

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Department of Letters and Foreign Languages

Section of English



***PRIMARY SCHOOL TEACHER'S ATTITUDE  
TOWARD CHILDREN WITH ADHD***

**CASE STUDY OF 1 TO 5<sup>TH</sup> PRIMARY LEVEL IN ALGERIA**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for a  
Master's Degree in Didactics**

**Submitted by:**

Miss. Hani Anissa Oum El Kheir.

Miss. Allouane Dounia Zed

**Supervised by:**

Mrs. CHIKHI Latifa

**Board of Examiners:**

**-President: Miss. Naima SAHLI**

University of Tiaret

**-Supervisor: Mrs. Latifa CHIKHI**

University of Tiaret

**-Examiner: Mrs. Assma LAKHDAR TOOMI**

University of Tiaret

**Academic Year: 2019/2020**

## **Dedication**

*I would like to express my deep recognition to Allah, for giving me ambition and strength to finish this work*

*I dedicate this modest work to the two candles that lighten my way: my wonderful parents, thank you for all the unconditional love, guidance, encouragement, and support that you have always given me may Allah bless you!*

*I owe special thanks and gratitude to my brothers and sisters: Zakaria, Younes, Yousef, Lokman, Meriam, Amina and the little Adam, to my best friends: the lovely Sara, Narimen, Yusra, Meriam, Abir for their support and encouragement, to my partner in this work Douniazed and all my friends without exception.*

*I would like also to give a special thanks to my teacher and my friend Iman for the efforts she made and for her help by providing us with some of the important references that were so helpful in the process of our research.*

• *HANI Anissa*

## **Dedication**

*First of all I would like to express my deep appreciation to ALLAH for his blessings, his support and for giving me the strength through my research work.*

*I would like to dedicate this humble work to my lovely parents for their love, encouragement, support and their prayers for me. Thank you for being by my side may ALLAH blesses you.*

*Special thanks is addressed to my brothers MOHAMED, BRAHIM, MHAMED and to my sisters SAIDA, MERIAM, SOUAD and to the kids RITEDJ, AMAR and ABD EL RAHMAN for their moral and spiritual support.*

*Heartfelt thanks are sent to my best friends SAMIRA, MERIAM, SARAH, and ABIR and to my lovely partner ANISSA for their never-ending encouragement.*

- *ALLOUAN Dounized*

## **ACKNOWLEDGEMENTS**

All the praise goes to Allah for his generous blessings, without which we would not have completed this work.

Our deep and sincere gratitude goes to our supervisor MRS. CHIKHI Latifa for helping us and giving us advices to achieve our goal.

We gratefully acknowledge all the participating teachers for their help and support in the questionnaire and interview.

We would like also to thank the board of examiners Mrs. Latifa CHIKHI, Miss. Naima SAHLI, and Mrs. Assma LAKHDAR TOOMI for evaluating and reviewing our work.

## **Abstract**

Primary school teachers have a challenge to change and use appropriate methods in class in order to attract learners' attention, help them to behave well and enhance their performance in learning during the classroom. The present study is designed to investigate teachers' attitude towards their pupils who have attention deficit hyperactivity disorder; and to determine how they deal with them and how they contribute to keep their attention and their concentration in the class. Moreover, this study was conducted to the primary school teachers in Algeria. A questionnaire and an interview administered to the teachers to gain insights about their attitudes towards pupils who have attention deficit hyperactivity disorder via social media. The findings of this investigation show that the majority of primary teachers do not have knowledge about attention deficit hyperactivity disorder. And they have negative attitudes towards them.

**Key word:** attitude, Attention Deficit Disorder, concentration

## Table of Contents

Dedication.....	I
Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
List of Tables.....	VIII
List of Abbreviations.....	IX
List of Figures.....	X
List of Graphs.....	XI
General introduction.....	1
<b>Chapter One: Literature Review.....</b>	<b>5</b>
1-1 Introduction.....	6
1-2 Definition of Attention deficit hyperactivity disorder .....	6
1-3 Attention deficit hyperactivity disorder & the Brain .....	7
1-4 Types and symptoms of ADHD.....	9
1-5 Causes of Attention deficit hyperactivity disorder .....	11
1-6 Treatment.....	14
1-7 Importance of behaviour and Attention in Learning.....	17
1-8 Attitudes of teachers towards pupils with ADHD.....	20

1-9 Conclusion.....	22
<b>Chapter Two: Research Methodology and Discussion of Results .....</b>	<b>23</b>
Introduction.....	24
Overview of the Research Context.....	24
The Status of Attention deficit hyper activity disorder in Algeria.....	26
<b>Section One: Research Methodology and Design</b>	
2-1 Research Variable.....	28
2-2 Research Methodology.....	28
2-.3 Research Sample and Population.....	28
2-4 Data Collection Tools.....	29
2-5. Data Collection Procedures and Analysis.....	30
<b>Section Two: Finding and Discussion of Results</b>	
2-6 Teachers' Questionnaire.....	31
2-6-1 Analysis.....	31
2-6-2 Interpretation of Results.....	46
2-7 Teacher's Interview.....	48
2-7-1 Analysis.....	48
2-7-2 Interpretation of Results .....	51
2-8. Conclusion.....	52

<b>Chapter Three: DISCUSSION.....</b>	<b>53</b>
3-1 Introduction .....	54
3-2 Current Knowledge about ADHD.....	54
3-3 The Role of Teachers in Identifying Students with ADHD.....	55
3-4 Suggestions .....	56
3-5 Activities for attention and behaviour.....	59
3-6 Conclusion .....	63
General conclusion.....	64
References.....	67
Appendices.....	73
Appendix “A”: Teachers’ Questionnaire.....	74
Appendix “B”: Teachers’ Interview.....	81



## List of Tables

<b>Table01:</b> Teachers ‘Gender .....	28
<b>Table 02:</b> Teachers ‘Age.....	28
<b>Table 03:</b> Teachers’ work experience .....	29
<b>Table 04:</b> Number of learners.....	30
<b>Table 05:</b> Giving instructions and repeating them.....	31
<b>Table 06:</b> Misbehaviours that impede the teaching process .....	33
<b>Table 07:</b> Teachers’ knowledge about ADHD .....	34
<b>Table 08:</b> Establishing eye contact with ADHD learners.....	35
<b>Table 09:</b> Difficulties experienced by ADHD child in his relations.....	35
<b>Table 10:</b> The educational achievement of ADHD learners.....	36
<b>Table 11:</b> Teacher’s sources of information about ADHD.....	37
<b>Table 12:</b> Learner’s failure in giving close attention to details.....	38
<b>Table 13:</b> Avoid engaging in tasks that require sustained mental effort.....	39
<b>Table 14:</b> The absence of learner’s mind in the class.....	40
<b>Table 15:</b> Misbehaviour obstruction in the classroom.....	40
<b>Table 16:</b> Educational system awareness of ADHD children.....	41
<b>Table 17:</b> Educational system creating special classes for ADHD children.....	43

## List of Abbreviations

**ADHD:** Attention Deficit Hyper Activity Disorder

**ADD:** Attention Deficit Disorder

**APA:** American Psychiatric Association

**DSM:** American psychiatric Association

## List of Figures

<b>Figure 01:</b> differences between a healthy brain and one with ADHD .....	8
<b>Figure 02:</b> The frontal lobe in the brain .....	9
<b>Figure 03:</b> Types of ADHD.....	10
<b>Figure 04:</b> The three main neurotransmitters .....	13
<b>Figure 05:</b> Treatment of ADHD for children.....	14
<b>Figure 07:</b> Activity one.....	55
<b>Figure 08:</b> Activity two.....	57
<b>Figure 09:</b> Activity three.....	58

## List of Graphs

<b>Graph01:</b> Teachers ‘Gender .....	28
<b>Graph 02:</b> Teachers ‘Age.....	29
<b>Graph 03:</b> Teachers’ work experience .....	30
<b>Graph 04:</b> Number of learners.....	31
<b>Graph 05:</b> Giving instructions and repeating them .....	32
<b>Graph 06:</b> Misbehaviours that impede the teaching process .....	32
<b>Graph 07:</b> Teachers’ knowledge about ADHD.....	34
<b>Graph 08:</b> Establishing eye contact with ADHD learners.....	35
<b>Graph 09:</b> Difficulties experienced by ADHD child in his relations.....	36
<b>Graph 10:</b> The educational achievement of ADHD learners.....	37
<b>Graph 11:</b> Teacher’s sources of information about ADHD.....	38
<b>Graph 12:</b> Learner’s failure in giving close attention to details.....	39
<b>Graph 13:</b> Avoid engaging in tasks that require sustained mental effort.....	39
<b>Graph 14:</b> The absence of learner’s mind in the class.....	40
<b>Graph 15:</b> Misbehaviour obstruction in the classroom.....	41
<b>Graph 16:</b> Educational system awareness of ADHD children .....	42
<b>Graph 17:</b> Educational system creating special classes for ADHD children.....	43

# **General introduction**

## General Introduction

The teaching/learning process can be very complicated even in a setting where the learners are in abnormal physical and psychological state; the process can face failure. Thence many theories and approaches have been developed by scholars in order to treat the obstacles facing both teachers and learners in the field of education one of which attention deficit hyperactivity disorder (ADHD).

Attention deficit hyperactivity disorder is a behavioural disorder that affects children, as they suffer from a lack of attention and inability to concentrate and to complete the school homework required from them in addition to their inability to remain calm in the classroom and outside it, and the inability to stop their impulsivity that affects them, especially their academic and relational performance with the outside environment.

### Research Aims:

The main objective of a teacher is to help the learner in his learning process by using new strategies to attract his attention and make the lesson more interesting. Therefore, the aims of this research are:

- 1- To make a research on how primary school treat ADHD children.
- 2- To raise awareness and knowledge about the Attention deficit hyperactivity disorder.

### Research Questions:

The study was conducted in order to find answers to the three major research questions that can be raised:

- 1- Does the Algerian primary school teacher have knowledge about ADHD?
- 2- Does the Algerian teacher adapt his teaching techniques to deal with behavioural issues such as hyperactivity and inattentiveness in class?
- 3- Does the Algerian education system give an importance and care about children with ADHD?

### **Hypothesis:**

We put forward the following hypotheses:

- 1- They do have great knowledge about ADHD.
- 2- The teachers are implementing all the tools available to keep students' attention in the classroom and control their impulsive behaviour.
- 3- The Algerian education system gives a huge importance to children with ADHD.

### **Significance of The study:**

The main aim of this study is to raise awareness towards the issue of psychological and biological disorders in general and attention deficit hyperactivity disorder in particular. As we can clearly notice that these issues can be unmarked and unnoticed in the Algerian educational system; we hope through our investigation that teachers and the whole educational system would be aware enough about Attention deficit hyperactivity disorder.

**Research process:**

The extended essay consists of three chapters. The first chapter has in effect tried to clarify the concept of ADHD, its relationship with the brain, its types, symptoms, treatment, the importance of attention and behaviour in learning and the attitudes of teachers towards ADHD children; finally a conclusion to sum up the whole chapter.

Chapter two reflects the practical side of the research work under way. It entails two parts. The first part will be devoted to identify the sample population as well as the instruments used to gather data and referring to the methods employed to conduct this research work. The second one will attempt to present the analysis of data gathered from teacher's questionnaire and interview, in addition to an interpretation and a conclusion of the findings obtained during the study process.

Ultimately, the third chapter identifies a discussion, some suggestions and a set of pedagogical activities for teachers and parents in order to help ADHD children with their learning procedure. At last a general conclusion to sum up the whole research work.

**Limitations**

This review has some limitations that need to be addressed. Although we have searched for all published papers on ADHD and we might have missed some of them, we did not find a lot of information about it in Algeria even though this disorder is seen in a lot of Algerian primary school children. Another limitation pertains to the fact that the small size of the populations in the study did not allow the data to be stratified and this surely influenced the prevalence rates, in addition,



the opportunity to interview a large number of primary school teachers more than 31 one, with different years of experience and from different schools would have greatly benefitted this research project. Although we were planning to go to different primary schools in Tiaret and do an observation and the interview face to face schools were shut due to the worldwide pandemic Coronavirus, and the research work was conducted through social media with only an interview and a questionnaire.

# **CHAPTER I**

## **LITERATURE REVIEW**

## **1-1 Introduction:**

Attention Deficit Hyper Activity Disorder (ADHD) is a neurodevelopmental condition and a common childhood mental health disorder; it is characterized by inattention distractibility, hyperactivity and impulsivity. In this chapter, the concept of ADHD is clarified firstly, by a definition, lightning the fact of its intimate intrication with the brain, types and symptoms, secondly it deals with causes and its treatments, thirdly, the importance of attention and behaviour in learning, then the attitudes of teachers towards such a phenomenon, finally, a conclusion to sum up the whole chapter.

## **1-2 Definition of Attention deficit hyperactivity disorder:**

Attention deficit hyperactivity disorder known as ADHD is one of the common childhood neuropsychiatric disorders that often persist in adulthood. This disorder is characterized by developmentally abnormal and recurrent signs of inattention, over-activity, and impulsiveness. This category of children can encounter severe behavioural challenges, such as poor self-esteem, learning struggles, academic underachievement, and unstable interpersonal interactions with friends, students, family members.

ADHD is also associated with functional impairments across multiple academic and social domains and is commonly accompanied by a range of externalizing and internalizing disorders (Biederman and Faraone, 2006, P12).

More than 30 years ago, ADHD was defined in the diagnostic and statistical manual of mental disorder for infants and teenagers (DSM IV; American psychiatric Association, 1994) as a persistent pattern of inattention and hyperactivity/impulsivity that is more frequent and severe than is observed in

individuals at a comparable level of development; it is seen and present since before 7 years of age, and it interferes in social, academic and occupational functions.

According to Britannica dictionary (2017), males are more affected with ADHD than females and 3% to 6% of children are impacted by this syndrome. Although, its symptoms are predominant in the entire world, the United States is considered as the country of the most children diagnosed with ADHD.

Barkley (1995) advocated that it is seen in an early age in which people can distinguish a normal child from ADHD child. In fact, the child is unable to perform what other children do in his age (Brett & Patterson, 2004).

