



**LIVED EXPERIENCES OF TEACHERS' TEACHING
LEARNERS WITH MILD ATTENTION DEFICIT HYPERACTIVITY
DISORDER IN INCLUSIVE PRIMARY SCHOOLS OF LUSAKA,
ZAMBIA: AN INTERPRETIVE PHENOMENOLOGICAL STUDY**

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Abstract:

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition characterized by inattention, hyperactivity, and impulsivity, leading to functional impairment. This study explored teachers' lived experiences of teaching learners with mild ADHD in inclusive primary schools of Lusaka, Zambia, drawing from their direct interactions with these learners. A descriptive qualitative design was employed. The sample comprised 25 participants, including 18 class teachers, three school administrators, and four Ministry of Education (MoE) officials. Homogeneous purposive sampling was used to select class teachers and school administrators, while expert purposive sampling was applied to select all MoE officials responsible for special education in the district. Data were collected using in-depth interview guides, focus group discussion guides, and observation checklists. Thematic analysis was used to analyse data for this study. The study revealed both positive and negative experiences. Positive experiences included learners being creative, inventive, curious, imaginative, innovative, interested in hands-on activities, and demonstrating leadership skills. Negative experiences included distractibility, hyperactivity, impulsivity, difficulty concentrating, disruption of lessons, increased teaching time, and inattentiveness.

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Teachers employed various support strategies, such as catch-up strategies, social and emotional support strategies, professional development strategies, and reinforcement strategies. The study recommends upgrading teachers' understanding and instructional strategies through pre-service teacher training and continuous professional development (CPD) in schools.

Keywords: Attention Deficit Hyperactivity Disorder, inclusive education, teacher understanding, support strategies

1. Background

Globally, research has shown that learners with mild ADHD face significant academic and behavioural challenges. Hamilton and Agramovich (2016) stated that learners with mild ADHD often experience severe behavioral struggles, leading to poor academic outcomes. Using longitudinal research, DuPaul *et al.* (2016) assessed the mathematics and reading attainment of elementary learners whose parents described a diagnosis of mild ADHD. The learners were administered assessments designed by the National Center for Education Statistics, and results showed that approximately 40% scored below average in reading and 39% below average in mathematics compared to their typically performing peers. However, a notable limitation of the study was that the diagnostic condition relied solely on parental description. A medical account including official identification would have offered a more dependable diagnosis of mild ADHD.

In the United Kingdom, Moore, Russel, and Arnell (2017) conducted a study on educators' experiences of managing students with mild ADHD. The study revealed that factors such as stigmatization hindered learners' ability to learn and affected them in the classroom. This aligns with Richard (2001), who indicated that negative stigma attached to any diagnosed disorder remains a reality, regardless of etiology or severity. Thus, removing these stigmas is necessary if learners with mild ADHD are to learn effectively. In Colombia, South America, Lawrence *et al.* (2017) conducted a study on teachers' experiences and perceptions of learners with ADHD. The findings revealed that culture and gender influenced teacher perceptions, and classroom strategies for mild ADHD were based on anecdotal experience. Teachers experienced guilt and worry while negotiating learners' needs, school system constraints, and family issues. However, that study focused on both teachers' experiences and perceptions, while the current study focuses only on teachers' experiences teaching learners with mild ADHD in inclusive primary schools in Zambia.

Further global evidence comes from Muhamad and Thomson (2021), who conducted a study on successfully engaging learners with mild ADHD in inclusive schools. The study indicated that teachers and families of learners with mild ADHD should be patient because these learners sometimes act strangely and out of control. Many teachers globally have not received sufficient training on mild ADHD, thus lacking

knowledge on how to apply management strategies. Furthermore, teachers felt that class sizes were too large to effectively help learners with mild ADHD (Stockigt, 2016). Additional challenges included managing a diverse range of learners with mild ADHD, dealing with distracted and disorganized children, a lack of parental involvement, and a lack of classroom assistance (Kalimaposo, 2023).

Ewe (2019) conducted a study on mild ADHD and the teacher-learner relationship. The study unveiled that learners with mild ADHD generally felt less close to their teacher than their non-ADHD peers. Thus, teachers experienced less emotional closeness, less cooperation, and more conflicts in their relations with learners with mild ADHD. Similarly, Shoham *et al.* (2021) revealed that learners with mild ADHD underperform academically because of high rates of non-compliance, aggression, and disturbances in peer relationships. In addition, these learners have other difficulties in the school environment beyond academic struggles, including trouble making and maintaining friends, leading to peer rejection. Shoham *et al.* (2021) add that learners with mild ADHD have a pervasive tendency to engage in risky behaviors across multiple school activities, a tendency associated with mild ADHD beyond the contributions of comorbid psychiatric disorders.

Within the African context, research on teachers' experiences with learners with mild ADHD remains limited but growing. Studies from various African countries indicate that learners with ADHD face significant academic and social challenges similar to those observed globally. For example, in South Africa, Dwarika and Braude (2021) found that teachers often lacked formal training on ADHD and relied on trial-and-error strategies to manage learners with the condition. Many teachers reported feeling frustrated, unprepared, and unsupported, particularly in overcrowded classrooms where individual attention was nearly impossible. Additionally, cultural beliefs about disability and mental health sometimes led to delays in identifying learners with ADHD, as symptoms were often attributed to disobedience, laziness, or spiritual causes rather than a neurodevelopmental disorder. Stigmatization of both learners and their families further hindered access to appropriate support services.

In other African countries such as Kenya, Nigeria, and Ghana, similar patterns have emerged: teachers express a desire to support learners with mild ADHD but lack the necessary training, resources, and policy guidance. Large class sizes, inadequate teaching materials, and limited collaboration with special education professionals compound these difficulties. Consequently, learners with mild ADHD in many African inclusive classrooms are at high risk of academic underperformance, grade retention, and dropout. The scarcity of African-specific research underscores the urgent need for contextually relevant studies that capture the lived experiences of teachers across diverse African educational settings.

