Teachers' Factor and Academic Performance of Primary Two Pupils with Attention Deficit Hyperactivity Disorder (ADHD) in Uyo Local Government Area of Akwa Ibom State, Nigeria

Olota , Philip Olaoluwa

Department of Early Childhood Education, Faculty of Education, University of Uyo, Uyo, Akwa Ibom state
Email: eaglestutors@yahoo.com

Abstract

The research investigated the teachers' factors and academic performance of primary 2 pupils with Attention Deficit Hyperactivity Disorder (ADHD) in private schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. In order to achieve the objectives of the study two hypotheses were formulated and tested. The sample consisted of 8 teachers and 92 primary 2 pupils with ADHD. These subjects were randomly selected from 8 out of the 80 existing private primary schools in Uyo Local Government Area. A researcher-developed instrument, ADHD checklist and an achievement test were used for gathering data for the study. The checklist and achievement tests were duly validated by experts and subjected to reliability test using Cronbach Alpha Coefficient and Kuder Richardson formula 21 Method. Analysis of variance (ANOVA) was used in analysing the data. Results reveal that teachers' qualification and experience were significant. It is recommended that the study of learning disability should be included in the teacher training curriculum in private primary schools in Uyo Local Government to make teachers garner experience and expertise in handling special need children.

Keywords: Teachers, Academic Performance, ADHD, Learning Disability, Special Needs Children, Akwa Ibom

1. Introduction

The joy of every parent is to have their children performing excellently well in their school works. Academic achievement as a potent factor is the driving force of all stakeholders in the education sector. But this has been negated by the presence of Attention Deficit Hyperactivity Disorder (ADHD) which poses a serious risk of underachievement (Barkely, 1999) as they have difficulty in sitting and following through an instruction in the classroom and with the fact that the classroom is a structured environment, they find it difficult to easily adjust to the system.

Attention deficit hyperactivity disorder (ADHD) is characterised by inattention, hyperactivity, impulsivity, cognitive, behavioural and emotional deficits. ADHD is also closely related to learning disabilities, lack of self control, and social skill deficit (Egger and Kauchak, 2001).

Approximately half of ADHD children show symptoms by the time they are 5 years old, and begin to display behavioural problems during the early school years when they have to take instructions from teachers and obey school rules. ADHD children are reported to have problems with self control both at home and at school, to have a tendency to show aggressive behaviour, to suffer from low self esteem and lack of confidence, to display problems with underachievement, and to have learning disabilities (Barkley, 1999).

The school environment requires attention, sitting still, planning ahead, effective concentration and learning. These children forget assignments, often talk excessively and fidget; they find it difficult to follow through tasks and blurt out answers before questions are being completed.

Thus, attention deficit hyperactivity disordered pupils are often ignored, punished and given names by teachers. The teacher may not see it as a behavioural problem that affects learning rather attribute it to poor home training, laziness and irresponsibility. Teachers may resort to punishing and bullying pupils with traces of ADHD without necessarily understanding problems many of the pupils may be going through in the process of learning. In the school system, no provision has been made regarding intervention for pupils with ADHD. Since the knowledge of ADHD and how it influences academic performance, is not widely known, it is appropriate to conduct a study as to ascertain the differences between teachers' and pupils' factor and academic performance of pupils with ADHD. The teachers' variables of qualification and experience happens to serve as moderating variables in handling special need children (Darling-Hammond, 2000) as it takes well-certified teachers in care of content areas of special education or learning disabilities to

be able to meet the individual needs of those categories of children.

Also, teachers' experience gained on field either as undergraduate in teaching practice or post-university experience in the field of teaching are vital intervention for children with ADHD. Children with ADHD in primary two were selected as samples for the purpose of this study as they are mostly less than 7 years of age which is the age of onset of most learning disabilities.

2. Statement of the Problem

Attention Deficit Hyperactivity Disorder is one of the most commonly diagnosed childhood disorders. It is estimated that it is observed in three to five percent of school aged population (Small, 2003; Barkley, 1999). This implies that it affects about one student in every classroom. Thus, when ADHD is left unidentified, and managed, the cumulative effect will be low self esteem, poor peer relation and chronic school failure.

