

Participation of learners with attention deficit hyperactivity disorder (ADHD) in academic and extracurricular activities in schools at Makindye Ssabagabo, municipality, Wakiso District, Uganda. A cross-sectional study.

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Abstract

Background.

There is a high prevalence of behavioral problems in the south-western region in Masaka district, which is attributed to the prevalence of ADHD. This region is heavily impacted by poverty and HIV/AIDS. This study explores the Participation of Learners with Attention Deficit Hyperactivity Disorder (ADHD) in Academic and Extracurricular Activities in Schools at Makindye Ssabagabo, Municipality, Wakiso district, Uganda.

Methodology.

The target population comprised two categories of participants, i.e., teachers and learners with attention deficit and hyperactivity disorders. A qualitative research approach, guided by a case study design, was 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.

Results.

The majority of the teachers were aged between 30 and 35 years, 4 of the LADHD were aged between 12 and 16 years, and 19% of the LADHD were in the classes of Primary six to Primary seven. Findings show that these learners participate by responding to questions when asked, without internalizing 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. Participants do not participate and sometimes even dodge the exams completely.

Conclusions.

LADHD participants respond 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.

Recommendations.

Teachers should adjust the 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 to the varied levels of abilities of LADHD.

Keywords: Attention Deficit Hyperactivity Disorder (ADHD), Learners with ADHD, Academic participation, Extracurricular activities, Wakiso district, Uganda.

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Background.

ADHD in India is not considered a disorder. This is quoted from one person who says, “We do not have ADHD in India. We meditate instead.” Like some people worldwide, they do not “believe” in ADHD until it touches them directly. (Pandey et al., 2025). In a similar observation to that of Racheal, Pooja et al (2017) note that ADHD was never an issue until the last two decades, that research in India is on the rise and promising. Teachers’ understanding of LADHD

is still limited to the behavior traits displayed by learners, including, for example, the Inability to remain focused, sustain concentration, and sit still. Based 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 has experienced academic underachievement. This is a result of a lack of policy on screening for children before enrolling them in schools (Wamithi, 2015). Kivumbi (2019) argues that there are high

prevalence behavioral problems in the south western region in Masaka district, attributed to the prevalence of ADHD. This region is heavily impacted by poverty and HIV/AIDS. It's further noted that adaptive and effective school-age going children show good results, and in case of any behavioral problem, there is a need for agent intervention because untreated behavior problems can psychologically affect the individual, family, and community at large.

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 a 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 (Tomson, 2020). Enrolment is not based on the ability of the learner, but the parent's ability to meet the school dues is seen as a very important issue, as opposed to the educational needs of the learner to learn. LADHD are involved in school activities and share the 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 this study was conducted to explore the Participation of Learners with Attention Deficit Hyperactivity Disorder (ADHD) in Academic and

Extracurricular Activities in Schools at Makindye Ssabagabo, Municipality, Wakiso district, Uganda.

Methodology.
Research Design.

A cross-sectional case study design was used. The study was qualitative in nature, and it entailed detailed findings on phenomena at hand. The researcher seeks to observe the behaviours of learners with attention deficit and hyperactivity disorders as they participate naturally in their local settings, and also find out the opinions of the teachers in focus group discussions to establish their abilities and the challenges they face in school activities.

Target Population.

There were 30 LADHD, and 17 teachers in the selected primary school. 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.

Study Sample.

The study included 4 teachers and 12 learners, for a total of 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.

Purposive sampling was used, which involved choosing participants who bear characteristics that the study needs.

Instruments.

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

Observations.

The study used non-participant observation. Non-participant observation is a method used to understand a phenomenon by indulging in a social setting while staying separate from the activities being observed. Observational research is a technique where you observe participants and phenomena in their natural setting.

Focus Group Discussions.

Focus groups are collective rather than individual views, and it was used to collect qualitative results.

Procedure of Data Collection.

A letter of authorization was obtained from Kyambogo University, the faculty of special needs and rehabilitation, which introduced him to the study area.

