EXPLORING TEACHERS' PERCEPTIONS OF TEACHING LEARNERS WITH MILD ATTENTION DEFICIT HYPERACTIVITY DISORDER IN SELECTED INCLUSIVE PRIMARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA

BY

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A thesis Submitted to the University of Zambia in fulfilment of the Requirement for the award of the Degree of Doctor of Philosophy in Special Education

THE UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, **Alice Kabwe,** do hereby declare that this Thesis is my own original work which has not been submitted to this or any other University for purposes of being awarded with a degree or other academic qualification

Date…… Signature……...

APPROVAL

This Thesis by **Alice Kabwe** is hereby approved as having fulfilled the requirement for the award of the degree of Doctor of Philosophy in Special Education by the University of Zambia.

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ABSTRACT

The study explored teachers' perceptions in the teaching of learners with mild attention deficit hyperactivity disorder (ADHD) in selected inclusive primary schools of Lusaka District - Zambia. The study employed an interpretivism research paradigm and a descriptive research design. A sample of 25 participants was used, namely; 18 class teachers of learners with mild ADHD, 3 administrators and 4 Ministry of Education (MoE) Officials in Special Education. Homogeneous purposive and snowball sampling techniques were used to select participants for the study. In-depth interview guide, focus group discussions (FGDs) guides and observation checklist were used to collect qualitative data. Content thematic analysis technique was used to analyze data. The study revealed mixed views on teachers' perceptions of teaching learners with mild ADHD in inclusive schools. While some teachers felt they had adequate understanding of teaching learners with mild ADHD, others had a contrary view. Positively, some teachers indicated that they adequately understood learners with mild ADHD because they had sufficient knowledge, training to deal with learners; able to apply appropriate teaching methods, strategies and techniques; self- motivated to teach learners and able to manage the behaviors of the learners. However, other teachers indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, insufficient to use appropriate teaching methods, strategies and techniques for learners with mild ADHD and the inability to control learners with mild ADHD. The study also unveiled two significant types of perceptions in teaching learners with mild ADHD, which included positive and negative perceptions. The study found that some of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools such as learners with mild ADHD learning well through play. The study also found that most of the teachers had negative perceptions towards the learners with mild ADHD. The study also revealed positive and negative experiences in teaching learners with mild ADHD, which included learners being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interested them and leadership skills. Further, the findings of the study also revealed teachers' negative experiences in teaching learners with ADHD such as distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating, disturbing lessons during learning, more time needed to teach the learners, inattentiveness and daydreaming or zoning out. It was evident that teachers used support strategies while teaching learners with mild ADHD to aid their learning such as catch up strategies, social and emotional support strategies, professional development strategies and reinforcement strategies. The study recommends, upgrading teachers understanding and strategies to use in teaching learners with mild ADHD through teacher training; and capacity building in form of CPD in schools.

Keywords: *ADHD, Disorder, Hyperactivity, Inattention, Impulsivity, Inclusive education, Teacher understanding, Support Strategies, Capacity building*

DEDICATION

This work is dedicated to my father Mr. Gabriel Kabwe who has been a source of inspiration and encouragement throughout my life. Thank you so much for your endless effort.

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The race is neither to the swift nor the battle to the strong nor wealth to the brilliant but time and chance happen to them all (Ecclesiastes 9:11). I wish to express my gratitude to my principal supervisor Dr. Kenneth Kapalu Muzata who tirelessly guided and supervised my work. His professional advice, dedication and encouragement to my achievement is greatly appreciated. I also render my deep heartfelt thanks to Dr. Magdalene Simalalo Daka who co – supervised me. I am grateful for the critical piece of advice and encouragement she gave me. The two supervisors worked hard to see that I succeeded in my research work.

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ACRONYMS AND ABBREVIATIONS

ACT	-	Acceptance and Commitment Therapy
ADD	-	Attention Deficit Disorder
ADHD	-	Attention Deficit Hyperactivity Disorder
APA	-	American Psychiatric Association
ASD	-	Autism Spectrum Disorder
CDC	-	Curriculum Development Center
CPD	-	Continuing Professional Development
DEBS	-	District Education Board Secretary
DSMV	-	Diagnostic and Statistical Manual of Mental Disorder
ECZ	-	Examination Council of Zambia
EFA	-	Education for All
ESO	-	Education Standards Officer
FGDs	-	Focus Group Discussions
IE	-	Inclusive Education
LSENs	-	Learners with Special Education Needs
MoE	-	Ministry of Education
MoGE	-	Ministry of General Education
SESO	-	Senior Education Standards Officer
SET	-	Self - Efficacy Theory
SNE	-	Special Needs Education
TESS	-	Teacher Education and Specialized Services
UNESCO	-	United Nations Scientific and Cultural Organization
WHO	-	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Overview

This Chapter sets out to introduce the study. It comprises the background of the study on teachers' perceptions of teaching learners with mild attention deficit hyperactivity disorder (ADHD) in inclusive primary schools in Lusaka district. The chapter provides background to the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study. The chapter ends with a discussion of the delimitations, limitations, theoretical framework and organization of the thesis before a summary of the chapter.

1.2 Background of the study

The study focused on teachers' perceptions of teaching learners with mild attention deficit hyperactivity disorder in Zambian Primary Inclusive Schools so that interventions are put in place to address the situation that may arise from possible negative experiences. Learners with Attention Deficit Hyperactivity Disorder (ADHD) are among the least unidentified group of learners in Zambian schools. Konstantin et al. (2021) states that ADHD is a neurodevelopmental disorder characterized by inattention, hyperactivity and impulsivity causing functional impairment. ADHD is also said to be a developmental disorder that consists of a persistent pattern of inattention or hyperactive and impulsive behavior that is often present at the age of three. Additionally, Attention Deficit Hyperactivity Disorder is associated with hyperactivity, impulsivity and in attention (Mc Dougal, 2022). Inattention entails executive deficits that involve off – task behaviors and poor organization, whereas hyperactivity is demonstrated by fidgeting, excessive talking and inability to regulate stimuli (Hamilton & Astramovic, 2016). Children and adolescents with ADHD frequently have co – morbid psychiatric disorders. These can be oppositional defiant disorders, conduct disorders, depression, anxiety disorder and developmental disorders, speech and language delay and learning disabilities (Yuan, 2023).

The Diagnostic and Statistical Manual of Mental (DSM-5 TR (APA, 2022) classifies ADHD as a pattern of persistent inattention and hyperactive impulsivity that can disrupt a person's level of functioning or development. The DSM -5- TR (APA, 2022) differentiates two groups of symptoms, the first identified group includes symptoms of inattention, which refers to the inability

of the child to give close attention to details that results in careless mistakes made in school work and other activities. Books or school assignments are often lost and these children are often forgetful in daily activities such as brushing their teeth. The second symptom includes hyperactivity and impulsivity. Hyperactivity refers to behavior such as fidgeting with hands or feet, difficulty in sitting still for extended periods of time and talking excessively. Impulsivity includes behavior such as blurting out answers before questions have been completed. From these characteristics' symptoms of ADHD, managing a classroom with both children with ADHD and children without ADHD maybe very involving for the class teacher

According to the diagnostic criteria for ADHD, as stipulated by the DSM-IV-TR (APA, 2022), six or more symptoms of inattention are exhibited for at least six months in learners with ADHD, and to a degree are considered developmentally inappropriate (Holz & Lessing, 2002; Sadock & Sadock, 2003). The diagnosis of ADHD requires "persistent, impairing symptoms of either hyperactivity or impulsivity. These are; firstly, a child often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities. Secondly, a child often has difficulty sustaining attention in tasks or play activities. Thirdly, a child often does not seem to listen when spoken to directly. Fourthly, a child often does not follow through on instructions and fails to finish schoolwork, chores or duties given to them. Fifthly, a child often has difficulty organizing tasks and activity. Sixth, child often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework). Child often loses things necessary for tasks and activities (such as toys, school assignment pencils, books or tools). Additionally, a child is often easily distractible by extraneous stimuli and often forgetful in daily activities.

Concerning hyperactivity, a child often fidgets with hands or feet or squirms in seat, often leaves seat in classroom or in other situations in which remaining in your seat is expected, and often runs about or climbs in situations in which it is inappropriate (in adolescents or adults may be limited to subjective feelings of restlessness). Further, a child often has difficulty playing or engaging in leisure activities quietly, a child is often "on the go" or often acts as if "driven by a motor" and often talks excessively (DSM -5- TR (APA, 2022).

Regarding impulsivity, a child often blurts out answers before questions have been completed, has difficulty waiting turn, and a child often interrupts or intrudes on others (such as butting into

conversations or games). Symptoms should also have an impact in two or more settings, affecting school, social or work functioning and be present before 12 years of age (Lawrence el at. 2017).

In addition to the inattentiveness, hyperactivity and impulsivity children with ADHD may exhibit socially troublesome behavior such as difficult to maintain eye contact, infringing on personal space, and interrupting others and can affect child's relationship (Muntigl and Horvath, 2014). ADHD has also related to shortfalls in executive functioning and affects individual's academic and social personal performance (Clark et al., 2009). Children with ADHD symptoms may be viewed negatively by their peers who do not have attentional issues (Law & Fraser, 2007), which can contribute to an increased risk of co morbidities such as depression and anxiety (Bussing & Mehta, 2013). Children with ADHD also have trouble with social interaction, low self-esteem, depressed mood, and behavior problems (Sadock & Sadock, 2003; Sara, et al. 2023).

Children diagnosed with ADHD often present with secondary symptoms that refer to behaviors and difficulties that accompany the disorder, but is not sufficient or necessary for the diagnosis of ADHD (Sara et al. 2023). They face many challenges in various important developmental areas. They often experience academic underachievement and frequently display unwanted behaviors such as defiance, aggression, and antisocial behavior (Sara et al. 2023). This usually causes rejection from peers (Holz & Lessing, 2002). Secondary features impede optimal development in children with ADHD as it greatly affects their relationships, behavior and self-esteem. It has been speculated that some children with ADHD suffered subtle damage to the central nervous system (CNS) and brain development during foetal development: "the hypothesized brain damage may potentially be associated with circulatory, toxic, metabolic, mechanical, to the brain during early infection, inflammation, and trauma" (Sadock & Sadok, 2003**).** As ADHD is believed to involve specific neurological damage, research has shown that areas of the right brain hemisphere may be malfunctioning and that frontal lobe development and performance may be anomaly (Rijkers et al., 2023). However, most children with CNS damage and/or neurological disorders caused by brain injuries display no symptoms of attention deficit or hyperactivity, and therefore neurological damage per se as causative is strongly contested (Sadock & Sadock, 2003). Suggested contributory factors to the development of ADHD include prenatal toxic exposures, prematurity, and prenatal damage to the foetal nervous system (Sadock & Sadock, 2003), as well as low birth weight and diseases in formative years (Rijkers et al., 2023). Contact with environmental toxins such as lead

and certain pesticides has been linked to ADHD. Lead exposure even at low levels, can impair cognitive functions, and increase hyperactive behaviors (Lanphear et. al., 2024).

It is estimated that there is at least one learner with ADHD in every regular education classroom (American Psychiatric Association, 2000; Barkley, 2005; Wiener, et. al., 2009, Ludidi and Simon, 2020). Teachers usually have learners with characteristics of ADHD, such as inattentiveness or hyperactivity, but do not know about ADHD such teachers think such children are just indisciplined. Regardless of whether they have been formally identified with ADHD or not, if children display inattention or hyperactivity, they are likely to be at high risk for poor academic achievement and dropping out of school (Breslau et al., 2009).

Globally, according to Ayano et. al (2023), the prevalence of ADHD worldwide was 8.0% (95%CI 6.0-10) for both children and Adults who received diagnosis. The prevalence estimated was twice higher in boys (10%) compared to girls (5%) who received the diagnosis of ADHD. It accounted for about 5% in children of school going age worldwide (APA, 2013). The prevalence estimated was twice higher in boys (10%) compared to girls (5%). Approximately, about 11% of the children between the ages 4 to 7 are diagnosed with ADHD. According to Joshi and Angolkar (2018) ADHD is more common in boys than in girls. ADHD) is one neurological condition that affects 5-11% of students in the United States (American Psychiatric Association, 2013 and CDC, 2014). The prevalence of learners with ADHD in general education classrooms is evident in America's public schools. Murphy (2015) likewise recommended assessing teachers' practices and knowledge in working with students with ADHD in inclusive classrooms. Through these studies, teachers may better comprehend valuable intervention strategies and difficulties encountered, thus supporting social change at the district level.

A study by Omunda (2021) in USA revealed that learners with ADHD receive the majority of their everyday academic lessons in general education settings together with their nondisabled counterparts. Murphy (2015) also indicated that students with ADHD could be productive in general education classrooms if educators recognize and employ efficient teaching and behavioral management approaches. Nonetheless, general education classroom teachers from many parts of the world have voiced various concerns about teaching students with ADHD, citing issues such as inadequate training and lack of administrative support (Guerra et al., 2017). Therefore, current research is necessary to learn about teachers' perceptions of teaching this population (Schuck et al., 2016).

In Africa, the prevalence of ADHD ranges from 5.4% to 8.7%. This gives a probability of a classroom having at least some learners who exhibiting ADHD (Joshi and Angolkar, 2018). Ayano et al. (2020) noted that the prevalence of ADHD was 7.45% in both children and adolescents. Studies have also been conducted in Africa on learners with ADHD. For example, in South Africa, Jaye et al. (2020) conducted a study on understanding and perceptions of ADHD amongst Foundation Phase teachers at an independent school in Johannesburg. The study revealed that teachers had a limited knowledge with regard to symptoms of ADHD, they had a fair understanding about the treatment of ADHD and their knowledge about the associated features of ADHD was limited. Similarly, in Zambia teachers appear to have little understanding about ADHD.

In Zambia, not much has been done on ADHD. Tembo (2014) recorded the prevalence of 9.1 of children with symptoms of ADHD. According to Sikabule (2019), findings showed an increase of 14% of the total population of the children with the symptoms of ADHD in selected primary schools of Pemba District in Southern province. Sikabule (2019) noted that within the education system, ADHD was described under the Special Education and the Disability Need and Disability (SEND) category of social, Emotional and Mental Health Department for Education (2015). This brings ADHD in the realm of educators who are often involved in the teaching and learning of children with Special Education Needs (SENs). Furthermore, Zambia has made notable strides with regard to special education legislation beginning with the Ministry of Education assuming responsibility for educating students with disabilities (Chitiyo et al., 2018).

Inclusion policies require that learners with mild ADHD be taught in mainstream schools. For inclusion to be effective, the school personnel who are most responsible for its success must be responsive to the demands of educating learners by practicing values, beliefs, pedagogical applications, as well as assessment practices that support the needs of diverse learners with their classrooms (Dwarika and Braude, 2021). Such support necessitates a look at how teachers view learners with ADHD and how such views articulate into practice of support (Dwarika and Braude, 2021).

Policies have been formulated to cater for persons with disabilities, including those with ADHD in Zambia. These include the Education reform document (MoE, 1977), Focus on learning (MoE, 1992), Educating our future (MoE, 1996) and the 2012 Education Act. The 1977 Education Reforms Document outlined documentation for Special Education and specified the need for

integrating and adaptation of the general education curriculum to meet identified and specific needs of students. Furthermore, the reform document outlined the need of the adequate funding in order for Special Education to be more meaningful and beneficial. Focus on learning (MoE, 1992), emanated from the declaration of education for all children at the world conference of Education for All (1990). The conference stressed the importance of access to educational opportunities. Thus, in the 1992 policy document, the Zambian government reiterated that "every person- child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (MoE, 1992) Article 1. Notably, the 1992 policy stressed the mobilization of resources for the education for all, including children with disabilities including those with ADHD.

The major policy on education, Educating Our Future (MoE, 1996), focused on formal education. Recurring themes in the document included flexibility, responsiveness to education needs and enhancement of quality of education for all children. In relation with children with disabilities, the policy emphasized equality of educational opportunity provision of good quality education and improvement and strengthening of the supervision and management of special education across the country (MoE, 1996).

The Zambian government and the Ministry of Education's stance on inclusion has been influenced by the Salamanca Statement and Framework (UNESCO, 1994) to which Zambia ascribes. As a result, Zambian government has adopted a policy (i.e. Educating Our Future) that stipulates equal opportunities, non – discrimination, social justice, protection of basic human rights and participation of students with disabilities in the mainstream activities of school and society. The Ministry of Education has increasingly placed emphasis on the inclusion of students with disabilities in the education system.

The 2012 Persons with disabilities Act is the main framework governing disability in Zambia since the National constitution amendment Act No. 2 does not recognize the right to education. The 2012 persons with disability Acts asserts that:

> '*A person responsible for admission into an education institution shall not refuse to give admission to a person with disability on account of the disability, unless the person with a disability has been assessed by the agency and in consultation with the ministry responsible for health" (2012 Disability Act).*

In addition, this law states that the minister responsible for education shall ensure that persons with disabilities are not excluded from the general education system based on disability.

In the 2011 -15-Sector Plan, the Ministry of Education identified key strategies to include learners with special education needs: improve identification, assessment and placement, review the curricula suitable for those learners; provide learning and teaching materials and equipment, facilitate a short - long term training of teachers; monitor and evaluate special needs and inclusive education policy. The plan sort to promote inclusive education by integrating children with mild to moderate learning disabilities in mainstream schools and offer special education to those who cannot be integrated (UNESCO, 1994). Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. In this study, it refers to learners with mild ADHD learning together with those without disabilities in the same classrooms. Therefore, children with mild ADHD must also be integrated in the mainstream despite the challenges that they encounter due to their condition.

Muzata et al. (2021) observed that while physical accessibility may be provided through the placement of the children with disabilities in inclusive classroom, in reality, children with disabilities do not derive practical benefits from their inclusion. This is because it was not really known if teachers have the Knowledge about ADHD, skills and to manage their behaviors both in classroom and outside. Tyagi (2016) pointed out that some of the roles of the teacher in the classroom is to identify and accept the learners with disabilities, involving them in almost all the activities of the class and making suitable adaptation in the curriculum translation so that the children with disabilities learn according to their ability. Learners spend most of their time in classroom and other settings that is where they are expected to follow rules, act in socially proper ways, participate in academic activities and refrain from interrupting and learning process and development of activities off others (Ahmed, 2024). During these contact times, teachers must teach learners skills on how to behave in a manner that meets organizational and social expectations (Ahmed, 2024). However, little is known about the teachers 'perceptions of teaching learners with mild ADHD in inclusive primary schools. Arising from this policy background, the study will explore the teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools.

1.3 Motivation of the study

The motivation for this study was triggered by reflections of the researcher's past teaching experience of learners with ADHD in primary and secondary schools where the researcher had taught for twenty-five (25) years. During the researcher's teaching experience, the researcher had encountered many teachers complaining about learners who are troublesome in their classrooms. As a Special Education teacher, the researcher got concerned about why such learners behave in the manner they do and trying to find ways of helping such learners. In trying to find the solutions to these concerns, a thought to conduct this study came in. Teachers identified that some learners in their classrooms were easily sidetracked, did not follow instructions, did not sit in one place for some time, inattentive and usually disturbed the teaching and learning process. These learners are constantly punished and labelled as troublesome. Without establishing the cause of such behavior, teachers may judge them wrongly and fail to provide for them. Ramphal (2020) reported that due to teachers having a poor understanding of mild ADHD, they often shut ill-disciplined learners out of their classes. This motivated the researcher to conduct this study so that the researcher could explore effective ways to deal and manage the learners.

Further, working also in the guidance and counselling office, the researcher saw the children with mild disabilities in an inclusive class neglected by most of the teachers because of their condition. Instead of helping them, they were most of the times labeled by their teachers including their fellow learners worse off the learners with mild ADHD. These children most of the times were sent to the guidance office to be counselled because of their condition. As earlier mentioned, usually they base their complaint of learners with mild ADHD to be naughty and portray unacceptable behaviors. Miller (2022) acknowledged that teachers and parents should be aware of what mild ADHD looks like and how it is confused with other conditions that could influence children's behavior. Observing children carefully is especially important when children were too young to be able to articulate what they were feeling and referring struggling children for diagnosis and appropriate support could help them succeed in school and other parts of their lives (Miller, 2022).

Based on the researcher's teaching experience, it was noted that even if there were policies that supported inclusion of persons with disabilities in the education sector not much was being done more especially in primary and secondary schools. Strengthening the monitoring and collection of data for learners with different challenges might be helpful to see if inclusive education was being practiced at these levels. Among the questions that motivated this study were; what was the

teachers' understanding of learners with mild ADHD in a classroom? What were the teachers' perceptions of teaching learners with mild ADHD in inclusive classes? How were the teachers supporting learners with mild ADHD in the classrooms? Therefore, it was hoped that if these questions were answered, the researcher would contribute towards the teaching and learning of learners with mild ADHD in inclusive classes seeing a situation where these learners were helped by their teachers, society and the national at large.

1.4 Statement of the problem

The 2012 Persons with Disabilities Act is one of the main framework governing disability in Zambia. The Act asserts that a person responsible for admission into an education institution shall not refuse to give admission to a person with disability because of the disability. Further, MoGE (2016) has provided inclusive guidelines with an emphasis on inclusion of all learners in the mainstream. While many stakeholders in the education of learners with ADHD such as teachers, school administrators and parents appear to have acknowledged the guidelines from the 2012 Persons with Disabilities Act and MoGE (2016) inclusive guidelines on the education of learners with ADHD, the teachers' perceptions in the teaching of learners with mild ADHD in inclusive primary schools of Lusaka are not known. This was evidenced by teacher's complaints about learners with strange behaviors and troublesome in schools. Arising from the teachers' complaints, as a special education teacher, the researcher had unanswered questions which needed to be answered through conducting research. Firstly, if these teachers were complaining about these learners, do they understand the learners? Secondly, how do these teachers perceive the learners in the classroom? Thirdly, how do these teachers support the learners in the classroom if they complained about their behavior? These unanswered questions prompted the researcher to carry out the study.

Further, research studies conducted globally and Zambia show that learners with ADHD often exhibit poor educational outcomes, distracting behaviors, and deficits in interpersonal skills compared to nondisabled peers in general education classrooms (Rogers et al., 2015; Ntengwe, 2018 and Sikabule1, 2019). Learners with ADHD exhibit challenging behaviors that affect their academic performance and other nondisabled counterparts such as inattentiveness, hyperactivity, impulsivity, difficult to maintain eye contact, infringing on personal space, and interrupting others (Kanyangui, 2023). Although these studies have made significant contributions to the

understanding of ADHD, they were too generalized in terms of context as they did not bring out, for example, the teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools. The existence of these challenges and knowledge gaps motivated the present study. The consequences of not addressing these challenges are that learners risk dropping out of school, repeating grades, and engaging in criminal acts. Thus, this sought to explore the teachers' perceptions of teaching learners with mild ADHD in Zambian inclusive primary schools.

1.5 Purpose of the study

The purpose of this study was to explore the teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district, Zambia so that interventions are put in place to address the situation that may arise from possible negative experiences.

1.6 Objectives

The following objectives guided the study:

(i) To explore the teachers' understanding of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District.

(ii) To establish the teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District.

(iii) To establish the support teachers provide to learners with mild ADHD in selected inclusive primary schools in Lusaka District to aid their learning.

(iv) To design a framework to support teachers of learners with mild ADHD in selected inclusive primary schools in Lusaka District.

1.7 Research questions

The following research questions guided the study:

(i) How do teachers describe their understanding of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District?

(ii) What are the teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District?

(iii) How do teachers support learners with mild ADHD in selected inclusive primary schools in Lusaka District to aid their learning?

(iv) What framework would be appropriate to support teachers of learners with mild ADHD in selected inclusive primary schools in Lusaka District?

1.8 Significance of the study

The study aimed at providing understanding to stakeholders in the Ministry of Education (MoE) on the perceptions of teachers in teaching learners with mild ADHD in inclusive primary schools so that adjustments are made in areas where there were gaps that would make inclusion education policy a reality in schools. While there is a lot of focus both in policy and research in the traditional disabilities, there appears to be neglect of the category of learners with Special Education Needs such as those with mild ADHD. This study may help to close up a gap in knowledge on the perceptions and knowledge teachers have on these learners in inclusive schools. This gap, if not addressed, waters down the essence of inclusive education policy Zambia adopted in the provision of quality education to learners with disabilities in general. It was also hoped that, the study may help stakeholders to identify the support that would be rendered with a view to improving learning outcome among the learners with mild ADHD. Further, the study findings may aid policy makers and stakeholders in developing policies that would improve the learning of learners with mild ADHD in inclusive schools. The study would also stimulate interest in finding means and ways of addressing the gaps identified in teaching learners with mild ADHD in inclusive Zambian school system. Lastly, the study may add value to the general body of knowledge on teaching learners with mild ADHD in the school system.

1.9 Delimitations of the study

Delimitations define the study's boundaries. It narrows the scope and includes a number of variables over which the researcher had control (Kombo & Tromp, 2016). The study was restricted to three inclusive primary schools in Lusaka Urban only and concentrated on teachers of learners with mild ADHD, school administrators and MoE Special Education Officials. The schools were purposively selected for the study because they were among the schools in Lusaka with teachers of learners with mild ADHD. The teachers were believed to have sufficient knowledge and experiences on the teaching of learners with mild ADHD in inclusive classroom to adequately contribute to the outcome of the study. School administrators were involved because they

supervised and monitored teachers of learners with mild ADHD in inclusive primary schools. Therefore, the researcher believed that the selected schools, teachers, school administrators and MoE Special Education Officials would significantly contribute to the outcome of the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District.

1.10 Limitations of the study

Best & Kahn (2008) defines limitations as those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Limitations are weaknesses in a study usually beyond the researcher's control. The major limitation of the study was that there was no formal way used to identify and assess learners with ADHD in Zambia and this created a threat to this study in that learners that were considered as learners with mild ADHD in this study, may not be categorized according to their degrees or level of ADHD due to lack of standardized instruments to assess the learners. However, the researcher relied on the class teachers who provided the learners' profiles in order to identify the learners. Further, the limitations of the study bordered on research instruments. The researcher employed in- depth interview and focus group discussion (FGDs) guides to collect data. Some participants who were supposed to provide needed information for the study were readily available and not willing to participate in the study because they felt that these instruments provided less anonymity on them. This scenario reduced the sample size of participants and compelled the researcher to collect data from few willing participants to contribute to the outcome of the study. In this regard, the researcher did not collect important data from the few unavailable and unwilling participants. This limitation was addressed by using other data sources such as phone calls and google meet online sessions to compensate for data that was not collected during physical interviews, FGDs and lesson observations. A researcher turned on the recording system of the phone in order to record the conversation between the researcher and the participant, then the recordings were listened to. Another limitation was that the researcher conducted lesson observations, where learners with ADHD, though not part of the study, disturbed the flow of the lesson as the researcher was observing the teachers teaching the learners. However, this limitation was addressed by conducting other lesson observations the following day when the learners had rested. Further, the use of instrumental triangulation, such as interviews guide, FGDs guide and observation checklist helped address these limitations. The three instruments complemented each other resulting in

trustworthiness of the data collected. Furthermore, participants were assured of anonymity and confidentiality to enable them willingly participate in the present study.

1.11 Theoretical Framework

Albert Bandura's self – efficacy theory (Bandura, 1997), will guide this study. According to Bandura (1997), self – efficacy involves the way an individual perceives their ability to have control over their environment and their ability to carry out effort to manage and deal with environmental circumstances. The way the teacher may relate with learners with ADHD may influence the way in which they attempt to exercise control through their ability to assist the learners experiencing ADHD or exhibiting behaviors associated with ADHD (Niekerk, 2020).

Therefore, the perceptions of ADHD may influence the way in which a teacher is able to exert control over the classroom environment specifically over the learners with ADHD and in turn their self – efficacy may influence how they interact with learners who experience ADHD issues in schools (Bandura, 1997).

Additionally, self – efficacy may determine whether an individual perseveres through these circumstances that they face, regardless of the restrictions they may experience (Bandura, 1997), which would be the disobedient behavior of a child with mild ADHD, and how teachers utilize the knowledge to change the circumstances embedded within the environment in which they find themselves be (Niekerk, 2020).

The self - efficacy theory will inform this study as it highlights teachers' self – efficacy by referring to the importance of teachers experiences in their self – efficacy and how this impacts the environment of the classroom (Bandura 1997). By applying this theory to the study, it will provide insight into the self – efficacy that teachers experience in dealing with ADHD (Ballossini, 2019), faced by the learners within the classroom, and in turn how their action or perceptions of ADHD influence their level of self – efficacy to assist these learners.

High self-efficacy may lead to an individual to believe in their ability to gain control over their environment and in return produce change, whereas the low sense of self – efficacy may result in an individual avoiding their ability to produce a change or persevere through the change which they may experience (Bandura, 1970). For example, a teacher may perceive themselves as capable in supporting a learner with ADHD in school if they have a high sense of self – efficacy. If a

teacher has a low sense of self – efficacy, they may perceive a learner as a challenge and therefore fail to manage and support the learner within the classroom sufficiently which additionally influences the way in which they perceive these learners in the classroom setting.

In this way, this theory fits well for this study as it involves the way teachers perceives their ability to have control over the learners with ADHD and their ability to carry out effort to manage and deal with their learning experiences.

1.12. Definitions of Key Terms of the Study

Attention Deficit Hyperactivity Disorder (ADHD): Hamilton et al. (2016) defined ADHD as a disorder characterized by inattentiveness, hyperactivity and impulsivity. In this study, it means learners with disruptive behavior, all over, cannot control their movement, and cannot focus one thing at a time when they are in school.

Capacity building: it is 'multifaceted' (Fullan, 2006) involving both those internally and those supporting them externally – including policy makers. It is a process to increase the individual collective abilities of professional staff to continuously improve students learning. In this study, it refers empowering teachers with knowledge, skills and attitude for teaching learners with mild ADHD.

Disorder: The term disorder, from a clinical perspective refers to the disturbances of the normal state of being (Barkley, 2015). In the case of mild ADHD, it means that the behaviors of the perceived individuals are contrary or/ and unacceptable according to socially set norms and standards of general behaviors (Maema, 2021). The behaviors of mild ADHD – diagnosed individuals and /or those individuals perceived to have mild ADHD may in most instances appear extreme to some and therefore be deemed disorderly (Maema, 2021). In this study, a disorder is any condition or challenges that limits the learner's ability to learn in the classroom.

Hyperactivity: In this study it refers to an individual's inability to control movement, as driven by the motor (for example, constant movement in the chair, getting up and down, running or climbing around when others are seated), also may manifest as talking so much that others cannot get a turn (Gillburg, 2014). In this study, it refers to learners who cannot control their movement, which are driven by the motor in the classroom.

Impulsivity: Acting quickly without thinking first, higher than normal levels of impatience, that may lead accidents and thoughtless behavior of an individual (DuPaul and Stonner, 2014). Lack of impulse control result in inability to wait for his/her turn, bruiting out answers before checking if they were correct or not, and breaking rules because of lack of forethought and patience. That type of an individual tend to commence a task without waiting to get and understand given instructions at first, which usually resulted in careless mistakes (APA, 2013). In this study, impulsivity refers to learners who act quickly without thinking first, not patient, cause accidents and thoughtless behavior in the classroom.

Inattention: An individual's inability to maintain the levels of focus necessary to internalize information and or listen to instruction. This often resulted in the loss of important basic learning information, which later may translate into various learning disabilities (Gillburg, 2014). In this study, it means learners who cannot focus on one aspect or thing to internalize information and listen to instruction in the classroom.

Inclusive education: Inclusive education holds that the education system should provide opportunities for all children and guarantee that their education needs are met (Neves et al., 2022). In this study inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. In this study, it refers to learners with mild ADHD learning together with those without disabilities in the same classrooms.

Mild ADHD: refers to the learners who do not have many other symptoms above the required number of diagnosis and symptoms result in minor impairment in social, school or work settings (DSM-5 TR (APA, 2022). In the context of this study mild ADHD refers to learners who have less symptoms of ADHD. These learners are placed in inclusive schools.

Perception: Constitute knowledge that allow individuals to interpret the worldviews. This knowledge is developed and shared socially among individuals, and can build a common reality within a community of people (Tzatzuo, 2021). Perception is also said to be an attribute, which helps to shape individuals' worldview and attitude. It therefore, follows that the way teachers perceive the teaching of learners with mild ADHD in their classrooms. In this study, it refers to the way teachers and other stakeholders view, interpret or think about learners with mild ADHD in inclusive primary schools.

Positive perceptions: In this study, it refers to the good way teachers and other stakeholders view, interpret or think about learners with mild ADHD in inclusive primary schools. Thus, teachers may be able to support learners with ADHD in inclusive primary schools.

Negative perceptions: In this study, it refers to the bad way teachers and other stakeholders view, interpret or think about learners with mild ADHD in inclusive primary schools. Thus, teachers may not be able to support learners with ADHD in inclusive primary schools.

Self – efficacy – It is one's perceived ability to exercise control over their surrounding environment (Bandura, 1997). For the purpose of this research, it refers to a teachers' ability to support learners who exhibit behaviors or formally be diagnosed with mild ADHD in the classroom environment, as well as to intervene and identify learners with mild ADHD sufficiently and their confidence to do so.

Support Strategies: Support teaching strategies are designed to be implemented once you are suspect that students are wandering off task. It involves changing strategies during the lesson as a way of supporting student learning (Mitchel and Sutherland, 2020). In this study it refers to procedures or guidelines used by teachers when teaching learners with mild ADHD in inclusive primary schools.

Teacher understanding: All the different things that they know about mild ADHD and how they affect their motivation and ability to learn successfully, and then adapting lesson plans, materials, the methodology and the learning environment to suit both individual needs and the general characteristics of the class (Dwarika & Draude, 2020). In this study, it means teachers' knowledge for learners with mild ADHD.

1.13. Organization of the study

This study has six chapters and it is structured as follows: Chapter one presents the background of the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district - Zambia. The chapter began by providing the meaning of the term ADHD. It then discussed the Global, African and Zambian perspectives on perceptions in the teaching of learners with ADHD, statement of the problem, purpose, objectives, research questions and significance of the study. The chapter ended with a discussion of the delimitations, limitations, theoretical framework and organization of the study.

Chapter two presents the review of literature on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

Chapter three presents the methodology that was employed in this study to collect the required data on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Lusaka district in Zambia. The chapter presents the research paradigm, research design, study site, population, sample, sampling techniques, instruments for data collection, data collection procedure, data analysis and trustworthiness of the findings. The chapter will end with a discussion of the ethical considerations.

Chapter four presents the findings of the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district – Zambia. The presentation was based on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

Chapter five presents the discussion of the discussion of the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district – Zambia. The discussion was based on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

Chapter six was the conclusion and recommendation of the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district – Zambia.

1.14. Chapter summary

Chapter one introduced the background of the study on teachers' perceptions in the teaching of learners with mild ADHD in inclusive primary school. The chapter started with a focus on the global, international and national perspectives on the teaching of learners with mild ADHD. It also

focused on the statement of the problem, purpose, objectives, and research questions that guided the present study. Additionally, the chapter provided the significance, delimitations, limitations, theoretical framework before providing key operational terms used in the study. The next chapter reviews the literature related to teachers' perceptions in the teaching learners with mild ADHD in inclusive primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the review of literature on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. The chapter begins by exploring the teachers' understanding of teaching learners with ADHD in inclusive primary schools, followed by teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools before ending with support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

2.2 Teachers understanding of ADHD in a classroom

Globally, Guerra et al. (2017) examined teachers' knowledge, misconceptions and concerns about learners with mild ADHD in United Kingdom. The study found that the majority of teaches did not have course work related to learners with mild ADHD in their preparation programme due to limited understanding of such learners in their classrooms. Teachers indicated inadequate administrative support and access to professional development regarding learners with ADHD. Guerra et al. (2017) stated that given a rise in the numbers of learners with mild ADHD, it was imperative that teachers received specific and advanced training related to mild ADHD signs and symptoms. However, the study by Guerra et al. (2017) focused more on teachers' knowledge, misconceptions and concerns about learners with mild ADHD, not necessarily on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools. Shroff et al. (2017) conducted another study on misunderstanding about ADHD in India. It was found that teacher participants assumed that mild ADHD could be cured with dietary management. The teachers' feedback also revealed an inadequate understanding of knowledge concerning stimulate medication for learners with mild ADHD. Additionally, teacher feedback revealed an inadequate understanding or knowledge concerning stimulate medication for students with mild ADHD. Further, a study by Braude et al. (2020) provided a description of teachers understanding of mild ADHD and their experiences of supporting learners with mild ADHD. The findings revealed that teachers understanding of mild ADHD appeared limited. The stigma of mild ADHD created a reluctance from caregivers towards pharmacological treatment. The study by Shroff et al. (2017) however, leaned more on misunderstanding dietary management not on teachers'

understanding of teaching learners with mild ADHD in inclusive primary schools, which the current study focused on.

Another study conducted by Pillay (2020) on Teachers understanding on mild ADHD in Public Primary mainstream classrooms. The study revealed that teachers possess adequate understanding of the symptoms of mild ADHD. Further, teachers portray a reasonable amount of understanding concerning the treatment of the disorder and accommodation of ADHD learners is well executed by teachers in their mainstream classrooms. However, the report by Pillay focused on teachers' understanding of symptoms and treatment of learners with ADHD in public schools while, the current study focused on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools. Similarly, a study by Mthethwa (2016) stated that some teachers possess varies competencies that they use when teaching learners with mild ADHD, that is using their knowledge and skills gained during teacher training period. Mthethwa focused on Teachers' competencies in teaching learners with mild ADHD, while the current study focused on teachers' understanding in teaching learners with mild ADHD in inclusive primary schools.

Further, Blotnicky-Gallant et al. (2015) carried out a study in Nova Scotia, Canada, to examine teachers' knowledge and beliefs about mild ADHD, including their application of scientific-based classroom management approaches. The study found that many teacher participants recounted applying teaching strategies such as changing the language for instruction, making instruction easier, employing choral response methods, and using directed notes for content, but not frequently. The teachers exhibited a similar pattern regarding behavioral management techniques that involved a token economy, positive teacher feedback, and preferential seating (Blotnicky-Gallant et al., 2015). However, it was not clear if the situation was the same in Zambian primary inclusive schools where the current study was conducted.

In South Africa, Jaye et al. (2020) conducted a study on understanding and perceptions of mild ADHD amongst Foundation Phase teachers at an independent school in Johannesburg. The study revealed that teachers had limited knowledge with regard to the symptoms of mild ADHD, they had a fair understanding about the treatment about mild ADHD and their knowledge about the associated features of mild ADHD was limited. Many misconceptions exist about the disorder, mainly those surrounding the causes and treatment available (Akahtani, 2013). The different types of mild ADHD were poorly understood (Kos, 2008). Furthermore, he said exposure to

children with ADHD and higher number of ADHD workshops attended and mild ADHD articles reads were beneficial to the teachers' overall knowledge about ADHD. Years of experiences and the age of the teacher were not associated with a greater knowledge about mild ADHD. Ntuli (2014) revealed that both mainstream and remedial schools' negative attitudes about mild ADHD affected these learners and educators' knowledge was limited. This situation was similar to teachers' understanding of mild ADHD in a classroom in Zambia, hence the current study was conducted.

Kendale (2016) noted that adequate training around mild ADHD should begin within initial teacher training prior to entering the teaching profession. However, the study by Kandale (2016) focused more on teachers developing positive strategies to support learners with mild ADHD within the classroom, not teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. Another study conducted by Kendale (2016) on experiences of children with attention deficit hyperactivity disorder within a school setting in Kenya. The study indicated that there was need for teachers to be informed about the impact that mild ADHD could have on pupils and teachers need to develop positive strategies to support these individuals within the classroom.

In India, Singh and Gautam (2024) conducted the study on the level of awareness among teachers regarding ADHD, Autism Spectrum Disorder (ASD), and various learning disabilities, within the context of creating more inclusive classrooms. The study found that there was a wide range of understanding, from limited awareness to more nuanced, practical knowledge. However, the study also highlighted significant gaps in training and resources for teachers. The findings also identified key challenges in the implementation of inclusive teaching practices, including a lack of professional development opportunities, insufficient school support, and varying levels of personal and professional commitment. Based on these insights, the study advocated for more targeted teacher training programs, increased institutional support, and the development of a more inclusive school culture to address the needs of students with ADHD, ASD, and learning disabilities. The study contributed to the ongoing conversation on how to improve educational practices and ensure that all students have equal opportunities to succeed. The study focused on the level of awareness among teachers regarding ADHD, ASD, and various learning disabilities, within the context of creating more inclusive classrooms, while the present study focused on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools.

Hou (2024) noted that while many teachers possessed basic knowledge of ADHD, there are significant gaps in their understanding of more nuanced aspects of the disorder. Furthermore, the implementation of effective strategies is often inconsistent, influenced by factors such as professional development, school resources, and teacher attitudes. Based on the findings, the study made recommendations such as improving teacher training programs, enhancing school support systems, and fostering a more inclusive classroom environment for students with ADHD. These findings were significant because they contributed to the ongoing discourse on how to bridge the gap between knowledge and practice in supporting students with ADHD in primary schools. However, the study by Hou (2024) focused more on the comprehensive review examining primary school teachers' knowledge of ADHD and the effectiveness of various teaching strategies employed to support students with ADHD in the classroom.

In Zambia, Tembo (2014) conducted the study on the prevalence of mild ADHD disorder and its symptoms in selected schools in Lusaka urban. The study found that teachers faced an array of challenges in understanding and applying the mild ADHD tool and agreed that they understood the concept hyperactivity. The findings also revealed teachers had little experience in handling children with mild ADHD. This shows a drastic challenge that teachers may be facing in the schools. The amount of education and training a teacher has about mild ADHD also affects their Willingness to seek and apply strategies. However, the study by Tembo (2014) focused on the prevalence of mild ADHD and its three composites among grade four pupils, while the present study focused on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools.

