



Teachers' attitudes towards attention deficit hyperactivity disorder and management strategies for pupils in Kisii County, Kenya

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ABSTRACT

Attention Deficit Hyperactivity Disorder (ADHD) is among the most common mental health conditions affecting children's learning, often associated with impulsivity, hyperactivity, emotional dysregulation, and learning difficulties. Pupils displaying ADHD-related behaviours frequently trigger varied emotional responses in teachers, many of whom feel inadequately prepared to manage such challenges. This study aimed to examine teachers' attitudes towards pupils exhibiting ADHD related behaviours against management strategies they employ to manage affected pupils in Kisii County, Kenya. Specifically, it explored the relationship between teacher attitudes and management strategies as grounded by Behaviourism and Social Learning theories. The study adopted a correlational research design. Using a proportionate sampling technic, 323 teachers were selected from a population of 3,852, in addition to 8 head teachers and 16 class teachers. Data were collected using questionnaires, discussion guides and interview schedules. Data were analysed using descriptive statistics, correlation, regression, and thematic analysis. Results revealed a significant positive correlation between teacher attitudes and learner management strategies ($r = 0.325$, $p < 0.05$), yet overall attitudes toward ADHD remained predominantly negative. The study concludes that teachers hold negative attitudes towards ADHD-related behaviours. The study recommends promoting inclusive education policies to support integration of students with ADHD into regular classrooms and encouraging teachers to adopt evidence-based management strategies. This research supports the use of antecedent-based approaches—such as establishing clear expectations and structured routines—as effective tools for managing ADHD-related behaviours.

Keywords: Abnormal Behaviours, Attention Deficit Hyperactivity Disorder, Excessive Physical Activities, Impulsive Reactions, Teachers, Pupils

I. INTRODUCTION

In today's elementary classrooms, pupils come from increasingly diverse backgrounds and display a wide range of abilities, learning needs, behaviours, emotional characteristics, and intellectual levels. Among them are those diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). While ADHD is widely recognized, its definition remains contested. Generally, it is understood as a chronic neurodevelopmental disorder characterized by persistent symptoms of inattention, hyperactivity, and impulsivity that interfere with daily functioning (American Psychiatric Association, 2022; French et al., 2024). According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR), ADHD is characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that significantly interferes with social, academic, or occupational functioning. For a diagnosis, symptoms must be present for at least six months, occur in two or more settings, and be developmentally inappropriate for the individual's age (American Psychiatric Association, 2022; Faraone et al., 2021).

The classroom environment can be especially challenging for children with ADHD, as it demands behaviours that directly conflict with the core symptoms of the disorder. Without timely intervention, these children may experience social rejection, academic underperformance, and diminished self-esteem. In adulthood, ADHD has been associated with chronic self-criticism, low self-worth, and heightened sensitivity to feedback (Beaton et al., 2022). Globally, research indicates that teachers often hold negative perceptions of students with ADHD (Bolinger et al., 2020; Mohr-Jensen et al., 2019; Ward et al., 2021). For instance, a Danish study found that while most teachers could

identify ADHD symptoms and effective classroom strategies, knowledge about the disorder's aetiology and treatment was inconsistent (Mohr-Jensen et al., 2019). In Israel, Flavian and Uziely (2022) observed that personal factors—including a teacher's own ADHD diagnosis or previous exposure to individuals with the disorder—greatly shaped their attitudes toward students with ADHD, beyond formal training.

In African contexts, similar trends have been observed. A Nigerian study found that educators had limited knowledge of ADHD and generally held negative attitudes toward affected pupils. These attitudes were significantly associated with variables such as level of education, years of service, and exposure to professional training on ADHD. In Ethiopia, a study by Amha and Azale (2022) found that 46% of primary school teachers held negative attitudes toward students with ADHD. The average attitude score was 41.6 ± 5.4 (95% CI: 41.12–42.16). Additionally, negative teacher attitudes were shown to reduce the likelihood of providing support to these pupils, increasing their risk of academic failure and social difficulties. While studies have been conducted in several African nations, limited research has explored teachers' attitudes toward ADHD in Kenya. Specifically, no studies have comprehensively investigated the relationship between teacher attitudes and classroom management strategies for pupils with ADHD in Kisii County, Kenya.

