

**AN INVESTIGATION ON HOW TEACHERS ATTEMPT TO ASSIST
LEARNERS WITH ATTENTION DEFICIT HYPERACTIVE DISORDER IN
AN INCLUSIVE CLASSROOM: A CASE OF A PRIMARY SCHOOL IN
BLANTYRE URBAN**

M. Ed. (PSYCHOLOGY) THESIS

EDITH MALIRANO-SIPANALA

**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE**

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By

**EDITH MALIRANO- SIPANALA
B. Ed. (Primary)-University of Malawi**

Submitted to the Department of Education Foundations, School of Education, in
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(Psychology)

University of Malawi

Chancellor College

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DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used acknowledgments have been made.

Full Legal Name

Signature

Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the learner's own work and effort and has been submitted with approval.

Signature: _____ Date: _____

Elizabeth T. Kamchedzera, PhD (Senior Lecturer)

Main Supervisor

Signature: _____ Date: _____

Nertha Semphere, PhD (Lecturer)

Co-Supervisor

Signature: _____ Date: _____

Frank Mtemang'ombe, M.Ed. (Lecturer)

Head of Department

DEDICATION

To my spouse and children, thank you for all the support rendered to me throughout my course. You made this course possible.

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ABSTRACT

There has been a concern that some learners with attention deficit hyperactive disorder struggle to learn and achieve their educational goals during their time in school for over some years (Ministry of Education, 2008). This study aimed at investigating how teachers attempt to assist learners with attention deficit hyperactive disorder in one of the primary schools within South West Division in Blantyre City. Purposive sampling was employed to select the school and participants for the study. The study used qualitative approach to address the issue at hand. Qualitative data was generated using observations and interviews. Maxwell (2013) process of analysing data was used. Findings indicate that teachers use methods of teaching such as think-pair-share, think-ink-pair-share and work station as ways of assisting learners with attention deficit hyperactive disorder. Findings have further shown that teachers manage learners with attention deficit hyper active disorder by assigning them with responsibilities, giving them some motivation as teaching and learning progresses, reinforcing the learners, administering simple punishments, offering guidance and counselling sessions and using songs and chants, which teachers' use in an inclusive setting. One major implication is that most teachers at the school and around, have not been trained on special needs education hence there is need to train teachers in Special Needs Education for them to adequately and effectively assist learners with ADHD. Teachers will be able to assist learners in an inclusive setting through the use of child friendly methods such as: think-pair-share strategy; work station and think- ink-pair.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADHD	Attention Deficit Hyper Active Disorder
HD	Hyperactive Disorder
DD	Disruptive Disorder
SNE	Special Needs Education
SEN	Special Education Needs
IE	Inclusive Education
CFS	Child Friendly Schools
CFM	Child Friendly Methods
DEM	District Education Manager
MoEST	Ministry of Education, Science and Technology
MoE	Ministry of Education
MIE	Malawi Institute of Education
EFA	Education for All
MT	Mainstream Teachers
UNESCO	United Nations Educational, Scientific and Cultural Organization
NSNEPG	National Special Needs Education Policy Guidelines
UN	United Nations

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter presents background to the study, statement of the problem, purpose of the study, research questions, significance of the study and operational terms.

1.2 Background of the Study

Formal western education in Malawi started in 1875 by European missionaries. Their main focus was on the three Rs which were writing, reading and arithmetic (Banda, 1982). The provision of Special Needs Education started in 1950s by the Dutch Reformed and South African Evangelical Missionaries at Chilanga School in Kasungu and Lulwe School for learners with visual impairment in Nsanje (Ministry of Education, 2007). It is worth noting that Malawi is one of the first countries in Africa to train teachers in Special Needs Education. Montfort College of Teacher Training and Special Needs Education Centre were founded by Catholic Brothers in 1950s, with a special focus on the most vulnerable pupils and the requirement on Special Needs Education became apparent (Ministry of Education, 2007).

For many years now, Montfort has trained specialist teachers from Malawi and other African countries including Botswana, Burundi, Egypt, Ethiopia and South Africa (Chavuta, Itimu-Phiri, Chiwaya, Sikero & Alindiamao, 2008). Yet, Malawi itself has

problems as far as delivery of Special Needs Education is concerned because the specialists are not enough to meet the unique needs of learners. In 1968, Special Needs Education for learners with hearing impairment started at Montfort campus in Chiradzulu district by the Fathers of Immaculate Conception of the Roman Catholic Church and in 1996, Ministry of Education introduced another Special Needs Education program for learners with learning difficulties at Montfort (Chavuta et al., 2008) which is called Montfort School for Learning Difficulties. Learners graduate from Montfort schools and get enrolled in mainstream primary schools.

1.3 National Policy on Special Needs Education

The Malawi government recognises education as a basic human right (Ministry of Education, 2007). It has been striving to ensure that all citizens have access to education that is of high quality (Ministry of Education, 2007). Malawi has developed more comprehensive strategies to better respond to the educational needs of learners with special educational needs. The National Special Needs Education Policy Guidelines (NSNEPG) have been developed to provide a mechanism for the effective implementation of strategies such as guidelines for identification, assessment and placement of individuals with special educational needs, develop and implement appropriate screening tools for identification and assessment of learners with special educational needs. Furthermore, the NSNEPG were developed to promote the inclusion of learners with special educational needs as a means towards a more inclusive community (Ministry of Education, 2007).

There are clear guidelines and procedures for the procurement and allocation of specialised resources to institutions that service learners with special education. It is

worth noting that guidelines respond to international Standards and Framework (Ministry of Education, 2007) that advocate for inclusive education. As stated by UNESCO (1994), the policy guidelines bring awareness to all people on how best learners with special educational needs can be incorporated in inclusive settings, so much so that learners will be learning from each other and that they are treated equally; gain the same opportunities regardless of their disabilities. However, the implementation of NSNEPG faces a number of challenges such as financial constraints, environmental barriers, attitudinal barriers, limited capacity to train specialist personnel, curriculum, Institutional structure, co-ordination and partnership. In addition to that, as argued by Winzer (2005), the main problem is to develop child centred pedagogy capable of successfully educating all children including those with severe or profound disabilities who may attain basic communication skills and self-help skills after intensive training. Furthermore, Gross (2002) contends that there is a danger in requiring a policy if those who contribute to its development do so because of perceived external forces.

Education For All goals, National Policy on the Equalisation of Opportunities for Persons with Disabilities, Malawi Growth and Development Strategies state that children with disabilities should be included so that they access and benefit from education facilities (Daniel & Sigh, 2003). The UN (1993) asserts that people with disabilities have the same civil political rights as all other humans. Furthermore, Munn (2000) emphasises that having a diverse classroom is also an opportunity for all to learn about the value of differences. Foreman (2008) explains that it is the duty of the government in collaboration with stakeholders and educational professionals to accept the educational rights of children.

Total number of learners with Special Needs Education attending schools in Malawi in 2008 was 67,735. This was according to Education Management System Report (2008). Table 1 illustrates this.

Table 1: Prevalent rate of some Special Education Needs

Type of Special Need	Total figure
Learning difficulties e.g. attention deficit hyper active disorder among others	20,025
Low vision	18,594
Partial deafness	19,225
Complete deafness	1,613
Physical impairment	7,881

Source: Adapted from MoEST (2008)

It is the wish of Malawi government to accommodate all learners in mainstream schools irrespective of impairments (Ministry of Education, 2007).

1.4 Disability

It is a restriction or lack of ability to perform an activity that is considered normal (Ministry of Education Science and Technology, 2010). Westwood (2003) describes different types of disabilities, such as physical, emotional, behavioural, sensory, autism, chronic illness, learning difficulties, memory loss, intellectual, visual, hearing impairments and some disorders. The largest single group of learners with special needs comprises those with specific learning difficulties (Westwood, 2003). These learning difficulties manifest themselves as problems in acquiring basic literacy and

numeracy skills. Learners with Attention Deficit Hyperactive Disorder have difficulties with reading, writing and calculation which may adversely affect the child's ability to learn in most subjects across the curriculum (Westwood, 2003).

1.5 Attention Deficit Hyperactive Disorder (ADHD)

Several definitions of ADHD have been defined by different researchers and authors. Sousa (2001) points out that attention-deficit hyperactivity disorder (ADHD) is a syndrome that interferes with an individual's ability to focus (inattention), regulate activity level (hyperactivity), and inhibits behaviour (impulsivity). ADHD is also defined as being excessively distracted, and this is usually accompanied by impulsivity and hyperactivity. It is present by the age of seven years old, and it should be apparent in more than one setting, for instance at home and in the classroom (Hanne, 2003). It is one of the most common learning disorders in children and adolescents. It affects an estimated 4.1 percent of youths ages 9 to 17 for a period of at least six months (Sousa, 2001).

Amongst all the kinds of learning difficulties which hinder learning processes is attention deficit hyperactive disorder (Westwood, 2003). It is a learning difficulty and children with such disorder have difficulty in sustaining attention to a task, are over active and do not seem able to inhibit impulsive actions or responses (Westwood, 2003). This is recognised as a serious, developmentally disabling and prevalent condition which affects individuals in childhood and often through into adulthood. Children show the behavioural symptoms of hyperactivity, impulsivity and inattentiveness (Westwood, 2003, p.80).

ADHD is a distressing disorder for learners who genuinely wish to do their work and please parents' and teachers, but find themselves constantly in trouble both at school and at home for a behaviour that really is beyond their control (Lovey, 2002). In the United States of America, for example, between two and fifteen per cent of school-aged population exhibit serious and persistent behavioural problems. Winzer (2005, p.16) adds that "there is an increasing number of children who have been identified as behaviourally disordered." However, these disorders may at times be a reaction due to the fact that children no longer find any challenge in the classroom. It is a condition in which a person is usually in high-strung and energetic. Learners with this condition are in an inappropriate and constant state of activity, whether physically or mentally. However, there is no one set definition for hyperactive behaviour; what is uncharacteristic for one person may be standard behaviour for another. This study opted to use definition by King (2008) for the reason that King (2008) has combined the characteristics of attention deficit hyperactive disorder who stated that it is a psychological disorder in which an individual shows one or more of the following characteristics over a period of time: inattention, hyperactivity and impulsivity. However, being energetic and happy is normal to children. Children with attention deficit hyperactive disorder also have a right to inclusive education and are therefore enrolled in the mainstream education institutions.

1.6 Inclusive Education

Inclusive Education is about creating schools that are responsive to the needs of different children (Blessing, 2003). This is a major policy initiative designed to improve the educational opportunities of all children with disabilities (Ainscow, 2005; Kamchedzera, 2009; UN, 1994; UNESCO, 2001). It is a global trend in education

that requires the involvement and collaboration among educational professionals (Foreman, 2008). Inclusion also enables children with impairments, stay within their families and communities. It improves the quality of education for all, in order to overcome discriminatory attitudes towards learners with impairments, to assist in breaking the cycle of poverty and finally to uncover and minimise barriers to learners (Foreman, 2008).

The opponents of full inclusion argue that inclusive practices may not have an easy going and work as conceptualised simply because most of the general classrooms lack teachers with proper training to balance the demands of an inclusive classroom (Winzer, 2005). Slavin (2006) argues that this problem has been aggravated by inadequate teaching and learning materials to make an inclusive classroom a success.

Slavin (2006) further argued that most of the teachers already have a huge load with learners without education needs, as such it becomes difficult to ably help learners with special needs as the nature of their makeup demands a little more attention. The present trend in special education has favoured the philosophy of inclusion with the best interest of each child in mind (Berg, 2004). However, many have questioned the workability of this philosophy, arguing that most of the time, inclusion is put into action by schools without reconsidering and restructuring the school environment, modifying the school curriculum, following individualised educational plan and involving the stakeholders. This paralyses the very essence of inclusion (Berg, 2004). It is therefore important that children should learn together irrespective of the disability. Education for all underlines the tenet that children with disabilities need to be included in accessing and benefiting from education facilities (Berg, 2004).

1.7 Promotion of inclusive practices in Malawi

Malawi is a signatory to a number of international standards and frame works such as UN Convention on the Rights of the Child (UNCRC, 1986), which advocate for the rights of children with disability. Several initiatives have been established on how people with disabilities can have the same access to education as those without. Another detailed instrument is Standard Rules on Equalisation of Opportunities for Persons with Disabilities which reaffirms the rights of people with disabilities (UN, 1993). Declaration of human rights (UN, 1948) and its Article 24 of the Universal Declaration of Human rights has underlined that all human beings are born equal in dignity, therefore, they have right to education.

Furthermore, Salamanca Statement on Policy and Practice in Special Needs Education also stipulates that every child has a fundamental right to education, and must be given an opportunity to achieve and maintain an acceptable level of learning (UNESCO, 1994). The statement further explains that such children with Special Education Needs (SEN), must have access to mainstream schools which should accommodate them within a child-centred pedagogy capable of meeting their needs in order for them to reach their full potential” (UNESCO, 1994). The above statements explain the need of including the learners with SEN in the mainstream schools so that they benefit equally with their peers and reach their potential.