Sikabule (2019) conducted another study in Zambia on assessing knowledge of teachers about ADHD Disorder and its prevalence rate in primary schools in Pemba District. The study revealed that most of the teachers were not knowledgeable about the existence of mild ADHD condition. Apart from that, teachers who claimed to have some knowledge about mild ADHD had no experience of teaching learners with mild ADHD, as they were unable to identify learners with this ADHD. Teachers faced a number of challenges in teaching learners with mild ADHD. Training of teachers is very essential in diagnosis and treatment of mild ADHD. The findings obtained in this study are in line with the study done by Saudi who found that few teachers attended courses related to mild ADHD and this training was not significant with teachers' knowledge regarding different aspects of the disorder that reflect inadequate training. Training

of teachers is very essential in diagnosis and treatment of mild ADHD. Nevertheless, until this study was conducted it was not known whether the situation was the same in Lusaka where this study was conducted.

2.3 Perceptions of teachers' teaching learners with ADHD in inclusive classes

Learners spent most of their time in classrooms and other school settings where, especially at primary school level, were expected to follow instructions and participate in organized and complex activities in socially appropriate ways. This agrees with Kanyangui (2023) who asserts that the demand on the teacher becomes more pressing when dealing with learners with mild ADHD because their lack of attention, impulse control, and hyperactivity regularly interfered with activities in the classroom as well as with peer relations.

Hamilton & Astramovich, (2016) stated that learners with mild ADHD often experienced severe behavioral struggles, leading them to achieve poor academic results. Using longitudinal research, DuPaul et al. (2016) assessed the mathematics and reading attainment of elementary learners whose parents described the diagnosis of mild ADHD. The learners were administered assessments planned by the National Center for Education Statistics and the results showed that approximately 40% of the participants attained below average in reading and 39% scored below average in mathematics compared to their typically performing classmates. However, a notable limitation of the study was that the diagnostic condition was based only on the parental description. A medical account that includes an official identification would have offered a more dependable diagnosis of the students' condition regarding mild ADHD.

Moore, Russel and Arnell (2017) conducted a study on educators' experiences of managing students with mild ADHD in United Kingdom. The study revealed that some factors such as stigmatization hindered the learners' ability to learn and affected them in the classroom. This was in line with Richard (2001) who indicated that negative stigma attached to any diagnosed disorder remains a reality, regardless of etiology or severity. Thus, there was need to remove these negative stigmas if learners with mild ADHD were to learn effectively.

Lawrence et al. (2017) conducted the study on Teachers' Experiences and Perceptions of learners with ADHD in Colombia, South America. The findings revealed that culture and gender influenced teacher perceptions, and mild ADHD classroom strategies were based on anecdotal experience. Teachers experienced guilty and worry while negotiating the learners' needs, school

system constraints and family issues. However, the study focused on both teachers' experiences and perceptions of learners with mild ADHD Disorder, while the current study only focused on teachers' perceptions on the teaching of learners with mild ADHD in inclusive primary schools in Zambia.

Ewe (2019) reviewed existing literature relating to teacher-student relationship in primary and secondary inclusive classroom settings. The aim of the study was to synthesize previous research studies based on relationships between teachers and students with mild ADHD in mainstream classrooms. Theoretical approaches were used to understand the current literature and considering future research areas. Based on the methods used in the review of the literature, five investigations centered on quantitative surveys, while two used a mixed methods approach. None of the methodologies used a qualitative measure. The findings in this review indicated that students identified with mild ADHD do not feel close to their teachers as learners without mild ADHD did.

Naidoo (2019) noted that teachers had different perceptions when teaching learners with mild ADHD, which often stemmed from lack of knowledge or understanding of mild ADHD in schools. However, Lawrence et al. (2017) on Teachers' experiences and perceptions of students with ADHD, revealed that culture and gender influenced teacher perceptions mild ADHD classroom strategies were based on anecdotal experience. Teachers experienced guilty and worry while negotiating the learner's needs, school system constraints and family issues. Teachers' attitude towards learners with mild ADHD is overwhelmingly negative, and they seem to lack a deeper understanding of mild ADHD and this affect their teaching (Mthethwa, 2016). Similarly, the study by Muller *et.al.* (2012) indicated that the negative perceptions on learners with mild ADHD had a significant impact on the wellbeing and self- stigmatization of these learners.

The study by Rodgers *et al.* (2015) indicated that teachers felt less able to build emotional bonds and cooperation with learners with mild ADHD compared to learners with no mild ADHD. Mainly the teachers' limited understanding of these learners influenced this. Further, Sikotazane (2016) revealed that teachers with limited understanding of learners with mild ADHD failed to control the behavior and stage reactions of these learners in the classroom. Neil (2014) revealed that teachers often held negative beliefs regarding behavior problems exhibited by learners with mild ADHD, tended to be pessimistic about teaching these learners, and felt that they required extra

time and effort to teach them. Teachers were therefore, responsible for creating an environment to academic, social and emotional success for learners with mild ADHD in inclusive schools. Spasovski (2010) revealed that practicing inclusive education is strongly determined by the teacher's perceptions on learners with special needs and perception of their capability and limitation. Therefore, the influence of the perceptions had consequences on the learners and the quality of all education process. Negative perceptions of learners with mild ADHD existed within an inclusive general education classroom setting. Teachers often perceived learners who exhibit the characteristics of mild ADHD as more difficult to manage and having an overall negative effect on classroom environment.

Akaneme *et al.* (2020) indicated that learners with mild ADHD preferred to learn using hands-on-activities and learning through watching and demonstration because of their attention deficit. They further said those learners with mild ADHD most likely preferred to get into learning style that would favour kinaesthetic form owing to their hyperactive nature. Akaneme *et al.* (2020) adds that most learners with mild ADHD preferred oral explanation or visual learning styles. Owing to the fact that these learners lacked good attention focusing ability, the only way to keep their attention for a relatively longer period was by keeping them physically busy with manipulative materials.

The study by Chilumbu (2019) found that teachers experienced many challenges such as learners always run up and down disturbing other learners when teaching pupils with mild ADHD in inclusive primary schools. Further, they experienced challenges such as learners with mild ADHD over reacting in situations and this made lessons difficult, interrupted lessons, exhibited restless behaviour and did not take learning seriously hence difficult to manage the class. Chilumbu (2019) added that learners with mild ADHD were noise makers and mostly slow in completing tasks. Teachers experienced many challenges when teaching learners with ADHD in inclusive primary schools because these learners lacked concentration, and this caused poor performance and slow grasping of information (Chilumbu, 2019). Additionally, Thomson (2021) revealed that learners with mild ADHD should be trained to remain in their seats to complete and submit their assignments to their teacher. Teachers therefore, needed to constantly monitor learners with mild ADHD if they were to progress academically.

The study by Lawrence (2012) indicated that teachers in these mainstream classrooms were not skilled and effective in meeting the learning needs of their learners diagnosed with mild ADHD due

to their large class groups and lacked support structures such as class size. Additionally, Lawrence (2012) recommended that general education teachers should receive pre- service and in-service mild ADHD training including school based skills, stress management in order to accommodate learners in inclusive schools.

Muhamad and Thomson (2021) conducted a study on successfully engaging learners with mild ADHD in inclusive schools. The study indicated that teachers and families of learners with mild ADHD should be patient with these learners because sometimes they acted strangely and out of control. The present study focused on teacher's perceptions of teaching learners with mild ADHD in inclusive schools. Many teachers did not receive enough training on mild ADHD, therefore lacking knowledge on how to apply management strategies to address this. Further, teachers felt that the class sizes were too big to help learners with mild ADHD (Stockigt, 2016). Further, indicated that managing a diverse range of learners with mild ADHD, as well as distracted and disorganised children posed as a challenge for teachers working with learners with mild ADHD, lack of parental involvement and lack of assistance in the classroom. Similarly, Sikabule (2014) revealed that learners with mild ADHD frequently did not achieve their academic potential, and were at a higher risk for grade retention and dropping out of school, as a result they were less likely to pursue post-secondary education.

Ewe (2019) conducted a study on mild ADHD and the teacher-learner relationship. The study unveiled that learners with mild ADHD generally felt less close to their teacher than to their non-mild ADHD peers. Thus, teachers experienced less emotional closeness, less cooperation and more conflicts in their relations with learners with mild ADHD than with other learners. However, the present study focused on the perceptions and experiences of teaching learners with mild ADHD.

Similarly, the study by Shoham *et al.* (2021) revealed that learners with mild ADHD underperformed academically because of high rates of non-compliance, aggression, and disturbances in peer relationships. In addition, these learners had other difficulties in the school environment in addition to their academic struggles and have a hard time making and maintaining friends, as a result they were rejected by peers. Shoham *et al.* (2021) adds that learners with mild ADHD had a pervasive tendency to engage in risky behaviours across multiple activities in schools. This tendency was associated with mild ADHD over and above the contributions of comorbid psychiatric disorders.

In Kenya, Omunda (2021) conducted a qualitative transcendental phenomenological study to obtain a comprehensive understanding of special education teachers' beliefs and daily experiences working with learners with mild ADHD in inclusive classrooms. The study revealed that special education teachers described their collaborations with the general education teachers as part of the positive experiences when working with learners with mild ADHD, but they also noted that this collaboration possess some challenges. Both special education teachers and general teachers teaching learners with mild ADHD were not adequately trained to deal with challenges presented by students with mild ADHD. Further participants believed that learners with mild ADHD could be successful in the academic environment if given the necessary support. Most of the participants expressed their beliefs in medication for students with mild ADHD. They indicated that consistent medication for learners with mild ADHD contributes to their success in the academic environment. They described participants who took medication as under control, while those who were inconsistence in medication use often remained behind academically.

A study by DuPaul & Stoner (2003) on assessment and intervention strategies of learners with ADHD in schools revealed that learners with mild ADHD underperformed academically because of high rates of non-compliance, aggression, and disturbances in peer relationships. These learners often times had other difficulties in the school environment in addition to their academic struggles. These learners had a hard time making and maintaining friends. Further, DuPaul & Stoner (2003) noted that that learners diagnosed with mild ADHD were more likely to be rejected by peers than children with other disruptive behavior disorders were. In this regard, learners of higher social preference nominated learners with mild ADHD as non-friends because they had difficulties related to the problems with impulse control and inattention.

In Scotland, Wilson et al (2022) conducted the qualitative study on teachers' perceptions and practices towards inclusive education for children with ADHD. The findings revealed that while many teachers recognized the challenges that learners with ADHD faced, there was a considerable variation in their understanding of the disorder and its impact on learning. Teachers reported diverse approaches to inclusion, ranging from individualized accommodations to more general classroom management techniques. The study also identified gaps in teacher training, with many educators feeling ill-equipped to fully address the needs of students with ADHD. Factors such as school resources, time constraints, and support from special education staff were also found to

influence the effectiveness of inclusive practices. The paper concluded with recommendations for improving professional development programs, fostering better school-wide support, and enhancing collaboration between educators, parents, and healthcare professionals to better support students with ADHD in inclusive classrooms. While the study by Wilson *et al* (2022) focused on teachers' perceptions and practices towards inclusive education for learners with ADHD, it was qualitative in nature, whose findings cannot be generalized to other settings like Zambia where the present study was conducted.

Flavia and Kass (2022) conducted the study on examining the role of teacher education in shaping teachers' attitudes towards the inclusion of pupils with ADHD. The study found that teachers with specialized training in Special Education exhibited more positive attitudes towards inclusion, emphasizing the importance of targeted educational programs in fostering inclusive education. This is in line with what the current study advocates for, schools to have well trained teachers with a positive perception towards learners with mild ADHD in inclusive primary schools.

Alnaim (2023) conducted the study on the services provided to learners with ADHD in primary schools in Saudi Arabia. The findings revealed that the existing special education services for learners with ADHD were suboptimal due to challenges that affected learners in the schools. These challenges included unclear referral procedures, parents withholding important information about their child's condition, and general education teachers' lack of awareness about ADHD. The study recommended implementing specialized ADHD programs in primary schools, establishing clear procedural guidelines, and enhancing ADHD awareness through intensive in-service training for special education teachers. The difference between Alnain's study and the present study was that the former concentrated on the challenges that affected the services provided to learners with ADHD in primary schools while the current study focused on learners with mild ADHD in inclusive schools in Zambia.

In Zambia, Tembo (2014) stated that teachers in primary and secondary schools in Zambia faced difficulties handling children who exhibited impulsive, inattentive and hyperactivity symptoms because they may have a condition called ADHD. Tembo added that learners with ADHD exhibited certain behaviors in and outside classroom such as a hard time paying attention, daydream a lot, not listening and easily distracted from schoolwork or play. They also forget things easily, were in constant motion or unable to remain in one position, squirmed or fidgeting, talked

too much, too noisy when playing, acted or spoke without thinking, had trouble taking turns, and interrupted others in the classroom. These were some of the common characteristics that were displayed in a classroom situation. Teachers therefore, had time in trying to address these behaviors in inclusive classrooms.

Ntengwe (2018) conducted a study on the effects of mild ADHD on social cognition in 7- 8 years old school going children in Lusaka. The findings of the study showed that the children with mild ADHD performed poorly on the after - recognition test. A correlation analysis also revealed that there was a relationship between mild ADHD and social cognition. The study also shows that there were gender differences in affect recognition. The boys performed better than the girls in the effect recognition test. Further showed that children with ADHD who were 8 years performed poorly in the affected recognition. The study concluded that there was a relationship between mild ADHD and social recognition. Learners with mild ADHD have deficiencies recognizing emotions in other people and this negatively affect their social interaction. Their inability to control their own behavior may lead to social isolation. Consequently, the children's self-esteem may suffer. These are some of the experiences teachers face in teaching learners with mild ADHD in schools. However, the study by Ntengwe (2018) concentrated more on the on the effects of mild ADHD on social cognition, while the current study will focus on teachers' perceptions in the teaching learners with mild ADHD in selected inclusive schools in Zambian schools.

Sikabule (2019) revealed that teacher experienced many challenges when teaching pupils with mild ADHD in inclusive primary schools. The study found that teachers experienced challenges such as learners always run up and down disturbing other learners, lacked of concentration that caused poor performance and slow grasping of information due to inadequate concentration. Other challenges experienced included learners with mild ADHD over reacting in certain situations, which disturbed the flow of lessons. Further, learners exhibited interruption and restless behavior thereby making teaching and learning a challenge and did not take learning seriously hence difficult to manage the class. Additionally, learners with mild ADHD were always trouble makers, noisemakers, slow in completing tasks, lacked specialized teaching materials and were stigmatized, and this made them not to like school. It therefore calls for teachers' understanding of the challenges so that they could provide the right support to the learners.

Further, Sikabule contended that teachers experienced challenges of addressing stress among learners with mild ADHD in classrooms. Sikabule stated that general education elementary school teachers rated students with mild ADHD as significantly more stressful to teach than their classmates without mild ADHD. These frustrations led to biases, prejudices and stereotypes of learners with mild ADHD in schools. Furthermore, some of the experiences teachers went through when teaching learners with mild ADHD in inclusive classes was managing the challenging behaviors exhibited by learners with mild ADHD such as difficulties concentrating on schoolwork, frequently interrupt conversations or activities, and difficulty remaining seated when requested to do so. However, it was typical for learners at certain ages to exhibit these types of behaviors; most children will usually outgrow them. Thus, teachers, needed to have management strategies to address these difficulties, which most teachers did not have.

Shoham et al (2021) conducted a study on mild ADHD associated with a wider spread pattern of risky behavior across activity domains in Israel. The study revealed that persons with mild ADHD had a pervasive tendency to engage in risky behaviors across multiple activities. Further, the study unveiled that this tendency was associated with mild ADHD over and above the contribution of comorbid psychiatric disorders. In relation to the present study, learners with mild ADHD engaged themselves in fighting with their fellow learners both inside and outside the classroom. It was either they were beaten by their teachers or beaten by their friends. The difference between Shoham's study and the present study was that the former focused on Adult mild ADHD while the current study focused on learners with mild ADHD in inclusive primary schools.

The study by Sikabule (2019) unveiled that learners with mild ADHD were less engaged academically and exhibit higher rates of off-task behavior especially in independent work time. These learners frequently did not achieve to their academic potential, as a result were at a higher risk for grade retention and dropping out of school. They were also less likely to pursue post-secondary education. Hay, Kos & Richdale (2006) citing Abikoff et al. (2002) stated that girls with mild ADHD had predominately-inattentive symptoms and little more disruptive than boys were. These were some of the experiences teachers' faced by teachers of learners with mild ADHD in inclusive classes. It was therefore important for teachers to have an understanding of learners with mild ADHD and identify those suspected to have the disorder so that possible interventions were made before the situation goes out of hand. In this regard, this study was conducted to explore the teachers' perceptions and experiences of teaching learners with mild ADHD in inclusive classes.

2.4. Teacher support to learners with mild ADHD in inclusive primary schools

Classroom intervention approaches for learners with mild ADHD needed to be implemented and carried out with trustworthiness so that teachers can attain expected outcomes. Therefore, teachers needed knowledge and expertise so that they could execute these practices successfully for their learners.

In the United States of America, Ennis et al. (2018) examined the efficiency of self-monitoring strategy as a low-intensity intervention approach for learners with behavioral and academic challenges. The researchers assessed the degree to which the teachers conformed with the intervention specification. Based on this assessment, the researchers noted that when the intervention was carried out with fidelity, there was an improvement in the students' behaviors. Treatment validity, coupled with social validity data, confirmed the viability of the study when carried out in collaboration between the two teachers in the academic setting (Ennis et al., 2018). Nevertheless, it is not known whether self-monitoring strategy as a low-intensity intervention approach for learners with behavioral and academic challenges could be applied in Zambian inclusive primary schools.

Cho and Blair (2017) conducted another study and evaluated that there was a multicomponent function-based intervention for learners identified with mild ADHD in a private special education school. The focus of this intervention involved modifying classroom activities to decrease learners' disruptive behaviors and increase their academic engagement. Teacher participants took part in a two-hour training session that focused on functional behavior assessments, implementing interventions with fidelity, and monitoring the students' behavior and academic progress. The intervention strategies were evidence-based, aligned with the learner motivation and context where the behavior occurred, and were implemented with fidelity. Cho and Blair (2017) found a decrease in target problem behaviors and increased academic engagement across academic subjects. While this strategy was effective, it was not known if it could work in Zambian primary inclusive schools where the current study was conducted.

Venter (2006) confirmed that differential teachers' attention was effective for learners with mild ADHD in schools. Teachers were supposed to catch their learners with mild ADHD by being good and provide positive attention for the social desirable behaviors. Venter (2006) started that praise

should occur immediately following the desirable classroom behavior and should be specific in nature. Teachers could also extinguish minor disruption behaviors of learners with mild ADHD, for example by tapping of a pencil through ignoring.

According to Murphy (2015), learners with mild ADHD can be productive in general education classrooms if teachers recognized and employed efficient teaching and behavioral management approaches. Nonetheless, general education classroom teachers from many parts of the world voiced various concerns about teaching learners with mild ADHD, citing issues such as inadequate training and lack of administrative support (Guerra et al., 2017). Teachers played an ongoing and pivotal role in learner's lives in the area of recognizing features (Layton et al, 2018) communicating with specialists and managing the learners' behavior in a classroom environment. As such, it was vital that teachers have an in-depth understanding of mild ADHD. Management of these learners often involves medication (Bachmann et al. 2017; Taylor et al. 2004), however in a classroom setting, certain behavior techniques were helpful to allow these children to reach a level where they could be able to perform well both academically and socially (Haggery et al. 2013). Once teachers have an understanding of mild ADHD, they could then be able to structure their teaching plans accordingly, which may enable them identify the learners' weaknesses and strength (Kewley, 2011).

Murphy (2012) conducted a study on elementary classroom teachers' experiences in a collaborative learning community (CLC) on the topic of supporting literacy learning of learners with characteristics of ADHD in Toronto, Canada. The study found that literacy teaching of their learners with mild ADHD was positively influenced because of their participation in the CLC. This positive influence came through an interaction of factors related to their knowledge, skills, attitudes, and beliefs. It also resulted from a conceptualization of both their understanding of their students with characteristics of mild ADHD and of themselves as literacy teachers. Secondly, certain aspects of the CLC contributed to this positive outcome because these aspects were the opportunities to work with colleagues, participants control over format and content of CLC, and repeated opportunity to reflect on and refine teaching practice. Thirdly, personal and conceptual factors shaped the participants' experiences with the CLC because participants who had challenges during their own schooling were more driven and committed to understand and respond to their students diverse learning needs. Participants with the greatest number of years of teaching experience had a more fully realized skill set in higher levels of self – efficacy, and

lower levels of stress related to teaching and meeting the needs of their students with characteristics of mild ADHD. This entailed that teachers needed to understand the learners with characteristic of mild ADHD and collaborate with other stakeholders in order to teach the learners with diverse needs.

Vanest, Davis and Davis (2010) confirmed that differential teachers' attention was found effective for learners with mild ADHD. Teachers were supposed to treat learners with mild ADHD by being good and provide positive attention for the socially desirable behaviors. Praise was supposed to occur after the desirable classroom behavior and was supposed to be specific in nature. Teachers were supposed to extinguish minor disruption behaviors of learners with ADHD, for example tapping of a pencil through ignoring (Vanest, Davis and Davis, 2010). Piffner (2011) noted that the culture of the classroom could either support or create barriers to learners' success. Factors that fostered attention, positive behavior, academic and social success included establishing positive relationships within learners that facilitates school success for a learner with mild ADHD. Reactive strategies of positive reinforcement following a target behavioral change in all learners, including learners with mild ADHD (Piffner, 2006). Positive reinforcement strategies included the use of praise, token economy and rewards. These were used by teachers to recognize and reward desirable activities or outcomes (Byron and Khazanchi, 2012). Praising learners for behaviors that they were learning to control e.g. for paying attention and working effectively in a group increased the likelihood of intrinsic motivation and achievement (Howell et al. 2014). According to Zendarski (2020), using concrete and meaningful reward systems helped to reinforce positive behavior change for learners with mild ADHD. Thus, this study was conducted to establish the support teachers provide to learners with mild ADHD in inclusive primary schools in Lusaka district.

Lawrence et al. (2017) discussed the importance of adjusting the physical environment for learners with ADHD. In their article, teachers provided several adjustments in the classroom such as controlling learners to move around, give them objects to fidget with, send them on errands and let them through balls. To deal with inattentiveness, teachers would give the learner extra time, break up assignments in smaller units or change activities every 15 minutes. These adjustments to the physical environment, helped learners with ADHD to fit in well in the school environment.

Barry et al. (2016) and Hart et al. (2017) stated that one of the support teachers provided to learners with mild ADHD in inclusive primary schools was the use of efficient classroom behavioral management approaches. Barry et al. (2016) remarked that early detection and treatment helped

slow down some of the behavioral difficulties demonstrated by learners with mild ADHD. The two researchers examined the viability of introducing a school-based diagnosis process to help detect these learners and improve interactions with the learners' parents so these learners could receive interventions in a timely fashion. The study found that early intervention was feasible in reducing behavioral challenges.

Slattery et al. (2016) revealed that one of the supports teachers provide to learners with mild ADHD was the self-regulation approach. Slattery et al. (2016) studied the efficacy of this intervention on the on-task behavior of three learners. Grounded on reference point measurements or a baseline taken before the study, all three learners exhibited limited levels of on-task behaviors. Nonetheless, these students' on-task behaviors progressed after a two-week follow-up following the intervention. The study by Slattery et al. (2016), thus demonstrated proof of the effectiveness of self-regulation interventions for learners with mild ADHD. On the other hand, Abramowitz (1987) stated that reprimands proved superior in reducing off- task behavior than encouragements. Reprimands resulted in lower rates of off- task behavior and higher productivity than encouragement. Abramowitz (1987) further revealed that encouragement was directly compared to one another and with each class exposed to both conditions.

Another study by Makunga (2023) revealed that most of the teachers with appropriate training in catch-up strategies had a general understanding of remedial teaching. Furthermore, most of the teachers and learners emphasized that remedial lessons were intellectually enriching experiences to them. Additionally, Braude and Dwarika (2020) revealed that some of the strategies used by teachers when teaching learners with disabilities involved giving the learners extra time to complete work or seating them alone or limiting distractions for them. Similarly, the study by Mavuso (2014) reported that South African teachers used extra lessons, extra work, differentiating of teaching styles and peer support as strategies in mainstream schools. Reiber and McLaughlin (2004) found that learners were paired with tutors who provided guidance and immediate feedback, which led to increase on- task behavior, decrease in fidgeting and increased academic performance on tests among the learners. Wender (2000) indicated that most learners with mild ADHD showed certain forms of emotional problems, such as mood swings and cycles, which made their behavior unpredictable. Hence, teachers of these learners were supposed to display good relationship towards them and be patient while teaching them. Ravi (2016) mentioned that in order to foster personal- social competences, teachers needed to develop an understanding of their

learners and ensure that all learners were treated fairly, valued and are exposed to a wider of personal and social learning experiences.

Wilkes-Gillan et al. (2016) conducted a study on parental involvement in the learning of children with mild ADHD in schools. The study unveiled that parental involvement was valuable regarding learners' educational success and helping to cope with the difficult behaviors shown by learners with mild ADHD. In addition, collaboration between parents and teachers helped to promote the social skills of learners with identified ADHD. However, these findings were quite different from those of Barkley (2007) who argued that individuals with ADHD faced greater difficulties in religious socialization, religious focus, internalization, integration of faith, stability of spiritual growth and religious alienation.

Hossein (2024) conducted a study on effectiveness of acceptance and commitment therapy (ACT) on emotional regulation therapy. The study revealed that acceptance and commitment therapy resulted in enhanced emotion regulation strategies and academic performance as well as decreased in behavioral symptoms in learners with mild ADHD. However, the present study focused on the support teachers provide to learners with mild ADHD in primary schools, unlike the previous study, which focused on behavioral symptoms of learners with ADHD. Omunda (2021) opined that consistent medication for learners with mild ADHD contributed to their success in the academic environment. They described participants who took medication as under control, while those who were inconsistence in medication use often lagged behind their academic work. Similarly, Ravi (2016) reported that medication could help learners with mild ADHD in their everyday life and was a valuable part of learner's treatment. Medication was an option that could help control some of the behavior problems that led to trouble in the past with families, friends and at school.

Dwarika and Braude (2020) points out that teachers were supposed to show love and support to learners with mild ADHD in inclusive schools by knowing their learners, listen to them, encourage them, helping them when they needed them most, being there for them, give then space when they needed it, connect with them, appreciate them and show that they cared for them. Further, Tembo (2014) unveiled that the amount of education and training the teacher had about mild ADHD, affected their willingness to seek and apply strategies and techniques. Similarly, Dwarika and Braude (2020) indicated that Professional Development strategies were deemed useful in

supporting learners with mild ADHD if they were relevant and appropriated within the systemic context of their classrooms.

Latouche and Gascoigne (2017) indicated that workshops and seminars on the teaching of learners with ADHD, increased teachers' knowledge or understanding and self-efficacy to support learners with mild ADHD. Some teachers had limited knowledge on the teaching of learners with ADHD, hence such workshops and seminars on the teaching of learners empowered them with knowledge and skills of supporting these learners in schools. Additionally, Alkahtain et al. (2013) stated that teachers with low self- efficacy were unlikely to implement the additional class strategies required for learners with mild ADHD because of limited understanding of these learners. Therefore, Mthethwa (2016) reported that it was necessary for everyone to work together in educating the learners with mild ADHD, as this affected more families and schools.

Ali Machrus and Destimita (2019) unveiled that the most appropriate learning methods for supporting learners with ADHD was giving psychomotor activities, applicable reward and punishment and seating arrangement properly. Further, contingencies or techniques encouraged desirable behaviors needed to support teachers' strategies for encouraging learners with mild ADHD's effective participation. Khan and Muhammad (2019) discussed the adoption of the token economy by giving learner's tokens for appropriate behaviour. They further indicated that the use of the token provided immediate feedback to learners for positive behaviour and motivated other learners in the class to emulate such behavior. Tegtmejer (2019) stated that time out punishment was applied by removing the learners from class activities in order to discourage the learners' negative behavior in the classroom. Similarly, Brock and Jermerson (2009), indicated that time out areas should be neutral and learners should only be there for a short period, followed by a counselling session to discuss what went wrong and how it could be avoided in the future. Kanyangui (2023) asserts that maintaining the instructional flow with the rest of the learners and continually stop, the strategy of ignoring the disruptive conduct of a diagnosed child is often used in a classroom situation. Similarly, a study by Tegmejer (2019) in Sweden revealed that ignoring strategy appeared to be a very successful strategy that was accepted by both teachers and learners because the teacher refrained from making negative comments about the learners' behavior and permitted the class to continue uninterrupted. This situation could be similar to teachers' support in teaching learners with mild ADHD in Zambian inclusive schools, where the current study was conducted

Leavitt (2018) argued that learners with mild ADHD struggled to regulate their emotions and found it very difficult to focus on class work which they were required to complete or to follow instructions, which were required to adhere to (Kindred, 2019; Naidoo, 2019). Most learners with mild ADHD showed certain forms of emotional problems, such as mood swings and cycles, which made their behavior unpredictable (Wender, 2000). Educators spend a great amount of time with their learners in their class, and provides social and emotional support, especially to the younger learners (Rief, 2005). Leaners with mild ADHD did not intend to misbehave and were often in trouble for things that they had little control over, which ultimately provided them with little inspiration to improve behavior (Alberda, 2008). Peterson and Hittie (2003, p. 298) claimed that educators often became frustrated when learners did not complete their assignments, were active in class, or could not concentrate. Educators trying to control and push the learners with mild ADHD could initiate a negative cycle, and the learners' behavior gets worse. When learners were inattentive, impulsive or hyperactive, these occurrences could be used as opportunities for learning. Learners needed to feel comfortable in their learning environment and needed to trust their educators to the point that they feel comfortable to confide in them when they were experiencing difficulties. All learners needed to be supported in all aspects of their learning and development. If learners had an educator who was patient, kind and approachable, these learners were more likely to feel comfortable to put their trust in them when they required support.

Smith and Segal (2007, pp. 1-2) provided valuable insight into the teaching of learners with mild ADHD. The school setting required that the learners to sit still, listen quietly, pay attention, follow instructions and concentrate. These were the very things learners with mild ADHD had difficult with. Hence a lot of patience, creativity and consistency was needed when teaching learners with ADHD. Understanding and having a positive mind would help in the success of a learner with mild ADHD.

De Jongh et al. (2019) stated that mild ADHD disorder is considered a barrier to learning and therefore, it was important that mild ADHD should be identified early to be suitably addressed. However, many teachers are not adequately informed to identify and manage the condition or the implication particularly in literacy for the development of reading skills. Additional support was therefore required to make teachers be aware of such diagnosis and for them to understand if identified. Teachers were supposed to know what the symptoms or behavior associated with mild ADHD were, as well as how such learners should be managed to limit the impact of mild ADHD

learning more especially reading and writing (Paul and Norbury, 2012). Teachers played a major role in various aspects of the child with mild ADHD and the learners' success at school was largely influenced by teachers who were willing and actively involved in working with them, in the framework of the system that support identifying those with mild ADHD and providing necessary interventions for them. Teachers' attitudes towards learners with mild ADHD affected how other children in the classroom perceived that child.

A few teachers have learnt support strategies to deal with the behavior of learners with mild ADHD and this was due to their own effort to gain knowledge and not as a result of implemented training programs within the school (Nierkerk,2020) as cited in (Lawrence et al., 2017). This posed a problem, as many teachers were unable to attend training programs were special education was not a requirement. As a result, teachers had different perceptions towards learners with mild ADHD, due to this lack of understanding, which influenced the way they experienced in teaching learners with mild ADHD within the classroom (Green and Edward, 2020).

The study by Omunda (2021) explored the beliefs and experiences of Special Education teachers working in inclusive K-5 classrooms in Kenya. The research aimed to understand how educators perceived their roles in fostering an inclusive environment, the challenges they faced, and the strategies they employed to support learners with diverse needs. Findings indicated that while Special Education teachers valued inclusion and teamwork, they encountered significant challenges, including insufficient resources, limited professional development, and varying levels of support from general education teachers. The study concluded with recommendations for improving training, resources, and support systems to enhance the effectiveness of inclusive education for all learners. Nevertheless, the study by Omunda (2021) focused on the beliefs and experiences of Special Education teachers working in inclusive K-5 classrooms, while the present study focused on support teachers provided to learners with mild ADHD in inclusive primary schools.

Johnson & Erasmus (2024) reviewed on the tools and strategies necessary to provide effective learning support for learners with diverse educational needs in schools. The findings highlighted the importance of continuous professional learning, the integration of specialized strategies into mainstream teaching, and the role of school-wide support systems in fostering an inclusive educational environment. The review emphasized the need for comprehensive training that

includes not only academic support but also the development of socio-emotional competencies, and offers recommendations for policy-makers, schools, and teacher preparation programs to improve the support provided to educators in diverse classroom settings. Additionally, McDougal et al (2022) opine that support for learners with ADHD included giving them more time to finish their work, limiting distractions, allowing them leave the classroom to get extra energy if needed, limited distractions and repeating instructions. The findings by Johnson & Erasmus (2024), and McDougal *et al* (2022) were significant as they outlined the nature of support teachers should provide to learners with mild ADHD in inclusive primary schools to enhance their learning, which the current study advocated for.

2.5 Knowledge Gaps

Kanyangui (2023) focused on challenges faced by teachers working with learners with ADHD in inclusive schools in Sweden. However, the study done by Kanyangui did not focus on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. Guerra et al. (2017) focused on teachers' knowledge, misconceptions and concerns about learners with ADHD in United Kingdom. However, the study did not focus on the teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. Tembo (2014) focused on the prevalence of ADHD disorder and its symptoms in selected schools in Lusaka urban. However, the study by Tembo (2014) focused on the prevalence of mild ADHD and its three composites among grade four pupils not on teachers' perceptions in the teaching learners with mild ADHD in inclusive primary schools. Omunda (2021) focused on understanding of special education teachers' beliefs and daily experiences working with learners with mild ADHD in inclusive classrooms. However, the study focused on teachers' belief and daily experiences working with learners with ADHD. Ennis et al. (2018) examined the efficiency of self-monitoring strategy as a low-intensity intervention approach for learners with behavioral and academic challenges. Nevertheless, it is not known whether self-monitoring strategy as a low-intensity intervention approach for learners with behavioral and academic challenges can be applied in Zambian inclusive schools.

Arising from the literature reviewed above, it is evident that many studies on mild ADHD existed, these studied did not explore teachers' perceptions in the teaching of learners with mild ADHD in inclusive primary schools. Many studies conducted took a general approach focusing on disability and not specifically on teachers' perceptions of teaching learners with mild ADHD. With this identified knowledge gap, more research needed to be done in order to have a clear

understanding on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools.

2.6 Chapter Summary

This chapter reviewed literature related to teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. The review started with a discussion the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, followed by teachers' perceptions of teaching learners with mild ADHD before ending with a discussion on the support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning. The next chapter will look at the methodology that will be used to collect and analyze data.

CHAPTER THREE

METHODOLOGY

3.1. Overview

The chapter presents the research methodology used to explore teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Lusaka district. The chapter begins by presenting the research paradigm and the philosophical assumptions that underpinned the study, followed by the presentation of the research design, study site, target population, sample size, sampling procedure, research instrument, trustworthiness of the findings, data collection procedures and the data analysis. The Chapter concludes with a discussion of the ethical consideration.

3.2. Philosophical assumptions associated with the Research Paradigm

The study was underpinned by four philosophical assumptions. These were Ontology, Epistemology, Axiology and Methodology. Ontology refers to the nature of reality and its characteristics. This assumption believes that there is no single reality, but multiple realities and these multiple realities are explored from different individuals' perspectives and experiences. In this study, the researcher used this assumption to generate new knowledge (multiple realities on teachers' perceptions on teaching learners with mild ADHD by interacting with participants in the field. This is in line with Maree *et al.* (2020) who noted that social reality is constructed by interacting with multiple perspectives of different people in their localities. The interactions enabled the researcher to collect different realities on the perceptions of teachers from the school administrators, teachers and MoE officials that took part in this study (Nierk, 2020).

Epistemology refers to the nature of knowledge known by researchers. It is the theory of getting knowledge in which a researcher puts oneself in a company of participants in order to understand the reality (Maree *et al*., 2020). In this study, the researcher gained knowledge of the teachers' perceptions in the teaching of learners with mild ADHD in inclusive primary schools by getting as close as possible to the participants being studied in the field. The researcher was close to the participants by interviewing and observing them in the schools.

Axiology assumption refers to the role of values in research (Creswell, 2012). This component of research paradigm deals with ethics and value systems. It helps the researcher determine what things and activities are good, acceptable and not acceptable when collecting data for the research. Researchers consider moral and ethical issues during research work if they were to collect the required data. Morally, this study was conducted to close a gap in knowledge on the perceptions and knowledge teachers had on learners with ADHD in inclusive primary schools. This gap, if not addressed, waters down the essence of the inclusive education policy, which Zambia has adopted in the provision of quality education to learners with disabilities in general. In terms of ethics, identification and mitigation of potential harms, the protection of the privacy and identities of the participants, presentation of informed consent to the participants and the freedom to participate or withdraw from the study at will were taken into consideration. This enabled participant to be free and provided the data needed to inform this study.

The researcher also employed the methodology philosophical assumption. This assumption refers to the methods used in the process of research. Krishnam (2020) opined that the methodology assumption focuses on how researchers know or gain knowledge about the world. It includes the research design, methods, approaches and procedures used in an investigation that is well planned to find out something (Keeves, 1997). Additionally, it includes the participants in the study, instruments to be used, and measures for data analysis through which knowledge is gained about the research problem. In this study, the researcher employed purely qualitative data collection methods that were descriptive in nature, focusing on the collection of in-depth data, non-use of numbers and ability to ease the interpretation of data collected from the study sites or field. The researcher also used research instruments such as in-depth interviews guides, Focus Group Discussions guides and observation checklist, which fitted well in a qualitative study like the present study.

3.2.1. Research paradigm

Kivunja & Kuyuini (2017) states that a research paradigm represents the researcher's worldview, perspectives, or thinking about the issue under research. It represents the researcher's abstract beliefs and principles that shape his or her understanding of the world. In other words, the research paradigm is the researcher's lens that enables him or her to view the world (Adu and Okeke, 2022). The study employed an interpretivism research paradigm. This paradigm was built on the premises

that reality has multiple layers and that one phenomenon can have many interpretations (Merriam, 2009). Researchers using the interpretivism perspective, tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalize the base of the understanding for the whole population (Creswell, 2017). Additionally, Hamersley (2013) asserts that since multiple interpretation is developed among humans' relationship, interpretivism researchers try to understand the diverse ways of seeing and experiencing the world through different contexts and cultures and try to avoid the bias in studying the events and people with their own interpretations.

The study employed interpretivism paradigm. This paradigm was used because it is descriptive in nature, focusing on the collection of in-depth data, non-use of numbers and ability to ease the interpretation of data collected from the study sites or field. The researcher seeks an understanding of teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Lusaka district where participants live and work. Subjective meaning of the research was developed through interaction with participants in the field they live and work in order to understand the reality of the phenomenon.

3.3. Study Site

The study was conducted in three inclusive primary schools in Lusaka Urban. The study sites were purposefully selected because they were believed to have teachers with vast experience in the teaching of learners with ADHD. Thus, these participants provided relevant information to support the study on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools. Further, the study was conducted in Lusaka district because the researcher wanted to establish how the sound policy pronouncement of inclusive education matches the current practice in primary schools regarding teaching of LSENs such as those with mild ADHD. This motivated the choice of the study site. The study also involved Special Education Officials from the MoE because of their vast experiences in special education practices. These were believed to support the outcome of the study on Teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Lusaka district.

3.4. Research design

Kombo (2006) contends that a research design is the structure of research that show how the major parts of the research project work together to try to address the central research questions. It is a

'glue' that holds all of the elements in a research project together. A research design is that of an inquiry that provides the right direction for procedures in a given research endeavor (Creswell & Creswell, 2018).

The study used a descriptive research design using a qualitative approach. Stake, 1995; Yin, 2011) state that descriptive study is based on constructivism. Constructivists maintain that truth is relative and its dependent on one's perspective. This approach recognizes the importance of the subjective human creation of meaning but does not reject outright some ideas of objectivity (Thomas, Serenje, & Chipindi, 2020). In this study, a descriptive research design was selected based on the rationale that the data collected would contain information about people's views, attitudes, and opinions on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools.

3.5 Target Population

Best and Khan (2006) defines population as an element which is a subject in which measurement is being taken. It is the unit of the study, in which the researcher is interested in gathering the findings of the study. The study population comprised class teachers of learners with mild ADHD in inclusive primary schools, school administrators, MoE Special Education Officials at district, provincial and national levels. The researcher's choice of this population was based on the belief that it will provide the necessary data needed for the study.

3.6 Sample Size

A sample refers to the number of participants selected from the population (Creswell, 2009). It is a small proportion of the selected population for observation and analysis. The nature of the sample, and who is included depends on what the research is trying to deduce (Kothari, 2004). The sample for this study comprised of twenty-five participants. It consisted of eighteen class teachers from the three selected inclusive schools six teachers from each school, three-school administrators, one from each school. The sample also included four officials from the MoE. One Education Standards Officer (SESO) at district level, one Senior Education Standards Officer (SESO) at provincial level, one Principal Education Officer Special Education (PESO) at national level and one Principal Examination Officer (PEO) at national level, all in charge of Special Education. Cohen et al. (2005) stated that a sample of thirty (30) participants was considered by many researchers as the maximum number of cases if researchers plan to use some form of qualitative analysis on their data". Therefore, a sample size of twenty-five (25) participants used

in this was adequate and within the required working standards, representative and a source of rich information for the study. The researcher chose the participants with rich information to contribute to the outcome of the study.