It is related to brain function and it is diagnosed through the test of Conners (Conners, 2008). This test evaluates the anxiety of the child, his self-esteem and how much hyperactive is he. It is consisted of three questionnaires given to first the parents, to the teachers and to the doctors in order to diagnose such a deficit disorder. (cited in Portail enfance

Brock & Al (2009) suggest that “interviews are useful in addition to the questionnaire with the same persons.” (Cited in Abaoud; 2013, p.09)

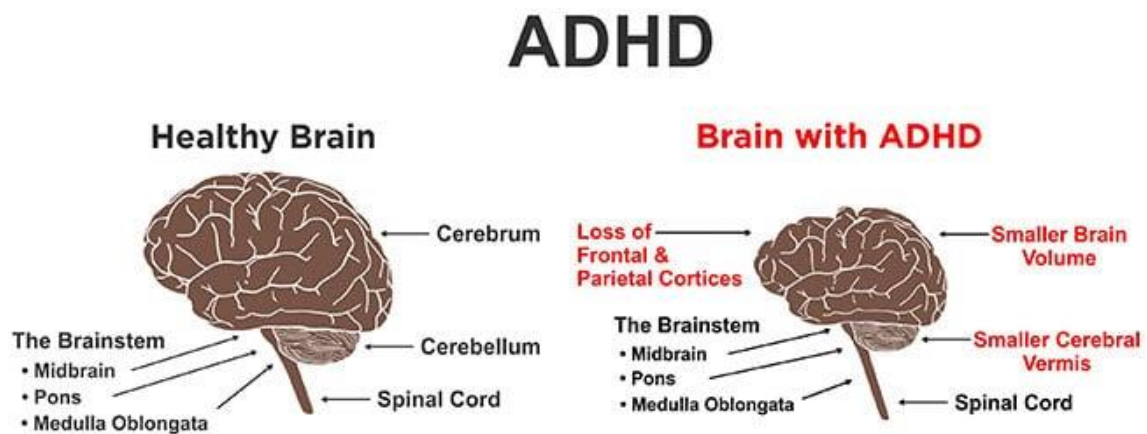
The problems children with ADHD experience can therefore hinder their academic performance.

### **1-3 Attention deficit hyperactivity disorder & the Brain:**

The brain is a magnificent three-pound organ that regulates many of the body's activities; it is the command center for the human nervous system; Attention, intelligence, imagination, and memory are only a couple of the other aspects controlled by the brain. “The brain is essentially a huge electrical system that has

multiple sub-systems that need to communicate with one another constantly to get anything done,” explains Thomas Brown.(Maureen Connolly & Cagliostro, 2019).

ADHD is known as a neurological disorder, it can be inherited from parents. An ADHD brain differs from a normal one at the level of the prefrontal cortex. “Recent research on the brain has identified regions in the prefrontal cortex that are smaller or less active than normal in people with ADD. There is also a tendency for ADD to be genetic” (Greenbaum & Markel, 2006, p.174).



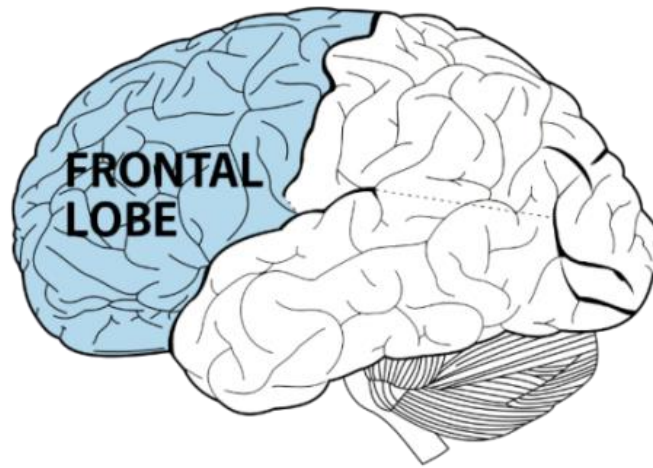
**Figure 01:** differences between a healthy brain and one with ADHD

(Nootropics for ADHD, n.d.)

Studies have found that there are variations in the brain of children with ADHD and that some of these discrepancies shift as children develop and grow, their study has demonstrated that certain areas of the brain of a child with ADHD can be smaller than that of a child without ADHD. The brain is an organ that controls thinking, feeling, and behaviour; it is divided into sections called lobes. The front of

the brain behind the forehead is the frontal lobe which is the part of the brain that helps people to focus, organize, plan, pay attention, solving problem, being motivated and make decisions.

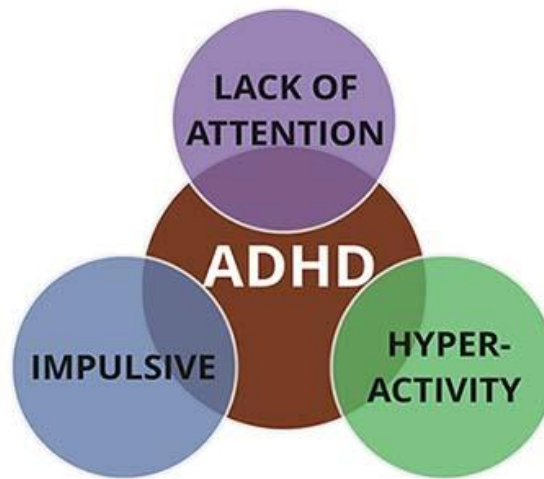
If this area is not able to function and process its tasks, this can negatively impact alertness and attention, in result, it will cause a hampered ability to organise, increase impulsivity, increase physical activity, the inability to start and continue activities, difficulties to stop inappropriate responses.



*Figure 02: The frontal lobe in the brain*

#### **1-4 Types and symptoms of ADHD:**

According to Abaoud (2013) “Attention deficit / hyperactivity disorder (ADHD) , a behavioural syndrome characterized by inattention and distractibility, restlessness, inability to sit still, and difficulty concentrating on one thing for any period of time. ADHD most commonly occurs in children, though an increasing number of adults are being diagnosed with the disorder.” (P, 11)



*Figure 03: Types of ADHD*

Children with ADHD often experience a myriad of difficulties at school related to the core symptoms of the disorder; namely, inattention, impulsivity, and over activity. However, there may be gender differences regarding the severity of these problems. Researchers reported that while boys with ADHD show significant behavioural problems in the classroom, girls with the disorder are more likely to have predominantly inattentive symptoms and are little more disruptive than typically developing children. They think that boys need more attention than girls. Lynch (2016) stated that “boys simply tend to demand more attention, while girls tend to be quieter and more reticent” that is why the boys lack attention and try to disturb the girls within the classroom.

There are three types of ADHD which are:

➤ **Inattentive type:**

Children with this type of ADHD are easily distracted, their attention is continuously diverted, as a result, they are not able to perform well. They are not good at doing multitasking as they cannot concentrate and also loses interest easily. They find difficulties to listen and focus when spoken to (for example during the

class when the teacher explains his lesson), remembering routine procedures and familiar information, losing track of their things (pencils, books...etc.), ignoring tasks that require mental effort.

Pupils characterized with this type are known as daydreamers and absentminded.

➤ **Hyperactive type:**

A hyperactive child might experience problems staying seated, Frequently squirms and fidgets, talks too much, play with objects which are not related to the set task, often runs, jumps, and climbs when this is not permitted and repetitively tapping his hands or feet.

➤ **Impulsive type:**

A child experiencing impulsivity might call out in class without permission or talk with other students at inappropriate times, frequently acts and speaks without thinking, may run into the street without looking for traffic first, he may also have trouble taking turns and cannot wait for things, often calls out answers before the question is complete and may interrupts others.

### **1-5 Causes of Attention deficit hyperactivity disorder:**

The etiologic and biologic significance of ADHD are unclear, researchers and scientists have not specified yet Its causes, even so there are some factors that may increase and develop the condition of this phenomenon. ADHD causes still give rise to controversy, genes, pre and perinatal risks, psychological condition and the environmental toxins have all been considered as potential factors.

According to researchers, genetic and heredity factors accounts for about 80% of children with ADHD, for them ADHD comes from family studies, adoptive

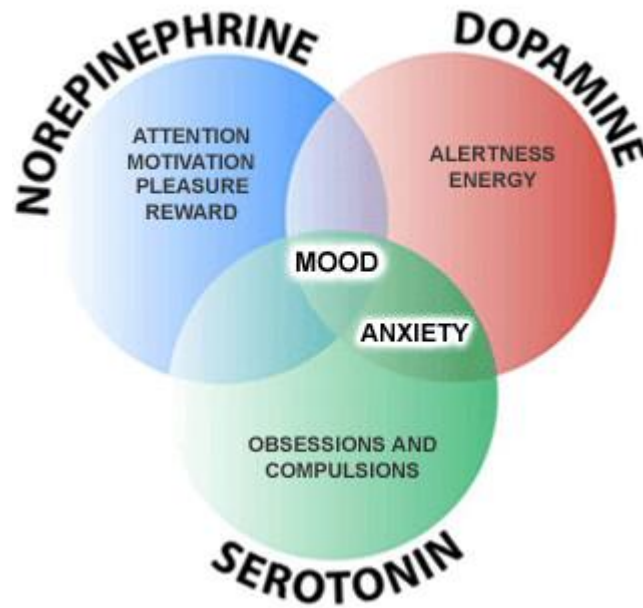


studies and twin studies. Twin studies demonstrated that there is an 82% chance that identical twins will both have ADHD if at least one of them has the condition compared to a 38% chance among fraternal twins. This means that, the genetic component is much stronger than any environmental factors and it's considered to be the main cause of ADHD.

Smoking or consuming alcohol during pregnancy is one of the most commonly cited prenatal risks associated with increased rates of ADHD including also low birth weight and prematurity. Psychosocial adversity including family adversity and low income, have been found to be associated with child mental health problems, like ADHD, for instance, children who suffer maltreatment, lack of discipline, watch too much television and play videos games have shown a high incidence of ADHD.

While the exact cause of ADHD remains a mystery, science has shown that some parts in the brain of kids with attention deficit hyperactivity disorder can be smaller than children without ADHD.

The brain is made up of nerve cells called neurons that transmit signals in the brain, which travel in groups of nerve cells called "networks." These signals are transmitted by some chemicals called neurotransmitters (dopamine, norepinephrine and Serotonin).



*Figure 04: The three main neurotransmitters*

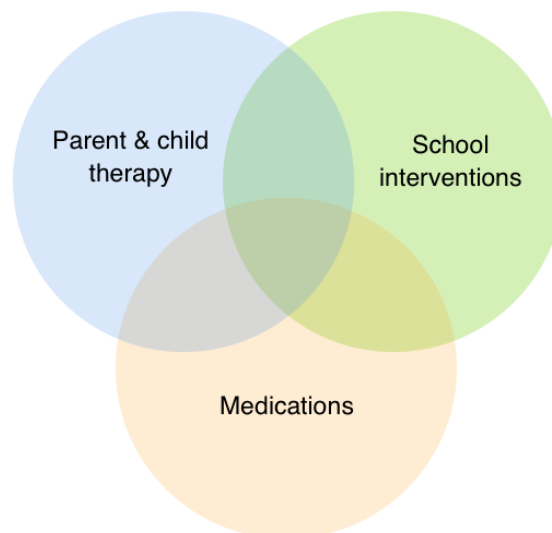
These neurotransmitters are involved with focus, attention, shifting between tasks, and movement. They work differently in people with ADHD for example Serotonin ( a neurotransmitter) is what makes the child feel good, so if the level is too low he is going to be irritable and aggressive , and there is the dopamine ( a neurotransmitter), if its level is too low the child is going to be distracted, inattentive and has difficulty staying focused . For instance, scientists and researchers have found that children with ADHD have 70% higher levels of dopamine transporters. Transporters have excess signals nowhere to be received since there is no increase in the number of receptors of dopamine. Therefore, the proper amount of dopamine is not available which lead to lack of attention and behaviour. Finally, when norepinephrine (a neurotransmitter) is too low, the child going to be aggressive and depressed, when it is too high he will tend to be aggressive and impulsive.

According to Freingold In 1973, foods, dyes, preservatives, salicylates and artificial colors can also be causes of hyperactivity and inattentiveness in children.

### **1-6 Treatment for ADHD:**

Treatment of ADHD requires medical, educational, behavioural and psychological intervention this treatment strategy is called “multimodal» and it depends on the individual’s age with ADHD. Treatment of ADHD may include: parent training, medication, skills training, behavioural therapy and educational supports. The behavioural difficulties observed in children with ADHD can often be reduced when novel and interesting tasks are presented, especially when the task is easy or repetitive (Greene, 1995; Zentall, 1993), and when the tasks are presented to the child at a level they understand (DuPaul & Power, 2000).

### **Treating ADHD in Children**



*Figure 05: Treatment of ADHD for children*

According to health care providers and scientists, treatment should be tailored to the unique need of each individual and family to help the patient control symptoms, cope with the disorder, improve overall psychological well-being and manage social relationships.

Treatment for ADHD includes:

### **Medicine:**

Currently, the most popular drugs prescribed for treating ADHD are stimulants, because they work fast, well, and have been used safely for many decades. Stimulants appear to boost and balance chemicals level in the brain called neurotransmitters (like dopamine). These medications help improve the symptoms of inattention and hyperactivity, stimulants target dopamine, a chemical that helps regulate motivation, activity and emotional responses in the brain. The right dose of these stimulants varies from child to child, so it may take some time to find the correct dose. There is also a Non-stimulant medication for ADHD which are less good at treating ADHD symptoms and take several weeks to start working (like clonidine or atomoxetine). For instance, the ADHD child should take Stimulant medications as prescribed by the doctor and he need to see him regularly to determine if the medication needs to be adjusted.

### **Therapy:**

Children with ADHD often benefit from behaviour therapy and occupational one which may be provided by a psychiatrist, psychologist or other mental health professional.

Occupational therapy for children focuses on neurodevelopment, and managing the connection between their environment and their own reflexes and what is going on in the brain and beyond. According to researcher's occupational therapy for children with ADHD requires exercises to develop some skills such as: holding a pencil, picking up and relaxing blocks, cutting with child safe scissors, throwing a ball, spinning and swinging. On the other hand in behaviour therapy teachers and parents can learn behaviour-changing strategies, such as token reward systems and timeouts, for dealing with difficult situations.

### **Parent coaching:**

Parents should work with their ADHD children to incorporate realistic learning strategies both within and outside the classroom, and collaborate with teachers about how best are their children learns. With this consistent support the following strategies can help the child enjoy learning, meet educational challenges and experience success at school and beyond.

### **School supports:**

When children exhibit behaviour problems in school, teachers often are the first to recognize and recommend that they receive a comprehensive assessment. Beyond this initial recommendation, teachers play a key role in classification decisions in that their observations and reports typically are used in diagnosis and treatment determination, teachers can help the ADHD child to do well and enjoy school more by giving them self-confidence comfort, it includes some several way such as sharing information, ask hard question and give a complete picture and create goals together. There are some other tips for parents of ADHD kids that are taken from [Helpguide.org](http://Helpguide.org) which are as follow:

- Children need to hear that they're loved and appreciated therefor; parents should complement their ADHD children regularly and encouraging them to interact with other kids of their age.
- Parents need to find ways to improve their children's self-esteem, for example kids with ADHD often do great with art and music, so parents should choose activities based on their interests.
- Parents have to try to help their ADHD child keep his or her environment organized and uncluttered
- Fatigue often makes ADHD symptoms worse, that's why parents need to adopt a healthy lifestyle habits for their ADHD kids for example letting them eat a balanced diet for healthy development.