Though every child occasionally has difficulty sitting still or sustaining attention yet for some children the problem is no persistent and serious that it interferes with learning and relationships. It is common observation that these children have low attention span, which affects their coping ability in school. At school, they require differential treatment based on their needs to meet up with the school activities contrary to the expectation of serene school environment (Egbochukwu and Abikwi, 2007). Therefore, it is important to carry out a study on the differences between teachers factors and academic achievement of pupils with ADHD.

3. Purpose of the Study

This study is aimed at examining the teachers' factor as regards the academic performance of pupils with ADHD. Specifically the research would help to:

1. Find out the difference in the academic performance of pupil's taught by teachers with various levels of qualification;
2. Determine the difference in the academic performance of ADHD pupils taught by teachers with various levels of teaching experience.

4. Research Questions

The study was guided by the following research questions:

1. Is there a difference in the academic performance of pupils with ADHD taught by teachers with various levels of qualifications in private schools in Uyo Local Government Area?
2. Is there any difference in the academic performance of pupils with ADHD taught by teachers with various levels of teaching experience in private schools in Uyo Local Government Area?

5. Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant difference in performance of pupils with ADHD taught by teachers with various levels of qualifications in private schools in Uyo L.G.A.
2. There is no significant difference in performance of pupils with ADHD taught by teachers with various levels of teaching experience in private schools in Uyo L.G.A.

6. Significance of the Study

The teacher, being the major transmitter of knowledge in the school system, will benefit from this research work immensely as it will open his eyes to the reality of ADHD in the classroom and dispel the myth in his heart about the kids as being troublesome and without home training. Thus, the teacher would be better equipped to manage effectively the behaviour of children with ADHD.

The pupils, being the beneficiary of learning will benefit from this research work as high teachers effectiveness consequently lead to high academic performance of pupils. Since their teachers are now aware of their challenge, they will be able to improve their academic performance. The policy makers and curriculum planners being the author of the

framework of all the activities that guide teaching and learning in the classroom, will be able to adopt the finding of this research work for future policy making and curriculum draft especially for the inclusion of such findings in the teachers' training manual. This will further give them a sense of fulfilment for charting a workable plan of action.

School proprietors and administrators will also benefit immensely from this research work as the proper application of educational and behavioural intervention for pupils with ADHD will help to reduce pupils' failure and drop-out rate and consequently improve school enrolment. In conclusion, this research work will serve as a foundation for future in-depth researches that will be conducted on ADHD and pupils' performance.

7. Delimitations of the Study

This research work with an independent variable of Teachers' factors and dependent variables of academic performance of pupils with ADHD was delimited to pupils with attention deficit/hyperactivity disorder between ages 5 and 7. This gives an average of age 6 as the America Psychiatric Association diagnostic age.

It is worthy to note that this is an expressive age where the children are not even conscious of their behaviour, hence, they act naturally. This age bracket falls in primary 2, and private schools in Uyo Local Government area was chosen as other performance indices are minimally controlled while academic performance took the areas of English, Mathematics and quantitative reasoning into consideration as these are subjects where individual applications of learned techniques and aptitude are required.

8. Methodology

The study was conducted in Uyo Local Government Area in Akwa Ibom using Expost facto survey research design because assignments of participants to levels of the independent variable is based on events that occurred in the past (i.e, after the fact). The population of the study consists of all the private primary schools and teachers in Uyo L.G.A while a total number of 92 pupils and 16 teachers were purposively selected from the randomly selected schools. This was due to the characterised nature of the sample under consideration as all pupils with a score of seven(7) and above are selected as pupils with ADHD. The instruments for data collection were ADHD Checklist and Aptitude test and they were face validated by 3 experts. The reliability coefficient of the instruments were ascertained using Cronbachs Alpha coefficient and Kudar Richardson 21 to arrive at a reliability coefficient index of .72 and 0.64 which shows that the instruments were highly reliable.

Mean and standard deviation were used to answer research questions while Analysis of Variance was used to test the hypothesis at 0.05 level of significance.