In this study, teachers were selected because they were the ones who interacted with these learners with ADHD as they teach them in classrooms. Hence, it was necessary to hear their views concerning their perceptions as they teach them in an inclusive classroom. The learners were cardinal in the sample because they were the beneficiaries of the study. The administrators were included because they supervise the teachers teaching these learners with ADHD in school. The Standard Officers at district and provincial level were included in the study because they supervised and monitored special education teachers at district and provincial level; hence, they had data on teachers' perceptions on the teaching of learners with mild ADHD in inclusive primary schools. Further, they engaged all the stakeholders such as teachers, parents and the community so that quality assurance in teaching and learners with ADHD is realized and owned by all. Thus, the whole sample was reliable and a source of rich information for the study.

In this study, although learners with ADHD were key participants as they were taught by teachers in the classroom and could provide important data to inform the outcome of the study, they were not part of the sample because the nature of their disability could not allow them to provide critical information on the teachers' perception. However, learners were used to establish the teachers' perception as teachers were teaching in the classroom situation. The researcher relied on the class teachers who provided the learners' profiles in order to identify the learners. The study focused on teachers who were key stakeholders involved in teaching the learners with ADHD. Thus, lesson observations were simply for confirmatory purposes of what was coming from teachers.

3.6.1 Demographic Data for Participants

The following were characteristics of participants who participated in the study. School Administrators, Class Teachers and Ministry of Education (MoE) Specialists. The characteristics included participant's identity code, gender, and age, duration in service and education levels.

Table 1: Characteristics of Participants

Study Site	Participant	Gender	Age	Duration of service	Qualification	Time of Interview/FGD (Duration)	Date of Interview
School 1	SCH 1 AD1 M	M	50-60	Above 7	Diploma	43 min	29.05.23
School 2	SCH 2 AD2 F	M	40-50	Above 7	Degree	46 min	31.05.23
School 3	SCH 3 AD3 F	F	50-60	Above 7	Diploma	48 min	02.06.23
School 1	FGD 1 T1 F	F	30-40	5- 6 year	Certificate	58 min	29.05.23
	FGD 1 T2 F	F	40-50	Above 7	Diploma	FGD-58 min Observation-80	29.05.23
	FGD 1 T3 F	F	30-40	Above 7	Degree	58 min	29.05.23
	FGD 1 T4 F	F	30-40	Above 7	Certificate	FGD-58 min Observation-60	29.05.23
	FGD 1 T5 F	F	30-40	Above 7	Masters	58 min	29.05.23
	FGD 1 T6 F	F	40-50	Above 7	Certificate	58 min	29.05.22
School 2	FGD 2 T7 F	F	40-50	Above 7	Diploma	FGD-52 min Observation-80	31.05.23
	FGD 2 T8 F	F	40-50	Above 7	Degree	52 min	31.05.23
	FGD 2 T9 F	F	50-60	Above 7	Masters	FGD-52 min Observation-60	31.05.23
	FGD 2 T10 F	F	40-50	Above 7	Degree	52 min	31.05.23
	FGD 2 T11 F	F	30-40	Above 7	Degree	52 min	31.05. 23
	FGD 2 T12 F	F	40-50	Above 7	Diploma	52 min	31.05.23
School 3	FGD 3 T13 M	F	30-40	Above 7	Degree	FGD-46 min Observation-60	02.06.23
	FGD 3 T14 F	F	50-60	Above 7	Diploma	46 min	02.06.23
	FGD 3 T15 M	M	40-50	Above 7	Masters	46 min	02.06.23
	FGD 3 T16 F	F	40-50	Above 7	Degree	46 min	02.06.23
	FGD 3 T17 F	F	50-60	Above 7	Degree	46 min	02.06.23
	FGD 3 T18 F	F	20-30	3-4 years	Diploma	FGD-46 min Observation-60	02.06.23
MoE Special Education Officials (ESO, SESO, ECZ, CDC	MoE 1 M	M	50-60	Above 7	Masters	48 min	05.06.23
	MoE 2 M	M	50-60	Above 7	PhD	30 min	07.06.23
	MoE 3 F	F	50-60	Above 7	Masters	40 min	09.06.23
	MoE 4 M	M	50-60	Above 7	PhD	46 min	09.06.23

From Table 1. above, twenty-five participants participated in the study. The composition of the participants was three School Administrators, eighteen Class Teachers and four Ministry of Education (MoE) Specialists. An identity code of SCH 1 AD1 M represented a male School Administrator from School 1, SCH 2 AD2F represented Female School Administrator from School 2, SCH 3 AD3 F represented a Female School Administrator from School 3 and FGD 1 T1 F, FGD 2 T7 F and FGD 3 T17 F represented a Female Teacher during the first, second and third Focus Group Discussion respectively. Further, an identity code of FGD 3 T13 M represented a Male Teacher during third Focus Group Discussion and MoE 1 M or MoE 2 F represented a Male or Female Ministry of Education Specialist. Most of the participants had sufficient experiences on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Zambia to contribute to the present study.

With regard to the gender of participants, Table 1. shows that out of the three School Administrators who participated in the study, one was male and two were female. Further, eighteen teachers participated in the study, one was male and seventeen were female teachers. Lastly, four Ministry of Education (MoE) Specialists participated in this study and three were males, and one was female. There were more female participants compared to the male participants. This was due to having more female than male teachers in most Zambian schools.

Concerning the age of participants, Table 1. shows that one participant was in the age range of 20-30 years. Further, six participants were in the age range of 30 - 40 years, nine participants were in the age range of 40-50 years and nine participants were in the age range of 50- 60 years. The majority of the participants were aged above 40 years. Thus, the majority of the participants were old enough to make a meaningful contribution towards meeting the set objectives of the study.

Regarding participant's work experience, Table 1. Shows that one participant had work experience between 3-4 years, another participant had work experience between 5-6 years and twenty-three participants had work experience above seven years. Thus, majority of the participants had experience to contribute to the outcome of this study.

Concerning professional qualification of participants in Special Education; three participants had certificates in Special Education, seven participants had diplomas in Special Education, eight participants had degrees in Special Education, six participants had Master's degree in Special Education and two participants had PhDs in Special Education. All the participants had a certificate

in Special Education as minimum qualification hence, educated enough to significantly contribute to the outcome of the study.

3.7. Sampling Techniques

Kasonde-Ng'andu (2013) refers to sampling techniques to be part of the research plan that indicates how cases are to be selected for the study. She further defines it as a process a researcher uses to gather people places or things to study on. In this study, homogeneous purposive sampling techniques were used to select class teachers and school administrators. These were selected based on the premise that they all had the experience of teaching learners with mild ADHD in an inclusive school. Teachers were chosen as informants because of their day-to-day interaction with these learners with mild ADHD in their different classes giving them an opportunity to observe how these learners relate with their peers at various times of the day. The study also used expert purposive sampling techniques to select all MoE responsible for special education in the district. This was based on the premise that they were experts in the field of special education. Hair*et al.* (2011) states that purposive or judgmental sampling is a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that cannot be obtained from other choices. Further, Cohen *et al.* (2005) asserts that the power of expert purposive sampling lies in selecting information from richer sources such as experts in the study field and the ability to allow for in-depth analysis of qualitative data in order to determine central themes. All the participants were purposely selected because of their ability to provide information on the experiences of learners with mild ADHD and the challenges they faced in schools.

3.8 Data collection instruments

Since the study employed a qualitative research approach, the instruments that were used included in- depth interview guides, FGD guides and observation checklist. This study employed interview guides on school administrators and Special Education Officials from the MoE. The FGD guides were employed on teachers of learners with mild ADHD. Additionally, an observation check- list was used to help affirm some of the responses from teachers teaching of with mild ADHD. This provided a triangulation of instruments for the data that was collected because it helped the researcher to collect data that was trustworthy and the research instruments complemented each other.

3.8.1 In-Depth Interviews

The in-depth interview guide was one of the instruments used to collect data in this study. Interviews consist of oral questions asked by the interviewer and oral responses by the research participants. The interview is one of the data collection techniques for qualitative researchers (Adhabi & Anozil, 2017). Taherdoost (2022) highlights that interviews are one of the most promising ways of collecting qualitative data through establishing of a communication between researcher and the interviewee. Taherdoost (2022) adds that in the face-to-face, phone or online conversation tries to understand and explore respondents' opinions and behavior in a specific subject. Prior to conducting interviews, the researcher developed a schedule of interviews, which acted as a guide and helped the researcher to direct the conversation towards the topic that was researched on. Tuckey (2013) stated that this type of interview also has an outline of topics and questions prepared by the researcher. Additionally, the researcher distributed the information sheets to allow the interviewee understand what the researcher intended to gather. Participants who were difficult to find even after making appointments with them due to the nature of their busy schedules, interviews were conducted through phone calls and the researcher recorded the interviews and listened to the recordings afterwards.

In this study, an interview guide was administered to three administrators and four MoE Special Education Officials. Three officials were interviewed on one to one and one official was interviewed through phone call due to the nature of their busy schedule. The use of interview guides helps to explain, better understand and explore subjects, opinions as well as the phenomenon itself (Patton, 2013). Data that was collected helped the researcher to explain, understand and explore opinions, behavior, and experiences of participants on teachers' perceptions in the teaching of learner with mild ADHD in inclusive primary schools.

3.8.2 Focus Group Discussions Guide

Tegan (2022) states that a FGD is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest. Eeuwijk and Angehrm (2017) asserts that a FGD is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in- depth, facilitated by a professional, external moderator. This method serves to solicit participants' attitudes and perceptions,

knowledge and experiences, and practices, shared in the course of interaction with different people. The technique is based on the assumption that the group processes activated during an FGD help identify and clarify shared knowledge among groups, which would otherwise be difficult to obtain with a series of individual interviews (Eeuwijk and Angehrn, 2017). Therefore, an FGD allows the investigator to solicit both the participant' shared narratives as well as their differences in terms of experiences, opinions and world view during such 'open' discussion rounds. Data emerges from the interaction of the group (Cohen, et.al, 2005). FGDs were conducted by the researcher to probe responses, fellow up ideas and motives for further discussion on the points given by the participants, which were not clear in the one – to – one interviews and observations.

In this study, three FGDs were conducted for class teachers of learners with ADHD from Grade 1-7. The FGD consisted of six (6) participants from each of the three selected schools. The type of the FGD used in this study was the interaction in-group discussion. This was achieved by awarding an opportunity to the group to air their views concerning teaching learners with ADHD in inclusive schools. Leedy & Ormrod (2015), advise that when conducting in-depth FGD, the researcher should gather people to discuss a particular issue for 2 hours. However, since the FGDs were small with six participants, the duration averaged approximately forty to forty- five minutes. The reason for including FGDs was to ensure participants provide explanation that is more detailed and information on teachers' perceptions of teaching learners with mild ADHD in inclusive schools. Participants encouraged either each other to speak up, in support of or opposition to earlier statements. This highly dynamic situation stimulated participants to raise issues that were not identified in individual interviews. Therefore, interactions among participants in FGD were more informative than individual interviews.

3.8.3 Observation Checklist

The study also used an observation checklist as a data collection tool. According to Creswell (2012), observation is the process of accumulating open – ended, direct information by observing people and location at the research site. Additionally, Patton (2013) stated that qualitative observation is the process of research that uses subjective methodologies to gather systematic information. After the researcher sought permission from District Education Secretary (DEBS) and Head teachers in the three selected schools, six (6) lesson observations were conducted to observe how teachers teach learners with mild ADHD in a classroom situation. Two (2) teachers

from each school i.e. school 1, 2 and 3 were observed at least with one (1) learner in a classroom. These learners were used to observe teachers as they taught in classrooms situation. The study was pedagogy – related thus teachers were key stakeholders involved in pedagogy. Observations were simply intended to affirm how teachers understood teaching learners with mild ADHD in an inclusive classroom. Firstly, the purpose of the observation was explained to the teachers. The focus of the observation was to capture activities that directly or indirectly related to pedagogical issues in teaching learners with ADHD in classrooms. Those who were willing to be observed signed the consent form and they were observed.

An observation checklist was used to observe class teachers while teaching learners with mild ADHD in the classrooms. The use of an observation checklist helped the researcher to explore the teachers' perceptions of teaching learners with mild ADHD. The observation checklist was prepared in line with one objective; to explore teachers' understanding of teaching learners with mild ADHD in a classroom and to establish how they managed and supported learners with ADHD in inclusive primary schools to aid their learning. Observation was suitable in this study because it took place in the arena or classroom where teachers and learners with mild ADHD interacted. This made the researcher to establish whether class teachers were competent or skilled in teaching learners with mild ADHD in an inclusive class as well as create a conducive learning environment to suit the needs of learners with mild ADHD. The researcher and teacher discussed the results of the observation, the experiences that they had during teaching and learning process. The researcher observed and wrote notes during teaching and learning.

3.8.4. Pre – Testing of the Research Instrument

Ismail et. al (2019) state that a pilot study is a small – scale research project conducted before the final full – scale study. A pilot study helps researchers to test in reality how likely the research process is to work, in order to help them decide how best to conduct the final research study. In piloting the study, a researcher can identify or refine a research question, discover what methods are best for perusing it, and estimate how much time and what time and what resources will be necessary to complete the larger final version of the study. In this study, one pilot study was conducted on the interview guides, Focus Group Discussions and observation checklist and were designed in April, 2023. The pilot study was conducted at Bauleni combined school at primary section where learners with ADHD were included in the mainstream.

The pre – testing of the instruments took place in May, 2023. During this period, schools were in session hence it was easy for the researcher to find administrators, teachers and learners to participate in the study. The pilot study was conducted with 9 participants. This included interviews with two administrators who monitor teachers who teach learners with mild ADHD one at the lower section and the other one at the upper section and one focus group discussion (FGD) of six teachers who taught learners with mild ADHD.

The pilot study helped the researcher to check the reliability of practicality of the research instruments that were used in the field. The pilot study also helped to ascertain the trustworthiness of the instruments and gave prior knowledge of whether the instruments designed would collect the intended data for the study. The pilot study also helped the researcher to improve the interview questions and protocol in a certain way and gave the researcher an opportunity to start thinking the themes and how the data would be coded. It also gave the researcher lessons that some participants may not answer questions in full and would need robing skills. This showed the direction of the study and motivated the researcher to go ahead with the study.

3.9. Data Collection Procedure

According to Taherdoost (2021) data collection is the process of collecting data aiming to gain insights regarding the research topic. Ajayi (2017) stated that data collection is a systematic way of drawing information about objects of the target population, which are represented by a sample. Three data collection techniques were used in this study. These included interviewing participants, conducting FGDs and observing of classroom lessons, which aimed at gathering qualitative data. The procedure for collection of this study was as follows; After the Ethics Committee of the University of Zambia approved the study, the researcher sought for permission from the District Education Board Secretary (DEBS) of Lusaka District in the selected schools. The researcher developed a schedule for the interviews that were conducted, which acted as a guide and helped to focus specifically on the topic that was researched on.

Thereafter, the Heads of schools were contacted in order to seek permission to conduct interviews and FGDs with teachers and lesson observations while teachers were teaching learners with mild ADHD in classroom. After permission was granted by the DEBS and the Head teachers, the researcher made arrangements to meet the administrators and the class teachers in order to ask for

their informed consent to participate in the study using the Ethics committee of the University of Zambia form.

With permission from the Heads of schools, the senior teachers and class teachers in schools, the researcher met the participants individually to seek for their consent to participants in the study. Thereafter the researcher purposively selected a sample of eighteen (18) class teachers, nine (9) learners with ADHD, three (3) administrators and four (4) MoE Special Education Officers who participated in the research. After selection of the sample, the researcher conducted FGD with the teachers and interviews with the administrators. Three (3) MoE Special Education Officials were interviewed physically and one (1) was interviewed on phone due to his busy schedule. During the interviews the researcher recorded the proceedings and notes were taken in the notes book.

After conducting FGDs and interviews, the researcher observed six (6) class teachers who teach learners with mild ADHD in the classroom situation using an observation checklist. Six (6) sessions were conducted with one session for each teacher. The researcher made comments on the spaces provided on the observation checklist to indicate whether teachers used methods, strategies and techniques that suits learners with mild ADHD, modifying the learning environment and attending to their distractive behaviors.

3.10. Trustworthiness of the data

In qualitative research, validity and reliability are referred to as trustworthiness. It is important to consider validity and reliability of the study. Polit and Beck (2014) stated that trustworthiness is a degree of confidence in data, interpretation and methods used to ensure the quality of the study. To establish the trustworthiness of the study, Lincoln and Guba (1985) cited in Connely (2016) proposed unique terms such as credibility, dependability and conformability as equivalent to internal, validity, external validity, reliability and objectivity respectively. To ensure trustworthiness in this study, various strategies were constantly applied, including credibility, dependability transferability and confirmability.

3.10.1. Credibility

In addressing credibility, investigators attempt to demonstrate that true picture of the phenomenon under scrutiny is being presented (Shenton, 2004). Kyngas (2020) defined credibility as confidence in the truth of the findings. In other ways credibility is how confident the qualitative researcher is

in the truth of the research study's findings. It focuses on how the researcher knows that their findings are true and accurate. Guba and Lincoln (1985) states that qualitative researchers use triangulation to show that the findings of the study are credible. Triangulation also assist researchers in identifying both convergence and divergence in the emerging data.

To ensure credibility of the findings, instrumental triangulation was used with three instruments, which included in – depth interview guides, FGDs and observation checklist. One research instrument was supplement a gap in another research instrument. The use of different data collection provided strength to the study. Patton (1999) noted that triangulation refers to the use of multiple methods, data source to develop a comprehensive understanding of a phenomenon. The other strategy that the researcher used was member checking to make the study credible. Qualitative researchers use triangulation because their work is inherently interpretive in nature (Delve, 2023). Stahl and King (2020) note that member checks are important because the degree of trust one has in person telling the tale has much to do with a degree of trust to the telling. That is, it is a good way for others to validate and assess the trustworthiness of the story teller. Validating qualitative data is particularly difficult because the researcher is often both the data collector and data analyst, giving potential for researcher bias (Miles & Huberman, 1994). Member checking also known as participant or respondent validation, is the technique for exploring the credibility of results. Data or results are returned to participants to check for accuracy and resonance with their experiences (Delve, 2023). In this study, the scripts were sent to participants to confirm information. The researched data was recorded on a digital recorder and thereafter the recordings were listened to repeatedly to ensure that the transcripts were correct. The researcher wrote down the information in a note book for easy understanding.

3.10.2. Dependability

Dependability refers to the consistency and replicability of research findings even when different research instruments are used to collect data (Willig, 2013). Dependability is concerned with whether the researcher would obtain the same results if they observed the same thing twice. Dependability refers to findings that are consistent and sustainable overtime. This was established through an audit process, where an external audit examined both the process and product of the research study for consistence. This audit checks if the findings, interpretations and the conclusion are supported by the data. The researcher also ensured dependability of the research findings

through instrumental triangulation. This means that in most cases similar responses were recorded during interviews, FGDs and lesson observations.

During focus group discussion, the researcher got diversity of opinions from participants as many contributed their views and helped the researcher to form a fuller picture as participants agreed and disagreed with the shared sentiments. As participants expressed their opinions, describing their own experiences, attitudes or behaviors, the researcher focused on the research questions outlined in the study. For example, when conducting FGD, it is important to have a clear purpose and objectives i.e. the questions should be well crafted and relevant to the topic at hand.

Observations can provide researchers with the better understanding of how activities operates because it allows researchers to witness things that participants might not routinely notice or mention in an interview or focus group. In this study, the researcher informed the selected teacher participants in advance to prepare for the lessons. In such a case the researcher might not get the exact picture of the lesson observation. Nevertheless, a discussion followed after the lesson delivery.

3.10.3. Confirmability

Korstjen and Moser (2018) opined that confirmability is the degree of neutrality in the findings of the study. This entails that the findings of the study are based on participant's responses and not any potential bias or personal motivations of the researcher (Kyngas, 2020). Additionally, confirmability involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative (Tobin and Begley, 2004). To ensure confirmability the researcher provided an audit trail, which highlighted every step of data analysis and provided a rationale for the decision that was made. The first step that was taken by the researcher was to clean up the data collected from the field. followed by transcription. At this stage the researcher removed the data that was not necessary to the study. After the analysis the researcher sampled the data to confirm whether the data was a true reflection of what was given the time data was collected. This process was done to ensure that the data to be collected accurately portrayed the participants' responses rather than the researcher's views. Carcary (2009) affirms that the audit trail enables readers to trace through a researcher's logic and determines whether the study's findings may be relied upon as a platform for further enquiry. This researcher also collected data from different sources such as class teachers, administrators and MoE Special Education

Officials. The researcher also used multiple collection methods such as in- depth interviews, FGDs and observation checklist.

Member checking was also employed to ensure confirmability. Member checking was done by taking back the transcribed scripts to the participants in two out of the three schools where data was collected in order to confirm whether the transcribed data was a true reflection of the data collected. The participants confirmed that the transcribed data was a true reflection of what was given during the data collection process. This was done to validate the data collected and offer a space for the researcher to gather feedback from study participants to bolster the credibility of the data analysis and findings in the study.

3.11. Data Analysis

Bhatia, (2017) opined that data analysis is the process of scrutinizing raw material with a purpose of drawing conclusion about the information. According to Kasonde-Ngandu (2013), data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. Data analysis is a process of systematically searching and arrange in monolog (Creswell, 2014). Data that was collected through in – depth interviews, FGDs and observation was qualitative in nature and was analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing, organizing, describing and reporting themes found within a data set (Braun and Clarke, 2006). Creswell (2014) described thematic analysis as a systematic process of coding data in which specific statements are analyzed and categorized into themes that represent the phenomenon of interest.

The researcher followed Braun and Clarke's (2006) six steps to analyze the data collected for the study. The first step the research took was to familiarize herself with the data collected from the field. After the researcher collected data from the field, she listened to the recordings in form of audio files, transcribed the data then read and re – read through the transcripts. This was done in order to enhance understanding of the content and the interactions between the researcher and the participants and to be familiarized with all the aspects of data collected from the field. This step provided the foundation to come up with analysis.

In the second step, the researcher created the initial codes or near codes. After the researcher familiarized herself with the data, preliminary codes were identified. These were features of the

data that appeared interesting and meaningful. Thereafter the researcher come up with a code book to keep truck of the codes or near codes, read through the data again, and identified interesting excerpts or data extracts and applied the ideal codes to them.

The third step was collating codes or near codes with supporting data. At this stage, the researcher started the interpretive analysis of the collated codes or near codes. The relevant data extract were sorted (combined or split) according to overarching themes. The codes had to be analyzed considering how different codes could be combined to form an overarching theme (Braun and Clark, 2006). The researcher's thought was alluded to the relationship between codes or near codes, sub – themes and themes. The main purpose of this step was to find out the patterns and relationships between and across the entire data set (Chamberlain, 2015).

Grouping codes into themes was the fourth step. A set of initial codes or near codes was already created by the researcher, hence the codes were sorted into potential themes. Themes in qualitative research are a powerful way to see trends and patterns in the data. The researcher combined codes or near codes and some themes were made into sub – themes.

The fifth step was examining and revising the themes. After coming up with an initial set of themes, the researcher examined and revised the themes and ensured that each theme had supporting data. Similar themes were emerged together and those that did not have enough data to back up was removed. Thereafter, the researcher provided theme names and clear working definitions that captured the essence of each theme in a concise and punchy. At this point the unified story of the data merged from the themes.

The final step of the analysis was to write down a report of the finding. The researcher transformed the analysis into interpretable piece of writing by using vivid and compelling extract examples that related to the themes, research questions and literature.

In summary of the above steps of the study, data were analyzed using thematic analysis. Data was reduced to themes or categories through the coding process. Data from interviews were coded, categorized and eventually reached at the emerging themes. This process helped to understand and interpret the perceptions of teachers teaching learners with ADHD. Kasonde-Ngandu (2013), states that the qualitative raw data from interviews and field notes subjected to a constant comparative analysis technique, which helps to reach the most significant categories and themes.

Considerations during thematic and content analysis are those that relate to consistency and specificity in response (Creswell, 2014). In this case, it was achieved through probes as data was being analyzed in the present study.

3.12. Ethical Considerations

Ethical considerations in research are a set of principles that guide your research designs and practices (Bhandari, 2023). Cohen et al. (2018) explain that research ethics explicates what researchers will not do in their research and their research behavior. Research ethics also include what is morally proper and improper when engaging with participants or accessing archival data (Mc Millan & Schumacher, 2014).

Prior to beginning this study, the researcher first obtained permission and clearance to conduct research from Ethics Committee for the University of Zambia (UNZA) as well as from the District Education Board Secretary (DEBS), Lusaka District. To protect the participant to be involved in the study, the study adhered to all ethical protocols such as the principle of confidentiality, anonymity, freedom to withdraw, respect for privacy and informed consent in order to collect the needed data.

According to Omodan and Dube (2020), the researcher ensures such as identification and mitigation of potential harms, the protection of privacy and identities of the participants, presentation of informed consent to the participants and the freedom to participate or withdraw from the study at will. To ensure confidentiality of the information collected from the participants, the researcher made an agreement with the participants by signing consent forms that ensured that participant's identity, personal information and responses would not be disclosed to any other individual outside the research unless otherwise agreed upon. Ensuring confidentiality, leads to cooperation and collection of credible data. Confidentiality was ensured to all participants because the exercise was purely academic and the entire verbal, written and identities of participants were kept in high confidentiality. Thus, Stichler (2014) support that confidentiality is upheld as a means of protect the privacy of all individuals, built trust and rapport with study participants, maintain ethical standards and the integrity of the research process.

To ensure anonymity of the data collected, the researcher did not disclose the real names, identities, physical and email addresses of the participants in the study. Thereafter the participants were

assured that their details would not be disclosed to anyone unless with their consent. The researcher used letters and numbers (codes) in the write – up of the study rather than names to protect the participants. This was done in order to minimize the fear of victimization and promoted honesty among participants in the way they responded to the questions. Hence, participants felt more secure with this kind of approach in collecting data. The other thing is that the researcher did not link the individual's responses with participants to identities. Wasserman (2013) observed that a researcher should not collect identifying information of research participants unless it is essential to research protocols.

Bhandari (2023) stated that voluntary participation is where all research subjects are free to choose to participate without any pressure or coercion. He further explained that all participants are able to withdraw from, or leave, the study at any point without feeling an obligation to continue. Participation in this study was voluntary. Thus, all the participants chose to participant freely without being forced or coerced and had the freedom to withdraw from taking part in the study any time if they wished so.

To respect the privacy of the participants, the researcher conducted interviews, FGDs and observations in conducive environments, particularly classrooms and offices, where participants were free to express themselves without intimidation. Further, to avoid physical, emotional or psychological harm to the participants, the researcher ensured that no delegatory statements were directed to the participants. Thus, the researcher ensured that all participants in the sample were provided with relevant information before commencing gathering data.

Informed consent refers to a situation in which all potential participants receive and understand all the information they need to decide whether they want to participate (Bhandari, 2023). Cohen et al. (2013) defined informed consent as a procedure in which an individual chose whether to participate in the study after being informed. Informed consent to participants in the study was obtained through signing of the consent form. The purpose of the study and the use of data collected was known to the participants. School administrators, class teachers and Special Education Officials who participated gave informed consent by signing the consent forms.

3.13. Chapter Summary

Chapter three presented the methodology that was employed to collect data on the exploring teachers' perceptions of teaching learners with ADHD in inclusive primary schools in Lusaka district. The chapter started by presenting the research paradigm, followed by study site, research design, target population, sample size, sampling procedure, research instrument, data collection procedures, trustworthiness, data analysis and ended with ethical consideration. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS

4.1 Overview

In the previous chapter, the study discussed the methods that were used to collect the required data to support the work. This chapter in particular represents the findings on the teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools of Lusaka District. Data was collected from thirty participants selected from three schools, two Standard Officers in charge of Special Education, ECZ officer in charge of Special Education and one Official at Curriculum Development Centre (CDC). The presentation of findings was guided by the following questions

1. How do teachers describe their understanding of teaching learners with mild ADHD in inclusive primary schools in Lusaka District?

2. What are the teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Lusaka District?

3. How do teachers support learners with mild ADHD in inclusive primary schools to aid their learning?

4. What framework would be appropriate to support teachers of learners with mild ADHD in inclusive primary schools in Lusaka District?

The four research questions above formed the reflection point throughout chapter four as demonstrated by the themes that subsequently emerged.

4.2. Research Question 1: How do teachers describe their understanding of teaching learners with mild ADHD in inclusive primary schools?

4.2.1. Teacher's understanding of teaching learners with mild ADHD in inclusive schools

To describe the understanding of teachers' teaching learners with mild ADHD in inclusive primary schools, data were collected from eighteen (18) teachers, three (3) administrators and (4) officials from the Ministry of Education participants. The study used in- depth interviews, FGDs and observation checklist to probe the participants. A question was asked to participants to describe

their understanding of teaching learners with mild ADHD in inclusive primary schools. The study revealed that teachers had mixed views on teaching learners with mild ADHD in inclusive primary schools. Some participants felt that they had adequate understanding of teaching learners with ADHD while the majority of the participants cited limited understanding of teaching learners with mild ADHD in inclusive primary schools. The views of teachers on learners with mild ADHD as indicated by the codes and near codes during data analysis are captured in Table 2. Below:

Table 2: Teachers' understanding of teaching learners with mild ADHD in inclusive primary schools

Theme	Codes or Near Codes
Adequate understanding	• Sufficient knowledge to deal with learners. • Adequacy of training/Pedagogical • Able to apply appropriate teaching methods, strategies and techniques for learners. • Adequate exposure to deal with learners. • Self-motivation and interest to deal with learners. • Able to control the behaviors of learners
Limited understanding	• Inadequate training in Special Education. • Teacher inability to handle inattentive learners. • Teachers' inability in adjusting teaching methods, strategies and techniques for learners. • Insufficient demonstration of skills to deal with learners with poor concentration. • Inability to control the learners' hyperactive and aggressive behaviors

Source: Researcher's illustration based on field data

4.2.1.1 Reasons why teachers felt had adequate understanding of teaching learners with Mild ADHD

Participants were asked to describe their understanding of teaching learners with mild ADHD in inclusive schools. Minority (Seven out of 18) teachers cited some of the reasons why they felt they had adequate understanding of teaching learners with mild ADHD. Some teachers stated that they had sufficient knowledge as they were trained to teach learners with mild ADHD. Some teachers stated that they were self-motivated to teach learners with mild ADHD and were able to control the behaviors of such learners in the classes.

4.2.1.1.1 Sufficient knowledge

Concerning sufficient knowledge to deal with learners with mild ADHD. Few teachers felt that they had sufficient knowledge in dealing with learners. Participants pointed out that they monitored the learners as they undertook their activities since they were hyperactive and did not sit in one place. The teacher participants pointed out that immediately the learners reported to school, they needed to sit close to the teacher so that they were not carried away with other things to avoid distraction during learning.

The above views were reflected in a response from one female teacher participant from school 1 during Focus Group Discussion **<FGD1 T2F>** who asserted that:

> *"For me I am able to attend to learners with ADHD in my classroom. For instance, learners with ADHD are hyperactive. They cannot be put in one place for a longer period, since they have short attention span. They cannot concentrate on tasks so you have to monitor them as they undertake the activity, once you move out they will easily throw it away and engage themselves into other activities different from what has been given to them. Others are aggressive they will start beating their friends, beating things, eating chalk, crayons, they are always grabbing pencils from their friends and pocking others" (31.05.23).*

One female teacher participant from school 2 During Focus Group Discussion **<FGD 2 T7F>** confirmed that:

> *"Learners with ADHD are learners who are affected with the ability to focus, pay attention, listen or put effort in school work. Learners always fidget, they are restless talk too much (Noise makers) or disrupt the class. Usually, I make sure that I monitor them, immediately they report to school they need to sit close to me so that they are not carried away with other things and I monitor them during learning time as they undertake other activities if not under constant care. They sometimes sneak out of class and go outside," (31.05.23).*

It was clear that some teachers felt that they had sufficient knowledge in dealing with learners with mild ADHD. They monitored the learners as they undertook their activities since they were hyper and did not sit in one place and immediately the learners reported to school, they needed to sit close to the teacher to avoid distractions.

4.2.1.1.2. Adequacy of training/pedagogical

The findings of the study showed that some teachers were adequately trained to teach learners with ADHD. Seven teacher participants reported that while they were in college and university they received adequate training in Special Education that enabled them to help learners with ADHD during learning time by applying relevant teaching methods, strategies and techniques, teaching them according to their abilities, improvise teaching and learning materials, giving clear instructions, informing and encouraging parents to take their children for assessment to the medical practitioners, providing conducive environment and setting rules in order for the learners with ADHD not to get distracted in class.

Agreeing with the findings above, one teacher participant from school 1 during Focus Group Discussion **<FGD 1 T2F>** said that:

> "*Having been trained to deal with learners with ADHD in inclusive schools, I feel I was adequately trained because I am able to apply relevant teaching methods, strategies and techniques learnt at college although mostly the teaching and learning materials for learners with ADHD are just improvised by the teacher. For instance, using real objects" (29.05.23).*

Similar sentiments came from a female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T17 F>** who said that:

> *"I feel I was adequately trained because I am able to teach learners with ADHD according to their abilities, put such learners near my table, monitor them as they undertake their activities both in and outside the school environment*" (02.06.23).

Another female teacher participant from school 2 during Focus Group Discussion **<FGD 2 T9F>** confirmed that:

> *"To achieve the set objectives in teaching learners with ADHD, I make sure that the instructions are clear to them and immediately they finish their work feedback should be given to them and also time to rest before moving on to the next subject in order to manage their behaviors" (31.05.23).*

Another female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T2 F >** confirmed that:

> *"Concerning Assessment and diagnostic, we usually give information to the parents and encourage them to take them for assessment centers at the hospital or other institutions that provide the service. Assessments in schools is not accurately done (29.05.23).*

Based on the findings above, it was clear that some teachers received adequate training in Special Education that enabled them to help learners with mild ADHD during learning time by applying relevant teaching methods, strategies and techniques, teaching them according to their abilities, improvise teaching and learning materials, giving clear instructions, informing and encouraging parents to take their children for assessment to the medical practitioners, providing conducive environment and setting rules in order for the learners with mild ADHD not to get distracted in class.

4.2.1.1.3. Able to apply appropriate teaching methods, strategies and techniques

The findings of the study revealed that seven teachers confidently believed that they understood fully the complexities involved in teaching learners with mild ADHD. Seven teacher participants reported using appropriate teaching methods, strategies and techniques in teaching learners with ADHD in inclusive schools such as engaging them in class discussion while monitoring them,

putting them as leaders in groups so that they were not distracted and checking on them consistently.

One female teacher participant from school 2 during Focus Group Discussion **<FGD 2 T7F>** reported that:

> "*As someone who has been trained in Special Education knowing these learners with such a condition, I usually engage my learners on one to one learning also attaching them with learners who can manage to help them. Put them at the point in class where I will be able to reach them and assist them in their work" (31.05.23).*

Contributing to the same findings, another female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T18F>** reported that:

> *"Madam, dealing with a learner who does not pay attention and hyperactive calls for the teacher to be particular with the method to use I sometimes engage them in a class discussion but not forgetting to have a look at them. I usually encourage the learners without ADHD to put them as leaders in group work so that they are not distracted. I check their work consistently and working with them. In other ways to be in contact with them and see what they like you can include them in a lesson and give responsibilities"*
>
> *(02.05.23).*

It was clear that some teachers used appropriate teaching methods, strategies and techniques in teaching learners with mild ADHD in inclusive schools such as engaging them in class discussion while monitoring them, putting them as leaders in groups so that so that they were not distracted and checking on them consistently.

4.2.1.1.4. Self-motivation and interest to deal with learners.

The findings of the study showed that some teachers understood adequately how to teach learners with mild ADHD as they were self – motivated and interested in teaching learners with ADHD. Some teachers reported that they did not receive any training in special education but they learned how to handle learners with mild ADHD through workshops

and seminars on inclusive education. Some teachers indicated that they had a passion in teaching learners with mild ADHD in inclusive schools.

In support of the above stated view, one teacher participant from school 2 during Focus Group Discussion **<FGD 2 T8F>** said that:

> *"Madam, I have not received any training in Special Education but I wrote a paper on inclusive education in 2020 and recently I attended a workshop on inclusive education and I have personal interest that has just built me" (31.05.23).*

Contributing on the same, one male teacher participant from school 3 during Focus Group Discussion **<FGD 3 T17M>** had this to say:

> *"It's actually very interesting it makes one realize that we are all different and move at different paces so when you have a child with ADHD we actually as teachers it's a learning process for us it doesn't really mean that whatever we see ends there whatever strange things we are seeing about that child it's a learning process to us. We are learning something about them so that next time when we have a child like that it will be easy for a teacher or a person to move to the next step" (02.06.23).*

Some teachers understood adequately how to teach learners with ADHD as they were self – motivated and interested in teaching learners with mild ADHD. They did not receive any training in special education but they learned how to handle learners with mild ADHD through workshops and seminars on inclusive education and had a passion in teaching learners with ADHD in inclusive schools.

4.2.1.1.5. Adequate exposure to deal with learners.

Some participants reported that they understood adequately teaching learners with mild ADHD due to attending programs in different institutions to learn how to handle such learners at school and at home. Patience in handling such children was important.

During Focus Group Discussion a female participant from school 3 **<FGD 3 T15F>** said:

> "*Yes for me I am trained in Special Education from diploma to my degree level I also attend a program at U.T.H known as pro - active so you are trained on how to*

take care of such learners at school and at home, mostly brochures are given to us to read through and know how to handle such learners" (02.06.23).

In support of the above findings, another female teacher participant from school 1 during Focus Group Discussion **<FGD 1 T1F>** reported that:

"Teachers need a lot of patience you know when these children come to you they look up to you. One need to embrace them and we need to extend our knowledge outside in order to understand them. All they need is our patience and our attention" (29.05.23)

It was clear that some teachers understood adequately teaching learners with mild ADHD due to attending programs in different institutions to learn how to handle such learners at school and at home. Patience in handling such children was important.

4.2.1.1.6. Teacher's ability to control the behaviors of learners with mild ADHD

The findings showed that some teachers understood well how to teach learners with mild ADHD. They were able to control the behavior of the learners. Some teachers reported that during their training in Special Education, they were taught how to handle learners with different disabilities ADHD inclusive. The above views were reflected in the response from one of the female teacher participant from school 2 **<FGD 2 T8F>** who said that:

"A Teacher should accept and accommodate a child with ADHD, get to know them so that you observe which mood they are in because sometimes they would be happy and at the same time sad. For example, when a question is asked you see this child standing up while raising his/her hand in order to give out the answer the teacher need to tell the learner to sit while raising the hand. Sometimes you see them disturbing the friends because they fail to maintain their seats instead, they usually move from one desk to another. Hence, it's the duty of the teacher to keep an eye on such learners and make sure that the rules set are followed" (31.05.23).

One female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T12F>** confirmed that:

> *"Madam, what I usually do before I hand over the class, I need to discuss with the person taking over my class so that the process of helping children with ADHD is not disturbed. Tell them the dos and dots so that when they do the right thing you praise them, the wrong thing you control them" (02.06.23).*

It was clear that some teachers somehow understood well how to teach learners with mild ADHD in inclusive primary schools. They were able to control the behavior of the learners. This was because during their training in Special Education, they learnt how to handle learners with different disabilities such as mild ADHD inclusive.

Based on these findings, it was clear that some teachers had sufficient knowledge to deal with learners with mild ADHD and were able to apply appropriate teaching methods, strategies and techniques for learners with mild ADHD, self-motivated and interest to deal with such learners, adequate exposure to deal with learners. In addition, some teachers were able to control the behaviors of learners with mild ADHD.

The findings revealed that some teachers reported that they had limited understanding of teaching learners with mild ADHD. The majority of teacher participants indicated limited understanding due to inadequate training in Special Education, inability to handle inattentive learners, insufficient knowledge of appropriate teaching methods, strategies and techniques for learners with mild ADHD and inability to control the learners' hyperactivity. The above views were reflected in the response from one of the female teacher participant from school **2 <FGD 2 T8F>** who stated that:

> *"I only have a certificate for my teaching qualification, some of the issues regarding special education I may not know them". (31.05.23).*

In support of the above findings, another female administrator participant from school 3 during

Interviews **< SCH 3 AD 13 M >** observed that:

"*I have not been trained as a special education teacher but when I was at college, we had a topic in special education where we were taught that in case you go to a school which has a special education unit. When we see such learners in class, I usually consult people who have done special education to help me how well to handle such children because here we don't have a special education unit" (02.06.23).*

During Focus Group Discussion, a female participant from school 1 **<SCH 1 T4F>** mentioned that:

"Some of the teaching methods, strategies and techniques used by teachers' in classrooms for learners with ADHD are not appropriate for such learners" (29.05.23).

Supporting the findings above, one male participant from the Ministry of Education 2 during interviews **<MoE 2>** heighted that:

"Most teachers have not paid attention to learners with ADHD and use the same methodologies when teaching these learners. For instance, class discussion, group discussion that may not for learners with such a condition. Teachers do not indicate the learners with ADHD as they prepare their lessons and during evaluation these learners are not included" (09.06.23).

Contributing on the same, a male teacher participant from school 3 during Focus Group Discussion**< FGD 3 T15M>** acknowledged that:

"I did not receive such training at college and university so I don't know how to deal with such learners in school so I find very difficult to control their aggressive behavior that they sometimes portray" (02.06.23).

