

**EXPLORATION OF ABILITIES OF LEARNERS WITH ATTENTION
DEFICITS HYPERACTIVITY DISORDERS (ADHD) PERFORMANCE
IN ACADEMIC/EXTRA CURRICULAR ACTIVITIES IN SCHOOL:
MAKINDYE SSABAGABO MUNICIPALITY,
WAKISO DISTRICT, UGANDA**

MUNIALO PAUL

20/U/GMSN/13097/WKD

**A RESEARCH DISSERTATION SUBMITTED TO THE DIRECTORATE
OF RESEARCH AND GRADUATE TRAINING IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTERS OF SPECIAL NEEDS
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DECLARATION

I, **Munialo Paul**, declare that this research titled: *“Exploration Abilities of Learners with Attention Deficits Hyperactivity Disorders (ADHD) Performance in Academic/extra curricular Activities in School”* is my own original work and has never been submitted before any other university for the award of master of special needs education

MUNIALO PAUL

SIGN: DATE:

REG NO: 20/U/GMSN/13097/WKD

APPROVAL

This research study on *“Exploration of Abilities of Learners with Attention Deficits and Hyperactivity Disorders (ADHD) Performance in Academics/extra curricular Activities in School”* has been submitted for examination with my approval as the students’ university supervisor in the faculty of education.

SUPERVISORS

Professor John Baptist Okech

SIGN: DATE:

Dr. Nakalule Juliet Wamala

SIGN: DATE:

DEDICATION

I dedicate this dissertation to my beloved wife Mutenyo Carolyne who has stood with me amidst all challenges that I have incurred through out the study and to my children Nekesa Immaculate Concepta, Wamunga Raphael and Munialo Cornelius who missed my love during this course of the study

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LIST OF ACRONYMS

ADA	Americans with Disability Act
ADD	Attention Deficits Disorders.
ADHD	Attention Deficits Hyperactive Disorders
ADHD-C	Attention Deficits Hyperactivity Disorders combined type
AIDS	Acquired immune deficiency syndrome
APA	American Psychiatric Association
CBT	Cognitive Behavioural Therapy
CDC	Centre for Disease Control.
CHADD	Children and adults with attention deficits/hyperactive disorders
CRPD	Convention on the Rights of Persons with Disabilities Disorders
DSM	Diagnostic and Statistical Manual
EEG	Electroencephalogram
EST	Ecological Systems Theory
FGD	Focus Group Discussions
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program.
LADHD	Learners with Attention Deficits and Hyperactivity Disorders
LD	Learning Disability
MoES	Ministry of Education and Sports
MSNE	Master of Special Needs Education
NHS	National Health Services

NICE	National Institute of Health Care Excellence.
NIMH	National Institute of Mental Health
NPO	Non-Participant Observations
OBP	Observable Behavioural Problem.
PTA	Parents Teachers Association
TA	Teaching Assistant
TVET	Technical and Vocational Education and Training.
USA	United States of America
WFADHD	World Federation of Attention Deficits and Hyperactivity

ABSTRACT

The research study, is titled *Exploration of Abilities of Learners with Attention Deficits Hyperactivity Disorders (ADHD) performance in academic/extra curricular activities in school: Makindye Ssabagabo Municipality, Wakiso District*. The purpose of this study was to; find out factors that influence the abilities of learners with attention deficits and hyperactivity disorders (LADHD) to perform successfully in academic activities in school. The objectives of the study were to; Identify academic/extra curricular areas of learning LADHD do well in schools, find out how LADHD participate in academic/extra curricular activities in school and Describe what motivates LADHD to learn. The target population comprised of two categories of participants i.e. teachers and learners with attention deficits and hyperactivity disorders. Qualitative research approach, guided by a case study design were employed in the study. Non-Participant Observations and Mini Focus Group Discussions were used in collecting data. The study was carried out from June 2022 to March 2023. The findings show that LADHD are capable of participating though with difficult and interest increases when teachers include songs and rhymes in teaching, these learners were also observed to be abusive to others, have destructive behaviours, beat their peers, and withdraw from activities. Findings also indicate that, LADHD do not move on smoothly in class activities, have challenges in reading, writing, spelling and numeracy. Observations also show that these learners do not complete the given exercise at the same time with other ordinary peers and when it comes to assessment summative assessment is mostly used together with their ordinary learners. These learners respond to questions when asked without internalising the meaning, they are also assessed using examinations but take time to complete as compared to their ordinary peers in the class and when it comes to motivation, LADHD are not self motivated to participate in activities, as a result, teachers always prompt them to participate. Teachers were observed to use a variety of methods in the teaching of learners and the findings also indicate that these learners do not share a variety of instructional materials and teachers complain of time and cost of instructional materials to use in the teaching. The recommendations of the study are; teachers should adjust time from 30 minutes and 40 minutes to 1 hour and 1 hour 30 minutes and make modifications in the curriculum, teachers should use continuous assessment as compared to summative assessment because LADHD have a poor memory which should be assessed immediately and teachers should consider interests of LADHD to learn through accommodating their interests and interests.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the study background, statement of the problem, purpose of the study, specific objectives, research questions, study scope, significance of the study, study limitations and delimitations

The purpose of this study was to; find out factors that influence the abilities of learners with attention deficits and hyperactivity disorders (LADHD) to perform successfully in academic/extra curricular activities in school.

1.1 Background

Worldwide education of LADHD was never prioritized by any society. These learners would face challenges of denial and discrimination in all activities. Teachers would punish them for being fidgety and inattentive and this would greatly affect them. As a result, some would drop out of school. Those who continued with education still had problems in all spheres of life. Discrimination still followed them, whereby they were denied access to materials, isolated from activities, were labelled by peers who, did not give them time to learn. Teachers had unfavorable attitudes towards pupils with ADHD. This is supported by (Haisle & Telake, 2022) who said that LADHD are always isolated from participating in academic activities with other ordinary because they are considered to be destructive. As time went on discoveries were made about the importance of these categories of children that when given enough attention and help, they can be successful people (Alexander, 1798). Later after many decades LADHD were

termed by some organizations as, “nervous child”, “unstable nervous systems” and simple hyperexcitability, as such these children were considered as unable to perform in activities in school as compared to other typical peers and less attention or no attention at all could be accorded to them (Child and Adults with Attention Deficits/Hyperactive Disorders, CHADD, 2018).

Efforts are now being made by the World Federation on Attention Deficits and Hyperactive Disorders (WFADHD, 2007) to disseminate knowledge about ADHD, through provision of relevant education to learners with ADHD and their life thereafter.

Article 24(1) of the Convention on the Rights of Persons with Disability (CRPD, 2006) provides that state parties have the obligation to provide education through an inclusive education system at all levels, including preschool, primary, secondary, and tertiary education, vocational training and lifelong learning, extracurricular and social activities.

In 2011, an ADHD diagnosis indicates an 8% prevalence of children between (4-17 years) in USA and is slowly increasing which poses a threat. The ADHD affected children there, were more prone to physical injuries such as physical trauma, burns, accidents, etc. (Mahdi, 2021). Mathew (2017) affirms that globally ADHD is rated at 5.29%. This indicates that ADHD is a universal disorder which is found in all human race. Whereas it is true that ADHD has spread from USA, where it originated in the late 1950s, to the rest the of the world, such subjective arguments give inequalities on how ADHD has been interpreted globally.

In the USA in 1960s and 1970s, doctors and educators recognized learning impairments and what was later called ADHD. Most schools and the federal government are acting by creating awareness of masses about special needs learners. Most ADHD learners are instructed in resource rooms, reason being that they are considered different from ordinary peers and as a result Inclusive schools are rear, and for those that are there, they do not have enough pre-requisites to handle these children (Amanda, 2014-2022). In the 1980s and 1990s medical and education communities strived to know LD and ADHD, and how such categories of individuals would be supported through education.

ADHD in India is not considered as a disorder. This is quoted from one person who says, “We do not have ADHD in India. We meditate instead.” like some people world over, they do not “believe” in ADHD until it touches them directly (Rachel, 2020). In a similar observation to that of Racheal, Pooja et al (2017), denote that ADHD was never an issue until the last two decades that research in India is on the rise and promising.

In South Africa, teachers’ understanding of LADHD is still limited to the behavior traits displayed by learners, including, for example: Inability to remain focused, sustain concentration, and sit still. Basing on these, equal opportunities are not provided in class, and this is attributed to the cultural background of the teachers, both in private and public schools (Anwynne, Zaytoon & Adri, 2015).

In Kenya LADHD, have experienced academic underachievement. This is as a result of lack of policy on screening for children before enrolling them to schools (Wamithi, 2015).

In Uganda, Kivumbi (2019) argues that there are high prevalence behavioural problems in south western region in Masaka district as attributed to the prevalence of ADHD. This region is heavily impacted by poverty and HIV/AIDS. He further notes that adaptive and effective school age going children show good results and in case of any behavioural problem there is need for agent intervention because untreated behaviour problems can psychologically affect the individual, family and community at large.

Mpango et al (2019) claims that recent studies from Mulango referral hospital in Uganda reported 11% of participants had attention deficits hyperactive disorders in greater Masaka region southern part of Uganda

Nampijja (2022) claims that the study carried out in wakiso as a district show 2.8% of school going children have ADHD

In summary, education of LADHD was never prioritised, LADHD faced discrimination, denial from activities and punishment from teachers, with time organisations such as CHAAD, WFADHD embarked on awareness creation and conventions like CRPD advocated for their education at all levels without discrimination, this saw many countries globally like USA, India, South Africa, Kenya and Uganda embrace the initiative as signatories. Nevertheless, there is still discrimination, isolation and denial from participation in school activities and this propelled the researcher to take on this research to find out factors that influence the abilities of LADHD to perform successfully in academic/extra-curricular activities in school.

1.1.1 Theoretical Background

This study was based on Ecological systems theory that believes that: The person's environment greatly affects and influences everything in their surrounding environment (Bronfenbrenner, 1992). He divides the person's surrounding into five different levels: The microsystem, mesosystem, exosystemic, macrosystem, and the chronosystem.

Microsystem entails the learner's immediate environment, for example, their family, playground, neighbourhood, peers, and teachers. Mesosystem deals with the connections learners make with their immediate environment, for example, their home and playground. Exo-system has social structures, which do not themselves contain the learner, but indirectly influence them as they affect one of the microsystems. Examples include the friends and media, parents, work place and the neighbourhood. While Macrosystem looks at how cultural elements affect a learner's development, such as wealth, poverty and cultural background. For example, a learner in third world as compared to one in economically well to do country. Lastly chronosystems Combines all of the environmental changes that occur over the lifetime which influence development, including major historical events and life transitions. These can include life transitions such as starting school but can also include non-normative life transitions such as parents getting a divorce or having to move to a new house. (Bronfenbrenner, 1995).

Bronfenbrenner also suggests that to understand the outcome of these proximal processes on development, we have to concentrate on the person, context and development outcome as these processes change and affect humans differently (Bronfenbrenner & Evans, 2000). He adds that the learner's development is aimed

at the quality and context of the child as he/she develops, the communication with the environment becomes more difficult, this can be as a result of the learner's psychomotor and mental structures as they develop. He believes in nurture and nature as important and cannot be separated because they are part of the dynamic system constantly influencing one another.

The researcher used microsystem levels, which is a layer next to the pupil and is composed of the structures with which the pupil has direct contact. The level contains the relationships and interactions a learner has with the environment (Berk, 2000). The microsystem allows the teacher to build relationship with their pupils and create a conducive learning environment that involves parents. Basing on microsystem, teachers have to fully understand their learners so as to develop better intervention procedures to control the behaviours of children with ADHD. The researcher feels that the microsystem level having taken nature and nurture as fundamental components in the learner's growth and development, and that there are free interactions in a: Home; parents and siblings. Schools; teachers and peers. Church; library, museums, and after-school spaces. The researcher felt that microsystem can provide a better platform to support the study at hand.

Classroom implication of the theory

Kelly and Coughlan (2019) claim that the theory can be applied in class through: teachers and parents having good a working relationship, that this helps to improve the learner's development positively. Likewise, it is advised children must be actively involved socially and academically in activities with their ordinary peers to ensure good relationship (Evans, 2012). On the other hand, Wilson et al., (2002)

denote that, teachers should create a conducive environment while valuing access in diversity that promotes a good learner's relationship with the institution.

Since the theory believes in nature and nurture as important aspects in the growth, development and teaching of children, it fits in this study because the way critical care givers, parents and teachers handle these children greatly influences their participation and hence realising their ability to perform well in activities in school

Relevance of the theory

Paat (2012) is of the view that immigrant children's experiences are shaped by their cultural diversity across the different ecological systems. He further states that understanding these children's ecologies can improve children welfare services for them.

Ecological systems theory supports teachers and school administrators in developing educational environments appropriate to students and their own needs and character traits in addition to culture and society. This model supports parents in educating their children and encourage parents to help children to choose friendship and good schools. The theory helps us to understand what causes humans to behave differently, by observing patterns that contrast behaviour at school or work.

Eriksson et al (2018) have reported how taking a holistic, ecological approach to tackling mental health issues among adults yields better outcomes than treating mental illness as if they arise in a vacuum.

Ecological model has been widely adopted in the field of education by providing a comprehensive framework for understanding the complex interactions that

influence student's development and academic success. The system makes educators design more effective interventions and curricula that address needs of their students through promoting parental involvement, enhancing teacher student relationship, and foster positive peer interactions in doing so, they can create supportive learning environments that facilitates students academic, social and emotional growth.

Weaknesses of the theory

Walker (2019) suggests that EST is difficult to testify empirically in most cases it is had to tell whether the outcomes were as a result of application of ecological systems theory.

