



ADHD Learner-Related Behaviours and Teachers' Choice of Classroom Management Strategies in Primary Schools in Kisii County, Kenya

**Josephine N. Nyamwange, Peter Odera, Edward O. Khasakhala*
Department of Educational Psychology,
Masinde Muliro University of Science and Technology, Kenya

**Corresponding Email: nyamwangej518@gmail.com*
ORCID: <https://orcid.org/0009-0005-1448-3407>

Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is a widespread childhood neurodevelopmental disorder characterised by inattention, hyperactivity, and impulsivity. The ADHD-related activities regularly disrupt learning and the classroom atmosphere. Teachers play an important role in regulating these behaviours by establishing classroom practices that enhance the academic and socio-emotional development of children. This study investigated the relationship between ADHD-Learner related behaviours and teachers' choice of classroom management strategies in primary schools in Kisii County, Kenya. The objectives of the study were to: identify common ADHD-related behaviours exhibited by pupils in primary schools in Kisii County; examine classroom management strategies used by teachers to manage pupils with ADHD-related behaviours; determine whether there is a significant relationship between ADHD-related behaviours and the classroom management strategies employed by teachers. The study adopted a concurrent parallel research design within a mixed methods approach. A sample of 386 primary school teachers was selected to participate in the study. Data was collected using questionnaires, interview schedules, and focus group discussion guides. Quantitative data were analysed using descriptive and inferential statistics, while qualitative data were analysed thematically. Results indicated that teachers use various methods to control classroom challenges such as excessive talking, making noise, restlessness, or frequent trips to the loo, which disturb classroom activities. Statistical analysis found a substantial positive association, between ADHD-related behaviours and teachers' choice of classroom management strategies ($\rho = 0.268, p < 0.001$). The study concludes that effective management of ADHD-related behaviours improves classroom order and learning outcomes among the affected pupils and their peers.

Keywords: *ADHD, pupil behaviour, classroom management strategies, primary schools,*

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is a common neurodevelopmental disorder that affects approximately 8% of school-aged children globally. It is characterised by Persistent inattention, hyperactivity, and impulsivity (Song et al., 2023). Often, these behaviours disrupt learning, social interactions, and classroom management, making ADHD a major contributor to academic and behavioural challenges in schools (Frolli, 2023). The global education community is increasingly advocating for inclusive approaches to support learners with ADHD, as traditional classroom strategies often fall short of meeting their unique needs (Purwita et al., 2025).

Teachers assume an irreplaceable role in supporting pupils with ADHD. Their choice of classroom management strategies is important. Research indicates that positive reinforcement, structured routines, visual aids, and simplified instructions facilitate learners' engagement and self-regulation (Kurbonova & Umarova, 2024; Fidosieva, 2025). In contrast, punitive or inconsistent methods can exacerbate disruptive behaviours, reduce motivation, and foster a hostile atmosphere (Miller, 2024). This underscores the importance of using evidence-based strategies that address specific learning and behavioural needs of pupils with ADHD, thereby promoting both engagement and inclusion in the classroom.

In Africa, and particularly in Kenya, awareness and interventions for ADHD remain limited, despite increasing recognition of the condition within schools. Teachers often report inadequate training and a lack of resources for managing ADHD-related behaviours; thereby affecting their ability to use effective classroom management strategies (Thony, 2025). Understanding the association between ADHD behaviours and teachers' choice of management strategies is crucial for practical teacher preparation, informed policymaking, and advancing inclusive education in Kenya and similar settings. In addition, better understanding can improve equity, reduce disruptions, and support learners' holistic development.



Materials And Methods

This study employed a mixed methods research approach, specifically adopting a concurrent parallel design, in which both qualitative and quantitative data were collected and analyzed simultaneously to enhance the depth, credibility, and validity of the findings. The research was carried out in Kisii County, Kenya, a region comprising 11 sub-counties with a diverse and dynamic educational landscape. The target population consisted of 3,852 primary school teachers, from which a sample of 386 participants was selected. This sample included 8 head teachers and 16 class teachers and 362 subject teachers, ensuring representation across different school contexts and leadership roles. Simple random sampling was used to select four sub-counties out of the eleven. These were further stratified into educational zones, ensuring geographical representation. One school from each zone was selected using simple random sampling, after which proportionate sampling was used to select participants within each school. Purposive sampling was applied to identify head teachers and class teachers who could provide deeper insights into classroom management practices and ADHD-related behaviours.