Research instruments were designed, which were approved by the supervisor. An introduction was made to the head teacher, and the purpose of the visit and study was explained using a letter from Kyambogo University notifying the institution of the purpose of the visit. Appointments with respondents regarding the Mini Focus Group Discussions were made, and the respondents were informed about the time and venue for the FGD interview. When collecting data, two study instruments were used, namely, non-

participant observation. This was used for the first category of participants, who were learners with attention deficit hyperactivity disorders. The second instrument, i.e., Focus Group Discussion, 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 FGDs were used to gather information together, and questions were asked as they interacted with the researcher while he recorded the audios, which were later transcribed into written statements for analysis and interpretation in chapter four. LADHD was identified according to their behavioral challenges in the various classes, recorded, and subjected to a pediatric Doctor for further assessment and diagnosis to ascertain the cause of behavioral challenges. The Doctor later found out that, out of the 30learners identified, 14 presented with actual signs of ADHD, and this gave the researcher assurance of the participant he was to research about. Teachers were chosen because of their working experience with children with ADHD and others with behavioral problems, and some had specialized as peripatetic teachers.

Data Analysis.

The raw data was sorted out according to the objectives. Data was sorted and analyzed following the themes, subthemes, and responses. The information was presented in tables.

Credibility and Authenticity.

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

Ethical Approval.

An authorization and permission letter was first requested from all necessary authorities before gathering data in the field. Ensured anonymity and confidentiality procedures were observed accordingly. No names or phone numbers were linked to any participants. Instead, letters and digit numbers were used as follows: TR for teachers were used in the 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).

Informed Consent

Informed written consent was obtained from all participants in the study who had the right to refuse participation and to withdraw at any phase of the study.

Results.

Description of Participants.

The expected total sample size of participants was 16, comprising 12 LADHD and 4 teachers. Out of the 16 participants, 15 participants were assessed, and LADHD was observed. Teachers were interviewed through a Mini Focus Group Discussion. 1 participant missed out because they were not allowed by their parents to come for holiday studies.

Table 2: Demographic characteristics of participants.

Participant categorization	by	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

The overall number of male 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 this is supported by CDC (2016), which states that Boys are three

times more likely to receive an ADHD diagnosis than girls. This is because the signs of learners with ADHD are more visible in boys than in girls.

Learners with Attention Deficit Hyperactivity Disorders.

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

- CI1: A boy aged 12 years who is ever destructive, unsettled in class, does not concentrate, and has repeated primary two.
- CI2: A boy aged 13 years, in primary two class, and always hurries to give answers irrespective of whether they are right or wrong.
- CI3: A girl aged 14 years, in primary three class, who is always inattentive in class and hardly participates in class activities.
- CI4: A boy aged 15 years, in primary three class, who is never settled and beats others in class during and after classes.
- CI5: A boy aged 15 years, in primary four, who always hurries to complete work and does not care about the outcome of his actions.
- CI6: This was a boy aged 16 years, in primary five class, who was always talkative and with very many errors in copying work from the chalkboard and solving mathematical problems.
- CI7: This was a boy aged 13 years in primary four class who was always the last to finish work and had major errors in words.
- CI8: This was a girl aged 15 years in primary four class who faced difficulties in concentrating and completing work in class.

CI9: A boy aged 17 years, in primary six class, who is always destructive, inattentive, and dodges work in class.

CI10: A girl aged 18 years in primary seven class, aged seventeen years, who is always inattentive during class lessons and not interested in learning.

CI11: This was a girl aged 17 years, in primary seven class, aged eighteen years, who was always unsettled in class activities.

CI12: This boy's age was 19 years in primary six class, and he was ever passive in class activities and also feared giving 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 a 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 Deficit Hyperactivity Disorder (ADHD)

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 3 indicates that the 0-12 age bracket had 3 LADHD in classes of Primary two to Primary three, the 12-16 age bracket had 4 LADHD in classes of Primary four to Primary five, and the 16-20 age bracket had 4 LADHD in classes of Primary six to Primary seven.

Age bracket of teachers (TR)

Table 4 indicates the ages of the participants as used in the research conducted about the abilities of learners with attention deficit hyperactivity disorder, 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, 2 teachers, and 35-45 years of age bracket were 2 teachers respectively.

How Learners with Attention Deficit Hyperactivity Disorders participate in academic/extracurricular activities in school.