In Zambia, the situation reflects many of the challenges observed across Africa but also presents unique contextual factors. Sikabule (2014) revealed that learners with mild ADHD frequently do not achieve their academic potential, are at higher risk for grade

retention and dropping out, and are less likely to pursue post-secondary education. More recent studies by Kabwe *et al.* (2024, 2025) found that Zambian teachers often hold negative perceptions of learners with mild ADHD, describing them as disruptive, difficult to control, and demanding of excessive teacher time. These perceptions are largely shaped by inadequate pre-service and in-service training on special education and inclusive teaching strategies. Many teachers reported that their initial teacher training programs devoted little to no content to ADHD, leaving them ill-equipped to differentiate instruction, manage challenging behaviors, or provide appropriate academic and emotional support.

Further, research on teachers' understanding of various disabilities provides important context in Zambia. For example, Kandimba, Mandyata, and Simalalo (2023) explored teachers' understanding of curriculum adaptation for learners with moderate intellectual disability in Zambia. The study revealed mixed views on teachers' knowledge of curriculum adaptation. Some teachers had a limited understanding restricted to modifying content, while others saw adaptation as including instructional strategies, learning resources, learning environment, and collaboration with parents and professionals. Although this study focused on intellectual disability rather than ADHD, it demonstrates that Zambian teachers generally possess varying levels of understanding regarding curriculum adaptation for learners with disabilities, a finding that may also apply to learners with mild ADHD.

Furthermore, Zambia's inclusive education policy (Ministry of General Education, 2016) mandates that learners with disabilities, including those with mild ADHD, be educated alongside their peers in mainstream classrooms. However, implementation remains fraught with challenges. Teachers in Lusaka district and beyond cite over-enrollment, with classes often exceeding 80 or 90 learners, making it nearly impossible to provide the individualized attention that learners with mild ADHD require (Chikwelete and Kandimba, 2026). Additional obstacles include a lack of teaching and learning materials tailored to learners with ADHD, minimal parental involvement due to limited awareness or stigma, and insufficient support from school administrators and special education personnel (Bwalya, Mwamba & Kandimba, 2026). The present study focuses on teachers' experiences teaching learners with mild ADHD in inclusive primary schools in Zambia, specifically in the Lusaka district. By exploring these lived experiences, the study aims to fill a critical knowledge gap and inform policy, teacher training, and school-based interventions to improve outcomes for learners with mild ADHD in Zambia.

2. Statement of the Problem

In an ideal inclusive education system, learners with mild ADHD would receive equitable, quality support through trained teachers, differentiated instruction, and effective strategies, as mandated by Zambia's Inclusive Education Guidelines (MoGE, 2016). However, research globally and in Zambia shows that learners with mild ADHD

exhibit poor educational outcomes, distracting behaviors, and interpersonal deficits compared to their peers (Rogers *et al.*, 2015; Ntengwe, 2018; Sikabule, 2019). Existing studies have focused on learner characteristics rather than teachers' lived experiences. Consequently, little is known about how teachers' daily interactions shape their instructional practices, emotional responses, and support provision. Furthermore, despite policy mandates, there is a significant knowledge gap regarding the nature and effectiveness of support strategies teachers actually employ for learners with mild ADHD in Zambian primary schools. Without a clear understanding of teachers' lived experiences of teaching learners with mild ADHD in inclusive primary schools in Lusaka, Zambia, policymakers, teacher educators, and school administrators cannot design effective training programs, support systems, or classroom interventions. Therefore, there is an urgent need for this study to explore teachers' daily experiences, identify the challenges they face, and document the support strategies they currently use. By doing so, the study will generate evidence-based insights to inform teacher training, policy development, and school-based practices that truly address the needs of both teachers and learners with mild ADHD. The existence of this knowledge gap and its adverse consequences motivated the present study.

This study was guided by the following research objectives:

- 1) To explore how teachers' experiences influence their instructional practices when teaching learners with mild ADHD in selected inclusive primary schools of Lusaka district.
- 2) To identify strategies perceived by teachers as appropriate for supporting learners with mild ADHD in inclusive primary schools of the Lusaka district.

3. Theoretical Framework

The Self-Efficacy Theory by Bandura (1997) guided this study. Self-efficacy refers to an individual's perception of their ability to exercise control over their environment and to carry out actions necessary to manage environmental circumstances. High self-efficacy leads individuals to believe in their ability to gain control over their environment and effect change, while low self-efficacy results in avoidance of challenges or failure to persevere through difficulties.

In the context of this study, teachers' understanding of mild ADHD influences their perceptions of learners with the condition. In turn, teachers' perceptions influence the type and quality of support strategies they provide. When teachers hold negative perceptions or feel ill-equipped, they are more likely to provide minimal or ineffective support. Conversely, teachers with high self-efficacy regarding ADHD are more likely to implement proactive strategies, maintain positive attitudes, and persist despite behavioral challenges. Thus, teachers' self-efficacy beliefs shape how they exert control over the classroom environment, specifically over learners with mild ADHD and ultimately influence how they interact with and support these learners (Bandura, 1997).

This theoretical lens is used in the present study to explain the relationship between teachers' experiences, their perceptions, and the support strategies they adopt.

4. Review of Related Literature

The literature was based on the objectives that guided the study. These included how teachers' experiences influence their instructional practices when teaching learners with mild ADHD in selected inclusive primary schools and strategies perceived by teachers as appropriate for supporting learners with mild ADHD in inclusive primary schools.

4.1 How Teachers' Experiences Influence Their Instructional Practices when Teaching Learners with Mild ADHD in Selected Inclusive Primary Schools

Globally, research has consistently demonstrated that teachers' experiences with learners with mild ADHD significantly shape their instructional approaches. Shroff *et al.* (2017) conducted a study on misunderstanding about ADHD in India and found that teachers assumed ADHD could be cured with dietary management, revealing an inadequate understanding of medical and behavioral interventions. However, no study in Zambia has investigated whether teachers hold similar misconceptions, such as dietary or spiritual remedies, about the management of mild ADHD, leaving the nature and extent of such misunderstandings unexamined in the Zambian context. Guerra *et al.* (2017) examined teachers' knowledge, misconceptions, and concerns about learners with ADHD in the United Kingdom and found that the majority of teachers did not have coursework related to learners with ADHD in their preparation programmes, leading to limited understanding. While teacher training gaps are suspected in Zambia, there is no empirical study that has systematically documented the specific content, or lack thereof, on mild ADHD within Zambian teacher training curricula at both primary and college levels.