Data collection was carried out using a combination of closed-ended questionnaires, structured interview guides, and focus group discussion (FGD) guides. Questionnaires were administered to gather standardized, quantifiable data on ADHD learner-related behaviours and the classroom management strategies used by teachers. The structured interview guides were used with head teachers and class teachers to explore their experiences, perspectives, and strategies in more detail. FGDs enabled a deeper understanding of shared experiences and perceptions among teachers. Data were collected both online and face-to-face, depending on the accessibility of respondents and prevailing logistical or health considerations. Instruments were pre-tested to enhance reliability and refined accordingly before full deployment.

Qualitative data were analysed using descriptive and inferential statistical methods with the aid of SPSS. Descriptive statistics such as frequencies and percentages summarized the data, while correlation and regression analyses were used to examine relationships between ADHD-related behaviours and teachers' classroom management strategies. On the other hand, qualitative data obtained from interviews and FGDs were analysed thematically. Responses were transcribed, coded manually, and categorized into emerging themes aligned with the study objectives. The qualitative analysis helped contextualize the statistical findings and provided rich insights into the nuances of teacher behaviour and decision-making processes. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study.

Results And Discussions

A five-point Likert scale (1 = Never to 5 = Always) was used to assess 20 ADHD-related behaviours, grouped into the subscales of impulsivity, hyperactivity, and inattention. For reporting, responses were collapsed into three categories: never/rarely, sometimes, and frequently/always. Likert scale was used because it is one of the most effective ways to measure levels of agreement among respondents.

Table 1:
Description of ADHD-related behaviour

<i>Item</i>	<i>N</i> <i>%</i>	<i>ST</i> <i>%</i>	<i>A%</i>
Inattention			
The child does not attend to details	70 21.9	95 29.5	128 40
The child frequently commits avoidable errors in schoolwork or assigned tasks	67 20.9	118 36.9	132 41.2
The child cannot sustain attention in tasks or play activities	55 17.2	137 42.8	122 35.1
The child does not listen when spoken to directly	98 30.7	115 35.9	100 31.2



The child struggles to follow instructions and often leaves tasks unfinished	79 24.7	107 33.4	129 40.3
Evades, detests, or engages in jobs with reluctance that necessitate prolonged cognitive exertion.	79 26.2	117 36.6	116 36.3
Misplaces items essential for tasks (e.g., toys, academic assignments, writing instruments, or literature)	91 28.4	101 31.6	127 39.7
Hyperactivity			
Fidgets with hands or feet or shifts restlessly in the seat	87 27.2	125 39.1	103 32.2
Leaves their seat in the classroom or other situations where staying seated is expected.	66 20.6	145 45.3	107 33.4
Experiences challenges in participating in recreational activities	83 25.4	116 36.2	119 37.2
Appears constantly in motion and behaves as though propelled by excessive energy.	115 35.9	85 26.6	115 36
Talks too much	60 18.8	115 35.9	138 43.1
Impulsivity			
Gives answers hastily, interrupting the question.	62 19.4	118 36.9	134 41.6
Struggles to wait for their turn.	76 23.8	85 26.6	153 47.8
Disrupts or intrudes upon others, such as by joining conversations or games uninvited."	88 27.5	92 28.0	138 43.1
Loses their fury	77 24	92 28	138 43.1
Openly challenges adults in conversation"	71 22.4	111 34.7	117 36.6
Deliberately resists or disregards instructions and established classroom rules	94 29	127 39.7	97 30.3
Intentionally provokes others	102 31.9	100 31.2	116 36.2
Blames others for their faults or misbehaviour.	77 24	94 29.4	148 46.3