Despite the parents' concern, researchers pointed out that not giving medication to children with ADHD may be a huge danger than actually giving it to them. According to them, when kids are five or six years old, they learn how to focus, to learn, and how to be successful, yet kids with ADHD may be challenged because their symptoms can interfere with these typical developmental stages. Moreover, for kids with ADHD, getting treatment as early as possible is particularly important, and the right one can help relieve some of the distractions and allow normal brain development to progress.

### **1-7 Importance of behaviour and attention in learning:**

Learning has been and will always be the ultimate goal of human beings, since their birth until their death. Indeed, the human is confronted every moment of his life with problems, which he will seek to solve at any cost out of curiosity. Learning

is the process of memorization, integration and application of new information and concepts.

According to the dictionary of linguistics learning is the task accomplished by an individual in order to acquire a set of new linguistic behaviours. (Georges Mounin,Cagrige, 2004, P37).

While the French dictionary of didactics defines it as: “Learning can be defined as a set of decisions relating to the actions to be undertaken with the aim to acquire knowledge or skills in a foreign language” (Cuq, 2003, P22).

Learning requires guidance and training, as once the term Learning is spoken, the definition is immediately related to 'research, education, schooling and teaching, and all of these need focus, attention and behaviour. The word "learning" was described as: “the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something the activity of someone who learns” (Merriam-Webster, 2018).

Paying attention is the first step in the learning process. Everybody fails to pay attention sometimes, but some people like those who have attention deficit hyper activity disorder fail to pay attention a lot. Masquetiaux (2013) the French psychologist states that attention has the meaning of fixing one’s mind to something, and it is the concentration of the mental activity.

According to Oxford student’s dictionary (2012), attention is “watching, listening to or thinking about somebody or something carefully”. While John Ratey (2001) defined attention as; more than just noticing incoming stimuli. It involves a

number of processes including filtering out perceptions, balancing multiple perceptions and attaching emotional significance to these perceptions.

When an infant is given something for the first time, like a chocolate or a flower, he will first hold it, maybe smell it and taste it, as a result, due to his focus and attention, he will remember it when he sees it again, because he has processed the picture as well as the scent and the smell in his brain. For instance, Visual learners learn better by looking at diagrams or maps. The kinaesthetic learner learns, however, by feeling, handling, and doing things with his hands. Eventually, an auditory person likes to listen to a lecture verbally interpreted by a teacher or a tape rather than to read written sources like books or journals.

How pupils act in a course influences how well they understand and how much they learn. Only a student acting out will disrupt the learning of all students. It's the teacher's role to handle the classroom in a way that promotes learning. Some educators utilize a scheme of prizes and warnings, while others cleverly design lesson plans that engage students and help them learn effectively.

Learners during the classroom vary in their ability to concentrate their attention on what is necessary at the right time. For example emotions such as anxiety, sadness make it harder for children to pay attention. If there is an attention deficit, the brain fails to prioritize information, even if there is misbehaviour or a hyper activity the learner will be unable to apply concepts learned in school.



### **1-8 Teachers attitudes:**

Teachers' attitude is important for understanding and improving educational processes, during the class, some teachers trust students to be able, motivated, and enthusiastic about the course content. However, some of them have little initial faith in most students' ability. Bhatt (1995) said that: "most teachers are not so bound by initial expectations that their attitudes toward particular students cannot change as the term progresses" (p.13).

Apparently, teachers' attitude may vary from one teacher to another. They may also vary in their methods of teaching. Few want to seize control in the classroom and some are less serious than the previous ones. Power is not necessarily a "bad term", Ehrman and Dornyei (1998) point out that it is up to the teacher how to employ it, either positively or negatively. (Cited in William & Mercer & Ryan, p. 37). Teachers who show empathy, understanding of communication strategies, the desire to work with an interdisciplinary team and a supportive outlook towards special needs children may have a significant effect on student achievement. (Sherman et al, 2008, p.347).

In 1998, Barkley stated that ADHD most often presents in the early school years, and it is quite pervasive across primary and secondary schooling with an average of one child per classroom having the disorder. For children with Attention Deficit Hyperactivity Disorder, the classroom can be one of the most difficult places, apparently because this setting requires children to engage in behaviours that are completely the contrary to the symptoms of the disorder. Therefore, primary school teachers are most likely to be among the first people to notice ADHD-related

behaviours in children (Tannock & Martinuseen, 2001), and must have a proper knowledge of this disorder if they play such a significant role in all these tasks.

The teacher should know that he is going to teach a human being and more precisely a child. His attitudes have a big impact on his learners in maintaining his classroom management; moreover, he has to take into consideration each child's feelings, needs, age...etc.

A teacher should evaluate each child's needs and strengths with a lot of patience and creativity. Then he can develop strategies that will help students with ADHD focus, stay on task, and learn to their full capabilities.

The most effective tool that a teacher can use to help an ADHD student is a positive and a good attitude. Epstein said that "What all the great teachers have in common is love of their subject, an obvious satisfaction in arousing this love in their students, an ability to convince them that what they are being taught is deadly serious" (p.36).

There are some ways and tips to help pupils with ADHD and to guide them, for example during the lectures the teacher need to establish eye contact with any student who has ADHD and repeat the instructions as necessary, create a quiet area free of distractions for test-taking and quiet study, make them seat away from windows and away from the door of the classroom and put them directly in front of the desk, he also should speak frequently with the ADHD students and moved around the classroom.

The teacher can accommodate some simple actions for example in conducting the lesson, he should vary the pace and include different kinds of activities such as competitive games, using colour coding and pictures that can attract the ADHD

pupils' attention and replacing long tests by short quizzes, testing them orally or filling in blanks in the way they work better and do well. Finally, praising them and giving them some time to organize his/her tools before going home.

### **1-9 Conclusion:**

This was a theoretical chapter which provides the reader with the necessary information about the subject and a fair introduction for the following ones. Moreover, ADHD is introduced and defined at the beginning, lightning the fact of its intimate intrication with the brain, revealing common and atypical types with their correspondent symptoms, and then, exploring the known causes of this phenomenon and its multiple treatments approaches. Additionally, this chapter brings to light the importance of behaviour and attention in learning; it also shows the teachers attitudes towards their impulsive and inattentive learners who are named as ADHD. Finally, being overactive and impulsive in the classroom can often mean that students with ADHD are not paying attention to the task at hand; this category of children is a factor of distraction which can affect even the attentive pupils and deprive them from understanding their lessons and listening to their teachers.

## **CHAPTER II**

### **Research Methodology and Discussion of Results**

**Introduction:**

In accordance with the theoretical framework from the previous chapter, the present chapter will explore and investigate the analyses of data collection concerning Primary school teacher's attitude toward their hyperactive and inattentive pupils and to find out whether teachers have knowledge concerning ADHD. This part will describe the research methodology and discuss the results; it is divided into two sections. The first section is devoted to research methodology and design, variables, sample and participants; the tools used for data collection and procedures and analysis, and the second section will identify the results and findings of the research. In order to accomplish the aim of the research, data has been gathered from interviews done via skype and questionnaire which was given to different primary school teachers via social media.

**Overview of the Research Context**

The development of education relies on the development of studies that maintain pace with the modern era. Schools are an integral part of the lives of humans, which has become the most important educational institution after the family because it bears the responsibility of social upbringing. One of the most important supports of modern education foundations is that pupils are the cornerstone on which the society is built, because, in the end, they will carry the banner of the nation, continue the process of tender, and maintain its progress and prosperity. The elementary stage of education is the cornerstone of the educational system. It is the basis for the subsequent educational stages, in which the pupil's abilities and potentials, in all aspects, are developed, and his psychological, social and emotional characteristics emerge. However, some disorders may appear and

disrupt the school's system affecting the child and the people surrounding him. The most prominent of these disorders is attention deficit hyperactivity disorder among children. It is a complex problem facing children in the beginning of their lives and one of the most complex issues that threaten their educational future, dealing with them becomes a great challenge to their parents and teachers. Children suffering from this disorder are unable to control their actions, but the most dangerous thing in this case is the deterioration of their school performance.

Attention-deficit-hyperactivity disorder is one of the most common childhood mental health disorders, a pathological condition characterized by sustained inattention, impulsivity, and hyperactivity. This can be determined through comparing the child's degree of voluntary and involuntary activity with other children's of the same sex, as well as through comparing the behavior of this child with that of an active one's whose efficiency is purposeful and productive. It is not just an increase in the level of activity, but it is a very noticeable that the child can hardly pay attention and sit. Attention-deficit-hyperactivity disorder is a common disorder and more prevalent among males (three times higher than females) Behaviors associated with this disorder, such as inattention, impulsivity, and hyperactivity, are noticeable in classrooms because school settings require children to behave in ways that are at odds with the symptoms of the disorder. Therefore, many studies identify teachers as the most frequent initial referral source by recommending to parents that their child receive assessment for ADHD. Additionally, teachers' observations about the child's functioning in task-oriented and social situations are used in classification and treatment decisions. Teachers are also often responsible for implementing and evaluating interventions for ADHD in the classroom. Thus, teachers play central roles in reporting symptoms, advising

parents to seek assessment, and assisting children with ADHD to achieve academically and socially.

Teachers' knowledge and attitudes regarding ADHD are likely to influence their roles and the subsequent behavioral and learning outcomes for children.

### **The Status of Attention deficit hyper activity disorder in Algeria**

Children differ in their behaviors from one child to another, which is a normal and clear thing. However, this difference sometimes makes us confused in differentiating between normal and abnormal behaviors. From the parents' perspective, it may be something normal. However, specialists, such as psychologists and educators, see it as something unusual, unnatural and unacceptable in society.

The behavior of children is affected by factors and circumstances surrounding them, which are represented by the family, the school and society as a whole. These factors have an extreme and continuous influence on the child's behavior in the future.

In recent years, in Algeria, it has been observed that there is an increase in behavioral and emotional problems among children, such as anger, anxiety, aggression, violence, shyness, introversion, social fear, reluctance to study, and a decline in the level of academic achievement, and other behavioral problems that have become the talk of parents on one side and teachers on the other side. But there are cases of children who have disturbed behaviors, which may not be caused by only the community surrounding the child, such as children who suffer from Attention deficit hyper activity disorder.

More children are facing attention deficit disorder with or without hyperactivity in Algeria, which is a dangerous scourge whose repercussions are inescapable and which deserves more attention from the educational system. Even though, figures and statistics are similar in most countries in the world, ADHD is considered as a common pathology currently affecting, between 3 to 12% of children and 1 to 6% of adults. It is one of the neurodevelopmental disorders, which occurs in the early stages of life. However, no serious epidemiological investigation has been carried out on the subject in Algeria. (Hamdi, 2012)

According to MRS Meriem Hamada, a family therapist, psychologist and a member of the Algerian association of support for families of hyperactive children, with her interview with The Pan-African Agency for the Development and Promotion of Medicines (APIDPM) "We do not have statistics on the number of children affected by this phenomenon, but according to studies carried out around the world, between 3 to 5% of school children suffer from ADHD, which is very worrying," (Bouakba, 2011) knowing that Algeria has 8 million students, according to her it is some 80,000 of them who are affected by this disorder, without forgetting that there is no drug available in the country to treat ADHD symptoms. In addition, parents are often distressed by their child's unmanageable behavior. (Bouakba, 2011)

The psychologist, Meriem Yousfi Hamada, also mentioned that the Algerian national education does not recognize this kind of associations that help ADHD children and their parents, yet to open its doors to them for the sensitization of its staff and its training. Ultimately, it is the disorder itself that needs to be recognized, it is its recognition that will move people forward. Without forgetting that the number of school losses in Algeria is very high, that half of this loss is due to a problem of concentration; who says concentration says inattention, and without



forgetting that who says school dropout means delinquency, illicit substance abuse and banditry, therefore, educational system need to listen more carefully about this disorder, think about training health professionals, which will allow them to diagnose in order to be able to take charge and possibly prescribe drugs, which will automatically help ADHD children in their educational learning and there life, taking into consideration that medication is only one part of the care; it must often be accompanied by the re-educational, psychotherapeutic and psycho-educational component.

## **Section One: Research Methodology and Design**

### **2-1 Research Variables**

The present study will examine primary school teachers' attitudes towards their pupils who suffered from the Attention Deficit Hyperactivity Disorder known as ADHD. It describes both of the type of research and its participant.

### **2-2 Research Methodology**

The descriptive method and analytical one were used as an appropriate way in order to describe, to investigate and to answer questions concerning the attitude of primary school teachers towards their pupils with attention deficit hyperactivity disorder. In addition, questionnaire, and interview were used to gather data.

### **2-3 Research Sample and Population**

The participants for this study are 31 teachers of different seniority, different ages and different backgrounds, from different primary schools in Algeria. However, in Algeria, the ministry of education in each class allocates two teachers. A teacher

of Arabic, responsible for teaching Arabic language, mathematics, history, geography, arts, sports and a teacher of French, whose responsibility is teaching French language.

The teachers participating in the questionnaire were in total of 26, their age ranged from 25 to 55 years old, 8 teachers were males and 18 teachers were females. However, the teachers who participated in answering the teachers' interview were 5 teachers with different teaching experiences.

## **2-4 Data Collection Tools**

The data of this research was collected through a questionnaire that was given to primary school teachers, besides to an interview that was accomplished.

A questionnaire is essentially a vehicle for human communication; an activity that is both highly complex and prone to failure. Brown(2001, p. 6) defines questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (quoted in Dorney, 2003, p. 3). However, the questionnaire used in this research consisted of a yes/no questions, close- ended questions and open- ended questions. We made three sections in the questionnaire. The first one obtained information regarding demographic characteristics including age, sex, educational level and number year of teaching; whereas, the second one was about knowledge, attitude and source of acquired information on ADHD, and the third section was about suggestions given by the participants to provide a proper education for children with ADHD. Mackey & Gass (2005) assert that a questionnaire is one of the most common methods used to collect data on the topic of research and on attitudes and opinions. It is useful for collecting a large amount of

information and data from larger part of people in short amount of time. According to Cohen et. al. (2005: 24) questionnaires are useful instruments for survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse.