4.2.2. Reasons why teachers had limited understanding of teaching learners with ADHD

The study found that majority of the participants had limited understanding of teaching of learners with mild ADHD in inclusive primary schools. The teacher participants cited limited understanding due to inadequate training in special education, teacher inability to handle inattentive learners, insufficient use of appropriate teaching methods, strategies and techniques for

learners, Insufficient demonstration skills to deal with learners with poor concentration and inability to control the learners' hyperactive and aggressive behaviors.

4.2.2.2. Inadequate training in Special Education

The study found out that one of the things that made some teachers to have limited understanding was inadequate training in Special Education. Most of the participants in this study revealed that during teaching they were unable to attend to learners with mild ADHD because they had little knowledge in terms of how to teach them. Some of the teachers had certificates and very few had diplomas and degrees in which some of them indicated that they had a component of Special Education not specifically for learners with mild ADHD.

These findings were evidenced in the following verbal account given by one female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T6 M >** who lamented that:

> *"For me I have a personal experience because my first – born child has got* a *speech problem and physical impairment because of that understanding of probably how to handle this other child who has a special need for I have my own at home not that I was trained in Special Education" (29.05.23).*

In support of the above findings, another female administrator participant from school 3 during interviews **< SCH 3 AD3 M >** observed that:

> "*I have not been trained as a special education teacher so even when we are monitoring teachers in school it becomes difficult to advise them on how to teach learners with mild ADHD in class. (02.06.23).*

It was clear that some teachers had limited understanding for they were not adequately trained in Special Education. For instance, they were unable to attend to learners with mild ADHD some of the teachers had certificates and very few had diplomas and degrees in which some of them indicated that they had a component of Special Education not specifically for learners with mild ADHD.

4.2.2.3. Teacher inability to handle inattentive learners.

Regarding teachers' inability to handle inattentive learners' teacher participant reported that teachers did not pay attention to learners with mild ADHD because they thought they did not listen

to the instructions given to them by their teachers hence lagged behind. Teachers did not know how to handle them. In support of the above stated view, one female participant from school 2 **<FGD 2 T2>** had this to say:

> *"You would find some learners tend to be quiet in class and have challenges to listen to the instructions so we leave them out from most of the discussions in the class during lesson delivery because they are usually distractive" (31.05.23).*

Contributing on the same findings, one female from school 3 during Focus Group Discussion **<FGD 3 T15 F>** had this to say:

> *"It's difficult to care for them hence the learners remain at the same point because they don't concentrate on the learners with ADHD because we don't know how to handle them" (02.06.23).*

Based on the findings above, it was clear that teachers' inability to handle inattentive learners made them not to pay attention to learners with mild ADHD because they thought they did not listen to the instructions given to them by their teachers hence lagged behind.

4.2.2.4. Teachers' inability in adjusting teaching methods, strategies and techniques for learners.

Additionally, it was found that appropriate methods, strategies and techniques were not used in teaching of learners with mild ADHD. Most teacher participants reported that they used methods such as group work and class discussion, which were not suitable for learners with this condition. Further, it was observed that most teachers had limited knowledge on what strategies and techniques to use in order to cater for learners who lacked focus in their learning. Appropriate methods, strategies and techniques were not used in teaching of learners with mild ADHD. Teachers used methods such as group work and class discussion, which was not suitable for learners with such a condition they also had no knowledge on what strategies and techniques to use in order to cater for learners who lacked focus in their learning.

In line with the findings above, one female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T7 F>** mentioned that:

> *"Some of the teaching methods, strategies and techniques used by teachers' in classrooms for learners with ADHD are not appropriate for learners with ADHD" (31.05.23).*

Supporting the findings above, one male participant from the Ministry of Education 2 during interviews **<MoE 2>** highlighted that:

> "*Most teachers have not paid the attention to learners with ADHD as they use the same methodologies. For instance, class discussion, group discussion that may not work out for learners with this condition. Teachers do not indicate the learners with ADHD as they prepare their lessons and during evaluation learners with ADHD are not included" (05.06.23).*

Based on the findings above, appropriate methods, strategies and techniques were not used in teaching of learners with mild ADHD. Teachers used methods such as group work and class discussion, which were not suitable for learners with such ADHD. Further, teachers seemed to have limited knowledge on what strategies and techniques to use in order to cater for learners who lacked focus in their learning.

4.2.2.5. Inability to control the learners' hyperactive and aggressive behaviors

The study also found out that learners' hyperactivity and aggressive behavior was a burden to the teachers teaching learners with mild ADHD. Some teachers confirmed that these learners were sometimes punished or sent back home because they always disturbed the learning process and their fellow learners. For instance, they were always moving up and down in class and at times fighting their friends because they could not understand them.

These findings were evidenced in the following verbal account given by one female teacher participant from school 1 during Focus Group Discussion < **FGD 1 T4 F** > who stated that:

> "Yes *Madam, I didn't take Special Education as a full course but it is a component as you train at primary level. what I usually do with the two (2) that I have in my class, I make sure that I punish them or send them home because they always*

disturb the learning process and their fellow learners they are so troublesome, become bullies among their fellow learners" (29.05.23).

In support of the above findings, another male participant from the Ministry of Education 4 during interviews **< MoE 4 M>** observed that:

"*What I have come to discover as a standard officer is that many of the teachers do not understand the behaviours of these learners especially those who were not trained in special inclusive education. Some teachers are not able to control the learner's hyperactive and aggressive behaviours. They think these learners are a problem so my role as a standard officer is now to make them understand that these learners are not a problem but they needed assistance" (09.06.23).*

It was clear that learners' hyperactivity and aggressive behavior was a burden to the teachers teaching such learners. These learners were sometimes punished or sent back home for they were always moving up and down in class and at times fighting their friends because they could not understand them.

Based on the findings, it was evident from the study that teachers had limited understanding on learners with ADHD in inclusive primary schools. This included the inadequate training in Special Education. For example, teachers were unable to attend to learners with mild ADHD because they had little knowledge in terms of how to teach them. The inability to handle the inattentive learners because they thought they did not listen to the instructions given to them by their teachers hence lagged behind. Some teachers were unable to use appropriate teaching methods, strategies and techniques to learners with mild ADHD. In some cases, the methods used were not suitable for these learners such as group work, class discussion. Some teachers seemed to have little knowledge on what strategies to use in order to cater for learners with mild ADHD. The other thing is the inability to control learner's hyperactive and aggressive behaviour. These learners were sometimes punished or sent back home because they always disturbed the learning process and at times fight with their friends.

4.2.3. Findings from classroom observations

Six (6) teachers from the three selected schools were observed teaching learners with mild ADHD in the classroom situation. The findings of the study from classroom observations of teachers understanding of teaching learners with mild ADHD revealed that two (2) out of six (6) teachers observed had adequate understanding of teaching learners with mild ADHD. The two (2) teachers used group work, question and answer and pair work as some of the teaching strategies in their lesson. They paid attention and monitored learners with mild ADHD, and put the learners close to the teacher to stop these learners from distracting others. Additionally, these teachers were able to attend to individual needs of learners with mild ADHD in classroom and fully involved the learners in the lesson.

On the other hand, four (4) out of six (6) teachers had limited understanding of teaching learners with mild ADHD. These teachers did not use any classroom management strategies to control learners with mild ADHD who were disrupting and disturbing others in the classroom. They could not provide any form of support to the learners in the classroom to enable them learn. Further, they could not engage learners in the lesson. Thus, the study observed a gap in the way the teachers taught learners with mild ADHD in that they did not use the appropriate methods and techniques to accommodate the learners in the lessons. Based on these findings, it was clear that majority of the teachers had limited understanding in the teaching of learners with mild ADHD in an inclusive classroom.

Arising from the findings on the first research question, it was evident from the study that teachers had mixed views on teaching learners with mild ADHD in inclusive schools. Positively few teachers indicated that they adequately understood learners with mild ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self - motivation to teach learners and able to control the behaviours of the learners with ADHD. Negatively, majority of the teacher participants indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, insufficient knowledge to use appropriate teaching methods, strategies and techniques for learners with mild ADHD and the inability to control learners with mild ADHD. It was found that teachers were able to describe characteristics of the learners with mild ADHD but did not know how these

learners could be taught and control their behaviors as they deliver their lessons and other activities. Hence disadvantaging the learners benefiting from the lessons.

4.3. Research Question 2: What are the teachers' perception of teaching learners with mild ADHD in inclusive primary schools?

The second research question for the study was aimed at establishing on how teachers perceived the teaching of learners with mild ADHD in inclusive primary schools. A question was asked to the participants describe how they perceived the teaching of learners with mild ADHD in inclusive primary schools. The findings on the perceptions of teachers teaching learners with mild ADHD in inclusive schools revealed two significant themes. These included the positive and negative perceptions of teaching learners with mild ADHD as supported by relevant codes or near codes shown in the table 3. Below:

Table 3 Perceptions of teachers teaching learners with mild ADHD in inclusive primary schools

Themes	Codes or Near Codes
Positive perceptions	• Learning through play. • Learns well when engaged in activities
Negative Perceptions	• Learners given labels by teachers. • Teachers have negative attitude towards learners • Learners lack attention. • Learners with ADHD are distractive • Learners do not follow instructions. • Learners over react • These learners are difficult to control • Learners with ADHD are unreliable

Source: Researcher's illustration based on field data

4.3.1 Positive Perceptions of teaching learners with mild ADHD in primary schools.

The study found that minority of the teacher participants had positive perceptions towards the learners with mild ADHD in inclusive primary schools. For example, some teacher participants revealed that learners with mild ADHD were creative and innovative, learn well through play and required more time to learn.

4.3.1.1. Learners learn through play and focused when engaged in hands on activities

Concerning learners with mild ADHD learning through play, teacher participants reported that such learners would pay attention or be focused when they were taught using number cards, rhymes and hands on activities. They also reported that learning through play also improved social skills for learners with such a condition.

In agreement with the findings, one female administrator participant from school 2 during interviews **<SCH 2 ADM 2F>** noted that:

> *"It's only when a teacher makes them learn through play that they can pay attention or be focused. For example, using number cards, Rhymes and hands on activities. There you see them to be active and concentrate on whatever you instruct them" (31.05.23).*

Supporting the findings above, one female teacher participant from school 1 during Focus Group Discussion < FGD 1 T6F> had this to say:

> *"As a teacher when you teach them through play, social skills are improved. For instance, learners with such a condition have trouble with social interaction in their daily lives. You would find that they fight their friends it's either they beat their friends or they get beaten" (29.05.23).*

In line with the foindings, one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T16F>** reported that:

> *"Learners with ADHD learn through different activities such as; games, songs and hands on activities" (02.06.23).*

Based on the findings above, the study showed that learners with mild ADHD learn through play. Participants reported that learners concentrated and were focused when the teacher taught using number cards, rhythms and hands on activities. Social skills were improved for such learners who had trouble with social interaction.

4.3.2. Negative Perceptions of teaching learners with mild ADHD in primary schools.

The study also found that majority of the teacher participants had negative perceptions towards the learners with mild ADHD in inclusive primary schools. Teachers gave learners with mild ADHD labels and had negative attitudes towards learners. Further, some teachers revealed that learners with mild ADHD lacked attention, described them as distractive, do not follow instructions, over react, difficult to control and require adequate time when teaching them.

4.3.2.1. Learners given labels by teachers.

Teacher participants were asked to describe the perceptions of teaching learners with mild ADHD in inclusive classrooms. The findings revealed that teachers gave labels to learners with mild ADHD. These included; they were unteachable, needed to be segregated preferably to be at the Special Education unit or school, they were too forgetful, disturb in class and they were labeled to be naughty.

Contributing on the same findings above, female administrator participant from school 2 during interviews **<SCH 2 ADM 2F>** had this to say:

> "*Teachers do label them that they are unteachable they label them that they can't learn with those without ADHD they would rather segregate them. For instance, they say these learners are forgetful you teach and ask them what you have taught they will tell you something else away from what you have taught in class. The best environment for them is a special unit where a teacher attends to a learner one to one" (31.05.23).*

Similar sentiments from another female administrator participant from school 3 during Interviews **<SCH 3 ADM>** were that:

> *"Others think that they are not part of the normal learners. Some teachers would even say madam icimwana ici cilefwaikwa ukuya ku special education school*

tacilingile ukuba pano pa sukulu (Translated as: This child needs to go to a special school he/she is not supposed to be in the main stream) not in my class he /she is disturbing his friends. They will tell you ici cisivera nici SEN (This child is naughty he/she needs Special Education)" (02.06.23).

Contributing on the same findings above, female teacher participant from school 2 during Focus Group Discussion **<FGD 2 T7F>** had this to say:

"You know; you would find that learners with ADHD are labeled to be noise makers because of their excessive talking and also labeled as dull because they could not finish rather complete their work in good time and sometimes not even doing it" (31.05.23).

With the findings above, it was clear that some teachers labeled the learners with mild ADHD in inclusive schools such as unteachable, needed to be segregated preferably to be at the Special. Education Unit or School, they were too forgetful, disturb in class and they were labeled to be naughty, talk excessively and dull.

4.3.2.2. Negative Attitude towards Learners

Concerning teachers' attitudes towards learners with mild ADHD participants were asked to describe the perceptions of teachers towards learners with mild ADHD in inclusive schools. Teacher participants confirmed that some teachers had negative attitude towards such learners. For instance, they preferred them to go the Special Unit or Special Education school, shun away these children and thought they were a problem in school.

These findings were supported by, one female teacher participant from school 3 during Focus Group Discussion **< FGD 3 T3F>** said:

"Frankly speaking I feel there is a negative attitude towards these children. People would quickly take them to special education unit or school they would just shun away these children. Sometimes you would for example take up a class where you find these learners with ADHD and when you ask a teacher who was teaching them this teacher will tell you that these children are a problem it's difficult to teach them because of their behavior" (02.06.23).

Contributing on the same findings, one female teacher participant from school 1 during Focus Group Discussion **<FGD T5 F>** had this to say:

> *"They are very few teachers that are interested in teaching them because they feel they need to move with these children who are so called normal which is very dangerous as we really need to include them in the mainstream. Some teachers have a negative attitude toward these learners with such a condition" (31.05.23).*

In line with the findings above, a male teacher participant from school 2 during Focus Group Discussion **<SCH3 ADM 3F>** said:

> "*Madam, teachers think that there is too much to do with such learners hence resort to shun away. For example, attending to them you have to encourage and keep assisting to continue with their activities or complete their work" (02.06.23)*

It was evident from the findings of the study that teachers had a negative attitude towards learners with ADHD. For example, teachers confirmed that they preferred learners with mild ADHD to go to the Special Unit or Special Education school, shun away these children and thought they were a problem in school because they were not able to sit in one place for a long period instead they were found everywhere in class without concentration.

4.3.2.3. Learners Lack Attention.

Regarding lacking attention of learners with mild ADHD, teacher participants reported that it was important to identify learners with such a condition so that the teacher would be in the position to control them. They lack attention so the teacher needed to be on them to avoid the movements in order for them to concentrate in class. Teachers felt that it was a share waste of time because learners could not grasp what was being taught because they did not pay attention during lessons. For instance, when a teacher is teaching them they concentrated on other things such as: playing with the things around their desk and telling stories with the friends they were sitting with.

Supporting the findings above, one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T14>** had this to say:

"Most important thing is to identify them so that you are able to control them and making a follow up, they need to be brought closer to the teacher and praise them whenever they do a right thing. The only critical thing about these learners with ADHD is that they lack attention so the teacher need to be on them every time because they are always forgetful and always moving from one point to another they find it difficult to sit on their own" (02.06.23).

In line with the findings, one female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T5 F>** said:

"I feel it's a share waste of time even if I teach them they won't grasp whatever is being taught because they don't pay attention most of the times in class as a teacher you are teaching and you ask them a question they will give something else. A child raises a hand to give the answer but he/she may not give the answer concerning what you are teaching and usually the reason is that the teacher is teaching this child is busy with other things such as playing with things on his or her desk, talking to friends" (31.05.23).

Similarly, another female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T11F)** had this to say:

"Their concentration levels were very low so a teacher need to find ways and means of drawing their attention. For instance, if a teacher was teaching a story reading you replace the name of the child with ADHD so that he/she concentrates on what the teacher is teaching. If it was mathematics, the teacher should make sure that they participate. They do not focus when they are left out in every learning process" (02.06.23).

The study showed that the learners lack attention. For example, participants reported that it was important to identify learners with such a condition so that the teacher would be in the position to control them. They lack attention so the teacher needed to be on them to avoid the movements in order for them to concentrate in class. It was reported that teachers felt it was a sheer waste of time. For instance, when a teacher is teaching them they concentrated on other things such as: playing with the things around their desk and telling stories with the friends they are siting with.

4.3.2.4. ADHD learners described as distractive

The study unveiled another perception of teachers teaching learners with mild ADHD as being distractive. Teachers felt that the learners were distractive and disturbed their fellow learners. For example, learners did not manage to be on their own, their thoughts and their environment overwhelmed them. They are easily distracted, disorganized, fidgety and impulsivity which made them not to manage their emotions.

In agreement with the findings, one female teacher participant from school 2 during Focus Group Discussion **< FGD 2 T11 F>** noted that:

> *"Madam, I feel they are very distractive and usually disturbs their fellow learners and the teacher more especially during learning time. For instance, they cannot be on their own they need someone to monitor them every time. Immediately you as a teacher concentrate on other things they set to do something else which usually be distractive and this usually happens when a lesson is taking place"* (29.05.23).

Contributing on the findings, one female teacher participant from school 2 during Focus Group Discussion **< FGD 2 T1F>** reported that:

> *"You know; I think my perception toward these learners with ADHD is that they are distractive because they are overwhelmed by their thoughts and the environment almost all the time. They are easily distracted, disorganized, fidgety and impulsive. Hence have more difficulties in managing their emotions and this almost affect everyone the learners themselves, their fellow learners and the teacher" (31.05.23).*

This was affirmed by one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T18>** who observed that:

> *"In class, they disturb their fellow learners. For example, when they are writing they would poke on their friends and waiting to write in their books. Mostly they want they are the ones doing everything. Hence the teacher need to control such learner to instill order in class and ensure learning is taking place" (31.05.23).*

Based on the findings, it was clear that learners with mild ADHD were described as distractive in the classroom. For example, learners did not manage to be on their own, their thoughts and their environment overwhelmed them. They are easily distracted, disorganized, fidgety and impulsivity which made them not to manage their emotions.

4.3.2.5. Failure to Follow Instructions

The study also found out that learners with mild ADHD do not follow the instructions in the classroom. For example, teacher participants reported that teaching learners with mild ADHD became difficult because they made movements in the classroom. The teacher participants further reported that being with the child who did not adhere to the instructions delayed or disturbed the teaching and learning process. Teachers needed to work with them in order for them to follow the instructions.

These findings were evidenced in the following verbal account given by one female teacher participant from school 1 during Focus Group Discussion **< FGD 3 T17 F>** who stated that:

> *"They don't usually follow the instructions which makes learning and teaching very difficult. For instance, you tell them to keep quite while learning is taking place they will still be talking and making some movements. In class they always delay to start writing" (02.06.23).*

In support of the above findings, another male participant from school 3 during Focus Group Discussion < **FGD 3 T18 F** > observed that:

> *"Teachers still think that if you teach such learners you will be shallow minded. I feel they need to be at the special unit. Being with a child who does not adhere to the instruction delays or disturbs the work that you prepare for the whole class. As a teacher you need to employ the routine work. Same things all the time in order to accommodate such a learner" (02.06.23).*

One female teacher participant from school 2 during Focus Group Discussion **<FGD 2T9>** reported that:

> *"I feel these learners fail to follow instructions given by the teacher because when the teacher is teaching they start telling you the experiences they had at home or school and that disturbs lessons and when you tell or instruct them what to do they want to do their own things" (31.05.23).*

It was evident that learners did not follow the instructions in the classroom. For example, participants reported that learners made movements at any time a situation that disturbed the teaching and learning process. Thus, teachers needed to work with the learners in order for them to follow the instructions.

4.3.2.6. Learners over React

Additionally, the study found that learners over react was another perception that some teachers had towards learners with mild ADHD in inclusive schools. Most of the teacher participants reported that learners over reacted in the classroom when you tried to control them. For something they portrayed mood swings. In class you see them active after a short period of time they became low and sometimes they could not talk even if the teacher asks them a question. The participants also reported that these learners when they over react it leads them to with draw completely and even walk out of the classroom.

In support of the above findings, another male participant from school 2 during Focus Group Discussion **< FGD 2 T10 F >** had this to say:

> "*Madam, these learners over react in the classroom when you try to control them. For instance, sometimes they portray mood swings. You would find that they are active immediately they step in the classroom after sometime you see them they become low and not even be able to respond even if you ask them a question. Hence it becomes so difficult for the teacher to handle such circumstances more especially for a teacher with limited knowledge on how to handle such learners" (31.05.23).*

One female administrator participant evidenced this from school 1 during interviews **< SCH 1 ADM 1 F>** who said:

> *"These children over react. For instance, if a teacher forces them to do what they do not want, they over react and may even withdraw completely, sometimes even walk out of the classroom" (29.05.23).*

Contributing on the same findings, another female teacher participant from school 3 during Focus Group Discussion**<FGD 3T13 F>** reported that:

> *"When a teacher wants to correct wrong behavior in the classroom, these learners feel a teacher does not like them and they easily get upset and decide to go home" (02.06.23).*

Based on the above findings, it was clear that learners with mild ADHD over react in inclusive schools. They portray mood swings and sometimes withdraw from activities given by their teacher in the classroom, get upset easily and this makes it difficult for the teachers to control them.

4.3.2.7. Learners with mild ADHD are difficult to control

The study also found out that learners were difficult to control in the classroom. For example, teacher participants reported that learners with mild ADHD disturbed other learners in the classroom and they withdrew or slept in class when the teacher did not give them attention. Their hyperactivity and impulsivity made them not to follow the rules in the classroom. The teacher participants further reported that the limited concentration and over reaction of the learners made it difficult to control them in the classroom. When the teacher became strict, they easily switched off and became uncontrollable.

In line with the above findings, one female participant from school 1 during Focus Group Discussion **< FGD 2 T10F>** had this to say:

> *"Learners with ADHD a*lways *disturb other learners in the classroom. They are hyperactive and impulsive; therefore, they do not to follow the rules in the classroom" (31.05.23).*

Contributing on the same findings, another female participant from school 3 during Focus Group Discussion **< FGD3 T13F>** observed that:

> *"Learners with ADHD act out because their hyperactivity and impulsive problems makes it hard for them to follow rules and meet the set expectations for their behaviour. This leads to the negative interaction with their teacher and their fellow learners. This makes it difficult for the teachers to control them" (02.06.23).*

Adding to the same discussion, one female teacher participant from school 1 during Focus Group Discussion **<FGD1 T1F>** reported that:

> *"Because of their limited concentration and over reaction, it is difficult for a teacher to control them. When a teacher become too strict with them, they easily switch off and will not learn and when the teacher becomes soft, they become uncontrollable (29.05.23).*

Based on the above findings, it was clear that learners with mild ADHD were difficult to control in inclusive schools. These learners disturbed the teaching and learning process, withdrew or slept in class when the teacher did not give them attention, easily got upset, acted out because of their hyperactivity and impulsivity which made them not to follow the rules and meet the expectation of their behavior and limited concentration and over reacting made it difficult to control them.

4.3.2.8. Require more time for teaching

Most of the teachers reported that teaching learners with mild ADHD was too involving. Thus, teachers were required to provide more time to learners with mild ADHD. Teacher participants reported that learners with mild ADHD had poor management of time and did not complete the given task at the same time with their fellow learners. Further, these learners needed enough time because they had challenges with their behavior such as; fidgeting, excessive talking and movements.

Contributing on the same findings above, female teacher participant from school 1 during Focus Group Discussion < **FGD 2 T7 F**> reported that:

> *"Teachers require adequate time when teaching these learners. These learners should learn separately from those without ADHD because it is too involving where*

you attend to learners who need attention by the teacher and those who are working within the normal teaching time" (31.05.23).

Similarly, another female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T3F>** had this to say:

"Learners with ADHD require adequate time, because they have behavior problems, challenges with task initiation or completion and poor time management hence, the teacher need to be mindful when teaching such learners in the main stream" (29.05.23).

These findings were supported by one female teacher participant from school 2 during Focus Group Discussion **<FGD2 T9F>** who noted that:

"When learners with ADHD become uncontrollable or switch off, the teacher has to find time to encourage or motivate them. This wastes the learning time for other learners in the classroom" (31.05.23).

It was clear that teaching learners with mild ADHD was too involving. Learners needed enough time because they had challenges with their behavior such as; fidgeting, excessive talking and movements. Thus, teachers were required to provide more time when teaching learners with mild ADHD.

4.3.2.9. Learners with mild ADHD are unreliable

Regarding learners with mild ADHD being unreliable, teacher participants reported these learners had symptoms like impulsivity and inattention, which affected their everyday interaction with others. It was difficult for one to know their mind, sometimes they instructed the teacher what they wanted to do at that particular time.

These findings were reported by one female teacher from school 2 during Focus Group Discussion **< FGD 2 T9F>** who noted that:

"You know Madam; it is very difficult to teach learners with ADHD because of their symptoms like impulsivity and inattention which affect their everyday

functioning and interaction with others. Mainly you as a teacher you need proper methodologies and strategies to handle these learners" (31.05.23).

Adding to the same discussion, one female teacher participant from school 3 during Focus Group Discussion **< SCH 3 T14 F>** reported that:

"It is difficult to know the mind of learners with ADHD because they are unstable and they want to do things at their own time. Sometimes they would even tell you when they want to start the activity given to them in the classroom" (02.06.23).

Contributing on the same findings, another female teacher participant from school 1 during Focus Group Discussion **<FGD 1T3F>** reported that:

"Learners with ADHD when given a chance to lead in a group they can easily switch off before the group activity is finished. For example, when the group put pressure on such learners they easily quit" (29.05.23).

The study showed that learners with mild ADHD were unreliable. Symptoms like impulsivity and inattention affected their everyday interaction with others. It was difficult for one to know their mind sometimes they instructed the teacher what they wanted to do in the classroom.

Based on the findings above, teachers had different perceptions towards learners with mild ADHD in inclusive schools. These included learners given labels by teachers, negative attitudes towards learners, learners' lack of attention, learners described as distractive and not follow instructions, learners over reacting and difficult to control, required adequate time for teaching and unreliable. It was also evident that most teachers perceived learners with mild ADHD to be a challenge in teaching and this was due to the gaps that existed between teachers limited understanding of leaners with mild ADHD and teaching in an inclusive classroom. Thus, the researcher's remarks were that teachers in inclusive school be retrained to bridge the knowledge gap with respect to teaching learners with mild ADHD in an inclusive school.

4.3.3. Teachers' experiences in teaching learners with mild ADHD in inclusive primary Schools?

The analysis of class teachers' narratives revealed several themes concerning the teachers' experiences in teaching learners with mild ADHD in inclusive primary schools. The study found

that teachers positive and negative experiences in teaching learners with mild ADHD in inclusive primary schools as evidenced by the themes and codes/near codes identified from the teachers' narratives (see Table 4.) below:

Table 4: Teachers' experiences in teaching learners with mild ADHD in inclusive primary Schools

Theme	Near Text/Code
Positive Experiences	• They are creative and innovative • They are more curious. • They are imaginative • Interested in hands on activities. • Have the ability to hyper-focus on topics that interest them. • Have leadership skills.
Negative Experiences	• Distractibility, Hyperactivity, and Impulsivity. • Having endless amounts of energy. • Have difficulty concentrating during classroom discussions or activities. • Disturbing lessons during learning. • More time is needed to teach the learners. • Inattentiveness • Daydreaming or "zoning out" • Talking excessively without stopping • Impatience. • Having a hard time following instructions • Not interested in academic work. • Poor performance in academic work. • Difficult in managing the learners. • Dropping out of school. • Inability to form lasting bonds with others in the classroom. • Increased risk-taking behaviours.

Source: Researcher's illustration based on field data

4.3.3.1 Teachers Positive Experiences on the teaching of learners with mild ADHD in inclusive primary Schools?

The findings of the study revealed teachers' positive experiences in teaching learners with mild ADHD in inclusive primary schools. Among the positive experiences cited by teachers included

learners with ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills.

4.3.3.1.1. Learners with mild ADHD are creative and innovative

Teacher participants reported that learners with mild ADHD had strength in creativity, innovation, inventiveness and curiosity. Although they had their own weakness of being hyperactive and inattentive, which might lead them to shift their focus and do other things at the same time. Some of the teacher participants revealed that some learners with mild ADHD were more curious, creative and innovative.

Contributing on the same findings, one female teacher participant from school 1 during Focus Group Discussion **<FGD 1T3F>** reported that:

> *"Learners with ADHD are more curious, creative, imaginative and innovative. They tend to be out-of-the-box thinkers, with an approach that can be highly prized in the workplace. Your ADHD symptoms can work for you, when you learn more about them and have proper treatment" (29.05.23).*

Similarly, another female teacher participant from school 2 during Focus Group Discussion **< FGD 2 T5F>** had this to say:

> *"Learners with ADHD are creative. They often excel at associative thinking that enables them to think outside the box. This ability helps in brainstorming and finding creative solutions with the right help, learners with ADHD can be independent learners" (31.05.23).*

Adding to the same discussion, one female teacher participant from school 2 during Focus Group Discussion **<FGD 2 T11F>** reported that:

> *"Learners with ADHD often have the ability to take in information quickly, multitask and, when interested in the topic, adapt. These students are generally great help in an emergency" (31.05.23).*

With the findings above, it was clear that some learners with ADHD were more curious, creative, imaginative, innovative and inventive and think outside the box, take in information quickly and can be independent if helped.

4.3.3.1.2. Interested in hands on activities

The study found out that one of the experiences that teachers had while teaching learners with mild ADHD was that these learners had interest in hands on activities. Most of the teacher participants revealed that learners were more interested with hands on activities than academic work. For example, they were interest in expressive arts, sweeping and gardening. They concentrated on these activities and did extremely well.

These findings were evidenced in a response from one female participant from school 1 during Focus Group Discussion **< FGD 1 T5 F>** who said that:

> "*Some learners with ADHD usually prefer to do experimental activities because they are more on a skill part– hands on than academic" (29.05.23).*

Another female teacher participant from school 1 during Focus Group Discussion < FGD 2 T2F> had this to say:

> *"Madam the child I have in my class with this condition when it comes to outside activities or do hands on activities for example, expressive art he is very good and able to do it quite well and in good time so I would rather involve him in subjects where he needs to make things unlike academic work it's a challenge" (31.05.23).*

In agreement with the above findings, one female participant from school 3 during Focus Group Discussion **< FGD 3 T13F>** confirmed that:

> *"I have one learner he would want to do things that are not academic he is not interested in solving mathematical questions or just being in class and doing what everyone else is doing he would rather do something that everyone will notice that is doing" (02.06.23).*

Another female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T12F>** reported that:

"When it comes to academic work they don't want to do it and when it comes to play activities and other things there are the number ones. For example, watering the garden, cleaning the environment they want really to work you would find they will do it very well better than others because they will concentrate on that activity but come to academic work it's a challenge" (31.05.23).

Based on the findings above, it was clear that some of the experiences that teachers had while teaching learners with mild ADHD were that these learners had interest in hands on activities unlike academic work, interest in expressive arts, sweeping, gardening and concentrated on such activities.

4.3.3.1.3. Ability to hyper-focus on topics that interest them

Regarding learners being hyper-focus on topics that interest them, some teacher participants felt that learners with such a condition concentrated much on subjects or things that were interesting to them. For instance, learners concentrated on activities that involved playing games and listening to music.

The above views were reflected in a response from one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T13 F>** who asserted that:

"Learners with ADHD are Hyper focus in that they focus on a task for hours on end, essentially tuning out everything around them and usually when they are engaged in activities that interest them" (02.06.23).

In support of the above stated views, one female teacher participant from school 1 during Focus Group Discussion **< FGD 1T4F>** stated that:

"Madam, I think learners with ADHD concentrate more on the things or activities that interest them. For instance, when it involves playing some games there you see them doing it for some time without giving up" (29.05.23).

The study showed that learners were hyper – focus on topics that interest them, concentrated much on subjects or things that interest them. These included playing some games, listening from music.

4.3.3.1.4. Leadership skills

Regarding leadership skills, teacher participants reported that learners with mild ADHD had good leadership skills. They were good cheerful leaders for a cause; their minds make them good company. Further, they had no fear of anything and some were intelligent. For example, they were able to control the class when given a responsibility.

In line with the above findings, one female teacher participant from school 2 during Focus Group Discussion < **FGD 2 T8 F>** said that:

> *"Learners with ADHD often get excited about ideas and projects. They make good Cheerful leaders. Their lively minds make them good company and once engaged they often sustain energy for long periods" (31.05.23).*

Another female teacher participant from school 1 during Focus Group Discussion< **FGD 1 T5 F>** added:

> "*Some learners with ADHD I like them they don't fear anyone. They have leadership skills and intelligent. For example, if it's in class you give a responsibility of being a group leader they will be able to control the group coordinate among his/her fellow learners" (29.05.23).*

It was evident that some learners with mild ADHD made good cheerful leaders for a cause. Their minds made them good company, they did not fear and some are intelligent. For example, they were able to control the class when given a responsibility.

4.3.3.2. Negative Experiences

The findings of the study revealed teachers' negative experiences in teaching learners with mild ADHD in inclusive primary schools. Among the negative experiences cited by teachers included distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating during classroom discussions or activities, disturbing lessons during learning, more time is needed to teach the learners, inattentiveness and daydreaming or "zoning out". Further, these learners are talk excessively without stopping, impatient, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, drop

out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviours.

4.3.3.2.1. Distractibility, Hyperactivity, and Impulsivity

The study findings indicate that distractibility, hyperactivity and impulsivity were some of the experiences teachers had while teaching learners with mild ADHD. Participants reported that learners with ADHD were distractive. For example, they disturbed the lesson while teaching and learning took place, did other things instead of paying attention to teacher also did things without control that is screaming or shouting in the classroom.

In line with the above findings, one female teacher participant from school 1 during Focus Group Discussion < **FGD 1 T4 F>** reported that:

> *"When you are giving an explanation or giving an example in class and you ask a question, they will be the first to raise their hands. Sometimes they will forget what they wanted to say. When the teacher wants to say something that relates to what they were thinking they will explain it and may go out of the topic, so sometimes it becomes funny and the entire class will start laughing disrupting the lesson" (29.05.23).*

Contributing on the same findings above, another female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T10F>** had this to say:

> *"Inside the classroom what I have observed is that I have one learner whose attention span is very low, when you are explaining something, he does not pay attention, he starts doing something else, if you try to catch up with him sometimes he wants to start fighting with someone" (31.05.23).*

Another female teacher from school 3 during Focus Group Discussion **< FGD 3 T11F>** added:

> *"Learners with such a condition more especially with hyperactive – impulsive type ADHD can cause disruption in the classroom. They can make learning more difficult for themselves and other learners without ADHD" (02.06.23).*

It was evident that distractibility, hyperactivity and impulsivity were some of the experiences that teachers had while teaching learners with mild ADHD. Learners disturbed the lessons not paying attention, did scream and shout in the classroom and moving from one place to another within the classroom while teaching and learning took place.

4.3.3.2.2. Having endless amounts of energy

Learners with mild ADHD often exhibit endless amount of energy, most participants reported that these learners had endless energy. For example, they would move out of the classroom without the teacher's knowledge, they may hurt themselves and sometimes cause a fight where they either beat up friends or get beaten by friends.

These findings were evidenced in a response from one female teacher participant from school 3 during Focus Group Discussion **< FGD 3 T16>** who said that:

> *"As long as they were in class, they bring problems and sometimes, the teacher may not know even the time the child moves out of the classroom. When you start looking for that particular child, you just hear they have hurt themselves somewhere" (02.06.23).*

One male participant from the Ministry of Education 3 during interviews < **MoE 3F>** who had this to say:

> *"I have seen teachers and parents struggle with learners with ADHD and hold them by their hand to prevent them from disturbing and unacceptable behaviour to the people around them" (09.06.23).*

Adding to the discussion, one female teacher participant during focus group discussion **<FGD 1 T3 F>** reported:

> *"Madam; sometimes learners cause a fight in class, they are either beaten by their friends for not giving them what they want or they beat up friends. The classmates are really on them and sometimes they are not wanted by other members in class because of their disruptive behavior" (29.05.23).*

With these findings, it was clear that learners with mild ADHD had endless amount of energy as they moved out of the classroom without the teacher's knowledge, hurt themselves and sometimes caused fights in the classroom where they either beat up friends or got beaten by their friends.

4.3.3.2.3. Low concentration during classroom activities

The study also found that one of the negative experiences encountered by teachers while teaching learners with mild ADHD was low concentration on classroom activities given to them. Teacher participants reported that learners had low concentration levels due to the class enrolments, which were quite high for the teacher to manage them. Teachers reported that such learners needed one to one interaction for them to concentrate or manage the activities given to them by their teachers. These learners do not sit in one place for a longer period and are all over in the classroom.

In support of the findings above, one female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T6 F >** observed that:

> *"The concentration levels for learners with ADHD in the classroom is quite low and you find that the class enrolment in our government schools is quite high so it is not easy for the teacher to give attention to learners who needed special attention. These learners need one to one interaction; hence it is very difficult to integrate these learners in the normal classroom" (29.05.2023).*

Adding to the discussion, one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T14 F>** reported:

"*Madam, learners with ADHD usually fail to concentrate during class discussions or class activities because of the disruptive behaviors. For instance, most of the time they do not sit on their own without touching or playing with something. They are always fidgeting with their hands or legs" (02.06.23).*

Based on the above findings, it was evident that learners with mild ADHD had low concentration levels in the classroom. Due to high enrolments in the classrooms, it was difficulty for the teacher to manage them. They needed one to one instruction in order for them to concentrate or perform the given activity to them by their teachers. They do not sit in one place for a longer period as they are found all over the classroom.

4.3.3.2.4. Disturbing lessons

Regarding disturbing of lessons by learners with mild ADHD, a teacher participant reported that learners with ADHD disturbed the teaching and learning process. For instance, they interrupted teachers while teaching and learning took place, sometimes they reported their fellow learners and moved desks around and asked for things they had on their desk.

Contributing on the same findings, one female teacher from school 3 during Focus Group Discussion **<FGD 3 T15 F>** had this to say:

> *"Madam, the two learners that I have disturb the lessons very much. When you are teaching, they will interrupt you in the middle of the lesson. Sometimes they report things, which they are not even learning in the classroom. They are always active looking for what to do" (02.06.23).*

In support of the above findings, another female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T3 F >** observed that:

> *"They inconvenience or disturb their friends and most of their friends get irritated with their actions of moving from one desk to another. They always check what their friends have written and disturb others unnecessarily asking for things like pens or pencil which, they may even have" (29.05.23).*

It was evident from the findings of the study that learners with mild ADHD disturbed the teaching and learning process. They interrupted the teacher while teaching, moved from one desk to another asking for a pencil or ruler, which they may even have.

4.3.3.2.5. Inattentiveness

The study also showed that inattentiveness was one of the negative experiences teachers experienced by teachers while teaching learners with mild ADHD. Most of the teacher participants reported that learners with mild ADHD faced many problems in carrying out tasks hence a teacher needed to monitor the learners during writing for a child to finish the work. They lacked concentration and this made them avoid school work. They liked playing with things around them, which made them not to concentrate. For example, their books, pencils rulers and their fellow learners.

In support of the above stated view, one female participant from school 2 during Focus Group Discussion **<FGD 2 T2>** had this to say:

> *"Inattentiveness is a classic symptom of ADHD. Children with ADHD face problems in carrying out tasks, which demand concentration. Because of this, they often keep looking for excuses to avoid studying" (31.05.23).*

Contributing on the same findings, one female teacher participant from school 3 during Focus Group Discussion **< FGD 3 T13F >** had this to say:

> *"Madam, most of the times you would find that these learners with ADHD don't pay attention in class. As a teacher you are teaching and someone is playing with a pencil or whatever is on his/her desk which sometimes makes it difficult for them to understand things in class" (02.06.23).*

With the findings above, it was clear that inattentiveness by learners with mild ADHD was one of the experiences teachers encountered while teaching such learners. ADHD learners faced many problems in carrying out tasks and lacked concentration that made them avoid school work, like playing with things around them such as; books, pencils rulers and their fellow learners.

4.3.3.2.6. More time for teaching

Concerning time for teaching learners with mild ADHD, teacher participants reported that teachers did not have enough time to teach these learners. Learners with mild ADHD needed more time so that they could benefit in an inclusive set up because they could not learn at the same pace with other learners. They needed extra time for them to finish their activities, also needed one to one interaction. Further, some teacher participants pointed out that learners with mild ADHD needed to be in a special school where there were small numbers and for easy interaction between learners and the teacher.

One female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T9F>** noted that:

> *"Learners with ADHD maybe integrated but they are not able to learn at the same pace with learners without disabilities. Such learners need more time to do any activity in class, which is not there. They need teacher pupil ratio of 1 - 3 but you would find that the teacher is attending to a big class so even when the learner has not understood fully it becomes difficult to help such a learner" (31.05.23).*

Adding to the discussion, another female teacher participant from school 1 during Focus Group Discussion **<FGD 2 T8 F>** reported that:

> *"Madam, I believe that if these learners are put in special schools where the number are small they will be monitored easily. However, when it comes to the main stream, you find that the learners are more than 50 or 60; it is difficult to monitor them. You find that a child may be willing to learn but because of the nature of the numbers of the learners in the classroom it's very difficult for the teacher to give them full attention" (31.05.23).*

With the findings above, it was clear that teachers did not have enough time to teach learners with mild ADHD. They needed to be allocated more time to teach so that learners may benefit in an inclusive set up. It was established that learners with mild ADHD do not learn at the same pace with other learners, thus they needed extra time for them to finish their activities and one to one interaction with their teachers.