1.1 Statement of the Problem

Despite global and regional research highlighting the significance of teacher attitudes in managing ADHD (Schatz, 2021; Flavian & Uziely, 2022); few studies have focused on this issue in Kenya. This is despite the fact that ADHD is a highly prevalent mental health condition that primarily affects children in elementary schools. In addition, negative teacher attitudes can contribute to academic disengagement, school dropout, and broader social exclusion. These outcomes directly conflict with the goals of the "Education for All" (EFA) initiative. Therefore, it is critical to investigate the relationships between teacher attitudes towards pupils with ADHD, as well as strategies used to manage such pupils in the classroom.

1.2 Objective of the study

Determine the relationship between teachers' attitudes towards ADHD and management strategies of pupils in Kisii County, Kenya.

1.3 Hypothesis of the study

There is no statistically significant relationship between teachers' attitudes towards ADHD and management strategies of pupils in Kisii County, Kenya.

II. LITERATURE REVIEW

2.1 Theoretical Review

Two theories were used to inform the study that is behavioural theories and social learning theory.

2.1.1 Behavioural theory

According to behavioural learning theory, even complicated acts can be reduced down into stimulus-response sequences. Learning occurs when a link is formed between a specific behaviour and its consequences. When an activity has a good effect, it is more likely to be repeated in the future. Conversely, responses that result in negative outcomes are less likely to repeat (McLeod, 2023)

Principles of behavioural theory include function of reward and punishment in moulding behaviour. In a classroom situation, the question is which actions are rewarded and which are penalized. In the classroom, a teacher praises excellent behaviour while punishing negative behaviour. The second concept concerns classical vs operant conditioning. Classical conditioning refers to a learning process in which a connection is established between two stimuli. Good behaviour should be instilled in learners by their teachers through penalties or association. This will most likely assist a learner who suddenly punches others or who is angry and energetic in developing the necessary behavioural attributes. The final premise is the idea of extinction, which is what happens when a behaviour that was previously reinforced ceases yielding reinforcement. Over time, this behaviour will become less frequent or may possibly cease entirely. Negative behaviours ultimately disappear and are addressed when a kid exhibits positive behaviour. For instance, a hyperactive learner's degree of hyperactivity decreases and eventually vanishes when they learn to sit quietly and pay attention in class.

One of behaviourism theory's primary shortcomings is that it can only be used to train behaviour, and not all behaviour can be trained. Since it is feasible to model other behaviours, the social learning theory—which is discussed in the following subsection—was applied.

2.1.2 Social Learning Theory

Social learning theory was established by Albert Bandura in 1977. The theory states that learning occurs in a social context through shared, ever-changing interactions between the observer, their surroundings, and their behaviour. Three fundamental models of observational learning exist: a live model, which is a real person acting out or displaying behaviour (Rumjaun & Narod, 2025). Real or imaginary characters acting out scenes from movies, TV shows, books, or internet media are examples of symbolic models. Lastly, a verbal instructional model describes and explains behaviour. In order to fit in or gain attention, students may copy the actions of mentors, models, celebrities, and other learners. Not only is negative behaviour emulated, but positive behaviour is also modelled. All that is needed is for the learner to observe the model. Fundamental principles of the theory include motivation, attention, retention, and reproduction and he also contended that behaviour, attitudes, and desires might be influenced by a complicated web of social relationships which the learner watches and emulates.

2.2 Empirical Review

Social psychologists contend that behaviour is influenced by attitude and vice versa (Brügger & Höchli, 2019). Therefore, a teacher's perspective on conduct associated with ADHD may have an impact on how the instructor deals with children who display behavioural issues. The relationship between attitudes and conduct is well-established, and teachers' attitudes and understanding of ADHD behaviour may have an impact on how their pupils behave in the future (Mulholland et al. 2015). Whether positive or negative, teachers' responses to pupils who display ADHD-related behaviours reveal their attitudes regarding such conduct. Instructors concur that they have unfavourable attitudes toward students who have behaviours linked to ADHD. They also report that these pupils irritate them in the classroom and add stress to their lives.