However, an interview which is a qualitative research method was designed to collect data to improve the validity of the questionnaire's results; the interview included open-ended questions about background, knowledge and attitude of the teacher. According to Harrell and Bradley (2009), interviews are discussions, usually one-on-one between an interviewer and an individual, its purpose is to collect information on a specific set of topics. The interviewer is the one who aims to explain the views of the respondent through a well-planned and well-executed sequence of questions and answers. Additionally, they can be conducted in person or over the phone or social media. Interviews are particularly useful for getting the story behind a participant's experiences.

### **2-5 Data collection procedures:**

Data are gathered from a variety of sources and by using different methods, we employed both quantitative and qualitative research methods, to collect data and, because variation in data collection allows the researcher to gather more and better information, provide answers from different perspectives, and to ensure validity of results, as Mackey & Gass (2005) said "the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation".(P.164) Therefore; in the quantitative method which "remains the most employed and straight-forward technique in scientific research". (Dörnyei, 2007:3) We used a

teacher's questionnaire, which was used to provide data and in a form that lends itself perfectly to the purpose of this study, quantitative results were analysed in percentage after being calculated. All the calculated data were presented in tables and graphs. Moreover; in the qualitative method we used an interview with teachers via skype. Qualitative data were presented in the form of summaries. Both questionnaire and interview applied in this research are simple and straight forward to be understood by everybody.

## Section Two: Findings and Discussion of Results

Section two comprises the analysis of the data collected from the research instruments. It includes a discussion of the qualitative and quantitative results. The data obtained will be analysed than interpreted and presented in an overview.

### 2-6 Teachers' Questionnaire

#### 2-6-1 Analysis

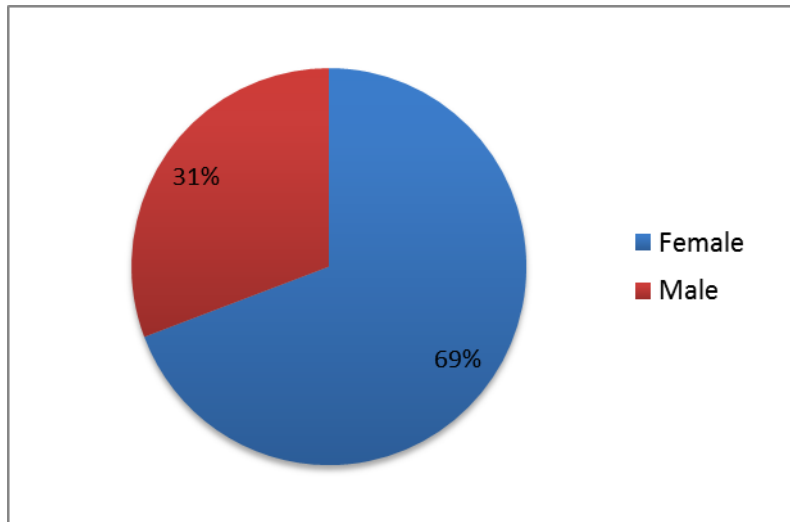
The teachers' questionnaire represents the quantitative data in which, it will be evaluated and analysed using graphs and tables, accompanied by a report and a comment on the percentage of data obtained.

#### Section A: Biographical Information:

##### Question 01:

<i>Gender</i>	<i>Male</i>	<i>Female</i>
<i>Teacher' number</i>	8	18
<i>Percentage %</i>	31%	69%

*Table 01: Teacher 'Gender*



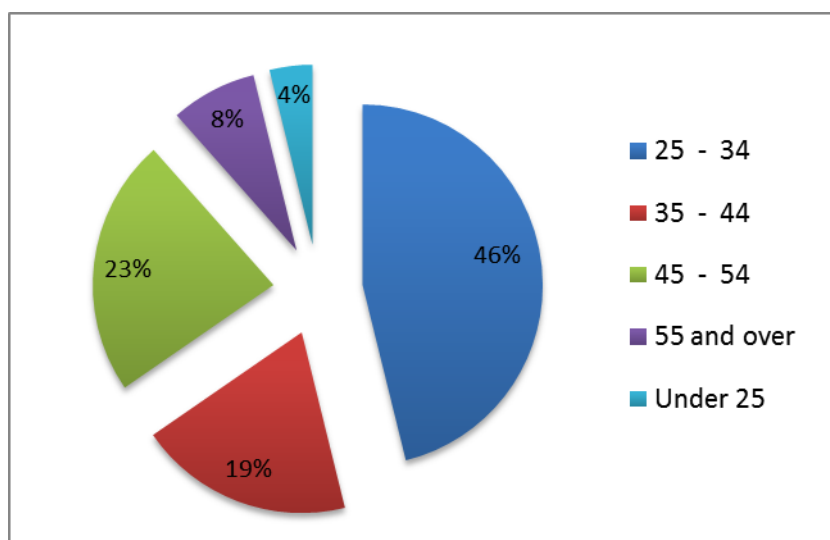
**Graph 01: Teacher 'Gender**

Most of teachers are female as about (69%); whereas, (31%) of them are male.

**Question 02:**

<i>Teachers 'number</i>	<b>25</b>				
<i>Year</i>	Under 25	25 - 34	35 - 44	45 - 54	55 and over
<i>Percentage %</i>	4%	44%	20%	24%	8%

**Table 02: Teacher 'Age.**



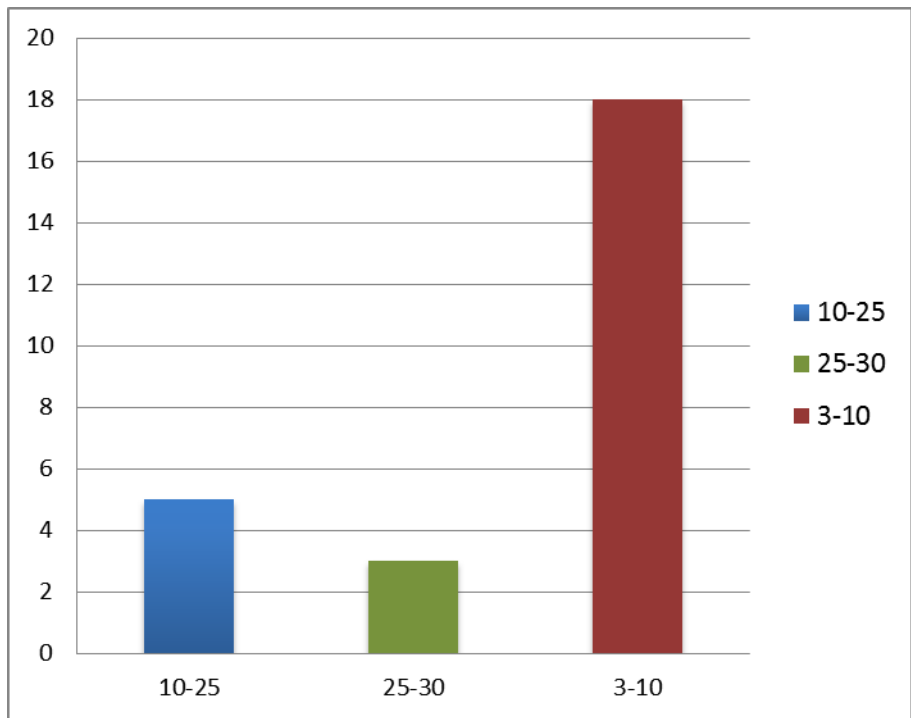
**Graph 02: Teacher 'Age.**

According to the results obtained from question two, teachers' ages varied between 25 and 55 years old. The majority of the teachers (46%) were between 25 and 34 years old, (23 %) were between 45and 54 years old, (19%) were between 35 and 44 years old, (8%) were from 55years old, and over and (4%) were under 25.

**Question 03:** How many years have you been experiencing teaching?

<i>Teacher's number</i>	<b>26</b>		
<i>Years</i>	3-10	10-25	25-30
<i>Percentage%</i>	69%	19%	12%

*Table 03: Teacher's work experience*



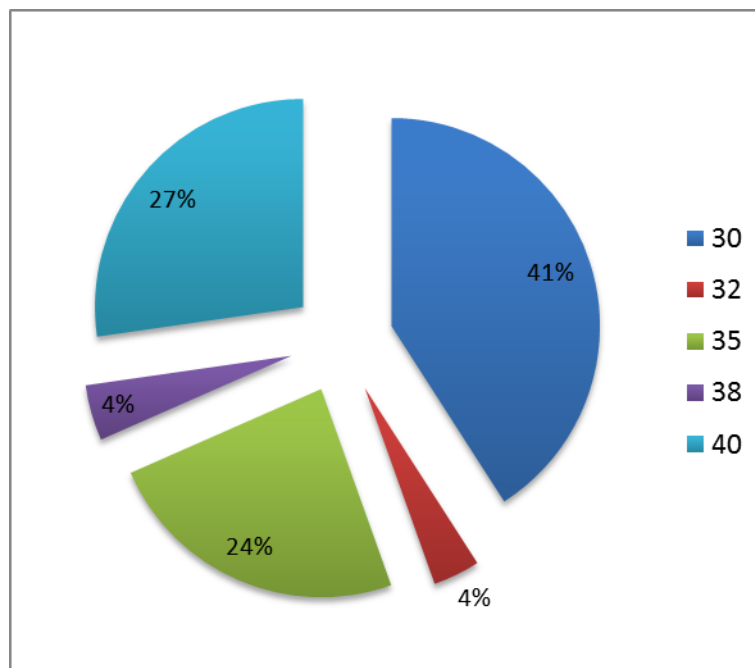
*Graph 03: Teacher's work experience*

For the teacher's work experience, figure 03 shows the majority of the respondents (69%) had between 3-10 years of teaching, (19%) had between 10-25 years of experience, and (12%) had between 25-30 years of teaching.

**Question 04** What is the average number of learners in your class?

<i>Teacher's number</i>	<b>26</b>				
	<b>12</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>
<i>Learner's number</i>	30	32	35	38	40
<i>Percentage%</i>	41%	8%	24%	8%	27%

**Table 04:** Number of learners



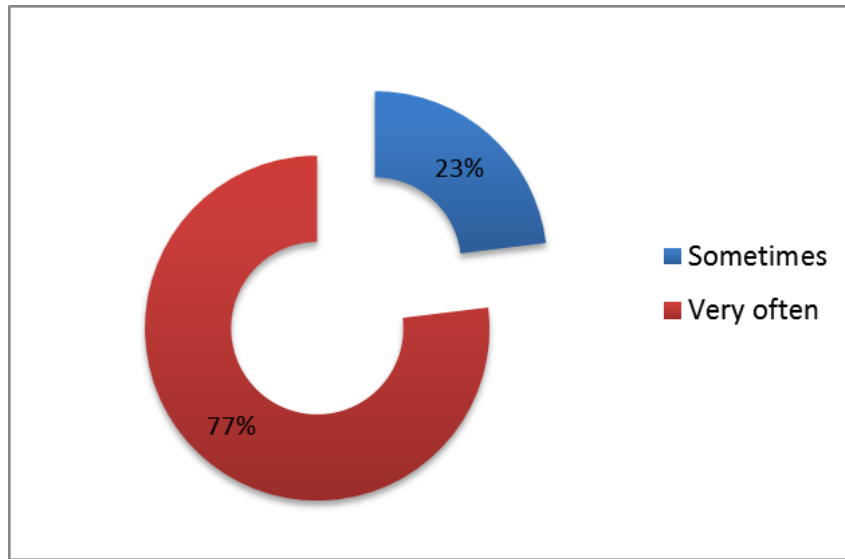
**Graph 04:** Number of learners in the classroom

According to the results recorded in the table we can notice that the majority of teachers (41%) have 30 learner in their classroom, (27%) of them have 40 learner, (24%) have 35 learner, however, (4%) have 32 and another (4%) of teachers have 38 learner in their classrooms.

**Question 05:** Do you give instructions and repeat them?

<i>Giving instructions and repeating them</i>	<b>Sometimes</b>	<b>Very often</b>
<i>Percentage%</i>	23%	77%

*Table 05: Giving instructions and repeating them*



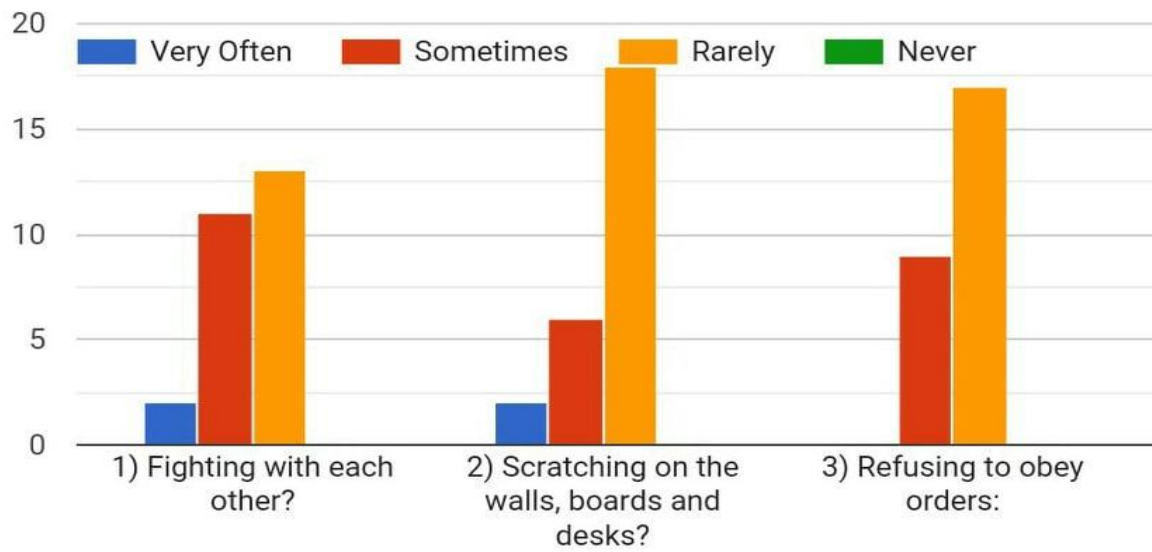
**Graph 05:** *Giving instructions and repeating them*

The results drawn in the figure show that the majority of teachers give instruction and repeat them (77%) give it very often and (23%) of them replied sometimes.