4.3.3.2.7. Day dreaming or "Zoning out"

With regard to day dreaming or zoning out, participants reported that learners with mild ADHD detached themselves from the lessons and day dreamed which, made them not to concentrate in class. If not monitored they switched on to other activities of their interests making teaching and learning difficult for both the learners themselves and the teacher.

In agreement with the above findings, one male administrator from school 1 during interviews **<SCH 1 AD1M>** confirmed that:

"When monitoring teachers, you would get reports of these learners detaching themselves from the lessons being taught in class. You ask a question a child gives an answer contrary to what you have been talking about" (29.05.23).

One female teacher participant from school 2 during Focus Group Discussion **< FGD 2 T7F>** contributed by saying:

"*Madam, when learners with ADHD are given a task, sometimes they do not do the activity given to them by their teacher and switch on to other things they want to do. For instance, instead of writing an exercise they may be busy doing what they want to do at that particular time" (31.05.23).*

Based on the findings, it was clear that learners detached themselves from the lessons and day dreamed, a situation, which made them not to concentrate in class. If not monitored they switched on to other activities of their interests making teaching and learning difficult for both the teacher and the learners themselves.

4.3.3.2.8. Excessively Talking

The study unveiled another negative experience observed by teachers teaching learners with ADHD. The teacher participants felt that learners with mild ADHD disturbed both the teacher and fellow learners because of excessive talking. They failed to give chance to others to speak in the classroom, and this made the teacher and other learners fail to communicate.

One female administrator participant from school 3 evidenced this during interviews **< SCH 3 AD3 F>** as she explained that:

"*Teachers complain that children with ADHD were supposed to be at the special school because they do disturb the normal learning and they disturb their friends more especially those who like moving up and down and talking excessively" (02.05.23).*

Similarly, another female teacher participant from school 2 during Focus Group Discussion **< FGD 2T6F>** reported that:

"Madam, learners with ADHD don't stop talking. Even during learning time you would find that they try to talk to someone, you may tell them to stop making noise but just after a minute you see them pointing at someone" (31.05.23).

Based on the findings, it was clear that learners with mild ADHD disturbed both the teacher and fellow learners because of excessive talking. They failed to give chance to others to speak, a situation which made the teacher fail to communicate effectively to other learners.

4.3.3.2.9. Impatient

With regard to impatient, teacher participants reported that learners with mild ADHD did not give chance to others so it became difficult to conclude with them. For instance, because of their hyperactivity they could not wait and could not give chance to others to finish what they wanted to communicate which affected teaching and learning process.

These findings were evidenced in the following verbal account given by one female teacher participant from school 3 during Focus Group Discussion< **FGD 3 T16F>** who observed that:

"Learners with ADHD do not give others chance. They always want to be in charge of others all the time because of their hyperactive; they cannot wait and give chance to someone to finish what they want to communicate to them" (02.06.23).

Contributing on the same findings above, another female teacher participant from school 1 during Focus Group Discussion< **FGD 1 T1F>** explained that:

"*Their impatience sometimes makes them not to make friends because they want to do things of their own without consideration of others" (31.05.23).*

It was evident from the findings of the study that impatience of learners with mild ADHD affected teaching and learning. This included learners not giving chances to other learners in class. Because of their hyperactivity, they could not give chance to others to finish what they wanted to communicate.

4.3.3.2.10. Hard time following instructions

Concerning learners with mild ADHD having hard time to follow instructions, the teacher participants reported that learners needed clear instructions whenever the teacher gave out an

activity to them. For instance, they had a challenge in staying focused and paying attention during teaching and learning.

In line with the above findings, one female teacher participant from school 3 during Focus Group Discussion **< FGD 3T18F>** had this to say:

> *"Madam, learners with ADHD need close supervision whenever they are given an activity because they have a challenge in following instructions. Teachers need to give clear instructions for learners with ADHD to attempt tasks without problems" (02.06.23).*

In support of the above stated view, one female participant from the Ministry of Education 3 during interviews < **MoE 3F>** had this to say:

> *"These learners have a problem of staying focused and paying attention to a particular task. Even when the teacher is teaching, they usually miss the instructions given to them" (09.06.23).*

With the findings above, it was clear that learners with ADHD had hard time following instructions and needed clear instructions. They had a challenge of staying focused and paying attention during teaching and learning.

4.3.3.2.11. Poor performance in academic work

With regard to poor performance in academic work, the teacher participants reported that some learners with mild ADHD had lower scores compared to other learners without ADHD. For example, they had poor reading skills, which led them to poor performance. They also struggled with time management, were easily distracted, portrayed mood- swings, which made the teacher sometimes fail to help them when they were not in a mood to talking.

One female teacher participant from school 3 during Focus Group Discussion < **FGD 3 T17F>** stated that:

> *"Most likely, learners with ADHD have lower scores on all academic subject compared to other children without ADHD. They also have poor reading ability which lead to the general poor performance in all the subjects" (02.06.23).*

In conformity with the above findings, one male participant from the Ministry of Education 4 during interviews < **MoE 4M>** had this to say:

> *"You would find that these leaners struggle with time management due to being easily distracted and also acting on impulse. So even if they get up bright and early, they might still be late, at times they have mood –swing which makes it hard for the teacher to help the learners more especially those who may not know how to handle such children" (09.06.2023).*

Based on the findings above, it was clear that some learners with ADHD performed poorly in academic work, had lower scores compared to other learners without ADHD. They also had poor reading, which lead to poor performance; they struggled with time management, were easily distracted, portrayed mood –swings that made teachers fail to help them, especially when they were not in good mood.

4.3.3.2.12. Difficult in managing the learners

With regard to difficult in managing learners with mild ADHD, the teacher participants reported that learners with mild ADHD sneaked out of the classroom without teachers' knowledge. It was difficult to give attention to the learners because there was specialization at the upper section when that period elapsed, teacher needed to move to another class which made it difficult to manage the learners. Majority of the teachers indicated that management of the learners was difficult because of the large numbers in schools. The learners lagged behind because they never finished the work given to them in good time.

Agreeing with the findings above, one female participant from school 3 during Focus Group Discussion < **FGD 3 T13 F>** reported that**:**

> *"They usually sneak out of the classroom without the knowledge of the teacher. Teachers have to start looking for them in school. Following the time table when teaching these learners becomes difficult because they may not be found in classroom the time you were supposed to teach them" (02.06.23).*

One female administrator participant from school 2 during interviews < **SCH 2 AD2 M>** explained that:

"At upper section it's difficult to attend or give attention to them because there is specialization. Teachers are with learners only for 40 minutes and when it elapses, they need to move on to another class" (31.05.23).

Additionally, another female teacher participant from school 3 during Focus Group Discussion <**FGD 3 T13 F>** had this to say:

"*Madam you would find that it is very hard to handle such learners because of the class enrolment. These learners always lag behind they do not finish work given to them with other learner in class" (02.06.23).*

Contributing on the same findings above, another male participant from the Ministry of Education 2 <**MoE 2M>** explained that:

"*It's the issue of class population. Most schools are over enrolled and these learners are not identified so they are given the same work with other learners because teachers may not know that these learners have challenges" (09.06. 23).*

It was clear from the findings that learners with mild ADHD were difficult to manage in the classroom. They sneaked out of the classroom without the teachers' knowledge and teachers could not attend to the individual needs of all the learners because of the large numbers in schools. This made the learners to lag behind.

4.3.3.2.13. Dropping out of school

Another experience that teachers had in teaching learners with mild ADHD was learners dropping out of school. Most participants reported that they had a challenge in managing such learners because they were different types of disabilities to attend to in their classes. Hence, some ended up dropping out of school. Their condition required much attention by the teacher or the caregivers, needed concerted efforts for them to succeed in their education. Learning was not supposed to end only at school but even at homes.

These findings were evidenced in the following verbal account given by the male participant from the Ministry of Education 2 during interviews< **MoE 2M>** who said that:

"*We have different types of disabilities in inclusive classes where learners with ADHD are combined with other learners without disabilities. It therefore becomes*

difficult for teachers to manage them these learners in the class. Thus, they end up dropping out because they are different from the rest (09.06.23).

One female teacher participant from school 3 during Focus Group Discussion< **FGD 3T12F>** had this to say:

"Madam, the learners with ADHD drop out of school because of their condition which requires a lot of attention by the teacher or the caregivers. They need concerted efforts in order for them to succeed in their education. Learning should not end only at school but it should continue up to their homes, additional support is also needed to help these learners in the classroom as well as their home settings" (02.06.23).

It was evident that some learners with mild ADHD dropped out of school. Teachers faced challenges of managing such learners because they had learners with multiple disabilities to attend to in their classes. Thus, most of the learners ended up dropping out of school because they did not get the required attention from the teachers or the caregivers.

4.3.3.2.14. Inability to keep lasting bonds with others in class

Additionally, it was found that learners with mild ADHD did not have the ability to keep lasting bonds with other learners in class. Teacher participants reported that learners with mild ADHD had a decreased ability to self-regulate their actions. These learners did what they felt like doing without considering the thoughts and feelings of other learners in class.

In line with the above findings, one female teacher participant from school 1 during Focus Group Discussion < **FGD 1T2F>** reported that:

"Learners with ADHD have a decreased ability to self- regulate their actions towards others. This causes relationships to be overly tense and fragile. For instance, in the classroom they force themselves to do what they want on their friends without considering the feelings and thoughts of their friends" (31.05.23).

One female teacher participant from school 2 during Focus Group Discussion <**FGD 2T8F>** added:

"Madam, learners with ADHD struggle to make friends. Good relationships require someone to be aware of others thoughts and feelings however, these learners don't mind or understand others" (29.05.23).

Based on the findings, it was clear that learners with ADHD do not have the ability to keep lasting bonds with others in class. They had a decreased ability to self- regulate their actions and towards others. Therefore, the learners did what they felt like doing to others without considering the feelings and thoughts of other learners in the class.

4.3.3.2.15. Increased risk-taking behaviours

The study revealed that increased risk-taking behaviours was one of the experiences teachers encountered while teaching learners with mild ADHD. The teacher participants indicated that usually these learners cause fights in or outside the classroom and engage in risky behaviours. The common symptoms of impulsivity and trouble in social skills made them engage in risky behaviours in the classroom.

One female teacher participant from school 1 during Focus Group Discussion **<FGD 1 T3 F>** had this to say:

"Madam; sometimes they even cause fights in class, where they are they are beaten by their friends for not giving them what they want or not understanding them. Their classmates are scared of them and those who are afraid of fighting during break time they usually remain in the classroom (29.05.23).

One female teacher participant from school 3 during Focus Group Discussion <**FGD 3 T17F**> **c**ontributed by saying:

"Learners with ADHD are more likely to engage in risky behavior than other learners. At first glance, it may seem like they are just being difficult or rebellious. Often that is not the case. Because of the common symptoms they exhibit such as impulsivity and trouble with social skills, they make these learners engage in more risk behaviors in the classroom" (02.06.23).

It was clear that increased risk-taking behaviours was one of the negative experiences teachers encountered while teaching learners with mild ADHD. Learners caused fights in or outside the

classroom and engaged in risky behaviours. This was because of impulsivity and trouble in social skills they portrayed.

Arising from the findings on the above research question, teachers had positive and negative perceptions towards learners with mild ADHD in inclusive schools. The positive perception was that learners with mild ADHD learnt well through play. They would pay attention or be focused when they were taught using number cards, rhymes and hands on activities. Learning through play also improved social skills for learners. Some of the negative perceptions included teachers giving these learners labels, negative attitudes, learners' lack of attention, learners described as distractive and not follow instructions, learners over reacting and difficult to control, required adequate time for teaching and unreliable. Additionally, the findings of the study revealed teachers' positive experiences in teaching learners with mild ADHD in inclusive primary schools. Among the positive experiences cited by teachers included learners with mild ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. Further, the findings of the study unveiled teachers' negative experiences in teaching learners with mild ADHD in inclusive primary schools. Among the negative experiences cited by teachers included distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating during classroom discussions or activities, disturbing lessons during learning, more time is needed to teach the learners, inattentiveness and daydreaming or "zoning out". Further, these learners talk excessively without stopping, impatience, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, drop out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviours. Thus, the researcher's remarks were that teachers were required to have good perception towards learners with mild ADHD if the needs of these learners were be addressed in inclusive schools.

4.4. Research Question 3. How do teachers support learners with mild ADHD in inclusive primary schools to aid their learning?

The third question was aimed at establishing the support that teachers give to learners with mild ADHD. A question was asked to the participants to describe the support they gave to the learners with mild ADHD to aid their learning in the classroom. The findings on the teacher support made by teachers to aid the learning of learners with mild ADHD revealed four significant themes. These were: Catch up strategies; social and emotional support strategies; professional development

strategies and reinforcement strategies. These were supported by relevant codes or near codes as shown in Table 5. Below:

Table 5: Views on the support that teachers give to learners with mild ADHD to aid their learning in the classroom.

Theme	Near Text/Code
1. Catch up Strategies	• Learners given remedial work. • Increasing the learning time to allow learners stay longer on the tasks. • Assign peers to help the learners with ADHD.
2. Social and Emotional Support Strategies	• Provision of guidance and counselling sessions. • Providing motivational talks • Acceptance and commitment therapy. • Engaging in religious activities. • Providing encouragements to learners • Providing psychological care. • Parent engagement. • Provision of medication to reduce hyperactivity. • Show care and love for learners.
3. Professional Development Strategies	• Capacity building of teachers on disability issues. • In house training for staff with limited understanding on disability issues. • Engaging in CPDs and teacher group meeting on handling children. • Conduct disability-awareness trainings. • Orient new staff on how to handle learners. • Conduct workshops and counselling sessions on how to handle children. • Encourage teamwork and love amongst children.
4. Reinforcement Strategies	• Providing positive and negative reinforcement. • Providing incentives to learners with good behavior • Not providing incentives to learners with disruptive behavior • Not providing incentives to learners with unwanted social behaviors • Putting the learners in places that are less distractive.

Source: Researcher's illustration based on field data

4.4.1. Support given by teachers while teaching learners with mild ADHD

The findings unveiled the support that was employed by teachers to address their experiences of teaching learners with mild ADHD in schools. These were catch up strategies, social and emotional support strategies, professional development strategies and reinforcement strategies.

4.4.1.1. Catch up Strategies

The study revealed that teachers employed catch up strategies to address their experiences they had while teaching learners with mild ADHD in inclusive primary school. The catch up strategies included providing remedial work to compensate for the lost time, increasing the learning time to allow learners stay longer on the tasks and assigning peers to help the learners with mild ADHD.

4.4.1.2. Remedial work

The study found that one of the catch up strategy used to support the learners with mild ADHD in the classroom was providing them with remedial work. Most of the teachers were using this strategy to help the learners with mild ADHD in inclusive classrooms. For example, participants reported that the teachers who went to school in the morning did their remedial work one hour after they knocked off and those who reported in the afternoons did their remedial work one hour after classes.

These findings were evidenced in the following verbal account given by one Ministry of Education participant during interviews **<MoE 2M>** who pointed out that:

> *"We have a policy which we have this time around we give them remedial work now we are seeing a lot of remedial work being given by the teachers. For example, when you look at catch up most of the teachers are using this strategy to help out the learners in their academic work" (09.06. 23).*

In support of the above findings, another female teacher from school 1 during Focus Group Discussion< **FGD 1 T6F**> had this to say:

> *"Madam, what I sometimes do with my learner I have in my class. I usually prepare work that is specifically tailored to him. This remedial work is done before starting*

the lessons in the afternoon more especially if they are in a good mood they easily follow through the given activity" (29.0.23).

With the finding above, it was clear that some teachers used the 'catch up' strategies to support learners with ADHD in inclusive classrooms. Teachers provided remedial work to the learners with such a condition. Teacher who went to school in the morning were given the remedial work one hour after they knocked off and those who reported in the afternoons spent one hour after classes.

4.4.1.3. Increasing the learning time to allow learners stay longer on the tasks.

Another catch up strategy that was used by teachers to support the learners with mild ADHD was to increase learning time to allow learners stay longer on the task. For instance, some teacher participants reported that they helped learners with such a condition in order to finish up or complete the given task while monitoring them.

One female teacher participant from school 2 during Focus Group Discussion <**FGD 2 T11F** > had this to say:

"Learners with ADHD need more time to finish their work compared to the learners without ADHD due to their complex mix of impairment they experience. For instance, when you give them a task to do they would easily rush, complete a task quickly but make mistakes so I take a little while and make sure l give them more time to complete what has been given to them" (31.05.23).

In line with the above findings, one female participant from the Ministry of Education 3 during interviews < **MoE 3F>** added:

"During our exams they cannot sit and continue writing for an exam for 90 minutes allocated time for grade 7 papers. We actually allow them rest during the exams. They take rest which will be monitored using the stop watch because if you allow them to sit then they are not going to concentrate, they even start walking around, pulling down the clock which is on the wall because 90 minutes for them to sit is too much so we give them 2 breaks it's actually them who would tell the invigilator that they are tired" (09.06.23)

It was clear that increase learning time to allow learners stay longer on the task was one of the catch-up strategy that was used by teachers to support the learners with mild ADHD so that they completed their tasks.

4.4.1.4. Assign peers to help the learners with mild ADHD.

The study also revealed that another catch up strategy used by teachers to support learners with ADHD was to assign peers to help learners with mild ADHD. Teacher participants reported that the teachers talked to the learners without ADHD who accept to help such learners during teaching and learning time. For instance, some teachers used to pair learners with mild ADHD with those without ADHD when given a task so that they could assist them.

To contribute on the above findings, one female teacher participant from school 3 during Focus Group Discussion **<FGD 3 T15F >** said that:

> *"Madam, what we usually do to help learners with such a condition we usually look for someone who is willing, kind and mature. A learner with ADHD study buddy can give reminders, help them stay on task or refocus after being interrupted and provide encouragement to their friend" (02.06.23).*

These findings were supported by one female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T1F >** who stated that:

> "*When work is given to them, I pair them with classmates those who can be of help as a teacher I also talk to these friends to accommodate them whenever they needed help in their academic work" (29.05.23).*

It was clear that another catch - up strategy used by teachers to support learners with mild ADHD was to assign peers to help learners with ADHD. Teachers talked to the learners without ADHD who accepted to help such learners during teaching and learning time. Thus, learners with mild ADHD were paired with learners those without ADHD when given a task so that they could assist them.

With these findings, some of the catch - up strategies employed by teachers to support the teaching of learners with mild ADHD in inclusive primary school included providing remedial work to compensate the lost time, increasing the learning time to allow learners stay longer on the tasks

and assigning peers to help the learners with mild ADHD. The strategies enabled the teachers to handle learners with ADHD in school.

4.4.2. Social and Emotional Support Strategies

The study revealed that teachers employed social and emotional support strategies given while teaching learners with mild ADHD in inclusive primary school. The strategies included provision of guidance and counselling sessions, motivational talks, encouragements, psychological care, medication to reduce hyperactivity, parent engagement, acceptance and commitment therapy and engaging in religious activities.

4.4.2.1. Provision of guidance and counselling sessions

The study found out that one of the strategies used to support teachers teaching learners with mild ADHD was the provision of guidance and counselling. Most of the teacher participants reported that the guidance and counselling teachers together with special education teachers were more helpful in dealing with learners with mild ADHD. Mostly they talked to individual learners and at times invited their parents to know the way forward about the behavior of the child.

Contributing on the above findings, one female teacher participant from school 2 during focus group discussion **< FGD 2 T9F>** pointed out that:

> *"As a teacher when you identify a child with ADHD it's better to work hand in hand with the special education and guidance teachers in school so that counselling sessions are arranged for such children"* (31.05.23).

Additionally, another female teacher participant from school 1 during focus group discussion < **FGD 1 T5F>** had this to say:

> *"Get to know them so that you also observe them which mood they are in because sometimes they would be happy and at times sad and when they come to their normal state of thinking I usually involve the guidance teacher to talk to them on their behaviors" (29.05.23).*

It was clear that one of the strategies used to support teachers teaching learners with mild ADHD was the provision of guidance and counselling. The guidance and counselling teachers together

with special education teachers were more helpful in dealing with learners with mild ADHD. They engaged the learners on one to one and at times invited their parents to dialogue with them.

4.4.2.2. Providing motivational talks to learners, teachers and parents

Additionally, it was found out that providing motivational talk was one of the strategies teachers used to support learners with mild ADHD in schools. All the teacher participants reported that parents were being informed about the importance of their children's education. Teachers and their fellow learners were being reminded that the learners with mild ADHD need help in order for them to succeed in school.

In support of the findings above, a female teacher participant from school 1 during focus group discussion **<FGD 1 T3 F >** said that:

> *"The school provides motivation talk to parents and their children on the importance of keeping these children in school and how they can contribute to economic development of this country although some parents do not seem to accept the challenges their children have" (29.05.23).*

Another female teacher participant from school 3 during focus group discussion < **FGD 3 T18F>** had this to say:

> *"Regarding motivational talks, both teachers and learners were talked to and informed them that learners with challenges needed help and it was also possible for them to do something in life despite their condition" (02.06.23).*

Based on the findings above, it was clear that providing motivational talk was one of the strategies teachers used to support learners with mild ADHD in schools. Parents were being informed about the importance of their children's education. Teachers and their fellow learners were engaged in their learning in order for them to succeed in school.

4.4.2.3. Engaging in religious activities

The study also found out that engaging in religious activities was one of the strategies teachers used to teach learners with mild ADHD. For example, teacher participants reported that learners were engaged in religious activities for them to learn how to interact with others and be responsible of their behavior.

In agreement with the above findings, one female teacher participant from school 1during focus group discussion **<FGD 1T1F>** confirmed that:

> *"Through engaging them in religious activities, they are able to learn how to interact well with the teachers and others" (29.05.23).*

Contributing on the findings, another female teacher from school 3 during Focus Group Discussions**< FGD 3 T16F>** reported that:

> *"Madam, these learners with ADHD have a big challenge with this condition more especially their behavior which is not easily controlled for me I usually engage all the learners in spiritual matters, teaching them the word of God and we always start with a prayer before the lessons starts" (02.06.23).*

With the findings above, it was clear that engaging in religious activities was one of the strategies teachers used to teach learners with mild ADHD. Learners were engaged in religious activities for them to learn how to interact with others and be responsible of their behavior.

4.4.2.4. Acceptance and commitment therapy.

Regarding acceptance and commitment therapy as one of the strategies used by teachers while teaching learners with ADHD. Some of the teacher participants reported that they did exercise patience as they engaged learners in different activities. Participants revealed that they put their learners next to them so that they were monitored. For example, when the learner was made to be busy the distraction was lessened.

In support with this view, one female teacher participant from school 1 during Focus Group Discussion < **FGD 1 T5F>** noted that:

> *"Get to know them so that you also observe them which mood they are in because sometimes they would be happy and at times sad. As a teacher I do exercise some patience so that a learner is helped" (29.05.23).*

In conformity with the findings, one female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T9F >** lamented that:

"It's a challenge and those who need attention you really need to be on that child usually I put him next to me where I can easily see him so that when he is distracted somehow I will be able to give something to do" (31.05.23).

It was clear that acceptance and commitment therapy was one of the strategies used by teachers to support the learners mild ADHD while teaching them. Some teachers did exercise patience as they engaged learners in different activities. Learners were put next to teacher so that they were monitored and lessen the distractions.

4.4.2.5. Provision of medication to reduce hyperactivity.

Concerning provision of medication to reduce hyperactivity as a support given to the learners with mild ADHD while teachers teaching the learners, some of the teacher participants were aware about the medication which was administered by their parents so teachers gave the information and encouraged the parents to seek advice from the medical practitioners to know their problem exactly. The teacher participants pointed out that medication reduced emotional reactions and helped in behavior change. Participants reported that medication helped the learner to focus their thoughts, ignore distractions, pay attention and control their behaviors.

Contributing on the same findings, a male administrator participant from school 1 during interviews **<SCH1 AD1 >** reported that:

"To those learners with ADHD who are on medication we make sure that we remind them and their parents to adhere to medication for it reduces emotion reactions to frustration hence helps in behavior change" (29.05.23).

Similarly, a male participant from Ministry of Education 2 during interviews < **MoE 2M>** had this to say:

"We have seen that when a child is on medication it helps the learners to focus their thoughts. The medications help them ignore distractions, pay attention and control their behavior" (05.06.23).

Based on the findings above, it was clear that provision of medication to reduce hyperactivity was one of the support given to the learners with mild ADHD while teaching them, some of the teacher were aware about the medication which was administered by their parents. Teachers gave the

information and encouraged the parents to seek advice from the medical practitioners to know the problem of a child exactly. Medication reduced emotional reactions and helped in behavior change and helped the learner to focus their thoughts, ignore distractions, pay attention and control their behaviors.

4.4.2.6. Show care and love for learners.

Some of the participants reported that teachers showed care and love for learners with mild ADHD while teaching them. Participants indicated that they showed love, care and support them academically and spiritually to learners with mild ADHD. Additionally, some participants reported that they made sure learners with such a condition sat next to their teacher.

In support of the above findings, one female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T8 F>** said that:

> *"We show them love, care and support learners with ADHD academically and spiritually so that they feel encouraged to be in school. We have different types of disabilities/conditions in our classrooms but we tell their friends to accept them" (31.05.23).*

Adding to the discussion, another female teacher participant from school 3 during Focus Group Discussion**< FGD 3T13F>** reported that:

> *"Knowing the learners very well, I make sure that I show love to them by telling them to calm down. In class, I make sure that they sit near to me so that they can begin to open up" (02.06.23).*

It was evident that some teachers showed care and love for learners with mild ADHD while teaching them. This included love, care, support them academically, and spiritually to learners with ADHD and made sure learners with such a condition sat next to their teacher.

Based on the findings above, it was evident that social and emotional support strategies such as provision of guidance and counselling sessions, motivational talks, engaging in religious activities, acceptance and commitment, therapy medication to reduce hyperactivity, parental engagement and showing care and love were some of the strategies used by teachers to support the teaching of learners with mild ADHD in inclusive primary school.

4.4.3. Professional Development Strategies

The findings of the study also indicated that teachers employed professional development strategies to address the teachers' experiences they had in teaching learners with mild ADHD in schools. These strategies included capacity building of teachers on disability issues, in house training for staff with limited understanding on disability issues, engaging in CPDs and teacher group meeting on handling children, conducting disability-awareness trainings, orienting new staff on how to handle learners, conducting workshops and counselling sessions on how to handle children and encourage teamwork and love amongst children.

4.4.3.1. Engaging in CPDs and teacher group meeting on handling children.

Concerning engaging CPDs and teacher group meeting on handling learners with ADHD, the teacher participants reported that through having CPDs in school teachers were inducted and oriented new staff on how to handle learners with different disabilities. Participants pointed out that special education issues were discussed though in generally not specific disabilities.

In support of these findings, one female teacher participant from school 2 during Focus Group Discussion **<FGD 2 T10 F >** noted that:

> *"Through our CPDs and teacher group meeting we try by all means to induct and orient new staff on how to handle different learners with disabilities with their specific learning needs" (31.05.23).*

In her contribution on the strategies used to support the teaching of learners with ADHD, one female teacher participant from school 3 during Focus Group Discussion, **<FGD 3 T17 F>** reported that:

> *"Regarding professional development strategies, special education strategies are discussed in CPD meetings that meet the specific learning need for these children in the school though done generally but not specific disabilities" (02.06.23).*

Based on the findings above, it was clear that engaging teachers in CPDs and teacher group meeting in teaching learners with mild ADHD was another strategy used to support learners with ADHD in their learning, teachers were inducted and oriented on how to teach learners with different disabilities and special education issues were discussed though in general not specific disabilities.

4.4.3.2. Conduct workshops and counselling sessions on how to handle children

The study unveiled that another support strategy used by teachers to teach learners with mild ADHD was to conduct workshops and counselling sessions on how to handle the learners. The teacher participants reported that teachers conduct workshops and counselling sessions giving guidance on learners with disabilities that they needed to be loved and teach them also to love others.

Additionally, most teacher participants reported that the guidance teacher sensitized the teachers and learners during staff meetings and assemblies on disability issues.

Adding to the same discussion, one school administrator participant from School 1 during interviews **<SCH 1 AD1>** expressed additional feelings by observing that:

> *"Teachers conduct workshops and counselling sessions on how to handle children in the school. Children with disabilities require love, friendship protection, guidance and much help, at the same time they need much guidance and sensitization on how-to live-in love with one another (29.05.23).*

Another female teacher participant from school 2 during Focus Group Discussion< **FGD 2 T7F>** had this to say:

> *"Madam, at our school usually the guidance teacher is given space to talk to the teachers during staff meetings on how to handle different disabilities found in the mainstream, encourage teachers to also attend to such learners. For instance, she makes sure that she takes note of the learners with disabilities from grade 1 to 7. Access arrangement from ECZ during the final Examinations is made for the grade 7 who need attention" (31.05.23).*

It was clear that another support strategy used by teachers to teach learners with mild ADHD was to conduct workshops and counselling sessions on how to handle the learners. Teachers conduct workshops and counselling sessions giving guidance on learners with disabilities that they needed to be loved and teach them to love others. The guidance teacher sensitized the teachers and learners during staff meetings and assemblies on disability issues.

4.4.3.3. Encourage teamwork and love amongst learners.

Encourage teamwork and love amongst learners was one of the support strategy that was used to support learners with mild ADHD. Some teacher participants reported that learners were encouraged to work together without segregation among themselves. For example, learners were being reminded to interact even when activity was given to them both inside and outside the classroom. Participants also indicated that they also involved the peer educators to interact with their fellow learners.

Contributing on the same findings above, one female teacher from school 1 during Focus Group Discussion **< FGD 1 T3F>** who said that:

> "*Learners are cautioned in classes concerning working together with their fellow learners and showing love to one another as they learn and interact in and outside the classroom" (29.05.23).*

A similar sentiment came from another female teacher participant during Focus Group Discussion **<FGD 2TF >** who mentioned that:

> *"Madam, during assemblies, the learners are talked to on how they should interact with the learners with challenges that they should be helping one another but not to neglect or segregate them but to work together as a team. We also involve the peer educators to sensitize their fellow learners on team work and love amongst them" (31.05.23).*

It was clear that teamwork and love amongst learners was one of the support strategy that was used to support learners with mild ADHD. Learners were encouraged to work together without segregation among themselves and were being reminded to interact even when activity was given to them both inside and outside the classroom. Peer educators were also involved to interact with their fellow learners.

Based on the findings above, it was clear that teachers employed professional development strategies to support teachers in teaching learners with mild ADHD in schools. These strategies included capacity building of teachers on disability issues, in house training for staff with limited understanding on disability issues, engaging in CPDs and teacher group meeting on handling children, conducting disability-awareness trainings, orienting new staff on how to handle learners,

conducting workshops and counselling sessions on how to handle children and encourage teamwork and love amongst children. Thus, if these strategies were implemented, the learning of learners with mild ADHD in inclusive schools would be enhanced.

4.4.4. Reinforcement strategies

The findings of the study also indicated that teachers employed reinforcement strategies to support the teaching of learners with mild ADHD in schools. These strategies included providing positive reinforcement, praising learners showing change in behaviors, providing awards and incentives to learners and putting the learners in places that are less distractive.

4.4.4.1. Providing positive reinforcement.

The study found out that providing positive reinforcement was one of the strategies teachers used to support learners with ADHD in schools. Some teacher participants reported that the learners were given feedback immediately after finishing the given activity, were also praised and given in return presents such as; pencils, book or ruler to motivate them and get encouraged for negative reinforcement remove bad behavior with desirable behavior. Participants also indicated that some administrators cautioned teachers to be aware about the positives and negative things about their learners so that they were able to deal with the behaviors each one portrayed.

This was confirmed by one female teacher participant from School 3 during Focus Group Discussion **< FGD 3 T16F>** who supported these findings:

> *"Learners with such a condition are motivated when feedback is given to them in good time. Once they complete an activity they need to be praised or give a small present such as a book, pencil or ruler they get encouraged for negative reinforcement remove bad behavior with desirable behavior" (02.06.23).*

One other female School Administrator participant from School 2 **< SCH 2 AD2F >** added that:

> *"Madam, as an administrator I take time to sensitize teachers who are teaching such learners to know the negative and positive things about them. For the good behavior you praise them and the negative one tell them to refrain away from it" (31.05.23).*

Based on the findings, it was clear that providing positive and negative reinforcement was one of the strategies teachers used to support learners with mild ADHD in schools. Learners were given feedback immediately after finishing the given activity, were also praised and given in return presents such as; a pencil, book or ruler to motivate them and it was evident that negative reinforcement remove bad behavior with desirable behavior. Some administrators also advised teachers to be aware about the strength and weaknesses of their learners so that they should be helped in the areas they would not manage while teaching them.

4.4.4.2. Engaging learners in learning activities

Additionally, the study found out that engaging learners in learning activities strategy was one of the supports used by teachers to teach learners with ADHD in schools. Most of the teacher participants reported that to get lead of the unwanted behavior that disturbed others in class, learners with ADHD were given a warning usually in form of a hand signal. For example, when a teacher notices unwanted behavior it's either the teacher raised a hand or clapped for a learner with mild ADHD to become aware. Some teacher participants indicated that sometimes the learners were called out in privacy by their teachers to discuss the unpleasant behaviors they may have portrayed.

These findings were supported by views of one female participant from school 2 during focus group discussion **< FGD 2 T8F>** who stated that:

> *"To head off behaviors that takes time from other learners, a teacher should work out a couple of warning signals with the learner who has ADHD. For instance, this can be a hand signal so that the learner is aware of the unwanted behavior" (31.05.23).*

In line with the above findings, one female participant from school 3 during Focus Group Discussion **< FGD 3 T15F>** reported that:

> *"Learners with ADHD are very sensitive so if he/she has done something unpleasant discuss their behavior, talk to them in private if you don't handle the issue well you will make the situation to get out of hand" (02.06.23).*

It was evident that engaging learners in learning activities strategy supported teachers in teaching learners with mild ADHD in schools. This included getting lead of the unwanted behavior that disturbed others in class, learners with mild ADHD were given a warning usually in form of a hand signal the teacher raising a hand or clapped for a learner with such a condition to become aware and to be called out in privacy by their teachers to discuss the unpleasant behaviors they may portrayed.

4.4.4.3. Isolating learners with unwanted social behaviour

Participants revealed that isolating learners with unwanted behavior was also one of the strategies teachers used to support learners with mild ADHD in schools. Some teacher participants reported that they limited the contact with learners noticed to distract them. For example, if such learners were seen fighting others immediately, they were isolated from those they were fighting with. Participants also pointed out that they were firm with such learners and monitored them consistently. One other female teacher participant from school 2 during Focus Group Discussion**<FGD 2 T8F>** who had this to say:

> "*Madam, the learners with ADHD have already a challenge in socializing with others what is always done is that we limit the contact with learners noticed to distract them. For example, if it's in class learners with unwanted behavior should not sit together instead they should be isolated" (31.05.23).*

A similar sentiment came from another female teacher participant from School 2 during Focus Group Discussion **<FGD 3T13F >** who mentioned that:

> "*ADHD learners need to be monitored consistently more especially when you notice the things that distract them. As a teacher be steady, consistent and firm on them to help them stop or reduce on unwanted behavior" (02.06.23).*

Based on the findings, it was clear that isolating learners with unwanted behavior was also one of the strategies teachers used to support learners with mild ADHD in schools. Teachers limited the contact with learners noticed to distract them. If such learners were seen fighting others immediately, they were isolated from those they were fighting with and such learners. Teachers were also firm with such learners and monitored them consistently.

4.4.4.4. Put the learners in places that were less distractive.

Putting learners in places that were less distractive was one of the strategies used by teachers to support learners with ADHD while teaching them. Most teacher participant reported that learners with such a condition were putting learners in places that were less distractive. For example, seats which were away from the window or at the back of the class. Most of the times were made to sit close to the teacher.

Contributing to the same findings, a female teacher participant from school 1 during Focus Group Discussion **< FGD 1 T2F>** reported that:

> "*For me what I usually do before I hand over the class I need to discuss with the person taking over so that the process of helping that child is not disturbed. Always make sure you don't put them in places that could distract them. For instance, seats that are near the window or at the back of the class." (29.05.23).*

In support of the stated view, one female teacher participant from school 1 during Focus Group Discussion< **FGD 1 T3F>** had this to say:

> *"What I have done in my class I let him sit near me his desk is just there and when his desk is not there because his friends get irritated I have just got his special chair which I put near my table" (29.05.23).*

It was evident that putting learners in places that were less distractive was one of the strategies used by teachers to support learners with mild ADHD while teaching them. These included using seats, which were away from the window or at the back of the class and most of the times, were made to sit close to the teacher.

Arising from the findings on the third research question, the support strategies used by teachers while teaching learners with mild ADHD in inclusive schools were catch up strategy; Social and emotional support strategies; professional development strategies and reinforcement strategies. These strategies enabled the teachers to handle learners with mild ADHD in school though not practiced by all the teachers who participated in the study.

4.4 Research Question 4: What framework would be appropriate to support teachers of learners with mild ADHD in inclusive primary schools?

The fourth question was aimed at designing a framework to support teachers of learners with mild ADHD and learners with mild ADHD who are the beneficiaries in inclusive primary schools. The findings of this study were informed by the first three research questions that guided this study. The first research question focused on teachers' understanding of teaching learners with mild ADHD in selected inclusive schools and had implications on the nature of services received by learners in schools. The second research question focused on teachers' perceptions of teaching learners with mild ADHD in selected inclusive schools, and had implications on the nature of services received by learners with ADHD in the school. Thirdly, the support teachers provided to learners with mild ADHD in inclusive primary schools also had implications on the nature of services received by learners with ADHD in the school. Therefore, Kabwe's Framework (KF) to support teachers and learners with mild ADHD in inclusive schools was designed in order to create a linkage between key variables; understanding, perception and overall, what it means for quality education and inclusive education for learners with mild ADHD in inclusive primary schools.

4.5 Chapter Summary

This Chapter presented the findings of the study in line with the three questions, which aimed at exploring the teachers' perceptions of teaching learners with mild ADHD in Zambian inclusive schools. Arising from the findings on the first research question, it was evident that teachers had mixed views on teaching learners with mild ADHD in inclusive schools. Positively minority teachers indicated that they adequately understood learners with mild ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self - motivation to teach learners and able to control the behaviours of the learners with ADHD. Negatively, the majority of the teacher participants indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, inappropriate use of teaching methods, strategies and techniques for learners with mild ADHD and the inability to control learners with mild ADHD. It was found that teachers were able to describe characteristics of the learners with mild ADHD but did not know how these learners could be taught and control their behaviours as they delivered their lessons and other activities. Hence disadvantaging the learners benefiting from the lessons. The findings of the study on the second

research question revealed that teachers had positive and negative perceptions towards learners with ADHD in inclusive schools. The positive perceptions were that learners with mild ADHD learnt well through play. They would pay attention or be focused when they were taught using number cards, rhymes and hands on activities. Learning through play also improved social skills for learners. Some of the negative perceptions included teachers giving these learners labels, negative attitudes, learners' lack of attention, learners described as distractive and not follow instructions, learners over reacting and difficult to control, required adequate time for teaching and learners with mild ADHD were unreliable. Additionally, the findings of the study revealed teachers' positive experiences in teaching learners with mild ADHD in inclusive primary schools. Among the positive experiences cited by teachers included learners with mild ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. Further, the findings of the study unveiled teachers' negative experiences in teaching learners with mild ADHD in inclusive primary schools. Among the negative experiences cited by teachers were that learners with ADHD do not focus on one aspect or thing to internalize information and listen to instruction in the classroom. They do not control their movement, which are driven by the motor and act quickly without thinking first, not patient, cause accidents and thoughtless behaviour in the classroom. Further, they disturb other learners during learning, they need more time to teach them, show lack of attention and daydreaming or "zoning out". Further, these learners talk excessively without stopping, impatience, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, dropping out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviours. Concerning the third research question, the support strategies used by teachers while teaching learners with mild ADHD in inclusive schools were catch - up strategy; Social and emotional support strategies; professional development strategies and punishment strategies. The strategies enabled the teachers to handle learners with mild ADHD in school though not practiced by all the teachers who participated in the study. Concerning the fourth research question, the study proposed Kabwe's Framework (KF) to support teachers and learners with mild ADHD in inclusive schools. The framework shows a linkage among three key variables, which include teachers understanding, perception and support strategies for learners with mild ADHD and explains what it means for quality education and inclusive education for learners with ADHD in inclusive primary schools. The next Chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous Chapter presented findings of the study on teachers' perceptions of teaching learners with mild ADHD in Zambian schools. This chapter presents the discussion of the findings by relating it the literature before adding on the voice of the researcher to the outcome of the study. This is aimed to establish the merging knowledge from the study. The discussion is organized based on the set objectives of the study. It addresses the following objectives of the study:

(i) To explore the teachers' understanding of teaching learners with mild ADHD in selected inclusive schools in Lusaka district.

(ii) To establish the teachers' perceptions of teaching learners with mild ADHD in selected inclusive schools in Lusaka district.

(iii) To establish the support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

(iv) To design a framework to support teachers of learners with mild ADHD in inclusive primary schools in Lusaka district.

5.2 Understanding of teachers teaching learners with mild ADHD in inclusive schools

Concerning the first research objective, the study revealed mixed views on teachers understanding of teaching learners with mild ADHD in schools. While some teachers felt they had adequate understanding of teaching learners with mild ADHD, others had a contrary view. Positively, few teachers indicated that they adequately understood learners with mild ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self - motivation to teach learners and able to control the behaviors of the learners with ADHD. Although they did not receive any training in special education, they did write papers on Inclusive Education attended workshops and had a passion in teaching learners with mild ADHD in inclusive schools.