In Debre Markos and Dejen Towns, Northwest Ethiopia, Amha and Azale's (2022) study examined primary school instructors' views toward children with ADHD and related characteristics. According to the findings, about 50% of the participants had a bad opinion of students who display behaviours associated with ADHD. The way the instructor handles these pupils is influenced by this idea. Therefore, instructors in low-income nations like Nigeria showed a more unfavourable attitude toward pupils demonstrating ADHD-related behaviours than teachers in high-income nations like Germany and South Korea, according to another comparative study done by Lee and Witruk (2016). This indicates that educators in affluent nations are more knowledgeable about ADHD and provide better instruction to pupils than educators in underdeveloped nations.

It is noteworthy that, in general, instructors have negative attitudes toward instructing pupils who display behaviours associated with ADHD as reported by study by (Mulholland et al., 2015) in South Africa, but these attitudes are influenced by the students' perceived competency. According to Braude and Dwarika (2020), their study in South Africa reveals that instructors' attitudes and knowledge about ADHD influence the way they teach, which in turn affects how affected pupils learn. It is said that a teacher's attitude affects their behaviour management techniques, instructional approach, and readiness to apply interventions. Teachers' attitudes toward ADHD affect the behavioural management techniques they use, which in turn affect the academic learning, behaviour, well-being, and school engagement of the pupils (Anderson et al., 2017). Teacher's attitudes on ADHD have an impact on their pedagogical strategies at the same time, influencing the classroom environment, teacher-family collaboration, and tailored learning (DeShazer et al., 2023).

Teachers engage with these pupils on a regular basis and are crucial in diagnosing, referring, and managing them. To deal with them effectively, they should have a good attitude toward them (Khademi et al., 2016). Toye and colleagues found that other pupil's attitudes towards a learner with ADHD can be influenced by the attitudes and actions of teachers toward that child (Toye et al., 2019). In fact, when teachers react badly to pupils who display behaviours connected to ADHD, other pupils are likely to reject or distance themselves from them. Because externalizing behaviours are more harmful than internalizing ones, teachers often have a negative attitude toward them. In summary, because of how frequently these pupils exhibit disruptive behaviour, they find that teaching them takes more time and effort. As a result, educators start to view the academic skills of pupils negatively, which has an impact on the behaviour of the child and their ability to succeed academically. This suggests that teachers' negative opinions regarding these pupils have an impact on how they see them. As a result, teachers are less likely to provide the extra support these children require because they subtly believe doing so would be a waste of time and energy.

Academic difficulties arise for learners who exhibit behaviours associated with ADHD because they are either unable to selectively attend to stimuli, have undiagnosed learning difficulties, find it difficult to maintain organization, or suffer from other comorbid conditions. Hence, in order to identify, support, and model the learner for optimal education and development, teachers need to be trained on behaviours connected to ADHD. But as time passes and educators become more knowledgeable about ADHD, they are better able to recognize the issues that pupils are facing and adjust their approach. Additionally, Alanazi and Turki (2021) propose that as understanding advances, attitudes toward children who have behaviours associated with ADHD improves.

III. METHODOLOGY

3.1 Research Design

The study employed a correlational research design to show the relationship between the predictor and outcome variables. It also employed a concurrent parallel research design within the mixed methods research methodology. This is where quantitative and qualitative data are gathered concurrently but subjected to independent analysis. The results are then interpreted, which are then compared and combined during the presentation of findings. The study utilized a mixed-methods approach because, the goal of the study was to collect both quantitative and qualitative data, a concurrent triangulation research design within a mixed methodology research strategy was selected since it integrates the two data types to allow for a more comprehensive examination of the goals. A more thorough analysis of the study's objectives is made possible by the combination of quantitative and qualitative data. Furthermore, the research methodology can tackle complex research problems that go outside the purview of qualitative or quantitative research.