Leventhal & Brooks (2000) believe that mesosystem such as family, friends and school interact with each other hence affecting the child's development. They further suggest that other limitations are, lack of motivation for change in the environment, changing lifestyles can be extremely difficult, interactions with each other to affect a child's development are not clearly understood

1.1.2 Conceptual Background

Literature cited from different sources defines ADHD as a condition that alters man's behaviour. ADHD seem restless, may have difficulties in concentrating and may act impulsive (NHS, 2021). Types of ADHD include; ADHD combined type. It is commonly characterized by impulsive and hyperactivity tendencies as well as inattention and distractibility, ADHD impulsive/hyperactive type. This type is the least common type of ADHD, people with this type are characterized with impulsive and hyperactive behaviours without inattention and distractibility, and

ADHD inattentive and distractible type. This type of ADHD has people who are found being inattentive and distractible without hyperactivity (Johns Hopkins University, 2022). Hyperactivity means being constantly active and sometimes disruptive behaviour occurring primarily in children (Medical Encyclopaedia, 2003). Inattention means a learner may have problems concentrating on the task, sustaining focus, and being organized. Impulsive is characterised with making uninformed decisions and interrupting others (NIMH, 2019). Ability is the skill of doing something mentally or physically (Cambridge Dictionary, 2005). ADHD means “Having a brain of a Ferrari with brakes of a bicycle” (Edward 2021).

The researcher zeroed on combined type of ADHD, that includes the hyperactivity, inattentive and impulsive behaviors. The characteristics of these learners with combined type include: fidgeting, restlessness, difficulty sitting for lengthy periods, impatience, forgetfulness, procrastination, frequent losing of items like keys, jumping from task to task, making careless mistakes, hesitant to do work requiring prolonged mental effort (Karmen & Bisma, 2022)

1.1.3 Contextual Background

The observation on the ground in the selected primary school, is that the mandated national curriculum is used which entails the national goals, predetermined time, subjects to be taught and fixed timetable to be used, so all learners strictly follow the routine of the school. Methodology is not varied according to the individual needs of learners. Enrolment is not based on ability of the learner, but the parent’s affordability to meet the school dues is seen as a very important issue as opposed to educational needs of the learner to learn. LADHD are involved in school activities and share same materials with ordinary peers. LADHD participate when

asked to give answers to questions, but teachers mainly chose those they presume to be “bright”, hence the assumption is that LADHD are different from other categories of learners.

It is against this background that the researcher conducted a research to establish the abilities of LADHD performance in academic /extra curricular activities in school.

1.2 Statement of the Problem

There are three major types of ADHD which include, ADHD combined type, Ability of learners enables them to perform well because it increases active participation and LADHD can learn well with guidance of teachers, adjustment of time and increased good relationship among teachers and fellow learners.

LADHD in the selected primary school participate in activities and teachers use the adopted curriculum without adjustment in time, methodology and their abilities to participate are not considered in comparison to other ordinary learners, so LADHD face more challenges than success in their ability to perform successfully in academic/ extra curricular activities in school.

The current state of affairs of LADHD show no good future for development. There are no measures being taken to improve on the state of affairs. Because of the increasing challenge in performance in academic activities by LADHD, this compelled the researcher to carry out the study at hand.

1.3 Purpose of the Study

The purpose of the study was to find out factors that influence the abilities of LADHD to perform successfully in academic/extra curricular activities in school.

1.4 Objectives

The objectives of the study were to:

- 1) Identify academic/extra curricular activities of learning Learners with Attention Deficits Hyperactive Disorders do well in schools.
- 2) Find out how Learners Attention Deficits Hyperactivity Disorders participate in academic/ extra curricular activities in school.
- 3) Describe what motivates Learners Attention Disorders Hyperactivity Disorders to learn.

1.5 Research Questions

The following were the research questions of the study:

- 1) What academic/extra curricular activities of learning do Learners Attention Deficits Hyperactivity Disorders do well in schools?
- 2) How do Learners with Attention Deficits Hyperactive Disorders participate in academic/ extra curricular activities in school?
- 3) What motivates Learners Attention Deficits Hyperactivity Disorders to learn in class.

1.6 Scope of the Study

This study focussed on abilities of learners with attention deficits and hyperactive disorders (ADHD) performance in academic/extra curricular activities in schools.

1.6.1 Geographical Scope

The research was carried out in a selected primary school in Makindye Ssabagabo Municipality Wakiso District, Kyaddondo County, Ssabagabo Municipality Constituency in the Central Region of Uganda.

1.6.2 Content scope

The study used, teachers, and learners with attention deficits and hyperactivity disorders. An ecological systems theory was used to explain the interdependence of man with the environment and how it positively affects learning.

1.6.3 Time Scope

This study was conducted between June of 2022 to March of 2023

1.7 Significance of the Study

The following were ways in which the study might be of benefit. One of these will be to shed light on better ways teachers should handle LADHD after realizing that, their behaviors are due to a certain condition not just being naughty, inattentive, impulsive, hyperactive and lazy. The study is expected to make contributions on ways of helping stake holders like the government, to organize refresher courses in terms of CPD, in order for teachers to know ways of handling children with ADHD. The research aims at assisting other scholars in research about the same phenomena, and therefore give a better base for them to conduct their research. It also aims to assist parents who are critical caregivers and faced with challenges of dealing with their children with ADHD, to adjust and find better modalities of intervention to the behaviors of these children, and to help raise awareness of the masses, on ways of modifying behaviors of LADHD hence being accepted, to bar

it's negative effects of isolation, withdrawal from activities, and discrimination basing on the identity of their disability.

Limitations of the Study

The world corona virus disease 19 pandemic which has hit the economy and more so the education sector which is just recovering might be a limitation of my study.

Threatening university staff to hold an industrial action for unfulfilled promise by government to increase their salaries could be yet another limitation in my study because supervisors might be not readily available.

Delimitations of the Study

The sample population of my study was within my vicinity which made my respondents accessible and hence data collection was done in timely manner.

The background knowledge of the teachers about the teaching learning process might enable the researcher to easily collect my data.

Availability of the supervisors allocated to me made me get enough support hence better, timely and informed technical know-how on how to oversee the whole process of the study.

CHAPTER TWO

REVIEW RELATED LITERATURE

2.0 Introduction

This chapter was intended to find out what other people, scholars, and researchers, have researched in relation to the topic of study at hand: exploration of ability Of learners with attention deficits and hyperactivity disorders (ADHD) in school activities.

The researcher explored the existing literature from published books, journals, newsletters, newspapers, associations “of” and “for” persons with disabilities, international and national policy documents, national and international constitutions. These sub-topics were presented according to objectives of the study.

2.1 The areas of academic/extra curricular activities Learners with Attention deficits Hyperactivity Disorders do well in school.

Zental (2021) affirms that LADHD do well in mandated curriculum in school. LADHD seek change in activities, high interest, incorporating motor activity and physical movements throughout the day to increase success. Sarah (2017) says learners with attention deficits hyperactivity disorders swim well as an extra curricular activity. She further states that, swimming helps burn excess energy level in LADHD and makes them concentrate on other educational activities because it reduces the need for medication and increases concentration levels. On the other hand, Madeline (2016) claims children with ADHD enjoy doing scouting activities, art or music, or team sports because they arouse their interests in education and is full of fun. Similarly, Kendra (2022) suggests among many

activities learners with ADHD do well in school include indoor games, building tours, volleyball, playing music and dancing, jumping ropes, Hula hooping and jumping on a trampoline. Zia (2021) is of the view that LADHD have creativity are optimistic than others, have high energy and hyper focus on activities longer more so those they like for example games which promotes efficiency and gives good results fore example, Michael Jordan the greatest basket baller. LADHD also posses social intelligence and are talkative which prompts conversations more so in discussions. Similarly, Zia claims AHDH learners who have hyperactivity and ability to hyper focus on activities like training can help acquire greater skills development in co-curricular activities like games and sports.

According to Mightier clinicians (2023) LADHD enjoy outside activities like fresh air, sunshine busking, and fine and gross muscle games that help improve physical and mental health which in the long run improve attention spans and observation skills. Anaga (2022) says ADHD learners can do well in school activities like football, athletics and other mental activities like mathematics. To make ADHD realise their abilities and compete favourably, accommodations have to be made at school. This accommodation includes: adjusted time, regular breaks, positive feedback, change in environment and extra support to stay organised (IDEA, 1973). Blair (2022) claims LADHD can do well in school academic activities like English, music, dance and drama and even graduate, though this comes with a bit of extra work, sticking to a routine of doing work and asking for help from teachers.

Cited literature shows the interests of LADHD in various activities within class and out side class, which when well handled can greatly influence and promote active participation of these learners in academic and extra curricular activities.

The EST believes in the environment as a very important aspect of learning of learners. Therefore, when the environment of these learners is well handled by the teachers, LADHD can ably study and become successful people in the community. This is in line with the theory more so the microsystem which believes in the immediate environment of the child.

2.2 How learners with attention deficits and hyperactivity disorders participate in academic/extra curricular activities in school.

According to Child Mind Institute (2021) LADHD participate in classes though with difficulty. They make careless mistakes in classwork, have difficult following instructions, have trouble organizing work and in most cases, they avoid or dodge tasks that require sustained mental effort including homework. CHADD (2022) claim that, inattentive symptoms can be accommodated by placing learners in an area free from distraction to enable them focus on a lesson. For example, near a role model, ordinary friends who are less distractive and can help them stay on task. Task analysis, which involves breaking tasks into simple and easy to do activities, giving more time to complete, providing breaks, ignoring minor misbehavior can help LADHD participate well in classes.

According to Bob (2016) LADHD participate well in school games when given a pre-orientation to a game, time adjusted, given breaks and giving them visual and tactile cues whenever possible. Tanvir and Tawny (2021) are of the view that, LADHD become destructed or not lead the conversation, this makes their ordinary friends view them as uninterested and unkind. This results into isolation by peers culminating into missed opportunities to practice social and educational activities, that leads to decreased confidence in their abilities. Similarly, they argue that,

LADHD as a result of rejection and isolation, may find it difficult to ask for help from their friends or teachers, working in groups with others, participating in class discussions and presenting in front of others. So, teachers have to be proactive to assess the moods swings of learners and always ensure they strike a balance in terms of feedback to give to learners, materials to use, modifying the content and adjusting time to meet the varied learning needs of LADHD together with other ordinary peers.

Hollander (2002) asserts that class presentation of group is a responsibility of all members of the class not individual responsibility. Learners need to view their peers with ADHD's contribution as a shared experience, in order to promote learning.

Sarah (2015) says children with attention deficits and hyperactivity disorders enjoy playing with peers, adhere to directions and always strictly follow the daily routine. These Children with ADHD prefer using the following activities; sensory tables which promote self discovery, out door playtime which promote fine and gross muscles, yoga for children that helps balance the body and mind, light boxes which helps to boost the concentration span of children, and music and circle time that activates every subsystem of the brain. While learners enjoy these games, teachers have to ensure the environment is conducive and that there is no subjectivity as a result of the special needs among learners.

According to the above literature LADHD participate in activities though with difficulty, this is as a result of teachers failing to make the environment conducive and not making modifications in the curriculum and adaptations accordingly. With the guide of the theory, teachers have to ensure a good environment that involves

active participation by the all learners since EST emphasises the environment as very important in the learning and development of the of the learner.

2.3 Motivation of learners with attention deficits and hyperactivity disorders to learn in class.

According to Michelle (2020) teachers need to know their children well so as to plan activities for them. Some learners require more time on certain activities while others require less times, so knowing your learners can help you plan class activities well, hence motivating learners. Similarly, Rick (2022), points out that LADHD are motivated when modifications and adjustments are made in their learning environment, trying to change a learner instead of changing the practice is a waste of time to a LADHD. He further asserts that, curriculum that does not cater for the learner's active participation leads to drop out of school. The researcher also believes that for an environment to cater for the varied learning needs, a variety of instructional materials have to be provided to cater for various interests of learners with attention deficits and hyperactivity disorders that present with different traits of impulsivity, hyperactivity, inattention and distractibility.

Zental (2021) believes that, LADHD do well in mandated curriculum in school. LADHD seek change in activities, high interest, incorporating motor activity and physical movements throughout the day to increase success. According to Patel (2022), teachers and parents should be mindful of the fact that a child with ADHD may face difficulties as far as their learning is concerned. LADHD need guidance and counselling rather than punishment. This contributes to behavior modification of LADHD. Shirin (2020) suggests the use of individualized education program (IEP). This is a plan that caters for a child's individual needs. As of Bisset (2021),

sensitization of masses about ADHD can help to improve the attitudes of people towards those with ADHD. Marilyn (2015) suggests that, for teachers to teach LADHD, they begin the child's day with protein rich foods like cheese, yoghurt, peanut, butter as opposed to sugary breakfast cereals before school. Sugar more so in the cereals makes some children jumpy and this interferes with their concentration and ability to learn. Task a child to walk to school because research findings show that walking for some minutes like 20 or so, makes a child calm down, and concentrates in class. Better still, have age appropriate rules and routines to follow for example to adhere calmly, give a consequence without barking (Annie, 2015).

Keath (2022) believes that, LADHD are motivated to learn when teachers give immediate feed back, rewards and give incentives, and change rewards frequently. Similarly, LADHD are motivated when they are given a physical break to help them calm down and concentrate in class thereafter. Rewards to learners are good and can help to motivate LADHD, but these rewards should be carefully given with the highest sense of humour not to destroy the intended outcome because they can turn out to destroy the attention of the class and cause wrangles among learners, if interests, abilities and choice of rewards are not considered.

According Zawn and Nathan (2021) individualised education plan can help motivate LADHD. IEP advocates for school accommodations, such as destruction free testing environment. On addition Hollander (2002) suggests that, activities such as jigsaws, roleplay, and study analysis motivate students to talk to one another and with the teacher.

Ellie (2017) believes that, the teacher being polite and patient to LADHD can greatly arouse the self esteem of these learners to get involved in activities with other ordinary peers. Further more Claire, (2021) notes that to motivate LADHD a graduated approach is important and it involves assessing using a variety of methods to find out the educational needs of the child, making a detailed plan on how to teach these learners, implementing the detailed plan and evaluating the strengths and weaknesses of the plan. Learners with attention deficits and hyperactivity disorders need teachers to be friendly and welcoming in order to keep them focused, otherwise an environment that is harsh, so demanding and unfriendly even makes them more hyperactive and destructive.