Similarly, during classroom observations of teachers understanding of teaching learners with mild ADHD it was noted that some teachers showed their understanding of teaching learners with mild ADHD using group work, question and answer and pair work as some of the teaching strategies in their lessons. The teachers understanding of learners with ADHD positively influenced their classroom engagement with learners in that they paid attention and monitored learners with mild ADHD, and put the learners close to the teacher to stop these learners from distracting others. Additionally, teachers were able to attend to individual needs of learners with mild ADHD in classroom and fully involved the learners in the lesson, which was the ultimate goal of quality education and inclusion.

Commenting on the positive teachers' understanding of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka District, there is need to uphold this understanding of teaching learners with mild ADHD and ethos because they lead to quality education and inclusion of learners with mild ADHD in inclusive primary schools.

The findings were consistent with Pillay (2020), who indicated that teachers possess adequate understanding of the symptoms of ADHD. Further, the findings also revealed that teachers portray a reasonable amount of understanding concerning the treatment of the disorder and accommodation of ADHD learners is well executed by teachers in their mainstream classrooms. However, the report by Pillay focused on teachers' understanding of symptoms and treatment of learners with ADHD in public schools while, the current study focused on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools. Similarly, a study by Mthethwa (2016) revealed that some teachers possess varies competencies that they use when teaching learners with ADHD, that is using their knowledge and skills gained during teacher training period. Mthethwa focused on Teachers' competencies in teaching learners with ADHD, while the current study focus on teachers' understanding in teaching learners with mild ADHD in inclusive schools. These findings were also in line with the study conducted by Kos (2009) who indicated that self – motivation and interest in children with mild ADHD and involvement in CPD activities were beneficial to the teachers' overall knowledge about mild ADHD.

However, it was worthwhile to note that the study unveiled that teachers had limited understanding due to inadequate training in Special Education, limited ability to handle learners with mild ADHD, limited knowledge and skills in the use of appropriate teaching methods, strategies and

techniques for learners with ADHD and inability to control learners with mild ADHD. Additionally, although teachers were able to describe characteristics of the learners with mild ADHD, they did not know how these learners could be taught and control their behaviors as they delivered their lessons and other activities. Hence, these disadvantaged learners because their need were not met in the classrooms. This led to neglect of these learners in schools, especially by teachers with limited knowledge and skills.

Further, during classroom observations, it was unveiled that majority of the teachers had limited understanding of teaching learners with mild ADHD. This limited understanding of teachers in the teaching of learners with mild ADHD negatively influenced their classroom engagement with the learners because they could not use any classroom management strategies to control learners with mild ADHD who were disrupting and disturbing others in the classroom. Furthermore, they could not provide any form of support to the learners in the classroom to enable them learn and could not engage learners in the lesson. These findings had implications on practice and policy. The teachers' limited understanding leads to no quality education and inclusive education, and the nature of services received by learners in schools. This limited understanding of teachers in teaching learners with mild ADHD should be addressed. If this gap is not addressed, waters down the essence of the inclusive education policy Zambia has adopted in the provision of quality education to learners with disabilities in including those with mild ADHD.

The findings were in conformity with Jaye et al. (2020) who revealed that teachers had limited knowledge on the teaching of learners with ADHD. Their limited understanding led to many misconceptions that existed about the disorder, mainly those surrounding the causes and treatment available. However, the difference between Jaye et al's. (2020) study and the present study was that the former focused on teachers understanding of the symptoms, the treatment and their knowledge about the associated features of learners with ADHD. The presented study focused on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. Similarly, Guerra (2017) indicated that the majority of the teachers did not have course related to learners with ADHD in their preparation programme due to limited understanding of such learners in their classrooms. The findings also revealed inadequate administrative support and access to professional development regarding learners with mild ADHD. However, the difference between Guerra et al. (2017)'s study and the current study was that the former focused on teachers'

knowledge, misconceptions and concerns about learners with mild ADHD not on the understanding of teaching learners with mild ADHD in inclusive primary schools.

Commenting on these findings it was clear that most of the teachers had limited understanding in teaching learners with mild ADHD in inclusive primary schools. This was due to inadequate training in special education, teacher inability to handle inattentive learners, insufficient use of appropriate teaching methods, strategies and techniques for learners, insufficient demonstration skills to deal with learners with poor concentration and inability to control the learners' hyperactive and aggressive behaviors. Learners with mild ADHD cannot be taught when teachers lack requisite understanding or knowledge. When teachers understand or are knowledgeable and have skills in teaching learners with ADHD, they would be able to handle learners with mild ADHD and support them to aid their learning. Thus, when teachers are incompetent, teaching learners with mild ADHD at classroom level would be impossible. It is therefore, important that school administrators and officials from the Ministry of Education in charge of Special Education continue monitoring teachers exposing them to workshops and in-service training. The practical implication for administrators and officials from the Ministry of Education in charge of Special Education is that if teachers are not well prepared or have the understanding of teaching learners with mild ADHD in inclusive schools, it would result in teachers with limited understanding or knowledge and skills not to teach learners with mild ADHD in inclusive schools. Then the need for learners with mild ADHD would not be addressed.

The present study used the Self – Efficacy Theory (SET) by Bandura (1997) as a guide to help teachers understanding on how they perceive their ability to have control over their environmental circumstances. The major principle of this theory is that high self-efficacy makes a teacher have the ability to have control over the classroom environment of learners with ADHD and in return produce change. Low sense of self-efficacy, on the other hand, results in an individual avoiding their ability to produce a change or persevere through the change which they may experience (Bandura, 1997). Relating this theory to the present study, the theory affirms that all teachers teaching learners with ADHD in schools should have high self-efficacy, so that they are capable of supporting these learners in schools. Similarly, if teachers who have a limited understanding of teaching learners with mild ADHD in inclusive primary schools, as it was the case with the majority of teachers in this present study, it then entails that they also have low sense of self – efficacy as well. Such teachers may perceive learners with mild ADHD as a challenge and

therefore fail to manage and support the learners within the classroom sufficiently, which additionally influences the way in which they experience in teaching these learners in the classroom setting. In this regard, the theory calls for teachers to portray high self - efficacy so that they are able to manage the learners with mild ADHD in terms of teaching them and benefit in inclusive schools (Bandura, 1997). Teachers with low self – efficacy face more problems with implementation of inclusive education especially managing learners with different disabilities particularly learners with mild ADHD (Hofman and Kilimo, 2014). Thus, application of these principles of the theory in classrooms for learners with ADHD enhances their performance. Nevertheless, the theory needs improvements as it does not explain the strategies, which teachers should use as they teach learners with mild ADHD in schools so that they have full control of the learners. The theory emphasis of teachers having the ability to have control over the environmental circumstances without putting into consideration how the conducive set up for learners with mild ADHD should appear.

Considering the findings of the study presented on objective one, the researcher's perspective was that more needs to be done in schools regarding teachers' understanding of teaching learners with ADHD in inclusive primary schools. The researcher was of the view that teachers require adequate understanding of teaching learners with mild ADHD in inclusive primary schools so that they successfully gain manage, control over their environment and in return produce change among learners. A positive working environment and school-home working collaboration are cardinal. Further, for the success of teaching learners in inclusive schools, more inclusive methodologies and strategies should be applied in their classrooms. Teachers need better special education training programs and in-service – primary teaching training including special training methods into teacher guide in order to update their knowledge each year. Teachers also need more awareness programs relating to developmental disorders for the implementation of successful inclusive classroom. When teachers have an understanding of teaching learners with mild ADHD in inclusive primary schools, they would effectively provide appropriate teaching and learning strategies that suit the learning needs of learners with ADHD at classroom level.

5.3. The perceptions of teaching learners with mild ADHD in inclusive primary schools

Concerning the second objective, the study unveiled different perceptions that teachers had towards teaching learners with mild ADHD in inclusive school. The findings revealed two

significant types of perceptions, which included positive and negative perceptions of teaching learners with mild ADHD in inclusive primary schools.

5.3.1. Positive Perceptions of teaching learners with mild ADHD in primary schools

On the finding that some teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools, it is in agreement with the current practices that states that teachers should have knowledge and skills so that they were able to provide quality education and inclusive education for learners in the schools. When teachers have positive perception, they would be able to apply appropriate teaching methods, strategies and techniques for learners, self-motivated and able to control the behaviors of the learners with ADHD in the classrooms. Commenting on these findings, teachers' perception influences the nature of support strategies provided to learners with mild ADHD. Hence there is need to uphold these positive perception and ethos because they lead to quality education and inclusion of learners with mild ADHD in schools.

These findings were in agreement with a study by Steen (2019) who opined that there was evidence that teachers with increased knowledge of mild ADHD had positive attitudes towards learners with mild ADHD compared to those with limited knowledge. A teacher's positive perception of their role along with their personal and professional experiences, and beliefs increased their level of empathy and ability to accommodate and support the needs of mild ADHD learners. However, the difference between the current study and that of Esteen (2019) was that the former did not focus on the teachers' perceptions of teaching learners with mild ADHD in selected inclusive schools, which the current study focused on.

Further, the findings of the study resonate with the Self-Efficacy theory by Albert Bandura (1997), which states that the teachers' perceptions on the learners with mild ADHD may influence the way they are able to exert control over the classroom environment. When teachers have a high self-efficacy, they develop a positive perception of teaching learners with mild ADHD, which enables them interact with learners with problems in schools, and this significantly benefit learners in the classroom situation. However, the Self-Efficacy theory by Albert Bandura (1997) focused much on how the teachers' influence had impact learners in the classroom environment.

Based on the findings above, it was evident that some teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools. This was noted in the way they addressed the learners, taught them using number cards, rhythms and hands on activities, which

resulted in improved social skills in learners who had trouble with social interaction. It was therefore, hoped that if teachers had positive perceptions towards the learners with mild ADHD in inclusive primary schools, the performance of these learners be enhanced.

5.3.2. Negative Perceptions of teaching learners with mild ADHD in primary schools

On the finding that teachers had negative perceptions towards the learners with mild ADHD in inclusive primary schools, there is a departure from current policy practices that states that teachers should have knowledge and skills so that they were able to provide quality education and inclusive education for learners in the schools. Negative Perceptions of teaching learners with mild ADHD in primary schools has implications on the quality education and inclusive education provided to learners in the schools. For example, the teachers' negative perceptions on teaching learners with mild ADHD made them give labels and have negative attitudes towards learners, describing learners as distractive, over reacted, difficult to control. This has serious implication on the provision of quality education and inclusive education for learners with mild ADHD in the schools. The findings of this study were not quite different from those of Naidoo (2019) who noted that teachers had different perceptions when teaching learners with mild ADHD, which often stemmed from lack of knowledge or understanding of mild ADHD in schools. However, the findings of this study differs from the findings of Lawrence et al. (2017) on Teachers' experiences and perceptions of students with mild ADHD, which revealed that culture and gender influenced teacher perceptions and mild ADHD classroom strategies were based on anecdotal experience. Teachers experienced guilty and worry while negotiating the learner's needs, school system constraints and family issues.

5.3.2.1. Negative Attitude and Labelling Learners

The study also found that majority teachers had negative attitude towards such learners and they gave them labels. Concerning teachers' attitudes towards learners with mild ADHD, the study revealed that teachers had negative attitude towards such learners. For instance, they preferred them to be educated in Special Units or Special Education schools, shunned away these learners and thought they were a problem in school. Regarding labeling of learners with mild ADHD by teachers, the study revealed that teachers labeled learners with mild ADHD. These included; they were unteachable, needed to be segregated and preferably have them taught in Special units or schools as compared to inclusive settings. They further described them as too forgetful, disturbers

of other learners in class and very naughty learners. These finding were in agreement with Flavia and Kass (2022) who found that teachers with specialized training in Special Education exhibited more positive attitudes towards inclusion, emphasizing the importance of targeted educational programs in fostering inclusive education. These findings were also in line with Mthethwa (2016) who revealed that teachers' attitude towards learners with mild ADHD is overwhelmingly negative, and they seem to lack a deeper understanding of mild ADHD and this affect their teaching. Similarly, the study findings by Mueller et.al. (2012) indicated that the negative perceptions on learners with mild ADHD had a significant impact on the wellbeing and self-stigmatization of these learners.

The findings on negative attitude agrees with the Bandura's (1997) Self-Efficacy theory, which affirms that a teacher with low self- efficacy may look at a learner with mild ADHD to be a challenge and this negative perception makes a teacher fail to manage these learners in a classroom situation. Thus, when teachers have a low self-efficacy, they develop a negative perception of teaching learners with mild ADHD, which in turn affects the way they interact with the learners, and this significantly affects the performance of learners in the classroom situation.

Arising from the findings of the study, the researcher's point of view was that if teachers developed a positive attitude on learners with mild ADHD and avoided labeling them, the performance of these learners in the classroom situation would improve. Therefore, the perceptions of teachers towards learners with mild ADHD should be positive in order for teaching and learning to be successful.

5.3.2.2. Inattentive and distractive Learners

Commenting on the findings of the study on inattentive and distractive learners, it was unveiled that teachers described learners with ADHD as inattentive learners who never focused on one thing at a time, all over the classroom, did not concentrate on one thing, play with things around their desk and tell stories. This was the reason why teachers felt they were wasting their time teaching these learners because they could not grasp what they learnt due to lack of attention during lessons. Additionally, teachers felt that learners with mild ADHD were easily distracted, disorganized, fidgety and did not manage their emotions in the classroom. The learner's inattentive and distractive behaviour made teachers; especially those not trained in special education develop negative perceptions towards them in the classroom. In this regard, these learners required trained

teachers in special education who understand them better and patient when teaching them. These findings were in agreement with Sikabule (2018) who found out that general education elementary school teachers rated learners with ADHD as significantly more stressful to teach than their classmates without ADHD. These frustrations led to biases, prejudices and stereotypes of these students with ADHD. Furthermore, some of the experiences teachers went through when teaching learners with ADHD in inclusive classes was managing the challenging behaviors exhibited by learners with ADHD such as difficulties concentrating on school work, frequently interrupting conversations or activities, and difficulty remaining in their seat when requested to do so. Thus, teachers, needed to have management strategies to address these difficulties, experienced by learners in schools.

In relation to Bandura's Self-Efficacy theory (1997), teachers should have a high self- efficacy, so that they help learners with ADHD and be able to manage their behaviors, emotions and take control during the process of teaching and learning. The theory encourages teachers with negative perception on the teaching of learners with mild ADHD in schools, to develop a positive perception that they are able to address the needs of learners in the classrooms.

Basing on the findings above, it was evident that most teachers felt that the learners with ADHD lacked attention and were distractive in the classrooms. Such learners disturbed their friends, were easily distracted, disorganized, fidgeting and impulsivity which made teachers so difficult to control them. Learners with ADHD were described as distractive in the classroom. For example, learners did not manage to be on their own, were overwhelmed by their thoughts and environment they were found. The researcher's point of view was that teachers needed to have a positive mind towards learners with ADHD if they were to address the diverse needs of learners in schools.

5.3.2.3. Failure to Follow Instructions

Concerning following instructions, the study found that learners with ADHD did not follow the instructions in the classroom. For example, teachers confirmed that teaching learners with ADHD became difficult because they made movements in the classroom, did not adhere to the instructions given or to them and disturbed the teaching and learning process. It had to take the teachers to work with them closely in order for them to follow the instructions in the classroom. The findings of this study were not quite different from those of Bussing et al. (2002) who revealed that teachers expressed lowest confidence in their ability to manage stress related to instructing learners with

ADHD. Additionally, class size and time requirements of special interventions were rated as the greatest barriers. The study suggested that general education teachers should receive preservice and in-service ADHD training, including skill- based teaching, and stress management. Smaller size and the allocation of resources were essential to ensure high quality student education. However, Bussing et al. (2002) focused on three sources of teachers' ADHD information, self-study, and formal ADHD training as well as perceived teacher confidence in instructional tasks for successful inclusion of students with ADHD and perceived barriers to such instructions, unlike the present study that focused on the perceptions of teaching learners with mild ADHD in inclusive schools.

Relating the findings of the present study to Bandura's (1997) Self – efficacy theory, the theory emphasizes of the need for teachers to have a high self-efficacy, which enables them have an understanding of learners with ADHD, make all necessary adjustments and produce change. Failure to apply the sense of high self-efficacy in teaching learners with mild ADHD in inclusive classrooms would disadvantage the learners in schools. Further, teachers needed to be patient with the learners as they gave out instructions so that their set objectives are achieved.

Based on the findings above, some of the negative perceptions of teachers on the teaching of learners with mild ADHD in primary schools were that these learners could not follow the instructions in the classroom and made movements in the classroom at any time a situation that disturbed the teaching and learning process. Thus, teachers needed to work closely with the learners with mild ADHD if they were to follow the instructions.

5.3.2.4. Over reacting and difficult to control

Regarding over reacting, learners over reacted in the classroom when trying to control them and they portrayed mood swings. The acted strangely, after a short period of time they became low and could not talk even when the teacher asked them a question. Further, these learners when they over reacted, they withdraw completely from the tasks and even waked out of the classroom. These learners were also difficult to control in the classroom. They disturbed other learners in the classroom and they withdrew or slept in class when the teacher did not give them attention. Their hyperactivity and impulsivity made them not to follow the rules in the classroom. Additionally, teachers reported that the limited concentration and over reaction of the learners made it difficult to control them in the classroom, and when the teacher became strict, they easily switched off and

became uncontrollable. This led to teachers develop negative perceptions on teaching learners with mild ADHD in primary schools such negative attitude and describing learners as distractive, inattentive learners, over reactant learners, uncontrollable and unreliable. These findings are not quite different from those of Rodgers *et al.* (2015) who indicated that teachers felt less able to build emotional bonds and cooperation with learners with ADHD compared to learners with no ADHD. Mainly the teachers' limited understanding of these learners influenced this. Further, Sikotazane (2016) revealed that teachers with limited understanding of learners with ADHD failed to control the behavior and stage reactions of these learners in the classroom. This is where this study recommends the capacity building for teachers teaching learners with mild ADHD so that they are able to handle the learners in schools effectively.

The Self Efficacy theory by Bandura may be applied to manage learners who over react and difficult to control in the classroom. Teachers with high self-efficacy may support or exert control over the learners' environment and produce change. In contrast, teachers with a low sense of self-efficacy, may perceive learners who over react and difficult to control in the classroom as a challenge and therefore fail to manage and support the learners within the classroom sufficiently.

Based on the findings above, it was clear that learners with mild ADHD over reacted in inclusive schools. They portrayed mood swings and sometimes withdrew from activities given by their teacher in the classroom, got upset easily and this made it difficult for the teachers to control them. Further, it was evident that learners with mild ADHD were difficult to control in inclusive schools. They disturbed the teaching and learning process, withdrew or slept in class when the teacher did not give them attention, easily got upset, acted out because of their hyperactivity and impulsivity which made them not to follow the rules and meet the expectation of their behavior and limited concentration and over reacting made it difficult to control them. Thus, if teachers had a positive perception of these learners, then their needs would be addressed in inclusive schools.

5.3.2.5. More time for teaching

On the findings that teachers required more time for teaching learners with mild ADHD, there was a departure from the current policy practices on inclusive education, which calls for teachers to provide more time for teaching learners. Despite teachers pointing out that learners with ADHD had poor management of time, did not complete tasks given to them at the same time with their fellow learners, needed enough time because they had challenges with their behavior such as

fidgeting, excessive talking and movements, teachers were supposed to find time to attend to the learners. Failure to find time to teach learners with ADHD had implications on the quality education and inclusive education leading to learners lagging behind. These findings were in line with those of Neil (2014) in South Africa who revealed that teachers often held negative beliefs regarding behavior problems exhibited by learners with ADHD, tended to be pessimistic about teaching these learners, and felt that they required extra time and effort to teach them. Teachers were therefore, responsible for creating an environment to academic, social and emotional success for learners with mild ADHD in inclusive schools.

In order to address the negative perception of provision of more time for teaching learners with mild ADHD, Bundura's (1997) self-efficacy theory encourages teachers to have a high self-efficacy that enables them provide more time for teaching for these learners. High self-efficacy gives teachers confidence to gain control over the learners and the environment they are teaching from in return produce positive results.

Arising from the finding above, it was clear that teaching learners with mild ADHD was too involving. Indeed, learners needed enough time because they had challenges with their behavior such as fidgeting, excessive talking and movements. Thus, teachers were required to provide more time when teaching learners with mild ADHD in inclusive schools.

5.3.2.6. Learners with mild ADHD are unreliable

Regarding learners with mild ADHD being unreliable, the study revealed that these learners had symptoms such as impulsivity and inattention, which affected their everyday interaction with others. It was difficult for someone to know their mind, sometimes they instructed the teacher what they wanted to do at that particular time. These findings were consistent with Spasovski (2010) who found that practicing inclusive education is strongly determined by the teacher's perceptions on learners with special needs and perception of their capability and limitation. Therefore, the influence of the perceptions had consequences on the learners and the quality of all education process. Negative perceptions of learners with mild ADHD existed within an inclusive general education classroom setting. Teachers often perceive learners who exhibit the characteristics of mild ADHD as more difficult to manage and having an overall negative effect on classroom environment.

In line with the findings of this study, Bandura's (1997) self- efficacy affirms that teachers with low self-efficacy perceive learners with mild ADHD as a challenge. Thus, they failed to produce change; hence, all teachers in school were urged to have high sense of self- efficacy in order to promote inclusive education in Zambian schools.

Basing on the findings above, the study showed that learners with mild ADHD were unreliable. Symptoms like impulsivity and inattention affected their everyday interaction with others. It was difficult for one to know their mind sometimes they instructed the teacher what they wanted to do in the classroom. The researcher's view was that the MoE should provide programs that would support teachers to have understanding of such mild ADHD so that they have positive perceptions as they meet such learners in inclusive classrooms.

Arising from the findings above, the study unveiled different perceptions that teachers had towards teaching learners with mild ADHD in inclusive school. The findings revealed two significant types of perceptions, which included positive and negative perceptions of teaching learners with mild ADHD in inclusive primary schools. The study found that minority of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools. For example, teachers revealed that learners with mild ADHD learnt well through play. The teachers reported that learners with mild ADHD were attentive or focused when taught using number cards, rhymes and hands on activities. They also reported that learning through play improved the social skills for these learners. The study also found that majority of the teacher participants had negative perceptions towards the learners with mild ADHD in inclusive primary schools. Teachers gave learners with mild ADHD labels and had negative attitudes towards learners. Further, some teachers revealed that learners with mild ADHD lacked attention and described them as distractive, do not follow instructions, over react, difficult to control and require adequate time when teaching them. Thus, the researcher's remarks were that teachers should have positive perception in order to control the learners with mild ADHD and the environment, and in return produce change.

5.4 Experiences of teachers teaching learners with mild ADHD in inclusive schools

With regard to the teachers' experiences on the teaching learners with ADHD, the findings of the study revealed positive and negative experiences in teaching learners with mild ADHD in inclusive primary schools.

5.4.1 Positive Experiences of the teaching learners with mild ADHD in inclusive schools

The findings of the study revealed teachers' positive experiences in teaching learners with mild ADHD in inclusive primary schools. Among the positive experiences cited by teachers included learners with mild ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. These findings were similar with the findings of Omunda (2021), which revealed that special education teachers described their collaborations with the general education teachers as part of the positive experiences when working with learners with ADHD. Nevertheless, the study by Omunda (2021) also noted that this collaboration possessed some challenges because both special education and general teachers teaching learners with ADHD were not adequately trained to deal with challenges presented by learners with mild ADHD.

5.4.2. Creative, curious, innovative and have leadership qualities

The study found that learners with mild ADHD had strength in creativity, innovation, inventive, curious and have leadership qualities. The study revealed that although such learners had their own weakness of being hyperactive and inattentive, which made them shift their focus and do other things at the same time, had strength in other areas as mentioned above. They were good cheerful leaders for a cause; their minds made them good company. Further, they had no fear of anything and some were intelligent. For example, they were able to control the class when given a responsibility. These findings were consistent with Gonzalez Carpio *et al.* (2017), who found that learners with mild ADHD showed better results in some areas of creativity and showed higher scores in fluency, with a greater number of responses, originality, higher scores in creative strength, which included measures for movement or action, storytelling articulation and emotion. They further suggested that learners diagnosed with mild ADHD were more creative, than typically developing learners not in all evaluated areas but in some of them. The difference between the findings of Gonzalez Carpio *et al* (2017) and the present study was that the former study focused on creativity of children in mild ADHD while the current study focused on the experiences of teachers' teaching learners with mild ADHD in schools. The findings however were similar to some extent in that some learners with mild ADHD were seen to be more creative and portraying leadership qualities when given some responsibilities. Hence, it is worth noting that mild ADHD is not always a disadvantage in leadership roles. Some learners with mild ADHD had strengths that was particularly be useful in leadership, such as the ability to think creatively and

adapt to changing circumstances, or the ability to generate new ideas and see things from a different perspective.

The researcher's remarks were that if teachers had known the strengths of learners with ADHD they would have utilised such strengths in order for them to succeed in their teaching and learning that takes place in an inclusive set up.

5.4.3. Interest in hands on activities and ability to hyper-focus on topics that interest them

Regarding learners having interest on hands on activities and ability to hyper-focus on topics that interest them, the study found that learners were more interested with hands on activities than academic work. For example, they were interested in expressive arts, sweeping and gardening. They concentrated on these activities and did extremely well. Regarding learners being hyper-focus on topics that interest them, the study revealed that teachers felt that learners with mild ADHD concentrated much on subjects or things that were interested to them. For instance, learners concentrated on activities that involved playing games and listening to music. These findings were consistent with Akaneme *et al* (2020), who revealed that majority of the learners with ADHD learnt by hands-on- activities followed by those who preferred learning through watching and demonstration. This could be due to their attention deficit. They further said those learners with ADHD most likely preferred to get into learning style that would favour kinaesthetic form owing to their hyperactive nature. The findings contradict the findings of Heiman and Precel (2003) which maintains that most learners with ADHD preferred oral explanation or visual learning styles. Owing to the fact that such learners lacked good attention focusing ability, the only way to keep

their attention for a relatively longer period was by keeping them physically busy with manipulative materials.

The findings of the study on the positive experiences of teachers teaching learners with mild ADHD in inclusive schools, resonates with the Self-efficacy by Albert Bandura (1997), which states that when teachers have positive attitude on the learners with mild ADHD, they would be able to exert control over the learners and their learning environment. The theory calls for teachers with a high self-efficacy, so that they interact with learners in the classroom situation.

It was evident that the study revealed teachers' positive experiences of teaching learners with mild ADHD in inclusive primary schools including learners with mild ADHD being creative and

inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. The researcher's views were that if teachers had positive experiences on the teaching learners with mild ADHD in inclusive schools, learners with mild ADHD would excel academically in inclusive schools.

5.4.4. Negative Experiences of teaching learners with mild ADHD in inclusive schools

The findings of the study revealed teachers' negative experiences in teaching learners with ADHD in inclusive primary schools. The negative experiences cited by teachers included distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating during classroom discussions or activities, disturbing lessons during learning, more time is needed to teach the learners, inattentiveness and daydreaming or "zoning out" thus, these learners talk excessively without stopping, impatient, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, drop out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviors. These findings are in line with Chilumbu (2019) who found that teachers experienced many challenges such as learners always run up and down disturbing other learners when teaching pupils with mild ADHD in inclusive primary schools. Further, they experience challenges such as learners with mild ADHD over reacting in situations hence making a lesson difficult, interruption, restless behavior and they did not take learning seriously hence difficult to manage the class. Chilumbu (2019) added that learners with mild ADHD were noise makers and mostly slow in completing tasks. Arising from these learning experiences, it therefore calls for teachers' understanding of the challenges so that they can provide the right support to the learners.

5.4.5. Distractibility, Hyperactivity and Impulsivity

The findings of the study indicated that distractibility, hyperactivity and impulsivity were some of the experiences teachers had while teaching learners with mild ADHD in inclusive primary schools. For example, these learners disturbed other learners in the classroom, focused on other tasks instead of paying attention to the teacher and sometimes they screamed or shouted out loudly without controlling themselves in classroom. These findings were consistent with Tembo (2014) who stated that teachers in primary and secondary schools in Zambia faced difficulties handling learners with impulsive, inattentive and hyperactivity symptoms. Teachers had hard time in trying to address these behaviours in inclusive classrooms. In this regard, it calls for Bandura's (1997)

self-efficacy theory, which emphasizes of having teachers with high self-efficacy, who have the ability to control the learners with mild ADHD, manage and deal with their learning experiences in the classroom.

Based on the findings above, it was evident that distractibility, hyperactivity and impulsivity were some of the experiences that teachers had while teaching learners with mild ADHD in inclusive primary schools. Learners with mild ADHD disturbed lessons by not paying attention, screamed and shouted loudly in classroom and moved from one place to another within the classroom while teaching and learning took place. The researchers' view was that teachers needed to be prepared to handle learners with mild ADHD, especially those with distractibility, hyperactivity and impulsivity symptoms.

5.4.6. Having endless amounts of energy

On the findings that learners exhibited endless amounts of energy, it was clear that, learners moved out of the classroom without the teacher's knowledge, they hurt themselves and sometimes caused a fight where they either beat up friends or got beaten by friends. This kind of endless amounts of energy, made teachers have negative perception on the teaching of learners with ADHD in inclusive schools. This had implications on the nature of services received by learners in school. These findings were in line with Ntengwe (2018) who confirmed that there was a relationship between mild ADHD and social recognition because these learners had deficiencies recognizing emotions in other people and this negatively affected their social interaction. Additionally, their inability to control their own behavior led to social isolation, and consequently, their self-esteem suffered. These findings were also in agreement with the findings of the present study, which has also revealed that learners with mild ADHD were not able to control their own behaviors and had deficiencies recognizing emotions in other hence ended up fighting with their friends.

In relation to the self – efficacy theory by Bandura (1997), teachers needed to have a high self-efficacy in order control learners with mild ADHD who exhibited endless amounts of energy such as moving out of the classroom without the teacher's knowledge, hurting themselves and sometimes causing a fight where they either beat up friends or got beaten by friends.

With these findings, it was clear that learners with mild ADHD had endless amount of energy as they moved out of the classroom without the teacher's knowledge, hurt themselves and sometimes

caused a fight in the classroom where they either beat up friends or beat their friends. Thus, the researcher's perspective was that teachers needed to have a clear understanding of learners with mild ADHD so that they can manage them in the classroom.

5.4.7. Low concentration and inattentiveness during classroom activities

On the finding that learners with mild ADHD had low concentration on classroom activities due to the class enrolments, it affected the quality of education and the practices of inclusive education policy that calls for learner concentration and attentiveness of learners in the classroom. Learners needed one to one interaction for them to concentrate or manage the activities given to them by their teachers. However, learners did not sit in one place for a longer period and were all over the classroom a situation, which led to inattentiveness in the classrooms and because of this teacher developed negative perceptions towards them while teaching them. Further, learners these faced many problems in performing certain tasks and avoided school work. They liked playing with things around them such as books, pencils rulers and their fellow learners. These findings were in agreement with Chilumbu (2019) who revealed that teachers experienced many challenges when teaching learners with ADHD in inclusive primary schools because these learners lacked concentration, and this caused poor performance and slow grasping of information. Additionally, Thomson (2021) revealed that learners with mild ADHD should be trained to remain in their seats to complete and submit their assignments to their teacher. Teachers therefore, need to constantly monitor learners with mild ADHD if they were to progress academically.

Relating these findings to Bandura's (1997), self-efficacy theory, there is need to have teachers with a high self-efficacy who are able to employ strategies that increase the learner's concentration and increase attention during classroom activities. The theory calls for teachers with high self-efficacy so that they may control the learners in the classroom environment influence their interactions in schools.

Based on the above findings, it was evident that learners with mild ADHD had low concentrating levels in the classroom. It was difficulty for teachers to manage the learners due to bigger enrolments in the classrooms. These needed one to one instructions to concentrate or perform the activity given by their teachers. They did not sit in one place for a longer period as they were found all over the classroom. Further, it was clear that inattentiveness by learners with mild ADHD was one of the experiences teachers encountered while teaching such learners. Learners with ADHD

faced many problems in carrying out tasks and lacked concentration that made them avoid school work, liked playing with things around them such as; books, pencils rulers and their fellow learners. Thus, if teachers addressed the negative experiences of low concentration and inattentiveness during classroom activities, learners with mild ADHD would significantly benefit in inclusive primary schools in Zambia.

5.4.8. Disturbing lessons

Regarding disturbing lessons during learning of learners with mild ADHD, the study unveiled that learners with mild ADHD disturbed the teaching and learning process. For instance, they interrupted teachers while teaching and learning took place, reported their fellow learners and moved desks anyhow and ask for things they may even have. These findings relate well with Hay, Kos & Richdale (2006) who stated that some of the experiences teachers' faced when teaching learners with ADHD in inclusive classes was disruptive and predominately-inattentive symptoms. Hay *et al* (2002) adds that girls with mild ADHD were more likely to have predominately-inattentive symptoms and are little more disruptive than boys are. It is therefore important for teachers to have an understanding of ADHD and identify learners suspected to have the disorder so that possible interventions are made to help the learners.

The self-efficacy theory by Bandura therefore calls teachers to have a high self – efficacy that they are able to control the learners who disturb others in classroom environment. Thus, failure to have control over the school environment while teaching the learners with mild ADHD would disadvantage such learners in schools.

Basing on these findings, it was evident from the findings of the study that learners with mild ADHD disturbed the teaching and learning process. They interrupted the teacher while teaching, moved from one desk to another asking for a pencil or ruler, which they may even have. If teachers attended to learners with mild ADHD who disturb lessons, these learners would succeed academically.

5.4.9. More time for teaching

Concerning time for teaching learners with mild ADHD, the study found that teachers did not have enough time to teach these learners. Learners needed more time so that they could benefit in an inclusive set up because they could not learn at the same pace with other learners. They needed

extra time for them to finish their activities, also needed one to one interaction. Further, teachers pointed out that learners with mild ADHD needed to be in a special school where there were small numbers and trained teachers for easy interaction between learners and the teacher. These findings were not quite different from those of Lawrence (2012) who indicated that teachers in these mainstream classrooms did not feel sufficient skilled and effective in meeting the learning needs of their learners diagnosed with mild ADHD due to their large class groups, lack of available support structures contributes largely on this situation. Class size and requirements of special intervention were the greatest barriers. Similarly, these findings were in agreement with Bussing *et.al*. (2002) who stated that general education teachers should receive pre- service and in-service mild ADHD training including school - based skills, stress management in order to accommodate such learners in inclusive schools. In relation to the Bandura's (1997) self- efficacy theory, there was need to have teachers with high self-efficacy who are able to give learners enough time for learning, extra time to finish their activities and engage them in one to one classroom interaction.

Based on the findings above, it was clear that teachers did not have enough time to teach learners with mild ADHD. They needed to be allocated more time to teach so that learners benefit in an inclusive set up. It was established that learners with mild ADHD did not learn at the same pace with other learners, thus they needed extra time for them to finish their activities and one to one interaction with their teachers. If teachers increased the time for teaching, learners with mild ADHD would significantly benefit in inclusive schools.

5.5. Excessive Talking and Day dreaming or Zoning out

On the finding that learners with mild ADHD talked excessively, teachers felt that these learners disturbed both teachers and fellow learners and this affected the quality of learning in the classroom. They failed to give chance to others to speak in the classroom, and this made the teacher and other learners fail to communicate. With regard to day dreaming or zoning out, learners with mild ADHD detached themselves from the lessons and day dreamed which, made them not to concentrate in class. If not monitored they switched on to other activities of their interests making teaching and learning difficult for both the learners and the teacher. This made teachers develop negative perception towards them and this had implications on the nature of services received by learners in school. These findings were consistent with Tembo (2014) who revealed that learners with mild ADHD exhibited certain behaviors such as a hard time paying attention, daydream, not

seem to listen, easily distracted from schoolwork or play. They also forgot things easily, were in constant motion or unable to stay seated, squirm or fidget, talk too much, not be able to play quietly, act or speak without thinking, having trouble taking turns, and interrupting others are some of the common characteristics that are being displayed in a classroom situation.

In relating this theory to the present study, the theory emphasizes that teachers teaching learners with mild ADHD must have a sense of high - self-efficacy so that they have the ability of controlling and accommodating them in an inclusive classroom. Teachers should portray that positive attitude so that such learners would be managed and a change in their challenges that are shown in them.

Arising from the findings above, it was clear that learners with mild ADHD disturbed both the teacher and fellow learners because of excessive talking. They failed to give chance to others to speak, a situation that made the teacher fail to communicate effectively to other learners. Further, it was clear that learners detached themselves from the lessons and day dreamed, a situation, which made them not to concentrate in class. If not monitored they switched on to other activities of their interests making teaching and learning difficult for both the teacher and the learners themselves. The teacher's remarks were that if teachers controlled the excessive talking and day dreaming or "zoning out" of learners with mild ADHD, then their needs would be addressed in inclusive schools.

5.6. Impatient and not following instructions

With regard to impatience and no time following instructions, the findings revealed that learners with mild ADHD did not give chance to others to finish what they wanted to communicate to them, which affected the teaching and learning process. Concerning learners with mild ADHD not following instructions, the study unveiled that learners had difficulties in following instructions whenever the teacher gave them an activity to perform. They needed clear instructions whenever the teacher gave them something to do. For instance, they had a challenge in staying focused and paying attention during teaching and learning. In support of these findings, Muhamed and Thomson (2021) opined that teachers and families of learners with mild ADHD should be patient with these learners because sometimes they act strangely and out of control. The difference between the findings of Mohamed and Thompson (2021) and the present study was that the former study focused on successfully engaging learners with mild ADHD while the present study focused

on teacher's perceptions of teaching learners with mild ADHD in inclusive schools. The findings however, were similar to some extent in that impatience and not following the instructions affected teachers teaching learners with mild ADHD in schools.

In line with Bandura's (1997) self-efficacy theory, there is a call for teachers with high self-efficacy who are able to be patient with learners when performing tasks at school and give them enough time to complete their tasks.

Basing on the findings above, it was evident that impatient and not following instructions by learners with mild ADHD affected teaching and learning of these learners in schools. The researcher's perspective was that teachers were supposed to be patient when teaching these learners in the classrooms. Further, these learners needed to give clear instructions from the teachers. Therefore, the teacher needs to be patient with them in order to incorporate them in an inclusive classroom if these learners were to make progress.

5.7. Poor performance in academic work

With regard to poor performance in academic work, the study found that learners with mild ADHD had lower scores compared to other learners without mild ADHD. The study found that these learners had poor reading skills, which lead them to poor performance. They also struggled with time management, were easily distracted, portrayed mood- swings, which made the teacher sometimes fail to help them when they were not in a mood to talking. The findings were consistent with Sikabule (2019) who opined that learners with mild ADHD were less engaged academically and exhibited higher rates of off-task behavior especially in independent work time. These learners frequently do not achieve to their academic potential, as a result are at a higher risk for grade retention and dropping out of school.

In relation to the self- efficacy theory of Bandura (1997), which guided the present study, there was need to have teachers with high self- efficacy who employ different teaching and learning approaches, which would help learners with mild ADHD succeed in inclusive schools. Teachers needed to participate in all the tasks where the learners are engaged in. Self – efficacy may be a factor that influences persistence. Bandura (1989) states that people who feel successful have been found to work harder and persist longer when faced with difficulties.

Based on the findings above, it was clear that learners with mild ADHD performed poorly in academic work, and had lower scores compared to other learners without mild ADHD. They also had poor reading, which lead to poor performance; they struggled with time management, were easily distracted, portrayed mood –swings that made teachers fail to help them, especially when they were not in good mood. The researcher's views were that teachers needed to employ different teaching and learning approaches in order to improve the academic performance of learners with ADHD in inclusive schools.

5.8. Difficult in managing the learners

The study revealed that one of the experiences encountered by most while teaching learners with mild ADHD in inclusive schools was difficult in managing learners. The study unveiled that learners with mild ADHD sneaked out of the classroom without teachers' knowledge. Teachers had difficult time to give attention to the learners because of the large numbers in schools. The learners lagged behind because they never finished the work given to them in good time. These findings were consistent with Stockigt (2016) who found that many teachers did not receive enough training on mild ADHD, therefore lacking knowledge on how to apply management strategies to address this, Further the teachers felt that the class sizes were too big to help learners with mild ADHD.

In line with the findings of the study on managing the learners with mild ADHD, Bandura (1997) in his self- efficacy theory asserts that there was need to have trained teachers with high self-efficacy who are able to control learners who sneak out of the classroom without teachers' knowledge as well as give attention to the learners.

Arising from the findings above, it was clear that learners with mild ADHD were difficult to manage in the classroom. They sneaked out of the classroom without the teachers' knowledge and teachers could not attend to the individual needs of all the learners because of the large numbers in schools. This made the learners to lag behind. The researcher's remarks were that if classes were of acceptable standards, teachers would apply the right amount of attention to the learners with ADHD while teaching them in an inclusive classroom.

5.9. Dropping out of school

Another experience that teachers had in teaching learners with mild ADHD was learners dropping out of school. The study discovered that teachers had challenges in managing such learners because they were different types of disabilities to attend to in their classes, thus some learners ended up dropping out of school. Their condition required much attention and concerted efforts from the teacher or the caregivers for them to succeed in their education. Learning was not supposed to end only at school, but even at home in which most of the parents did not show much interest in their teaching and learning of their children.