3.2 Population of the Study

This study concentrated on all Kisii County primary school instructors who worked with pupils in grades 1 through 5. This is due to the fact that all children exhibit identical behaviour both in public and privately. Secondly, the qualifications of all primary teachers are the same.

3.3 Sample Size

To determine the required sample size for the regular teachers, the research adopted Yamane's (1973) formula because the population is definite, that is, it is known. A formula is given as:

$$n = N / (1 + N(e)^2)$$

Where

n = the required sample size,

N = the target population, which is 3852 teachers;

e = accepted margin of error; (5% or 0.05) for this study. A 95% confidence interval and p value equal to 0.5 are assumed.

By substituting these values into the formula, the required number of participants for this study is given by:

$$n = (3852) / [1 + (3852 \times (0.05)^2)]$$

$$= 3852 / [1 + (3852 \times 0.0025)]$$

$$= 3852 / 10.63 = 362 \text{ teachers}$$

To determine a sample for class teachers, at least one focus group was held in each of the two sub-counties after the researcher consciously selected a sample of the schools from which subject teachers were drawn. The sample consisted of no more than 16 class teachers.

To determine the sample for head teachers, the researcher purposely sampled the schools from which the regular teachers were sampled and then simply randomised to a maximum of 8 head teachers, at least two head teachers consisting of (male and female, where possible) per sub-county. This ensured that all indications of bias in the respondents' selection were therefore removed.

3.4 Sampling Techniques

The study employed a multistage sampling procedure. This is whereby a combination of two or more probability sampling techniques is used to select samples in stages, using smaller and smaller samples at each stage (Rahman et al., 2022). In multistage sampling, a researcher selects a subset of the population in the initial step after dividing the population into clusters. At each subsequent stage, a researcher further divides up those selected clusters into smaller clusters and continues until they reach the final stage. At the last step, a researcher selects some members of each cluster for the sample. This method is useful when a single approach may not be able to ensure that the final sample is representative of the research population since it is dispersed over a wide geographic area. In the present study, the unit of analysis is spread across Kisii County. This method is deemed fit because it streamlines the process of gathering data and gives the researchers more freedom to select a representative sample.

3.5 Data Collection Instruments

Data was gathered using an interview schedule, a focus group discussion guide, and a questionnaire. Teachers in the chosen schools were given questionnaires as part of the data collection process. In order to gather comprehensive data and insight into teachers' attitudes toward ADHD and management of pupils in Kisii County, Kenya, focus group discussions and interviews with class teachers and head teachers were held.

3.6 Validity and Reliability of Instruments

Expert assessment improved the research tools' validity. This was accomplished by conferring with specialists (members from the department of Educational Psychology), who carefully examined the items developed in the instruments to ensure that they were sufficient, pertinent, and clear in connection to the study's objectives. The test-retest approach was used to determine the questionnaire's reliability. The same respondents were given the instrument twice at various intervals, and the outcomes were compared. To assess the questionnaire's items' internal consistency, the Cronbach's alpha coefficient was computed. The Cronbach's alpha coefficient of 0.89 that was obtained suggested the instruments were reliable.

3.7 Data Analysis

Both quantitative and qualitative methodologies were used in the data analysis. With the use of the Statistical Package for Social Sciences (SPSS) program version 25, quantitative data from the questionnaire was reported using descriptive statistics like frequencies and percentages. Thematic analysis was employed to report the qualitative data obtained from the focus group discussions and interviews. The results were then given in verbatim and in narrative form. To determine the link between the dependent and independent variables, additional inferential statistics analyses such as ordinal regression and correlation were conducted.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The study recruited 398 prospective respondents across the county. This is 10% more, over and above the calculated sample utilising the Yamane formula, to allow for potential survey participants who could decide not to participate. Table 1 provides a summary of the data relating to the establishment of valid questionnaires and, hence, the sample size for this study.

Table 1 demonstrates that only 330 of the 398 respondents who were recruited answered and returned the questionnaires, meaning that the return rate was 82.9%. Surveys that were returned were examined to verify that they met the inclusion requirements in order to guarantee that only legitimate surveys were used for analysis. Therefore, 7 (1.8%) of the completed and returned surveys were deemed to be erroneous, and as a result, they were not included in the study. As a result, 323 responses made up the final sample size.