Source: field data

KEY N= Never R=Rarely, ST=Sometimes, F=Frequently A=Always

Source: Field Data

KEY N= Never R=Rarely, ST=Sometimes, F=Frequently A=Always

Based on the inattentiveness theme, data presented in Table 1 shows that for the item 'the child does not attend to details', 128 (40.0%) respondents indicated this behaviour is always observed, 95 (29.5%) said it occurs sometimes, while 70 (21.9%) reported it never occurs. Regarding the tendency that the child makes careless mistakes in schoolwork or tasks, 132 (41.2%) respondents stated this happens always, 118 (36.9%) said sometimes, and 67 (20.9%) said never. When asked if learners cannot sustain attention in tasks or play activities, 122 (35.1%) responded always, 137 (42.8%) said sometimes, and 55 (17.2%) indicated never. In response to whether learners seem not to listen when spoken to directly, 100 (31.2%) respondents said always, 115 (35.9%) said sometimes, and 98 (30.7%) said never. For the item "Has difficulty adhering to instructions and frequently leaves schoolwork or assigned tasks incomplete," 129 (40.3%) reported always, 107 (33.4%) sometimes, and 79 (24.7%) never. Regarding whether the child evades, detests, or engages with reluctance in jobs requiring



prolonged cognitive exertion, 116 (36.3%) indicated always, 117 (36.3%) said sometimes, and 79 (26.2%) said never. Lastly, 127 (39.7%) respondents reported that "Learners often misplace essential items required for activities, such as toys or school assignments," while 101 (31.6%) selected sometimes, and 111 (28.4%) said never. The findings imply that teachers should adopt structured and engaging instructional strategies to support learners with ADHD. Lessons should be brief, clearly organized, and include frequent feedback to sustain attention. The results also highlight the need for teacher training to help educators better manage attention difficulties and promote inclusive classroom practices. Collaboration among teachers, parents, and psychologists is essential, as it helps learners maintain focus and improve academic performance.

Aligned with the theme of hyperactivity, data presented in Frequency Table 1 shows that 103 (32.2%) respondents indicated "Learners often struggle to sit still and fidget in their seats. While 125 (39.1%) reported that this behaviour occurs sometimes, and 87 (27.2%) said it never occurs. Regarding leaving their seats in the classroom or in situations when expected to remain seated", 107(33.4%) respondents reported this happens frequently, 145 (45.3%) indicated sometimes, and 66 (20.6%) said never. In terms of difficulty engaging in leisure activities quietly, 119 (37.2%) respondents observed this behaviour frequently, 116 (36.2%) said sometimes, and 83 (25.4%) reported never. When asked whether these learners are always moving about or appear excessively energetic, 115 (36.0%) respondents agreed, while 85 (26.6%) indicated sometimes, and another 115 (36.0%) stated never—highlighting a split in perceptions. Finally, 138 (36.6 %) respondents reported that these learners talk excessively, 115 (35.9%) said sometimes, and 60 (18.8%) indicated never.

Based on data from the impulsivity sub-theme, 134 (41.9%) respondents reported that learners respond prematurely, interrupting the question, while 118 (36.9%) said this occurs sometimes and 62 (19.4%) stated it never happens. Additionally, 153 (47.8%) respondents indicated that these learners experience difficulties with turn-taking, with 85 (26.6%) saying sometimes and 76 (23.8%) reporting never. A similar pattern emerged regarding behaviour such as interrupting or intruding on others—like butting into conversations or games—with 153(47.8%) respondents stating this occurs frequently, 85 (26.6%) indicating sometimes and 76 (23.8%) reporting never. When asked whether learners often lose their temper, 138 (43.1%) respondents agreed, 92 (28.0%) said sometimes and 77 (24.0%) said never. Concerning arguing with adults, 117 (36.6%) respondents reported this happens always, 111 (34.7%) said sometimes and 71 (22.4%) said never. For actively defying or refusing adult requests or classroom rules, 97 respondents (30.3%) reported it always occurs, 94 (29.0%) said sometimes, while the highest proportion—127 (39.7%)—reported it never happens. Furthermore, 116 (36.2%) respondents agreed that these learners often do things to annoy others, while 100 (31.2%) indicated sometimes and 102 (31.9%) said never. Lastly, 148 (46.3%) respondents reported that learners frequently blame others for their mistakes or misbehaviour, with 94 (29.4%) indicating sometimes and 77 (24.0%) stating never.