This objective was to find out how LADHD participates in school activities in Makindye Ssabagabo Municipality in Wakiso District. This is a very important aspect because for teachers to innovate ways to improve their participation, they need to first understand how they participate in activities with others. When participants were asked about

LADHD participating in activities, the emerging issues were: how LADHD participate in school activities, whether LADHD are assessed, whether LADHD respond to questions when asked, and whether LADHD are given examinations for assessment.

The way in which LADHD affects Participation in academic/extracurricular 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 participants participate in school activities.

Table 5: Which way do LADHD participate in academic/extracurricular activities in school activities?

Responses	Codes	Total responses
Through enjoying mostly ball games (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 5 shows that these learners participate through enjoying mostly ball games (n=10), athletics (n=6), putting their hands up (n=6), and collecting books for marking (n=4). Other observations revealed that these learners are always forced to participate, give incorrect answers sometimes, and 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, participants' opinions about how LADHD participates in school activities are;

One participant said:

A few LADHD participants participate, but some need to be first forced, because there are those who see that at least know what I am teaching, know the answer, but cannot put up their hand to answer. So, when he/she gives a correct answer, he/she expects a motivation, and when motivated,

he/she feels that it is part of the class. But once he/she gives a wrong answer and friends laugh, he/she will never answer again. The teacher should therefore guide and counsel the learner 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 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 in. Then two, aaaah, they may participate to some extent, but when appointed or when given an opportunity, they cannot put their hands up when the teacher asks the question, and when they are given a 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 speaking it out

because they are not sure whether it is right or wrong, and they fear saying the wrong answer. That's why, as they start speaking, they fear bringing out words. Secondly, in most cases, they are shy and they take a long time to participate. If teachers have not given them a chance, they lack confidence to speak to others, which 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 aaah 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 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 a 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 the Child Mind Institute (2021), which claims that LADHD participants participate in classes, though with difficulty. They make careless mistakes in classwork, have difficulty 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 distracting the attention of their ordinary peers.

LADHD participants in school activities in different ways, but some react physically and others react verbally, i.e., Boys and Girls, respectively. These learners can participate, though teachers need to be patient with them because some hurry to give answers which may be wrong, and some take time to conceptualize concepts, and when given the chance to give answers, peers should not laugh at them because, as a result, their esteem may be totally lowered, never to answer a question. Teachers need to guide and counsel other ordinary learners to create a good learning environment.

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

Whether LADHD is assessed using summative or continuous assessment reveals that LADHD is assessed.

Table 6: Finding out whether LADHD is assessed using summative or continuous assessment.

Responses	Codes	No of responses
Assessed using a 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 6 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 is assessed through summative or continuous assessment show that teachers face hardships in assessing these learners in both forms of assessment 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. The reason is that when someone gives out an answer and the class laughs because the answer is not correct, that learner will fear putting up their hand. You are willing to know the answer but fear putting up your hand because of the attitude from your friends (TR2).

Another participant deviated by saying:
My experience, as far as assessment and responding to questions is concerned, is not specific; it varies 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 friendly to the teacher, he/she is willing to answer, but/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 the learners themselves; some respond immediately, but the answer or response they give does 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 who, 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, it 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 themselves/the learner is very good. Reason being that a learner may hate the teacher for no

reason, the teacher does not blame but deep in him/her feels like aaah aaah that lady is not good. So, the teacher has to create a conducive environment that allows these learners to become ready to participate (TR3).

Another participant also observed this:

A few participate in the assessment exercise, but some need to be first forced. Because there are those you see who, at least those I am teaching, know the answer but cannot put up their hands. So, you have to first force that child to answer, and when he gives a correct answer, he/ expects you to motivate him/when you thank him, he also feels that he is in class. But once he/she give a wrong answer and their friends laugh, they will never answer again. So, you have to first stop these friends from laughing at him/her and comfort him/her there, he/she will tell you the answer the next day, but when you keep quiet, he/ she will never answer again (TR4)

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

Regarding this theme, which sought to find whether LADHD responds when asked by teachers, the finding is encouraging.