Table 1

Study Sample and Response Rate

Sub-County	Recruited	Returned	Excluded	valid	Percentage
Masaba South	76	64	2	62	81.6
Kisii central	195	158	0	158	81
Kisii South	42	38	4	34	81
Kitutu Central	85	70	1	69	81.2
Total	398	330	7	323	81.2
Percentage	100%	82.90%	1.80%	81.20%	

4.2 Discussion of Findings

4.2.1 Teachers Attitudes

The objective was to establish the relationship between teachers' attitudes towards ADHD and management strategies of pupils in Kisii County, Kenya. The independent variable was teachers' attitudes, and the dependent variable was management strategies. The results are discussed by first giving the descriptive results of the independent variable, then the dependent variable, and finally giving the relationship between the variables.

To investigate teacher attitudes towards Pupils with ADHD related behavior, respondents were asked to rate the extent to which they held negative or positive attitudes towards such Pupils. Attributes investigated were scored using a 5-point Likert like scale. Negatively worded statements were reverse scored, to maintain a higher mean score indicating a more positive attitude towards Pupils with ADHD related behavior. Table 2 provides a summary of the results from the analysis.

Table 2*Descriptive Frequency of Emotions When Managing Pupils with ADHD*

	Attribute	Score -Direction	N	R	ST	F	A%	MEAN	SD
1	Guilt	Reverse	89	89	78	27	32	3.41	1.431
2	Inadequacy	Reverse	52	76	92	66	32	3.05	1.325
3	Hopelessness	Reverse	79	60	98	52	31	3.23	1.369
4	Confidence	Reverse	34	46	103	75	60	3.15	1.34
5	Fearfulness	Reverse	53	68	82	77	35	2.95	1.377
6	Anger	Reverse	49	46	109	78	36	2.88	1.305
7	Incompetence	Reverse	82	67	81	50	36	3.21	1.452
8	Frustration	Reverse	47	61	96	80	33	2.92	1.315
9	Helplessness	Reverse	61	61	89	66	41	3.01	1.39
10	Disgust	Reverse	60	71	78	68	34	3	1.437
11	Resignation	Reverse	63	69	74	86	21	3.06	1.39
12	Humiliation	Reverse	62	71	103	45	35	3.12	1.37
13	Betrayal	Reverse	69	65	84	55	44	3.07	1.438
14	Sadness	Reverse	48	69	84	64	52	2.88	1.393
		No. Resp	848	919	1251	889	522		
		Score	848	1,838	3,753	3,556	2,610		
15	Relaxation	Positive	53	60	121	50	25	2.62	1.299
16	Cheerfulness	Positive	52	60	81	64	64	2.2	1.429
17	Comfort	Positive	46	57	90	85	35	2.87	1.358
18	Self-Assurance	Positive	54	69	93	58	41	2.76	1.368
19	Excitation	Positive	63	70	81	68	39	2.78	1.354
		No. Resp	268	316	466	325	204		
		Score	268	632	1398	1300	1020		

KEY: N=Never R=Rarely ST=Sometimes Frequently A=Always
M=mean SD=standard deviation

Table 2 presents an analysis of 19 attributes influencing teacher attitudes toward students exhibiting ADHD-related behaviours. Among these, 14 attributes contributed negatively, while 5 had a positive impact. On a 1–5 scale, the cumulative score for negative inclinations was 8,816, whereas positive inclinations totalled to 4,620. This results in a mean score of 2.25 for negative inclinations and 3.62 for positive ones. These findings align with Amha and Azale's (2022) study in Ethiopia, which reported that 46% of primary school teachers held negative attitudes toward students with ADHD.