In response to the international standards and frameworks, a number of initiatives have been made to facilitate inclusion and assist learners to participate more in inclusive classrooms. Such initiatives include increased resources in schools like provision of assistive devices, for example, walking canes, and a well modified

curriculum. Furthermore, there is restructuring of some infrastructures in some schools whose aim is to accommodate every learner; irrespective of the impairment or disorder one has (Ministry of Education, 2007).

1.8 Problem statement

Over some years, there has been a concern that some learners with attention deficit hyperactive disorder struggle to learn and achieve their educational goals during their time in school (Ministry of Education, 2008). Houston (2010) in her study revealed that children with attention deficit hyperactive disorder are at two to three times' greater risk of school failure than their peers without this disorder. There is no enough body of knowledge in Malawi which explains more on how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom. In fact, most studies which have been conducted on attention deficit hyperactive disorder have not focused on educational approaches in the classroom but rather on medical and behavioural approaches. There was, therefore, need for more research on how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom (Houston, 2010).

1.9 Purpose of the study

The purpose of the study was to investigate how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom at a primary school which is in Blantyre urban.

1.10 Research Questions

The following questions guided this study:

1.10.1 Main research question

How do teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom?

1.10.2 Specific research questions

- a. What do teachers know about attention deficit hyperactive disorder?
- b. What teaching strategies do teachers use to assist learners with ADHD in an inclusive classroom?
- c. How can teachers manage learners with ADHD?
- d. What challenges do teachers meet when assisting learners with ADHD?

1.11 Significance of the study

This study is significant in the sense that it would contribute to the body of knowledge since there have been not many studies that have focused on how teachers assist learners with ADHD. For example, the reviewed studies have focused on behaviour of learners with ADHD.

Furthermore, the study would contribute to policy since it will help policy makers to implement National Special Needs Education Policy Guidelines. This study may further contribute to practice since it will enlighten some teachers, children and the population at large that having a diverse classroom is also an opportunity for everyone

to learn about the value of differences. It may trigger other educational researchers to replicate this study in another context.

In terms of contribution to practice, since the findings may be utilised in educational institutions where teachers may use the same information for teaching. For example, they may employ same strategies in the classroom in order to assist learners with ADHD so that they can reach their full potential in education. Teachers might be able to handle learners with ADHD in classrooms.

1.12 Definitions of operational terms

This sub section presents the definitions of the terms as they have been used in this thesis.

Special Needs Education (SNE): It is defined as “any program provided for children with disabilities instead of or in addition to the general education classroom” (Slavin, 2006, p.411).

Special Education Needs (SEN): This is the term used to describe the wide range of difficulties such as hearing impairment, visual impairment, gifted learners, autism and attention deficit hyperactive disorder which prevent children or young people from learning at the rate and level of those children of a similar age (Garner & Davies, 2001).

Inclusion: Avramidis and Norwich (2002) speaks of inclusion as a restructuring of mainstream schooling to accommodate every child irrespective of ability or disability.

Gross (2002) defines it as a process by which a school attempts to respond to all the children, as individuals by reconsidering and restructuring its curricular provision and allocating resources to enhance equality of opportunity. Malawi Institute of Education, Lecturer's hand book (2008, p. 94) states that inclusion is "a process of increasing the participation of all learners in schools, including those with impairment or it means children with special needs and those without impairments, learning together in the same classroom, with appropriate networks of support". This thesis will therefore adopt and use the second description of inclusion which is in Malawi Institute of Education (2008, p. 94) where learners are taught together, through the use of some resources, strategies and structures in respect of their differences.

Disorder: "This is a disturbance in the body's function" (Woolfolk, 2007, p. 110).

Disruptive disorder (DD): it refers to a breath holding or temper tantrums which is as a result of being angry and frustrated, as a result of being unable to face the challenges of life (Chazan, (2004). It is a disruptive disorder which significantly interferes with the teaching process and extracurricular activities of the school.

Inattentiveness: This is failing to give close attention to detail or making careless mistakes. The child has difficulty in sustaining attention in tasks. The child does not often seem to listen when spoken to directly (King, 2008).

Impulsivity: This is when a child has difficulties in remaining seated when required to do so. He often runs about or climbs excessively in inappropriate situations. The child has difficulties in playing quietly and he is often "on the go" (King, 2008).

Hyperactivity: it is a psychological disorder in which the individual shows one or more of the following characteristics over a period of time: inattention, hyperactivity and impulsivity

Hyperactive disorder: Hyperactive children are those who are always in motion. They are incapable of sitting still for long periods of time; exhibit a much lower attention span than other people in their same age group. Hyperactive behaviour is generally found in children and can often be managed without a doctor (King, 2008).

Child Friendly Methods: these are active methods which recognize the rights of all children, irrespective of cultural differences, gender, religious and ethnic affiliation as well as attention deficit hyper active disorder (UNICEF, 2012).

Attention deficit hyper active disorder: It is a disturbance in the body's function and there is failure to give close attention to detail, tasks. A child has difficulty in remaining seated even when required to do so (Westwood, 2003).

1.13 Thesis Structure

This thesis is organised into five chapters. In this chapter, background of the Study, National Policy on Special Needs Education, statement of the problem, purpose, significance and operational terms of the study have been discussed. Chapter 2 discusses literature review and the theoretical framework. Chapter 3 dwells on the research design and methodology that was used in this study. Chapter 4 presents and discusses findings of this study. Finally, chapter 5 provides conclusions and implications of this study and areas for further study.

1.14 Chapter summary

The chapter has discussed background information to special needs education in Malawi. The study has also explained that over the years, there has been a concern that some learners with attention deficit hyperactive disorder struggle to learn and achieve their educational goals during their time in school. It is for this reason that this study investigated how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive setting. National Policy on Special Needs Education has been used in order to better respond to the educational needs of learners with attention deficit hyperactive disorder. Furthermore, operational terms have been defined for better understanding of issues in the study. The next chapter reviews literature related to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter provides a review of relevant literature and studies in relation to how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classrooms. The structure of the chapter is guided by the research questions which forms main themes. It then discusses the theoretical framework that guided the study.

2.2 Teachers' knowledge of attention deficit hyperactive disorder.

Literature indicates that teachers have little knowledge of attention deficit hyperactive disorder (Aviramidis, 2004;, Gordon & Hustler, Jerome, 1994; Jackson, Kos, Richdale &, 2004; Bender, Sciutto & Terjesen, 2000). Aviramidis' (2004) study reveals that teachers' overall knowledge of ADHD was poor despite holding positive attitudes towards the general philosophy of inclusion in mainstreams. Further findings suggest that teachers are most knowledgeable about symptoms or diagnosis. Teachers scored lower on treatment and general knowledge sub-scales.

Furthermore, one Australian study and two North American studies (Kos et al., 2004; Sciutto et al., 2000; Jerome, Gordon & Hustler, 1994) showed that the teachers that participated had an average to good general knowledge of ADHD, that few teachers

had training in ADHD and that teachers' overall knowledge improved as a result of teaching a child with ADHD. It has been argued that teachers are familiar with the primary symptoms of ADHD and they often base their reasons for referral on these primary symptoms (Sciutto et al., 2000). However, the problem with this approach is that several of these primary symptoms have poor predictive value. It can, therefore, be argued that being familiar with ADHD cannot be seen as having adequate knowledge of the disorder. It is paramount for teachers to have knowledge of ADHD for them to acquire necessary skills for assisting the learners. This position is also maintained by Simpson and Weiner (1989) that having knowledge of ADHD means having information and skills that are the product of experience and education.

Similarly, the knowledge teachers have about ADHD may also influence how they communicate with and teach children diagnosed with ADHD. Holz and Lessing (2002) posit that having a better understanding may prevent teachers from developing negative views of these learners or labeling them. This practice is important if teachers are to bring inclusive practices to reality. For example, the Department of Education (2001) states that inclusive education is becoming a reality in South Africa since teachers are coping up with more learners with diverse needs, such as those who have ADHD. It can also be argued that to be able to put inclusive education into practice, a teacher needs to accommodate and recognise the unique diversities of the children in class. However, it has been emphasized that for this to be effectively done, the teacher should be fully informed about these diversities (Decaires-Wagner & Picton, 2009). For instance, in creating welcoming and accommodating classrooms for all learners, it is important for teachers to organise their environments according to the diversity of needs of the learners in the class.

It is also important to remember that ADHD is not the only medical condition that can cause impulsivity and hyperactivity. Children with anxiety, depression or a learning disability can also have a short attention span and be hyperactive and/or impulsive (Aviramidis, 2004). A diagnosis of this is based primarily on observations and reports of a child's behaviour patterns. This should be diagnosed based on behavioural problems that occur both at home and at school. Information is provided by both the child's parents and teachers. Collaborating with and advising parents and other role players effectively also demand extensive knowledge on the teacher's part (Kos et al., 2004; Louw, 2009).

Although, some studies have been done on all the different aspects of this disorder in other countries, many of them were focused on pharmacological interventions (Purdie, Hattie & Carroll, 2002). Very few have examined teachers' knowledge and perceptions of ADHD. The reviewed literature on teachers' knowledge in the area under study is scarce in particular for Malawi.

2.3 Teaching strategies teachers use to assist learners with ADHD in an inclusive classroom

Literature provides that quite different forms of strategies are applied by teachers on how learners with ADHD can be managed (Chazan, 2004; Dean, 1996; Farrell, 2003; Hornby, Atkinson & Howard, 2000; Winzer, 2005; Woolfolk, 2007). However, it is worth mentioning that a strategy which works for one learner may not work for another. It can be argued that classroom modifications should be tailored to the unique needs of each learner.

Behavioural therapy is the first treatment which teachers use. Woolfolk (2007) states that one approach that is commonly used in conjunction with the ecological approach for maximum impact is the behavioural approach which is based on principles of applied behaviour analysis. The emphasis is that behaviour is learned and can be changed by altering its consequences. In addition, teachers give behavioural modification through guidance and counselling session. Behaviours can be engineered to target specific behaviours which in the end it will be rewarded (Wool folk, 2007). Although classroom environment changes can be helpful in reducing problematic behaviours and learning difficulties by themselves they are typically not sufficient. Thus, contingencies need to be available that reinforce appropriate or desired behaviours, and discourage inappropriate or undesired behaviours. The token economy systems are an example of a behavioural strategy proven to be helpful in improving both the academic and behavioural functioning of students with ADHD. These systems typically involved giving students tokens when they display appropriate behaviour. These tokens are in turn ex-changed for tangible rewards or privileges at specified times.

Another way is checking timing and pace of the lessons. In order to accommodate the learners' short attention span, academic assignments should be brief and feedback regarding accuracy immediate (Zentall, 2006). Longer projects should be broken up into manageable parts. Short time limits for task completion should be specified and can be enforced with timers. Likewise, when possible, it is helpful to allow students with ADHD to set their own pace for task completion. The intensity of problematic ADHD behaviours is less when work is self-paced, as compared to situations where work is paced by others (Zentall, 2006).

Similarly, learners with ADHD should be given instructions which are short, specific and direct. It is important for instruction to be short, specific and direct because students with ADHD have difficulty following multi-step directions. Further, to ensure understanding, it is helpful if these students are asked to rephrase directions in their own words. Additionally, teachers must be prepared to repeat directions frequently, and recognize that students often may not have paid attention to what was said. Again, based on evidence that the on-task behaviour of students with ADHD progressively worsens over the course of the day, it is suggested that academic instruction be provided in the morning. During the after-noon, when problem solving skills are especially poor, more active, non-academic activities should be scheduled (Zentall, 2006).

In addition, some teachers use productive physical movement as a way of managing learners with ADHD. This is because learners with ADHD may have difficulty sitting still. Thus, productive physical movement should be planned (Zentall, 2006). It is appropriate to allow the learner with ADHD opportunities for controlled movement and to develop a repertoire of physical activities for the entire class such as stretch breaks. Other examples might include a trip to the office, a chance to sharpen a pencil, taking a note to another teacher, watering the plants, feeding classroom pets, or simply standing at a desk while completing classwork. Alternating seat work activities with other activities that allow for movement is essential (Zentall, 2006). It is also important to keep in mind that on some days it will be more difficult for the student to sit still than on others. Thus, teachers need to be flexible and modify instructional demands accordingly.

Furthermore, some teachers use rule reminders, visual cues, and auditory cues to manage learners with ADHD. The rules given to learners with ADHD must be well defined, specific and frequently reinforced through visible modes of presentation (Zentall, 2006). Well-defined rules with clear consequences are essential. Relying on the student's memory of rules is not sufficient. Visual rule reminders or cues should be placed throughout the classroom. It is also helpful if rules are reviewed before activity transitions and following school breaks. Providing students with ADHD auditory cues that prompt appropriate classroom behaviour is helpful. For example, use of a tape with tones placed at irregular intervals to remind students to monitor their on-task behaviour has been found to improve arithmetic productivity (Zentall, 2006).