The findings of this study were not quite different from those of Stockigt (2016) who indicated that managing a diverse range of learners, as well as distracted and disorganised children posed as a challenge for teachers working with learners with mild ADHD, lack of parental involvement and lack of assistance in the classroom. Similarly, Sikabule (2014) revealed that learners with ADHD frequently did not achieve their academic potential, and were at a higher risk for grade retention and dropping out of school, as a result they were less likely to pursue post-secondary education.

In relation to Bandura's (1997) self-efficacy theory that guided the present study, teachers teaching learners with mild ADHD were encouraged to have a sense of high - self-efficacy so that they may help learners dropping out of school by accommodating them in an inclusive classroom. The theory calls for teachers to have positive attitude towards the learners so that such learners they progress well in inclusive schools.

With these findings, it was evident that learners with mild ADHD learners dropped out of school because they did not get the required attention from the teachers or the caregivers. Teachers also faced challenges of managing the learners because they had learners with multiple disabilities to attend to in their classes. The researcher's views were that classrooms were of acceptable standards not having learners with multiple disabilities; the performance of learners with mild ADHD in inclusive schools would be enhanced.

5.10. Inability to keep lasting bonds with others in class

On the finding that learners with mild ADHD did not had an inability to keep lasting bonds with other learners in class and a decreased ability to self-regulate their actions in the classroom contributed to these learners doing what they felt like doing without considering the thoughts and feelings of other learners in class. This affected the quality of education because they disturbed

other learners in the classroom. The findings were consistent with Ewe (2019), who found that learners with mild ADHD generally felt less close to their teacher than to their non-ADHD peers. Thus, teachers experienced less emotional closeness, less cooperation and more conflicts in their relations with learners with ADHD than with other learners. Nevertheless, the findings of Ewe (2019) focused on ADHD and the teacher-learner relationship while the present study focused on the perceptions and experiences of teaching learners with ADHD.

Similarly, a study by DePaul & Stoner (2003) revealed that learners with ADHD underperformed academically because of high rates of non-compliance, aggression, and disturbances in peer relationships. In addition, these learners had other difficulties in the school environment in addition to their academic struggles and have a hard time making and maintaining friends, as a result they were rejected by peers.

These findings were in agreement with Bandura's theory, which states that if a teacher has a low sense of self- efficacy, they may perceive a learner as a challenge and therefore fail to manage and support them within the classroom sufficiently which additionally influences the way in which they experience these learners in the classroom setting. Thus, the theory calls for teachers to have a sense of high self-efficacy if they are to help learners with mild ADHD keep lasting bonds with others in inclusive classrooms.

Based on the findings, it was clear that learners with ADHD do not have the ability to keep lasting bonds with others in class. They had a decreased ability to self- regulate their actions and towards others and did what they felt like doing to other without considering the feelings and thoughts of other learners in the class. The researcher's view was that if the teachers had adequate understanding of learners with mild ADHD, they would be able to help keep lasting bonds with others in inclusive classrooms.

5.11. Increased risk-taking behaviours

The study revealed that increased risk taking behaviours was one of the experiences teachers encountered while teaching learners with ADHD. Most teachers indicated that usually these learners cause fights in or outside the classroom and engage in risky behaviours. The common symptoms of impulsivity and trouble in social skills made them engage in risky behaviours in the classroom. The findings were consistent with Shoham *et al.* (2021) who found that learners with

mild ADHD had a pervasive tendency to engage in risky behaviours across multiple activities in schools. This tendency was associated with mild ADHD over and above the contributions of comorbid psychiatric disorders. This situation was similar to findings of the current study, which unveiled that learners with mild ADHD engaged themselves in risky behaviours such as fighting in schools.

In relation to the self- efficacy theory by Bandura (1997), there was need for teachers to have a sense of high self-efficacy if they were to control learners with mild ADHD who always cause fight in or outside the classroom and engaged in risky behaviours. The principles of this theory enables teachers to be aware of the negative experiences this study has unveiled. This would enable teachers find solution to address their experiences and support the learners with mild ADHD in schools. Further application of this theory to the learners with mild ADHD avoids teachers to have a sense of low self-efficacy, where teachers may perceive learners with ADHD to be a challenge and fail to manage and support them (Bandura, 1997). Thus, in the context of the present study, the theory was relevant because it provided the required guidance on the need of teachers to exert control over the classroom environment and produce change while teaching learners with ADHD.

Based on the findings, it was clear that increased risk taking behaviours was one of the negative experiences teachers encountered while teaching learners with mild ADHD. Learners caused fights in or outside the classroom and engaged in risky behaviours because of impulsivity and trouble in social skills they portrayed. Therefore, teachers teaching learners with mild ADHD should have the understanding or knowledge about such learners while teaching them if these learners were to progress academically.

Arising from the findings on the second research question on teachers' perceptions of teaching learners with ADHD in inclusive primary schools, the study unveiled two significant types of perceptions, which included positive and negative perceptions. The study found that minority of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools such as learners with mild ADHD learning well through play. Teachers reported that learners with mild ADHD were attentive or focused when taught using number cards, rhymes and hands on activities. They also reported that learning through play improved the social skills for these learners. The study also found that majority of the teachers had negative perceptions towards the learners with mild ADHD. Teachers gave learners with mild ADHD labels and had negative

attitudes towards learners. Further, teachers revealed that learners with mild ADHD lacked attention and described them as distractive, do not follow instructions, over react, difficult to control and require adequate time when teaching them. The study also revealed positive and negative experiences in teaching learners with mild ADHD in inclusive primary schools. Some of the positive experiences cited by teachers included learners with mild ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. The findings of the study also revealed teachers' negative experiences in teaching learners with ADHD. The negative experiences cited by teachers included distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating during classroom discussions or activities, disturbing lessons during learning, more time is needed to teach the learners, inattentiveness and daydreaming or "zoning out". Further, these learners talk excessively without stopping, impatient, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, drop out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviours. Due to these negative perceptions and experiences, teachers should provide support strategies to aid the learning of learners with mild ADHD in inclusive schools.

5.5. Support provided by teachers to learners with mild ADHD in inclusive schools to aid their learning

Regarding the third objective on the support given by teachers while teaching learners with mild ADHD to aid their learning, the study found that teachers employed strategies such as catch - up strategies, social and emotional support strategies, professional development strategies and punishment strategies. These findings were in agreement with the study by Cho and Blair (2017), which revealed that there was a multicomponent function-based intervention for learners identified with mild ADHD in a private special education school such as modifying classroom activities to decrease learners' disruptive behaviors and increase their academic engagement. The use of the multicomponent function-based intervention enabled teachers to focus on two-hour training session that focused on functional behavior assessments, implementing interventions with fidelity, and monitoring the students' behavior and academic progress. The intervention strategies were evidence-based, aligned with the learner motivation and context where the behavior occurred, and were implemented with fidelity. They also found that there was a decrease in target problem

behaviors and increased academic engagement across academic subjects. The findings by Cho and Blair (2017) were similar to the present study because teachers used different support strategies in order to curb the learners' disruptive behavior and engage them in academic work. Teachers used different support strategies such as catch - up strategies, social and emotional support strategies, professional development strategies and punishment strategies. The difference between the findings of Cho and Blair (2017) and the present study was that the former study focused on the interventions used to help learners with mild ADHD in private schools while the present study focused on teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools in Zambia.

5.5.1. Catch - up strategies

The first support strategies that were provided by teachers to learners with mild ADHD in inclusive schools to aid their learning were catch up strategies. With regard to catch - up strategy teachers used to support the learners in the classroom, the findings of the study revealed that teachers provided remedial work to compensate the lost time, increased the learning time to allow learners stay longer on the tasks and assigned peers to help the learners with mild ADHD.

5.5.1.1. Remedial work

Concerning remedial work, the study unveiled that the teachers who went to school in the morning did their remedial work one hour after they knocked off and those who reported in the afternoons did it one hour after classes. The use of this strategy enabled the learners with mild ADHD benefit from the teaching and learning in an inclusive classroom. These findings were in line with Makunga (2023), who found out that most of the teachers with appropriate training in catch-up strategies had a general understanding of remedial teaching. Furthermore, most of the teachers and learners emphasized that remedial lessons were intellectually enriching experiences to them. However, remedial teachers faced certain challenges in implementing remedial teaching and these were lack of trained human resource and timetabling of remedial lessons. In relation to Bandura's (1997) theory of self- efficacy, teachers are encouraged to show a sense of high self- efficacy so that they do not see learners with mild ADHD as a challenge in the classrooms, rather develop a positive attitude towards that and make a change as they teach them in inclusive classrooms.

Arising on the findings above, it was clear that remedial work was done by some teachers to recover for the lost time in teaching learners with mild ADHD in an inclusive classroom.

Nevertheless, teachers indicated that not all the teachers did remedial work for learners. Therefore, teachers needed a clear understanding of catch - up strategies if they were to support learners with mild ADHD in inclusive primary schools effectively. In this regard, the researcher's view was that school administrators should strength the monitoring of teachers teaching learners with mild ADHD in inclusive schools in order to effect the catch - up strategies in schools.

5.5.1.2. Increasing learning time

Concerning increasing learning time, teachers increased the learning time to allow learners with mild ADHD stay longer on the task. For instance, the study found that teaches helped learners with mild ADHD to finish up or complete the given task while monitoring them. These findings are in agreement with Braude and Dwarika (2020) who indicated that some of the strategies used by teachers when teaching learners with disabilities involved giving the learners extra time to complete work or seating them alone or limiting distractions for them. The findings were also in agreement with McDougal et al (2022) who stated that the supporting of learners with ADHD included giving learners more time to finish their work, limiting distractions, allowing students leave the classroom to get extra energy if needed, limited distractions and repeating instructions.

Similarly, these findings were in line with the study by Mavuso (2014), who identifies that South African teachers use extra lessons, extra work, differentiating of teaching styles and peer support as strategies in mainstream schools. However, some teachers were not able to increase the learning time because of the time allocated to each period. For instance, teachers at the upper primary section were specialized in the subjects they were teaching which required them to go to the next period when it was time up. Hence, found it a challenge to adjust on time for teaching and learning. However, the study established that a few teachers used their initiative to manage the time by monitoring the learners with mild ADHD while teaching them.

In line with the findings of the study on increasing learning time, Bandura's (1997) theory of self-efficacy, asserts that teachers should show care by providing additional time during learning and assessment to make up for time lost due to disability. This care and flexibility in the learning, gives an opportunity to learners with mild ADHD to learn at their own pace and compete favorably in tasks assigned to them. Bandura's (1997) adds that the process of pacing learning according to the learner's abilities, allocating more learning time and providing remedial work to enable learners learn, is an element of care and flexibility that need to be encouraged in the teaching of learners

with disabilities including those with mild ADHD. Thus, the principle of the theory were in conformity with the findings of the present study which found out that teachers provided additional time in support of learning, paced learning, allocated additional time and assisted learners through remedial sessions.

Based on the findings above, it was evident that teachers increased learning time to allow learners stay longer on the task and complete their tasks. It is therefore, important for teachers to provide additional time during learning and assessment for learners with mild ADHD to make up for time lost due to their disability so that the principle of inclusive education policy is realized in schools.

5.5.1.3. Assigning peers to help learners with ADHD

Regarding assigning peers to help learners with mild ADHD in classroom, the findings revealed that teachers encouraged the learners without mild ADHD to accept and help learners with mild ADHD during teaching and learning time. For instance, class teachers paired learners with mild ADHD with those without ADHD when giving them tasks so that they could work together. The findings were consistent with Reiber and McLaughlin (2004), who found that students were paired with tutors who provided guidance and immediate feedback, which led to increase on- task behavior, decrease in fidgeting and increased academic performance on tests among the learners. Although teachers provided remedial work, increased learning time to allow learners stay longer on the tasks and assigning peers to help the learners with mild ADHD, they still had limited understanding or knowledge and skills of these learners because of lack of training in special education. Hence, supporting these learners was a challenge, especially limited time, space and large numbers in classrooms. This is where Bandura's (1997) theory of self- efficacy comes in to encourage class teachers to willingly help and support learners with mild ADHD in school so that their needs are fully met in the classroom setting.

Basing on the findings above, it was clear that teachers supported learners with ADHD by assigning peers to help learners. Teachers encouraged the learners without mild ADHD to accept and help learners with mild ADHD during teaching and learning time. For instance, class teachers paired learners with mild ADHD with those without mild ADHD when giving them tasks so that they could work together. In this way, the needs of learners were met.

5.5.2. Social and emotional support

The second support strategies that were provided by teachers to learners with mild ADHD in inclusive schools to aid their learning were social and emotional support strategies. The strategies included provision of guidance and counselling sessions, motivational talks and encouragements, engaging in religious activities, acceptance and commitment therapy, medication to reduce hyperactivity, and showing care and love. The results were in agreement with the findings of Wender (2000), who indicated that most learners with mild ADHD show certain forms of emotional problems, such as mood swings and cycles, which make their behavior unpredictable. Hence, teachers teaching these earners should display good relationship towards them and be patient while teaching them.

5.5.2.1. Provision of guidance and counselling

The third support strategies that were provided by teachers to learners with mild ADHD in inclusive schools to aid their learning were guidance and counselling strategies. With regard to guidance and counselling as a social and emotional support strategy, the findings revealed that guidance and counselling teachers together with special education teachers were more helpful in dealing with learners with mild ADHD. These teachers talked to individual learners and invited their parents to know the way forward about the behavior of their children. These findings are in line with the findings of Ravi (2016) who indicated that in order to foster personal- social competences, teachers need to develop an understanding of their learners and ensure that all learners are treated fairly, valued and are exposed to a wider of personal and social learning experiences. Further, the finding of this study are in line with Bandura's (1997) theory of self-efficacy, which emphasizes teachers to providing support, which include guidance and counselling, for learners with mild ADHD in schools if they were to succeed academically.

Thus, the researcher was of the view that providing guidance and counselling sessions for learners with mild ADHD was very cardinal so that teachers would help learners succeed both academically and socially. There was need for class teachers, special education teachers, administrators and parents to work together for the betterment of learners with mild ADHD in inclusive schools.

5.5.2.2. Motivational talks and encouragements

Regarding motivational talks and encouragements, the findings of the study revealed that teachers provided motivational talk and encouragements to learners with mild ADHD in schools as well as

their parents. For example, motivational talks were organized in schools, in which parents were informed on the importance of the education of their children. Further, parents were also reminded that the learners with mild ADHD needed help in order for them to succeed in school. These findings were in conformity with Wilkes-Gillan et al. (2016) who found that parental involvement was valuable regarding learners' educational success and helping to cope with the difficult behaviors shown by learners with mild ADHD. In addition, collaboration between parents and teachers helped to promote the social skills of learners with identified mild ADHD. This agrees with Bandura's (1997) theory of self- efficacy, which encourages a positive support from stakeholders such as teachers and parents' learners with mild ADHD progress in inclusive schools.

Based on the findings above, it was clear that teachers provided motivational talk and encouragements as one of the strategies to support learners with mild ADHD in schools. Through motivational talks, parents were being informed about the importance of their children's education, and parents were reminded that the learners with mild ADHD needed help in order for them to succeed in school.

5.5.2.3. Engaging learners with ADHD in religious activities

On the finding that teachers engaging learners with ADHD in religious activities, it was revealed that teachers engaged learners in religious activities for them to learn how to interact with others and be responsible of their behavior. Teachers guided learners in prayer and teaching them the principles of morals and values, and helped them in learning how to interact with teachers and their fellow learners in school. This was commendable because learners were imparted with good moral skills for them to change their behaviour morally. These findings were quite different from those of Barkley (2007) who argued that individuals with mild ADHD faced greater difficulties in religious socialization, religious focus, internalization, integration of faith, stability of spiritual growth and religious alienation. This calls for teachers with high self- efficacy who are capable of supporting learners with ADHD in schools as suggested by Bandura's (1997) in his Self- efficacy theory.

The researcher's perspective was that if teachers engaged learners with mild ADHD in religious activities, these learners would learn how to interact with others and be responsible of their behavior.

5.5.2.4. Acceptance and commitment therapy.

Regarding acceptance and commitment therapy, the study revealed that some of the teachers did exercise patience as they engaged learners with mild ADHD in different activities while teaching them. The study further revealed that teachers made learners with mild ADHD sit next to them so that they are monitored and lessen distractions. The findings are in line with those of Hossein (2024) who revealed that acceptance and commitment therapy resulted in enhanced emotion regulation strategies and academic performance as well as decreased in behavioral symptoms in learners with mild ADHD. However, the findings of Hossein (2024) focused on the effectiveness of acceptance and commitment therapy (ACT) on emotional regulation therapy while the present study focused on the support teachers provide to learners with mild ADHD while teaching them. The findings of this study agrees with the Bandura's (1997) self- efficacy theory, which affirms that teachers with high self-efficacy should exercise patience as they engage learners with mild ADHD in different activities while teaching them.

The researchers view was that teachers should employ acceptance and commitment therapy strategies when teaching learners with mild ADHD by exercising patience and making them sit next to them so that they are monitored and reduce on distractions. This would enable learners with mild ADHD benefit in inclusive schools.

5.5.2.5. Provision of medication

Concerning provision of medication to reduce hyperactivity as a support given to the learners with ADHD while teachers teaching the learners, the study revealed that teachers were aware about the medication administered by parents to their children. In this regard, teachers gave information and encouraged parents to seek advice from the medical practitioners to know the exact problem. It was also established that medication reduced emotional reactions and helped in behavior change among the learners. These medications helped the learner to focus their thoughts, ignore distractions, pay attention and control their behaviors. These findings are in line with Omunda (2021) who revealed that consistent medication for learners with ADHD contributed to their success in the academic environment. They described participants who took medication as under control, while those who were inconsistence in medication use often fell behind their academic work. Similarly, Ravi (2016) reported that medication can help a child with ADHD in their everyday life and may be a valuable part of child's treatment. Medication is an option that may

help control some of the behavior problems that have led to trouble in the past with families, friends and at school.

In line with Bandura's (1997) self- efficacy theory, teachers with high self- efficacy should therefore provide medication to learners with ADHD to reduce hyperactivity. Provision of medication, reduces emotional reaction, makes learners to focus, ignore distractions and increased their concentration.

The researcher's view was that teachers and parents should provide medication to reduce hyperactivity among learners with ADHD while teaching them, teachers should also be aware about the medication administered by their parents, gave information and encourage the parents to seek advice from the medical practitioners to know the problem of their children. This would enable learners with mild ADHD to change their behavior and focus their thoughts, ignore distractions and pay attention in inclusive schools.

5.5.2.6. Show care and love for learners.

Another support strategy for the learners with mild ADHD was to show love and care to learners with mild ADHD while teaching them. The findings of the study revealed that some teachers, for example, showed love, care and supported them academically and spiritually. They made sure learners with mild ADHD to sit next to their teacher. These results were consistent with Chungh (2022), who found that teachers should show love and support to the learners with ADHD in inclusive schools. For example, teachers should get to know their learners, listen to them, encourage them, help them when they need you, be there for them, give then space when they need it, connect with them, appreciate them and show that you care for them. This is in line with Bandura's (1997) self-efficacy theory, which states that teachers who support and care for learner with mild ADHD in school have a high sense of self-efficacy. Such teachers are recommended for learners with mild ADHD in and inclusive classroom.

The researcher's remarks were that teachers showed care and love for learners with mild ADHD while teaching them. This included love, care, supporting them academically and spiritually. This helped learners with mild ADHD progress academically in inclusive schools.

5.5.3. Professional development strategies

The fourth support strategies that were provided by teachers to learners with mild ADHD in inclusive schools to aid their learning were professional development strategies. These strategies included capacity building of teachers on disability issues, in house training for staff with limited understanding on disability issues, engaging in Continuous Professional Developments (CPDs), teacher group meeting on handling children, conducting disability-awareness trainings, orienting new staff on how to handle learners, conducting workshops and counselling sessions and encouraging teamwork and love amongst children. These findings were in line with Johnson & Erasmus (2024) who indicated that continuous professional learning, the integration of specialized strategies into mainstream teaching, and the role of school-wide support systems in fostering an inclusive educational environment was cardinal. These findings were also in line with Tembo (2014) who found that the amount of education and training the teacher has about mild ADHD also affect their willingness to seek and apply strategies and techniques. Similarly, Dwarika and Braude (2020) indicated that Professional Development strategies are deemed useful in supporting learners with mild ADHD if they are relevant and appropriate within the systemic context of their classrooms. Therefore, teachers should be trained in special education if they are to handle well learners with mild ADHD in inclusive schools. This is in agreement with Bandura's (1997) self-efficacy theory, which states that teachers with a high sense of self-efficacy do not perceive a learner with mild ADHD as a challenge and can manage and support the learner within the classroom effectively.

5.5.3.1. Engaging in CPDs and teacher group meeting on handling learners with ADHD

Concerning engaging CPDs and teacher group meeting on handling learners with mild ADHD, the study revealed that through CPDs meetings in schools were inducted and oriented new staff on how to teach and handle learners with mild ADHD in inclusive schools and workshops were conducted on how to handle learners with different disabilities. The study further found that special education issues were also discussed though in general not specific disabilities. These results are consistent with Latouche and Gascoigne (2017) who indicated that workshops increased teachers' knowledge or understanding and self – efficacy to support learners with mild ADHD. Additionally, Alkahtain et al. (2013) stated that teachers with low self – efficacy were unlikely to implement the additional class strategies required for learners with mild ADHD. Although teachers mentioned that they were engaged in CPDs, teacher group meetings and involving special education teachers

to discuss learners with educational needs, the discussions were general and did not focus on learners with mild ADHD. The current findings, therefore, suggest that CPDs, workshops must be monitored by specialist from the Ministry of Education and other stakeholders to make sure that teachers also cater for the learners with mild ADHD.

Based on the findings above, for teachers to effectively support learners with mild ADHD in inclusive schools to aid their learning, the need to engage CPDs and teacher group meeting when teaching learners with ADHD, inducted and oriented on how to handle learners with different disabilities. Only then can the needs of learners with mild ADHD in inclusive schools be met.

5.5.3.2. Encourage teamwork and love amongst learners

On the finding that teachers were encouraging teamwork and love amongst learners, indeed teachers encouraged learners to work together without segregation. For example, learners were reminded to interact with one another inside and outside the classroom. Additionally, it was also found that teachers involved peer educators to interact with learners with mild ADHD in schools. This fits were with the inclusive education practices that encourages working together of learners in the classroom. These findings are in line with Mthethwa (2016) who reported that it was necessary for everyone to work together in educating the learners with mild ADHD, as this affected more families and schools. These findings resonate well with Bandura's (1997) self-efficacy theory, which emphasized on teachers to work together and show love for learner with mild ADHD in schools.

The researcher's perspective was that if teachers worked in teams and showed love for learners with mild ADHD, then the needs of learners with mild ADHD would be addressed in inclusive primary schools in Zambia.

5.5.4. Reinforcement support strategies

Regarding reinforcement support strategies, teachers employed positive and negative reinforcement such as putting learners in places that were less distractive and withdrawing an incentive from a learner who show disruptive behavior. These findings are in agreement with the study by Fabiano (2016), who stated that implementing reinforcement strategies can significantly improve the learning experiences and outcome for learners with ADHD.

5.5.4.1. Providing positive reinforcement.

On the findings that teachers provided positive reinforcement, the study unveiled that the learners were given feedback immediately after finishing the given activity, were also praised and given in return presents such as pencils, books or rulers to motivate them. Additionally, the study unveiled that some administrators cautioned teachers to be aware about the positives and negative things about their learners so that they were able to deal with the behaviors each one portrayed. These findings are consistent with Vanest, Davis and Davis (2010) who indicated that differential teachers' attention has been found effective for learners with ADHD. Teachers should motivate their learners with ADHD by being good and provide positive attention for the social desirable behaviors. Praise should occur immediately following the desirable classroom behavior and should be specific in nature. Similarly, the results are consistent with Ali Machrus and Destimita (2019) who found that the most appropriate learning methods by giving psychomotor activities, applicable reward and punishment and seating arrangement properly. Further, contingencies or techniques encourage desirable behaviors needed to support teachers' strategies for encouraging ADHD students 'effective participation. This is also in line with Khan and Muhammad (2019) who discusses the adoption of the token economy by giving learner's tokens for appropriate behavior. The use of the token is the method for the teachers provide immediate feedback to learners for positive behavior and motivate other learners in the class to emulate such behavior.

5.5.4.2. Engaging learners in learning activities, and isolating those with unwanted social behaviour

On the finding that teachers were engaging learners in learning activities, it was clear that teachers get rid of the unwanted behavior in the classroom by engaging learners in learning activities, and isolating those with unwanted social behaviour. When a teacher noticed unwanted behaviour among the learners, it was either they raised a hand or clapped for a learner with such condition. Further, teachers called learners in privacy to discuss the unpleasant behaviors they portrayed. Further, teachers revealed that isolating learners with unwanted behavior was used to support learners with ADHD in schools if learners were seen fighting with others immediately, they were isolated from those they were fighting with. In this case, the teachers were firm with such learners and monitored them consistently. The findings were in agreement with Tegtmejer (2019) who stated that time out punishment for discouraging ADHD learners' negative behavior in the classroom was applied by removing the student from class activities. Similarly, Brock and

Jermerson (2009), indicated that time out areas should be neutral and learners should only be there for a short period of time, followed by a counselling session to discuss what went wrong and how it can be avoided in the future (Kanyangui, 2023). In contrast, the current study established that teachers gave a warning in form of a hand signal or clapped for such learners, punished learners by isolating them from the rest of the class and having a private talk with them. Most of the teachers did not use these strategies instead hoped to send away the children outside of the classroom for their unwanted behaviors. Although teachers somehow used support strategies such as catch up, emotional and commitment therapy, professional development and reinforcement, most of them had inadequate understanding of teaching learners with ADHD during initial training. Thus, the support mentioned should be put in practice in order to help such learners to succeed both socially and academically.

5.5.4.3. Putting learners in less distractive areas and ignoring destructive behavior learners

With regard to putting learners in places that were less distractive, the study revealed that teachers were putting learners with mild ADHD in places that were less distractive. For example, seats which were away from the window or at the back of the class. Most of the times were made to sit close to the teacher. Further, the study revealed that class teachers while teaching learners with mild ADHD sometimes ignored such learners in order not to disturb the lesson delivered at that particular time. This made the learners to be aware that their teacher did not like the behavior portrayed at the time of teaching and learning. The findings were in conformity with Tegtmejer (2019) who noted that maintaining the instructional flow with the rest of the learners and continually stop, the strategy of ignoring the disruptive conduct of a diagnosed child is often used. Similarly, Kanyagui in Tegmejer (2019) in Sweden who revealed that ignoring strategy appears to be a very successful strategy that is accepted by both the teacher and the learner because the teacher refrains from making negative comments about the learners' behavior and permits the class to continue uninterrupted. This situation was similar to teachers' support in teaching learners with mild ADHD in Zambian inclusive schools.

The findings of the study of reinforcement support strategies, agrees with Bandura's (1997) self-efficacy theory, which states that teachers are capable of controlling and supporting learners with ADHD in school if they have a high sense of self-efficacy. If a teacher has a low sense of self – efficacy, they may fail to manage and support learners with ADHD within the classroom sufficiently which additionally influences the way in which they experience in teaching these

learners in the classroom setting. Thus, successful application of such support by the theory enables teachers to address the needs of the learners with ADHD in their classroom.

Basing on the findings above, it was evident that teachers employed strategies providing positive reinforcement, engaging learners in learning activities, isolating learners with unwanted social behavior and putting the learners in places that are less distractive. Thus, the researcher's perspectives were that if strategies were implemented, children with ADHD would benefit in inclusive schools.

In summary, it was clear from the findings on the third research question that the support strategies used by teachers while teaching learners with ADHD in inclusive schools were catch up strategy; Social and emotional support strategies; professional development strategies and reinforcement strategies. The strategies enabled the teachers to handle learners with ADHD in school though not practiced by all the teachers who participated in the study.

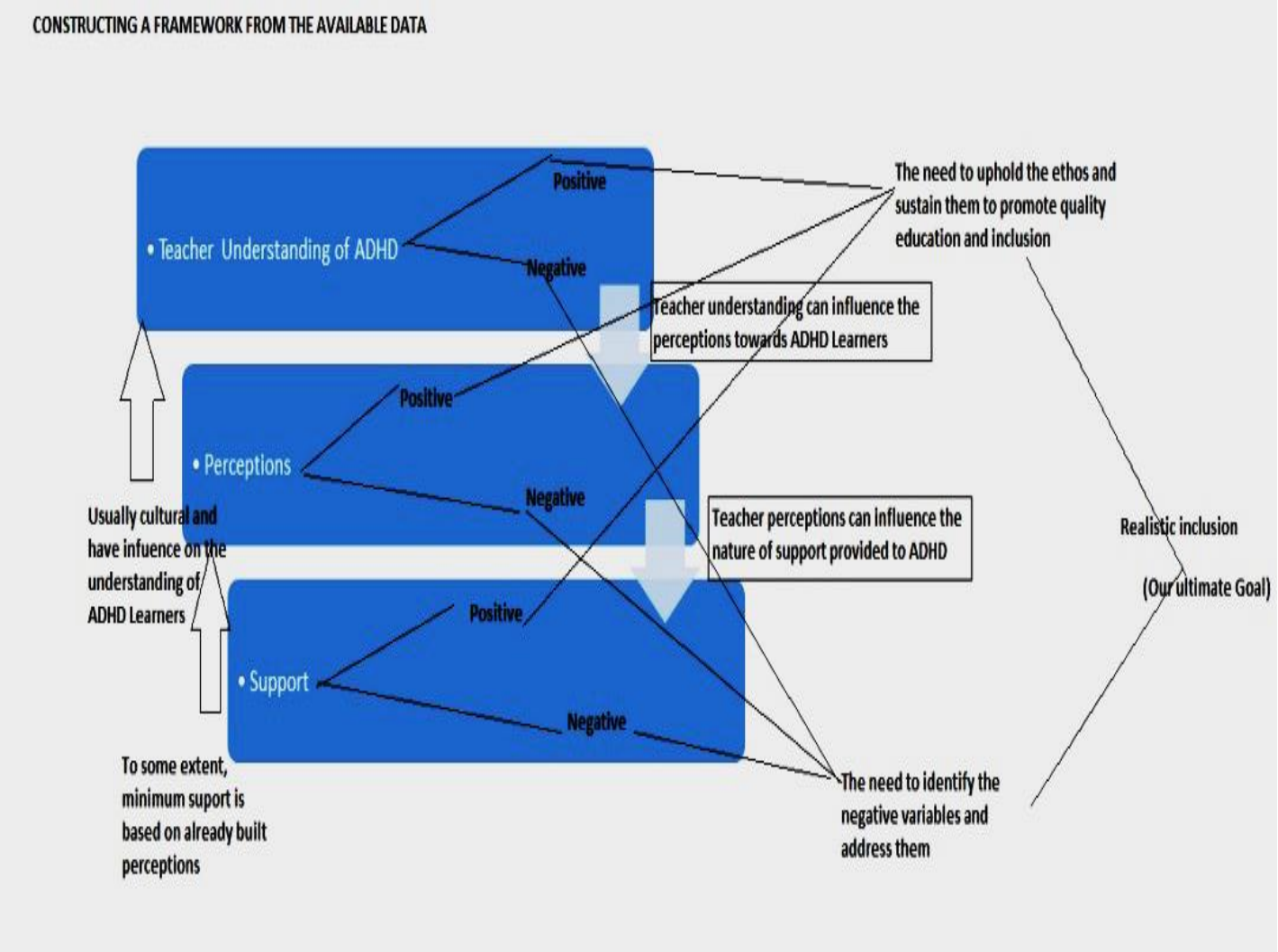
5.6 Framework to support teachers and learners with mild ADHD in inclusive primary schools

This framework was based on the findings of the study as presented in three research questions above. The emergent framework is nicknamed *Kabwe's Framework (KF)* to support teachers and learners with mild ADHD in inclusive primary schools

5.6.1. What the KF framework is all about?

Kabwe's Framework (KF) addresses the implications that emanated from the teachers' limited understanding, negative perception and support strategies identified in the present study, which affect the overall quality education and inclusive education for learners with ADHD in inclusive primary schools. Figure 5.1 below gives the silent features of the proposed KFSS framework arising from the study.

5.1 The KF of supporting teachers and learners with mild ADHD in inclusive primary schools



Source: Researcher's Proposed Framework of Support Strategies (2024)

The framework above shows a linkage among three key variables, which include teachers understanding, perception and support strategies for learners with mild ADHD and further what it means for quality education and inclusive education for learners with ADHD in inclusive primary schools.

The positive teachers' understanding, perceptions and support strategies need to be upheld because these variables and ethos lead to quality education and inclusion of learners with ADHD in inclusive primary schools.

The negative teachers' understanding, perceptions and support strategies need to be identified and addressed so that the ultimate goal of quality education and inclusion is realized.

According to Kabwe's Framework teachers' limited understanding leads to no quality education and inclusive education, inability to able to handle learners, inappropriate use of teaching methods, strategies and techniques and inability to control learners. Thus, teachers' limited understanding had implications on the nature of services received by learners in schools and should be addressed so that the ultimate goal of quality education and inclusion is realized.

On the teachers' negative perception of teaching learners with mild ADHD, the framework identified negative perceptions portrayed by teachers while teaching learners with mild ADHD in inclusive classrooms. These include negative attitude, describing learners as distractive, inattentive learners, over reactant learners, uncontrollable and unreliable. These negative perceptions affected the teaching and learning of learners with mild ADHD in schools, hence, need to be addressed in order to improve the learning outcome of the learners.

Similarly, teachers' perception influences the nature of support strategies provided to learners with ADHD. These support strategies include catch up strategies, social and emotional support strategies, professional development strategies and reinforcement strategies. These support strategies enabled teachers handle learners with mild ADHD in inclusive primary schools effectively. In the context of the present study, the KF states that minimum support is based on the already built perception. Therefore, limited teachers' understanding, negative perception and limited support leads to no quality education, no inclusive education, poor academic performance and poor services offered to learners with ADHD. This framework therefore, encourages teachers to implement the four strategies to ease the learning of learners with mild ADHD in inclusive primary schools. If these support strategies were implemented, learners with mild ADHD would benefit in inclusive primary schools. On the other hand, if these strategies were not implemented, the overall quality education and inclusive education for learners with mild ADHD in inclusive primary schools would compromise.

The implication therefore is that limited teachers' understanding, negative perception and limited support leads to no quality education, no inclusive education, poor academic performance and poor services offered to learners with ADHD. Hence should be addressed. Thus, the need to design a

framework that is intended to support teachers and learners with mild ADHD in inclusive schools in order to promote inclusive education. The framework was named Kabwe's Framework (KF) of supporting teachers and learners with mild ADHD in inclusive schools.

5.6.2 Contributions of KF on the teaching of learners with mild ADHD in inclusive primary schools

The KF outlines three elements that had an implication on the teaching of learners with mild ADHD. These were teachers' limited understanding, negative perception and support strategies. If the teachers' limited understanding and negative perceptions were not addressed, the overall quality education and inclusive education for learners with ADHD in inclusive primary schools would be affected. This would lead to implications such as no quality education, no inclusive education, poor academic performance of learners and poor services offered to learners.

The KF has further outlined support strategies that would be used by teachers to aid learning of learners with mild ADHD in inclusive primary schools in order to address the negative perception of teachers. The strategies included catch up, social and emotional, professional development and punishment strategies. These support strategies that may help address the negative perceptions and experiences faced by teachers while teaching learners with mild ADHD in inclusive primary schools. If these support strategies were implemented and applied in schools, it would ease access to teaching and learning of learners with mild ADHD in inclusive schools. Thus, in the context of the present study, the KF emphasizes on applying all support strategies for the success of learners in inclusive classrooms.

The barriers that would hinder the implementation of the designed framework

Successful implementation of the framework depends on the teachers understanding of teaching learners with mild ADHD. If teachers were trained in special education, they would have adequate understanding of the learners with mild ADHD, thereby providing and appreciate the support needed for learners with mild ADHD. Therefore, on barriers it was found that most of the teachers were not adequately trained in special education to fully implement the framework in schools. Secondly, another barrier was negative attitude of teachers towards teaching learners with mild ADHD in schools. This was contributed by limited understanding of teachers teaching learners with mild ADHD. Thirdly, large class size was yet another barrier that may hinder successful implementation of the framework in the schools. The teacher – pupil ratio in schools was high as

a result of the introduction of Free Education by the New Down government. It was therefore a challenge for teachers with limited understanding of learners with mild ADHD. Lastly, there was no standard way for identifying learners with mild ADHD in schools now in Zambia, hence it was difficult to accurately establish the category of learners with mild ADHD on which the framework could be implemented on.

5.7. Relevance of the Theoretical Framework to the Study outcome

One of the principles of a framework in research is to predict the outcome of the study. The self-efficacy theory by Bandura (1997), which guided the current study, centers on the teacher's ability to have control over their environment and in return produce change, and their ability to carry out effort to manage and deal with environmental circumstances. The theory affirms that high self-efficacy enables a teachers gain control over their environment and in return produce change, while low sense of self-efficacy results in an individual avoiding their ability to produce a change or persevere through the change which they may experience (Bandura, 1997). Relating the theoretical framework to the current study, the framework calls for teachers to have a high sense of self-efficacy in order to support learners with mild ADHD in inclusive schools. On the other hand, if teachers have a low sense of self- efficacy, they perceive learners with ADHD as a challenge and therefore fail to manage and support the learners within the classroom, which may lead to having a negative perception of such learners in inclusive schools. This is in line with what the current study has unveiled. This study has established that teachers with inadequate understanding of learners with mild ADHD had negative perception on the teaching of these learners. Teachers with adequate understanding of learners with mild ADHD had positive perception in the teaching of the learners. Since the principles discussed in the framework were related to the findings of the study, it follows that the framework informed the study.

Additionally, the theory supports the study findings of this present study as it emphasizes on teachers having positive perceptions towards learners with mild ADHD to ease their access to learning in inclusive schools and not seeing them to be a challenge. This principle is in agreement with one of the recommendations of this study that emphasized on teachers having positive perceptions towards learners with ADHD in inclusive schools if their needs were to be addressed.

5.8 Contribution of the Study

This study has made an important contribution to the existing studies on teachers' perceptions of teaching learners with mild ADHD in selected inclusive primary schools in Lusaka district. The study has provided an understanding to stakeholders in the Ministry of Education on how teachers perceived learners with mild ADHD in inclusive primary schools. Clearly, the study unveiled mixed views on teachers understanding of teaching learners with mild ADHD in schools. While minority teachers felt had adequate understanding of teaching learners with mild ADHD, majority teachers still had limited understanding of teaching learners with mild ADHD due to inadequate training in Special Education. In this regard, the study has suggested capacity building for teachers teaching learners with mild ADHD to help address the challenges of teacher incompetence in teaching learners with mild ADHD in schools.

The study has also enriched our understanding that most of the teachers still had negative perceptions and experiences towards the learners with mild ADHD in inclusive primary schools. Awareness of these negative perceptions and experiences may lead to the formulation of education policies and support strategies that may help reduce these vises and find ways and means of addressing them in teachers' attempts to teach learners with mild ADHD in Zambian primary schools.

The study also brought to light the support strategies that may be employed to address the negative perceptions and experiences faced by teachers while teaching learners with mild ADHD in inclusive primary schools. These include catch up strategy; social and emotional support strategies; professional development strategies and reinforcement strategies. The strategies would enable the teachers to handle learners with mild ADHD in inclusive primary schools effectively.

Lastly, the study suggested Kabwe's Framework (KF) that may support teachers and learners with mild ADHD in inclusive primary schools. Implementation of KF may help reduce the negative perceptions and experiences on the teaching of learners with mild ADHD in inclusive primary schools in Zambia in order to promote inclusive education.

5.9 Chapter Summary

This Chapter presented a discussion on the study findings on teachers' perceptions of the teaching learners with mild ADHD in inclusive primary schools and theory presented in the earlier chapters

of this study. The study revealed mixed views on teachers understanding of teaching learners with mild ADHD in schools. Positively, few teachers indicated that they adequately understood learners with ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self- motivation to teach learners and able to control the behaviours of the learners with mild ADHD. Negatively, majority of the teachers indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, insufficient to use appropriate teaching methods, strategies and techniques for learners with ADHD and the inability to control learners with ADHD. Additionally, the study found that although some teachers were able to describe characteristics of the learners with ADHD, they did not know how these learners could be taught and control their behaviours as they deliver their lessons and other activities. The study also unveiled positive and negative perceptions of teaching learners with mild ADHD in inclusive primary schools. Minority of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools, while majority of the teacher participants had negative perceptions towards the learners with mild ADHD in inclusive primary schools. It was also clear from the findings of the study that teachers employed support strategies to address the negative perceptions and experiences faced by teachers while teaching learners with mild ADHD. These included catch up strategy; Social and emotional support strategies; professional development strategies and reinforcement strategies. Based on the negative perceptions and experiences, Kabwe's Framework was proposed as an alternative approach to support the learning of learners with mild ADHD in inclusive primary schools. This framework empowered the novice researcher to determine sample saturation based on the similarity of prominent words from the participants and then documented emergent themes accordingly to the fourth objective. Further, this framework aided the researcher in developing a story line based on the emergent themes during the write-up process.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This Chapter presents a conclusion and recommendations of the study on the teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools. It is divided into three sections. The first section provides a summary of findings based on the research objectives. The second section provides a conclusion of the study on the teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools before providing key recommendations based on the outcome of the present study. It ends with suggestions for future studies on the teachers' perceptions of the teaching learners with mild ADHD in inclusive primary schools.