In addition, the study found that teachers who experienced feelings of guilt, hopelessness, and incompetence were more likely to develop negative attitudes toward Pupils exhibiting ADHD-related behaviours. In contrast, teachers who displayed traits such as cheerfulness, calmness, and self-confidence were less likely to hold such negative attitudes. The results also show that teachers report experiencing negative emotions more frequently than positive ones when interacting with Pupils exhibiting ADHD-related behaviours. This imbalance suggests emotional strain, stress, or lack of support in managing such Pupils. The study too reveals a high level of guilt (3.41) and hopelessness (3.23) which scored highest among negative emotions, pointing to a possible lack of self-efficacy or systemic support, making teachers feel they're failing the Pupils. The moderate score (3.15) for confidence along with “incompetence” (3.21) implies conflicting self-perceptions among teachers. While, some may feel confident, others might feel ineffective. Positive feelings like cheerfulness (2.20) and relaxation (2.62) are infrequent, highlighting emotional fatigue and lack of joy or comfort in dealing with Learners with ADHD related behaviours. This can affect teacher well-being and student outcomes over time.

The consistently high standard deviations across the data indicate significant variation in teachers' attitudes toward Pupils exhibiting ADHD-related behaviours. This variability may stem from differences in training, experience, classroom environments, and personal coping strategies. Notably, the high prevalence of negative emotions—such as guilt, hopelessness, and frustration—underscore the urgent need for targeted professional development in ADHD management, alongside emotional resilience training and institutional support to strengthen teachers' confidence and alleviate stress.

Finally, recent research indicates that teachers often find students with elevated ADHD symptoms more stressful to work with, leading to emotional disengagement and reliance on punitive measures (DeShazer et al., 2023).

In contrast, teachers who maintain a positive outlook are more likely to foster inclusive, supportive learning environments, employing task-based activities, criterion-referenced assessments, and differentiated instruction tailored to individual needs. In response, some teachers resort to inappropriate intervention strategies—such as stigmatizing, labelling, or using punitive measures—which can lead to student resistance, defiance, or a disregard for authority. In contrast, teachers who maintain a positive attitude are more likely to create inclusive and supportive learning environments. These teachers engage Pupils with ADHD through task-based activities, criterion-referenced assessments, and differentiated instruction tailored to individual needs. Such environments can help these pupils approach challenging behaviours more constructively and strive toward meaningful academic goals. However, the emotional toll on teachers often erodes their patience and leads to a negative cycle of frustration and disciplinary actions.

4.2.2 Management Strategies

A total of eleven management strategies were provided to the respondents. The respondents indicated the management strategies they have used, which ones they have found effective, and which ones they have never heard of. The methodologies were measured on a six-point scale. Results are presented in Table 3.

Table 3

Descriptive Statistics for Management Strategies

	Item	E	NE	MT	HNT	DKN	DIT	Mean
1	Gifting a child each time they behave well (rewards)	103	30	43	46	51	42	3.07
2	Punishing unwanted behaviour (punishment)	137	40	51	35	37	13	4.33
3	Teaching the child how to plan their activities	144	50	59	23	28	14	4.65
4	Teaching Pupils how to organise their belongings (organisation skills)	125	54	53	29	44	13	4.81
5	Give regular feedback to the learner (communication)	154	49	37	22	29	12	4.64
6	Teaching the child to be empathetic (cognitive training)	121	51	67	30	36	12	4.43
7	Training good behaviour to the child (modelling)	138	54	68	25	24	8	4.51
8	Teaching the child individually where they have problems (Individualised instruction)	160	53	52	25	21	8	4.42
9	Creating classroom support, allowing breaks or time for learner to move around, muting distractions (accommodation)	148	57	53	15	26	7	4.62
10	Peer tutoring/coaching	82	98	70	28	21	19	4.4
11	Ignoring persistent disruptive behaviour	214	39	29	11	18	7	3.82

KEY:

E = I have found it effective.

NE = I have tried it, but I have not found it effective.

MT = I have not tried it, but I may try it in the future

HNT = I have not tried it, and I don't intend to try it.

DKN = I intend to know about it and try it in the future

DIT = I don't intend to try it in the future.