**Section B:**

**Question 06:**





**Graph 06:** *Misbehaviours that impede the teaching process*

a) Fighting with each other :

<i>Teacher's number</i>	<i>Variables</i>		
	<i>Rarely</i>	<i>Very often</i>	<i>Sometimes</i>
<b>26</b>	13	2	11
<i>Percentage %</i>	50%	8%	42%

**Table a:** *Fighting with each other*

According to the results on the table, the majority of the teachers (50%) answered by rarely; whereas, (42%) of the teachers answered by sometimes, however (8%) answered by very often.

b) Scratching on the walls, boards and desks:

<i>Teacher's number</i>	<i>Variables</i>		
	<i>Rarely</i>	<i>Very often</i>	<i>Sometimes</i>
<b>26</b>	18	2	6
<i>Percentage %</i>	69%	8%	23%

**Table b:** *Scratching on the walls, boards and desks*

When the teachers were asked if their students scratch on the walls, boards and desks, their responses were as recorded in the table and which can be described as follow: (69%) of teachers reported that their students rarely scratch on the walls, boards and desks. However, (23%) of the teachers said that their learners sometimes do this misbehaviour; whereas, only (8%) of them notify that their learners do it very often.

c) Refusing to obey orders:

<i>Teacher's number</i>	<i>Variables</i>	
<i>26</i>	<i>Rarely</i>	<i>Sometimes</i>
	17	9
<i>Percentage %</i>	65%	35%

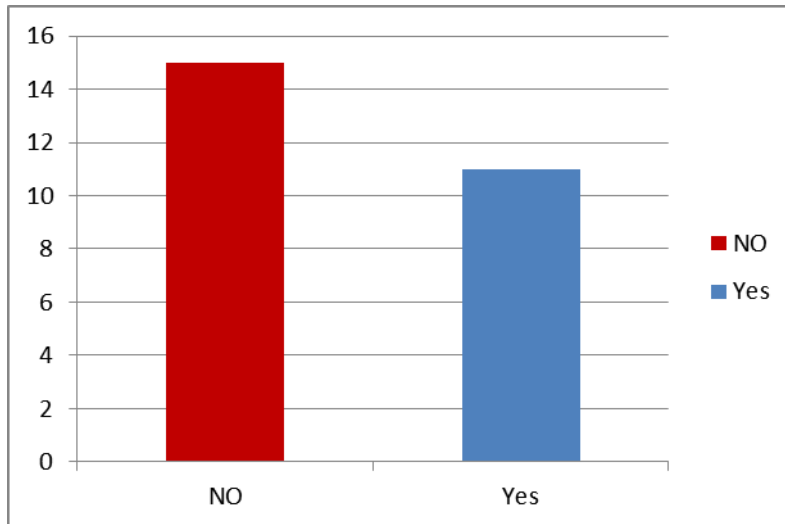
*Table c: Refusing to obey orders*

According to the results shown in the table (65%) of teachers said that their learners refuse to obey to orders rarely whereas, (35%) said that their learners sometimes refuse to obey.

**Question07:** Do you know about ADHD?

<b>Teacher's knowledge about ADHD</b>	<b>Yes</b>	<b>No</b>
<b>percentage %</b>	42%	58%

**Table07:** Teacher's knowledge about ADHD



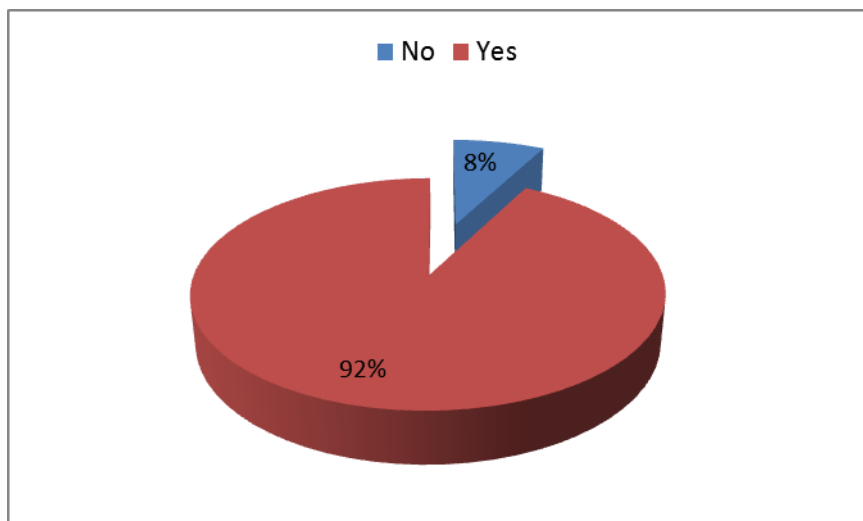
**Graph 07:** Teacher’s knowledge about ADHD

According to the results that we concluded from this graphic (58%) of teachers do not have a knowledge about ADHD, whereas (42%) replied by yes.

**Question 08:** Do you establish eye contact with any child who has ADHD?

The establishment of eye contact with ADHD learners	Yes	No
Percentage %	92%	8%

**Table08:** Establishing eye contact with ADHD learners



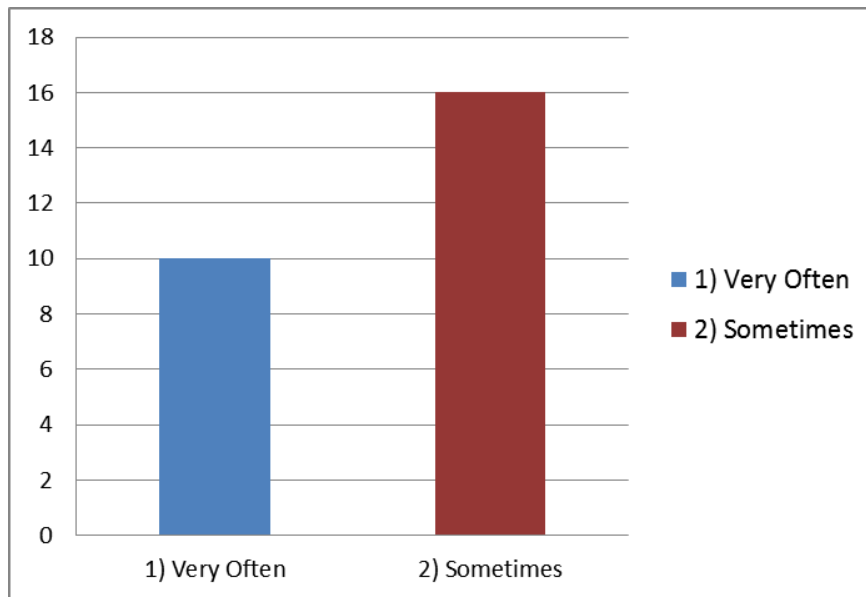
**Graph 08:** Establishment of eye contact with ADHD learners

The results drawn in this relative circle show that the majority of teachers (92%) establish eye contact with learners, while (8%) of them do not establish.

**Question 09:** Does ADHD child experience difficulties in his relations with his classmates?

Child's experience in his relations	Sometimes	Very often
Percentage%	62%	38%

**Table09:** Difficulties experienced by ADHD child in his relations.



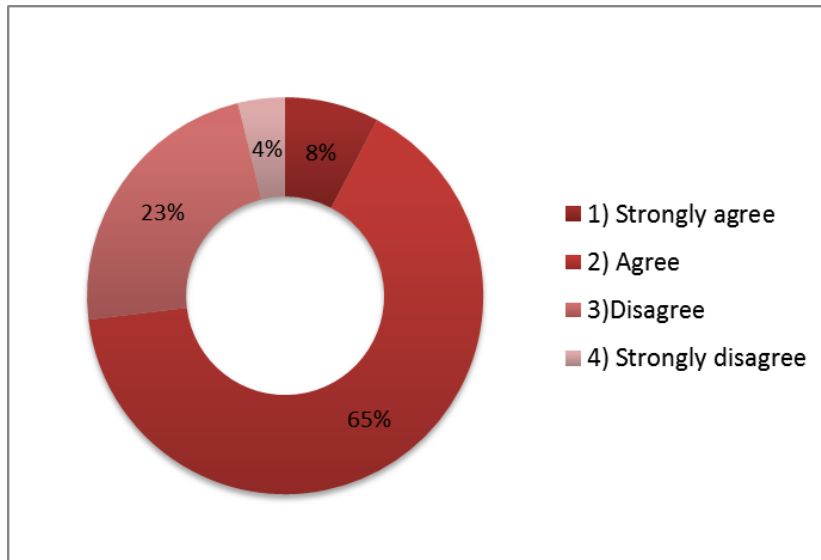
**Graph 09:** ADHD child difficulties in his relations.

The results drawn in the figure below show that (62%) of teachers replied that the ADHD child sometimes experiences difficulties with his classmates, however (38%) replied by very often.

**Question10:** Do you agree that educational achievement of ADHD children will be less than that of non-ADHD student?

Teacher's number	Variables			
	Strongly agree	Agree	Disagree	Strongly disagree
26	2	17	6	1
Percentage %	8%	65%	23%	4%

**Table10:** the educational achievement of ADHD learners.



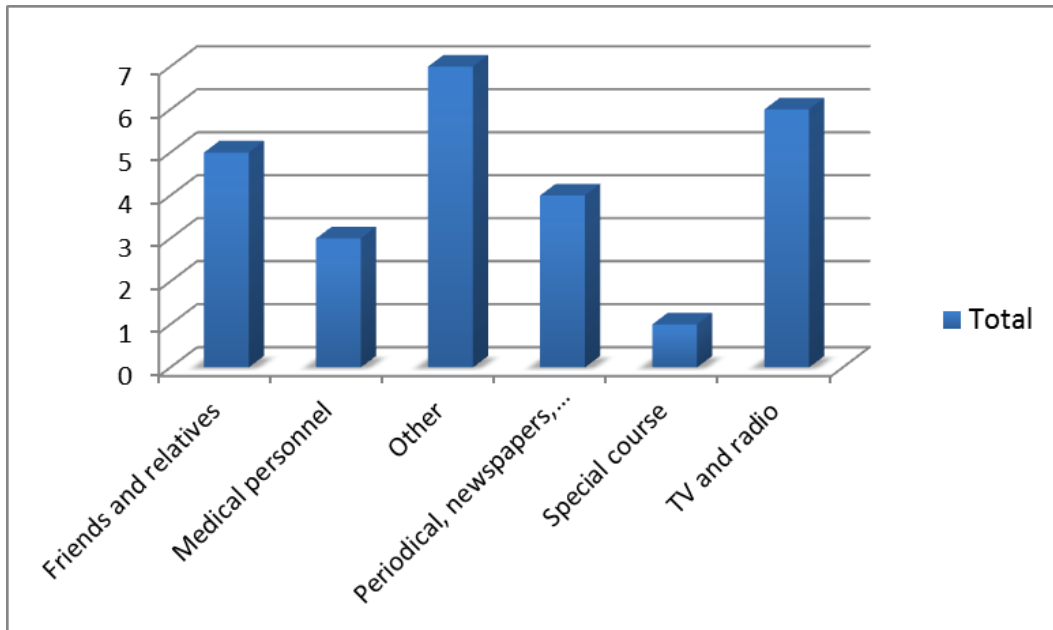
**Graph 10:** the educational achievement of ADHD learners.

According to the results obtained from this question, 65% of teachers agreed that the educational achievement of ADHD children will be less than that of non ADHD children; whereas, 8% were strongly agreed with this idea. However, 23% of the teachers disagreed and (4%) of them strongly disagreed with this idea.

**Question 11:** what is your source of information about ADHD?

Sources of information	Teacher's number	Percentage%
TV and radio	6	23%
Friends and relatives	5	19%
Periodical newspaper magazines	4	15%
Medical personnel	3	12%
Special course	1	4%
Other	7	27%

**Table 11:** teacher's sources of information about ADHD



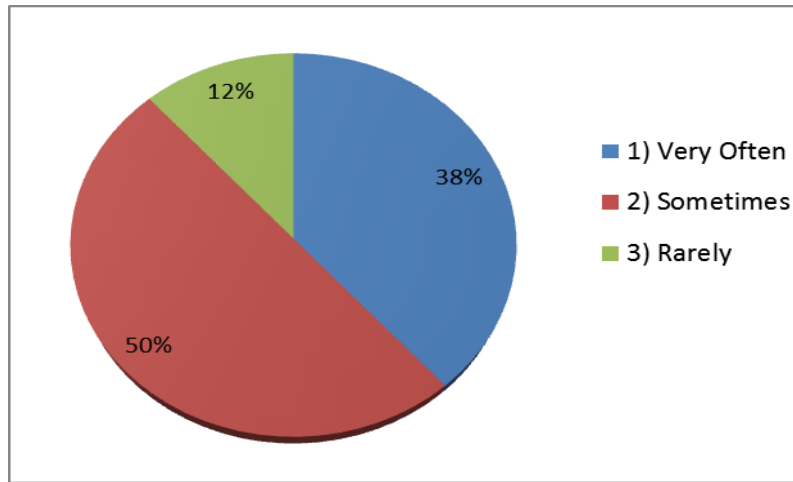
**Graph 11:** teacher's sources of information about ADHD.

This figure shows that the majority of teachers (27%) have information about ADHD from other sources, however (23%) of them replied by TV and radio, (19%) replied by friends and relatives, and (15%) of those teachers replied by periodical, newspaper and magazines, whereas, (12%) of them replied by medical personnel and (4%) replied by special sources.

**Question 12:** Does he/she fail to give close attention to details or makes careless mistake during activities?

Learner's failure in giving close attention	Sometimes	Very often	Rarely
Percentage %	50%	38%	12%

**Table12:** learner's failure in giving close attention to details.



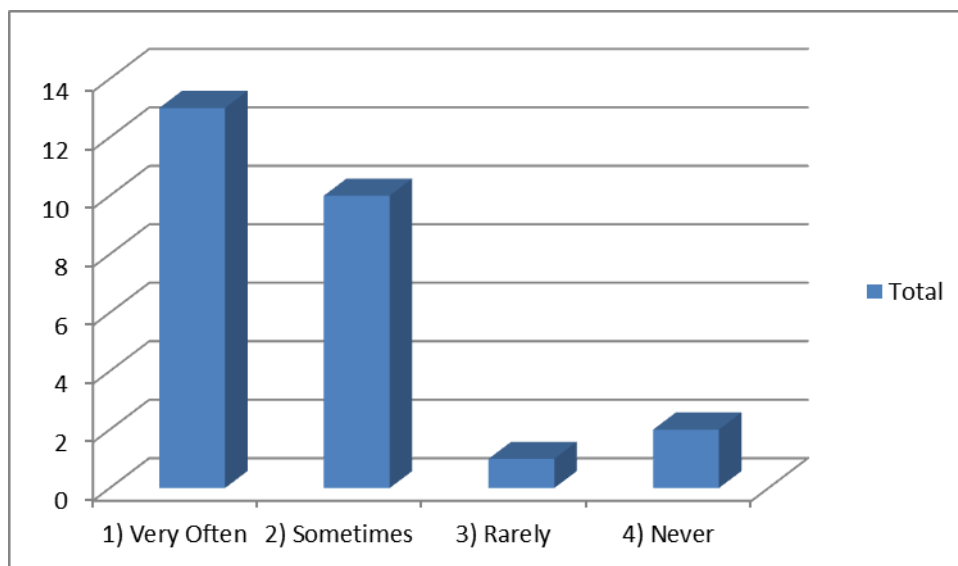
**Graph 12:** learner’s failure in giving close attention to details.