Ogg and Anthony further point out that, teachers break down tasks to make them easy to learn, ensure minimum distractions from televisions and radios, or even switched off during an activity, parents explain instead of commanding, and avoid vulgar/abusive language. Children with ADHD always feel negative about whatever they do, therefore negative reinforcement can be so shaming and hurtful, and worsens disruptive behaviors. Task analysis helps to make activities look simpler and hence arouses the attention of LADHD. *European Journal of Pediatric Neurology* (2017) concludes that teacher should make routine structure to limit distractions and improve hyper focus. Encourage exercise, exercise to an ADHD child burns off excess energy, lowers the risk of depression and anxiety, improves concentration and focus, can improve and stimulate the brain. Such exercises can be encouraged by providing a rich environment full of play materials like balls, skipping ropes, and toys that learners can incidentally play and learn. Encourage good sleep, good sleep has been found out that it helps regulate energy levels and

can improve on stress and mood. The researcher believes IEP can be good but the activities should be carefully and critically timed accordingly, adjusted to meet the ability of the learner to participate and enjoy the lesson.

Stancy (2022) points out that children with ADHD are motivated to learn when teachers plan short term goals like for half a day or a day not waiting until a summative assessment is made to get a report card to show progress as a way of rewarding them because ADHD learners allude to immediate rewards compared to the other neurotypical brains, so set goals are achieved only with rewarding and celebrating with them simple achievements. She adds that, playing music helps promote focus to LADHD brains as it diminishes other destructors as a result of following the rhythm of and giving them time to calm down.

Lovett (2021) observes that learners with attention deficits and hyperactivity disorders are motivated when necessary accommodations are made in their learning environment to cater for their various abilities such accommodations include; time adjustment, providing with lessons content in form of notes prior to the beginning of the lesson, giving a student an alternative room to do examinations due to distractibility, placing the learner close to the teacher for monitoring. Lovett adds that, accommodations are meant to increase access and self motivation to the education activities not success and competition with other ordinary peers.

Literature cited shows that these learners are fully motivated when the teachers consider their interests in planning. learners are said to be very much motivated and there for actively participate in various indoor and outdoor activities of the school. All these are factors to consider in the learning environment of the learner.

This is inline with EST which orchestrates the environment as an important aspect of learning more so the microsystem that talks about the immediate environment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter was concerned with the practical aspect of the study which comprised the study design, target population, sample, instruments, procedure and description of data analysis.

3.1 Research Design

Research methodology is the way or techniques used to identify, select, process, and analyze data about a topic. (University of the Witwatersrand, 2022)

According to McComber (2019), research design is a strategy, used to answer a set of questions. It includes the techniques and approaches of collecting, analyzing, and interpreting data. Similarly, Creswell (2014) points out that, research design are the specific strategies used in the research process to collect, analyse, and report data. The case study design will be used. A case study is a design used to find out an in depth, multifaceted description of complex phenomena in its natural environment. (Sarah, Kathrin & Aziz, 2011)

3.2 Research Approach

The study was qualitative in nature and it entailed detailed findings on phenomena at hand.

According to Creswell and Creswell (2018), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a

social or human problem. In this study the researcher seeks to observe the behaviours of learners with attention deficits and hyperactivity disorders as they participate naturally in their local settings and also find out the opinions of the teachers in focused group discussions to establish their abilities and challenges, they face in school activities

3.3 Target Population

There were 30 LADHD, and 17 teachers in the selected primary school. A population is an overall group you want to draw conclusions about, population in research doesn't always mean people, it can mean groups of elements or anything you hope to study, and these may include objects, events, countries, organizations, organisms, species (Bhandari, 2020). In reference to Bhandari the researcher's Observation Checklists were categorised in Primary two to Primary three classes, Primary four to Primary five classes, Primary six to Primary seven classes and parameters were coded as (CL₁, CL₂, CL₃, CL₄, CL₅, CL₆, CL₇, CL₈, CL₉, CL₁₀, CL₁₁, and CL₁₂) while teachers interview of the Mini Focus Group Discussions was coded as TR₁, TR₂, TR₃ and TR₄.

3.4 Study Sample

A sample is a specific group that you want to collect information from, this group is less than the total population (Pritha, 2020), on the other hand Sample size is a term used to describe the number of individuals included in a study. This research study included; 4 teachers and 12 learners totaling to 16 participants.

Table 1:

Study population and sample

S/N	Participants	Population	Sample	Sampling technique
1	Teachers	17	04	Purposive
2	LADHD	30	12	Purposive
Total		37	16	

Source: Primary data

The researcher used Purposive sampling, which involved choosing participants that bear characteristics that the researcher needs (Nikolopoulou, 2022). Similarly, purposive sampling is a judgmental sampling, where a researcher uses participants expertise to determine a sample that is most useful to the purpose of research (McCombes,2022) A non-probability sample called a purposive sample will be chosen basing on the characteristics of the population and the goals of the investigation. It is also referred to as subjective, judgmental, or selective sampling (Crossman, 2016). The researcher used purposive sampling because it helps the researcher to collect data from experienced persons that have been in touch with the subjects to be examined or observed, which gives the collected data dependable.

3.5 Instruments

The researcher used non-participant observations and mini focused group discussions as data collection tools.

3.5.1 Observations

According to Duke University (2022) observation is a way of collecting information through seeing people, events, and writing physical traits of people within their natural setting, observation can be overt or covert. The researcher will use non-participant observation. Non-participant observation is a method used to understand a phenomenon by indulging in a social setting while staying separate from activities being observed (Liu & Matias, 2010). Observational research is a technique where you observe participants and phenomena in their natural setting. This enables a researcher to see their subjects make choices and react to situations in their natural settings as opposed to structured settings like research labs or focus groups, it is conducted if one wants to, see how real-world factors influence behaviour, describe a phenomenon, and see behavior of the subject in their natural phenomena.

Advantages of Observations

According to CDC (2018), there is a chance to observe exactly what happens in a setting, behaviour observed can be more natural and accurate, does not depend on people's capability and willingness to avail data and the researcher is able to observe what participants are doing other than what they say about them.

Disadvantages of Observations

CDC (2018) claim that, it is difficult to control variables in observation, it is time consuming and expensive, observer biased and does not give diversity of reasons why participants behave the way they behave.

Non-participant Observation and how to use it

Karl (2016) points out that, non-participant observation, is the kind of observation where the researcher observes individuals or groups without getting involved in their activities. Curtis (2018) claims that for a good observation the researcher should first identify the objective, reason why you want to observe, minimize or avoid any disruptive device that may disorganize the process of observation, observe and take notes and analyses the responses, behaviours and any other phenomena. Devices that may disrupt the observation process may include tape recorder and video recorder that may pull the attention of the learner being observed and make him or her change and behave unnaturally that biases the intended outcome of the research at hand negatively.

Advantages of structured non-participant observations

According to Karl (2016), non-participant observations are easy to blend compared to participant observations, are more credible as there is less involvement by the researcher, structured observations are easy to make comparisons and are quicker to do because the researcher does not need to know the participants.

Disadvantages of structured non-participant observations

Karl (2016) claims that, the researcher might be overwhelmed with data and they lack credibility because the researcher may not get chance to ask why participants behave the way they do compared to participant observation.

3.5.2 Focus Group Discussions

According to Binns (2021), focus group discussions is a qualitative market research, where participants come together to discuss specific topics. Likewise, Edu Note (2023) defines FGD as a discussion of a number of participants led by the facilitator to freely and spontaneously discuss a certain phenomenon in a group. Anderson (2020) says focus groups enables researchers to probe on the themes deeply to explore the ideas of individual participants. focus groups are collective rather than individual view (Bourgeois, 2016). A focus group can have any number that the researcher deems good to collect data i.e. 3-12 participants. FGD can help reveal potential gaps in research.

Advantages of Focus Group Discussions

FGD measures both opinions and reactions, it is dynamic can apply to different communities and cultures, does not waste time, provides a hands on approach, more detailed and engages all participants, gives quick and less expensive data, there is direct link between the researcher and participant for clarity, there is good understanding of views, and participants have a chance to reveal their reactions and that of other participants (Binns, 2021).

3.6 Procedure of Data Collection

The procedure the researcher used was as follows; the researcher obtained a letter of authorization from Kyambogo University, faculty of special needs and rehabilitation which introduced him to the study area.

The researcher designed research instruments which were approved by the supervisor. He also introduced himself to the head teacher and explained the purpose of the visit and study using a letter from Kyambogo university notifying the institution on the purpose of the visit. The researcher made appointments with respondents as regards the Mini Focus Group Discussions and agreed with the respondents about time and venue for the FGD interview. When collecting data two study instruments were used namely: non-participant observation. This was used for first category of participants, who were learners with attention deficits hyperactivity disorders. The second instrument, i.e. Focus Group Discussion which was used for the second category, i.e. teachers. Teachers were interviewed on the observations made from the first category of participants (learners). Each of the two categories of participants were assigned special codes, e.g. learners were referred to as: CL₁, CL₂, CL₃, CL₄, for parameter (P2-P3), CL₅, CL₆, CL₇, CL₈, for parameter (P4-P5), and CL₉, CL₁₀, CL₁₁, CL₁₂ for parameter (P6-P7) and teachers were coded as TR₁, TR₂, TR₃, and TR₄.

Mini FGD were used to gather information together and asked questions were asked as they interacted with the researcher while he records the audios which were later transcribed to written statements for analysis and interpretation in chapter four.

The school was chosen because of high behavioural challenges which triggered the researcher to select it and find out whether these behavioural challenges are associated with ADHD hence research about their abilities to participate in school activities.

LADHD were identified according to their behavioural challenges in the various classes, recorded and subjected to a pediatric Doctor for further assessment and diagnosis to ascertain the cause of behavioural challenges. The Doctor later found out that, out of the 30 learners identified, 14 presented with actual signs of the ADHD and this gave the research assurance of the participant to he was to research about.

Teachers were chosen because of having a working experience with children with ADHD and others with behavioural problems and some had specialised as peripatetic teachers

3.7 Data Analysis

Johnson (2022) describes data analysis as a way of cleaning, transforming, and modelling information to discover useful data to be used in making decisions. The purpose of data analysis is to extract useful information from data and taking the decision based upon the analyzed data. Analysis took the following procedures. The raw data was sorted out according to the objectives. Data was sorted and analyzed following the themes, subthemes and responses. The information got was presented in tables.

3.7.1 Credibility and Authenticity

Credibility and Authenticity refer to the criteria for judging how true, believable, credible dependable, or transferable the study findings are in the face of not only the researcher but participants and the readers of the study as well (Yilmaz, 2013). For this study opinions of the supervisors were sought about the quality of the

instruments, to see whether it was possible to proceed to the field for the final data collection.

Researcher identified learners which presented with some signs of ADHD and sought expertise of a qualified pediatric Doctor who assessed and diagnosed the children and found out that among the given population of 30 LADHD 14 out of them had ADHD which gave the researcher credibility to carry out the research at hand

3.7.2 Ethical Issues

According to Pritha (2021) ethical considerations are a set of rules that guide your research practices and designs. This involves a set of ethical values the researcher ought to follow during the whole research process.

The researcher first requested for an authorization and permission letter from all necessary authorities before gathering data in the field. The researcher ensured that anonymity and confidentiality procedures are observed accordingly. He made sure that no names or phone numbers are linked to any participants. Instead, letters and digit numbers were used as follows: TR for teachers were used Mini Focus Group Discussion interview, CL₁-CL₄ for learners in class category of (P2-P3), CL₅-CL₈ for learners in class category of (P4-P5) and CL₉-CL₁₂ for learners in class category of (P6-P7).

CHAPTER FOUR
PRESENTATION OF THE STUDY FINDINGS, INTERPRETATION AND
DISCUSSIONS

4.0 Introduction

In this chapter (Chapter Four) the focus was on presentation of the findings, interpretation and discussions. These were based on the three study objectives namely; (i) areas LADHD do well in class (ii) how LADHD participate in class/school activities (iii) what motivates LADHD to learn. Data was collected using Non-Participant Observation Checklists were analysed qualitatively. The activities done by participants were viewed and coded as well as presented and analysed qualitatively. Last but not least, the respective class teachers, through Mini Focus Group Discussion were each involved to give opinions regarding why each of the learners observed reacted the way they did. The learners' responses were ticked for each of the activities done correctly or wrongly. These were followed by comments by the researcher and were supported by citations from former researchers. Learners of the parameter of Primary two to Primary three were coded as (P2-P3) and Children with Attention Deficits and Hyperactivity Disorders were coded as (CL₁, CL₂...CL₄). Those of Primary four to Primary five were coded as (P4-P5) and Learners with Attention Deficits and Hyperactivity Disorders were coded as (CL₅, CL₆...CL₈). Lastly learners of Primary six to Primary seven were coded as (P6-P7) while Learners with Attention Deficits and Hyperactivity disorders were coded as (CL₉, CL₁₀...CL₁₂)

4.1 Description of Participants

The study targeted the learners with attention deficits and hyperactivity disorders (ADHD) and their respective teachers. The expected total sample size of participants was 16 comprising of 12 LADHD and 4 teachers. Out of the 16 participants, 15 participants were accessed and LADHD were observed. Teachers were interviewed through a Mini Focus Group Discussion. 1 participant missed out because was allowed by parents to come for holiday studies.

Table 2 gives the description of the demography the participants involved in the study.

Table 2:

Demographic characteristics of participants

Participant by categorisation	Female	Male	Number
Teachers	01	03	04
LADHD	04	07	11
Total	05	10	15

Source: Primary Data

KEY

P =Primary

CL= Child

LADHD= learner with attention deficits and hyperactivity disorders

Regarding gender of participants from table 3 shows that both teachers and LADHD are involved in the study, male participants dominate as compared to the female ones. The reason is that there are more male teachers employed in the school

compared to female teachers. The overall number of males to female teachers in the school is a ratio of 10:5 respectively. The female teachers are more concentrated in the nursery section, which reduces as classes advance up to primary seven. For the sake of LADHD more males are affected compared to females and is supported by CDC, (2016) which states that, Boys are three times more likely to receive ADHD diagnosis than girls. This is so, because signs of learners with ADHD are more visible in boys than girls

4.2 Learners with Attention Deficits Hyperactivity Disorders

LADHD were chosen because they face the daily challenges that bur them from active participation hence unable to realise their potential abilities to participation and excel in education. So, their individual characteristics are listed below:

CL₁: A boy aged 12 years who is ever destructive, unsettled in class, does not concentrate and has repeated primary two.