Table 3 provides descriptive statistics on teachers' perceptions and use of various classroom management strategies for Pupils exhibiting ADHD-related behaviours. Eleven specific strategies were evaluated, with teacher responses categorized into six response options: Effective (E), Not Effective (NE), Minimal Training (MT), Have Not Tried (HNT), Don't Know (DKN), and Don't Intend to Try (DIT). Each strategy is also assigned a mean score and standard deviation (SD) to reflect the average perception of its usefulness and the variability in responses.

In sum, the strategies rated most highly by teachers, based on mean scores, include teaching organizational skills (Item 4: $M = 4.81$), teaching planning skills (Item 3: $M = 4.65$), providing regular feedback (Item 5: $M = 4.64$), and using classroom accommodations (Item 9: $M = 4.62$). In contrast, the least favoured or least used strategies were gifting rewards for good behaviour (Item 1: $M = 3.07$) and ignoring disruptive behaviour (Item 11: $M = 3.82$). Most strategies received higher counts in the "Effective" (E) category, particularly individualized instruction (Item 8), communication (Item 5), and teaching planning skills (Item 3). However, certain strategies—such as peer tutoring (Item 10) and gifting rewards (Item 1)—recorded relatively high numbers of "Have Not Tried" or "Don't Know" responses, indicating uncertainty or unfamiliarity among teachers. Notably, a significant number of teachers rated ignoring disruptive behaviour as "Effective," despite its potentially counterproductive outcomes.

Teachers predominantly favour constructive and proactive strategies—such as teaching organizational and planning skills, providing feedback, and implementing accommodations—that align with positive behaviour support

frameworks and aim to empower learners. However, punitive approaches remain prevalent. For instance, punishment (Item 2) maintains a relatively high mean score (4.33), indicating that a significant number of teachers still rely on punitive methods, despite growing evidence suggesting such strategies can be ineffective or even harmful for students with ADHD. Additionally, extrinsic rewards are viewed less favourably; "gifting for good behaviour" scored the lowest (Mean = 3.07), implying scepticism toward extrinsic motivation or concerns about its sustainability and appropriateness in certain contexts.

Some strategies appear underutilized or misunderstood. Peer tutoring and cognitive training (e.g., teaching empathy) exhibit high variability and frequent "Have Not Tried" or "Don't Know" responses, highlighting a need for enhanced training and awareness. The strategy of "ignoring persistent disruptive behaviour" (Item 11) has a moderate mean (3.82), which is concerning, as it may reflect inadequate training, burnout, or the belief that certain behaviours will self-correct—despite evidence to the contrary. The presence of "Minimal Training" and "Don't Intend to Try" responses across various strategies underscores gaps in teacher preparation and confidence, even regarding evidence-based practices.

These findings align with recent studies indicating that teachers often resort to avoidance strategies when managing disruptive behaviours, primarily due to stress and burnout. For example, Kollerová et al. (2023) found that disruptive student behaviours significantly contribute to teacher exhaustion, emphasizing the need for better support systems within schools. Similarly, Ashraf et al. (2024) highlighted that under-resourced and under-trained teachers are more likely to experience challenges in managing classroom behaviours effectively. Furthermore, Mahvar et al. (2018) discussed the tendency of teachers to employ avoidance methods as a coping mechanism, which, while providing short-term relief, may not address the underlying issues. These studies collectively suggest that enhancing teacher training and providing adequate resources are crucial steps toward effective classroom management and improved student outcomes.

One participant admitted unfamiliarity with some ADHD-related teaching methods, highlighting a broader gap in professional preparedness. While some teachers employ empathetic, student-centred strategies—such as guiding, modelling behaviour, offering breaks, and creating a supportive environment—these approaches are not universally applied. Educators emphasized the importance of using varied techniques, noting that what works for one child may not work for another, and that pupils with ADHD are often indistinguishable from their peers, making identification and intervention challenging. Overall, the responses underscore the urgent need for comprehensive teacher training on ADHD to enhance classroom effectiveness and prevent long-term negative outcomes for the affected pupils.

4.2.3 Correlation Analysis between Attitudes and Choice of Management Strategy

The Spearman's correlation analysis revealed a statistically significant positive relationship between teacher attitudes and classroom management strategies for pupils with ADHD ($\rho = 0.325$, $p < 0.001$).