Another strategy is the use of prescription drugs. Woolfolk (2007) argues that the use of prescription drugs removes responsibility from parents and teachers and leads society to ignore the environmental factors that may be involved in attention. Furthermore, critics have added that perhaps the researchers were funded by the pharmaceutical companies that produced Ritalin and other such drugs (Woolfolk, 2007).

Farrell (2003, p. 98) argues that teachers must demonstrate that they know a range of strategies to promote good behaviour rather than what Chazan (2004) argues, that many teachers for their own self-protection as well and in the interest of the class as a whole, will wish the offending learners to be removed from their responsibilities. On the contrary, the notion of removing learners from their responsibilities denies the fact that there is inclusion which we all have to embrace so that in the end we can

celebrate. However, about seventy and eighty per cent of children with attention deficit disorder are more manageable (Friend & Bursuck, 2002). It is, therefore, important that they should be given educational support. Hornby et al., (2000) admit that children with ADHD exhibit a wide range of problems in a classroom setting ranging from being disorganized to being disruptive. Dean (1996, p.73) explains that learners with special needs should have many ways of celebrating success. For example, “a school can have an achievement board in each class on which children as well as the teacher could post notices of their own or other people’s success.”

Some studies conducted in United States of America, indicated that accepted children display high frequencies of sociable behaviour whereas rejected children show aggressive and disruptive behaviour (Winzer, 2005). In view of the above strategies which are mostly used by teachers in America and Britain to learners with ADHD, this study sought to find out whether teachers in the area under study in Malawi use the same strategies when assisting learners with ADHD in an inclusive classroom.

2.4 How teachers manage learners with ADHD in an inclusive classroom

A body of literature suggests that there are three types of intervention on how teachers manage learners with ADHD in an inclusive classroom (Bender & Mathes, 1995; DuPaul & Stoner, 2003; Holz & Lessing, 2002; Ostoits, 1999; Zentall, 2006) namely unstructured, moderately structured and structured interventions. Teachers need an intervention plan consisting of these. Literature states that by using these three levels of interventions, teachers can manage behaviour problems on an individual basis. Bender and Mathes (1995) state that the first, unstructured interventions can be used by the teachers without complexity and can be implemented into the classroom to

correct inattentiveness of learners with and without ADHD. Some examples include using time to begin clues, which gives learners time to prepare mentally for the activity, planning for frequent breaks or physical activity which helps learners release energy, seating learners away from noise to decrease distractibility, posting daily assignments to help learners maintain organization, and posting class rules for learners to view and remember throughout the day. However, Westwood (2003) disagrees with holding sentences for too long since ADHD learners have a short life span memory.

Furthermore, behaviour-gearred strategies such as these may be considered part of the learner's individualised education plan (IEP). Another way educators handle behaviour problems invoked by ADHD is through a cognitive approach, which also meets a learner's IEP requirement. However, Winzer (2005) argues that IEP is segregative in nature and time wasting in terms of lesson preparation. It can, therefore, be argued that using IEP is ignoring the fact that there is inclusion and individual differences.

The second intervention is called moderately structured interventions, which includes a data collection taken by the general educator that is used to assess the learners' current level of performance. One specific example given by Bender and Mathes (1995) is using a token economy. A token economy is the use of tokens which are rewarded to a learner or taken away from a learner based on the learner following or not following the rules set forth by the teacher regarding a specific behaviour. For example, a teacher was having a problem with a learner who was frequently out of his seat at inappropriate times. Understanding ADHD will thus enable teachers to change

their classroom management, to adapt the curriculum, to have realistic expectations and to use a variety of teaching strategies in order to create a positive learning environment that are conducive to the academic, social and emotional success of learners diagnosed with ADHD (DuPaul & Stoner, 2003; Holz & Lessing, 2002).

Thirdly, Ostoits (1999) suggests that learners with ADHD can maintain attention and comprehend better if they read quietly to themselves during reading time. She also suggests that learners with ADHD should have a special place in the classroom to read so that they do not disturb others and are not easily distracted. In addition, Ostoits (1999) states that learners with ADHD have trouble focusing on the text because they are so easily distracted. She recommends giving learners a bookmark to help them keep their eyes on the text (Ostoits, 1999).

Teachers in United States of America and South Africa where some studies were conducted on this disorder became knowledgeable about attention deficit hyperactive disorder and that they are in a position to offer support to children in order for them to manage their behaviour and achieve success both socially and academically.

2.5 Challenges teachers meet when assisting learners with ADHD

Literature indicates a number of challenges that teachers face when assisting learners with ADHD (Barkley, Murphy & Fischer, 2008; Chazan, 2004; King, 2008; Sdorow & Rickabaugh, 2000; Winzer, 2005; Woolfolk, 2007). Woolfolk (2007) states that some teachers may not be able to cope up when faced with persistent, deliberate flouting by either a learner or a group. Winzer (2005) agrees that some learners have low self-esteem, easily gets angry and frustrated in response to disobedience or

disruption of the normal class routine. Again, learners with ADHD are often demanding, talkative, and highly visible.

Another challenge faced by teachers when assisting learners with ADHD is lack of training and competency. Kapp (2002) argues that remediation of the problems of learners with ADHD is a highly specialized subject area which demands specific knowledge and skills from teachers. For instance, in South Africa, many educators have not been trained to cope with the diversity of learners entering mainstream schools (Bothma, Gravett & Swart, 2000). This might also be the case with Malawi where learners with ADHD are taught by mainstream teachers. In normal circumstances, teachers were supposed to be specifically trained for the purpose of identifying and handling learners with ADHD to help them with their particular problems. Otherwise, learners are increasingly finding themselves in disadvantaged situations that stem mostly from teachers' lack of understanding of these learners "needs in their unique and relevant contexts" (Engelbrecht & Jansen 2003, p.3). Since there is no training, it can be argued that running a classroom so that it becomes an optimally healthy and inclusive learning environment for all the learners is an extremely complex task. This is so because it involves the teacher in a number of different roles each of which needs to be constantly adjusted and co-ordinated into a harmonious and productive whole (Donald, Lazarus & Lolwana, 2002).

Another challenge is failure of teachers to accept ADHD learners. Henning (2010) posits that the teacher who sets pre-conditions or makes certain demands before accepting a child, with ADHD, is already alienating himself from the child. If the teacher accepts the learner with ADHD, the teacher will also begin to foster such

acceptance of their diverse needs, thus adjusting the class programmes and drawing Individual Educational Plans (IEPs) to accommodate learners with ADHD (Green, 2001).

Another challenge that teachers face is varying teaching methods. This is so because inclusive education implies assisting all children by facilitating problem-solving and learning to develop their abilities by exposing them to the abilities of normal people, and vice versa (Swart & Pettipher, 2001, p.33). This involves drastic fundamental changes to school curricula, the role of teachers in the classroom and teacher training or development. It also entails that ADHD learners must be confronted with a differentiated curriculum and evaluation system that will enable them to progress at their own rate and at their own level while placed in mainstream classes (Engelbrecht, 2000). However, considering resource constraints facing Malawi as a developing country, some of these conditions may remain a far-fetched dream.

Time allocation is also another challenge facing teachers when assisting ADHD learners. In South Africa, for example, learners with ADHD are recommended to remain in mainstream schools and receive additional help which includes special materials and equipment and consultation, tutoring, itinerant services, resource room with special education teacher and a diagnostic prescriptive teaching centre with their times adjusted so that they could understand and complete their tasks (Department of Education, 2001). However, the issue of adjusting time has received some criticism that it may dwindle educational standards. In their argument, Dulcan and Martini (1999) predict that the standards would possibly drop due to the neglect of the “regular” learners in order to accommodate the ADHD learners.

Furthermore, teachers face the challenge of large classes in their quest to assist learners with ADHD. This is because learners with ADHD require individual attention, support and guidance from their teachers, which becomes impossible with the large class (Clarke, 1999). Supporting the same notion, Kapp (2002) agrees that the ADHD learner naturally requires more attention and assistance. This implies that smaller classes are essential if teaching ADHD learners will be effective. Pretorius (2000) found that teachers generally felt that having to cope with the normal day-to-day problems in large classes was nearly more than they were able to do. This situation is likely to be similar in Malawi where large classes are prevalent (Shani, 2016).

Additionally, lack of parental involvement is another challenge facing teachers when assisting ADHD learners. Kapp, (2002) states that some parents have a negative attitude towards the school, which leads to their children manifesting poor school attendance and a resistance towards the school in general. Again, some parents generally lack interest in their children, do not supervise their schoolwork or homework and do not create adequate opportunities for communication with their children in order to bring them up effectively. This tendency by parents may derail teachers' efforts in assisting learners with ADHD. It can be argued, therefore, that parental involvement is paramount in the education of ADHD learners.

Furthermore, inadequate funding is another challenge facing teachers when assisting ADHD learners in mainstreams. Dyson and Forlin (1999) state that inclusive education requires a certain degree of capital resources. Although, this was the case in South Africa, similar challenges are also found in Malawi.

In addition, inattention is a major factor in low academic performance and can cause children to frequently forget homework or miss assignments. Lack of fine motor control makes taking notes very difficult, and handwriting is often poor and this gives teachers problem in marking. Furthermore, rote memorization and math computation requires following a set of ordered steps (Chazan, 2004). This becomes a challenge to both learners and teachers. For instance, syllabus coverage will be affected.

Likewise, many children with attention deficit hyperactive disorder have problems with long-term projects where there is no direct supervision, although they respond well to school tasks that are rapid, intense, novel, or of short duration (Chazan, 2004). A study by Barkley, Murphy and Fischer(2008) noted that people with attention deficit hyperactive disorder have short term memory; they cannot hold groups of sentences and images in their mind long enough to extract organized thoughts; and they are not necessarily inattentive. Instead, a person with ADHD may be unable to remember a full explanation (such as a homework assignment), or be unable to complete processes that require remembering sequences (such as model building). In general, children with ADHD are often attracted to activities, such as television, computer games, or active individual sports that do not task the working memory or produce distractions. This affects the teachers too.

Chazan (2004) laments that it is generally thought that learners with attention deficit hyperactive disorder are impulsive in the sense that they do not adequately consider what they should do before they act. However, the notion that they act faster than other learners has not been supported by empirical findings. Learners with Attention deficit hyperactive disorder appear to seek stimulation more than other learners, they

find it difficult to inhibit when that is necessary and they are not good at accepting delayed gratification (Woolfolk, 2007). However, it should be noted that, as with over activity, children's ability to attend effectively increase as they grow older. Furthermore, difficulties in attention may be a reflection of cognitive immaturity and in the assessment of attention deficit hyperactive children. It is, therefore, necessary to take learners' mental age into account (Woolfolk, 2007). As such, this poses a challenge to the teachers.

King (2008, p. 532) argued that "impulsivity, hyperactivity and inattention, are characterised by attention deficit hyperactive disorder, which are in fact typical of most children, especially boys." In contrast, some psychologists and paediatricians cited in King (2008) have concluded that a diagnosis of attention deficit hyperactive disorder is the equivalent of labeling a normal child whose personality is incompatible with his and her environment. Furthermore, Woolfolk (2007) continue to argue that being energetic and happy at times, is normal to children. Winzer (2005, p. 227) points out that "the diagnosis has become a waste basket into which any misbehaving child can be tossed."

Similarly, numerous studies on attention deficit hyperactive disorder have been carried out. For example, a study conducted by psychologist and medical Practitioners in United States of America, have shown that most children diagnosed with ADHD are of normal overall intelligence or brighter, yet they experience difficulty in applying their intelligence to everyday situations (Barkley et al.,2008). It is more likely that they will have learning disabilities that can result in poor academic performance, while 30% to 60% of them have speech and language problems, they

talk more, shift often in conversations, interrupt other people's conversations and start a conversation inappropriately (Barkley et al., 2008; Zentall, 2006). Despite the body of knowledge on challenges encountered by some teachers in United States of America and elsewhere, this study is trying to find out challenges faced by Malawian teachers in an inclusive setting.

2.6 Theoretical Framework

The study was guided by an inclusive model. This model came into existence as a reaction by people with disability to the dominant medical model and social model of disabilities (Vlachou, 2004). Medical model of disability also called 'personal tragedy' views disability as a problem or a measurable defect located in the individual that requires a cure or eradication by medical experts (Oliver, 2004). While Bartlett and Burton (2017) explains that social model acknowledges the structural and personal barriers created by society. It transfers the problem from personal tragedy of an individual to the social environments in which people with disabilities live. Oliver (2004) argues that it does not deny this problem but re-locates it squarely within society.