The answers figured in this graphic columns shows that the majority of teachers (50%) responded that learners sometimes fail to give close attention, whereas (38%) replied by very often and (12%) replied by rarely.

**Question13:** Does he/she avoid engaging in tasks that require sustained mental effort?

Avoid engaging in tasks	Very often	Sometimes	Never	Rarely
Percentage %	50%	38%	8%	4%

**Table13:** avoid engaging in tasks that require sustained mental effort.



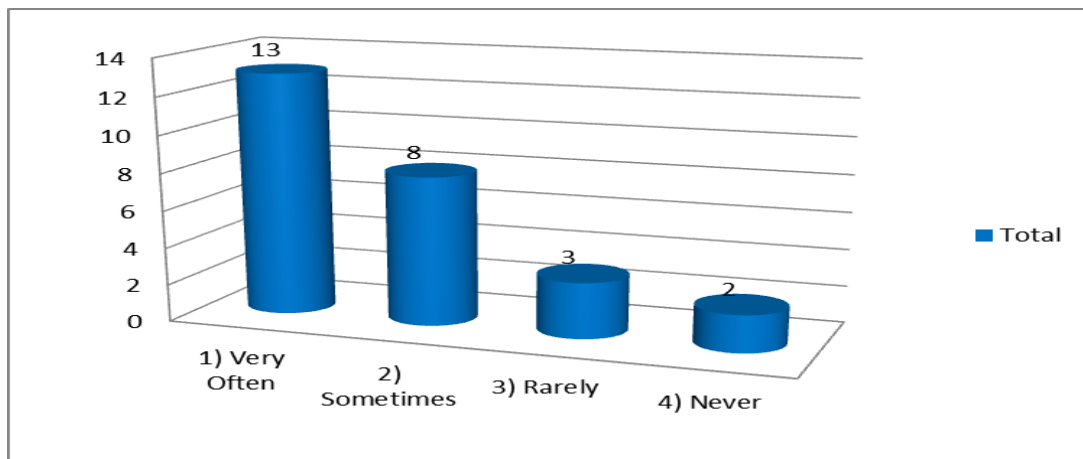
**Graph 13:** avoid engaging in tasks that require sustained mental effort.

According to the results recorded in the table we can notice that (50%) of teachers answered that the learner very often avoid engaging in tasks that require sustained mental effort; whereas, (38%) of them responded by sometimes. However, (4%) said that the learners avoid it and (8%) replied by never.

**Question14:** Does not seem to listen when spoken to (mind seems elsewhere)?

Lack of attention of learners	Very often	Sometimes	Rarely	Never
Percentage %	50%	31%	11%	8%

**Table14:** The absence of learner’s mind in the class.



**Graph 14:** the absence of learner’s mind in the class.

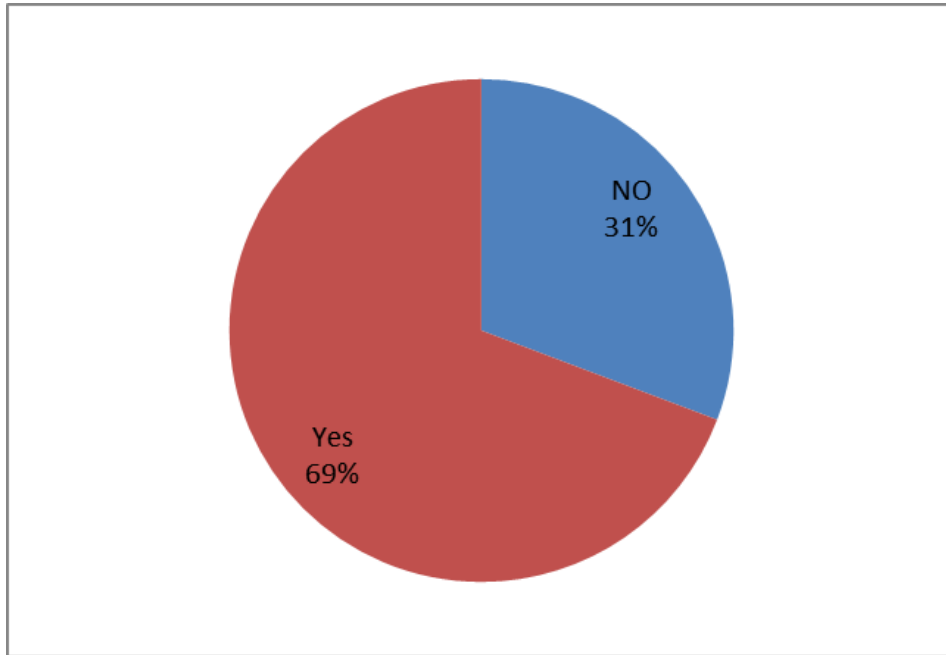
According to the results demonstrated in the figure above, we can notice that (50%) of teachers said that learners does not seem to listen when spoken to, while (31%) replied by sometimes, (11%) replied by rarely and (8%) by never.

**Question15:** Does this misbehaviour impede your classroom discipline?

Misbehaviour obstruction in the classroom	Yes	No
Percentage %	69%	31%

**Table15:** Misbehaviour obstruction in the classroom.





**Graph 15:** Misbehaviour obstruction in the classroom

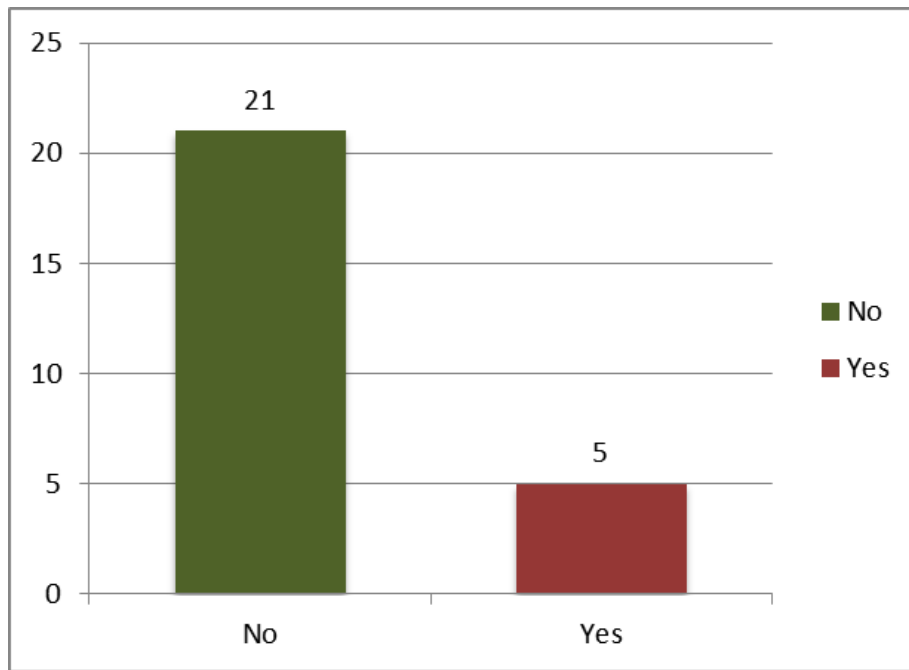
The statistical analysis of the findings obtained from the question 15 shows that the majority of teachers (69%) suffer from the misbehaviour in classroom and said that it impedes their classroom discipline, while (31%) of them replied by no.

**Section C:**

**Question 16:** Do you think that the educational system is aware of this part of children?

The awareness of educational system towards ADHD children	Yes	No
Percentage %	19%	81%

**Table16:** *the awareness of educational system towards ADHD children.*



**Graph 16:** *Educational system awareness of ADHD children*

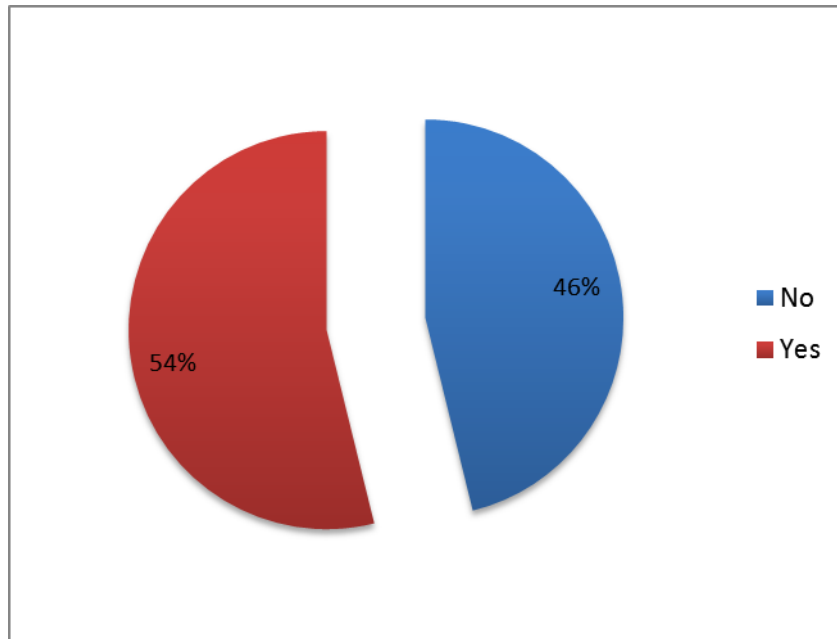
The statistical analysis of this question shows that the majority of teachers (81%) think that the educational system is not aware of children with ADHD. However, (19%) of them think the opposite.

**Question 17:** Do you think that the educational system must create special classes for those children? **b)** If yes give us some of your thoughts

**c)** if no suggest an alternative solution for

<i>Teacher's opinion</i>	<i>Percentage%</i>
<b>Yes</b>	54%
<b>No</b>	46%

**Table17:** *Educational system creating special classes for ADHD children*



**Graph 17:** *Educational system creating special classes for ADHD children*

From the results we can notice that (54%) of teachers replied by yes; which means that the majority of teachers agree with the idea of creating special classes, according to them these children need psychological support and specially trained educators should teach these students in special classes, whereas (46%) of them replied by no, according to them parental involvement, awareness, and supervision by the teacher with medication should be applied.

### **2-6-2 Interpretation of Results:**

According to the obtained results, Teachers were shown to have a little knowledge of ADHD, we noticed that they know most about the symptoms of ADHD but only few of them have heard the word of “attention deficit hyperactivity disorder”. Based on the analysis, the main source of information regarding ADHD was television/radio, friends and relatives, and only few of respondents know ADHD from medical personnel and special courses. It was shown that experience (measured by years teaching) was a significant predictor of teacher knowledge. In

particular, it was observed that as teacher experience increased, so did teacher knowledge of ADHD

According to the findings, nearly half of the research population sampling believed that ADHD children experience difficulties in their relations with their classmates; this research instrument was used to determine the attitudes teachers held towards students who exhibit ADHD. Generally, teachers held negative feelings towards teaching students with ADHD; found behaviours associated with ADHD irritating in the classroom, and felt that these behaviours impede their classroom discipline and caused them to experience stress. However, the pressure of dealing with this behaviour is enormous, and can cause mental health issues when looking after them. Teachers think that that these children need psychological support and specially trained educators should teach these students. All teachers believe that an educator should be aware of any ADHD student in his/her classes. Most of the them agreed that educational achievement of ADHD students will be lower than that of non-ADHD children, and at the end of the questionnaire, the majority of teachers thought that the educational system should create special classes for this category of children those who agreed with this idea suggested a special educational program for this class by paying more attention to positive reinforcements which are considered as an incentive to attract attention of this type of children, another teacher added that these students should receive less homework, they should be examined orally, exploiting their time in multiple activities outside the department to absorb excess energy.

At the other hand, some teachers did not think that the government should create special classes for ADHD children they suggested some solutions like, taking into consideration their situation and allowing them to leave the class for few

minutes when their concentration is reduced, as it is difficult for them to remain in class listening to lectures, another teacher added that parental involvement, awareness, and supervision by the teacher with medication should be applied, teachers need special training on how to help and to support children with special education needs especially ADHD children, the process of assimilation takes place by wasting time through activities and playing sports that reduce this misbehaviour.

Questioning these teachers also helped them raise their awareness and knowledge about the Attention deficit hyperactivity disorder.

## **2-7 Teachers' interview:**

### **2-7-1 Analysis:**

The objective of this interview was to know more about teachers' personal information about age, Seniority, and teaching experience. Additionally, asking them about their attitude with ADHD children and what they could do ones facing the ADHD pupils.

**Question 01:** Do you know what attention deficit hyperactivity disorder is?

According to the finding of the interview the majority of primary school teachers did not have knowledge about ADHD only two out of five teachers know a little bit about it. All of them asked this question: "do you mean autism?"

**Question 02:** Do you use visuals, charts, pictures, colour coding?

They usually use tools and equipment, colours, E.g.: teacher number 3 said: " to attract their attention and make the lesson more fun I sometimes bring with me some tools and materials, according to the lesson for example there is this time where I brought with me some fruits to show them how to make "عصير الفواكه" a fruit

juice the lesson that time went really amazing where they enjoyed and learned in a different way”

**Question 03:** Do you work with short quizzes or long test?

All the teachers confirmed that they use short quizzes they thought it will benefit their students and help them to enhance their level and performance.

**Question 04:** Do you allow movement for ADHD learner?

The majority of teachers gave their pupils the permission to leave the classroom; some of them said that they allow pupils to move in the classroom freely and silently while the rest of teachers did not.

**Question 05:** According to you, what are the reasons of your learners’ distraction?

From the result of the interview, the majority of teachers said the main reason of children’s distraction can be family problems, illness, use of medicines, and sudden entry in the classroom of people during the lesson, hearing sounds outside the class and maybe the pupils can be tired and lacked motivation so their attention is reduced. The rest of teachers hold the parents responsible for the unacceptable behaviour of their children and for being the source of distraction since they spoiled them so much.

**Question 06:** Did you have any training on how to support children with special education needs? (Especially children with ADHD traits)

All the teachers interviewed mentioned that they have not been provided a proper training on how to teach children with special needs like children with ADHD. E.g.: teacher number 5 said: “we did not get knowledge of teaching

strategies to educate such children. We were advised to give them simple individual task according to the level of the child that's it ‘

**Question 07, 08:**

- How do you support and deal with children with ADHD traits in the classroom with their learning and improving behaviour and social skills?
- Are there any strategies to improve their learning, their behaviour and social skills?