Children with ADHD often exhibit hyperactivity, impulsivity, and inattention, particularly in structured environments such as schools and homes where rules and routines need to be followed. In an interview, one respondent provided the following observation:

Although these learners have difficulties sustaining attention, they're not unintelligent. They get bored quickly and are always on the move. They also tend to seek attention, often resulting in me having to tell them to be quiet repeatedly. (Another respondent shared an observation

One of my class pupils struggles greatly with staying focused. He often seems not to be listening, appearing disengaged, as though preoccupied or detached from his surroundings. He seldom completes homework and often misplaces his belongings.

This suggests that these learners often lack attention to detail and are prone to forgetfulness, especially when it comes to their personal belongings. During a discussion, another participant noted: ... *These learners often become distracted from academic tasks and may engage in disruptive behaviours, such as excessive talking, making noise, restlessness, or frequent trips to the loo, which disturb classroom activities.* In an interview, another respondent commented: "...*They have trouble focusing, misplace things, and are easily distracted by pretty much anything.*

Findings also revealed that some learners displayed sudden aggressive behaviours, including striking others without prior provocation. These behaviours were reported as more common in boys, who often show higher levels of hyperactivity and aggression. Teachers sometimes stigmatise boys as disruptive, leading to harsher punishment, while girls are judged less strictly because of perceptions of being better behaved. One respondent remarked: "*I simply cannot stand how learners are behaving.*"

These findings suggest that ADHD-related behaviours can overwhelm teachers and increase classroom stress. Even when masked, core traits—impulsivity, hyperactivity, and inattention—persist, with consistently disruptive learners at higher risk of behavioural difficulties and academic setbacks.



As Dwarika (2021) found out, learners with elevated ADHD symptoms are rated by teachers as significantly more stressful to teach ($d = 1.52$), though this stress can be mitigated by strong teacher–student relationships. While Aldabbagh et al. (2024) demonstrated that teacher-led interventions can effectively reduce externalising behaviours and ADHD symptoms while improving prosocial behaviour. Qualitative studies emphasise that managing ADHD-related behaviours can overwhelm teachers, especially when support and training are lacking.

Management Strategies Used to Support Learners with ADHD

Respondents rated 11 management strategies on a six-point scale, showing which ones they used, found compelling, or had never heard of. This helped identify teachers' familiarity, usage, and perceived effectiveness of techniques for managing pupils with ADHD. Table 2 presents the results.

Table 2
Descriptives of Management strategies

Item	E %	NE%	MT %	HNT %	DKN %	DIT %
Ignoring chronic disruptive behaviour.	214 66.7	39 12.1	29 9.0	11 3.4	18 5.6	7 2.2
Teaching children how to plan their activities.	144 44.9	50 15.6	59 18.4	23 7.2	28 8.7	14 4.4
Teaching the child how to organise their stuff, such as books, in a locker.	125 38.9	54 16.8	53 16.5	29 9.0	44 13.7	13 4.0
Teaching a child who has difficulty.	160 49.8	53 16.5	52 16.2	25 7.8	21 6.5	8 2.5
Teaching the youngster empathy (cognitive training)	121 37.7	51 15.9	67 20.9	30 9.3	36 11.2	12 3.7
Creating classroom assistance, allowing breaks or time for students to roam around, and muting distractions (accommodation)	148 46.1	57 17.8	53 16.5	15 4.7	26 8.1	7 2.2
Peer tutoring and coaching	82 25.5	98 30.5	70 21.8	28 8.7	21 6.5	19 5.9
Modelling positive behaviour for the child.	138 44.3	54 16.8	68 21.2	25 7.8	24 7.5	8 2.5
Rewarding a child for good behaviour by giving them a gift.	103 32.2	30 11.	43 13.4	46 14.4	51 15.9	42 13.1
Punishing inappropriate behaviour (punishment)	137 42.7	40 12.5	51 15.9	35 10.9	37 11.5	13 4.0
Provide constant feedback to the learner (communication).	154 48	49 15.3	37 11.5	22 6.9	29 9.0	12 3.7

KEY

E = Reported as effective.

NE = Attempted but found ineffective.

MT = Not yet attempted, but may consider in the future.

HNT = Not attempted and no intention to try.

DKN = Intends to learn about it and try in the future.

DIT = Tried previously but does not intend to try again.