A further internal criticism comes from other oppressed groups who feel that these other oppressions such as racism and homophobia have not been incorporated into the social model and that it has not explicitly addressed the issue of multiple oppression (Oliver, 2004). As a result, inclusive model began, whose aim was to fight for equality, which is often compared to the struggles of other socially marginalized groups (Goodley, 2001). Inclusive education was formed as it was perceived that a huge number of vulnerable and marginalised groups were excluded from education

system (Miles, 2009). Inclusive model of disability emphasizes that all children regardless of their physical psychological, social, cultural background, HIV and AIDS, race and religion among others, access education in regular schools which would accommodate them within child centred pedagogy (UNESCO, 1994). This is so because equal rights are said to give empowerment and the "ability" to make decisions and the opportunity to live life to the fullest (Goodley, 2001). This model identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) that means society is the main contributory factor to many disabilities. While physical sensory, intellectual, or psychological variations may cause individual functional limitation or impairments, these do not have to lead to disability unless society fails to take account of and include people regardless of their individual differences (Goodley, 2001).

It is a fact that inclusive model underlines the notion of inclusive education as recognition that learners have diverse abilities and interests, and that they come from diverse ethnic and social backgrounds. An inclusive model favours a school or a community for everyone. It focuses on children with special educational needs arising from learning or behavioural difficulties for example attention deficit hyperactive disorder (United Nations, 2000). It further focuses on celebrating diversity and dealing with differences (Malawi Inclusive Policy, 2004).

There are many other perceived benefits of this model. When learners with disabilities are educated in the neighbourhood school, as opposed to a special class or school some distance away, they become part of their local community (Wills & Jackson, 2000). Their school friends are more likely to live in their neighbourhood, weekend

activities are more likely to occur with people they see every day at school, and they are more likely to meet up with people they know when out in their own community (Wills & Jackson, 2000). Learners with disabilities also have regular peers as models of behaviour, problem-solving and other cognitive skills in cooperative groupings (Wills & Jackson, 2000). Furthermore, inclusive model can also broaden the expertise of mainstream teachers, where teachers have to organise their teaching more carefully, or adjust lessons for a learner with learning difficulties, other children in the class can also benefit (Carroll, Forlin & Jobling, 2003).

In addition, there will be equitable high standards and outcome for all children. Socially, the model will enable children with impairment stay within their families and communities. In addition, it will overcome discriminatory attitudes towards learners with impairments and break the cycle of poverty and exclusion; finally, it will improve their self-esteem (Malawi Institute of Education, 2008). The model will improve their economic status in the sense that when an individual is educated, he or she may contribute to the development of his society and the country at large (Malawi Institute of Education, 2008).

Other international bodies have also justified the use of inclusive model (Ministry of Education, 2007). For example, Convention on the Rights of Persons with Disabilities (UN, 2007) prohibits any discrimination, social exclusion or racial segregation in education (Ministry of Education, 2007). Furthermore, UNESCO (2007) and the Salamanca Statement (UNESCO, 1994) and the UN Convention on the Rights of Persons with Disabilities (2007) call on all governments to give the highest priority to inclusive education at all levels.

Despite these arguments pointed out on inclusive model, this study adopted this model because observation has shown that there are many things to be done in schools if inclusive education is to become a success. For example, education structures, systems and methodologies ought to meet the needs of all learners so that in the end, all learners can learn and reach their full potential in education irrespective of their age, race, colour, sex, language, ability, disability and ethnicity (Malawi Institute of Education, 2008) among other factors. In addition, the inclusive model provided a useful means during data generation, analysis and discussions of the findings (Winzer, 2005). This is so because generated data came from an inclusive classroom.

2.7 Chapter Summary

The reviewed literature has revealed that most studies explored teachers' knowledge on attention deficit hyperactive disorder, ways of managing learners with ADHD in an inclusive classroom. Furthermore, strategies which teachers use to assist learners with ADHD in an inclusive classroom have also been revealed. For example, Westwood, (2003), agrees that parents should use psychotherapy and cognitive behaviour strategies for self-management. However, the above mentioned strategies are not practiced in Malawian context. Barkley et al. (2008) argue that a strategy that works for one child may not work for another. The other revealed literature is on challenges teachers meet when assisting learners with ADHD and a justification for the use of an inclusive model of disability. However, these studies do not explain how teachers assist learners with attention deficit hyperactive disorder. Similarly, Houston (2010) laments that the majority of intervention research concentrate on medical and behavioural approaches, with very little attention being given to the impact of educational or academic interventions. It can be argued that the school is the best

place to begin intervention for attention deficit hyperactive disorder. Houston (2010) adds that research of this nature should focus on educational approaches within school and classroom environments so that the problem is addressed, hence my study. In the next chapter, the design and methodology of this study has been described.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter Overview

The chapter presents the theoretical paradigms, qualitative methodology and research design for the study on an investigation of how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom. It has been followed by other research aspects such as study authorisation chain, sampling technique, data generation methods and instruments, data management, data analysis, and ethical considerations such as: gate keeper, trustworthiness, informed consent, privacy, anonymity confidentiality and Limitations and delimitations of the study.

3.2 Theoretical Paradigm

Any theory has its own meanings, terms, ideas and some of them have a model which elaborates a given phenomenon (Sarantakos, 2005). In fact, many theories and approaches have been established to give meaning to different educational concepts. In the social sciences, most theories are associated with social problems which exist in the society. Some of them are related to learning (Sarantakos, 2005) for example attention deficit hyper active disorder. The topic under study is on how teachers assist learners with attention deficit hyperactive disorder in an inclusive setting. This study was guided by an inclusive model of disability which came into existence as a reaction by people with disability to the dominant medical model and

social model of disabilities (Vlachou, 2004). This theory focuses on children with special educational needs arising from learning or behavioural difficulties, for example, attention deficit hyperactive disorder (United Nations, 2000). It further focuses on celebrating diversity and dealing with differences (Malawi Inclusive Policy, 2004). This model favours a school or a community for everyone.

A paradigm may be considered as the highest level at which thinking about research occurs (Wilson, 2017). However, it is important to realise that this is not simply a matter of practical consideration: the adoption of a paradigm is principled. It relates to fundamental notions about the nature of what is being researched and the knowledge that may be produced in the research. This is associated with qualitative methodology which anchored this study (Wilson, 2017).

3.3 Qualitative Methodology

This was a descriptive study in which qualitative methodology, research design, were employed in data generation and analysis. Qualitative data generating techniques ensured that participants were free to challenge or correct researcher's assumptions about the meanings investigated. Much qualitative data generating was done in real time settings, as such there was no extrapolating from artificial settings, for example, laboratories to the real world, hence a higher ecological validity (Yin, 2003). The methodologies were also chosen to seek answers to my research questions. This was the best way of capturing much information. The generated data helped the researcher to discover the internal dynamics of the teaching and learning processes. The other advantage of qualitative methodology is that it is an interactive approach which

provides researchers and students with a user - friendly, step by step guide (Maxwell, 2013).

3.4 Research design

The study employed a case study design whose aim was to understand the case in its own context. The case in question was a school in South West Education Division in Blantyre city. This study sought to find out how teachers attempt to assist learners with attention deficit hyperactive disorder in the area. The study opted for an intrinsic case study since the researcher's aim was to achieve a comprehensive understanding on how teachers attempt to assist learners with ADHD in mainstream classes. Stake and Hornby (2000, p. 11) defines an intrinsic case study as “the study of the particularity and complexity of a single case” in which there is no attempt to generalise, but rather to examine in depth the intrinsic uniqueness of the individual case for its own sake (Yin, 2003). This is a valuable method of research with distinctive characteristics that makes it ideal for many types of investigations. It provided the logical frame work upon which this study was conducted. Furthermore, evidence obtained, enabled the researcher to answer the research questions. Case studies have been increasingly used in education (Yin, 2003). It is one of the non-experimental research designs used in social sciences in which the researcher comes up with a detailed and intensive analysis of the phenomena (Kumar, 2005). Despite the many advantages of case study approach, this had a bumpy ride from critics. First and foremost, case study results are subjective by the researcher; however this was neutralised through the use of several methods of data collection. Critics say case study has a problem of external validity, that is, its dependence on single case limits its generalisability (Wilson, 2017). Other critics note that case studies are not

representative of entire population although they claim to be (Wilson, 2017). In this study, the aim was not to generalise but understand the case and see how learners with ADHD are being assisted at that particular school.

3.5 Study authorisation

In order to find entry into the research site under study, the researcher, sought an authorisation document from the Head of Education Foundations Department at Chancellor College, introducing her to the District Education Manager. Then, he had to endorse a signature on the same document authorising the researcher to go to the sampled school (see Appendix 1). At the school, the head teacher was alerted about the purpose of the study visit before introducing her to section heads, followed by class and subject teachers at the primary school where the study was conducted. Figure 1 is a study authorisation structure, showing a chain of command right from Head of Education Foundations Department at Chancellor College up to the Head teacher of a primary school under study.

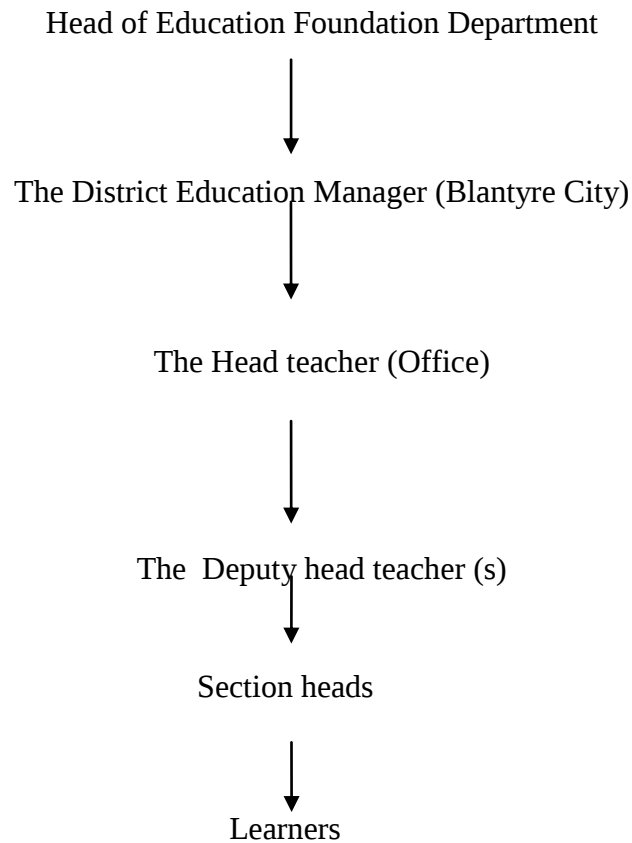


Figure 1: Study Authorisation Chain

Source: Researcher, 2015

3.6 Sampling Technique

The study used purposive sampling in order to concentrate on people with particular characteristics who could assist within the relevant research (Patton, 2002). Purposive sampling refers to the practice of handpicking the desired research participants in order to select those with attributes that would help the researcher generate answers to the research questions (Patton, 2002). The learners who were identified displayed the following characteristics which were used as selection criteria related to attention deficit hyperactive disorder which are: inattentiveness,

impulsivity, failure to complete the given tasks which resulted to low performance. The following are advantages of purposive sampling: Firstly, sampling was done from a population with a particular purpose in mind. Another advantage was that purposive sampling was easy and convenient to use. Its major weakness is that findings from the study cannot be generalised. However, the study can be replicated by other researchers using different methods of data generation (Creswell, 2009).

3.6.1 Site Sampling

The study was conducted within South West Division in Blantyre city, at a primary school close to the researcher's work-station. The school falls under the assisted school which is wholly maintained from public funds or public authority (Malawi Institute of Education, 2008). The study targeted a public primary school basing on the following criteria:

1. There was a possibility of getting learners with attention deficit hyperactive disorder because, as indicated by Westwood (2003, p. 80) "it is considered by experts that approximately three to five percent of school age children presents symptoms of attention deficit hyperactive disorder and that in every one hundred children, twelve of them have this disorder."
2. This primary school had the highest enrolment of learners aged between eight to twelve, who were mostly the victims of this disorder hence there was high probability that learners with attention deficit hyperactive disorder would be identified in this school.

Data was generated from parents, teachers and learners. The reason for triangulation of sources was to have data which can be combined, easily compared and understood by the public and also finding out whether the data is correct (Gilbert, 2008).

3.6.2 Teacher sampling

Four teachers, who were paired to teach standards three A and C were observed conducting lessons. These teachers were chosen on the basis that they had better sources of information since they had been teaching these learners with ADHD for some time. The teachers were selected because they were the ones teaching ADHD learners. The participants were observed for a period of three months to ensure that the information generated is as detailed as possible and to get a close true picture of what really happens as with passage of time. The participants regarded the researcher as one of them. There were two classes which were involved in my study. Each class was observed fifteen times. In total, thirty observations were conducted. An observation checklist was used (see appendix 2).

3.6.3 Learner sampling

In each class, two learners with attention deficit hyper active disorder were under study. The choice of these learners was based on the characteristics displayed as teachers were teaching. The participants were also selected on the basis of having a significant relation to the research topic (Seale, 2012). In addition, learners display behavioural characteristics such as being inattentive, a high level of activity, restlessness, and impulsivity, engaging in practical jokes at the teachers' expense (King, 2008).