Results: Data were collected and analyzed with Analysis of Covariance (ANOVA).

8.1 Hypothesis One

There are no significant differences in the performances of pupils with ADHD taught by teachers with various levels of qualification in private schools in Uyo L.G.A.

Table 1A: Basic data of performance of pupils with ADHD taught by teachers with various levels of qualifications

Details	N	$\sum$	$(\sum x)^2$
ADHD pupils taught by teachers who are graduates (x_1)	25	1384.44	1916674.1
ADHD pupils taught by teachers who are NCE and OND holders (x_2)	37	1174.16	1378651.7
ADHD pupils taught by teachers who have O'levels certificates (x3)	30	1147.47	1326687.4
Total	92	3706.07	

Table 1B: Analysis of variance of the difference in academic performance of pupils taught by teachers with various levels of qualifications in private schools in Uyo L.G.A

Source of variation	SS	Df	Ms	F.cal	F. critical
Between groups	10739.35	2	5369.68	14.87	3.15
Within groups	32133.9	89	361.06		

From Table 1B, it was observed that the calculated F-value of 14.87 is greater than the critical value of 3.15 at 0.05 level of significance. Thus, the null hypothesis which states that there is no significance difference in academic performance of pupils taught by teachers with various levels of qualifications in private schools in Uyo L.G.A is rejected. This means that the academic performance of pupils taught by teachers with various levels of qualification differ significantly in private schools in Uyo L.G.A.

8.2   Hypothesis Two

There is no significant difference in the academic performance of pupils with ADHD taught by teachers of various levels of teaching experiences in private schools in Uyo L.G. A.

Table 2A: Basic data on academic performance of ADHD pupils taught by teachers with various levels of teaching experience

Details	N	∑	$(\sum x)^2$
ADHD pupils taught by teachers with 10 years and above teaching experience (x_1)	55	2490	628849
ADHD pupils taught by teachers with 5-10years teaching experience (x_2)	10	423	178929
ADHD pupils taught by teachers with 0-5 years teaching experience (x3)	27	793	6200100
Total	92	3737.04	

Table 2B: Analysis of variance of the difference in the academic performance of pupils with ADHD taught by teachers with various levels of teaching experience in private schools in Uyo L.G.A

Source of variation	SS	Df	Ms	F.cal	F. critical
Between groups	8535.04	2	4267.52	9.93	3.15
Within groups	38248.66	89	429.76		

* significance at. 05

From Table 2B, it was observed that F-cal which is 9.93 is greater than F-critical of 3.15 at .05 level of significance. Thus, the null hypothesis, which states that there is no significance difference among the academic performances of pupils with ADHD taught by teachers with various levels of teaching experience is private schools in Uyo, L.G.A is rejected. This means that there exists a significant level of difference among pupils with ADHD taught by teachers with various levels of teaching experience in private schools in Uyo L.G.A.

9.   Discussion

The finding of the study which states a non significant difference in the academic performance of pupils taught by teachers with various levels of teaching qualification was found to be significant. The implication is that pupils taught by highly certified teachers tend to perform better than their counterparts taught by teachers who are not highly qualified. The findings of this study were consistent with the findings of Reid, Eddy, Bank and Fetrow (1994) in their study they discovered that teachers who have undergone training in special education or learning disability were more confident in their ability to set up effective behaviour contracts and adjust lessons or materials for student with ADHD. This was also supported by Jerome, Gordon and Hustler (1994) study which found that amount of teachers' specific training in education and knowledge of hyperactivity highly influence their pupils' performance. Matlock (1999) also found out that teachers who have specific training were more likely to try various alternative educational interventions when all conventional methods of teaching are not productive thereby improving learning. Furthermore, Small (2003) found out that teachers with more training and those that developed themselves through self study on education have their students scoring higher.

Contrarily, Piccolo-Torsky and Waishwell (1998) found no significant influence of teachers' qualification on academic performance of pupils with ADHD. This was supported by Sciutto, Terjesen and Brender-Frank (2000) when they found out that academic performance of pupils with ADHD was unrelated to teachers' educational level but experience gained from teaching pupils with ADHD. In general, researchers have found that possessing a major or minor in subject matter is related to increased pupils achievement in the subject area. This suggests that greater subject matter knowledge is associated with gains in pupils' achievement.