In response of both of the questions 8 and 7, the majority said that they use only normal and sample strategies for children with ADHD due to not having a proper knowledge about such strategies for example three teachers answered that it can be through controlling the class , controlling students' behaviour and motivating them, when conducting the lesson, repeating the direction for a particular task until the child understands them properly or asking questions and calling them by their names frequently to make sure they focus their attention to the lesson. Teacher number one said: “even though I never give corporal punishments to children for their misbehaviours, I just keep a piece of pipe in the classroom”, this teacher's method consisted of using a custom crafted garden hose about 10 inches long to either physically discipline the students, or often times uses it as an intimidation tactic employed consciously by placing it on the desk in the student's direct line of vision so that it would induce fear hence leading to the student's compliance “...this will be used in order to control their misbehaviours...” she said.

In the other hand teacher number 4 said: “ ... When a child misbehaves, I ask him/her not to misbehave in a very kind way, if they do not listen, then I talk to the child in a bit storm way in order to control him/her ..” or she would proceed to ask

these students to head over to the corner of the classroom where they would stand facing the wall as punishment for their misbehaviour and misconduct....”even extremely hyperactive children become calm at least for few minutes when I use this method” she said.

**Question 09:** Do you have any barriers or challenges when teaching children with ADHD traits? If you have any, suggest some tips to overcome them.

Some of the barriers and challenges that those teachers faced when teaching children with ADHD are: not having enough support from some parents, in the contrary, according to the teachers they all mentioned that parents sometimes blame the teacher for the inattention and misbehavior of the child, overcrowded classrooms, lack of enough knowledge and training on educating children with special needs. They said children with ADHD must be educated in special education classrooms, because, having these children in overcrowded classrooms is disadvantageous for ADHD and non ADHD pupils to obtain a proper education, if that is not the case, the government should reduce the number of students in one classroom, at least to 20 then they will be able to educate children with ADHD in normal classrooms. Moreover all the teachers said that classrooms must be provided by enough physical resources and technological facilities so that they can teach learners using different education methods.

### **2-7-2 Interpretation of Results:**

One of the major significant findings of this study is that ADHD is not seriously taken into consideration in our country which could effect on learning level of this category of children. That is, primary school teachers did not have knowledge about ADHD and they have not been received any proper training on how to deal with this



children; this finding is affirmed by the large number of answers provided by teachers.

The second major finding is that each teacher has his own way of dealing with ADHD learners; which means that teacher's attitude towards this category of children differ from one teacher to another. The results have also shown that there are many reasons that play a big role in learner's distraction which threat and impede their teaching process.

### **2-8 Conclusion:**

In this chapter, we provided detailed information to the practical procedures that we designed in order to conduct our research with. Both the questionnaire and the interview have been to a great extent informative in that they reported the attitudes, assessment, beliefs, perceptions, and values that teachers of primary schools have. The main finding revealed that teacher does not have great knowledge about ADHD and their attitude towards ADHD children differ from one teacher to another, additionally this category of children are totally ignored from the educational system.

## **CHAPTER III**

## **DISCUSSION**

### 3-1 Introduction

This research part involves a discussion including the current knowledge about attention deficit hyperactivity disorder and the role of teachers in identifying students with this disorder. Additionally, providing some recommendations to improve the good behavior and attract the attention of ADHD pupils. However, children can be motivated and engaged in a given task by making them discuss, participate and negotiate their objectives and outcomes; therefore we made suggestions of some activities that will help to restrict the misbehavior and enable the learner to be more attentive.

### 3-2 Current Knowledge about ADHD

With the literature review, the questionnaires and interviews, it seemed that the level of teacher's knowledge of ADHD was very low. However, there were many implications for learning that went un-discussed. Firstly, as mentioned in the literature review, there are common academic implications such as difficulty with focus, completing tasks and learning new concepts. These issues may mean serious implications for the classroom, as students who are not properly supported may fall behind and experience frustration, stress, and poor self-esteem. In addition, emotional implications include "reduced self-regulation of emotion/motivation" (Wright, 2006, p.4). This causes implications in the classroom because if a student cannot produce their self-motivation, teachers must help them in this process and assist students with ADHD to become and remain motivated for the duration of the required task.

When students have difficulty in the social aspect of their lives, it may lead to "negative long-term outcomes including substance abuse, school dropout,

delinquency, academic problems and higher rates of psychopathology” (Staikova, et al., 2013, p. 1275).

All around, parents and teachers play a significant role in the lives of a student with ADHD. Whether they are noticing a specific behavior and observing it, referring the student for assessment, or supporting a student with ADHD, they need to be aware of all of the behaviors and implications that may affect the students in the classroom.

### **3-3 The Role of Teachers in Identifying Students with ADHD**

As the literature review, interview and the questionnaire demonstrated, teachers play a substantial role in the identification process for children with ADHD. When entering a new classroom, teachers should feel confident in their abilities in all aspects of teaching and the curriculum. With a modern, diverse and dynamic classroom, this surely includes children with learning disabilities, in particular ADHD, they are typically the first to observe and track a behavior and recommend the student for further assessment, this tells us that all teachers should be thoroughly educated about this disorder. If they are not, they may excuse behaviors unknowingly once in a classroom of their own which would mean that a child would fall through the cracks and potentially lose out on support that would be greatly beneficial to their success in the classroom, and in their life.

In theory, new teachers should graduate feeling fully prepared to identify behaviors and accommodate for them. However, the participants explained feelings of nervousness, frustration and lack of preparation for teaching children with exceptionalities. Therefore, the data demonstrates the urgent need for special education training, with practical and useful resources and activities

### 3-4 Recommendations:

After completing this research work, we have come to the conviction that there are some changes that need to be done in order to ameliorate and improve teacher's attitudes towards pupils with ADHD, some recommendations are proposed to find a way how to raise the teaching staff awareness towards the psychological behaviour amongst the learners. Children with attention deficit hyperactivity disorder experience more obstacles in their learning process than the normal child. The inability to pay attention, difficulty sitting still, and difficulty controlling impulses, can make it hard for children with this diagnosis to do well in classroom. The learning environment can cause them some obstacles and difficulties, for example, sitting still and paying attention are the most challenging and the most difficult tasks that those children can do, in addition, many of them would like to be able to learn and behave the same as their colleagues who do not have ADHD.

The research findings have allowed us to make the following suggestions:

- Educational institutions may offer treatments for ADHD, such as behavioural classroom management or organizational training, and special education services, to reduce the impact of ADHD on their learning;
- Educational system should offer special teaching training, because the teacher's effort or experience are not enough to handle pupils with ADHD;
- In primary schools, playground should be clean and big where children can walk, run and play freely;
- Improving the use of appropriate technological devices so it can facilitate the mission of the teacher and attract the attention of the pupils;

- The educational system, should arrange awareness-raising days in order to educate and sensitize teachers to be cooperative with their pupils;
- Teachers need to structure group work activities and encourage classroom interaction to help learners learn from each other and exchange ideas;
- The department of education should conduct a well-structured pre-service and in-service teacher training programs on how to teach children with ADHD and other specific learning disabilities for school counsellors and all the teachers;
- Teaching is a challenge. Handling more than 40 different kids with individual needs in one classroom can confound even the best teachers. That's why the Ministry of Education needs to reduce the number of students in each classroom;
- In the absence of a psychiatrist or a psychologist in most of the primary schools in Algeria, school counsellors must be provided with adequate knowledge and training in order to obtain sufficient psychological instruction for the ADHD children to improve the behaviour and learning of the child;
- Children are more likely to share their ideas and feelings when others think them important, some of them need an invitation to start talking, so the parent has to encourage them to talk and might begin with, "Tell me about your day at school.";
- If the learner has problems in the level of his family or maybe has a poor nutrition, according to Sander 2016 his mind will be elsewhere and he will be inattentive in the classroom, therefore she suggested for teachers to do memory games and puzzles in the classroom which may help the ADHD children to refresh their minds and to be concentrated longer as ever;

- Children with ADHD will avoid classwork which is too long and too difficult. Therefore teachers need to assign work that suits their skill level;
- Teachers need to provide adequate supervision to ADHD children, because they need more guidance than their peers due to their disorganization, agitation, accelerated intelligence, and forgetfulness. Teachers should support these learners by matching them with children who will remind them about their responsibilities like homework, and classwork, by allowing them to pair up on a task, and by including classroom aides as much as they can during the course and after class;
- Children with ADHD need teachers, parents, and other adults who are on their side, who believe in them and their ability to succeed. Therefore, both of them have to praise the ADHD child, like “You’re doing a great job” or “Now you’ve got it” in order to build some confidence in them, if his answer is incorrect, they should say for example, “Does that sound right to you?” in a way he won’t feel uncomfortable;
- Many children who exhibit ADHD are highly gifted; artistically and athletically, that’s why teachers and parents need to provide a lot of opportunities for them to show their strengths, in and outside of school to help them discover areas of interest like participating in activities that develop those skills, and giving them joy and confidence in life;
- Since ADHD children are having difficulty trying to follow step by step particular direction, it is indeed crucial for instruction to be brief, precise and direct. Furthermore, to understand this better, it is beneficial if these children are asked to reword directions in their very own sayings. In addition, teachers

should be able to repeat instructions regularly and recognize that learners may often not have paid attention to what was said;

- Teachers should prioritizing and use rewards before punishment to motivate an ADHD child, which will help ensure that school continues to feel like a positive place for kids with ADHD;
- Children with ADHD appear to struggle to sit still for a long time, which is why they will benefit from physical activity and could be able to concentrate better after being out for little time or in a gym class;
- To get rid of boredom and to propose to the pupils interesting things. For instance, Williams & Mercer & Ryan (1998) suggested that the teacher can rearrange furniture and decorate the walls in some situations by asking his pupils' point of view. As a result, he can empower learners to be the chief of the classroom's space and bring their ideas.

### **3-5 Activities for attention and behaviour**

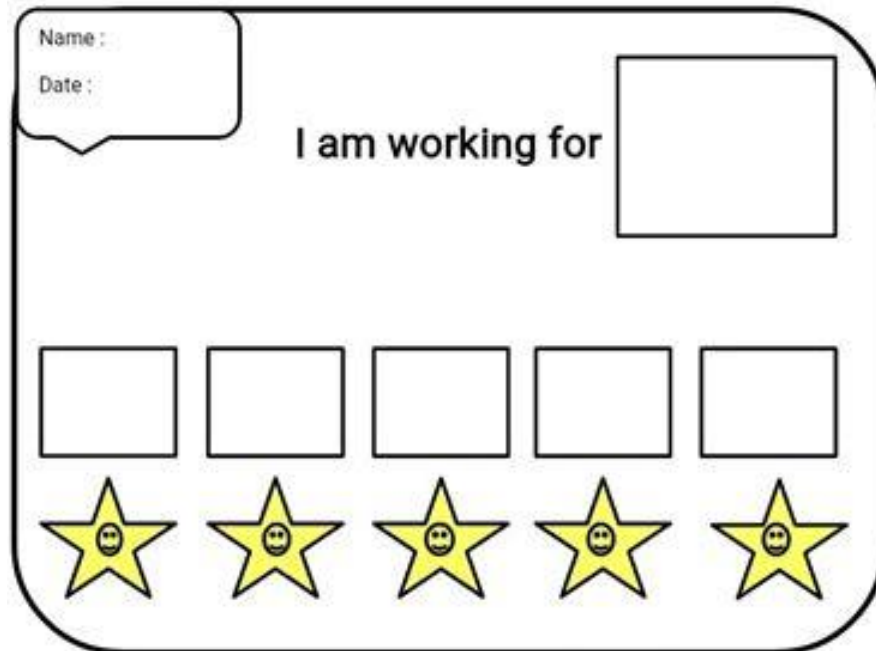
Primary school teachers need to use some strategies and interesting activities in the classroom which do not take too much time and help pupils to concentrate and maybe to get rid of their bad behaviour, taking into account children's affective factors by increasing their self-confidence and motivation, and by reducing their stress and negative motivation for learning.

- **Rewards chart:**

The proper implementation of adequate teaching methods would greatly influence learners' perception, a number of methods and techniques can be of use to inspire and encourage children towards improving their behaviour, the easiest and most effective being a rewards chart that is at times perceived as a final resort for



kick-starting behavioural improvement, the purpose of the rewards chart is to gradually establish good behavioural habits, it can prove to be a powerful tool in a child's growth, provided that it is correctly applied.



The teacher's awareness of their role as the judge is crucial, as fairness toward their students should ensue from their positive reinforcement without the exclusion of learners with ADHD. For instance, the teacher can make or print a card as shown above in 'figure 01', with the selection of the stated reward "I am working for" and proceed to hand one out to all the learners in the classroom, by means of implementing the threshold method; the teacher then has to opt for a more lenient and easy going approach and avoid counting misbehaviour or misconduct to deflect counterproductive outcomes. Instead, praising the good behaviour to generate love and self-esteem and focus on the positive behaviour would result in drawing more attention to it, In addition, giving the child a yellow star; which will serve as the sort of token that they will be proud to earn for the slightest manifestation of good behaviour they demonstrate such as; smiling at their comrades or helping them will

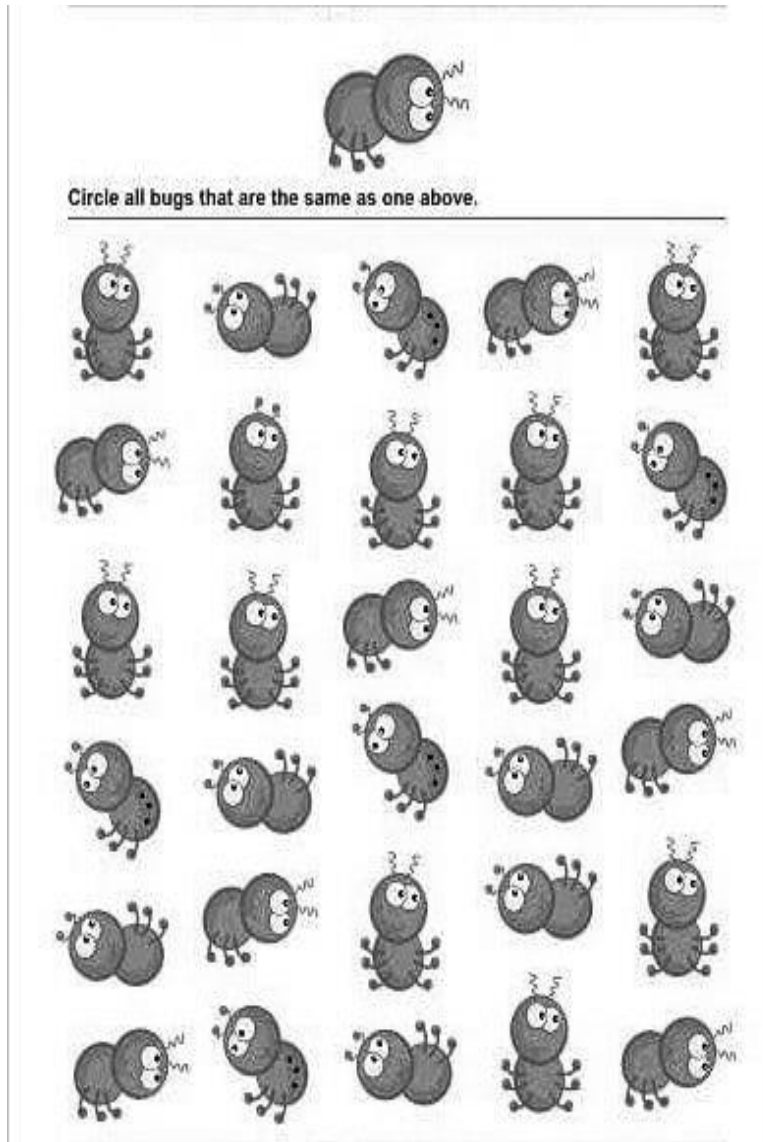
slowly build good behavioural habits. At the end of the week rewards would be handed to those who gathered five yellow stars, these rewards are carefully selected for the value to match the individuals' efforts and not at random. Otherwise, from the outset, the plan is doomed to fail.