Moore, Russel, and Arnell (2017) conducted a study on educators' experiences of managing students with mild ADHD in the United Kingdom, revealing that factors such as stigmatization hindered learners' ability to learn and affected them in the classroom. This aligns with Richard (2001), who indicated that negative stigma attached to any diagnosed disorder remains a reality regardless of etiology or severity. Research has not explored how stigmatization of mild ADHD manifests specifically within Zambian cultural and educational settings, including whether stigma originates from teachers, peers, parents, or the community, and how it uniquely affects learning in Zambian inclusive primary schools. Furthermore, there is a lack of updated, Zambia-focused research examining whether stigma levels have changed over time, how stigma intersects with local beliefs about disability, and whether current inclusive education policies have successfully reduced stigma among Zambian teachers and school communities.

Lawrence *et al.* (2017) conducted a study on teachers' experiences and perceptions of students with ADHD in Columbia, United States, finding that culture and gender

influenced teacher perceptions, and classroom strategies for mild ADHD were based on anecdotal experience. Teachers experienced guilt and worry while negotiating learners' needs, school system constraints, and family issues. No study in Zambia has systematically examined how specific Zambian cultural values, such as communal child-rearing practices and respect for authority, and gender dynamics, such as the female-dominated teaching workforce, influence teacher perceptions of learners with mild ADHD, nor how Zambian teachers negotiate guilt and worry within the constraints of the local school system and family structures.

Ewe (2019) indicated that teachers felt less able to build emotional bonds and cooperation with learners with mild ADHD compared to learners without the condition. Further, Ewe (2019) revealed that teachers with a limited understanding of learners with mild ADHD failed to control the behavior and stage reactions of these learners in the classroom. The nature of teacher-learner emotional relationships in Zambian inclusive primary schools has not been explored specifically for learners with mild ADHD, leaving unknown how Zambian teachers perceive emotional closeness, cooperation, and conflict in these relationships within the local cultural context of teacher authority and learner respect.

Similarly, O'Neill *et al.* (2014) revealed that teachers often held negative beliefs regarding behavior problems exhibited by learners with mild ADHD, and some teachers tended to be pessimistic about teaching these learners, feeling that they required extra time and effort. While negative beliefs have been documented anecdotally in Zambia (Kabwe, 2025), there is no study that has quantitatively or qualitatively measured the prevalence and intensity of teacher pessimism specifically related to time and effort demands, nor examined how these beliefs correlate with actual instructional time allocation in overcrowded Zambian classrooms.

Within the African context, studies reveal similar patterns of teacher experiences influencing instructional practices. Jaye *et al.* (2020) conducted a study on understanding and perceptions of ADHD amongst Foundation Phase teachers at an independent school in Johannesburg, South Africa. The study revealed that teachers had limited knowledge regarding the symptoms of ADHD, a fair understanding of treatment, but very limited knowledge about the associated features of ADHD. The study also found that exposure to children with ADHD, attendance at ADHD workshops, and reading ADHD articles were beneficial to teachers' overall knowledge about ADHD, while years of experience and age were not associated with greater knowledge. However, a research gap exists in Zambia in that no study has systematically explored whether exposure to ADHD resources, such as workshops or articles, similarly improves Zambian teachers' knowledge of mild ADHD. Furthermore, it remains unknown whether years of teaching experience in Zambian inclusive primary schools correlate with better or worse understanding of mild ADHD symptoms and associated features, as found in the South African context.

Ntuli (2014) conducted a study on the understanding of ADHD in the Ekurhuleni district in Johannesburg, revealing that both mainstream and remedial schools' negative attitudes about ADHD affected learners, and educators' knowledge was limited. The research gap relating to Zambia is that no study has specifically compared negative attitudes toward mild ADHD between mainstream and special education or remedial settings within the Zambian school system. It also remains unexplored how negative attitudes in Zambian schools specifically affect learners' academic and social outcomes, as documented in the South African context.

Mthethwa (2016) noted that teachers' attitudes towards learners with mild ADHD are overwhelmingly negative, and they seem to lack a deeper understanding of mild ADHD, which affects their teaching. A research gap exists in Zambia because, while anecdotal evidence suggests negative attitudes among Zambian teachers (Kabwe, 2025), there has been no comprehensive study that has measured the prevalence, intensity, and specific nature of negative attitudes held by Zambian primary school teachers toward learners with mild ADHD. Additionally, it remains unclear how these negative attitudes directly translate into specific teaching behaviors and instructional decisions within Zambian inclusive classrooms.

In Kenya, Omunda (2021) conducted a qualitative transcendental phenomenological study to obtain a comprehensive understanding of special education teachers' beliefs and daily experiences working with learners with mild ADHD in inclusive classrooms. The study revealed that special education teachers described their collaborations with general education teachers as positive experiences, but also noted that this collaboration posed challenges because both special education and general education teachers were not adequately trained to deal with the challenges presented by students with mild ADHD. The gap in the Zambian context is that no study has explored the nature and quality of collaboration between special education teachers and general education teachers regarding learners with mild ADHD in Zambian inclusive primary schools. It remains unknown whether Zambian special education and general teachers view their collaboration as positive or challenging, how often such collaboration occurs, and what specific barriers to effective collaboration exist within the Zambian educational structure. In Zambia, research provides direct evidence on teachers' experiences and their influence on instructional practices.

Kandimba, Mandyata, and Simalalo (2023) explored teachers' understanding of curriculum adaptation for learners with moderate intellectual disability in primary schools. The study revealed mixed views on teachers' knowledge of curriculum adaptation. Some teachers had a limited understanding restricted to modifying content, while others saw adaptation as including instructional strategies, learning resources, learning environment, and collaboration with parents and professionals. Although this study focused on intellectual disability rather than ADHD, it demonstrates that Zambian teachers' experiences and understanding of disability influence how they adapt instruction. The research gap relating to mild ADHD is that this study did not explore

how teachers' experiences specifically with learners with mild ADHD influence their instructional practices, leaving unanswered questions about whether similar patterns of limited versus broad understanding exist for mild ADHD in Zambian inclusive primary schools.