3.6.4 Parents sampling

Four parents, whose children had attention deficit hyper active disorder, were chosen to participate in this study. The selection of these parents depended on their children's characteristics displayed at school. Furthermore, the assumption of this choice was that they could be able to respond to research topic, bearing in mind that parents have a role to play in their children's education.

3.7 Data generation methods and instruments

The section briefly explains methods of data generation together with their instruments. Data generation method is the systematic approach to gather and measure information from a variety of sources to get a complete and accurate picture of an area of interest (Yin, 2003). Data generation was done through observation, using observation checklist, interview, using interview guide. These methods were employed because they are particularly helpful in coming up with comprehensive examination of an issue (Bryman, 2008).

3.7.1 Observation and observation checklist

Observation is a way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting (Patton, 2002). This is so, since qualitative methodology depends on observation and description (Berk, 2009). Observation method is fundamental and highly important in all qualitative inquiry (Creswell, 2003). This was done both in class and outside the classroom in order to observe natural behaviour of the learners and how teachers assisted learners with attention deficit hyperactive disorder (see Appendix 2). Observation checklist is good because a researcher can gather enough information on natural behaviour of learners

which may not occur in formal setting. Furthermore, the researcher generated data where and when an event or activity was occurring and it does not rely on people's willingness or ability to provide information (Patton 2002).

Another weakness was that participants acted in a certain way since they knew that they were being observed. This was mitigated because the researcher spent a long time in the school, hence with passage of time; the participants became more and more natural. Additionally, the use of several data generation methods helped to cover some weaknesses and biasness of one method (Bryman, 2008).

3.7.2 Interviews and interview guide

Interviews are among the widest spread of methods for gathering data in social science (Creswell, 2005). They provided insights into personal perceptions of interviewees and exploring issues that arose during the interview process. An interview guide containing semi structured questions was used to generate data from interviews (See Appendix 3). Interviews were conducted with four learners, teachers and parents whose children had this attention deficit hyperactive disorder. This technique was effective in the sense that both participants were open to give hidden information which would not be easily obtained. As participants were responding to the questions, the researcher wrote all the responses on papers as her field notes. This provided the researcher with additional information that was missed in observation and it helped to check the accuracy of the observation. Maxwell (2013, p. 103) points out that "interviews give us access to the observations of others." Through interviewing, we can learn about places we have not been and could not go about settings in which we have not lived.

On the contrary, like many studies, this is a retrospective aspect where the participant is asked to recall past events which may result into the participant leaving parts out or forgetting things affecting reliability of the study (Frankel & Wallen, 2000). However, Bryman (2008) highlights that this may be corrected through the use of several tools like observation checklist of which the researcher also employed for this study.

3.8 Data management

The information gathered from the interview guides and observation checklist was kept in the files. The identities of the participants were hidden. For example, instead of using names, letters represented names of the participants. The researcher safeguarded the participants' confidentiality, interests and anonymity. When all was done, the drafts were destroyed. Descombe (2002, p. 179) further agrees that "social researchers need to be sensitive to the likely impact of their work on those involved."

3.9 Data Analysis

After the generation of data, the researcher read and re-read the data through the use of Maxwell (2013) processes of analysing data. Then, data was examined, organised into themes, categorised into meaningful categories and subcategories such as teachers' knowledge on attention deficit hyperactive disorder, how teachers assist learners with attention deficit hyperactive disorder, management of learners with attention deficit hyperactive disorder and some of the challenges encountered as teachers assist learners with attention deficit hyperactive disorder. Finally, data was tabulated and recombined. An inclusive model of disability has anchored this study. However, not all learners were assisted fully. As a result, teachers resorted in varying

the methods of teaching for example group and pair work where by learners could be learning from each.

3.10 Ethical consideration

Before embarking on data generation, permission was sought from Chancellor College then the District Education Manager (DEM) of a selected district in SWED who granted permission on the same (Appendix 1). Likewise, informed consent was sought from the head teacher and class teachers (read Appendix 4). This was done through giving out the researcher's name and other details, stating the purpose of the study, indicating how they were selected, assuring them of confidentiality, providing names that they may contact should need be, and informing them about their voluntary participation and withdrawal as recommended by Sarantakos (2005).

3.10.1 Gate Keepers

Before getting access to the school under study, a formal process of gaining entry into it was followed through a formal process where the researcher introduced herself to the head teacher through a letter, which indicated the purpose of the visit. The informal process involved the researcher's ability to respect the boundaries of the access granted, adopt an objective and formal stance to the research process even if she was known to the gatekeepers and research participants (Singh & Wassenaar, 2016). In addition, the gatekeeper had a right to know the proposed research processes and their potential consequent impact on the normal operational functioning of the institution (Singh & Wassenaar, 2016). The researcher also articulated the potential risks and/or costs and benefits of the study, with particular reference to the value that this study could bring to the education sector.

3.10.2 Trustworthiness

In this study, trustworthiness was ensured mainly through the use of varied data generation methods and tools. The use of multiple methods and the different types of instruments facilitated triangulation of ideas and strengthened study's usefulness (Holmes, 2011; Marshall & Rossman, 2006). Another way of ensuring trustworthiness was through the use of varied data sources, such as teachers, parents and learners with attention deficit hyperactive disorder. This ensured that there was trustworthiness and credibility since data sources were easily compared and biasness was corrected through the use of the other methods of data generating.

3.10.3 Informed Consent

In this study, participants such as learners, teachers and parents were informed about the intended purpose of the study, and were given the liberty to participate in the study or not. (See Appendix 4). Cohen, et.al, (2007), notes that participants have their own rights which have to be respected. A researcher ought to be mindful of the fact that getting people to participate in research is both intrusive and obtrusive, involving personal interaction and requiring cooperation between the researcher and the respondents (Marshall & Rossman, 2006).

3.10.4 Privacy, Anonymity and Confidentiality

The generated information was treated with privacy, anonymity and confidentiality. The issue of anonymity was emphasised to all participants so that they were free to express their views without fears either in writing or through merely discussion. In addition, Sarantakos (2005) observes that in social research, efforts on ethics aim at

making researchers more systematic and accountable by introducing “laws which regulate the access to information as well as the behaviour of investigators.”

3.11 Limitations and delimitations of the study

One of the limitations of the study was the fact that there were many teachers and learners’ absenteeism, which affected the first day of gathering data. However, this was dealt with by the head teacher. The teachers were told not to absent themselves for any apparent reason. The other challenge was unnatural behaviour which was displayed during the course of study after the learners had noticed that they were being studied. This was neutralised after staying long in the study site, since I became part of the class members. Time management was another problem since teachers were handling diverse classrooms. As a result, not all teachers were able to assist some individuals on their educational needs.

A delimitation of the study is that a dominant commonality found in children with special educational needs is the need for skilled intervention and specialists who were trained in the same field (Winzer, 2005). The remedy is to lobby with government to train so many teachers in special needs education. There is need to monitor and evaluate the implementation of Special Needs Education Policy and how inclusive practices are being implemented in a diverse classroom.

3.12 Chapter summary

The chapter has discussed theoretical paradigm and qualitative methodology. It further employed a case study research design. Data was generated through the use of observation and interviews. The use of varied data collection methods and tools,

aimed at triangulating data hence trustworthiness in the study. The data was later processed and analysed. In addition, ethical issues were also taken into considerations. For example, names of participants were substituted with letters. The reason was to ensure confidentiality on the information given. The next chapter presents and discusses findings of this study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter overview

This chapter presents and discusses the findings of a study on how teachers assist learners with attention deficit hyperactive disorder in an inclusive setting in South West Division and the focus was on standard three. The presentation and discussion of the findings is guided by the following research questions: What do teachers know about attention deficit hyperactive disorder? How do teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive setting? How can teachers manage learners with ADHD? What challenges do teachers meet when assisting learners with ADHD? The emergent themes from the analysed data were guided by the theoretical framework of an inclusive model of disability that informed the study.

4.2 Teachers Knowledge about Attention Deficit Hyperactive Disorder

The findings have been presented based on the main themes from the research questions and the emergent themes from the analysed data and guided by the theoretical framework that informed the study. The study investigated whether teachers had knowledge about attention deficit hyperactive disorder. The evidence from the observations and interviews revealed that most teachers are not really knowledgeable about attention deficit hyper active disorder since not all categories of

impairments are taught in teacher training school (See Appendix 5). This is indeed a neglected area which results into primary school learners suffering in silence.

The fact that most teachers were not knowledgeable about ADHD, confirms what Avramidis and Norwich's (2002) study revealed that teachers' overall knowledge of ADHD was poor. However, this finding disagrees with what Kos et al., (2004); Sciutto et al., (2000); Jerome et al., (1994) found that many teachers knowledge of ADHD ranged from average to good after teaching an ADHD child. In this study, it was evident enough that teachers did not explicitly say that they know attention deficit hyperactive disorder. However, they showed that they were able to identify some learners in their classes having problems with attention although they did not necessarily identify the problem as attention deficit hyperactive disorder. Despite lack of subject matter content in Special Needs Education, where teachers wanted to fight for equal rights to education. That is why they were able to assist learners with attention deficit hyperactive disorder.

Although this finding agrees with Avramidis and Norwich's (2002) study that teachers lacked enough knowledge of ADHD, this study emphasises that the initial training that teachers underwent did not include ADHD content. This implies that teachers could have been trained in all categories of impairments if the delivery of special needs education is to be effective. It can, therefore, be argued that failure of teacher training colleges (TTCs) to offer full content of special needs education curriculum to initial primary school teachers, leads to integration and not inclusion. This is in line with what international bodies have also justified on the use of inclusive model (UN, 2007). These bodies prohibit any discrimination, social

exclusion or racial segregation in education. In fact, inclusive education is an area of people's interest and as such teachers could have received special training in Special Needs Education before this was rolled out in primary school. After all, this finding supports what Callan (2013) found that more training for teachers in the area of special education was required since all the teachers commented that they did not receive appropriate training in college in the area of special educational needs.

On the other hand, lack of full content in Special Needs Education curriculum at initial primary school training may not be an excuse for teachers not to teach learners with ADHD. This assertion agrees with what Thomas and Voughan (2005) state that all teachers are qualified to teach learners with special education needs, although some children need additional support and there is no special pedagogy which has been shown to be especially useful with children who have disabilities or learning difficulties.

4.3 How Teachers assist learners with attention deficit hyperactive disorder in an inclusive classroom

Teachers were asked to explain how they assist learners with attention deficit hyperactive disorder in an inclusive setting. The evidence from the interviews with the teachers and classroom observations revealed that the assistance relates to teaching methods. For instance, teachers assist learners in an inclusive setting through child friendly approaches such as think-pair-share, think-ink-pair-share, and work station methods. In addition, some teachers used management skills and motivational means of assisting learners to learn.

The finding of this study is in line with what is stipulated in the Salamanca Statement (UNESCO, 1994, p. 8) that “Every child has the fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning” and those with special educational needs must have access to mainstream schools which should accommodate them within a child centred environment capable of meeting their needs. This entails that all children should be given the rightful education because this is their birthright, and that if children are sent to special schools, this is somehow segregation since they are sent away from their homes, denying them their right to associate with their peers, parents who could assist in their learning process. This agrees with what the inclusive model of disability underlines that equal rights give empowerment and the ability to make decisions which are rational (Goodley, 2001). It can be argued that if teachers could use varied methods of teaching, which suit learners with ADHD, the learners can learn. This is in agreement with Gwira’s (2012) study which found that a child with similar characteristics of ADHD was able to learn rapidly, easily and efficiently with little repetition.

In agreement with these findings, Tilstone, Robertstone, Porter and Lacey (2000) assert that promotion of inclusion would depend greatly upon the strategies which teachers adopt to ensure that all learners participate fully in learning. This entails that if schools are really to be inclusive, it is critical for teachers to plan lessons with the needs of individual learners in their mind. This agrees with what Carroll et al., (2003) state that planning for all learners irrespective of their impairments is of great benefit to the learning process. These strategies support what Munn (2000) posits that everybody has his strengths and weaknesses and learners can learn better through several methods.

4.3.1 Think-pair-share strategy

The study found out that standard three learners were given a number of exercises so that they could think-pair-share. Teachers commented that the use of several strategies is to cater for the needs of all learners in the classroom. Basing on the information obtained from participant A, a Class teacher for class A where there was a learner with attention deficit hyper active disorder; had this to say when interviewed:

Think-pair-share is a method designed to provide learners opportunity to think and reflect on a given topic so that they can develop or formulate individual ideas and share such ideas with other learners. The method is inclusive in nature because it promotes participation by all learners in the class and encourages each learner to think through their own answers to the question before the questions are discussed and answered by the class. In addition, I noticed that learners had the opportunity to think aloud with another learner about their responses before asked to share their views to the whole class. The aim behind was to find learners ideas about the topic, problem or statement. This was done at any stage in the lesson and it required the use of chalkboard and any locally available resources (Interviewed on 11th February, 2015)

This meant that a teacher had to ask a question to the whole class and then learners were told to think over before they find someone to share with. The aim was to fight for equality so that no child is left behind. This is in line with what is stated in the inclusive model of disability by Wills and Jackson (2000) and Miles (2009) who perceived that so many vulnerable and marginalized groups were excluded from educational system before the existence of inclusive model of disability.