CL₂: A boy aged 13 years, in primary two class and always hurries to give answers irrespective of whether they are right or wrong.

CL₃: A girl aged 14 years, in primary three class who is always inattentive in class and hardly participates in class activities.

CL₄: A boy aged 15 years, in primary three class who is never settled and beats others in class during and after classes.

CL₅: A boy aged 15 years, in primary four who always hurries to complete work and does not care about the out come of the of his actions.

Cl₆: This was boy aged 16 years, in primary five class who is ever talkative and with very many errors in coping work from the chalk board and solving mathematical problems.

Cl₇: This was a boy aged 13 years in primary four class who is always the last to finish work and with major errors in words.

Cl₈: This was a girl aged 15 years in primary four class who faces difficulties in concentrating and completing work in class.

Cl₉: A boy aged 17years, in primary six class who is always destructive, inattentive and dodges work in class.

Cl₁₀: A girl aged 18 years in primary seven class aged seventeen years and is always inattentive during lessons in class and not interested in learning.

Cl₁₁: This was girl aged 17 years, in primary seven class, aged eighteen years who is always un settled in class activities.

Cl₁₂: This boy aged was 19years in primary six class and ever passive in class activities and also fears to give out answers in class activities.

Teachers

TR₁: Teacher one was a male who teaches primary six and seven, with a diploma in primary education and has been teaching for thirteen years while teaching learners with special educational challenges like ADHD.

TR₂: Teacher two was a male who teaches primary two and primary three classes, with a certificate in grade III teaching and diploma in special needs education and has taught for ten years.

TR₃: Teacher three was a male teacher with a grade three primary teacher's certificate in education, teaching primary four and primary five classes and has been teaching for fifteen years.

TR₄: This was a female teacher teaching primary two and primary three classes, with a grade three primary teacher's certificate in primary education and has been teaching lower primary classes for twelve years.

Age bracket of Learners with Attention Deficits Hyperactivity Disorders (ADHD)

Table 4 shows the ages of learners with attention deficits hyperactivity disorders as per the parameters of the classes used in the research study. The parameters include; primary two and primary three, primary four and primary five and primary six and primary seven. These parameters have age group of LADHD ranging between zero and twenty years.

Table 3:

Age of LADHD

Age bracket	No of participants
0-12	03
12-16	04
16-20	04
Total	11

Source: Primary Data

Table 4 indicated that, 0-12 age bracket were 3 LADHD in classes of Primary two to Primary three, 12-16 age bracket were 4 LADHD in the class of Primary four to Primary five, 16-20 age bracket were 4 LADHD in the classes of Primary six to primary seven

Age bracket of teachers (TR)

Table 5 indicated the ages of the participants as used in the research conducted about abilities of learners with attention deficits and hyperactivity disorders and experience helped give a rich experience about LADHD

Table 4:

Age of teachers

Age bracket	No of participants
30-35	02
35-45	02
Total	04

Source: *Primary Data*

This study had participants aged 30-35 years of age bracket were 2 teachers and 35-45 years of age bracket were 2 teachers respectively.

4.3 The areas LADHD do well in classes

This study sought to find out areas LADHD do well in class and the school at large in Makindye Ssabagabo Municipality in Wakiso District. This perspective was paramount because what learners do well determine their participation in school and class activities. When participants were asked about areas LADHD do well in class the emerging issues were; capability of LADHD to participate, positive behaviours of LADHD in doing what is required, whether LADHD move on

smoothly during lessons and whether LADHD do their activities within the required time.

4.3.1 Capability of Learners with Attention Deficits Hyperactivity Disorders to do academic/extra curricular activities within the school environment

Theme one was meant to find out the areas LADHD do well in classes. On this study objective collected data is put in table 6 in summary to aid analysis and discussion.

Table 5:

Capability of Learners with Attention Deficits Hyperactivity Disorders to do academic/extra curricular activities within the school environment

Response	Codes	No of responses
Capable of doing academic/ extra curricular activities	CL ₁ , CL ₂ , CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	11
Putting up their hands in the lesson	CL ₂ , CL ₃ , CL ₅ , CL ₇ , CL ₈ , CL ₉	06
Collecting books	CL ₃ , CL ₅ , CL ₄ , CL ₁₀	04
Able to do corrections	CL ₄ , CL ₅ , CL ₆	03
Do with limited attention	CL ₂ , CL ₄ , CL ₇ , CL ₈	04
Participate with low attitude	CL ₅ , CL ₆ , CL ₉	03
Total	31	31

The theme which sought to establish if participants were able and capable of doing activities given. According to table 5, the concerned LADHD were observed and their responses were. A good number of participants (n=11) prove that LADHD are capable of doing activities, (n=6) participate by putting their hands up, (n=4)

are able to collect books and have limited attention respectively. One was observed taking long to answer oral questions i.e. 30 seconds and above (CL₁₁).

Presentation of some of the direct observations;

One direct observation about capability of LADHD was “A learner did the exercise, collected the book, it was marked by the teacher and did corrections” (C₆).

The discussions held in the Mini Focus Group Discussions about capability of LADHD to do activities within the school environment are also indicate below,

One participant said:

Those LADHD are always interested in and participate once you bring songs and rhymes. Reason is that this makes them feel that they are part of the class and can ably involve up to the end of the lesson. (TR₄)

Another participant:

For these LADHD they normally like playing when it comes to singing and dancing, they prefer these activities because they do not involve mental hard work for them they prefer dancing, singing, playing in out door they play well and involve themselves (TR₂)

Another participant added:

As far as LADHD are concerned they are commonly interested in activities that involve practical work that is related to the content being taught reason being that in most cases when you give theoretical work they hardly understand but when you give them practical work they take part in the teaching and learning process which enables

them to understand easily what they are learning about. Then two they also like activities that are full of fun because they make them happy and feel interested in the lesson which enables them pay attention and do understand what is being taught at that moment (TR 3)

This participant was involved by saying:

These learners like doing out door games like football, athletics and other games that are not academic oriented, because they exercise their skills there and, and these activities where their attention span is not gazetted by the teacher confined to one thing here they take themselves as if they are deciding on their own because when they are in class they are judged by the teacher on what to do (TR1)

The findings agree with Blair (2022) who is of the view that LADHD can do well in school academic activities like English, music, dance and drama and even graduate, though this comes with a bit of extra work, sticking to a routine of doing work and asking for help from teachers.

The researcher believes that, these LADHD are able to participate and do well, but close monitoring of the teachers, adjustment of time, provision of various instructional materials to cater for the varied levels of ability should be taken seriously in order to support them accomplish their activities.

The findings as reported by the participants, the researcher and literature are important. This is the way to go as far as the potential abilities of LADHD are concerned in Makindye Ssabagabo

4.3.2 Positive behaviours of LADHD in doing what is required of them

With regard to positive behaviours of LADHD in doing what is required of them, the findings were unique in that the participants were noted to do the wrong things.

A summary is presented in table 6.

Table 6:

Positive behaviours of LADHD in doing what is required of them

Response	Codes	No of responses
Participants abuse others	CL ₁ , CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₈ , CL ₁₀ , CL ₁₁	08
Destructing each others attention and fighting	CL ₂ , CL ₄ , CL ₅ , CL ₈ , CL ₉	05
Withdrawing from activities	CL ₇ , CL ₉	02
Beating others	CL ₁ , CL ₆	02
Getting annoyed easily	CL ₃ , CL ₅	02
Quarrelling with each other	CL ₃ , CL ₈	02
Total	21	21

Table 6 showed that, participants abuse others dominated with (n=8), those were (CL₁, CL₃, CL₄, CL₅, CL₆, CL₈, CL₁₀, CL₁₁), destructing each others attention and fighting was observed with (n=5). Others included; withdrawing from activities, beating others, getting annoyed easily, and quarrelling with each other had (n=2) and last but not least shouting.

One participant was observed, “*destructing the attention of another learner who was concentrating by removing the pen from him*” (CL₆).

Contribution of participants from the Mini Focus Group Discussion about Positive behaviours of LADHD in doing what is required of them based on their experiences were also given as below,

One of the participants:

During teaching hours these LADHD concentration span is low because they do not settle in class to listen to the teacher while teaching. Most like moving out, pinching their friends. And when it comes to socialisation, their socialisation skills are not usually good to the peers during activities in class. So as teachers we need to use methods that arouse their interest to participate in activities (TR₁).

Another participant had this to say:

LADHD have low attention span, these learners are so playful when you do not consider them when teaching, you may end the lesson when they have got nothing. Secondly these learners can fight in class, like when you are teaching and in front of the class writing on the chalkboard and you suddenly hear one laments ayiii, to find out when one has slapped another. So, you must be keen when teaching these learner (TR₂).

This participant observed:

Ahh, coughs. As far as these children behaviours during lessons in class, to me they do not behave in the same way, if not they behave differently depending on the methods used by the teacher on a particular lesson. Just as I said that in most cases they need practical work to always get involved on individual basis. If the teacher uses a method or other methods that do not involve them in most cases they behave absent minded, they are never present in class and never attentive in most cases they hardly give their attention to the teacher. They seem to be having things they are thinking about at that particular moment. Then two, some of them hardly concentrate during the lesson, others move up and

down if you do not give them what they are supposed to do or what makes them get involved in a lesson practically they seem to be absent minded and resort to other things that makes them move around and has no good class control they end up getting injured by some of the learners (TR₃).

Another participant added:

When I talk about positive behaviours exhibited during lessons, these children most of them are playful, they do not settle in class once you do not pay much attentions to them. These children get annoyed very fast once someone does something to them even if it is very small for them they get annoyed very fast, they can even slap. Once you do not mind about them, they do not settle they are always harsh, they are rude when given guidance they can try. They can try to do something that you want (TR₄).

Zia (2021) deviates from the findings by saying, learners with attention deficits and hyperactivity disorders have some positive benefits like hyper focus, resilience, creativity, conversational skills and humanity, spontaneity and courage and high energy. These learners with attention deficits and hyperactivity disorders are sometimes called super powers because of the extra ordinary skills they have compared to their ordinary peers.

Researcher's comment is that, LADHD exhibit behaviours such as destructibility, inattentiveness, anxiety, lack of concentration and if not well understood teachers take them for being stubborn and disrespectful hence their abilities to participate are not realised, but when given attention LADHD can exhibit some good organisational skills

The findings as reported, literature, participant’s observations and researcher’s observations prove that LADHD have challenges but when carefully studied, and good interventions made they have the ability to concentrate and accomplish tasks. this can help LADHD in Makindye Ssabagabo Municipality.

4.3.3 Whether LADHD move on smoothly during lessons

As for this theme which sought to find out whether LADHD move on smoothly in class during lessons. The findings were unique, in that all participants don’t move on smoothly. This was summarised in the table 7.

Table 7:

Whether LADHD move on smoothly during lessons

Responses	Codes	No of responses
Lack of concentration	CL ₃ , CL ₄ , CL ₅ , CL ₆ CL ₇ , CL ₈ CL ₁₀ , CL ₁₁	08
Challenges in reading, writing, and spelling	CL ₅ , CL ₆ CL ₇ , CL ₈ , CL ₁₀ , CL ₁₁	06
Taking longer time to complete work	CL ₆ CL ₇ , CL ₈ , CL ₁₀	04
problems of associating with other peers	CL ₃ , CL ₅ , CL ₁₀ , CL ₁₁	04
Not completing work	CL ₃ , CL ₇	02
Giving wrong responses and inattention	CL ₈ , C ₁₁	02
Total	28	28

Lack of concentration ranked highest and was observed (n=8) and comprised of (CL₃, CL₄, CL₅, CL₆, CL₇, CL₈ CL₁₀, CL₁₁), challenges in reading, writing, and spelling came second and was observed (n=6) participants (CL₅ CL₆, CL₇, CL₈,

CL₁₀, CL₁₂), Taking longer time to complete work (n=4) these were, (CL₆ CL₇, CL₈, CL₁₀), problems of associating with other peers while doing activities (n=4), not completing work, giving wrong responses and inattention were among the other observed traits in LADHD.

One participant was observed “*taking longer to complete, yet most peers had completed and handed in the books*” (CL₂).

The participants involved in a Focus Group Discussion also added the following contributions based on their experiences,

One participant had this to say:

For me on my side as in lower LADHD have challenges with numeracy skills since they involve calculations, use of formulae, and operation signs like multiplication and division. Secondly these learners also face challenges with questions involving comprehension (TR₂).

Another participant had this to say:

These LADHD when it comes to reading, it challenges them, anyway when I talk of reading, I also talk of writing. Writing the given activity is a Tag of war and they are always the last to finish the work, some can try to answer, but there are those who can not even tell you the answer. So, they take long to write and that makes them always the last to finish the given work. It is there nature they are slow, not that they have not understood but they are always slow. When asked whether there those that finish? The teacher answered that, yes there are those can finish and those who can not, like if you say you have given 6 numbers. If a learner tries to write

3 appreciate him/her, but there are those who can try to finish (TR₄).

This participant differed by saying:

To me when it comes to answering cognitive questions that need logical thinking these learners are left out because much of their time is spent on being inattentive, so when it comes to answering questions that are cognitive, some need application which becomes a challenge yeah (TR₁).