Table 2 shows that 214 respondents (66.7%) preferred ignoring disruptive behaviour, while 7(2.2%) reported they would not use this approach again. Regarding positive reinforcement, 103 respondents (32.2%) indicated they had applied it effectively, whereas 42 (13.1%) had never attempted it and did not plan to. Additionally, 137 respondents (42.7%) reported finding punishment for undesirable behaviour effective, while 13 (4.0%) had never used it and did not intend to, and 51 (15.9%) were unfamiliar with the approach. In addition, 144 respondents (44.9%) reported using strategies to teach children how to plan activities and considered them effective, while 14 (4.4%) had not employed such methods and did not plan to, and 28 (8.7%) were unfamiliar with the approach but expressed interest in learning more. Similarly, 125 respondents (38.9%) indicated that teaching organisational skills was beneficial, whereas 13 (4.0%) had not applied this strategy and did not plan to. Planning and organisational skills are advanced competencies that warrant deliberate instruction in children. Individual instruction was implemented and found effective by 160 respondents (49.8%), while 8 (2.5%) had not attempted it and did not plan to, and 52 (7.8%) similarly reported no intention of trying it in the future. A related approach involved teaching children to organise their belongings, such as arranging books in a locker, which 125 respondents (38.9%) had applied, 44 (13.7%) intended to adopt, and 13 (4.0%) did not plan to use.

Studies show that children with ADHD often struggle with organization, time management, and planning, which hurts academic performance (Kofler et al., 2019). Structured interventions like Organizational Skills Training (OST) and the Homework, Organization, and Planning Skills (HOPS) program improve Pupils' ability to manage materials and complete tasks (Abikoff et al., 2013; Langberg et al., 2012). Meta-analyses demonstrate that these interventions lead to moderate gains in organization and planning (Bikic et al., 2017). School-based adaptations, such as Tier-2 OST, boost teachers' ability to support Pupils in the classroom (Murray et al., 2020). Researchers stress the ongoing need for teacher and parent collaboration to maintain gains (Evans et al., 2018). Consistent instruction in organizational routines and structured teacher guidance are key for promoting independence and reducing challenges for pupils with ADHD.

Notably, 121 respondents (37.7%) reported attempting to cultivate sympathy in their children through cognitive training, whereas 30 (9.3%) had neither tried this approach nor planned to do so. In comparison, 138 respondents (44.3%) indicated they had worked on promoting positive behaviour, while 25 (7.8%) had not attempted it and did not intend to, and 24 (7.5%) expressed interest in learning about and applying it in the future. A total of 148 respondents (46.1%) reported implementing accommodations such as classroom assistance, scheduled breaks, opportunities for movement, and reducing interruptions, which they considered effective. In contrast, 57 (17.8%) had tried these strategies but found them ineffective, while 15 (4.7%) had neither attempted them nor intended to do so. Similarly, peer tutoring or coaching was identified as an effective approach by 82 respondents (25.5%), whereas 26 (8.1%) expressed interest in adopting it in the future, and 19 (5.9%) indicated no intention of using it again. These data suggest that teachers frequently dismiss disruptive activities, particularly ADHD-related behaviours, as a behavioural management strategy to keep the classroom running smoothly and learning productive. This avoidance is consistent with prior research showing that teachers utilise such tactics to manage fatigue and stress. While ignoring may be beneficial in the short term, it can jeopardise classroom management and instructional efficacy (Mahvar et al., 2018; Schwab et al., 2019). Additionally, *"An interview respondent reported lacking strategies to manage pupils, noting that their occasional aggressive behaviour was often overlooked due to the difficulty of handling it."*

When teachers disregard ADHD-related behaviours, Pupils lose valuable support, fail to form peer and family relationships, and may become alienated. This undermines classroom norms, rule enforcement, and a cooperative learning environment, potentially leading to academic delays, misbehaviour, and dangerous behaviour. Peer tutoring, on the other hand, works because Pupils model the behaviour of their classmates, which promotes social learning and good classroom engagement. During an interview, one respondent stated:

I arrange students in groups with motivated classmates who are capable of leading a group. When something goes wrong, the leaders notify me, and I manage the problematic youngster."

Teachers utilise mixed-ability groups to encourage peer learning and regulate disruptive behaviour while simplifying information in learner-friendly language. Modelling is also used, since learners mimic observed behaviours. Empathetic teacher conduct promotes positive behaviour, strong teacher-learner ties, and emotional connection in the classroom, as supported by Bandura's social learning theory. During an interview, one respondent stated, *"I am not fully acquainted with certain strategies and techniques used in managing these learners"*. This indicates that many educators remain poorly prepared to handle disruptive behaviours because of insufficient training on ADHD, which could impede the teaching and learning process.



