Knowledge and Behavior of Primary School Teachers Towards Attention Deficit Hyperactivity Disorder

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Background: School teachers in Bahrain have never received any educational programs about attention deficit hyperactivity disorder (ADHD) except for a workshop which was conducted for primary school social supervisors in 2005.

Objective: To evaluate the knowledge of primary school teachers of ADHD, attitude and behavior towards ADHD students.

Design: Cross-Sectional study.

Setting: Primary Schools in Bahrain.

Method: One hundred fifty-eight randomly selected governmental primary school teachers completed the questionnaire about knowledge and attitude towards ADHD.

Result: Eighty-four (53.2%) of the teachers were knowledgeable about ADHD. Their main sources of knowledge about ADHD were newspapers and magazines.

Conclusion: Teachers’ Knowledge of ADHD was found to be less than optimal.

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Attention Deficit Hyperactivity Disorder (ADHD) is a disorder combining inattention, hyperactivity and impulsive behavior, which are severe and inappropriate. It is a common childhood behavioral problem, which has been estimated to affect 2-18% of school children. ADHD is more prevalent in boys than in girls. Its onset is in early childhood, before the age of seven. It often persists into adolescence and adult life and puts sufferers at risk of a wide range of abnormalities in personality development.

The exact aetiology of ADHD is unknown. It aggregates in families with 3-5 times increased risk in first-degree relatives.

The diagnosis of ADHD could be established by the International Classification of Diseases, 10th revision (ICD-10) or the Diagnostic and Statistical Manual of Mental Disorders 4th Ed

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