



Teacher's perceptions of attention deficit hyperactivity disorder among primary school students in Jordan

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Abstract

Purpose: was to examine the knowledge, perceptions, and attitudes of primary school teachers about ADHD in the north region of Jordan and describe the relationship between their knowledge and attitude towards children with ADHD.

Design and methods: A cross-sectional correlation study was utilized in order to address the study's purposes. Data were collected using self-reported questionnaires from primary school teachers working in governmental and private primary in north Jordan. The study was conducted during the period between February 2017 and June 2017.

Findings: The findings indicated that the majority of the respondents had negative perceptions about ADHD concerning the knowledge, causes, treatment and diagnosis, this contributed to the negative perceptions revealed by the majority of the sample toward children with ADHD. The lack of professional training programs and education about children's behavioral problems mainly ADHD for primary school teachers have contributed to these results.

Practice implications: Policies and legislations addressing children with ADHD should be implemented, and teachers should be trained on using such policies to meet the needs of children with ADHD.



Biography:

Dr. Abdullah Khamaiseh has completed his PhD at the age of 43 years from Alexandria University School of nursing. He is the acting dean of school of nursing in Mutah University. He has published more than 10 papers in reputed journals.

Speaker Publications:

1. "Teacher's perceptions of attention deficit hyperactivity disorder among primary school students in Jordan"; Asian J. med. / 2018 / 30(8) /pp 1731-1735
2. "Teacher's perceptions of attention deficit hyperactivity disorder among primary school students in Jordan/ Vol 151 (2019) 199–211
3. "Teacher's perceptions of attention deficit hyperactivity disorder among primary school students in Jordan"; Journal of Environmental Management/ Vol 271, 2020, 110961.

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