To support a diverse student population, particularly those exhibiting ADHD-related behaviours, teachers should plan their lessons carefully and include engaging activities. This approach aims to prevent children from becoming restless and to help them maintain their focus. Numerous instructional techniques can help students who show behaviours related to ADHD to stay focused and be less restless. However, without adequate support, these learners often encounter repeated academic difficulties and have a considerably increased risk of dropping out of school—nearly 17%, according to an Omani cohort (Mirza et al., 2018).

Relationship between ADHD-Related Behaviours and Classroom Management Strategies

The link between ADHD-related behaviours and classroom management techniques used by teachers was examined using a Spearman rank-order correlation. A statistically significant positive link ($\rho = .268, p < .001$) was identified through the analysis. This indicates that teachers tend to adopt more diverse or flexible classroom management approaches as the frequency or severity of behaviours associated with ADHD increases. The low p-value shows that this association is not random, even though the link is weak to moderate.

Hypothesis Testing

To test the null hypothesis, an ordinal logistic regression was conducted. The null hypothesis stated that “there is no significant relationship between ADHD-related learner behaviours and teachers' choice of classroom management methods.” Table 4 presents the results.

Table 4.
Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sg.
Intercept Only	1647.912			
Final	1517.647	130.265	1	.000

Link function: Logit.

Table 4 shows that the likelihood of the model Chi-square (130.265) degree of freedom (1) was 0.000, which was less than the 0.05 significance level. Overall, there is a statistically significant link between ADHD-related behaviours and management practices. The goodness-of-fit test results are reported in Table 5.

Table 5
Goodness of fit

	Chi-Square	df	Sig.
Pearson	3698.467	3314	.000
Deviance	1139.961	3314	1.000

Link function: Logit.

The Pearson and Deviance statistics were used at a 5% significance level to assess whether the data conformed to the model. The Chi-Square calculation yielded a higher level of significance, indicating that the data fit the model better. The results of the pseudo-R-squared analysis are presented in Table 6.

Table 6
Pseudo R-Square

Measure	Pseudo R-Square
Cox and Snell	.334
Nagelkerke	.335
McFadden	.056

The Pseudo R-squared indicates the proportion of variation in the dependent variable that it can explain. According to Nagelkerke's findings, ADHD-related behaviours can account for 33.5% of the variance in management methods.



Our study's findings show a positive link between ADHD-related learner behaviour and teachers' choice of classroom management strategies. This suggests that the more learners display behaviours associated with ADHD, such as inattention, impulsivity, and hyperactivity, the more likely teachers are to adjust or intensify their management approaches in the classroom. These results support previous studies, which indicate that ADHD-related behaviours directly influence the strategies teachers use to manage classroom dynamics. For example, Staff et al. (2021) found that disruptive behaviours lead teachers to use behavioural interventions, such as token economies, praise, and structured routines, to restore order and maintain the learning flow. Similarly, Chacko et al. (2024) highlighted that teachers often combine instructional and behavioural supports when working with learners with ADHD, demonstrating that such behaviours require strategic adaptation. The positive association also reflects how teachers' perceptions shape their management practices. Mohammed et al. (2025) discovered that teachers with greater awareness of ADHD are more likely to employ proactive and supportive strategies, while limited knowledge often results in punitive or exclusionary responses. This suggests that in contexts such as Kisii County, the presence of ADHD-related behaviours may prompt teachers to re-evaluate their management approaches. However, the effectiveness of these strategies depends on their knowledge and attitudes. Another important implication of these findings is the increased workload and emotional strain placed on teachers. Amha and Azale (2022) observed that persistent ADHD behaviours demand greater instructional flexibility, time investment, and emotional regulation from teachers. While this adaptability can foster inclusion, it may also lead to burnout if adequate training, resources, and institutional support are lacking. Therefore, the positive relationship identified in this study should not be seen solely as a sign of effective adaptation, but also as an illustration of the pressures that ADHD-related behaviours place on educators.