Further, Sikabule (2019) revealed that teachers experienced many challenges when teaching pupils with mild ADHD, including restlessness, lack of concentration, slow grasping of concepts, lesson disruption, and difficulty managing the class. Learners were labeled as trouble makers, noisemakers, and slow in completing tasks (Kalimaposo, Simalalo, Mweemba and Hambulo, 2025). The research gap is that the study did not explore how teachers specifically modified their instructional practices in response to these challenges, nor whether negative labeling influenced the quality of academic support provided.

Kabwe (2025) explored teachers' perceptions in Lusaka District, revealing mixed views. Some teachers reported adequate understanding due to training and self-motivation, while others had limited understanding due to inadequate special education training. Most teachers held negative perceptions, though positive perceptions included recognition that learners with mild ADHD learn well through play. The research gap is that the study did not investigate the causal relationship between specific perceptions and specific instructional practices. It also remains unclear whether positive perceptions translate into different teaching methods, and the study was limited to Lusaka District, leaving a gap in understanding other Zambian contexts.

Kabwe, Muzata and Simalalo (2024) unveiled that inadequate understanding influenced how teachers perceived learners with ADHD and the support they provided. The research gap is that the study did not specify which aspects of inadequate understanding (e.g., symptom knowledge, behavior management, or academic accommodations) most strongly influenced perceptions and support. It also did not examine how teachers acquire their limited knowledge or include learner and parent perspectives on the adequacy of support.

A study by Bwalya, Nambula, Kandimba, Kalima, Mubisi, and Mwalungali (2026) on the implementation of Sign Language as a medium of instruction for learners with hearing impairments in Zambian primary schools revealed systemic challenges, including teacher shortages, resource deprivation, and a lack of professional development. Kalimaposo, Muzata and Zulu (2025) add that these challenges were not merely inconvenient; they fundamentally denied learners with hearing impairments and, by implication, learners with other disabilities, such as ADHD, access to the linguistic scaffolding necessary for cognitive development, as theorized by Vygotsky and Bruner. Crucially, teachers in that context clearly need practical, evidence-aligned improvements, including intensive ongoing training, structured instructional materials, access to specialist mentors (e.g., deaf mentors), and accountability systems coupled with professional recognition (Ng'uni & Kandimba, 2026). However, the study by Bwalya *et al.* (2026) focused specifically on learners with hearing impairments, whereas the current

study focuses on learners with ADHD, addressing a distinct and under-researched population in Zambia's inclusive education landscape.

4.2 Strategies Perceived by Teachers as Appropriate for Supporting Learners with Mild ADHD in Inclusive Primary Schools

Globally, Cho and Blair (2017) conducted a study evaluating a multicomponent function-based intervention for learners identified with mild ADHD. Teacher participants took part in a two-hour training session focusing on functional behavior assessments, implementing interventions with fidelity, and monitoring student behavior and academic progress. The intervention strategies were evidence-based, aligned with learner motivation and context where behavior occurred, and were implemented with fidelity. Results showed a decrease in target problem behaviors and increased academic engagement across academic subjects. The research gap relating to Zambia is that no study has tested whether a similar function-based intervention or structured training model is effective within overcrowded Zambian inclusive primary classrooms that face resource limitations and large class sizes.

Spasovski (2010) revealed that practicing inclusive education is strongly determined by teachers' perceptions of learners with special needs and their perception of capability and limitation, suggesting that perception-shaping interventions are critical support strategies. The gap in the Zambian context is that no study has developed or evaluated perception-shaping interventions specifically designed to change Zambian teachers' negative perceptions of learners with mild ADHD.

Within the African context, Dwarika *et al.* (2021) provided a description of teachers' understanding of ADHD and their experiences of supporting learners with ADHD, finding that teachers' understanding of ADHD appeared limited and that the stigma of ADHD created reluctance from caregivers toward pharmacological treatment. The research gap relating to Zambia is that no study has examined how stigma influences caregiver attitudes toward ADHD treatment or whether similar reluctance exists among Zambian parents and teachers.

Omunda (2021) in Kenya found that participants believed learners with mild ADHD could be successful in the academic environment if given necessary support. Most participants expressed their beliefs in medication for students with mild ADHD, indicating that consistent medication contributes to success in the academic environment, while those inconsistent in medication use often remained behind academically. The gap in the Zambian context is that no study has investigated Zambian teachers' beliefs about medication for mild ADHD or how access to pharmacological treatment affects learner outcomes in Zambian inclusive schools.

In Zambia, a study by Kandimba, Kalimaposo, Mandyata, Bwalya, Kabwe, and Kalunga (2025) on pedagogical approaches used in teaching learners with intellectual disabilities identified several support strategies applicable to learners with disabilities. These included increasing the frequency of CPDs to improve teaching skills, consulting

with colleagues, building teachers' capacity, improvising teaching and learning resources for lesson delivery, providing remedial work to all slow learners, engaging in the development of specialized writing books for learners with intellectual disabilities, and extending learning time (Kalimaposo, Mubita, Hambulo & Mubita, 2025). These perceived strategies align with inclusive education principles. However, a significant research gap remains concerning mild ADHD: the study focused exclusively on intellectual disability and did not identify specific strategies that teachers perceive as appropriate for supporting learners with mild ADHD. Consequently, it remains unclear whether Zambian teachers would endorse the same categories of strategies, instructional, resource-based, environmental, and collaborative for mild ADHD, or whether they prioritize distinct approaches such as behavioral reinforcement, catch-up support, or social-emotional interventions. Thus, a clear gap exists in understanding teacher-perceived support strategies specifically tailored to mild ADHD in Zambian inclusive primary schools.

