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**Teachers' Assessment Practices for Academic and Behavioral Performance in Students with Suspected Attention-Deficit/Hyperactivity Disorder in General Primary Classrooms**

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**Abstract**

The present study examined teachers' assessment practices for academic and behavioral performance in students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms. The study employed a quantitative descriptive research method using a cross-sectional survey research design. Data were collected from 101 primary school teachers from public and private schools using selected academic and behavioral performance items from the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS). The reliability of the instrument was assessed through Cronbach's Alpha, which yielded a value of 0.75, indicating acceptable internal consistency. The collected data were analyzed using IBM Statistical Package for the Social Sciences (SPSS) Version 29. Descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, were used for data analysis. The findings revealed that students with suspected ADHD demonstrated moderate academic and behavioral difficulties. Mathematics showed comparatively stronger performance ( $M = 3.65$ ,  $SD = 1.10$ ), while written expression ( $M = 2.23$ ,  $SD = 0.95$ ), organizational skills ( $M = 2.20$ ,  $SD = 0.92$ ), disruptive classroom behavior ( $M = 2.15$ ,  $SD = 0.90$ ), and assignment completion ( $M = 2.41$ ,  $SD = 0.88$ ) reflected greater difficulty. Male students were more frequently reported with suspected ADHD-related characteristics, while female students demonstrated slightly higher mean scores. The results further indicated that most teachers possessed only basic awareness regarding ADHD, with limited formal training and certification. Overall, the study concluded that students with suspected ADHD in general primary classrooms experience noticeable academic and behavioral challenges, particularly in classroom organization, written expression, and task completion. The findings highlight the importance of structured teacher training, classroom-based screening practices, and early educational support for students with suspected ADHD.

**Keywords:** Teacher Assessment Practices, Academic Performance, Behavioral Performance, Primary Classrooms, Suspected ADHD, Classroom-Based Assessment

## **Introduction**

Attention-Deficit/Hyperactivity Disorder (ADHD) is a prevalent neurodevelopmental condition that significantly affects children's academic performance and classroom behavior, particularly in primary school settings. Recent global estimates suggest that ADHD continues to impact a substantial proportion of school-age children, with increasing recognition of its influence on learning, attention regulation, and social functioning (World Health Organization, 2024). In general, primary classrooms, students with suspected ADHD often demonstrate difficulties in reading, writing, task completion, organization, and adherence to classroom rules, which can hinder both academic achievement and peer relationships (Du et al., 2025). Teachers play a critical role in the early identification and assessment of these characteristics, as they can observe students' day-to-day academic and behavioral performance. However, research indicates that teachers tend to rely more on observable behaviors, such as disruption and inattention, while subtle academic and organizational difficulties may be overlooked (Kalkan et al., 2025). The use of structured tools, such as the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS), provides a systematic approach for assessing these characteristics within classroom environments. Therefore, examining teachers' assessment of academic and behavioral performance in students with suspected ADHD is essential for improving early screening practices and supporting effective educational interventions (Tang & Shum, 2026).

Attention-Deficit/Hyperactivity Disorder (ADHD) is a common neurodevelopmental condition characterized by inattention, hyperactivity, and impulsivity, which significantly affect children's academic performance and classroom behavior. Recent studies indicate that ADHD continues to impact a substantial proportion of primary school students, often leading to difficulties in reading, writing, task completion, organization, and social interaction within general classroom settings (Tamang & De, 2025). Teachers play a crucial role in the early identification and assessment of these characteristics, as they are the primary observers of students' academic and behavioral functioning. However, contemporary research highlights that many primary school teachers possess limited knowledge and inconsistent understanding of ADHD symptoms, with only a moderate proportion demonstrating adequate awareness and confidence in identifying affected students (Mohammed et al., 2025; Redha & Ahmad, 2025). This gap in teacher knowledge and training can result in reliance on observable behaviors while overlooking subtle academic and organizational difficulties. Therefore, structured teacher-based assessment tools, such as classroom rating scales, are essential for systematically evaluating academic and behavioral performance in students with suspected ADHD. In this context, examining teachers' assessment practices of these characteristics in general primary classrooms is critical for improving early screening practices and supporting timely educational interventions.