Learners were given an exercise of gap filling, where they were requested to think pair and share possible answers. Below is one of the exercises given to the class members with their responses which can be read from Appendix 6.

Completing sentences with these words: bus, wheels, orange, cats, trees

1. The----- of the bus are big.
2. This----- goes to Lilongwe.
3. I ate an-----yesterday.
4. -----have lost their leaves.
5. ----- sleep anywhere.

The same method of think pair and share was employed in a Mathematics lesson, where learners were asked to read the currency of K50, K100, K200, and K500 first and filled in the gaps with correct currency.

The following are examples:

a. K100 **K200** K300 **K400** and K500.

b. K 500 K400 **K300;** K200; K100; **K50**

This study found that most learners, including those with ADHD got correct answers.

The reason behind this success was the application of learner centred approach of think-pair-share. There was an effort made despite the fact that some teachers were not trained in Special Needs Education. This implies that if teachers were not as creative as possible in the application of methods in an inclusive setting, then the principles of inclusion could have remained a challenge. Again, the strategy that

teachers used was in line with the inclusive model of disability which favours children with special educational needs. This is so because in think-pair-share, learners assist each other to foster effective learning. This supports the findings of Wills and Jackson (2000) that children with disabilities have peers with whom they solve problems relating to cognitive skills together as pairs or groups.

4.3.2 Think-ink-pair-share

Furthermore, the study revealed that Think ink pair share is also the method of teaching which teachers used as a way of assisting learners with ADHD.

This is what Participant C, a standard three C class teacher had to explain:

This is a method where teachers posed questions related to the lesson and learners were given sufficient time to think, then write or draw, depending on the topic under discussion. Thereafter, learners had to pair, discussed their responses with the whole class (Interviewed on 16th February, 2015).

The exercise in Table 2 is an observation made on think, ink pair share. The findings of the study show that learners were instructed to think first, write what they have thought about and then share to members of the class. The evidence from the observations revealed that the method was so interactive in nature so much so that it included all learners in the teaching and learning processes. Table 2 is an example of how think-ink-pair-share was carried:

Table 2: Word opposites

Word	Opposite
Short	Tall
Beautiful	Ugly
Old	Young
Weak	Strong
Rich	Poor
Friend	Enemy/ foe
Black	White
Big	Small
Clever	Dull

Source: Malawi Institute of Education (2008), English Teachers Guide Book 3

Furthermore, the findings showed that some learners including those with attention deficit hyperactive disorder were able to give the correct responses while others failed to respond correctly. For example, one pair wrote the opposite of *friend* as *unfriend* and *beautiful* as *ugly*. Learners who gave wrong answers were assisted by another peer who responded correctly, and then feedback was given by the subject teacher to the whole class. What the teacher did is in agreement with Winzer (2005) who observed that children cannot behave thoughtfully unless they are manipulated into doing so. This entails that children need to be guided in decision making and in everyday activities if they are to do well both at home and school.

The evidence from the observations showed that learners with attention deficit hyperactive disorder were being helped even during reading lessons. Observations

were made on how teachers assisted these learners in a reading lesson. This is illustrated in Table 3

Table 3: Reading numbers

Thousands	Hundreds	Tens	Ones	Numbers in words
		3	4	Thirty –four
	1	0	5	One hundred and five
	2	0	7	Two hundred and seven
1	0	0	5	One thousand and five

Source: Malawi Institute of Education (2008), Mathematics Teachers’ Guide Book 3

The study found that one of the participants was able to read the above numbers while three others had problems in reading. However, the findings showed that efforts were made by teachers that the concerned learners, those with reading problems should be assisted. In this case, either a teacher or a learner demonstrated how to read the numbers first, then the ones with problems followed suit. This was a clear indication of an inclusive class where learners are able to learn from each other. This concurs with what Aviramidis (2004) revealed that teachers in mainstream schools hold positive attitudes towards the general philosophy of inclusion.

In addition, this study found that, teachers employed many child friendly methods when assisting learners with and without attention deficit hyper active disorder. The reason behind the success of these methods was the nature of the strategies, since they were interactive and learner centred. It can, therefore, be emphasised that the use of

learner centred methods help to facilitate learning since learners like to learn in a playful manner.

4.3.3 Bus stop or work stations

The evidence from the interview with Participant D who was teaching in Class A revealed that the teachers also used work station method to assist learners with attention deficit hyper active disorder in an inclusive classroom.

The excerpt below highlights what the teacher said:

Work station is a method of teaching which refers to different spots of the classroom on which a sequence of tasks is presented for learners to discuss in groups. Questions are written on pieces of paper, set at each station, or on charts posted on walls. Different groups of learners work for a few minutes at different stations and rotate until all groups have worked at all stations. The method requires enough space, chart paper or ordinary papers. The exercise takes more than twenty minutes. The method provides opportunities for learners to discuss, debate, organise and write rather than just hearing ideas presented by the teacher. It also promotes team building, fosters debate and encourages consensus as learners work together to represent group members' ideas at the different stations (Interview with Participant D, 25th February, 2015).

In line with the above findings, this teaching strategy assisted the process of including all learners in the learning process, even though two participants revealed that moving towards inclusion can be a slow process and many factors need to be considered for successful systemic change. It is imperative that teachers use a variety of methods in order to cater for every learner. This concurs with McAllister's (2012) study who

found that no two children, even the ones deemed “normal” learners, learn in the same way and at the same speed. In this study, teachers used this method of teaching as a way of making all learners participate in the lesson. This supports what Farrell (2003) argues that teachers must demonstrate that they know a range of strategies to promote good behaviour as well as performance. Similarly, the fact that all learners participated in the lesson when the teacher used bus stop method it clearly demonstrated that an inclusive model indeed favours a school or community for everyone regardless of impairment or disorder of the individual learner.

4.4 How teachers manage learners with ADHD in an inclusive classroom

This study found that as a way of including all learners, teachers manage the learners with ADHD by employing remediation and enrichment activities, varied resources, guidance and counselling, responsibility, motivation, chants and songs. The idea of giving learners with ADHD some remediation and enrichment activities agrees with what Ostoits (1999) suggests that learners with ADHD can maintain attention and comprehend better if they read quietly to themselves during reading time. Ostoits (1999) also suggests that learners with ADHD should have a special place in the classroom to read so that they do not disturb others and are not easily distracted. However, this study argues that assisting learners with ADHD separately ignores the idea of inclusive model of disability which recognizes that learners have diverse abilities and interests and that they come from diverse ethnic and social backgrounds(Wills & Jackson, 2000)

In fact, teachers should get to know that understanding teaching and learning styles is a major key to the development of inclusive learning. The teachers must have

appropriate skills if inclusion is to work and the way learners are taught in main stream class room, needs to be flexible enough to meet the diverse needs of all learners.

4.4.1 Remediation and enrichment activities

Learners with ADHD and without were given remediation since they needed support so that they could reach their potential. The classroom observation revealed that some learners with ADHD and those without were given enrichment activities especially when they had performed beyond reasonable expectations. This is in agreement with what Ngwira's (2012) study revealed that conducting remedial classes is among the ways of assisting children with special education needs. It is important to support learners with ADHD and those without since learners get encouraged academically. This is similar to what Gross's (2000) study found that the school ensures that children are natural learners because it recognises, encourages and supports children's growing capabilities as learners. This study, further, found that during a standard three reading lesson, taken from a Chichewa book 3, mutu 3 (book three, topic three), teachers assisted learners to read passages. Some learners with ADHD and those without were able to read and respond to some of the comprehension questions correctly (read Appendix 7).

One of the learners with ADHD was asked to read words after combining the syllables for example; *ba ba* equals *baba*; *ntchi to* equals *ntchito* and *ba - njo* is *banjo* (*baba* means father; *ntchito* means work; *banjo* means guitar). The findings from the observation showed that some of the learners failed to read, especially those with ADHD and then some class members assisted them. The teacher requested the

learners to read the words several times and correctly. With the help of their teacher, the learners wrote the same words correctly. In the end, the learners were assisted. This entails that the teacher tailored the content to suit individual learners. This is in line with what Thomas and Vaghan (2005) emphasised that teaching an inclusive curriculum requires the teacher to alter the format of the lesson, change the arrangement of the groups, change the way the instruction is delivered, use different materials, and provide alternative tasks. This implies that learners should be assisted since they learn at different speed and this can work only if teachers can remove their negative attitudes towards learners with disorders. This concurs with what Griffin and Shevlin (2011) argue that differentiated instruction acknowledges that learners learn at different rates and in different ways. Similarly, the finding of this study agrees with the inclusive model of disability which states that differentiation strengthens the expertise of mainstream teachers, only if they can plan, organise their teaching more carefully, or adjust lessons to fit learners with or without disorders (Carroll, et. al. 2003), in this case, ADHD. Ngwira's (2012) study revealed that one way of assisting learners with special education needs is through teaching children individually that is through Individualized education plan. Although this is segregative in nature and the use of IEP defeats the purpose of inclusion.

4.4.2 Varied resources

The study found that through the use of varied resources, learners were motivated to learn. For example, through the resource which was used in a mathematics lesson, learners were motivated, and this resource captivated their interest to learn. The teacher asked some of the learners to tell time. For example, when a learner was asked to tell time (Mathematics Teachers' Guide For standard 3), he responded that

the time was seven o'clock and quarter past eleven respectively, while others gave incorrect responses (see figure 2).

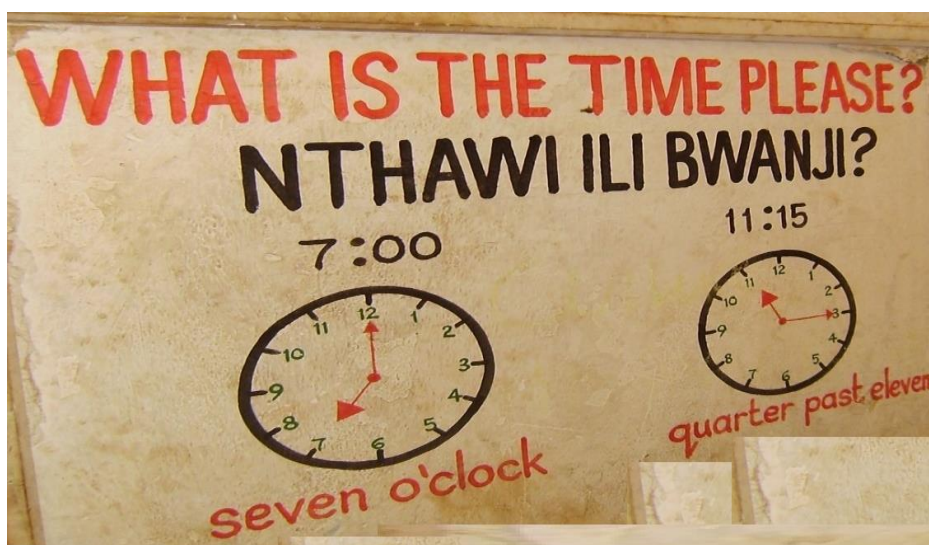


Figure 2: Mathematics lesson observation

Source: Malawi Institute of Education (2008), Mathematics Teachers' Guide Book 3

However, the findings also showed that learners with attention deficit hyper active disorder were assisted by those without ADHD. In addition, the study found out that teachers also used a variety of resources in order to capture learners' attention and to clarify concepts better. This was evidenced in their classrooms where resources were pasted in all the four walls. It was a print rich classroom (see Appendix 8). This finding supports what Thomas and Vaghan (2005) argue that if children and teachers are to receive optimum support to meet the needs of children with special education needs in the inclusive schools, then appropriate resources are necessary. It can, therefore, be argued that meeting individual and special needs is about finding out by observation and by asking which way works best for each child and making sure that the systems allows for flexibility and learner choice in matching resources to learners.

4.4.3 Conducive environment

Furthermore, the evidence from the observation revealed that standard three teachers helped their learners by making sure that the surrounding of the school is well swept and that litter is disposed in dust bins, rubbish pits and wherever it is supposed to be disposed. These protected them from constantly being sick and fail to attend to school issues as stated by one of the teachers interviewed. In addition to that, the findings from the observation indicated that teachers guaranteed their learners safety and protective spaces for learning and prepare learners with attention deficit hyperactive disorder to live and work in an inclusive setting. A good example is where these learners were involved in tree planting and in the making of living fence around their school. The school is surrounded with hedges in order to protect them from violence and abuse. The learners are always inside the fence during class time.