It was also revealed that there is a significant difference in the academic performance of pupils with ADHD taught by teachers with various levels of teaching experiences this was consistent with the findings of Ehrenberg and Brewer (1994) when they discovered that the teachers' experience was positively related to white and African American students' gain scores. This was also corroborated by Rowan, Corenti and Miller (2002) in their study of teachers' experience on pupils' achievement in elementary schools comprising of both ADHD and control group. They discovered a significant effect of teaching experience on pupils' achievement .Teachers with over ten years of teaching experience showed a reduced influence of ADHD on pupils performance as compared with teachers with years of experience below 10 years. But the finding of Monk (1994) was contrary. In his study, of high school Mathematics and Science teachers, he found out that teachers experience had no effect on student performance. In conclusion, the studies have been able to authenticate the influence of Teachers' variables of qualification and experience on academic performance of pupils with ADHD.

10. Conclusion/ Recommendations

From the research findings, the two hypotheses of Teachers qualification and teaching experiences were significant. Accordingly, it was concluded that teachers' qualification and teachers' years of teaching experience had a significant level of influence each on academic performance of pupils with ADHD in private schools in Uyo L.G.A. of Akwa Ibom State.

Based on the findings of this study, which has established a significant level of influence of teachers' factors on academic performance of pupils with ADHD in private schools in Uyo Local Government Area, as a means of bridging the missing gaps in the research area, it was recommended that teachers' educators should ensure that teachers should be both skilled and experienced in handling of special need children. This could be done by the inculcation of learning disabilities as a core course for all trainee-teachers at all levels.

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APPENDIX 1

Private Primary Schools in Uyo Local Government Area

1.	Christ The King Nursery/Primary School	Wellington Bassey Way	Urban
2.	Qua Iboe Church Nursery/Primary School	168 Aka Road, Uyo	Urban
3.	Okonee Nursery/Primary School	Abak Road	Urban
4.	Nuco Nursery/Primary School	Udoette Street	Urban
5.	Victory Nursery/Primary School	75 Udoumana Street	Urban
6.	New Word Nursery/Primary School	Uyo	
7.	St. Joseph's Nursery/Primary School	Anua	Sub-Urban
8.	Delight Nursery/Primary School	Abak Road	Urban
9.	Mercy International Nursery/Primary School	38 Udoekong Street	Urban
10.	Kiddies Nursery/Primary School	6 Akpan Etuk Street	Urban
11.	St. John's Nursery/Primary School	Akpa Ube Street	Urban
12.	Ndianabasi Nursery/Primary School	Ifa Ube Street	Sub-urban
13.	King's Nursery/Primary School	Ikot Okubo	Sub-urban
14.	Monef Kiddies Nursery/Primary School	6 Ben Udo Street	Urban
15.	Christian Fellowship Nursery/Primary School	Idoro Obio	Sub-urban
16.	Success Nursery/Primary School	Aka Itiam Street	Sub-urban
17.	Evangel Nursery/Primary School	Aka Itiam Street	Sub-urban
18.	Qua Iboe Church Nursery/Primary School	Four Towns	Urban
19.	Ascension Nursery/Primary School	90 Udo Umana Street	Urban
20.	Prince and Peace Montessori Nursery/Primary School	Anua	Sub-urban
21.	Emmasu Nursery/Primary School	Nung Obio Enang	
22.	Kings And Queens Nursery/Primary School	Ewet Housing Estate	Urban
23.	Salvation of the Nations Nursery/Primary School	1 Imatan Street	
24.	Adiaha Obong Nursery/Primary School	22 Aka Road/Osongama Estate	Urban
25.	City Nursery/Primary School	188 Oron Road	Urban
26.	Ikpaisong Nursery/Primary School	Ikot Akpa	
27.	Enoabasi Nursery/Primary School	Nsukara Offot	Sub-urban
28.	Jesus Saves Nursery/Primary School	Ifa Ikot Okpon	Sub-urban
29.	Apostolic Nursery/Primary School	3 Atim Atakpo Street	Urban
30.	Redeemed Nursery/Primary School	6 Ikono Ibom Street	
31.	Bishop Usanga Nursery/Primary School	Ediene Ikot Obio Imo	Sub-urban
32.	Aunty Grace Nursery/Primary School	Ibiaku Offot	Sub-urban
33.	St. Michael's Nursery/Primary School	Ikot Okubo Offot	Sub-urban
34.	University Staff School	University Of Uyo	Urban
35.	Christian Safeway Nursery/Primary School	Obio Offot	Sub-urban
36.	Arch. Bishop Usanga Nursery/Primary School		
37.	Scripture Union Nursery/Primary School	53 Ikot Abasi Street	Urban
38.	Prince and Peace Primary School	Anua	Sub-urban
39.	Reward of Foundation Nursery School	12 Obon Ukpo Street	Urban
40.	Royal Kiddies Special School	Mbiabong Etoi	Urban
41.	Neson Nursery/Primary School	20 Ebong Umoh Itong Street	Urban
42.	Unwanaobong Nursery School	Aka-Itaim Street	Urban
43.	Ray Field Nursery School	Nsikak Eduock Street	Urban
44.	Christian Nursery School	Idoro Road	Sub-urban
45.	Loyola Nursery School	Oron Road	Urban
46.	Covenant Nursery School	Okon Essien Lane	Urban
47.	John Paul II Seminarium	2 Dominic Utuk Avenue	Urban
48.	Guyongtti Primary School	Atan Street	Sub-urban
49.	The City of God Nursery/Primary School	Efiat Offot	
50.	Saint International Nursery/Primary School	Ikot Oku Ikono	Urban
51.	Graceland Nursery/Primary School	Off Nsikak Eduok Avenue	Sub-urban
52.	Aunty Bassey Nursery/Primary School	1 Shlter Afrique Mbiabong	Sub-urban