Another participant had this to say:

As far as this is concerned, they mostly get problems with science. The reason might be many but I can point out three or two. Number one aaah science is having a lot of diagrams, in most cases they take long to understand the diagrams. These diagrams are hard to understand if the teacher does not teach them repeatedly in several lessons, they hardly understand those diagrams and the way of answering questions about diagrams because it needs someone to understand question approach and their rate of understanding is so low if the teacher does not guide them well and as far as teaching is concerned you find that the teacher is having a lot of learners and lessons to teach so there are less remedial lessons given to them makes them take long to understand. Then two science is having a lot of difficult words to understand and as far as this is concerned it takes much of the time to understand. You can find that some one fail to pronounce a certain word because it is very hard, too long and having many letters fore example aaah, aah a leaner may be given a word like Entamoeba histolytic and may fail to understand that word (TR₃).

Sean (2016) deferred by saying that, learners diagnosed with ADHD can also come up with good grades, this can be done by use of alarm clocks and calendar reminder because time management is one of the predicaments of these learners, and breaking tasks into simple ones

Researcher's comment is that learners are found to be studying with difficult and teachers are not having drastic measures to enable them realise their abilities to participate in class activities. These challenges include reading and writing, spelling and numeracy.

4.3.4 Whether LADHD do their exercises within the required time

Regarding this theme, which sought to find out whether LADHD do the exercise within the required time. This is presented in table 8.

Table 8:

Whether LADHD do their exercises within the required time

Responses	Codes	No of responses
Learners use the same time with other ordinary learners	CL ₂ , CL ₃ , CL ₅ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	08
Time is given but still face challenges	CL ₁ , CL ₄ , CL ₈ , CL ₆ , CL ₇	05
Always the last to complete	CL ₄ , CL ₇ , CL ₉ , CL ₁₀	04
Total	17	17

Findings in table 8 showed that time is not enough. In some observations noted, learners use the same time with other ordinary learners and strictly no adjustments made. This gave a total of (n=8) participants observed were (CL₂, CL₃, CL₅, CL₇, CL₈, CL₉, CL₁₀, CL₁₁). While others observed showed that time is given but still

LADHD face challenges of not completing in time(n=5) participants observed are (CL₁, CL₄, CL₈, CL₆, CL₇) and some always the last to complete(n=4), participants observed are (CL₄, CL₇, CL₉, CL₁₀)

One participant “took the book last for marking after others had been marked” (CL₆)

According to Focus Group Discussions, participant’s opinions about whether they do the exercise within the required time like their peers are suggested below;

One of the participants said:

Learners do not complete work within provided time, it is not enough at least when they are given 1 hour plus some minutes because these LADHD need time like when you are explaining, when explaining it takes time for them to understand, then come to writing it is the same. They need at least 1 hour and some 10minutes (TR₂, P2-P3).

Another participant stated:

The time given to these learners the 30minutes are not enough. These learners take a lot of time, they need our time, they need guidance, because in writing so as you teach let’s say like for 40minutes they will again need some 50minutes in writing and you see even those 50minutes if you do not take much care there will be those who will not finish but at least let them be added time so that they also gain. At least 1 hour and some 30minutes. Because if I talk of 1 hour it will not be enough for them (TR₄).

Another participant had this to say:

Now for primary five, these learners need more time. According to the curriculum we are having it spells out

40minutes, but now 40minutes to me they are not enough reason being these learners take long time to understand. The teacher has to use practical methods that involve these learners and whenever they are used the lesson take more time because the teacher has to look at what each learner has to do at a particular time. So, to me I would say the time should be a full hour that is 60minutes, such that they can cater for each and every activity but now these 40minutes will not allow the teacher to carry out evaluation of the lesson (TR₃).

Another participant said:

These learners depend on the methods used by the teacher. The number determine what these learners will acquire, for example the 40 minutes are not enough to cater for these learners' reason is that because of inclusive education the class involves those who understand quickly, those who have physical challenges. so, you have to first deal with those who can move with the pace, then include in methods that can cater for those learners. To me 40minutes should be added at least an hour is enough. 1hour for an upper lesson (P6-P7) because they have to copy the work, you have to sit with them discuss that is what I can say about the time they need (TR₁)

The findings are in line with Bob (2016), who claims that LADHD participate well in school games when, time adjusted, given a pre-orientation to a game, given breaks and giving them visual and tactile cues whenever possible.

Researcher's opinion suggests that LADHD need more time for them to ably do the given work as their peers do. 30 minutes and 40 minutes for lower primary and upper primary respectively is not enough for them. Some learners are seen

doubling the given time, say 40 minutes to 1 hour and 20 minutes before they complete.

collected data, participant's opinions, researcher's opinion and available literature all suggest time adjustment in order for LADHD to exercise their ability which is a good innovation and practice for Makindye Ssabagabo Municipality.

4.4 How Learners with Attention Deficits Hyperactivity Disorders participate in academic/ extra curricular activities in school.

Objective two was to find out how LADHD participate in school activities in Makindye Ssabagabo Municipality in Wakiso District. This is a very important aspect because for teachers to innovate ways of how to improve their participation, they need to first understand how they participate in activities with others. When participants were asked about LADHD participate in activities, the emerging issues were: which ways do LADHD participate in school activities, whether LADHD are assessed, whether LADHD respond to questions when asked and finding out whether LADHD are given examinations for assessment.

4.4.1 Which way do LADHD participate in academic/extra curricular school activities

Concerning this theme which sought to establish ways in which LADHD participate in school activities. The findings vary in a way that some say LADHD participate in school activities. This is presented in the table 9.

Table 9:

Which way do LADHD participate academic/extra curricular activities in school activities

Responses	Codes	Total responses
Through enjoying mostly balls game (throwing the balls)	CL ₂ , CL ₃ , CL ₄ , CL ₅ , CL ₆ CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	10
Athletics (running up and down)	CL ₁ , CL ₄ , CL ₆ , CL ₇ , CL ₈ , CL ₉	06
Putting hands up in class	CL ₂ CL ₅ , CL ₈ , CL ₉ , CL ₁₀ CL ₁₁	06
Collecting books	CL ₄ , CL ₇ , CL ₉ , CL ₁₀	04
Give incorrect answers	CL ₂ , CL ₅	02
Total	28	28

Table 9 shows these learners participant through enjoying mostly ball games (n=10), athletics (n=6), putting hands up (n=6), collecting books for marking (n=4). Others observations revealed that these learners are always forced to participate, give incorrect answers sometimes for these each was observed (n=2).

One participant was observed, *“helping the teacher to supply materials i.e. balls, involved in skill training, and practised the skill of dribbling the ball”* (CL₉)

According to Focus Group Discussions, participant’s opinions about Which way LADHD participate in school activities are;

One participant said:

Some few LADHD participate but there are those who need to be first forced, because there are those you see that at least know what am teaching know the answer but can not put up the hand to answer. So, when he/she gives a correct

answer he/she expects a motivation and when motivated he/she feels that is part of the class. But once he/she gives a wrong answer and friends laugh, he/she will never give the answer again. The teacher should therefore guide and counsel the learner in order for him/her to participate again next time (TR 4).

This participant participated by saying:

The fact is that these learners hardly participate, they hardly participate because for them in most cases they tend to be absent minded even when they tend to be present minded, they feel that what is being talked about is very new and hard for them to participate. Then two, aaaah they may participate to some extent but when appointed or when given an opportunity but can not put their hands up when the teacher asks the question and when they are given chance, articulation of words is a problem. They hardly articulate most of the words even a single word of several letters, they feel that it is a very hard word. so, articulation of words is a problem. When asked why? Responded with fear that even when they have a correct answer, they fear to speak it out because they are not sure whether it is right or wrong and they fear to say a wrong answer. That's why as they start speaking, they fear to bring out words. Secondly in most cases they are shy and they take long to participate if teachers have not given them chance, they lack confidence to speak to others that makes them panic when speaking to others (TR₃, of P4-P5).

One participant had this to say:

These learners, some participate willingly then others participate when forced, so when you do not see them you will not see them participating and when they participate

they need to be motivated since these learners have fear in them that aah may be my answer is wrong so they do not need to be laughed at, they need to be guided by the teacher (TR₂).

This participant said:

LADHD participate in class activities, being that they are egocentric and once they give an answer they do not need to be laughed at because of being wrong and think that what they give out is the correct answer, they do not need to be laughed at, they need to be appreciated once they give the answer whether wrong or right and doing these class activities they tend to participate in numbers that do not need to much reasoning. When given chance they can participate and discuss with friends but in their communication, they are always shy and lack confidence in what they are saying (TR₁).

The findings are in line with Child Mind Institute (2021), that claim that LADHD participate in classes though with difficulty. They make careless mistakes in classwork, have difficult following instructions, have trouble organizing work and in most cases, they avoid or dodge tasks that require sustained mental effort including homework and are good at destructing attention of their ordinary peers.

The researcher's comment is that LADHD participate in school activities in different ways but some react physically and others react verbally i.e. Boys and Girls respectively. These learners have the ability to participate though teachers need to be patient with them because some hurry to give answers which may be wrong and some take time to conceptualise concepts and when given chance to give answers, peers should not laugh at them because as a result their esteem may

be totally lowered never to ever answer a question. Teachers need to guide and counsel other ordinary learners to create a good learning environment.

The finding as reported by the researcher, teachers, and literature are good and can help to realise the abilities of LADHD participate in class activities with other peers in Makindye Ssabagabo Municipality.

As of this theme which sought to find out whether LADHD are assessed summatively or Finding out whether LADHD are assessed using summative or continuous assessment reveal that LADHD are assessed. This is presented in table 10.

Table 10:

Finding out whether LADHD are assessed using summative or continuous assessment.

Responses	Codes	No of responses
Assessed using summative assessment	CL ₁ , CL ₂ CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁ ,	11
Assessed using continuous assessment	CL ₂ , CL ₃ CL ₄ , CL ₅ , CL ₆ , CL ₈ CL ₁₁	07
Total	18	18

The finding in table 10 reveal that mostly these LADHD are assessed using summative assessment weekly, monthly, and termly tests (n=11) the participants observed are (CL₁, CL₂ CL₃, CL₄, CL₅, CL₆, CL₇, CL₈, CL₉, CL₁₀ CL₁₁) and others revealed that the assessment is done continuously using daily exercises and tests (n=7) and those observed were (CL₂, CL₃ CL₄, CL₅, CL₆, CL₈, CL₁₁).

One participant was observed when he, “*entered class, was given a weekly assessment test item, did it and handed over the paper to the teacher for marking*” (CL₁₀)

The participant’s responses in a Focus Group Discussion as to whether LADHD are assessed summative or continuous assessment shows that teachers face hardships in assessing these learners in both forms of assessments used;

This participant observed:

These learners are assessed but as a teacher, I face many challenges in assessing these LADHD because of varied levels of ability among them so, while assessing them not all finish at the same time whether I use continuous or summative assessment and time adjustment is not uniform. what is unique is that when given enough time and guidance, they can perform to a reasonable level worth appreciating and satisfying (TR₁).

Another participant added:

while assessing these learners verbally some respond and some do not reason being when some one gives out an answer and the class laughs because the answer is not correct, that learner will fear to put up the hand. You willing that some know the answer but fears to put up the hand because of the attitude from the friends (TR₂).

Another participant deviated by saying:

My experience as far as assessment and responding to questions is concerned is not specific, it defers depending on different characters. Character is one attitude of a learner towards a teacher asking a question or

administering the assessment exercise. If the learner is interested or the learner is friendly to the teacher, he/she is willing to answer only that he/she in most cases they delay. They need time to answer. For example, when you ask a question you need to wait for a minimum of 30 minutes to respond to the question (CL₃). Then another factor is on learners themselves, there are some who respond immediately but the answer or response they give do not correspond to the question asked. They may answer, anyhow, do not take time to understand or think about the questions being asked before they answer. For example, there is a certain learner when you ask him a question there and then will respond but the response is totally off or totally out of the question asked. So, they respond but, in most cases, depends on how a learner behaves. Question, why do you think that the teacher-pupil relationship is very important? It is very important and as a teacher him/herself should fight hard to see that the relationship between him/her with the learner is very good. Reason being that a learner may hate the teacher for no reason, the teacher does not Cain but deep in him/her feels like aaah aaah that lady is not good. So, the teacher has to create a conducive environment that allow these learners to become ready to participate (TR₃).

Another participant also observed this:

Some few participate in the assessment exercise but there are those who need to be first forced. Because there are those you see that at least these am teaching knows the answer but can not put up their hands. So, you have to first force that child to give the answer and when he gives a correct answer he/she expects you to motivate him/her when you thank him, he also feels that he is in class. But once

he/she gives a wrong answer and the friends laugh, she will never give the answer again. So, you have to first stop these friends from laughing at him/her and comfort him/her there he/her will tell you the answer the next day, but when you keep quiet she will never give the answer again (TR4)

The study is in line with Lilly (2020) who agrees that these learners are assessed though deviates with the kind of assessment done by saying that LADHD are assessed by teachers using rating scale in classrooms to detect hyperactive impulsive behaviour

The researcher feels that assessment to these LADHD needs to be done continuously as the teacher uses task analysis to break the test items into simple motivating tests in order for these learners to use their ability well in activities with other ordinary peers.

The finding as reported by the participants, the researcher, and literature are import. This is a way to go as far as the abilities of LADHD are concerned in Makindye Ssabagabo Municipality.

4.4.3 Finding out whether LADHD respond to questions when asked by the teachers

Regarding to this theme which sought to find whether LADHD respond when asked by teachers, the finding is encouraging, this is shown in table 11.

Table 11:

Finding out whether LADHD respond to questions when asked by the teachers

Responses	Codes	No of responses
Responded by putting up hands	CL ₂ , CL ₃ , CL ₅ , CL ₆ , CL ₇ , CL ₁₀ , CL ₁₁	07
Responded by doing a written exercise were	CL ₁ , CL ₃ , CL ₆ , CL ₈ CL ₉ ,	06
Feel inferior and inadequate and do not internalise but involve in answering	CL ₂ , CL ₃ , CL ₅ , CL ₆	04
lack concept clarity	CL ₂ , CL ₃ , CL ₅	03
Answer without conceptualising, and without fear	CL ₆ , CL ₇ , CL ₁₀	03
Shy to give an answer but can try	CL ₃ , CL ₄ , CL ₈	03
Fears because of being blamed in case of giving a wrong answer	CL ₁₁	01
Total	27	27

Table 11 shows that (n=7) responded by putting up hands, the participants observed were (CL₂, CL₃, CL₅, CL₆, CL₇, CL₁₀, CL₁₁), those that responded by doing a written exercise were (n=5) and they included (CL₁, CL₃, CL₆, CL₈ CL₉). Another group of participants that gave yes included, (n=3) and the responses were that, they feel inferior and inadequate but do not internalise but involve in answering, lack concept clarity, answer without conceptualising, and answer without fear. On the other hand, the participants who responded with a no were (n=3) and that, they

do not respond in most cases because they have doubt of what they will contribute, shy to give an answer in class (n=3) who were (CL₃,CL₄, CL₈), and (n=1) fears because of being blamed in case of giving a wrong answer and that was (CL₁₁).