4.4.4 Community involvement

The study discovered that teachers mobilise community support for their children's education. For example, this is what the teachers had to explain:

“We organise open days where parents come to school just to see what teachers together with their learners are doing.” (Class Teachers interview on 4th March, 2015).

It was also observed that the school under study is a child-seeking school, which actively identifies learners and includes them in a learning environment regardless of the impairment and disorder one has. It was important for teachers to mobilise community support since it promotes the community's sense of ownership and responsibility towards school. In turn, this promotes children's education. This is in line with inclusive model of disability which advocates for an inclusive school and

community for everyone (Wilson, 2017). This also concurs with what Gross (2002) argues that where a school is making special education provision for a child, the school must inform the parents of that special provision. This implies that there should be a full record of the actions taken and of outcomes and parents views must be taken into account in planning appropriate instruction for children with Special Educational Needs. It can, therefore, be argued that failure to involve parents and the community in matters that concerns their children's education leads to ineffective implementation of inclusive education.

4.4.5 Responsibility

The study has revealed that teachers assist learners with attention deficit hyperactive disorder by assigning them some leadership roles of being class monitors whose duties were to silence noise makers, distributing resources, for example, books to all class members, supervising class room work and reporting to the class teachers after work has been completed. The participants, who were assigned responsibilities, were told to be exemplary in school activities. This improved their behaviour in the classroom. The fact that teachers assigned responsibilities to learners as a way of managing them, this disagrees with what Chazan's (2004) study found that many teachers were offending the learners by removing them from their responsibilities. This study emphasizes that giving learners responsibilities is one way of including them in the school activities. It can be argued that assigning responsibilities to learners with ADHD is one of the ways of managing them as well as teaching them how to behave. This is also in line with what Goodley (2001) argued that in an inclusive model, learners' rights have to be respected by among others empowering them with the ability to make decisions in their roles as leaders. However, the giving

of responsibilities should be followed with orientation. This concurs with what Porter (2006) noted that children will not behave thoughtfully unless they are manipulated into doing so.

4.4.6 Motivation

The study has actually revealed that some teachers motivated learners with attention deficit hyperactive disorder each time they had responded to questions correctly, for example, clapping hands for him or her, saying words like well done, you can do better. The study further revealed that teachers gave reinforcement to all learners. For example, the evidence from the class observation indicated that some learners with attention deficit hyperactive disorder did not want to stand up when asked some questions. As such, the teacher had to encourage them to respond to the question. Teachers also went round supervising learners' work and stood close to those learners who were making noise. In some instances, the study found out that learners with and without ADHD were given some token of appreciation like pencils, note books, and small rulers when they responded very well to particular questions. The findings suggest that it is important that classroom conditions must be supportive, warm and encouraging so that the learners are sufficiently secure to take risks without fear of criticisms. For example, when one learner had failed to respond to a question, the teacher asked another learner to assist. When the other learner had responded to the questions correctly, the teacher told the rest of the learners to give him a very big round of applause. This finding agree with what Woolfolk (2007), claims that learners who are motivated are the ones who are interested to learn. If well maintained, motivation enables learners to undertake all the mental and physical processes

involved in acquiring a particular skill. When learners with attention deficit hyperactive disorder are motivated in one way or the other, they are able to learn.

Again, Boeree (2006) study found that the more stimulating the environment is, the more the connections are formed in the brain and the better the child thrives in all aspects of his or her life. This study concurs with an inclusive model of disability which states that inclusive practices, breaks the cycle of poverty and exclusion. It also contends that motivation improves their self-esteem (Malawi Institute of Education, 2008). The moment people are motivated, are fundamentally good, effective and they are motivated to grow psychologically to achieve their goals (Boeree, 2006). The findings of this study agree with what is stipulated in Woolfolk (2007) that it is important to give students tokens when they display appropriate behaviour, which in turn are exchanged for tangible rewards or privileges at specified times.

4.4.7 Punishment

The study found that another way of managing learners with ADHD was through administering of simple punishments like sweeping and mopping in the class rooms after classes. The evidence from the interviews with teachers showed that teachers administered such kind of punishment as a way of assisting learners to behave and concentrate in class. Furthermore, results from class observation showed that a learner was sent outside the classroom as a punishment because of aimlessly walking up and down in the classroom. The teacher told the learner that: “Go out of my class room immediately and walk around the school boundaries up until you are tired”. This finding revealed that this was a way of disciplining the learner and it slightly improved the learner’s behaviour. This management strategy improved the way

learners were behaving in the classroom because learners need to be reprimanded by adults. However, Porter's (2006) study disagrees with this management strategy because punishment works only for those who do not need it any more.

4.4.8 Guidance and counselling

The evidence from the observations indicated that a learner with attention deficit hyper active disorder was fond of playing outside the classroom when lessons were in sessions. Teachers explained that when learners have misbehaved in this manner, they usually call parents through the head teacher for guidance and counselling services which comes in different forms. For example, a learner is told to stop the unbecoming behaviour, or else parents are advised to either keep an eye on him or help him with his problem, or learners were warned never to repeat their mistakes or else they risk being transferred to another school.

Brearley (2000) argues that one should know that no counsellor can remove the limitation, pain and restrictions imposed by disability or illness. In addition, adults must be made aware that counselling is not effective unless there is a partnership between counsellors and counselees. Counselling cannot bring back someone who has died, but can help the survivor learn to live with his disability. However, learners' problems are multi-factorial and the way in which they are expressed may be influenced by a range of factors including developmental stages, copying and adaptive abilities of family (Slavin, 2006). Furthermore, counselling style and approaches may not always work since they vary with each counsellor, from time of counselling (Brearley, 2000). Furthermore, Porter (2006) argues that we must not assume that parents with a child with a disability will need counselling any more than would other

families. Thus, counselling simply does not convince others of what they should do, but allowing them to discover for themselves which solutions fit them. Brearley (2000) adds that neither is counselling usually effective if presented as an alternative to punishment or exclusion. Inclusive practices states that all learners must be included in the instruction regardless of the disability.

4.4.9 Songs and chants

The study found that songs and chants are good for rhythms, and for young children especially those with ADHD. For example, the evidence from the class observation showed that when teaching words like go, round, bus, learners were taught in a sing song way. The excerpts below indicate how it was done in a song way:

The wheels on the bus go round and round; round and round x2

The wheels on the bus go round and round; round and round x2

Further, the findings from the class observations showed that songs were used as a way of controlling and managing learners with attention deficit hyper active disorder.

For example: This is how a teacher managed learners through a song:

Teacher: One, two

All: How are you?

Teacher: Three, four

All: Shut the door

Teacher: Five, six

All: Pickup sticks

Teacher: Seven, eight

All: Put them straight

Through songs and chants, learners with attention deficit hyperactive disorder were assisted and included in the lesson as songs continued. Perhaps this is why Inclusive

education was advocated for having realized that a huge number of vulnerable and marginalized groups were excluded from education system (Miles, 2009). Woolfolk (2007) argues that if learners are going to sleep in a classroom, energize them by giving them a lot of activities of making them physically active.

4.4.9.1 Giving commands

The findings from the class observations further indicated that some teachers used commands as a way of assisting learners with attention deficit hyper active disorder to learn. For instance, a teacher gave a command and learners responded. This is how it went:

Teacher: *Pheee! Pheee!*

Learners: *Pheee!*

Teacher: *Pheee! Pheee!*

Learners: *Pheee!*

Furthermore, there is also another command commonly used. For example:

Teacher: *Chala pa kamwa*

Learner: One

Teacher: *Chala pa kamwa*

Learners: Two.

This was a way of silencing the learners so that they should listen to the teacher's teaching instruction. Research findings have shown that through the use of management skills of giving commands to learners, teachers are able to hold learners together, since the learners had reduced the times of going out without the teachers' permission and some learners were able to attend to the given tasks. On the contrary, managing learners through some of the skills mentioned above was time consuming and tiresome to the teachers. This study disagrees with Porter (2006) who argues that teachers must feel empowered to manage inclusive programs, besides; education

cannot simply employ formal instruction. In line with this finding, Woolfolk (2007) notes that an effective teacher focus on establishing rules and procedures in a classroom. The teachers in this study used the commands as a way of managing learners. This study agrees with Zentall, (2006) whose study further explains that teachers use rule reminders, visual cues, and auditory cues to manage learners with ADHD. It can therefore be emphasized that rules given to learners with ADHD must be well defined, specific and frequently reinforced through visible modes (Zentall, 2006).

4.5 Challenges teachers face when assisting learners with ADHD and those without

Research findings revealed that both teachers and learners at this school, lack teaching and learning resources and there is no trained personnel on ADHD. In fact, main stream teachers face many challenges as they are trying to make inclusive practices a reality. Much as there are these challenges, some efforts at this primary school are being done to include those learners with attention deficit hyperactive disorder in mainstream. The findings of this study, agree with a study by Chavuta et al., (2008) which found that learners with ADHD face the following challenges: in adequate teaching, learning and assessment resources; lack of trained personnel among others. Salamanca Statement argues that every child has unique characteristics, interests, abilities and learning needs and as such, he or she has fundamental right to education (UNESCO, 1994). Consequently, all children regardless of their impairment should be included in the delivery of teaching instruction so that they benefit as much as their classmates. In addition, you get a much better understanding of society where a school follows inclusive practices.

The problem of classroom management was also revealed. The evidence from the classroom observation showed that during teaching and learning processes, teachers had problems as far as classroom management was concerned. For instance, to make learners with ADHD sit and concentrate was not easy hence there were songs and chants. This also agrees with Woolfolk (2007) who states that some teachers may not be able to cope up when faced with persistent, deliberate flouting by either a learner or a group. Again, Winzer (2005) agrees that some learners have low self-esteem, easily gets angry and frustrated in response to disobedience or disruption of the normal class routine. The finding of this study concurs with Kapp (2002) whose study revealed that ADHD is a highly specialized subject area which demands specific knowledge and skills from teachers.

This study found that teachers had to plan, and prepare a well-balanced work in order to meet specific needs of all the learners in the classroom. For them to do this, they had to spend a lot of time and energy in lesson preparation, and during lesson delivery. However, including all learners in our education system will enhance learning experiences for all teachers. Furthermore, learners with ADHD benefit from being educated alongside with those without.

Furthermore, the findings showed that learners with ADHD caused concern to their teachers because of their inability to match the progress of the rest of the class and the gap between their performance and that of their peers. They were given remedial work and enrichment activities as a way of assisting them. This finding agrees with Engelbrecht and Jansen (2003) who posits that teachers were supposed to be specifically trained for the purpose of identifying and handling learners with ADHD

to help them with their particular problems. It can therefore be argued that lack of teachers' subject matter content can lead to learners' failure. This would defeat the purpose of inclusion.

This study has indicated that some teachers give learners punishments as a way of disciplining them. Others thought the use of punishments was an extra work and that they were punishing themselves since punishments go with supervision. The finding of this study agrees with Zentall, (2006) who found that the use of both negative and positive consequences is essential when working with ADHD learners. However, Zentall (2006) further argues that before negative consequences can be implemented, appropriate and rich incentives should first be developed to reinforce desired behaviour. It can therefore be argued that it is important to give much encouragement, praise and affection as these learners are easily discouraged and when negative consequences are administered, these punishments should be given in a fashion that does not embarrass or put down learners (Porter, 2006).

4.6 Chapter summary

The findings discussed in this chapter have revealed that teachers at a school under study assist learners with attention deficit hyperactive disorder through child friendly method such as think- pair- share; think- ink- share; and bus station strategies. Learners with ADHD were also managed through the use of these management skills such as creating conducive environment, administering punishments, assigning roles and giving guidance and counselling. The study was guided by an inclusive model of disability which met a lot of challenges such as some teachers failing to cope when faced with persistent, deliberate flouting by either a learner or a group. Some learners

had low self-esteem, easily got angry and frustrated in response to disobedience or disruption of the normal class routine. In addition, learners with ADHD were often demanding, talkative, and highly visible in class. Nevertheless, all learners were included in the lessons and were assisted according to their diverse needs. The next chapter presents conclusions and implications of this study.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.1 Chapter overview

The chapter presents and discusses conclusions and implications drawn from a study on how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive primary school in South West Division. The study has been guided by inclusive model of disability. The chapter also presents the suggested areas for further research.

5.2 Conclusions

Basing on the main research question on how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive primary school, the study found that teachers are able to assist learners with attention deficit hyperactive disorder through the use of child friendly methods such as think pair share, think ink pair and share, work stations in addition to other methods of teaching. However, many learners with attention deficit hyperactive disorder have problems in learning materials which is difficult and disorganised (Zentall, 2006). Literature indicates that most of these learners have poor memory, which makes it difficult for them to recall (Zentall, 2006).

