journal of Consultations and Clinical Psychology*, 81(1): 113-128.
- Yuk, A.M. (2016). ADHD symptoms and benefit from extended time testing accommodations. *Journal of Attention Disorder*, 19(2):167-172.