## **Problem Statement**

Students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms often experience academic and behavioral difficulties that can negatively affect their learning and classroom functioning. The results of the present study indicate that many students demonstrate challenges in reading, writing, assignment completion, organizational skills, and following classroom rules, while showing relatively better performance in structured areas such as mathematics. These patterns highlight the presence of moderate academic and behavioral difficulties associated with ADHD characteristics.

Teachers play a critical role in observing and assessing these difficulties; however, their evaluations are often based on classroom observations and may vary due to differences in training, experience, and awareness. Furthermore, a large proportion of students remain undiagnosed or do not receive appropriate support services, which may delay early intervention. The reliance on observable behaviors may also result in overlooking subtle academic and organizational difficulties. Therefore, there is a need to systematically examine how teachers assess academic and behavioral performance in students with suspected ADHD in

general primary classrooms to identify common difficulties and improve early screening and support practices.

### **Research Objectives**

1. To find out teachers' assessment practices of academic and behavioral performance in students with suspected ADHD in general primary classrooms.
2. To identify the most common academic and behavioral difficulties observed in students with suspected ADHD.
3. To examine differences in teachers' assessments based on demographic variables such as teacher gender, training status, and school type.

### **Research Questions**

1. How do teachers assess academic and behavioral performance in students with suspected ADHD in general primary classrooms?
2. What are the most common academic and behavioral difficulties observed in students with suspected ADHD?
3. Are there significant differences in teachers' assessments based on:
  - a. Teacher gender
  - b. Training status
  - c. School type (public vs. private)?

### **Literature Review**

Recent literature emphasizes that ADHD-related characteristics can significantly affect students' academic achievement, classroom behavior, peer relationships, and task completion in primary school settings. Teachers are often the first school-based professionals to observe attention, organization, impulsivity, and classroom engagement difficulties, making their assessment important for early screening and referral. Kerry et al. (2024) noted that schools are important settings for early identification of psychological and behavioral difficulties, with teachers often being the first to recognize symptoms in school-age children. Aldabbagh et al. (2024) further highlighted that teachers working with children showing high ADHD symptoms experience practical classroom challenges and often need greater support to manage learning and behavior effectively. Recent studies also show that teacher knowledge remains a concern.

Das et al. (2025) found that most teachers in their sample had below-average knowledge regarding ADHD, while Alqifari et al. (2025) reported misconceptions among primary school teachers that may affect accurate identification and classroom response. Similarly, Stein et al. (2025) showed that teachers' reports of ADHD are shaped by school context, student needs, and available classroom support. These findings support the present study because its results also show difficulties in reading, writing expression, assignment completion, following rules, and organizational skills, while mathematics performance appeared relatively stronger. More recent work also confirms the need for school-based support: Yegencik et al. (2025) found that school-based interventions can improve ADHD-related academic, social, emotional, and behavioral outcomes, while Kushi (2026) emphasized that teachers value social-emotional support for students with ADHD but face systemic barriers in practice. Therefore, recent literature supports the need for structured teacher-rated assessment tools, such as VADTRS, to better identify academic and behavioral needs in general primary classrooms.

### **Research Methodology**

The present study employed a quantitative descriptive research method using a cross-sectional survey design to examine teachers' assessment of academic and behavioral performance in students with suspected

Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms. The quantitative approach was appropriate because the study focused on collecting measurable data through structured teacher ratings and analyzing it using descriptive statistics such as frequencies, percentages, mean scores, standard deviations, and reliability analysis. Data was collected at a single point in time from primary school teachers using the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS), which assessed students' academic performance (reading, mathematics, and written expression) and behavioral functioning (peer relationships, classroom behavior, assignment completion, and organizational skills). The design enabled the researcher to systematically examine patterns of ADHD-related academic and behavioral characteristics in classroom settings without manipulating any variables.