Referring to research question number two which was trying to find out teachers' knowledge of ADHD, this study has established that three teachers are not knowledgeable about attention deficit hyperactive disorder. Teachers attempt to assist learners with attention deficit hyperactive disorder basing on their initial training knowledge.. There is also application of methods learned in other interventions and trainings obtained in other learning areas, for example; the strategies used were learnt during an intervention on child friendly methods, the workshops which these teachers had with UNICEF volunteers. All these are attempts of making ADHD learners learn and achieve their intended goals. The other reason is to include every learner in a learning process regardless of the disability. Another conclusion which can be drawn is that teachers at this primary school lacked background knowledge to special Needs Education.

On the specific research question of how teachers manage learners with attention deficit hyperactive disorder in an inclusive school, this study has revealed that management of learners is done through various ways such as: giving them responsibilities of being class leaders, sanitation leaders, and other roles, conducting guidance and counselling sessions, administering punishment, motivation and several commands. These management skills are the same as those which are being used by teachers in America and United Kingdom.

On research question number four which was trying to find out some challenges faced by teachers as they assist learners with this disorder, this study found that there are many challenges, for instance, it is not easy to plan for each and every individual needs in an inclusive classroom. In addition, it is not easy to involve all learners in a

lesson because of large classes, so, there is more of integration than inclusion. There was inability of matching ADHD learners' progress with the rest of the class members, however, the evidence from the observation showed that efforts are being made to assist learners with ADHD.

Further conclusion would be that learners with ADHD have low self-esteem, can easily get angry, often demanding, and talkative and are highly visible in the classroom. However, this is how some children behave sometimes when they are young and blaming their actions is ignoring the fact that these are kids who need to interact with their environment.

5.2 Implications

The implications of the findings of this study are as follows:

The information generated from this study cannot be generalised to a wider population. The reason behind is that the sample was small and based from one school. However, this study can be replicated if it is to be generalized to the wider society.

Most teachers at this school and around have not been trained on special needs education. As such, there is need to train teachers in Special Needs Education.

There is lack of infrastructure. A remedy to this is to lobby with well-wishers to provide class room blocks. Parents and all other stakeholders must join hands so that these learners can reach their self-actualization.

As regards to the problem of lack of resources, Malawi should learn to realise that it is a signatory to protocol, and as such, we are therefore accountable to this international framework of which Malawi is part of it, so, parents have a responsibility to supply to the school with some resources.

Furthermore, teachers, parents and citizenry must realise that a school is a place where learners are there not only to learn to read and count but also to socialize.

5.3 Areas for further research

After conducting the study on how teachers attempt to assist learners with attention deficit hyperactive disorder in an inclusive classroom, the following areas are suggested for further study.

1. How do SNE teachers assist learners with attention deficit hyperactive disorder in mainstream schools?
2. What knowledge do SNE teachers have?
3. Compare and contrast learners with SEN against those without, in terms of performance.
4. What strategies do SNE teachers use to teach learners with ADHD?

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APPENDICES

Appendix 1: An introductory letter

UNIVERSITY OF MALAWI



CHANCELLOR COLLEGE

Acting Principal: Richard Tambulasi,
B.A. (Pub Admin), BEd (Hons), MEd, PhD

Our Ref: EDE/6/19
Your Ref:

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44762 CHANCOLMI
Fax: (265) 01 524 046

21st January, 2015

TO WHOM IT MAY CONCERN

**INTRODUCTORY LETTER FOR MASTER OF EDUCATION
(PSYCHOLOGY)**

Ms Edith Sipanala is a student of Education in the Department of Educational Foundations at Chancellor College, University of Malawi.

Ms E. Sipanala is working on her thesis, *An Investigation of How Teachers Help Learners with Attention Deficit Hyperactive Disorder*. This is meant to be a request to your institution or organization to assist our student in her endeavor to collect data.

Thank you



Mrs. T. Banda
**DEPUTY HEAD, DEPARTMENT OF EDUCATIONAL
FOUNDATIONS.**

UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE
DEPT OF EDU. FOUNDATION

2015 -01- 21

P.O. BOX 280
ZOMBA

Kindly accept the
bearer to collect
data.

*Return
for Ag 60m
Blantyre*

Director, Education Malawi
DOPE
30 JAN 2015
P.O. Box 30217
Blantyre 3

Appendix 2: Observation checklist

The findings of the research may help learners to reach their potential and finally become useful and accepted citizens in their communities.

Let me assure you that the information corrected from you, will be strictly kept under lock.

Learners' observation checklist 1: English for standard three

Assessment sample for Participants W, X, Y Z. for data collection.

Is the learner able to:	Excellent	Good	Average	Needs Support
1. Greet others?		W, X, Z	Y	
2. Introduce him/her?		W, X	Z	Y
3. Identify letters of the alphabet?		W, X	Z	Y
4. Write and read words?		W	X	Z, Y
5. Complete sentences?			W	X, Y, Z
6. Read a story?			W	X, Y, Z
7. Answer comprehension questions?			W	X, Y, Z

Checklist 2: Chichewa in standard three

Kuyesa Ophunzira W, X, Y, Z kuyankha mafunso

Kodi wophunzira:	Wakhoza kwambiri	Wakhoza bwino	Wakhoza pang'ono	Ndiwofunika chithandizo
1. Wayankha moni molondola?		W	X, Y	Z
2. Wawerenga nkhani molondola?		W		Y, X, Z
3. Walembe mawu ndi ziganizo molondola?			W	Y, X, Z
4. Watsiriza kulemba mawu m'mipata?			W	X, Y, Z
5. Walembe mawu otsutsana m'matanthauzo molondola?			W	X, Y, Z
6. Walembe mawu ofanana molondola			W	X, Y Z

Checklist 3: Mathematics for standard three

Assessment tool used to Learners

Is the learner able to:	Excellent	Good	Average	Needs support
1. Model the number 400 hundred?		W, Y	X	Z
2. Read the number 400 hundred?		W, Y	X	Z
3. Write the number 400 hundred?		W, Y	X	Z
4. Count in tens up to 500		W, Y, X	-	Z
5. Put objects in groups of tens up to a defined quantity		W, Y, X	Z	
6. Compares lengths to find which is longer			W, Y, X	Z

Appendix 3: Interview schedule --Semi structured questions

The aim of my study is to find out how teachers assist learners with attention deficit hyperactive disorder in a classroom setting. I will ask you some questions and you are expected to respond to each one if possible. Let me assure you that the information given will not bring any harm but rather be treated with confidentiality.

Questions for the Interview guide for the learners with ADHD

1. What is your name?
2. How old are you?
3. Which class are you?
4. What is the name of your teacher?
5. Do you like school?
6. Why do you like school?
7. Which subjects are you learning at this school?
8. What is it that you would want your teachers to do in the classroom?
9. Which problems do you encounter?
10. How do you solve your problems?

Thank you very much; this marks the end of our interviews

Interview Guide for four class teachers

This study intends to find out how teachers help learners with attention deficit hyperactive disorder in inclusive classes.

1. What is your understanding of attention deficit hyperactive disorder?
2. Do you have learners with attention deficit hyperactive disorder in your class?
3. How do you manage learners with attention deficit hyperactive disorder in your classroom?
4. How do you assist learners with attention deficit hyperactive disorder in your class room?
5. Have you ever been trained on how to handle learners with ADHD?
If yes, explain.
6. What sort of punitive measure is given to learners who have committed an offence?
7. What is the learners' reaction towards school?
8. What do learners with attention deficit hyperactive like most?
9. What characteristics do ADHD learners portray? How do you assess learners with attention deficit hyperactive disorder? If yes, elaborate.
10. How do you work with parents (as partners) whose children have attention deficit hyperactive disorder?

Thank you for your active participation.

Interview Guide for the parents

I would like to get more information from you as parents and guardians, and through your responses, I am sure that we will be in a position to assist our children so that they can live as accepted members in class as well as in the society they live.

1. Which challenges do you face as you are bringing up your child?
2. How do you deal with those challenges?
3. How do you work hand in hand with the class teachers in assisting your child?
4. What are you doing in order to assist your child?
5. What types of support do you get from other quarters? For example, money which comes in a form of school fund.

Your views will be very much respected and I thank you so much.

Appendix 4: Informed consent

Topic of the study:

An investigation on how teachers assist learners with attention deficit hyper active disorder.

The purpose of this study is to investigate how teachers assist learners with attention deficit hyper active disorder in an inclusive classroom where there are learners with ADHD. The information gathered will be used for writing my thesis as partial fulfillment of the requirement for a master of education degree at Chancellor College of the University of Malawi. All the information gathered will be treated with confidentiality, and your anonymity will be ensured through use of codes to represent your name. The information will be gathered through lesson observation and interviews with you and your learners with ADHD.

There are no direct personal benefits attached to your participation in this study. However, by your participation, you will help other teachers to understand how to assist learners with ADHD in an inclusive setting and help to improve the teaching as well.

Participation in this study is voluntary. You are free to withdrawal from the study at any time without being asked to give reasons. However, you are requested to inform me in advance of your decision to do so through my contact details given below.

Participants' permission

I hereby declare that I have read the contents of this letter of consent, and fully understood the conditions expressed herein. I therefore voluntarily agree to participate in this study.

Participant's

Signatures.....Date.....

Edith SIPANALA

Phone no: 0999203899

Email: edithsipanala@gmail.com

Appendix 5: Teachers Knowledge about Attention Deficit hyper active Disorder

I would like to find out how you “as teachers” assist learners with attention deficit hyperactive disorder in mainstream.

Columns two and three represents views for Participants A, B, C and D.

Please fill in the columns with the names of participants who agree with the statements.	Knowledgeable	Not knowledge
• Are you able to identify a learning problem like Attention deficit hyperactive disorder?	Participant D	Participants A, B & C
• Can you diagnose the severity of the problem	Participant D	Participants A, B & C
• Are you able to Differentiate work for all abilities	Participant D	Participants A, B & C
• Do you have the Knowledge, methods and resources for ADHD	Participant D	Participants A, B & C
• Can you help learners with ADHD? .	Participant D	Participants A, B & C
• Are you able to assess learners with ADHD?	Participant D	Participants A, B & C
• Can you manage collaborative group work where there are learners with ADHD?	Participant D	Participants A, B & C
• Are you able to Work with parents whose children are perceived to have ADHD?	Participant D	Participants A, B & C
• Can you Counsel learners with ADHD?	Participant D	Participants A, B & C

Thank you for your cooperation.

Appendix 6: Completing sentences with these words: bus, wheel, orange, cats, trees

The wheels of the bus are big.

1. This bus goes to Lilongwe.
2. I ate an orange yesterday.
3. Trees have lost their leaves.
4. Cats sleep anywhere.

Appendix 7: A Chichewa lesson observation

In a Chichewa book 3, mutu 3, phunziro la chisanu ndi chiwiri, “Kusamalira zakudya” after learners had read a comprehension passage, learners did exercise A. Below are questions and their responses.

1. Kodi Nabetha anali mwana wayani?

Yankho: Nabetha anali mwana wa a mfumu a Mnjonja.

2. Tchulani zakudya zitatu zomwe Nabetha amakonda kudya

Yankho: Nsima, nyama ndi mpunga

3. Zakudya zimawonongeka pa nthawi ya ukwati, zinamwali ndi sadaka.
4. M’nkhokwe muli chimanga
5. Zungulira uku tikumane uku

Yankho: Lamba

(Malawi Institute of Education, 2008, Buku la mphunzitsi, tsamba 14)

**Appendix 8: Some of the resources which help learners with attention deficit
hyperactive disorder**

1. An English resource on listening and speaking lesson

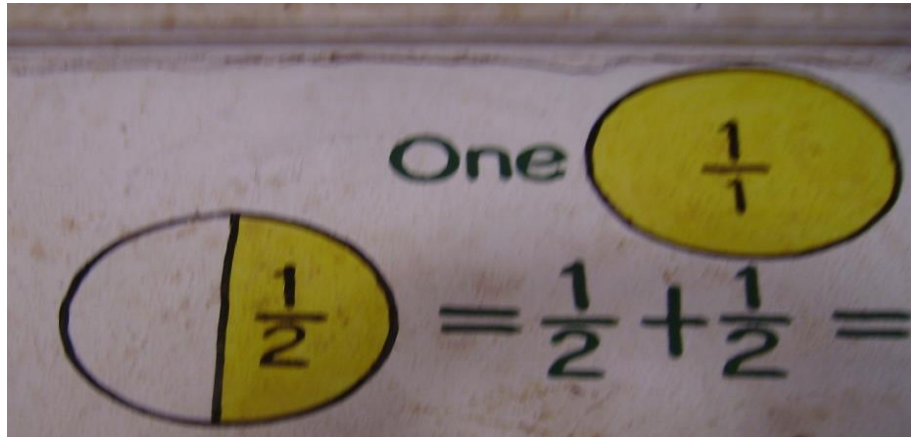


(MIE, 2008)

2. A Chichewa resource on maphatikizo a mawu



3. Mathematics resource



(MIE, 2008)