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53.	Godswill Nursery/Primary School	Atan Offot	Sub-urban
54.	Uwakmfonabasi Nursery/Primary School	Atan Offot	Sub-urban
55.	God's Lamp Nursery/Primary School	Obio Etoi	Sub-urban
56.	Tech. Kiddies School	Itiam Ikot Ebia	Sub-urban
57.	Grace of God International Nursery/Primary School	36 Ntiedo Udosen Street	Urban
58.	Dove International Nursery/Primary School	Asong Ama-Ikot Akpan	Urban
59.	Tropicana International Nursery/Primary School	Afaha Oku Village	Sub-urban
60.	University Arms Nursery School	45 Ikpa Road	Urban
61.	Shammah Christian Nursery School	1 Akpa Inyang Street	
62.	Diamond/God Nursery/Primary School	140 Nwaniba Road	Urban
63.	Royal Christian Nursery/Primary School	Ekpri Nsukara	Sub-urban
64.	God's First Nursery/Primary School	Efiat Offot	Urban
65.	One God Academy School	No. 1 Kevin Lane Aka Road	Urban
66.	Estate Nursery/Primary School	1a Uruan Street	Urban
67.	Qua Iboe Fellowship Nursery/Primary School	112 Nwaniba Road, Ewet	Urban
68.	Jevic Nursery/Primary School	Iboko Street	Urban
69.	Christian Fellowship Nursery/Primary School	28 Umoren Lane	Urban
70.	Christian Montessori Nursery/Primary School	28 Nepa Line	Urban
71.	Alpha Nursery/Primary School	Akpa Etuk Street	Urban
72.	Uncle Emmanuel Children School	149 Nwaniba Road	Urban
73.	Christian Youths Academy	Mbiabong Etoi	Sub-urban
74.	Excellence Nursery School	11 Ekpot Ossom Street	
75.	Alpha Foundation Nursery/Primary School	Mbiabong Etoi	Sub-Urban
76.	Bidamee International Nursery/Primary School	Nepa Line Off Eda Street	Urban
77.	King Solomon School	Ben Udo Street	Urban
78.	Fulga Nursery/Primary School	Ikot Ambang	Urban
79.	Hillside International Nursery/Primary School	Oron Road	Urban
80.	Victory Nursery/Primary School	Efiat Offot	Urban

APPENDIX 2

Attention Deficit/Hyperactivity Disorder Checklist (Adhdc)

Teachers Years of Teaching experience
Below 5years   -5-10yrs   10yrs and above
Teachers Qualification Graduate -------OND/NCE-----------O'Levels--------
Tick the option that best answers the question to the child's school behaviour.