Finally, the results highlight the importance of contextual and cultural considerations. In Kenya, Wanjiru (2025) found that misconceptions about ADHD often lead teachers to misinterpret learner behaviour, which then influences their choice of classroom strategies. Therefore, while teachers in Kisii County appear responsive to ADHD-related behaviours, the effectiveness of their strategies will depend on accurate knowledge, professional training, and supportive policy frameworks.

Conclusions And Recommendations

This study concludes that ADHD-related behaviours, such as; inattention, hyperactivity, and impulsivity, significantly shape teachers' classroom management strategies. The positive relationship observed shows that teachers adapt their approaches through routines, reinforcement systems, and flexible methods, though these adaptations often strain classroom dynamics. Teacher effectiveness is strongly influenced by their knowledge, attitudes, and access to professional support, highlighting the need for training and resources to prevent reliance on punitive practices.

Addressing ADHD requires multi-level interventions: teacher training on strategies like differentiated instruction and positive reinforcement; school support through smaller classes, counselling, and professional learning communities; and policy action integrating ADHD management into curricula, allocating resources, and collaborating with the health sector. Further research is needed to develop context-specific strategies for Kenyan classrooms.

Acknowledgements

I am indebted to the following: my supervisors, Prof. Peter Odera and Dr. Edward Khasakhala; my lecturers, Prof. Moses Poipoi, Dr. Bill Ouda, Dr. Fredrick Matofari, Dr. Godfrey Ayaga, Dr. Rose Opiyo, and Dr. Joel Ogutu; the management, board, and staff of Masinde Muliro University of Science and Technology; the Ministry of Education, Science, and Technology; all primary school teachers; research assistants; the journal for publishing this article; my brother Gideon; my small sister, Juliana Namasaka; my children—Susan, Ken, and Tom; and Prof. Thomas Sakwa.

References.

- Abikoff, H., Gallagher, R., Wells, K. C., Murray, D. W., Huang, L., Lu, F., Petkova, E., & Lazlo, C. (2013). *Remediating organizational functioning in children with ADHD: Immediate and long-term effects from a randomized controlled trial*. *Journal of Consulting and Clinical Psychology*, 81(1), 113–128. <https://doi.org/10.1037/a0029648>
- Aldabbagh, R. O., Alshorbaji, M. A., & Alsabbagh, Y. M. (2024). *Knowledge and practice of adults towards different weight loss methods*. *Rwanda Medical Journal*, 81(1), 53–62. <https://doi.org/10.4314/rmj.v81i1.5>
- Amha, H., & Azale, T. (2022). Attitudes of primary school teachers and their associated factors toward students with attention deficit hyperactivity disorder in Debre Markos and Dejen towns, Northwest Ethiopia. *Frontiers in Paediatrics*, 10, 805440. <https://doi.org/10.3389/fped.2022.805444>
- Bikic, A., Reichow, B., McCauley, S. A., Ibrahim, K., & Jensen, C. M. (2017). *Meta-analysis of organizational skills interventions for children and adolescents with attention-deficit/hyperactivity disorder*. *Clinical Psychology Review*, 52, 108–123. <https://doi.org/10.1016/j.cpr.2016.12.002>



