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.