1. Fails to give close attention to details — Yes ☐ No ☐
2. Finds it difficult to finish home-work or any assignment — Yes ☐ No ☐
3. Makes careless mistakes in school works — Yes ☐ No ☐
4. Has difficulties in organizing tasks — Yes ☐ No ☐
5. Avoids, or is reluctant in engaging in tasks that entails serious reasoning — Yes ☐ No ☐
6. Often loses necessary tools for academic work (pencil, pen etc) — Yes ☐ No ☐
7. Is forgetful or absent minded in class — Yes ☐ No ☐
8. Often fidgets with hands or feet or squirms on seat — Yes ☐ No ☐
9. Often leaves seat in classroom to go outside — Yes ☐ No ☐
10. Climbs or jumps or play violently — Yes ☐ No ☐
11. Has difficulty playing or working quietly — Yes ☐ No ☐
12. Talks excessively — Yes ☐ No ☐
13. Hand writing is illegible and irregular — Yes ☐ No ☐
14. Blurts out answers before the questions have been completed — Yes ☐ No ☐
15. Is impatient in waiting for his turn — Yes ☐ No ☐
16. Disturbs or intrudes on others — Yes ☐ No ☐

APPENDIX 3

ADHD ACHIEVEMENT TEST

PRIMARY 2

I.D…………………………………………………………………………………………

COMPOSITION

Write on the following topic
My Self
1.   …………………………………………………………………………………………
         …………………………………………………………………………………………
         …………………………………………………………………………………………
         …………………………………………………………………………………………
         ………………………………………………………………………………………..

ADHD ACHIEVEMENT TEST

PRIMARY 2

I.D…………………………………………………………………………………………

COMPOSITION

Write on the following topic
My Family
2.   …………………………………………………………………………………………
         …………………………………………………………………………………………
         …………………………………………………………………………………………
         …………………………………………………………………………………………
         ………………………………………………………………………………………..

ADHD ACHIEVEMENT TEST

PRIMARY 2

I.D…………………………………………………………………………………………………

GRAMMAR

Underline the Noun in the sentences below
e.g. Bola is sleeping
1.   Uko has a book
2.   That is my church
3.   There will be joy in the morning
4.   The chain is long
5.   Jesus is my saviour

Underline the Adjective in the sentences below
e.g. The rich man is back
6.   The beautiful queen is dead
7.   The wicked king was dethroned
8.   The stone is hard
9.   Our classroom is large
10. The man is kind

Underline the verb
e.g. Emem is jumping
11. Can you dance?
12. Let us pray
13. Have you read for the test?
14. Uko broke the glass
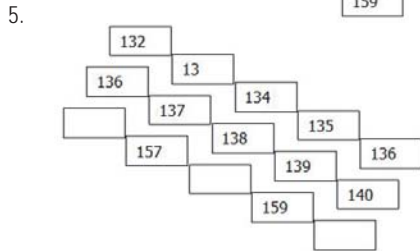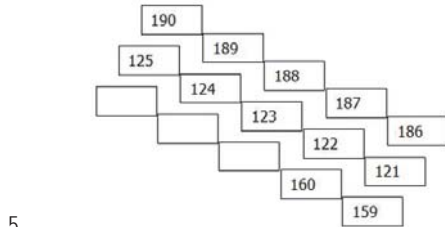15. Print with us.

ADHD ACHIEVEMENT TEST

PRIMARY 2

I.D…………………………………………………………………………………………

QUANTITATIVE REASONING

Write in a normal order. Smallest first. Example 19,
20, 17, 18, 16 =16,17,18,19,20

1. 99   102   100   98   101   =
    98………………………………………………

2. 97   98   96   99   96   =
    95………………………………………………..