### **Population, Sample, and Sampling Technique**

The population of the study consisted of general primary school teachers teaching Grades 1 to 3 in public and private schools. A total of 101 teachers participated in the study through a structured questionnaire. Among them, 94 (93.1%) were female teachers and 6 (5.9%) were male teachers. The sample included teachers from both educational sectors, including 66 teachers (66%) from private schools and 34 teachers (34%) from public schools, ensuring broader classroom representation. Based on teacher reports, the student sample included 80 male students (79.2%) and 21 female students (20.8%) showing suspected ADHD-related characteristics. A stratified sampling technique was used to select participants based on the school sector and teaching background. Teachers were selected if they were teaching in general primary classrooms, had classroom interaction with students showing suspected ADHD-related characteristics, and had teaching experience in their current grade level.

### **Validity and Reliability**

The study used selected items from the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS), specifically the academic performance and behavioral performance sections. These sections were chosen because they were directly relevant to the objectives of assessing students' academic and classroom behavioral difficulties in general primary classrooms. Content validity was ensured through review of the selected items for clarity, relevance, and suitability to the study objectives. The reliability of the selected scale items was assessed using Cronbach's Alpha, which yielded a value of 0.75, indicating acceptable internal consistency and reliability of the instrument.

### **Instrumentation**

The study used selected academic and behavioral performance sections from the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) to assess students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms. The instrument included 8 items covering academic areas (reading, mathematics, and written expression) and behavioral areas (peer relationships, classroom behavior, assignment completion, and organizational skills). Teachers rated students using a 5-point Likert scale ranging from 1 = Problematic to 5 = Excellent based on their classroom observations and daily interaction with students.

### **Data Collection Procedure**

Permission was obtained from relevant schools before data collection. The questionnaire was distributed to primary school teachers teaching Grades 1 to 3 in public and private schools. Teachers completed the scale based on their observations of students showing suspected ADHD-related characteristics. The collected data were checked, coded, and analyzed using IBM SPSS Version 29 through frequencies, percentages, mean scores, standard deviations, and reliability analysis.

## Results

**Table 1: Demographics of Teachers, Students, and School Sector**

| Variable       | Category        | Frequency (n) | Percentage (%) | Mean (M) | SD    |
|----------------|-----------------|---------------|----------------|----------|-------|
| Teacher Gender | Female          | 94            | 93.1%          | 32.66    | 7.40  |
|                | Male            | 6             | 5.9%           | 28.11    | 11.20 |
| Student Gender | Male            | 80            | 79.2%          | 31.16    | 8.30  |
|                | Female          | 21            | 20.8%          | 33.58    | 7.10  |
| School Sector  | Private Schools | 66            | 66%            | 32.40    | 7.85  |
|                | Public Schools  | 34            | 34%            | 31.72    | 8.10  |

The findings indicate that female teachers demonstrated higher mean assessment scores compared to male teachers. Female students showed slightly higher mean scores than male students, although male students were more frequently represented in the sample. Private school teachers demonstrated slightly higher mean scores than public school teachers, though the difference was minimal.

**Table 2: ADHD Training Received by Teachers**

| Training Type            | Frequency (n) | Percentage (%) | Mean (M) | SD   |
|--------------------------|---------------|----------------|----------|------|
| None                     | 12            | 11.9%          | 2.10     | 0.88 |
| Basic Awareness          | 66            | 65.3%          | 2.85     | 0.92 |
| Formal Training/Workshop | 21            | 20.8%          | 3.12     | 0.95 |
| Certification            | 2             | 2%             | 3.40     | 1.02 |

The findings indicate that the majority of teachers had only basic awareness of ADHD (65.3%), while very few had formal certification or advanced training. Teachers with formal training and certification demonstrated relatively higher mean scores, suggesting that professional training may positively influence teachers' understanding and assessment of ADHD-related academic and behavioral characteristics.