6.2 Summary of Findings

Considering the findings of the study presented, it is evident that teachers had mixed views on teachers understanding of teaching learners with ADHD in schools. While some teachers felt they had adequate understanding of teaching learners with ADHD, others had a contrary view. Positively, few teachers indicated that they adequately understood learners with ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self- motivation to teach learners and able to control the behaviors of the learners with ADHD. Although they did not receive any training in special education, they did write papers on Inclusive Education attend workshops and had a passion in teaching learners with ADHD in inclusive schools. However, majority of the teacher participants indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, insufficient to use appropriate teaching methods, strategies and techniques for learners with ADHD and the inability to control learners with ADHD. Additionally, the study found that although some teachers were able to describe characteristics of the learners with ADHD, they did not know how these learners could be taught and control their behaviors as they deliver their lessons and other activities.

The study discovered two types of teacher perceptions on the teaching learners with ADHD in inclusive primary schools, which included positive and negative perceptions. The study found that

minority of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools such as learners with mild ADHD learning well through play. Teachers revealed that learners with mild ADHD were attentive or focused when taught using number cards, rhymes and hands on activities. They also confirmed that learning through play improved the social skills for these learners. The study also found that majority of the teachers had negative perceptions towards the learners with mild ADHD. Teachers gave learners with mild ADHD labels and had negative attitudes towards learners. Further, teachers revealed that learners with mild ADHD lacked attention and described them as distractive, do not follow instructions, over react, difficult to control and require adequate time when teaching them. The study also revealed positive and negative experiences in teaching learners with mild ADHD in inclusive primary schools. Some of the positive experiences cited by teachers included learners with mild ADHD being creative and inventive, curious, imaginative and innovative, interested in hands on activities, ability to hyper-focus on topics that interest them and leadership skills. The findings of the study also revealed teachers' negative experiences in teaching learners with mild ADHD. The negative experiences cited by teachers included distractibility, hyperactivity, and impulsivity, having endless amounts of energy, difficulty concentrating during classroom discussions or activities, disturbing lessons during learning, more time is needed to teach the learners, inattentiveness and daydreaming or zoning out. Further, these learners talk excessively without stopping, impatience, hard time following instructions, not interested in academic work and poor performance in academic work, difficult to manage, drop out of school, inability to form lasting bonds with others in the classroom and increased risk-taking behaviors. Due to these negative perceptions and experiences, teachers should provide support strategies to aid the learning of learners with mild ADHD in inclusive schools.

The study also unveiled four support strategies used by teachers to aid learning of learners with mild ADHD in inclusive schools. These were catch up strategy, social and emotional support strategies, professional development strategies and punishment strategies. With regard to catch up strategy teachers used to support the learners in the classroom, the findings of the study revealed that teachers provided remedial work to compensate the lost time, increased the learning time to allow learners stay longer on the tasks and assigned peers to help the learners with mild ADHD.

The social and emotional support strategies included provision of guidance and counselling sessions, motivational talks and encouragements, engaging in religious activities, acceptance and

commitment therapy, medication to reduce hyperactivity, and showing care and love. The professional development strategies included capacity building of teachers on disability issues, in house training for staff with limited understanding on disability issues, engaging in Continuous Professional Developments (CPDs), teacher group meeting on handling children, conducting disability-awareness trainings, orienting new staff on how to handle learners, conducting workshops and counselling sessions and encouraging teamwork and love amongst children. Regarding punishment support strategies, the study found that teachers employed strategies providing positive reinforcement, engaging learners in learning activities, put learners in less distractive areas and ignoring destructive behavior. The strategies enabled the teachers to handle learners with mild ADHD in school though not practiced by all the teachers participated in the study.

6.3 Conclusion

This study focused on teachers' perceptions on the teaching learners with mild ADHD in inclusive schools. Considering the findings of the study presented, although they may not be generalizable, it is fair to argue that findings present a significant portion of teachers' perceptions of teaching learners with mild ADHD in inclusive schools in Zambia. Concerning the first research objective, the study revealed mixed views on teachers understanding of teaching learners with mild ADHD in schools. While some teachers felt they had adequate understanding of teaching learners with mild ADHD, others had a contrary view. Positively, few teachers indicated that they adequately understood learners with mild ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners, able to apply appropriate teaching methods, strategies and techniques for learners, adequate exposure for dealing with learners, self- motivation to teach learners and able to control the behaviours of the learners with mild ADHD. Although they did not receive any training in special education, they did write papers on Inclusive Education attend workshops and had a passion in teaching learners with mild ADHD in inclusive schools. However, majority of the teacher participants indicated that they had limited understanding due to inadequate training in Special Education, teacher inability to handle learners, insufficient to use appropriate teaching methods, strategies and techniques for learners with mild ADHD and the inability to control learners with mild ADHD. Additionally, the study found that although some teachers were able to describe characteristics of the learners with mild ADHD, they did not know how these learners could be taught and control their behaviours as they deliver their lessons and other activities. The

findings of the study on the second research question revealed two significant types of perceptions, which included positive and negative perceptions of teaching learners with mild ADHD in inclusive primary schools. The study found that minority of the teachers had a positive perception towards the learners with mild ADHD in inclusive primary schools. For example, teachers revealed that learners with mild ADHD learnt well through play. Teachers that learners with mild ADHD were attentive or focused when taught using number cards, rhymes and hands on activities. They also reported that learning through play improved the social skills for these learners. The study also found that majority of the teachers had negative perceptions towards the learners with mild ADHD in inclusive primary schools. For example, teachers gave learners with mild ADHD labels and had negative attitudes towards learners, described them as distractive, do not follow instructions, over react, difficult to control and require adequate time when teaching them. It was also clear from the findings of the study on the third research objective that teachers employed support strategies to address the negative perceptions and experiences faced by teachers while teaching learners with ADHD. These included catch up strategy; Social and emotional support strategies; professional development strategies and reinforcement strategies. The strategies enabled the teachers to handle learners with ADHD in school though not practiced by all the teachers participated in the study.

Based on the findings of the study, it can be concluded that reduction of negative perceptions of teaching learners with mild ADHD in inclusive primary schools, calls for teacher competence, knowledge and skills in implementation of catch up, social and emotional support, professional development and punishment strategies to enable learners with mild ADHD learn effectively. Schools should therefore, provide capacity building for teachers of learners with ADHD, if they were to address the negative perceptions and experiences on the teaching of learners with ADHD in inclusive Zambian primary schools. This was how teachers' perceptions on teaching learners with ADHD was done in inclusive selected primary schools in Lusaka province of Zambia.

6.4 Recommendations

Based on the findings and conclusion, the following are the recommendation made:

(i) School Administrators in Lusaka should provide capacity building for teachers of learners with mild ADHD through workshops and seminars to sensitize teachers on how to handle learners termly. This would help in addressing the challenges teacher incompetence in teaching learners with mild ADHD in inclusive primary schools and the teacher's negative perceptions of teaching learners with mild ADHD in inclusive schools.

(ii) MoE in Lusaka should always collaborate with the MoH in raising awareness about the increasing numbers of mild ADHD in schools. This would increase the positive perceptions of teaching learners with mild ADHD in inclusive primary schools.

(iii) School Administrators in Lusaka should facilitate local CPDs termly where they would educate teachers, parents and relevant stakeholders on the value of understanding mild ADHD learners.

6.4.1 Suggestions for Future Studies

The lack of assessment instruments to identify and assess learners with ADHD in Zambia created a threat to this study in that participants that may have been considered as learners with mild ADHD in this study, may not be categorised according to their degrees or level of ADHD due to lack of standardised instruments to assess the learners. Thus, there is a call for further research for those who may use standardised instruments to determine ADHD because this study relied on the class teachers who teach these learners to identify the learners.

Secondly, this study focused on teachers' perceptions of teaching learners with mild ADHD in Zambia. There is need to conduct research on teachers' perspectives of teaching learners with mild ADHD in inclusive primary schools in Zambia.

Thirdly, this study only focused on teachers' perceptions of teaching learners with mild ADHD in Zambia. Research should also be conducted to explore the teaching approaches, practices and management of learners with mild ADHD in inclusive secondary schools in Zambia other than the inclusive primary schools.

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APPENDICES

APPENDIX A

INTERVIEW GUIDE FOR ADMINISTRATORS

Dear Respondent,

You are among the few administrators purposively selected from your district to participate in this study entitled *"Exploring teachers' perceptions of teaching learners with mild Attention Deficit Hyperactivity Disorder (ADHD) in inclusive primary schools in Lusaka district".* The information you will provide is in confidence and for anonymity's sake. This study is being conducted under the supervision of the University of Zambia, School of Education.

I would appreciate your cooperation and truthful responses to this discussion.

This interview guide is designed to collect information from the administrators on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and the support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

1. I am aware that you have some learners with mild ADHD in your school. Would you explain the nature of learners with mild ADHD in and outside the classroom?

2. Explain the nature of training you have received in Special Education if any. If not trained in Special Education, explain any other training you have received that helps you to monitor learners with ADHD in your school.

3. How would you describe learners with mild Attention Deficit Hyperactivity Disorders (ADHD)?

4. How does your knowledge or understanding of mild ADHD influence perception of teachers' teaching learners with ADHD?

5. How would you describe the symptoms exhibited by learners with mild ADHD, if any in your school?

6. Describe the struggles or challenges teachers face on daily basis in regarding having learners with mild ADHD in their classroom?

7. Explain the strategies teachers use in their classroom to manage behavior of learners perceived to have mild ADHD?

8. Explain how you support learners with mild ADHD in inclusive primary schools to aid their learning?

9.What support would you recommend for teachers and learners with mild ADHD in inclusive primary schools to aid their learning?

Thank You for Your Participation

APPENDIX B

FOCUS GROUP DISCUSSION FOR CLASS TEACHERS

Dear Respondent,

You are among the few teachers purposively selected from your school to participate in this study entitled *"Exploring teachers' perceptions in the teaching of learners with mild Attention Deficit Hyperactivity Disorder (ADHD) in inclusive primary schools in Lusaka district".* The information you will provide is in confidence and for anonymity's sake. This study is being conducted under the supervision of the University of Zambia, School of Education.

I would appreciate your cooperation and truthful responses to this discussion.

This focus Group Discussion is designed to collect information from the class teachers on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and the support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

1. I am aware that you have some learners with mild ADHD in your class. Would you explain the nature of learners with mild ADHD in and outside the classroom?

2. Explain the nature of training you have received in Special Education if any. If not trained in Special Education, explain any other training you have received that helps you to teach learners with ADHD in your classroom

3. How would you describe learners with mild Attention Deficit Hyperactivity Disorders (ADHD)?

4. How does your knowledge or understanding of mild ADHD influence your perception in teaching learners with mild ADHD?

5. How would you describe the symptoms exhibited by learners with mild ADHD, if any in your classroom?

6. Describe the struggles or challenges you face on daily basis in regarding having learners with mild ADHD in your classroom?

7. Explain the strategies you use in your classroom to manage behavior of learners perceived to have mild ADHD?

8. Explain how you support learners with mild ADHD in inclusive primary schools to aid their learning?
9. What support would you recommend for teachers and learners with mild ADHD in inclusive primary schools to aid their learning?

Thank You for Your Participation

APPENDIX C

INTERVIEW GUIDE FOR EDUCATION STANDARD OFFICERS AT THE MINISTRY OF EDUCATION

Dear Respondent,

You are among the few Education Standard Officers purposively selected from your district to participate in this study entitled *"Exploring teachers' perceptions of teaching learners with mild Attention Deficit Hyperactivity Disorder (ADHD) in inclusive primary schools in Lusaka district".* The information you will provide is in confidence and for anonymity's sake. This study is being conducted under the supervision of the University of Zambia, School of Education.

I would appreciate your cooperation and truthful responses to this discussion.

This interview guide is designed to collect information from the Education Standard Officers on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and the support teachers provide to learners with ADHD in inclusive primary schools to aid their learning.

1. I am aware that you have some learners with mild ADHD in your district. Would you explain the nature of such learners in and outside the classroom?

2. How would you describe learners with mild Attention Deficit Hyperactivity Disorders (ADHD)?

3. How does your knowledge or understanding of mild ADHD influence your perception in monitoring teachers teaching learners with ADHD.

4. How would you describe the symptoms exhibited by learners with mild ADHD, if any in your district?

5. Describe the struggles or challenges which teachers face in regarding having learners with mild ADHD in their classrooms?

6. Explain some of the strategies used by teachers to manage behavior of learners perceived to have mild ADHD?

7. Explain some of the policies that support the learning of learners with mild ADHD in inclusive schools.

8. Explain how you support learners with mild ADHD in inclusive primary schools to aid their learning?

9.What support would you recommend for teachers and learners with mild ADHD in inclusive primary schools to aid their learning?

Thank You for Your Participation

APPENDIX D

INTERVIEW GUIDE FOR CDC SPECIAL EDUCATION SPECIALIST

Dear Respondent,

You are among the few CDC Officers purposively selected from your district to participate in this study entitled *"Exploring teachers' perceptions of teaching learners with mild Attention Deficit Hyperactivity Disorder (ADHD) in inclusive primary schools in Lusaka district".* The information you will provide is in confidence and for anonymity's sake. This study is being conducted under the supervision of the University of Zambia, School of Education.

I would appreciate your cooperation and truthful responses to this discussion.

This interview guide is designed to collect information from the Education Standard Officers on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and the support teachers provide to learners with ADHD in inclusive primary schools to aid their learning.

1. I am aware that you have some learners with mild ADHD in your district. Would you explain the nature of learners with mild ADHD in and outside the classroom?

2. How would you describe learners with mild Attention Deficit Hyperactivity Disorders (ADHD)?

3. How does your knowledge or understanding of mild ADHD influence your perception in monitoring teachers teaching learners with ADHD.

4. How would you describe the symptoms exhibited by learners with mild ADHD, if any in your district?

5. Describe the struggles or challenges which teachers face in regarding having learners with mild ADHD in their classrooms?

6. Explain some of the strategies used by teachers to manage behavior of learners perceived to have mild ADHD?

7. Explain some of the policies that support the learning of learners with mild ADHD in inclusive schools.

8. Explain how you support learners with mild ADHD in inclusive primary schools to aid their learning?

9.What support would you recommend for teachers and learners with mild ADHD in inclusive primary schools to aid their learning?

Thank You for Your Participation

APPENDIX E

INTERVIEW GUIDE FOR ECZ SPECIAL EDUCATION SPECIALIST

Dear Respondent,

You are among the few ECZ Officers purposively selected from your district to participate in this study entitled *"Exploring teachers' perceptions of teaching learners with mild Attention Deficit Hyperactivity Disorder (ADHD) in inclusive primary schools in Lusaka district".* The information you will provide is in confidence and for anonymity's sake. This study is being conducted under the supervision of the University of Zambia, School of Education.

I would appreciate your cooperation and truthful responses to this discussion.

This interview guide is designed to collect information from the ECZ Officers on the teachers' understanding of teaching learners with mild ADHD in inclusive primary schools, teachers' perceptions of teaching learners with mild ADHD in inclusive primary schools and the support teachers provide to learners with mild ADHD in inclusive primary schools to aid their learning.

1. I am aware that you have some learners with mild ADHD in your district. Would you explain the nature of such learners in and outside the classroom?

2. How would you describe learners with mild Attention Deficit Hyperactivity Disorders (ADHD)?

3. How does your knowledge or understanding of mild ADHD influence your perception in monitoring teachers teaching learners with ADHD.

4. How would you describe the symptoms exhibited by learners with mild ADHD, if any in your district?

5. Describe the struggles or challenges which teachers face in regarding having learners with mild ADHD in their classrooms?

6. Explain some of the strategies used by teachers to manage behavior of learners perceived to have mild ADHD?

7. Explain some of the policies that support the learning of learners with mild ADHD in inclusive schools.

8. Explain how you support learners with mild ADHD in inclusive primary schools to aid their learning?

9.What support would you recommend for teachers and learners with mild ADHD in inclusive primary schools to aid their learning?

Thank You for Your Participation

APPENDIX F

LESSON OBSERVATION CHECKLIST

The Observer will note the following while observing learners with ADHD in the classroom situation. The main idea is to see how teachers are adapting the curriculum in meeting the needs of learners with SEN.

Observation Details

School: ……. District: ……. Province: …….....

Qualifications: …… Class being taught: …….

Category of Disability being taught: …… Date: ……..……

The researcher will write appropriately comments on a space provided

Category	Observation Feature	COMMENTS
Teaching Methods, Strategies and Techniques	Explain how the teacher attend to the needs of learners with mild ADHD in the classroom. Describe the teaching methods used by teachers in teaching of learners with mild ADHD in the classroom. Describe the teaching strategies used by teachers in teaching learners with mild ADHD in the classroom. Explain the techniques used by teachers in the teaching of learners with mild ADHD	

The learners 'behaviour	Would you explain the nature of learners with mild ADHD in the classroom? How would you describe the symptoms or signs exhibited by learners with mild ADHD, if any in the classroom room?	
Challenges encountered by teachers	Describe the challenges faced by teachers while teaching learners with mild ADHD in the classroom Describe challenges faced by learners with mild ADHD while learning in the classroom.	
Support to address the challenges	Explain management strategies teachers use to control learners with mild ADHD in an inclusive classroom. How do teachers perceive learners with mild ADHD in their classroom? Describe the support teachers provide to the learners with mild ADHD in the classroom to enable them learn.	

Thank you for your participation.

APPENDIX G

DEDUCTIVE DATA ANALYSIS TAGE TWO: RESEARCH QUESTIONS ANSWERED

DEDUCTIVE DATA ANALYSIS: RESEARCH QUESTIONS ANSWERED

<table>
<tr><td colspan="4">RQ1. How do teachers describe their understanding of teaching learners with mild ADHD in inclusive primary schools?</td></tr>
<tr><td>SN</td><td>Transcription</td><td>Near Text/Code</td><td>Emerging Themes</td></tr>
<tr><td colspan="2" rowspan="2">Main Question: How do teachers describe their understanding of teaching learners with mild ADHD in inclusive primary schools?</td><td>(FGD 1 T1F; FGD 1 T2 F; FGD 3 T6 M; FGD 3 T13 M; FGD 1 T4 F and SCH 2 AD2 F)
• Sufficient knowledge to deal with learners.
• Adequate training to handle learners.
• Able to apply appropriate teaching methods, strategies and techniques for learners.
• Adequate exposure to deal with learners.
• Self-motivation and interest to deal with learners.
• Able to attend to learners with ADHD.
• Able to control the behaviors of learners.</td><td>1. Adequate understanding</td></tr>
<tr><td>(SCH 3 AD3 F; FGD 3 T15 M; FGD 2 T7 F and MoE 2M)
• Inadequate training in Special Education.
• Teacher inability to handle inattentive learners.
• Insufficient to use appropriate teaching methods, strategies and techniques for learners.
• Insufficient demonstration skills to deal with learners with poor concentration.
• Inability to control the learners' hyperactive and aggressive behaviors.</td><td>2. Limited understanding</td></tr>
<tr><td colspan="4">Verbatim on teachers' adequate understanding in teaching learners with mild ADHD.
FGD 1 T1F: "I feel I have adequate and sufficient knowledge to deal with learners with ADHD in the classroom" (29.05.23).</td></tr>
</table>

FGD 1 T2 F: *"For me I have not received any training but I wrote a paper on inclusive education in 2020 and recently I attended a workshop on inclusive education and I have personal interest that has just built me" (29.05.23).*

FGD 3 T6 M: *"For me I have a personal experience because my first born child he has got speech problem and physical impairment because of that understanding of probably how to handle this other child who has a special need because I have my own at home but we don't have academic knowledge" (02.06.23).*

FGD 3 T13 M: "*I have a diploma and degree in special education and also attend a program at UTH called pro – active so you are trained on how to take care of learners with ADHD at home and at school" (02.06.23).*

FGD 1 T4 F: *"Iam able to apply appropriate teaching methods, strategies and techniques for learners" (29.05.23).*

SCH 2 AD2 F: *"I am able to attend to learners and control the behaviors of learners with ADHD in the classroom" (31.05.23).*

Verbatim on teachers' limited understanding in teaching learners with mild ADHD

SCH 3 AD3 F: "*I have not trained as a special education teacher but when I was at college we had a topic in special education where we were taught that in case you go to a school which has a special education unit. When we see such children in class I usually consult people who have done special education they help me how well to handle such children because here we don't have a special education unit" (02.06.23).*

FGD 3 T15 M: *"I did not receive such training at college and university so I don't know how to deal with such learners in school" (02.06.23).*

FGD 2 T7 F: *"Some of the teaching methods, strategies and techniques used teachers in classrooms for learners with ADHD are not appropriate" (31.05.23).*

MoE 2M: "*What I have come to discover as a standard officer is that many of the teachers did not understand the behaviours of these learners especially those who were not trained in special education. Some teachers are able to control the learners' hyperactive and aggressive behaviours.*
They think these learners are a problem so my role as a standard officer is now to make them understand that these learners are not a problem but they needed assistance" (09.06.23).

RQ.2. How do teachers perceive learners with mild ADHD in their classroom?

Transcription	Near Text/Code	Emerging Theme
	(FGD 1 T1F; FGD 3 T3F; FGD 1 T5 F; FGD 1T 6 F; FGD 2 T11 F; FGD 3 T14 F; FGD 3 T16 F; FGD 2 T10 F; FGD 3 T8 F; FGD 1 T5 F; FGD 3	

Main Question: How do teachers perceive learners with mild ADHD in their classroom?	**T18 F; SCH 1 AD2 F; SCH 2 AD2 F; SCH 3 AD3 F)** • Learners given labels by teachers. • Some teachers had negative attitude towards learners • Learners need attention. • Learners were described to be distractive • Learners to be praised for a good behavior • Learner do not follow instructions. • Learners over react • These learners are difficult to control • Require adequate time when teaching these learners.	1. Negative perception of learners with ADHD

Verbatim:

SCH 2 AD2 F "*Teachers do label them that they are unteachable they label them that they can't lean with those without ADHD they would rather segregate them" (31.05.23).*

FGD 1 T1F: "Always *disturbs the class, they know it all even if they have wrong answers also when you don't give attention and you force them to keep quiet they will withdraw and ignore you some even sleep" (31.05.23).*

FGD 3 T3F: *"Frankly speaking I feel there is a negative attitude towards these children people would quickly take them to special education unit or school they would just shun away these children" (02.06.23*).

FGD 1 T5 F: *"They are very few teachers that are interested in teaching them because they feel they need to move with these children who are so called normal which is very dangerous as we really need to include them in the mainstream" (31.05.23).*

FGD 1 T6 F*: "Teachers require adequate time when teaching these learners" (31.05.23).*

FGD 2 T11 F: *"Madam, I feel they are very distractive and usually disturbs their fellow learners and the teacher more especially during learning time*" (29.06.23).

FGD 3 T14 F: *"Most important thing is to identify them so that you are able to control them and making a follow up, they need to be brought closer to the teacher and praise them whenever they do a right thing" (02.06.23).*

FGD 3 T16 F: *"A teacher should avoid over reacting when they do something wrong but show them they that they can change" (02.06. 23).*

FGD 2 T10 F: "*These learners are difficult to control. They over react in the classroom when you try to control them" (29.05.23).*

***FGD 3 T8 F**: "They don't usually follow the instructions which makes learning and teaching very difficult in most of time to take place" (02.09.23).*

FGD 1 T5 F: *"I feel it's a share waste of time even if I teach them they won't grasp whatever is being taught because they don't pay attention most of the times in class" (31.05.23).*

FGD 3 T18 F: *"Teachers still think that if you teach such learners you will be shallow minded I feel they need to be at the special unit" (02.06.23).*

SCH 1 AD2 F: "*Teachers have a negative attitude they already render them to be unteachable (29.05.23*).

SCH 3 AD3 F: "*Others think that they are not part of the normal learners. Some teachers would even say no madam icimwana ici cilefwaikwa ukuya ku special education school tacilingile ukuba pano pa sukulu (Translated as: This child needs to go to a special school he/she is not supposed to be in the main stream) not in my class he /she is disturbing his friends. They will tell you ici cisivera nici SEN (This child is naughty he/she needs special education)" (02.06.23)*.

RQ 3. How do teachers describe their experiences in teaching learners with mild ADHD in inclusive primary Schools?

Transcription	Near Text/Code	Emerging Themes
Question: How do teachers describe their experiences in teaching learners with mild ADHD in inclusive primary Schools?	• They are creative and inventive. • They are more curious. • They are imaginative and innovative. • They have problem-solving ability. • Interested in hands on activities. • Have the ability to hyper-focus on topics that interest them. • Have leadership skills	1. Positive Experiences
	• Distractibility, Hyperactivity, and Impulsivity. • Having endless amounts of energy. • Have difficulty concentrating during classroom discussions or activities. • Disturbing lessons during learning. • More time is needed to teach the learners. • Inattentiveness	2. Negative Experiences

	• Daydreaming or "zoning out" • Talking excessively without stopping • Impatience. • Having a hard time following instructions • Not interested in academic work. • Poor performance in academic work. • Difficult in managing the learners. • Dropping out of school. • Inability to form lasting bonds with others in the classroom. • Increased risk-taking behaviours. • Social isolation.	

Verbatim on teachers' Positive Experiences in teaching learners with mild ADHD

FGD 1 T3 F: *"Learners with ADHD more curious, creative, imaginative, innovative, and inventive. They tend to be out-of-the-box thinkers, with an approach that can be highly prized in the workplace. Your ADHD symptoms can work for you, when you learn more about them and have proper treatment" (29.05.23).*

FGD 1 T5 F: *"Learners with ADHD are creative. They often excel at associative thinking that enables them to think outside of the box. This ability can help in brainstorming and finding creative solutions. with the right help, students with ADHD can be independent learners" (29.05.23).*

FGD 2 T8 F: *"Learners with ADHD often get excited about ideas and projects. They make good cheerleaders for a cause. Their lively minds make them good company and once engaged they often sustain energy for long periods" (31.05.23).*

FGD 2 T11 F: *"Learners with ADHD often have the ability to take in information quickly, multitask and, when interested in the topic, adapt. These students are generally great help in an emergency" (31.05.23).*

FGD 3 T13 M: *"Learners with ADHD are Hyper focus in that they focus on a task for hours on end, essentially tuning out everything around them" (02.06.23).*

FGD 1 T5 F: "*Some learners with ADHD I like them they don't fear they have leadership skills and intelligent and most of them are on the skill part – hands on than academic" (29.05.23).*

Verbatim on teachers' Negative Experiences in teaching learners with mild ADHD

FGD 2 T7 F: *Inattentiveness is a classic symptom of ADHD. Children with ADHD face problems in carrying out tasks, which demand concentration. Because of this, they often keep look for excuses to avoid studying" (31.05.23).*

FGD 1 T1 F: *"Madam, the two that I have they disturb the lessons too much. You find that you will be teaching and they will interrupt in the middle of the lesson and when you look at the interruption, it's*

not concerning what you are teaching but reporting the friend so they are always active looking on what is going on around" (29.05.23).

FGD 1 T2 F: *"They inconvenience or disturb their friends because most of their friends will get irritated by moving from one desk to another or just tell the friends let's see what you are writing, just disturb unnecessary for instance they will go to ask for a pencil which they may have" (29.05.23).*

FGD 1 T3 F: *"Madam; sometimes they even cause a fight in class its either they get beaten by their friends for not giving them what they want or not understanding them. Some friends that are really like scared those who are afraid of fighting during break time they would rather remain classroom (29.05.23).*

FGD 1 T4 F: *"When you are giving an explanation and give an example in class when you ask a question they will be the first to raise their hands they will forget what they wanted to say. When the teacher wants to say something that relates to what they were thinking they will exploit it and may go out of the topic so sometimes it becomes funny so the all friends will start laughing distorting the all objective of the lesson. It's time consuming just turns into jokes" (29.05.23).*

FGD 1 T6 F: *"The concentration levels are limited and you find that the class enrolment in our government schools is quite high so for the teacher to give attention to these learners who need special attention. These learners need one to one that so difficult for such children to be integrated in the normal classroom for them to concentrate" (29.05.23).*

FGD 2 T7F *"They need that special attention you would find that the teacher doesn't have that enough time to explain to such children so it becomes so difficult for them to fully like 100% children with disabilities to like benefit in such classroom set up" (31.05.23).*

FGD 3T13 F*: "They usually sneak out of the classroom without the knowledge of the teacher and when you find out that the child is not in class you start looking for that particular child. It's difficult to follow the time table because of such learners – time consuming" (31.05.23).*

SCH 1 AD3 M: *"At upper section it's difficult to attend or give attention to them because there is specialization. Teachers are only with them for 40 minutes and when it elapses then you need to move on to another class very difficult to control them it's like you have extra work because you have to look for them and difficult to keep time because much of the time is spent on counselling and talking to them" (31.05.23).*

FGD 2 T8F: *"Madam, I believe that if these learners are put in special schools the number are too small but when it comes to the main stream you find that the learners are more than 50 or 60. However, you find that there is a child who is yeaning to learn but because of the nature of the numbers of the learners in the classroom it's very difficult for the teacher to give that full attention to this learner even if you have seen that potential this child need an extra help from somewhere somebody not on the normal timetable it's very difficult for such a child to cope" (31.05.23).*

FGD 3 T16 F: "*As long as they are in class they bring problems the teacher may not know even the time the child moves out of the classroom then you start looking for that particular child you just hear he/she has hate himself/ herself" (02.06.23).*

FGD 2 T9F: "*Learners with ADHD maybe integrated but they are not able to learn at the same pace with learners without disabilities. Such learners need more time to do any activity in class, which is not there. They need teacher pupil ratio of 1 - 3 but you would find that the teacher is attending to a big class so even when the learner has not understood fully it becomes hard to help such learners in the end they give up being behind in most of the activities" (31.05.23).*

FGD 2 T10F: "*Inside the classroom what I have observed is that I have one learner the attention span is very low when you are explaining something he is self-distractive he will start doing something else if you try to catch up with him sometimes wants to start fighting with someone" (31.05.23).*

FGD 2 T11F: *"I have one learner he would want to do things that are not academic he is not interested in solving mathematical questions or just being in class and doing what everyone else is doing he would rather do what something that everyone will notice that is what he is doing" (31.05.23).*

FGD 2 T12F: "*When it comes to academic work they don't want to do it and when it comes to play activities and other things there are the number ones. For example, watering the garden, cleaning the environment they want really to work you would find they will do it very well better than others because they will concentrate on that activity but come to academic work it's a challenge" (31.05.23).*

FGD 3 T13 F: "*Madam you would find that it is very hard to handle such learners because of the class enrolment. You will find that this child will be lagging behind in class activities because even as much as you would want to give this child work the work which others are doing that child won't finish so you will be forced to give him/her something simpler then that's it I just accept that this child will never finish my activities" (02.06.23).*

FGD 3 T17F: *"Mostly likely to have lower scores on all academic subject compared to other children without ADHD – poor reading ability lead to the general poor performance in all or many subjects" (02.06.23).*

FGD 3 T17F: *"It's very interesting actually it makes one realize that we are all different and we move at different pace. So, when you have a child with ADHD it's a learning process for us it doesn't really mean that whatever we see ends there whatever strange things we are seeing about that child it's a learning process hence it becomes easier for us to move to the next step" (02.05.23).*

SCH 3 AD3 F: "*Teachers do complain that madam; this child is supposed to be at the special school they do disturb the normal learning and they disturb their friends more especially those who like moving up and down and taking excessively" (02.05.23).*

MoE 1F "*I have seen teachers and sometimes parents struggling with them because they hold them by their hand in fear that that they are going to run and begin to do things that would be disturbing and unacceptable to the people around" (09.06.23).*

MoE 2M: "*We have different types of disabilities in inclusive classes where learners with ADHD are also found it becomes very difficult for the teachers to manage them so they end up dropping out because they are different from the rest (09.06.23).*

MoE 3F: "*It's the issue of class population in most of these schools they are in over enrolled and then they are not identified so they are given the same work but not that the teacher wants to give them that*

work it's because the teacher doesn't know that these children have a challenge of having a condition" (09.06. 23).

MoE 3M: *"It's the issue of class population in most of these schools they are in over enrolled and then they are not identified so they are given the same work but not that the teacher wants to give them that work it's because the teacher doesn't know that these children have a challenge of having a condition*" *(10. 09.23).*

RQ 3. How do teachers support learners with mild ADHD in inclusive primary schools to aid their learning?

Transcription	Near Text/Code	Emerging Themes
Main Question: How do teachers support learners with mild ADHD in inclusive primary schools to aid their learning?	• Learners given remedial work. • Give learners more time to finish their work. • Increasing the learning time to allow learners stay longer on the tasks. • Assign peers to help the learners with mild ADHD.	1. Catch up Strategies
	• Provision of guidance and counselling sessions. • Providing motivational talks • Acceptance and commitment therapy. • Engaging in religious activities. • Providing encouragements to learners • Providing psychological care. • Parent engagement. • Provision of medication to reduce hyperactivity. • Show care and love for learners.	2. Social and Emotional Support Strategies
	• Capacity building of teachers on disability issues. • In house training for staff with limited understanding on disability issues. • Engaging in CPDs and teacher group meeting on handling children. • Conduct disability-awareness trainings. • Orient new staff on how to handle learners. • Conduct workshops and counselling sessions on how to handle children. • Encourage teamwork and love amongst children.	3. Professional Development Strategies

	• Providing positive and negative reinforcement. • Punishing learners with disruption of activities. • Punishing learners with unwanted social behavior. • Put the learners in places that are less distractive.	4. Punishment strategies

Verbatim

FGD 1 T1F: "*Those who are intelligent you give them more work, give them remedial work, pair them with classmates those who can be of help and also working hand in hand with the school guidance" (29.05.23).*

MoE 2M "*We have a policy which we have this time around we give them remedial work now we are seeing a lot of remedial work being given by the teachers. For example, when you look at catch up" (05.06.23).*

FGD 1 T2F: "*For me what I usually do before I hand over the class I need to discuss with the person taking over so that the process of helping that child is not disturbed. Always make sure you don't put them in places that could distract them" (29.05.23).*

FGD 1 T3F: *"What I have done in my class I let him sit near me his desk is just there and when his desk is not there because his friends get irritated I have just got his special chair which I put near my table" (29.05.23).*

FGD 1 T5F: *"Get to know them so that you also observe them which mood they are in because sometimes they would be happy and at times sad" (29.05.23).*

FGD 2 T8F: *"As a teacher when you identify a child with ADHD it's better to work hand in hand with the special education teacher" (31.05.23*).

FGD 2 T9F: *"it's a challenge and those who need attention you really need to be on that child usually I put him next to me where I can easily see him so that when he is distracted somehow I will be able to give something to do" (31.05.23).*

FGD 3 T13F: *"Be in contact with them see what they like you include them in the lesson" (02.06.23)*.

FGD 3 T14F: "*We engage their parents to find out their behavior at home if there is no control both at school and home then it may be very difficult for the teacher to teach them" (02.06.23).*

SCH 3 AD3 F: *"Usually we have a talk with the parents the way forward. We show them love and encourage them I remember one child said I usually go to school because ba teacher banikonda (I usually go to school because the teacher loves me) so we need to show them love and support. We have*

different types of disabilities/conditions in our classrooms but we should tell their friends to accept them" (02.06.23).

MoE 1F: "*During our exams they cannot sit and continue writing for an exam for 90 minutes allocated time for grade 7 papers. We actually allow them rest during the exams. The take rest which will be monitored using the stop watch because if you allow them to sit then they are not going to concentrate, they even start walking around, pulling down the clock which is on the wall because 90 minutes for them to sit is too much so we give them 2 breaks it's actually them who would tell the invigilator that they are tired" (05.06.23)*

FGD 1 T3 F: *"The school provides motivation talk to parents and their children on the importance of keeping these children in school and how they can contribute to economic development of this country" (29.05.23).*

FGD 2 T8 F: *"We show them love, care and support them academically, materially and spiritually to learners with ADHD so that they feel encouraged to be in school" (31.05.23).*

FGD 2 T10 F: *"Through our CPDs and teacher group meeting we try by all means to induct and orient new staff on how to handle different learners with disabilities with their specific learning needs" (31.05.23).*

FGD 3 T17 F: *"Regarding professional development strategies, special education strategies are discussed in CPD meetings that meet the specific learning need for these children in the school" (02.06.23).*

SCH 1 AD1 M: "*Teachers conduct workshops and counselling sessions on how to handle children in the school. Children with disabilities require love, friendship protection, guidance and much help, at the same time they need much guidance and sensitization on how-to live-in love with one another" (02.06.23).*

APPENDIX H

RESEARCH INTRODUCTION LETTER FROM UNZA

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

==========

Date...17/05/2023.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms....ALICE KABWE.....Computer number.....22000063.....is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
17 MAY 2023
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

APPENDIX I

RESEARCH INTRODUCTION LETTER FROM MoE

All Correspondence should be addressed
to the District Education Board Secretary

Telephone: 0211-240250/240249/0955 623749
E-mail: desbsisk@yahoo.co.uk

In reply please quote

.....

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 50297
LUSAKA

24th May, 2023

The Headteacher
..... School
LUSAKA

RE: PERMISSION TO CONDUCT FIELD WORK: MS. ALICE KABWE

The above subject matter refers.

I write to introduce Ms. Alice Kabwe a student of University of Zambia, she is pursuing a Phd in Education.

Ms. alice Kabwe would like to carry out this research in your School.

I am pleased to inform you that permission has been granted for him to carry out the programme. However, ensure that the programme does not interfere with the learning schedule.

Idah Ikowa (Mrs.)
Human Resources Management Officer
For/DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT

cc: Dean, School of Education
University of Zambia
LUSAKA

*nm

APPENDIX J

PUBLISHED ARTICLE

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EXPLORING TEACHERS' UNDERSTANDING OF TEACHING LEARNERS WITH ADHD IN SELECTED INCLUSIVE PRIMARY SCHOOLS OF LUSAKA, ZAMBIA

Alice Kabwe[1i], Kenneth Kapalu Muzata[2], Magdalene Simalalo[2]
[1]Research Scholar, Secondary School, Zambia
[2]Dr. Research Supervisors, University of Zambia, Zambia

ABSTRACT:
Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inattention, hyperactivity, and impulsivity, which causes functional impairment. The study explored teachers' understanding of teaching learners with ADHD in Zambian inclusive primary schools. A descriptive design supported by qualitative approaches was used. The sample size involved 18 teachers of learners with ADHD, 9 learners with ADHD, 3 administrators, and 4 officials from the Ministry of Education. Homogeneous purposive sampling was used to select participants. Data was collected using in-depth interviews, focus group discussions, and observation checklists. Qualitative data were analyzed using thematic and content analysis. The study revealed mixed views on teachers' understanding of teaching learners with ADHD. Some teachers indicated that they adequately understood learners with ADHD due to sufficient knowledge to deal with learners, adequate training to deal with learners able to apply appropriate teaching methods, strategies, and techniques for learners, adequate exposure to handling learners, self-motivation to teach learners and ability to control the behaviors of the learners with ADHD. On the other hand, teacher participants indicated that they had limited understanding due to inadequate training in Special Education, teachers' inability to handle learners, insufficient use of appropriate teaching methods, strategies, and techniques for learners with ADHD, and their inability to control learners with ADHD. To address the challenges faced by teachers while teaching learners with ADHD, teachers employed strategies such as catch-up strategies, social and emotional support strategies, professional development strategies, and punishment strategies. The study recommends, upgrading teachers understanding and strategies to use in teaching

Keywords: attention deficit hyperactivity disorder, inclusive education, teacher understanding, support strategies, capacity building

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How Teachers' perceptions shape the provision of support to Learners with Mild Attention Deficit Hyperactivity Disorder in Inclusive Primary Schools of Lusaka

Alice Kabwe[1], Kenneth Kapalu Muzata[2], Magdalene Simalalo[3]
[1,2,3] University of Zambia

ABSTRACT

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inattention, hyperactivity and impulsivity, which causes functional impairment. The study unveiled a conceptual framework for supporting teachers teaching learners with mild ADHD in inclusive primary schools of Lusaka- Zambia, arising from their own perceptions of the learners with ADHD they teach. A descriptive design was used. The sample size involved 25 participants, which included 18 Class Teachers, 3 School Administrators and 4 MoE Officials. Homogeneous purposive sampling techniques was used to select class teachers and school administrators and expert purposive sampling techniques to select all MoE officials responsible for special education in the district. Data were collected using in-depth interviews guides, Focus Group Discussion guides and observation checklist. Analysis was thematic. Mixed perceptions were recorded from participants showing that few teachers had adequate understanding and most of the teachers had limited understanding due to inadequate preparation in Special education. Inadequate understanding of the condition largely influenced how they perceived learners with ADHD and how much support they provided to them. To address the negative perceptions on teaching of learners with ADHD in inclusive primary schools, Kabwe's Framework (KF) of supporting teachers and learners with mild ADHD in inclusive schools was designed in order to promote inclusive education. The design recommends the participation and collaboration of various stakeholders as well as improved school environment that accommodates learners with ADHD.

Published Online: March 22, 2025

KEYWORDS:
Attention Deficit Hyperactivity Disorder, Inclusive education, Teacher understanding.

APPENDIX K

ETHICAL CLEARANCE LETTER

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | **Email:** director.drgs@unza.zm | **Website:** www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

16th May, 2023

REF NO. HSSREC: - 2023 APRIL 040

Ms. Alice Kabwe,
University of Zambia,
School of Education,
Lusaka.

Dear, Ms. Kabwe,

RE"EXPLORING TEACHERS' PERCEPTIONS OF TEACHING LEARNERS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER IN SELECTED INCLUSIVE PRIMARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2023- APR– 040
Approval and Expiry Date	Approval Date: 16th May, 2023	Expiry Date: 15th May, 2024
Protocol Version and Date	Version - Nil.	15th May, 2024
Information Sheet, Consent Forms and Dates	☐ English.	To be provided
Consent form ID and Date	Version - Nil	To be provided

Towards Improving Service and Excellence in High Education Beyond Fifty Years