Further, Kabwe (2025) found that teachers used support strategies while teaching learners with mild ADHD to aid their learning, including catch-up strategies, social and emotional support strategies, professional development strategies, and reinforcement strategies. Catch-up strategies included providing remedial work and increasing learning time. Social and emotional support strategies included guidance and counseling sessions and motivational talks. Professional development strategies included engaging in Continuous Professional Developments (CPDs), conducting workshops and counseling sessions, and encouraging teamwork and love among children (Kaluta & Kandimba, 2026). Reinforcement strategies included giving feedback immediately, praising learners showing positive behavior change, and putting learners in less distractible places, such as seats away from windows or near the teacher. The research gap in Kabwe (2025) is that the study did not evaluate the effectiveness of these strategies or determine which strategies teachers perceive as most effective under specific classroom conditions, such as overcrowding, lack of resources, or varying grade levels.

Kabwe, Muzata and Simalalo (2024) designed Kabwe's Framework (KF) for supporting teachers and learners with mild ADHD in inclusive schools, recommending the participation and collaboration of various stakeholders as well as improved school environments that accommodate learners with ADHD. The gap is that the framework has not been empirically tested or validated in actual Zambian inclusive primary classrooms to determine its feasibility, acceptability, or impact on learner outcomes.

5. Materials and Methods

An interpretivism research paradigm was used in this study. This paradigm was chosen because of its descriptive nature, focus on collecting in-depth data, non-reliance on numerical data, and ability to facilitate the interpretation of data collected from study sites. Through this paradigm, subjective meaning was developed by interacting with

participants in their natural settings where they live and work, in order to understand the reality of the phenomenon under investigation. According to Kivunja and Kuyuini (2017), a research paradigm represents the researcher's worldview, perspectives, or thinking about the issue under investigation. It represents the researcher's abstract beliefs and principles that shape their understanding of the world. In other words, a research paradigm is the researcher's lens that enables them to view the world (Adu & Okeke, 2022). Thus, interpretivism was suitable for this study as it prioritizes participants' subjective experiences and meanings, which are central to exploring teachers' lived experiences of teaching learners with mild ADHD.

This study employed a descriptive research design using a qualitative approach. This design was chosen because the data collected contained information about people's views, attitudes, and opinions on teachers' understanding of teaching learners with mild ADHD in inclusive primary schools. This approach recognizes the importance of subjective human creation of meaning but does not outright reject some ideas of objectivity (Mtonga, Serenje, & Chipindi, 2020).

The target population comprised teachers who teach learners with mild ADHD in inclusive primary schools, school administrators, and MoE officials responsible for special education. The researcher's choice of this population was based on the belief that it would provide the necessary data for the study. Participants were believed to have sufficient experience in teaching learners with mild ADHD to make meaningful contributions.

The study used homogeneous purposive sampling to select class teachers and school administrators, and expert purposive sampling to select all MoE officials responsible for special education in the district. This was based on the premise that participants had experience teaching learners with mild ADHD. The sample size was 25 participants, including 18 class teachers, three school administrators, and four MoE officials.

To collect data, the main instruments used were in-depth interview guides, focus group discussion guides, and an observation checklist. This provided triangulation of instruments for the data collected.

Thematic analysis was used to analyze data. Thematic analysis is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006). Qualitative data from interviews and observations were cleaned, transcribed, and coded into themes and sub-themes that emerged during data collection. This was done by carefully listening to recorded conversations in order to interpret, reduce, and code key responses into major themes and sub-themes in relation to the research purpose (Creswell, 2014). This was achieved through probes as data were collected and analyzed simultaneously.

6. Findings

The presentation of the findings is based on the objectives that guided the study. These included how teachers' experiences influence their instructional practices when teaching learners with mild ADHD in selected inclusive primary schools and strategies perceived by teachers as appropriate for supporting learners with mild ADHD in inclusive primary schools.

6.1 Teachers' Positive Experiences Teaching Learners with Mild ADHD in Inclusive Primary Schools

The findings revealed teachers' positive experiences teaching learners with mild ADHD. Among the positive experiences cited by teacher participants were learners with ADHD being creative and inventive, curious, imaginative and innovative, interested in hands-on activities, and displaying leadership skills.

6.1.1 Learners with Mild ADHD Are Creative and Innovative

Teacher participants reported that learners with mild ADHD had strengths in creativity, innovation, inventiveness, and curiosity. Although they had weaknesses such as hyperactivity and inattentiveness, which might lead them to shift focus, some teacher participants revealed that these learners were more curious, creative, and innovative.

Contributing to these findings, one female teacher participant from school 1 during a focus group discussion (FGD 1T3F) reported:

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

Adding to the same discussion, a female teacher participant from school 2 (FGD 2 T11F) reported:

"Learners with ADHD often have the ability to take in information quickly, multitask, and, when interested in the topic, adapt. These learners are generally a great help in an emergency".

Thus, it was clear that some learners with ADHD were more curious, creative, imaginative, innovative, and inventive; they thought outside the box, took in information quickly, and could be independent if properly supported.

6.1.2 Interested in Hands-On Activities

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

These findings were evidenced in a response from a female participant from school 1 (FGD 1 T5 F):

"Some learners with ADHD usually prefer to do experimental activities because they are more on the skill part hands-on than academic".

In agreement, a female participant from school 1 (FGD 2 T2F) confirmed:

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

Another female teacher participant from school 2 (FGD 2 T12F) reported:

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

Based on these findings, it was clear that learners with mild ADHD had an interest in hands-on activities (e.g., expressive arts, sweeping, gardening) rather than academic work, and they concentrated well on such activities.

6.1.3 Leadership Skills

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

In line with these findings, one female teacher participant from school 2 (FGD 2 T8 F) said:

"Learners with ADHD often get excited about ideas and projects. They make good, cheerful leaders. Their lively minds make them good company, and once engaged, they often sustain energy for long periods".

Another female teacher participant from school 1 (FGD 1 T5 F) added:

"Some learners with ADHD, I like them; they don't fear anyone. They have leadership skills and are intelligent. For example, if in class you give them the responsibility of being a group leader, they will be able to control the group and coordinate among their fellow learners".

Thus, some learners with mild ADHD made good, cheerful leaders for a cause. Their minds made them good company; they did not fear, and some were intelligent.