**Table 3: Academic and Behavioral Performance Scores**

| Variable                  | Mean (M) | SD   |
|---------------------------|----------|------|
| Reading                   | 2.41     | 1.05 |
| Mathematics               | 3.65     | 1.10 |
| Written Expression        | 2.23     | 0.95 |
| Relationships with Peers  | 3.05     | 1.02 |
| Following Classroom Rules | 2.63     | 0.98 |
| Disrupting Class          | 2.15     | 0.90 |
| Assignment Completion     | 2.41     | 0.88 |
| Organizational Skills     | 2.20     | 0.92 |

The findings indicate that students with suspected ADHD demonstrate moderate academic and behavioral difficulties. Mathematics showed the highest mean score, while written expression, disruptive behavior, and

organizational skills reflected greater difficulty.

**Table 4: Most Frequently Reported Difficulties**

| Variable                  | Mean (M) | SD   |
|---------------------------|----------|------|
| Written Expression        | 2.23     | 0.95 |
| Organizational Skills     | 2.20     | 0.92 |
| Disrupting Class          | 2.15     | 0.90 |
| Assignment Completion     | 2.41     | 0.88 |
| Following Classroom Rules | 2.63     | 0.98 |

The results show that the most common difficulties observed by teachers included poor written expression, weak organizational skills, classroom disruption, and difficulty completing assignments.

**Table 5: Overall Academic and Behavioral Performance**

| Domain                 | Mean (M) | SD   |
|------------------------|----------|------|
| Academic Performance   | 2.76     | 1.03 |
| Behavioral Performance | 2.49     | 0.94 |

Overall, students with suspected ADHD demonstrated moderate academic and behavioral difficulties in general primary classrooms. Academic challenges were more evident in reading and written expressions, while behavioral concerns were observed in classroom management, task completion, and organizational functioning.

### Findings

The present study aimed to examine teachers' assessment of academic and behavioral performance in students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms. Data were collected from 101 teachers using the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS). The reliability of the instrument was assessed through Cronbach's Alpha, which yielded a value of 0.75, indicating acceptable internal consistency and reliability of the scale.

The demographic findings revealed that most respondents were female teachers (n = 94, 93.1%), while male teachers (n = 6, 5.9%) represented a smaller proportion of the sample. Female teachers demonstrated a higher mean score (M = 32.66, SD = 7.40) compared to male teachers (M = 28.11, SD = 11.20), indicating relatively stronger assessment of ADHD-related academic and behavioral characteristics.

In terms of the school sector, 66 teachers (66%) belonged to private schools, while 34 teachers (34%) represented public schools. Regarding ADHD-related training, the majority of teachers reported only basic awareness (n = 66, 65.3%, M = 2.85, SD = 0.92). A smaller proportion had received formal training/workshops (n = 21, 20.8%, M = 3.12, SD = 0.95), while very few possessed professional certification (n = 2, 2%, M = 3.40, SD = 1.02). Teachers without any training represented 11.9% (n = 12, M = 2.10, SD = 0.88) of the sample. These findings suggest that most teachers possess limited formal preparation regarding ADHD assessment and classroom management.

Student demographic analysis showed that male students (n = 80, 79.2%) were more frequently reported with suspected ADHD-related characteristics than female students (n = 21, 20.8%). However, female students demonstrated a slightly higher mean score (M = 33.58, SD = 7.10) compared to male students (M = 31.16, SD = 8.30), indicating variation in observed academic and behavioral characteristics across genders.

The academic performance findings revealed that students performed relatively better in mathematics compared to reading and written expressions. Mathematics showed the highest mean score (M = 3.65, SD = 1.10), indicating comparatively stronger academic performance. In contrast, reading performance reflected

moderate difficulty ( $M = 2.41$ ,  $SD = 1.05$ ), while written expression demonstrated the lowest mean score ( $M = 2.23$ ,  $SD = 0.95$ ), highlighting it as the weakest academic area among students with suspected ADHD.