One participant was observed when the teacher asked a question, “*He put up the hand, answered the question, others laughed at him for a wrong response given*”. (CL₁₁)

The participant’s comment as far as Mini Focus Group Discussions is concerned about whether LADHD respond to questions when asked by the teachers are;

One of the participants said:

According to my experience like whenever we give chance for them to respond to questions in my area, they always do it with excitement and most of them are always first at giving the answer. Reason is that for them whatever comes in their brains they just give the answer without even thinking whether it is correct or wrong, they do not take time to think and conceptualise concepts before answering some of them are always the first to finish the given exam (TR₄, P2-P3class)

Another participant had this to say:

In most cases, even though these learners are categorised to be similar, they have different characteristics and it depends on who has heard about the examination. When the exams come there are some learners in this category who fear the exams and when given the exams they answer, but when they answer in most cases they take long to finish. There are some who get excited when exams come and when given the exam, they just write any how as Tr₄ said. Some of them do

not even read the questions because reading is a problem to them. So, since reading is a problem, they just put whatever they think is right to that particular question. Some may not be so much afraid of the exams but when you give them, they need more time than the one allocated for the exam. When given enough time some of those can perform because when they take time to read, they can understand what they are answering. Question, do you have those who absent themselves because an exam is coming? Yeah, I have ever seen it but not very common, they may fear but they hardly absent themselves (TR₃)

Another participant also said:

Just as other teachers have said that they have fear, surely these learners some fear exams to the extent that some even like I had a scenario in my class where I brought the exams, then I saw susu(urine) just coming out of a certain girl then when asked she said, teacher I want to go out, then when I asked her why didn't you ask? She said that "I just feared". So aaaah laughs so fear, fear. They fear these exams and when some answer you will find that they have answered wrong things, some need time, the allocated time on examination they need more minutes (TR₂).

Another participant deviated by saying:

Thank you, now when it comes to these learners of my class, eeeh eeh my experience is different from my colleagues. One at this stage they do not fear to do an exam but when the supervisors/ invigilators come in they are not comfortable, these learners tend to disturb others, run here and there because of lacking confidence so they do not fear exams but others get answers or copy. Secondly, this learner has a reading challenge, most of them do not know how to

read, so they pretend as if they have understood the question and give irrelevant answers to the question. They read, do not understand and end up giving answers which are contrary and, in the exams, they have a short span, after answering for 30 minutes, they want to move up and down and if an invigilator comes out they start disturbing their friends. Lastly, I conquer with my friends, some of them have fear, using the Primary Leaving Examinations experience, such learners tend to concentrate towards the end of PLE because of fear of failing the examinations. But this is false concentration, though they try to put hope in themselves. Question, even if it is false concentration, have you had some who have passed? Passing is not all that a progress because their reading skills are little, because they can not pay much attention to exams so they are hindered by all these factors. We have many factors such as environmental, some are from the societies which they live in, even government policy which promotes every child to any level, financial status of parents may force LADHD to be in such classes when they are not supposed to be in those particular classes (TR₁).

This finding agrees with Stancy (2022), who points out that children with ADHD are motivated to learn when teachers plan short term goals like for half a day or a day.

Researchers' comment is that the highest number of participants show that these LADHD participate, but observations seen indicate that the learning environment is not conducive to give opportunity for them to realise their potential abilities.

The finding as reported by the participants, the researcher, and the literature are important. This is the right way to go as far as the abilities of LADHD is concerned in Makindye Ssabagabo Municipality.

4.4.4 Whether LADHD are given exams for assessment like any other ordinary learner

Regarding this theme which sought to find whether LADHD are given exams for assessment like any other ordinary learners, reveal that indeed they do. Table 12 presents the data.

Table 12:

Whether LADHD are given exams for assessment like any other ordinary learner.

Responses	Codes	No of responses
Do examinations with difficult of taking long to finish	CL ₁ , CL ₂ CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₇ CL ₈ , CL ₉	09
Do without fear yet with low performance	CL ₁ , CL ₂ , CL ₄ , CL ₆ , CL ₇ , CL ₈	06
Happy to do and hurry to complete though with errors	CL ₁ , CL ₂ , CL ₇ , CL ₈	04
Do not do examination	CL ₆ , CL ₇	02
Dodge the exams completely	CL ₈ , CL ₉	02
Total	23	23

The observations according to table 12 are, (n=9) participants do examinations with difficult of taking long to finish and the participants observed were (CL₁,CL₂

CL₃, CL₄, CL₅, CL₆, CL₇ CL₈, CL₉), some do without fear yet with low performance (n=6), observed participants were (CL₁, CL₂, CL₄, CL₆, CL₇, CL₈) , others are happy to do and hurry to complete though with errors (n=4), the observed participants were (CL₁,CL₂, CL₇, CL₈). Those that were observed with a no were (n=2) of the participants responses were that, they do not participate and sometimes even dodge the exams completely.

One participant was observed responding to the teachers' question. Are you all here for the test, "No, john is not here". why? "He is sick" (CL₅). Others laughed. Another participant said "No teacher he fears exams" (CL₁₀).

The participant's comment as far as Focus Group Discussions about whether LADHD are given exams for assessment like any other ordinary learner are,

One participant said:

LADHD participate in class and do exams depending on their different abilities, mostly these children do not fear an exam, though take a long time to answer and finish the exam. Concentration to the exam is also an issue for some do not finish because they can not take time to concentrate. When time is given with breaks in examinations they can finish and fair well though not excelling like other ordinary learners

(TR₁).

Another participant also had this to say:

Ahhhh these LADHD participate in classes but when promoting these learners, we do not consider them the way we consider others because these ones are given special time, reason when the pass mark is set even if they don't

reach the pass mark set, we do promote them so long as they have managed to score. Leaving the score sheet aside, these learners have special abilities elsewhere as far as class work is concerned. They may not be able to give correct answers but when you seat with them and you try to guide them to interpret the question they can give correct answers. So, we promote them as we guide them on how to improve. Question What are those other abilities that you always consider? In most cases in theory form, practical exams are not given at our level (Primary School) but when you give them practical work, they will produce the results you want. Question Which practical work are you talking about? For example, in my area science, they may ask a question or an experiment to show the presence of air in soil. When you bring the requirements needed and you give correct procedures those learners can follow them, do what you are asking them and when you ask them to give observations, they can give correct observations. Only that when it comes to writing them, it will be difficult but they know that there is air in soil (TR₃).

This participant also participated by saying:

As I said previously that, these children need time in writing and reading let's say they do not know how to read and in certain class. So, a teacher needs to get close to these children, when you read for them, they can give answers. So, when you give them time as a teacher and come nearer, read for them, these children can tell you correct answers only that they can not read and write answers. Question In case even after guidance still they have not done what you want. What do you consider to promote them to another class? As I have said that you bring them closer, let's say in an exam after bringing them close and read for them, at

least some will fair well. So, you base on the little abelites they have and promote them to other classes you continue helping them. Question Would you consider smartness for a promotion to another class? Laughs ahahahahah, ahahahah... (TR4).

Another participant also had this to say:

LADHD are given exams and promotion depends on the outcome though, other abilities are considered. One may be left in a certain class for not giving a satisfactory performance but good at hands on practical skills. Second is about financial status due to our economy, you can not leave somebody's child in class. How can you expect now for a parent to pay double fees in that same class? So, we need to promote them to motivate them. Another thing is that don't you we need give them special exams like the case of Kakumiro district which missed Primary Leaving Examinations and were given a special paper ahahahahahaha, they laughed. Economy he laughs ahaahahaha ahahahahah (TR2)

The study is in line with Tanya (2020) who says that, LADHD do exams with anxiety because of fear of identifying key information, organising thoughts, poor time management, making mistakes as a result of rushing, problem of recalling, following instructions and being destructive

Researchers' comment is that LADHD mostly are eager to participate and take part in an examination though with difficulty. What is important is that the teachers and implementors have to take into consideration of creating an accommodating exam through adaptations and modifications in terms of time according to their abilities. This can help to arouse interest and boost their abilities to perform.

4.5 What motivates LADHD to learn

Objective three was to find out what motivates LADHD to learn. This is a very important aspect as it builds capacity of teachers and other stake holders to plan well for the LADHD in order for them to develop self motivation to participate in activities. When participants were asked about what motivate LADHD to learn, the emerging issues: whether LADHD are self motivated, whether teachers prompt these learners to participate in class, use of instructional methods while teaching and use of a variety of instructional materials when teaching LADHD.

4.5.1 Finding out whether LADHD feel self motivated in school

Concerning this theme, which sought to find out whether LADHD feel self motivated in school activities. Table 13 presents the data.

Table 13:

Finding out whether LADHD feel self motivated in school

Responses	Codes	No of responses
Not self motivated to do class activities	CL ₁ , CL ₂ , CL ₃ CL ₄ , CL ₇ CL ₈ , CL ₅ , CL ₉ , CL ₁₀ , CL ₁₁	09
Feel forced to learn	CL ₁ , CL ₃ , CL ₄ , CL ₇ , CL ₁ , CL ₉	06
Isolated and withdrawn from activities	CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₁₀	06
Do not put up hands when a question is asked	CL ₄ , CL ₆ , CL ₁₀	03
School is a stress factor	CL ₄ , CL ₅	02
Self motivated to learn once given out door activities like games and sports	CL ₃ , CL ₅ , CL ₆ , CL ₇ , CL ₁₂	05
Total	31	31

Table 13 findings reveal that observations vary between yes and no, (n=9) participants show that the LADHD are not self motivated to do class activities observed participants were (CL₁, CL₂, CL₃, CL₄, CL₅, CL₆, CL₇, CL₈, CL₁₀, CL₉, and CL₁₁) whose responses were, feel forced to learn which was, isolated and withdrawn from activities, do not put up hands when a question is asked and school is a stress factor. On the other hand, (n=5) observations that included participants like (CL₃, CL₅, CL₆, CL₇, and CL₁₂) revealed that participants are self motivated to learn once given out door activities like games and sports.

One direct observation was that a participant was “*seen quiet throughout the lesson with no responses to any of the questions asked by the teacher*”. (CL₄)

The participant’s comment as far as Focus Group Discussions about whether LADHD feel self motivated in school,

One participant said:

To me as a teacher of P6 and P7, most learners feel motivated when the teacher comes closer to them to discuss what affects them in class, but when you create a gap between you and them they do not feel part of the learning activity. There fore to me motivation is as a result of being close to them which makes them acquire what the teacher is teaching (TR₁).

Another participant also had this to say:

Thank you, sir, for me on my side I would say to motivate these LADHD, you need to use real objects. These real objects motivate them in a way that they will be learning and will be talking about something which is visible. they will be able to see it in class. Another one is that good feed back

like when a child gives an answer whether it is wrong or right, you have to use good and encouraging feed back. Another thing is adjusting time in a lesson, they will feel that teachers also catered for them in the teaching learning process (TR₂).

Another participant also stated:

These learners in most cases are motivated when given practical work to do like in carrying out experiments, games, athletics. They get motivated and participate in school activities. Then two, some of them not all, when they are included in discussions, they feel motivated especially when given leadership or responsibility say the chairperson, they feel motivated and participate. Another thing like teacher two said is that bringing real objects. Aaaaah bringing them motivates them but allowing them to touch and feel the texture, appearance, each and everything on such materials also motivates them and they do take part in school activities (TR₃)

Lastly, this participant commented:

Coughs koooh ummmm koo, LADHD to feel motivated you need to allow them participate so that they feel they are in class so that they are not left behind, even if the answer they have given is wrong or right you appreciate them. Other peers may laugh but you have to tell them not to laugh at them. Using instructional materials like Tr₂ emphasised you need to bring these real, real, real ones so that they also feel they are in class like TR₃ said. They touch, feel, there they feel they are in class to learn (TR₄).

This finding is in line with Rick (2022), who points out that LADHD are motivated when modifications and adjustments are made in their learning environment, trying to change a learner instead of changing the practice is a waste of time to a LADHD.

Researchers' comment reveals that LADHD drive their motivation basing on their interests and abilities. When teachers plan for them according to these interests, they fully participate. Observations show that they mostly like games and sports. So, the researcher feels motivation of a learner should be driven depending on interest of the learner.

The finding as reported by participants, the researcher and literature are important. This is the way to go as far as the abilities of LADHD are concerned in Makindye Ssabagabo is concerned.

4.5.2 Finding out whether LADHD are prompted to perform in school activities

With regard to this theme, which sought to find out whether learners are prompted to perform in school activities, the finding reveal that most participants are prompted to learn. Table 14 shows the data.

Table 14:

Finding out whether LADHD are prompted to perform in school activities

Responses	Codes	No of responses
Teachers give them out door games	CL ₂ , CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₁₁ , CL ₁₂	08
Teachers give good feedback to the learners	CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₁₁	06
Teachers make corrections of the failed numbers in the activity	CL ₂ , CL ₄ , CL ₅ , CL ₁₁ , CL ₁₂	05
Teachers involve them in sports	CL ₄ , CL ₅ , CL ₁₁	03
Are not prompted to participate by teachers i.e. isolate them in activities	CL ₃ , CL ₉ , CL ₁₀	03
LADHD are not chosen to participate even when they put the hands	CL ₃ , CL ₁₀	02
Total	27	27

Table 14 shows that teachers give LADHD out door games (n=8) participants observed to participate were (CL₂, CL₄, CL₅, CL₆, CL₇, CL₈, CL₁₁, and CL₁₂), teachers give good feedback to the learners (n=6), teachers make corrections of the failed numbers in the activity (n=5). Teachers involve them in sports. On the other hand, (n=3) participants observed reveal that LADHD are not prompted to participate (CL₃, CL₉, CL₁₀), LADHD are not chosen by teachers to give answer even when they put up their hands (n=2). One participant observed shows that “*some learners are not prompted to participate and always taken as time wasters*” (CL₄).