3. 49   48   50   46   48   =
    46…………………………………………..

4. complete the following boxes. Follow the example

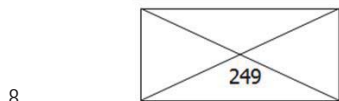5.
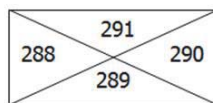

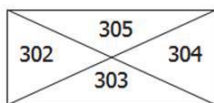Put in the right order

Example: 149   126   138   154   180
                126   138   149   154   180

6. ……………   ……………..   …………….. ………………   ………………..
    Example………………234………………………233,234,235,236,237

7. …………………289……………………………. ……………   …………………

Example

8.

9.

Example:

10.

25	25
↑	↑
13+12	15+10

↑	↑
15+12	14+13

Example:

| 31 | 10 | △ |

11.

| 45 | 4 | △ |

12.

| 17 | 8 | △ |

13.

| 28 | 11 | △ |
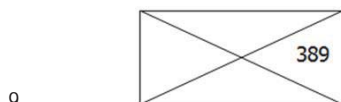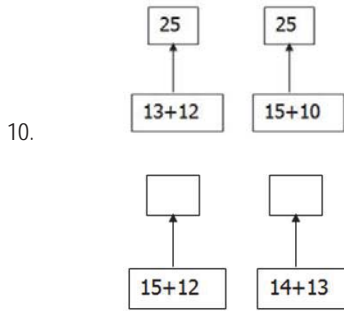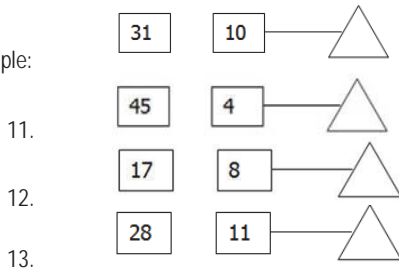
Circle and write out the biggest and the smallest number

Example:	123	114	156	214	312	=	312	114
14.	133	397	214	137	60	=	……………..	……………….
15.	126	304	217	87	320	=	……………..	………………….

ADHD ACHIEVEMENT TEST

PRIMARY 2

I.D…………………………………………………………………………………………

MATHEMATICS

Instruction: answer all question
Fill in the missing space

1.	2	_____	6	_____	10
2.	5	10	_____	_____	25
3.	10	20	_____	_____	50
4.	300	400	_____	_____	700
5.	10000	2,000	_____	_____	5,000

6.   Write in words
6.   100………………………………………………………………………………………
7.   12,425………………………………………………………………………………….
7.   Write in figure
8.   Seventeen thousand…………………………………………………………………..
9.   Ten……………………………………………………………………………………..
10. Two Hundred……………………………………………………………………

Re-arrange in ascending order (from the lowest to the highest)

e.g.	102	902	402	607
	102	402	607	902
11.	106	1,105	118	2004
	………….	……………	………………………….	
12.	200	100	300	500

Arrange in descending order (from the highest to the lowest)

| e.g. | 200 | 100 | 300 | 400 |

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	400	300	200	100
13.	2	4	60	80
	…………	…………	………..	…………
14.	30	40	108	107
	………….	…………	…………	………….

15.

¾ of 8 triangles =

16.
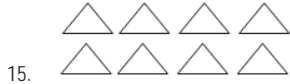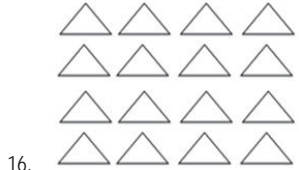
4/5 of 20 triangles =

Example: 19-1 ten and 9 units

17. 284 = ………………..Hundreds ………………..Tens……………..Units
18. 29 = ……………...Tens…………………….Units

Tick (√) the numerator and circle the denominator
e.g. 4 √

(5)

19. 3
    8

Circle the even numbers

20. 1000   315   367
21. 168   177   165

Underline the odd numbers

22. 781   892   250
23. 2007   2002   2000

24. (i)

H	T	U
3	4	2
-2	2	9

25. What is the time?