6.2.1 Teachers' Negative Experiences Influence the Way They Teach Learners with ADHD in Selected Inclusive Primary Schools

Most teachers mentioned negative experiences that affected the nature of support provided to learners with ADHD in inclusive schools. The following findings indicate negative influences on how learners with ADHD were supported.

6.2.1.1 Lack of Attention

Teacher participants confirmed that some learners had negative experiences with learners with mild ADHD. For instance, these learners were distractible and hyperactive. They disrupted lessons during teaching and learning, engaged in other activities instead of paying attention, and acted without control (e.g., screaming or shouting in the classroom).

Contributing to these findings, one female teacher participant from school 1 (FGD 1 T4 F) reported:

"When you are giving an explanation or an example in class, and you ask a question, they will be the first to raise their hands. Sometimes they will forget what they wanted to say. When the teacher wants to say something that relates to what they were thinking, they will explain it and may go off topic. Sometimes it becomes funny, and the entire class starts laughing, disrupting the lesson. Instead, some teachers ignore them." (29.05.23)

In line with the above, another female teacher participant from school 2 (FGD 2 T10F) said:

"Inside the classroom, what I have observed is that I have one learner whose attention span is very low. When you are explaining something, he does not pay attention; he starts doing

something else. If you try to catch up with him, sometimes he wants to start fighting with someone”.

Negative experiences can lead to dropping out because learners with ADHD may feel neglected when teachers ignore them. One selected verbatim says:

“Madam, learners with ADHD drop out of school because of their condition, which requires a lot of attention from the teacher or caregiver. They need concerted efforts in order to succeed in their education. Learning should not end only at school, but should continue at home. Additional support is needed to help these learners in the classroom as well as at home”.

Thus, teachers had negative experiences with learners with ADHD. For example, teachers confirmed that they sometimes ignored learners with mild ADHD, avoided them, or thought they were a problem because they could not sit still for long periods.

6.2.1.2 Over-Enrollment

Findings indicate over-enrollment in classes, with numbers quite high for teachers to manage effectively. This affected the nature of class activities given to learners with mild ADHD. One MoE official said:

“It’s the issue of class population. Most schools are over-enrolled, and these learners are not identified, so they are given the same work as other learners because teachers may not know that these learners have challenges”.

In support, one female teacher participant from school 1 (FGD 1 T6 F) said:

“Madam, you would find that it is very hard to handle such learners because of the class enrollment. You find that learners are more than 80 or 90; it is difficult to monitor them. These learners always lag behind; they do not finish work given to them with other learners in class”.

Another female teacher participant from school 1 (FGD 1 T6 F) observed:

“The concentration levels of learners with ADHD in the classroom are quite low, and the class enrollment in our government schools is quite high, so it is not easy for the teacher to give attention to learners who need special attention. These learners need one-to-one interaction; hence, it is very difficult to integrate them into the normal classroom”.

Thus, when all learners are given the same work, learning becomes difficult for those with mild ADHD, who may require differentiated work or one-to-one interaction. Over-enrollment affects the quality of support for learners with mild ADHD.

6.2.1.3 Hard Time Following Instructions

Concerning learners with mild ADHD having difficulty following instructions, teacher participants reported that these learners needed clear instructions whenever the teacher gave an activity. For instance, they had challenges staying focused and paying attention during teaching and learning.

In line with these findings, one female teacher participant from school 3 (FGD 3T18F) said:

“Madam, learners with ADHD need close supervision whenever they are given an activity because they have a challenge following instructions. Teachers need to give clear instructions for learners with ADHD to attempt tasks without problems”.

In support, one female participant from the Ministry of Education (MoE 3F) said:

“These learners have a problem staying focused and paying attention to a particular task. Even when the teacher is teaching, they usually miss the instructions given to them”.

6.2.1.4 Increased Risk-Taking Behaviors

The study revealed increased risk-taking behaviors as one of the negative experiences teachers encountered while teaching learners with mild ADHD, affecting the support given to these learners.

One female teacher participant from school 1 (FGD 1 T3 F) said:

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

6.3.1 Support Given by Teachers While Teaching Learners with Mild ADHD

The findings unveiled the support employed by teachers to address their experiences teaching learners with mild ADHD. These included catch-up strategies, social and emotional support strategies, professional development strategies, and reinforcement strategies.

6.3.1.1 Catch-Up Strategies

The study revealed that teachers employed catch-up strategies, including providing remedial work to compensate for lost time and increasing learning time to allow learners to stay longer on tasks.

These findings were evidenced in a verbal account from one Ministry of Education participant (MoE 2M):

"We have a policy now where we give learners remedial work. We are seeing a lot of remedial work being given by teachers. For example, when you look at catch-up, most teachers are using this strategy to help learners with their academic work".

In support, another female teacher from school 1 (FGD 1 T6F) said:

"Madam, what I sometimes do with my learner is prepare work specifically tailored to him. This remedial work is done before starting lessons in the afternoon, more especially if they are in a good mood; they easily follow through the given activity." (29.05.23)

Thus, some teachers used catch-up strategies to support learners with ADHD, providing remedial work. Teachers who taught in the morning gave remedial work one hour after knock-off, and those in the afternoon spent one hour after classes.

6.3.1.2 Increasing Learning Time

Another catch-up strategy was increasing learning time to allow learners to stay longer on tasks. Some teacher participants reported helping learners finish or complete given tasks while monitoring them.

One female teacher participant from school 2 (FGD 2 T11F) said:

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

In line with these findings, one female participant from the Ministry of Education (MoE 3F) added:

"During exams, they cannot sit and continue writing for the 90 minutes allocated for grade 7 papers. We actually allow them to rest during exams. They take a rest, monitored using a stopwatch, because if you allow them to sit, they will not concentrate; they even start walking around, pulling down the clock on the wall because 90 minutes is too much for

them to sit. So, we give them two breaks. It is actually they who tell the invigilator that they are tired".

Thus, increasing learning time was one catch-up strategy teachers used to support learners with mild ADHD so they could complete tasks.

6.4.1 Social and Emotional Support Strategies

The study revealed that teachers employed social and emotional support strategies, including guidance and counseling sessions and motivational talks.