- Chacko, A., Kofler, M. J., & Halperin, J. M. (2024). Improving the efficacy and effectiveness of evidence-based interventions for ADHD: Translational implications. *Evidence-Based Practice in Child and Adolescent Mental Health*, 9(2), 161–179. <https://doi.org/10.1080/23794925.2024.1152345>
- Dwarika, V. (2021). Teachers' experiences of supporting learners with attention-deficit hyperactivity disorder: Lessons for professional development of teachers. *South African Journal of Childhood Education*, 11(1), 1–9. <https://doi.org/10.4102/sajce.v11i1.843SA> *Journal of Childhood Education*
- Evans, S. W., Owens, J. S., Wymbs, B. T., & Ray, A. R. (2018). *Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder*. *Journal of Clinical Child & Adolescent Psychology*, 47(2), 157–198. <https://doi.org/10.1080/15374416.2017.1390757>
- Fidosieva, H. R. (2025). Strategies for supporting students with ADHD: Overcoming challenges and enhancing success. *European Journal of Special Education Research*, 10(8).
- Frolli, A., Cerciello, F., Esposito, C., Ricci, M. C., Laccone, R. P., & Bisogni, F. (2023). *Universal Design for Learning for children with ADHD*. *Children*, 10(8), 1350.
- Kofler, M. J., Irwin, L. N., Soto, E. F., Groves, N. B., Harmon, S. L., & Sarver, D. E. (2019). *Executive functioning heterogeneity in pediatric ADHD*. *Journal of Abnormal Child Psychology*, 47(2), 273–286. <https://doi.org/10.1007/s10802-018-0438-2>
- Kurbonova, U. B., & Umarova, D. R. (2024). How to teach children with ADHD (Attention Deficit Hyperactivity Disorder). *Academic research in educational sciences*, 5(CSPU Conference 1 Part 1), 529–537.
- Langberg, J. M., Epstein, J. N., Becker, S. P., Girio-Herrera, E., & Vaughn, A. J. (2012). *Evaluation of the Homework, Organization, and Planning Skills (HOPS) intervention for middle school students with ADHD as implemented by school mental health providers*. *School Psychology Review*, 41(3), 342–364. <https://doi.org/10.1080/02796015.2012.12087494>
- Mahvar, T., Farahani, M. A., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: Systematized review. *Journal of advances in medical education & professionalism*, 6(3), 102.
- Miller, M. D. (2024). *A Teacher's Guide to Learning Student Names: Why You Should, Why It's Hard, How You Can (Vol. 2)*. University of Oklahoma Press.
- Mirza, H., Roberts, E., Mohammed, A. B., Humaid, A. S., Amira, A. H., Jeyaseelan, L., & Samir, A. A. (2018). School dropout and associated factors among Omani children with attention-deficit hyperactivity disorder: A cross-sectional study. *Journal of Developmental & Behavioural Paediatrics*, 39(2), 109–115.
- Mohammed, M. A. E. H., Hamed, S. A., Gomaa, H. H., El-Sayed, N. F., & El-Masry, R. M. (2025). Assessment of primary school teachers' knowledge and attitudes toward ADHD and teacher-related correlates in Suez City, Egypt: A cross-sectional study. *Middle East Current Psychiatry*, 32(1), 53. <https://doi.org/10.1186/s43045-025-00539-5>
- Murray, D. W., Rabiner, D. L., Schulte, A. C., Newitt, K. M., & Langberg, J. M. (2020). *Organizational Skills Training for students with ADHD in school settings: A Tier-2 intervention approach*. *School Mental Health*, 12(2), 422–435. <https://doi.org/10.1007/s12310-019-09347-0>
- Purwita, D. N., Suhatmady, B., Setiawan, I., Iswari, W. P., Limbong, E., Ahada, I., & Queja, L. B. (2025). Teaching Strategies for ADHD Student in Inclusive Classroom: A Case Study. *Script Journal: Journal of Linguistics and English Teaching*, 10(1), 190–223.
- Schwab, S., Eckstein, B., & Reusser, K. (2019). Predictors of non-compliant classroom behaviour of secondary school students. Identifying the influence of sex, learning problems, behaviour problems, social behaviour, peer relations and student-teacher relations. *Journal in Special Educational Needs*, 19(3):220–231.
- Song, P., Zha, M., Yang, Q., Zhang, Y., Li, X., Rudan, I., & The Global Burden of Disease Study ADHD Collaborators. (2023). *The global epidemiology of ADHD in children and adolescents: An umbrella review*. *BMC Psychiatry*, 23(1), 538. <https://doi.org/10.1186/s12888-023-05057-3>
- Staff, A. I., van der Oord, S., Dekkers, T. J., & colleagues. (2021). Effectiveness of specific techniques in behavioural teacher training for childhood ADHD: A meta-analysis. *Journal of Clinical Child & Adolescent Psychology*, 50(5), 669–685. <https://doi.org/10.1080/15374416.2020.1846545>
- Thony, J. (2025). *Navigating ADHD in the Classroom: Elementary Teachers' Perspectives* (Doctoral dissertation, Houston Baptist University).
- Wanjiru Njeri, S. (2025). *Teacher perception of attention-deficit/hyperactivity disorder learners in primary schools in Kenya* (Master's thesis, University of Nairobi). University of Nairobi Repository. <https://erepository.uonbi.ac.ke/handle/11295/167272>