Table 4

Spearman's Correlation between Teacher Attitudes and Choice of Classroom Management Strategy

	Teacher Attitudes	Management Strategy
Teacher Attitudes	1.000	.325**
Management Strategy	.325**	1.000
Sig. (2-tailed)		.000
N	120	120

**Correlation is significant at the 0.01 level (2-tailed).

These findings in Table 4 align with recent research indicating that teachers' attitudes significantly influence their instructional approaches and classroom management techniques. For instance, a study by Alshehri et al. (2020) found that teachers with more favourable attitudes toward ADHD were more likely to implement effective management strategies. Similarly, research by Amha and Azale (2022) highlighted that positive teacher attitudes are associated with better support for students with ADHD, leading to improved academic and behavioural outcomes. These studies underscore the critical role of teacher perceptions in shaping educational experiences for pupils with ADHD.

4.2.4 Hypothesis Testing

A simple ordinal logistic regression was computed to test the null hypothesis, H_0 : there is no statistically significant relationship between the predictor variable, x , and the response variable, y . Results are presented in Table 5.

Table 5
Model Fitting Information

Model	-2 log Likelihood	Chi-Square	df	Sig.
Intercept Only	1559.544			
Final	1558.117	1.426	1	.002

Link function: Logit.

Table 6 reveals that the probability of the model Chi-square (1.426) was 0.002, which is less than the significance level of 0.05. Therefore, there exists evidence of a relationship between the independent variable (teacher attitudes) and the dependent variable (management) at the 5% level of significance. Overall, there is a statistically significant relationship between attitude and management strategies. Results for the goodness of fit test are presented in Table 6.

Table 6
Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	3546.877	2753	.067
Deviance	1147.970	2753	1.000

Link function: Logit.

The Pearson and Deviance were used to test whether the data adequately fits the model given a significance level of 5%. Since the significance level from Chi-Square computation is higher than the level of significance, then it implies that the data adequately fits the model. Therefore, the data are consistent with the model assumptions, which assume the null hypothesis to state that "the data adequately fits the model" versus the alternative stating "the data does not adequately fit the model." Results of pseudo-R-Square are presented in Table 7 below.

Table 7
Pseudo R-Square

Cox and Snell	.024
Nagelkerke	.024
McFadden	.011

Link function: Logit.

Secondly, to report whether or not the teachers' attitudes were significant predictors of the outcome variable (learners' management strategies) was determined using the results of the analysis pseudo-R. Pseudo R-square shows the variance of the independent variable that can be explained by the independent variable. From the findings it shows that 2% of the variance in the dependent variable can be explained by the independent variable.

Table 8
Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	1558.117			
General	945.168 ^b	612.950 ^c	50	.000

Findings from the test of parallel lines indicate that the chi square value (612.950) and df (50) is 0.000, which is less than the p value of 0.005. This means that there was enough evidence of a relationship between the independent and dependent variables, and thus the null hypothesis was rejected.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study's findings revealed that educators held negative attitudes toward ADHD-related behaviours. This is due to a lack of basic understanding of ADHD which might limit teachers' ability to properly manage and support pupils with this condition. Similarly, teachers' attitudes on ADHD pupils may range significantly. Effective classroom management practices are vital for assisting children with ADHD, but some teachers may hold opposing views,



limiting their desire to implement them. However, teachers' attitudes and perception of control over the classroom environment may influence how these strategies are employed.

5.2 Recommendations

The study suggested developing and implementing comprehensive teacher training programs that emphasized classroom management skills, ADHD awareness, and establishing a positive attitude toward students with ADHD. Furthermore, providing teachers with continual professional development and help will ensure that they can effectively manage ADHD in the classroom in the long run. Furthermore, using inclusive teaching practices, such as tailored instruction and positive behavior support, to suit the needs of students with ADHD is an added bonus. Thus, fostering collaboration between educators, parents, and medical specialists to develop a network of support for children with ADHD, and finally, performing routine evaluations of educators' opinions on ADHD in order to detect problem areas and alter training initiatives appropriately.

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