Table 7: Finding out whether LADHD responds to questions when asked by the teachers

Responses	Codes	No of responses
Responded by putting up their hands	CL ₂ , CL ₃ , CL ₅ , CL ₆ , CL ₇ , CL ₁₀ , CL ₁₁	07
Responding by doing a written exercise was	CL ₁ , CL ₃ , CL ₆ , CL ₈ CL ₉ ,	06
Feel inferior and inadequate, and do not internalise, but are involved 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 answer, but can try.	CL ₃ , CL ₄ , CL ₈	03
Fears of being blamed in case of giving a wrong answer	CL ₁₁	01
Total	27	27

Table 7 shows that (n=7) responded by putting up their 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 internalize, are involved in answering, lack concept clarity, answer without conceptualizing, 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 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 his hand, answered the question, and 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 responds to questions when asked by the teachers is;

One of the participants said:

According to my experience, whenever we allow them to respond to questions in my area, they always do it with excitement, and most of them are always the first to answer. The reason is that for them, whatever comes to their minds, they just answer without even thinking whether it is correct or wrong; they do not take time to think and conceptualize 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 categorized as similar, they have different characteristics, and it depends on who has heard about the examination. When the exams come, some learners in this category fear the exams, and when given the exams, they answer, but when they answer, in most cases, they take a long time to finish. Some get excited when exams come, and when given the exam, they just write anyhow, as Tr4 said. Some of them do not even read the questions because reading is a problem for them. So, since reading is a problem, they just put whatever they think is right to that particular question. Some may not be so afraid of the exams, but when you give them, they need more time than the time 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 never seen it, but it's 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, "I just feared". So aaaah laughs so fear, fear. They fear these exams, and when

some answer, you will find that they have answered incorrectly; some need time, the allocated time on the examination they need more minutes (TR2).

Another participant deviated by saying:

Thank you, now, when it comes to these learners of my class, eeeeh eeeh, my experience is different from my colleagues. At this stage, they do not fear doing 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 a lack of 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 they have understood the question and give irrelevant answers to the question. They read, do not understand, and end up giving contrary answers, 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 someone who has passed? Passing is not all that progress. Their reading skills are limited because they cannot 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 in which they live, even government policy, which promotes every child to any level, the financial status of parents may force ADHD to be in such classes when they are not supposed to be in those particular classes (TR1).

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

Regarding this theme, which sought to find whether LADHD students are given exams for assessment like any other ordinary learners, reveals that indeed they do.

Table 8: Whether LADHD students are given exams for assessment, like any other ordinary learner.

Responses	Codes	No of responses
Examinations with difficulty take a long time 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 the examination.	CL ₆ , CL ₇	02
Dodge the exams completely.	CL ₈ , CL ₉	02
Total	23	23

The observations according to table 8 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 (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 teacher's 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 students are given exams for assessment, like any other ordinary learner, is, One participant said:

LADHD participants participate in class and do exams depending on their different abilities. Mostly, these children do not fear an exam, though they take a long time to answer and finish the exam. Concentration on the exam is also an issue for some, who do not finish because they cannot take the time to concentrate. When time is given with breaks in examinations, they can finish and fare well, though not excelling like other ordinary learners (TR1).

Another participant also had this to say:

Ahhhh, these LADHD participants participate in classes, but when promoting these learners, we do not consider them the way we consider others because they 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 sit 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 of science, they may ask a question or experiment to show the presence of air in soil. When you bring the requirements needed and you give the 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 the soil (TR3).

This participant also participated by saying:

As I said previously, these children need time in writing and reading; let's say they do not know how to read in a 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, which they cannot read or write. Question: In case even after guidance, they still have not done what you want. What do you consider to promote them to another class? As I have said, if you bring them closer, let's say in an exam, after bringing them close and reading for them, at least some will do well. So, you base on the little abilities they have and promote them to other classes, and 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 students 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 be good at hands-on practical skills. Second is about financial status due to our economy; you cannot leave somebody's child in class. How can you expect a parent to pay double fees in that same class? So, we need to promote them to motivate them. Another thing is that we don't know we need to give them special exams, like the case of Kakumiro district, which missed Primary Leaving Examinations and were given a special paper, ahahahahaaaaa, they laughed. Economy, he laughs ahaahahaha ahahahahah (TR2)

Discussion of results.