6.4.1.1 Provision of Guidance and Counseling Sessions

Most teacher participants reported that guidance and counseling teachers, together with special education teachers, were helpful in dealing with learners with mild ADHD. They talked to individual learners and sometimes invited parents to discuss the child's behaviour.

Contributing to these findings, one female teacher participant from school 2 (FGD 2 T9F) pointed out:

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

Additionally, another female teacher participant from school 1 (FGD 1 T5F) said:

"Get to know them so that you also observe which mood they are in, because sometimes they are happy and at other times sad. When they come to their normal state of thinking, I usually involve the guidance teacher to talk to them about their behaviors".

Thus, guidance and counseling were a key support strategy.

6.4.1.2 Providing Motivational Talks

Providing motivational talks was another strategy. All teacher participants reported that parents were informed about the importance of their children's education, and teachers and fellow learners were reminded that learners with mild ADHD need help to succeed. In support, a female teacher participant from school 1 (FGD 1 T3 F) said:

"The school provides motivational talks to parents and their children on the importance of keeping these children in school and how they can contribute to the economic development of this country, although some parents do not seem to accept the challenges their children have".

Another female teacher participant from school 3 (FGD 3 T18F) said:

“Regarding motivational talks, both teachers and learners were talked to and informed that learners with challenges needed help and that it was also possible for them to do something in life despite their condition”.

6.5.1 Professional Development Strategies

The findings also indicated that teachers employed professional development strategies, including capacity building on disability issues, engaging in CPDs and teacher group meetings on handling children, conducting workshops and counseling sessions, and encouraging teamwork and love among children.

6.5.1.1 Engaging in CPDs and Teacher Group Meetings

Teacher participants reported that through CPDs in school, teachers were inducted and oriented on how to handle learners with different disabilities. Participants noted that special education issues were discussed, though generally, not specific disabilities.

In support, one female teacher participant from school 2 (FGD 2 T10 F) noted:

“Through our CPDs and teacher group meetings, we try by all means to induct and orient new staff on how to handle different learners with disabilities and their specific learning needs”.

Another female teacher participant from school 3 (FGD 3 T17 F) reported:

“Regarding professional development strategies, special education strategies are discussed in CPD meetings that meet the specific learning needs of these children in the school, though not done generally but specifically for disabilities”.

6.5.1.2 Conduct Workshops and Counseling Sessions

Teacher participants revealed that teachers conduct workshops and counseling sessions, giving guidance that learners with disabilities need to be loved and taught to love others.

One school administrator participant from School 1 (SCH 1 AD1) expressed:

“Madam, at our school, the guidance teacher is given space to talk to teachers during staff meetings on how to handle different disabilities found in the mainstream and encourages teachers to attend to such learners. For instance, she makes sure she takes note of learners with disabilities from grades 1 to 7. Access arrangements from ECZ during final examinations are made for grade 7 learners who need attention”.

6.6.1 Reinforcement Strategies

Findings indicated that some teachers employed reinforcement strategies, such as giving immediate feedback and praising learners. One teacher said:

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

One female school administrator from School 2 (FGD 1 AD1F) added:

"Madam, as an administrator, I take time to sensitize teachers who are teaching such learners to know the negative and positive things about them. For good behavior, you praise them; for negative behavior, tell them to refrain from it"

6.6.1.1 Putting Learners in Less Distractive Places

One female teacher participant (FGD 1 T2F, 29.05.23) said:

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

Another (FGD 1 T3F, 29.05.23) said:

"What I have done in my class is let him sit near me. His desk is just there, and when his desk is not there because his friends get irritated, I have his special chair, which I put near my table."

7. Discussion

The discussion of the findings was based on the objectives that guided the study. These included how teachers' experiences influence their instructional practices when teaching learners with mild ADHD in selected inclusive primary schools and strategies perceived by teachers as appropriate for supporting learners with mild ADHD in inclusive primary schools.

The findings on the first objective revealed that teachers had fewer positive than negative experiences. Positive experiences included learners being creative and innovative, interested in hands-on activities, and demonstrating leadership skills. These findings align with Omunda (2021), who found that special education teachers described collaboration with general education teachers as a positive experience. They are also

consistent with Gonzalez Carpio *et al.* (2017), who found that learners with mild ADHD showed better results in some areas of creativity, fluency, originality, and creative strength (including movement, storytelling, articulation, and emotion). Similarly, Akaneme *et al.* (2020) revealed that most learners with ADHD learned through hands-on activities. Nevertheless, Omunda (2021) also noted that collaboration posed challenges because both special education and general teachers were not adequately trained to deal with the challenges presented by learners with mild ADHD. These positive experiences resonate with Bandura's (1997) Self-Efficacy Theory, which posits that when teachers have positive attitudes toward learners with mild ADHD, they are better able to exert control over the learners and their learning environment. The theory calls for teachers with high self-efficacy so they can interact effectively with learners in classroom situations.

The findings indicate that teachers have more negative than positive experiences with learners with mild ADHD, though positive experiences, such as creativity, hands-on engagement, and leadership skills, align with existing research and Bandura's self-efficacy theory. For policy, this requires mandatory pre-service and in-service training on strengths-based ADHD strategies, formalized inter-ministerial collaboration for screening and referral, allocation of low-cost classroom resources, and compulsory termly CPDs for practicing teachers (Kandimba, Kalimaposo, Mandyata, Bwalya, Kabwe & Kalunga, 2025). For practice, it requires implementing hands-on learning stations and leadership roles for learners, building teacher self-efficacy through mastery and vicarious experiences, fostering structured collaboration between general and special educators, and engaging parents and stakeholders in co-designing supportive activities. Together, these implications aim to reduce negative encounters by equipping teachers with practical skills and positive mindsets, thereby transforming challenges into opportunities for learner success (Kalimaposo, Mubita, Hambulo, Mubita, 2025).