Behavioral performance analysis indicated moderate classroom-related difficulties. Peer relationships demonstrated a moderate mean score ( $M = 3.05$ ,  $SD = 1.02$ ), suggesting average social functioning. However, students showed greater difficulties in following classroom rules ( $M = 2.63$ ,  $SD = 0.98$ ), assignment completion ( $M = 2.41$ ,  $SD = 0.88$ ), organizational skills ( $M = 2.20$ ,  $SD = 0.92$ ), and disruptive classroom behavior ( $M = 2.15$ ,  $SD = 0.90$ ). These findings indicate that students with suspected ADHD experience challenges in classroom management, organization, and task completion.

Overall, the findings suggest that students with suspected ADHD in general primary classrooms demonstrate moderate academic and behavioral difficulties. Teachers were more likely to identify observable classroom behaviors and performance-related difficulties, particularly in written expression, organization, assignment completion, and disruptive behavior. The results further highlight limited teacher training and lack of specialized support systems, emphasizing the need for structured teacher preparation and early classroom-based assessment practices for ADHD-related characteristics.

## **Discussion**

The findings of the present study indicate that students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms demonstrate moderate academic and behavioral difficulties. The results showed that students experienced greater challenges in written expression, organizational skills, assignment completion, classroom rule-following, and disruptive behavior, while mathematics performance appeared relatively stronger. These findings are consistent with recent research showing that students with ADHD-related characteristics often struggle with academic organization, behavioral regulation, and classroom engagement (Alqifari et al., 2025; Das et al., 2025).

The study further revealed that teachers primarily identified observable classroom behaviors and performance-related difficulties. This supports findings by Mohammed et al. (2025), who reported that teachers rely heavily on visible behavioral indicators when assessing ADHD-related characteristics in classroom settings. The higher representation of male students in the present study also aligns with recent literature suggesting that ADHD-related behaviors are more frequently recognized among boys in school environments (Stein et al., 2025).

Another important finding was that most teachers possessed only basic awareness of ADHD, while relatively few had formal training or professional certification. This finding supports previous studies emphasizing that limited teacher training may affect the accuracy of classroom-based identification and support practices (Aldabbagh et al., 2024). The moderate reliability and consistency in teacher ratings suggest that structured teacher-report tools such as the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) can provide useful information for early screening and educational assessment in primary classrooms.

Overall, the findings highlight the importance of improving teacher training, classroom-based screening practices, and early educational support for students with suspected ADHD. Increased professional preparation may help teachers identify both academic and behavioral difficulties and support timely intervention in general primary classrooms.

## **Conclusion**

The present study examined teachers' assessment practices for academic and behavioral performance in students with suspected Attention-Deficit/Hyperactivity Disorder (ADHD) in general primary classrooms. The findings revealed that students demonstrated moderate academic and behavioral difficulties, particularly in written expression, organizational skills, assignment completion, classroom behavior, and following rules. Mathematics performance appeared relatively stronger compared to other academic areas. The study

also found that most teachers possessed only basic awareness of ADHD, while limited formal training may affect classroom-based identification and support practices. Overall, the findings highlight the importance of structured teacher assessment and early screening practices in identifying ADHD-related academic and behavioral characteristics within general primary classrooms.

### Recommendations

1. Teachers should be provided with practical training programs to improve their understanding and identification of ADHD-related academic and behavioral characteristics.
2. Schools should encourage the use of structured assessment tools, such as the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS), for early classroom-based screening.
3. Greater collaboration between teachers, parents, and educational support professionals should be promoted to ensure timely intervention and support for students with suspected ADHD.
4. Future research should include larger samples and explore additional classroom and behavioral factors related to ADHD in primary education settings.

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