The way in which LADHD affects Participation in academic/extracurricular school activities

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

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

According to Focus Group Discussions, participants' opinions about how LADHD participates in school activities are;

One participant said:

A few LADHD participants, but some need to be first forced, because there are those who see that at least know what I am teaching, know the answer, but cannot put up their hand to answer. So, when he/she gives a correct answer, he/she expects a motivation, and when motivated, he/she feels that it is part of the class. But once he/she gives a wrong answer and friends laugh, he/she will never answer again. The

teacher should therefore guide and counsel the learner for him/her to participate again next time (TR 4).

The findings are in line with Lombardi (2019), who claims that LADHD participants participate in classes with difficulty. They make careless mistakes in classwork, have difficulty 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 distracting the attention of their ordinary peers. LADHD participants in school activities in different ways, but some react physically and others react verbally, i.e., Boys and Girls, respectively. These learners can participate, though teachers need to be patient with them because some hurry to give answers which may be wrong, and some take time to conceptualize concepts, and when given the chance to give answers, peers should not laugh at them because as a result their esteem may be totally lowered, never to answer a question again. Teachers need to guide and counsel other ordinary learners to create a good learning environment. Teachers and literature are good and can help to realize the abilities of LADHD to participate in class activities with other peers in Makindye Ssabagabo Municipality.

Whether LADHD is assessed using summative or continuous assessment reveals that LADHD is assessed.

Findings 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 is assessed through summative or continuous assessment show that teachers face hardships in assessing these learners in both forms of assessment 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).

The study is in line with (Förster & Rojas-Barahona, 2023), who agree that these learners are assessed, though they deviate from the kind of assessment done by saying that

LADHD is assessed by teachers using rating scales in classrooms to detect hyperactive, impulsive behavior.

Assessment of 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 abilities well in activities with other ordinary peers.

Whether LADHD responds to questions when asked by the teachers

Results showed that (n=7) responded by putting up their 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 internalize, are involved in answering, lack concept clarity, answer without conceptualizing, 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 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 his hand, answered the question, and 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 responds to questions when asked by the teachers is;

One of the participants said:

According to my experience, whenever we ask them to respond to questions in my area, they always do it with excitement, and most of them are always the first to give the answer. The reason is that for them, whatever comes to their minds, they just answer without even thinking whether it is correct or wrong; they do not take time to think and conceptualize concepts before answering. Some of them are always the first to finish the given exam (TR4, P2-P3class)

This finding agrees with (McDougal et al., 2023), who point out that children with ADHD are motivated to learn when teachers plan short-term goals for half a day or a day.

The highest number of participants shows that these LADHD participants participate, but observations indicate that the learning environment is not conducive to helping them realize their potential abilities.

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

Results showed that 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 (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 teacher's 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 students are given exams for assessment, like any other ordinary learner, is, One participant said:

LADHD participants participate in class and do exams depending on their different abilities. Mostly, these children do not fear an exam, though they take a long time to answer and finish the exam. Concentration on the exam is also an issue for some, who do not finish because they cannot take the time to concentrate. When time is given with breaks in examinations, they can finish and fare well, though not excelling like other ordinary learners (TR1).

The study is in line with (Yesmin1* & Sarma2, 2024) who says that LADHD is associated with anxiety because of fear of identifying key information, organizing thoughts, poor time management, making mistakes as a result of rushing, problem of recalling, following instructions, and being destructive.

LADHD mostly are eager to participate and take part in an examination, though with difficulty. What is important is that the teachers and implementers have to take into consideration 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.

Conclusions.

According to study findings, it is concluded that these learners participate by responding to questions when asked without internalizing 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.

Recommendations.

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 for them to fairly compete with others.

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List of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AIDS	: Acquired immune deficiency syndrome
APA	American Psychiatric Association
FGD	Focus Group Discussions
LADHD	Learners with Attention Deficits and Hyperactivity Disorders
LD	Learning Disability
MoES	Ministry of Education and Sports
TA	Teaching Assistant
USA	United States of America
CHADD	Children and adults with attention-deficit/hyperactivity disorders
WFADHD	World Federation of Attention Deficits and Hyperactivity
MSNE	Master of Special Needs Education

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The author's contribution.

PM designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and JBO and JNW supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

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