The study also revealed negative experiences, including distractibility, hyperactivity, need for more teaching time, difficulty following instructions, and increased risk-taking behaviors. These findings align with Sikabule (2019) and Kalimaposo, Muzata and Zulu (2025), who found that teachers experienced challenges such as learners running up and down and disturbing others. They are consistent with Tembo (2014), who stated that teachers in Zambian primary and secondary schools faced difficulties handling impulsive, inattentive, and hyperactive symptoms. Additionally, Mohamed and Thomson (2021) revealed that learners with mild ADHD need training to remain seated and complete assignments. These experiences call for teachers' understanding of challenges so they can provide appropriate support. The findings are supported by Kabwe, Muzata & Simalalo (2024); Kalimaposo, Simalalo, Mweemba and Hambulo (2025) who found that negative perceptions and experiences have implications for quality and inclusive education, leading teachers to label learners as distractible, over-reactive, and difficult to control. However, the current findings differ from those of Lawrence *et al.* (2017), who found that culture and gender influenced teacher perceptions

and that strategies were based on anecdotal experience, with teachers experiencing guilt and worry.

Arising from these findings, policymakers should mandate structured, ongoing teacher training on evidence-based strategies for managing distractibility, hyperactivity, inattentiveness, and risk-taking behaviors associated with mild ADHD, while also integrating content on impulse control and task completion into both pre-service and in-service curricula. Additionally, policies must establish clear referral and support pathways to prevent negative labeling and ensure inclusive education quality. In practice, teachers should adopt proactive classroom management techniques such as breaking instructions into smaller steps, using visual schedules, providing movement breaks, and implementing positive reinforcement systems to reduce disruptive behaviors and additional teaching time demands. Collaborative planning between general and special educators, alongside classroom-based coaching, will help teachers move from anecdotal approaches to evidence-informed strategies, thereby reducing frustration and preventing guilt or worry. Ultimately, these implications aim to shift teacher perceptions from viewing learners as "difficult to control" to recognizing specific behavioral challenges as manageable with appropriate, consistent supports.

Regarding the second objective, the study found that teachers employed catch-up strategies, social and emotional support strategies, professional development strategies, and reinforcement strategies. These findings align with Makunga (2023), who found that teachers with appropriate training in catch-up strategies had a general understanding of remedial teaching, though they faced challenges such as a lack of trained human resources and timetabling issues. The findings agree with Braude and Dwarika (2020), who indicated strategies such as extra time, seating alone, or limiting distractions, and with McDougal *et al.* (2022), who noted giving more time, limiting distractions, allowing breaks, and repeating instructions.

Professional development strategies, including CPDs, workshops, and counseling sessions, align with Johnson and Erasmus (2024), who indicated that continuous professional learning and integration of specialized strategies are cardinal. Dwarika and Braude (2021) noted that professional development strategies are useful if relevant and contextually appropriate.

Regarding positive reinforcement, the study found that learners were given immediate feedback, praise, and small presents. This aligns with Khan and Muhammad (2019), who discussed token economies. In contrast, the current study also found that teachers used warnings, hand signals, clapping, isolation, and private talks, differing from Alice (2025), who found that most teachers simply sent children outside.

The support strategies align with Bandura's (1997) self-efficacy theory: teachers with high self-efficacy are capable of controlling and supporting learners with ADHD, while those with low self-efficacy may fail to manage and support them sufficiently. Successful application of support strategies enables teachers to address the needs of learners with ADHD.

Based on these objective's findings which show that teachers use catch-up strategies, social and emotional support, professional development, reinforcement, and corrective techniques such as warnings and isolation, policymakers should mandate contextually relevant, ongoing professional development such as termly CPDs and workshops that explicitly trains teachers in time management, remedial planning, positive reinforcement (token economies, praise, immediate feedback), and graduated corrective responses (hand signals, private talks, brief isolation) rather than punitive exclusion (Kandimba, Mandyata & Simalalo, 2025). Policies should also address resource and timetabling constraints to enable effective catch-up strategies. In practice, teachers should adopt a tiered support framework: firstly, use positive reinforcement and emotional support to build self-efficacy; secondly, apply environmental adjustments such as seating alone, limiting distractions, repeating instructions and movement breaks; thirdly, employ low-key corrective actions such as clapping, signals, private talks before considering isolation. Regular peer coaching and counseling sessions can help teachers with low self-efficacy develop confidence, ensuring they can manage mild ADHD behaviours without resorting to sending learners outside, thereby transforming support strategies into consistent, equitable classroom practices.

8. Conclusion and Recommendations

8.1 Conclusion

The study revealed mixed views regarding teachers' experiences of teaching learners with mild ADHD in inclusive primary schools in Lusaka, Zambia. While a few teachers demonstrated adequate understanding of these experiences, the majority had limited understanding due to inadequate pre-service and in-service training in special education. Teachers reported both positive experiences, such as creativity, hands-on engagement, leadership skills, and negative experiences, such as distractibility, hyperactivity, difficulty following instructions, and increased risk-taking behaviors. Negative experiences often led to reduced support, labeling, and, in some cases, neglect of learners with mild ADHD. Without appropriate support strategies, these negative experiences threaten the delivery of quality and inclusive education, potentially leading to poor academic performance, grade retention, and dropout. To address this, teachers employed various support strategies, including catch-up strategies, social and emotional support, professional development, and reinforcement. However, the effectiveness of these strategies was limited by large class sizes, lack of training, and inadequate resources. Therefore, systemic interventions are urgently needed.

8.2 Recommendations

Based on the findings and conclusions, the following recommendations are made:

- 1) School administrators should provide termly capacity-building for teachers through workshops and seminars focused on mild ADHD, equipping them with practical, evidence-based strategies.
- 2) School administrators should facilitate termly local CPDs for teachers, parents, and stakeholders on understanding and supporting learners with mild ADHD, focusing on specific, actionable strategies.
- 3) The Ministry of Education should develop and distribute practical guidelines and low-cost resources such as seating arrangements, behavior charts and reinforcement schedules for teachers managing learners with mild ADHD in overcrowded classrooms.
- 4) The Ministry of Education and the Ministry of Health should collaborate to raise awareness about the increasing prevalence of mild ADHD in schools, including screening and referral pathways, to enable early identification.
- 5) Teacher Training Institutions should integrate content on mild ADHD (classroom management, differentiation, positive behavior support) into both pre-service and in-service curricula.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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