Another participant was observed when, *“The participant stood up, kept quiet with fear, until the teacher said do not worry and rephrased the question. there after the participant answered correctly” (CL₉).*

The participant’s comments basing on Focus Group Discussions about whether LADHD are prompted to perform in school activities are;

One participant observed:

Coughs croooh ahaaa, some of the things that trigger them in school activities to me, when a teacher uses real objects in teaching and relating the lesson to life experiences, this may also make them aware of what is being talked about and calls for their participation in the lesson (TR₃).

Another participant also stated:

To me these learners are prompted to learn once made leaders and lead others they feel they are participating in school activities. So, they like to be identified as leaders. Secondly in these activities when they are appreciated during class activities it prompts them to participate (TR₁).

Another participant had this to say:

According to LADHD they have like, let me say am going to teach about means of transport. There I will bring a rhyme or a song about what am going to teach in that even when you ask them some questions they will be able to understand according to the rhymes you gave. This will help prompt them to learn (TR₄)

This participant participated by saying:

For me I say what makes them prompted to learn are rhymes and poems to a given theme. This one motivates them well in the way that when you start telling them that am going to

teach about a school. They will feel eeh teacher the song is also talking about the school, it makes them participate (TR₂).

The finding agrees with that of Keath (2022) who believes that, LADHD are motivated to learn when teachers give immediate feed back, rewards and give incentives, and changes rewards frequently.

Researchers' comment is that LADHD are mostly prompted to do work or take part in class activities but to the researchers' observation, still these learners face difficulty. So, teachers have to be keen and accommodative and continue guiding them in class activities.

The finding as indicated by the participants, the researcher and the literature is relevant to LADHD. This should be the way to go as far as the potential abilities of LADHD are concerned in Makindye Ssabagabo Municipality is concerned.

4.5.3 Usage of instructional methods while teaching LADHD

As for this theme which sought to find out whether LADHD are taught using a variety of methods from teachers. This is shown in table 15.

Table 15:

Usage of instructional methods while teaching LADHD

Responses	Codes	No of responses
Teachers employ a variety of methods to all	CL ₂ , CL ₃ CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	10
Group discussion	CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₁₁	06
Guided discovery	CL ₂ , CL ₄ , CL ₅ , CL ₁₁ , CL ₁₂	05
Guided discussion	CL ₂ , CL ₄ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ ,	07
Excursion	CL ₃ CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	09
A variety of methods are not used	CL ₃	01
Total	38	38

Table 15 reveals that teachers use a variety of methods (n=10) participants which include (CL₂,CL₃ CL₄, CL₅, CL₆, CL₇, CL₈, CL₉, CL₁₀, CL₁₁), in these Excursion ranks high with (n=9) Guided discussion (n=7), Group discussion with (n=6), Guided discovery (n=5), *some participant has a problems in numeracy (CL₉)* which involves use of operation signs like division and multiplication and yes they participate but no change in attitudes, and participants each. On the other hand, participant (CL₃) revealed that variety of methods are not used and teachers cater for faster learners.

One direct observation was that, a participant was “*seen asking questions, sharing with others clay for modelling models out of clay*” (CL₄).

The participant’s comments basing on Focus Group Discussions about the use of a variety of instructional methods while teaching LADHD are;

One participant observed:

To me teachers should use learner centered methods not teacher centered, these methods should be participatory methods which stimulate their learning abilities. For example, in social studies these learners prefer methods like Excursion when you move out, use the environment, have a look at the environment and LADHD relate lessons with environment and enjoy learning. Secondly, they enjoy Group discussion methods, whereby they participate in groups and when they give correct answers friends appreciate them. So, I conclude that these methods should be learner centered other than teacher centered (TR₁).

Another participant pointed out that:

I further say that responsibilities can help and methods like think pair share where by these LADHD are paired with other learners who are better than them in terms of understanding when you put them in pairs in case he/she is to give an answer the peer will tell him or her that, that answer is wrong before they present to class. Demonstration method, as a learner centered method will help these learners enjoy the lesson and understand what the teacher is teaching (Tr₃).

Another participant said:

I think the method you can use when teaching these children is story telling, where you involve them to also tell their own story about what you are going to teach or what you have taught. Another one is guided discovery where a teacher will guide that learner to discover something, she or did not know. Question. Given the mental abilities of LADHD, how have they been telling their stories? Laughs hahahaha now ahahaha these children do break their stories but when you

listen you also enjoy like when you listen, they may begin with school, into home as you listen you join together the words and know the meaning. Question Do others laugh at them or keep enjoying the story? They do laugh but as they are also enjoying (TR4).

Lastly one participant contributed by saying:

Me I will say child to child helps the teacher to discover what is making that some behaviour of learners and what prompts them to behave that way (TR2).

The finding agrees with that of Shirin (2020) who suggests the use of individualized education program (IEP) to teach LADHD and Claire, (2021) who notes that to prompt LADHD a graduated approach is important and it involves assessing using a variety of methods to find out the educational needs of the child, making a detailed plan on how to teach these learners, implementing the detailed plan and evaluating the strengths and weaknesses of the plan.

Researchers' comment basing on the collected data and observations made is that, majority of teachers use variety of methods in teaching LADHD in a selected school in Makindye Ssabagbo Municipality, but still most learners face challenges in numeracy and their attitude towards learning is wanting.

The finding as reported by the participants, the researcher and the literature are pre-requisites to abilities of LADHD to perform well in academic activities in Makindye Ssabagabo Municipality.

4.5.4 Use of a variety of instructional materials in the teaching/learning process

According to theme twelve which sought to find out whether LADHD enjoy a variety of materials provided by the teachers, the finding is unique in that most participants (CL₁, CL₂...CL₁₁) say no. Table 16 shows that.

Table 16:

Use of a variety of instructional materials in the teaching/learning process

Response	Codes	No of responses
Materials are limited to a few learners	CL ₁ , CL ₂ , CL ₃ CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	11
Reason for not using a variety is affordability	CL ₁ , CL ₂ , CL ₃ CL ₄ , CL ₅ CL ₁₀ , CL ₁₁	07
Accessibility and time factor of making instructional materials	CL ₂ , CL ₄ , CL ₇ , CL ₈ , CL ₉	05
share a variety of instructional materials	CL ₁ , CL ₄ , CL ₇ , CL ₈	04
Total	27	27

Table 16 reveals that materials are limited to a few learners (n=11). Finding shows that, LADHD share the available material from teachers as they are not considered in the process of making of these materials. The reason for not having enough materials is affordability of the material (n=7), accessibility and time factor because there is a lot of work to do and as a result some dodge class activities due

to the inadequacy of the (n=5). On the other hand (n=4) say share a variety of instructional materials those participants were (CL₁, CL₄, CL₇, CL₈)

One participant was observed “*touching, feeling, naming, identifying different types of leaves in a science lesson*” (CL₃).

According to participant’s comments basing on Focus Group Discussions about use of a variety of instructional materials in the teaching/learning process are;

As regards to this theme, this participant said:

Materials used are not a variety because the time is limited and a lot of work load to the teacher. Another reason is affordability of the materials and accessibility (TR₁).

Another participant added saying:

On my side when it comes to a variety of materials, I use visual materials for this I use ahahaha here I use real objects in class for example cup, there I will bring a cup direct in class. Also, I can bring improvised materials for example if am teaching about dangerous materials I will not bring a real snake in class but a model that looks like a snake. I will clarify that this is not a real snack, but the real snake is dangerous and looks like this (TR₂).

One participant observed:

Visual materials, there are other materials that can be used, but depends on characteristics of the learners you are dealing with. There are some learners that would not pay attention even if it is visual but when you bring something audio it can work. So, to me I believe both visual and audio can work, only that some do not pay attention to audios and feel bored sometimes. Play materials if the lesson can be put inform of drama and bring the costumes and enable them

identify people and their roles and act the way the real person does it, it will enable them understand the content learnt (TR₃).

This participant also had this to say:

What I have about materials is addition on what my colleagues, by saying using real objects let's say am teaching about capacity in numeracy I can use buckets of water one with less and the other with much water (TR₄).

Although it has not been possible to cite relevant literature to back up this finding, it should be noted that the finding is significant to find LADHD have the capability to prove that they can involve themselves in examinations and produce meaningful results, which is good for Makindye Ssabagabo Municipality.

Researchers' comment is that LADHD do not share a variety of materials from teachers. Teachers do not consider these learners while making instructional material and therefore abilities of these learners in class activities are not realised

The finding as reported by the participants, the researcher and the literature are pre-requisites to abilities of LADHD to perform well in academic activities in Makindye Ssabagabo Municipality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, and recommendations. Suggestions for more research are presented as well. These presentations are in line with objectives of the study which were meant to identify academic/ extra curricular areas of learning LADHD do well in schools, find out how LADHD participate in class and what motivates LADHD to learn.

5.1 Summary of the Findings

The study found out that LADHD are capable of participating though with difficult and interest increases when teachers include songs and rhymes in teaching, these learners were also observed to be abusive to others, have destructive behaviours, beat their peers, and withdraw from activities.

Findings also indicate that, LADHD do not move on smoothly in class activities, have challenges in reading, writing, spelling and numeracy. Observations also show that these learners do not complete the given exercise at the same time with other ordinary peers and when it comes to assessment summative assessment is mostly used together with their ordinary learners.

These learners participate by responding to questions when asked without internalising the meaning, they are also assessed using examinations but take time to complete as compared to their ordinary peers in the class and when it comes to motivation, LADHD are not self motivated to participate in activities, as a result teacher always prompt them to participate.

The findings also indicate that some of these can ably put up their hands and some confidently answer the questions the teacher has asked, though the answer may not be right. It was observed that other typical peers laugh at them in case they give wrong response to the asked question.

Some of learners are also involved in collecting of books after an activity and also issuing them out after marking, but one was observed to be very tough when an ordinary peer tries to find out the score given by the teacher

Teachers were observed to use a variety of methods in the teaching of learners and the findings also indicate that these learners do not share a variety of instructional materials and teachers complain of time and cost of instructional materials to use in the teaching. These LADHD were observed to be very happy when positive feedback is given which promotes participant in activities

5.2 Conclusions

According to study findings, it is concluded that LADHD have the capability of participating in class activities with other ordinary peers, more so when teachers use songs and rhymes in their teaching and learning process. These learners do well in indoor and out door activities like Games, Athletics, Swimming, Music Dance and Drama and some mental activities like mathematics, so teachers should also bring good interventions like task analysis, modifications of curriculum

LADHD participate through responding to questions in class, collecting books, leading discussions, sharing materials with others but are also seen disrupting other friends in lessons, and show less attention

Basing on the findings of the study, LADHD are not self motivated and teachers also prompt them in order to participate in activities with their peers. Teachers also mostly use a variety of instructional methods though when it comes to instructional materials teacher do not use a variety so learning is limited. LADHD are motivated when teachers incorporate mental and physical activities for example class activities with any game to improve on attention.

5.3 Recommendations

The recommendations are made in regard to the study objectives as follows.

5.3.1 Recommendations for institutions

1. Activities LADHD do well include indoor and out door activities like Games, Athletics, Swimming, Music Dance and Drama and some mental activities like mathematics, so teachers should also use good interventions like task analysis, modifications of curriculum content to suite the varied abilities in order for them to participate freely with their ordinary peers and incorporating mental and physical activities
2. LADHD can participate when teachers use continuous assessment while assessing these learners, Teachers should adjust time from 30minutes and 40 minutes to 1 hour and 1 hour and 30minutes in lower and upper primary respectively and also provide various instructional materials to cater for the varied levels of abilities of LADHD, need for teachers to be patient to these learners when they have been given chance to respond to questions when asked, because they take a longer time compared to ordinary peers and exams should be modified to suit the abilities of LADHD in order for them to fairly compete with others.

3. In order to motivate these learners to learn, teachers should always consider the interests of LADHD when planning to teach hence promoting their self motivation, use of real non-harmful instructional materials, modification of curriculum content, accommodating their needs and continuous guidance in class activities and adjusting time and using environmentally friendly instructional materials to learn

5.3.2 Recommendations for curriculum developers

The curriculum developers should design the curriculum that shows time adjustments to cater for the ever-growing needs of the learners.

Incorporate mental activities and physical activities to run at the same time during class time to arouse the interests of learners with ADHD

Make modifications in curriculum content and show a clear career path of these learners in their course of study.

Indicate clear instructional approaches to be used by the curriculum implementors during the course of teaching and learning of LADHD.

5.3.3 Recommendations for the government

Introduce an inclusive policy that guides the assessment, diagnosis, and enrollment of learners with special educational needs.

Organise refresher courses on assessment, placement and enrollment of learners with special educational needs especially the LADHD.

The government should train more special needs education teachers and recruit them in schools to help learners with special educational needs

5.4 Suggestions for further research

More research should be made in other types of ADHD for example ADHD impulsive type and ADHD inattentive and distractible type to help develop a general perspective on how to deal with LADHD as a whole in terms of access, participation, interactions and social acceptance.

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APPENDICES

Appendix I

OBSERVATION CHECKLISTS FOR LEARNERS (P2-P3) (CL₁, CL₂, CL₃, CL₄)

N	Objectives and themes	Y	N	Observations
A	Areas LADHD do well in academic/extra curricular activities in school?			
1	Whether LADHD are capable of doing activities given?			
2	Do they show some positive behaviours in doing what is required of the in class/school?			
3	Do they move on smoothly in class/ school activities?			
4	Do they do the exercises within required time?			
B	How LADHD participate in academic/ extra curricular activities in school?			
5	Do LADHD participate in academic/extra curricular activities in school?			
6	Are LADHD assessed continuously?			
7	Do they respond to questions when asked by the teacher?			

8	Are the LADHD given exams for assessment by teachers?			
C	What motivates LADHD to learn in school activities?			
9	Do LADHD feel motivated in school activities?			
10	Are LADHD prompted to perform in school activities by the teachers?			
11	Are learners taught using a variety of methods from teachers to motivate them in class?			
12	Do LADHD have a variety of materials to use from the teachers?			

Appendix ii

OBSERVATION CHECKLISTS FOR LEARNERS (P4-P5) (CL₅, CL₆, CL₇, CL₈)

N	Objectives and themes	Y	N	Observations
A	Areas LADHD do well in academic/extra curricular activities in school?			
1	Whether LADHD are capable of doing activities given?			
2	Do they show some positive behaviours in doing what is required of the in class/school?			
3	Do they move on smoothly in class/ school activities?			
4	Do they do the exercises within required time?			
B	How LADHD participate in academic/ extra curricular activities in school?			
5	Do LADHD participate in school activities?			
6	Are LADHD assessed continuously or summative assessment?			
7	Do they respond to questions when asked by the teacher?			

8	Are the LADHD given exams for assessment by teachers?			
C	What motivates LADHD to learn in school activities?			
9	Do LADHD feel motivated in school activities?			
10	Are LADHD prompted to perform in school activities by the teachers?			
11	Are learners taught using a variety of methods from teachers to motivate them in class?			
12	Do LADHD have a variety of materials to use from the teachers?			

Appendix iii

**OBSERVATION CHECKLISTS FOR LEARNERS (P6-P7) (CL9, CL10,
CL11, CL12)**

N	Objectives and themes	Y	N	Observations
A	Areas LADHD do well in academic/extra curricular activities in school?			
1	Whether LADHD are capable of doing activities given?			
2	Do they show some positive behaviours in doing what is required of the in class/school?			
3	Do they move on smoothly in class/ school activities?			
4	Do they do the exercises within required time?			
B	How LADHD participate in academic/ extra curricular activities in school?			
5	Do LADHD participate in school activities?			
6	Are LADHD assessed continuously or summative assessment?			
7	Do they respond to questions when asked by the teacher?			
8	Are the LADHD given exams for assessment by teachers?			

C	What motivates LADHD to learn in school activities?			
9	Do LADHD feel motivated in school activities?			
10	Are LADHD prompted to perform in school activities by the teachers?			
11	Are learners taught using a variety of methods from teachers to motivate them in class?			
12	Do LADHD have a variety of materials to use from the teachers?			

Appendix iv

MINI FOCUS GROUP DISCUSSION INTERVIEW FOR TEACHERS

TR₁ IN PARAMETER (P2-P3)

A: Areas LADHD do well in academic/extra curricular activities in school?

- 1) Which class activities do LADHD prefer in the classes? explain.
- 2) How do they behave during lessons in classes?
- 3) Which areas of learning are challenging in class?
- 4) what period of time do you consider to be enough when teaching these learners in class?

B: How learners with attention deficits and hyperactivity disorders participate in academic/ extra curricular activities in school?

- 5) How do Learners with Attention Deficits Hyperactivity Disorders participate in class activities?
- 6) In which way do they respond to questions when asked by the teachers?
- 7) Do learners with attention deficits hyperactivity disorders respond to questions when asked by the teacher?
- 8) What do you consider when promoting LADHD to other classes?

C: What motivates learners with attention deficits and hyperactivity disorders to learn in class.

9) When do these LADHD feel self motivated in school activities?

10) What are some of the things that trigger you can do to them to participate in school activities?

11) Using your varied experience, what methods do you use while teaching LADHD?

12) Which materials do you use during teaching/learning activities in school?

Appendix v

MINI FOCUS GROUP DISCUSSION INTERVIEW FOR TEACHERS TR₂ IN PARAMETER (P2-P3)

A: Areas LADHD do well in academic/extra curricular activities in school?

- 1) Which class activities do LADHD prefer in the classes? explain.
- 2) How do they behave during lessons in classes?
- 3) Which areas of learning are challenging in class?
- 4) what period of time do you consider to be enough when teaching these learners in class?

B: How learners with attention deficits and hyperactivity disorders participate in academic/ extra curricular activities in school?

- 5) How do Learners with Attention Deficits Hyperactivity Disorders participate in class activities?
- 6) In which way do they respond to questions when asked by the teachers?
- 7) Do learners with attention deficits hyperactivity disorders respond to questions when asked by the teacher?
- 8) What do you consider when promoting LADHD to other classes?

C: What motivates learners with attention deficits and hyperactivity disorders to learn in class.

- 9) When do these LADHD feel self motivated in school activities?

10) What are some of the things that you can do to trigger them to participate in school activities?

11) Using your varied experience, what methods do you use while teaching LADHD?

12) Which materials do you use during teaching/learning activities in school?

Appendix vi

MINI FOCUS GROUP DISCUSSION INTERVIEW FOR TEACHERS IN PARAMETER (P4-P5)- TR₃

A: Areas LADHD do well in academic/extra curricular activities in school?

- 1) Which class activities do LADHD prefer in the classes? explain.
- 2) How do they behave during lessons in classes?
- 3) Which areas of learning are challenging in class?
- 4) what period of time do you consider to be enough when teaching these learners in class?

B: How learners with attention deficits and hyperactivity disorders participate in academic/extra curricular activities in school?

- 5) How do Learners with Attention Deficits Hyperactivity Disorders participate in class activities?
- 6) In which way do they respond to questions when asked by the teachers?
- 7) Do learners with attention deficits hyperactivity disorders respond to questions when asked by the teacher?
- 8) What do you consider when promoting LADHD to other classes?

C: What motivates learners with attention deficits and hyperactivity disorders to learn in class.

- 9) When do these LADHD feel self motivated in school activities?

10) What are some of the things that you can do to trigger them to participate in school activities?

11) Using your varied experience, what methods do you use while teaching LADHD?

12) Which materials do you use during teaching/learning activities in school?

Appendix vii

MINI FOCUS GROUP DISCUSSION INTERVIEW FOR TEACHERS IN PARAMETER (P6-P7)- TR₄

A: Areas LADHD do well in academic/extra curricular activities in school?

- 1) Which class activities do LADHD prefer in the classes? explain.
- 2) How do they behave during lessons in classes?
- 3) Which areas of learning are challenging in class?
- 4) what period of time do you consider to be enough when teaching these learners in class?

B: How learners with attention deficits and hyperactivity disorders participate in academic/extra curricular activities in school?

- 5) How do Learners with Attention Deficits Hyperactivity Disorders participate in class activities?
- 6) In which way do they respond to questions when asked by the teachers?
- 7) Do learners with attention deficits hyperactivity disorders respond to questions when asked by the teacher?
- 8) What do you consider when promoting LADHD to other classes?

C: What motivates learners with attention deficits and hyperactivity disorders to learn in class.

- 9) When do these LADHD feel self motivated in school activities?
- 10) What are some of the things that you can do to trigger them to participate in school activities?
- 11) Using your varied experience, what methods do you use while teaching LADHD?

12) Which materials do you use during teaching/learning activities in school?

Appendix vii

TIME LINE FOR THE STUDY

Date	Activity
June -October 2022	Identification of Research Topic Research Proposal Writing
November -December 2022	Data Collection
January -February 2023	Data Analysis
March -April 2023	Report Writing and Submission

Source: *Primary Data*

Appendix vii

BUDGET ESTIMATES FOR THE STUDY

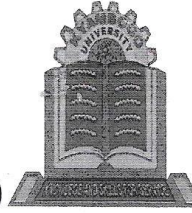
Expenditure	Amount (Shs)
Secretarial work	100,000=
Stationery	40,000=
Hotel accommodation	200,000=
Transport	150,000=
Total	490,000/=

Source: *Primary*

Data

Appendix viii

INTRODUCTORY LETTER



KYAMBOGO UNIVERSITY

P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464
DEPARTMENT OF SPECIAL NEEDS STUDIES

21st November 2022

To whom it may concern

Dear Sir/Madam,

SUBJECT: INTRODUCTORY LETTER FOR DATA COLLECTION

This is to introduce the bearer..... MUNIALO PAUL

Reg. No: 20/019MSN/1309T/WKA, who is a bonafide student of Kyambogo University in the Department of Special Needs Studies. As partial fulfillment of the requirements for the award of a Master of Special Needs Education, she/he is required to undertake a research on the approved area of study.

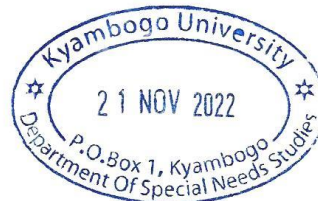
The purpose of this letter is to request you to allow him/her to collect data for his/her research study.

Kyambogo University will be grateful for any assistance rendered to the student.

Sincerely,


Dr. Okwaput Stackus

HEAD OF DEPARTMENT



Appendix ix
CONSENT FORM

Dear participant,

My name is Munialo Paul, a student of Kyambogo University pursuing a degree of Master of Special Needs Education as part of the requirement, am carrying out a research study on: Abilities of Learners with Attention Deficits Hyperactivity Disorders (ADHD) performance in academic activities in School. You have been chosen as a potential participant in this study, so am politely asking you to participate in the Mini Focus Group Discussion which I will discuss with you in a series of sessions of about 40minutes each. Your information will be used exclusively for academic purposes and will be handled with strict confidence.

You will need some patience and time to answer the questions, your participation in the study is entirely voluntary, besides it is important and desired that you try to accurately respond to all the questions that are relevant to situation of LADHD. You will not suffer any consequences if you opt out at any time. The generated data will be kept completely private and utilized just for the study please feel free to contact me on +256776436862 or +256752241424 if you have any questions.

Thank you

Signed

Munialo Paul

Confirmation of acceptance that I have read and understood the purpose of the study and hereby consent to participate.

Signature.....Date.....

Appendix x

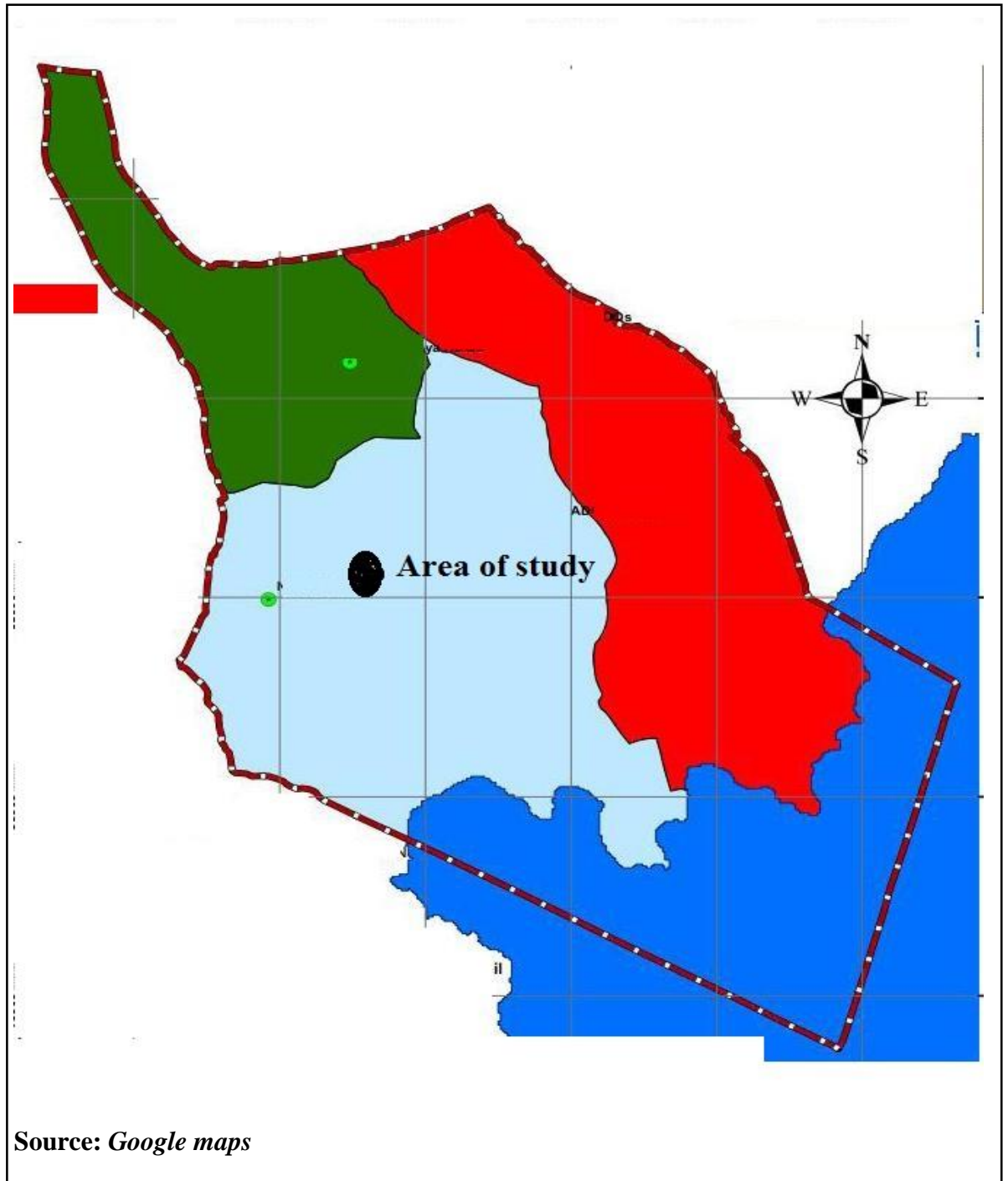
MAP OF UGANDA SHOWING WAKISO DISTRICT



Source: *Google maps*

Appendix xi

MAP OF MAKINDYE SSABAGABO SHOWING AREA OF STUDY



Source: *Google maps*