Although this method might seem as a way to trick and bribe kids in doing what the teacher wants, but in reality it is more about instilling moral values and reinforcing positive behaviour.

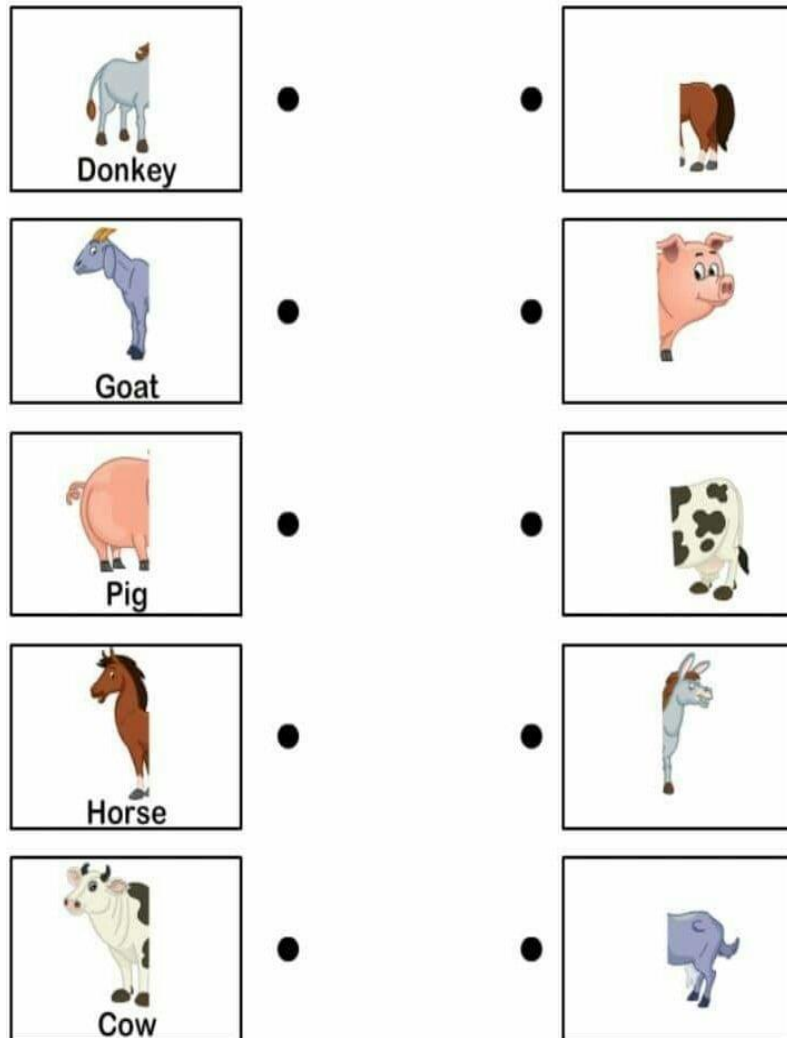
- **Activity to attract attention:**

There are some motivating activities that are taken from Turtlediary.com for teachers to do in the classroom; these activities allow pupils to focus, learn and have fun.

- 1) For example in this activity teachers ask their pupils to circle all bugs that are the same as the one above.



2) Another example to get the attention of pupils; teachers ask pupils to match the front half of each animal with its back. This activity gain pupil's attention and it seems interesting and enjoyable at the same time.



### 3-7 Conclusion

This chapter provided a discussion and some suggestions that can be adopted by the Algerian primary school teachers and the parents. It aimed to shed light on some techniques that might help overcome the difficulties and obstacles faced by both teachers and ADHD learners in the classroom and parents with their ADHD children at home.

## **General Conclusion**

## General Conclusion

The core goal of this study was to establish a general idea of the attitudes held by teachers towards learners who display ADHD and deal with the issue of to what extent skilled and how well-equipped the Algerian teacher is in handling everyday elementary classroom challenges like dealing with the misbehaviour of their pupils and attracting their attention. Our hypothesis was proposed to identify the possibility of the existence of the ADHD knowledge among the Algerian primary school teachers and their attitudes with this kind of learners.

The work is divided into three parts .Part one was primary directed towards the theoretical landscape of this dissertation. It has in effect tried to clarify the notion of ADHD , its causes, types, treatments and teachers attitudes, part two was devoted to the field work of the study. It was concerned with the analysis and the interpretation of the data collected from teacher's questionnaires and teacher's interview to test the research hypothesis; whereas, part three was concerned with recommendations suggested by the researcher to improve attention, good behaviour and to complete the standard attitude of the primary teachers in the Algerian schools.

Both the questionnaire and the interview have been to a great extent informative, despite the danger of this phenomenon, ADHD is not seriously taken into consideration in our country which may in the long run compromise the learning level of this category of children.

Primary school teachers did not have knowledge about ADHD as revealed by both quantitative and qualitative data; they have not been provided a proper training on how to teach children with special needs like children with ADHD, this shows that the Algerian Educational System should promote a special course on ADHD for

teachers and that it should be part of their education in faculty training. However, providing educational programs on television and radio may be highly effective as they were the most common source of information, both should be encouraged to expose the Algerian people to experts in field of ADHD so as to decrease obstacles in the management of these students.

This not only increases the well-being of learners but also the performance of all their classmates.

To sum up, the results obtained from the study bring us to a final conclusion that most of the primary school teachers have negative attitudes towards learners who have ADHD due to their ignorance about it. On the basis of all that has been said, it appears clear that the finding gathered in this study does not support the hypothesis we have set before.

## **References**



## References

### 1. Bibliography

- Anhalt, K., McNeil, C. B., & Bahl, A. B. (1998). The ADHD Classroom Kit: A whole-classroom approach for managing disruptive behavior. *Psychology in the Schools*, 35(1), 67–79.
- Bhatt .B. D. (2009) . Modern methods of teaching: Concept and Techniques , psychology of classroom learning
- Biederman J, Faraone SV (2006): The effects of attention-deficit/hyperactivity disorder on employment and household income. *Med Gen Med*, 8, P12.
- Boris, M., & Mandel, F. S. (1994). Foods and additives are common causes of the attention deficit hyperactive disorder in children. *Annals of Allergy*, 72(5), 462–467.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4<sup>th</sup> ed.). White Plains, NY: Addison Wesley Longman.
- Cohen, L., Manion, L & Morrison, K. (2005). *Research Methods in Education* (fifth ed). London: Routledge Palmer.
- Dorneiy, Z. (2002). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2005). *The psychology of language learner*. Hillsdale, NJ.: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics. Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- DuPaul, G. J., & Power, T. J. (2000). Educational interventions for students with attention-deficit disorders. In T.E. Brown (Ed.), *Attention-deficit disorders and comorbidities in children, adolescents, and adults* (pp. 607–635). Washington, DC: American Psychiatric Press.

- George, M. (2004). Dictionary of linguistics.
- Greene, R. W. (1995). Students with ADHD in school classrooms: Teacher factors related to compatibility, assessment, and intervention. *School Psychology Review*, 24, 81–9
- Hamdi, R. (2012, January 2). Santé-Mag /Magazin mensuel de la santé. 20.
- Larimer, M. P. (2005). Attention deficit hyperactivity disorder (ADHD) research developments. Nova Publishers.
- Mackey, A., & Gass, S. M. (2005). Second language research: Methodology and design. London: LEA.
- Maquestiaux, F. (2013). Psychology de l'attention ; De Boeck.(LMD).
- Sherman .J. (2008). The Impact of Teacher Factors on Achievement and Behavioural Outcomes of Children with Attention Deficit/Hyperactivity Disorder.
- Staikova, E., Gomes, H., Tartter, V., McCabe, A., & Halperin, J. M. (2013). Pragmatic deficits and social impairment in children with ADHD. *Journal of Child Psychology and Psychiatry*, 54(12), 1275-1283.
- Tannock, R., & Martinussen, R. (2001). Reconceptualizing ADHD. *Educational Leadership*, 59, 1–6.
- Williams, M & Mercer, S & Rayan, S. (2015). Exploring Psychology in language learning and teaching. United Kingdom. Oxford University Press.
- Wright, C. (2006). ADHD in the Classroom. *Special education perspectives*, 15(2), 3-8.
- Zentall, S. S. (1993). Research on the educational implications of attention deficit hyperactivity disorder. *Exceptional Children*, 60, 143–153.

## 2. Webliography:

- Abaoud, A ,A. (2013) Elementary school teachers' Attitudes toward Willingness to Teach Students with ADHD in their classrooms in Riyadh City in Saudi Arabia (176pp), Ohio university. Retrieved from:  
[https://etd.ohiolink.edu/rws\\_etd/document/get/kent1373389287/inline](https://etd.ohiolink.edu/rws_etd/document/get/kent1373389287/inline)
- About ADHD – Overview. (n.d.). Children and Adults with Attention-Deficit/Hyperactivity Disorder. [https://chadd.org/about-adhd/overview/?fbclid=IwAR14f3Gg6nj0o9KG9gJ56PdbUU4O0cTVCgyjNi2\\_XK7jZW\\_q-K5rTEsTzwk](https://chadd.org/about-adhd/overview/?fbclid=IwAR14f3Gg6nj0o9KG9gJ56PdbUU4O0cTVCgyjNi2_XK7jZW_q-K5rTEsTzwk)
- Bouakba, A. (2011, February 27). Santemaghreb. Troubles de l'attention et de l'hyperactivité : Le Dépistage Scolaire s'impose.  
<http://www.santemaghreb.com/actus.asp?id=12184>
- Brett, L., & Patterson, M. A. (2004). Attention deficit-hyperactivity-disorder-(adhd). Slideshare. <https://fr.slideshare.net/amirmah/attentiondeficithyperactivitydisorderadhd>
- Lobb, N. (2003). Learning Strategies for School, Home, and Work. J. Weston Walch. <https://books.google.dz/books?id=rdwJkxAOvscC>
- Lynch, M (2016), The Edvocate. Boys, girls and k-12 classroom gender bias. Retrieved from : <https://www.theadvocate.org/boys-girls-and-k-12-classroom-gender-bias/>
- Maureen Connolly, & Cagliostro, Dina. (2019, October 21). What Is Attention Deficit Hyperactivity Disorder (ADHD)? Psycom. <https://www.psycom.net/adhd?fbclid=IwAR0pun0Gds8jIzCw-TtUIWg2iTrWeXzPSdJC8eWdvWTHmwKQNRAHQCdyoGk>
- Merriam Webster Dictionary. Retrieved from :  
<https://www.merriam-webster.com/dictionary/learning>

- Messick, S. J. (2013). *Assessment in Higher Education: Issues of Access, Quality, Student Development and Public Policy*. Taylor & Francis.  
<https://books.google.dz/books?id=dB9eAgAAQBAJ>
- Nootropics for ADHD. (n.d.). <https://piracetam.net/nootropics-adhd/>
- Norvilitis, J. M. (2012). *Contemporary Trends in ADHD Research*. Intech Open.  
<https://books.google.dz/books?id=7eGdDwAAQBAJ>
- Sander, R (2016). *Getting Smart.com*. Four concentration activities for students.
- Science Worksheets. (n.d.). *Turtle Diary*.  
<https://www.turtlediary.com/worksheets/science.html>
- Segal, J & Smith, M (2018), *Help guide.org*. Teaching students with ADHD.  
Retrieved from <https://www.helpguide.org/articles/add-adhd/teaching-students-with-adhdattention-deficit-disorder.htm>
- Thorne, G & Thomas, A (2009). *The Center for Development and Learning*. What is attention? Retrieved from: <http://www.cdl.org/articles/what-is-attention/>.



## **Appendices**

## Appendix A

### Teachers' Questionnaire

Dear teacher,

We would like to ask you to help us by answering the following questions to gather information about your attitudes and your personal information concerning pupils with attention deficit hyper activity disorder (ADHD); this research is conducted by second year master students of Didactics of Ibn Khaldoun University. Your answers will be kept strictly confidential. We are genuinely appreciative.

Thank you for your collaboration,

ADHD: Attention-Deficit/Hyperactivity Disorder is a behaviour disorder that most often presents in childhood with boys being at least three times more likely than girls to be diagnosed with the disorder. The characteristic behaviours associated with ADHD are inattention (Has trouble keeping attention on tasks or play activities), hyperactivity, and impulsivity (Fidgets with hands/feet or squirms in seat, Runs about or climbs when and where it is not appropriate).

#### ❖ Section A: Biographical Information

**Please mark the appropriate box with an(X):**

##### a- Gender:

Male

Female

##### b- Age:

Under 25  25 - 34  35 - 44  45 - 54

55 and over

a- How many years have you been experiencing teaching?

3-10 years  10-25years  25-30 years

c- What is the average number of learners in your class?

d- Do you give instructions and repeat them?

1) Very Often  2) Sometimes  3) Never

❖ **Section B**

a) Below there are some questions about misbehaviours that impede the teaching process. Please indicate the right option:

**1) Fighting with each other?**

1) Very Often  2) Sometimes  3) Rarely  4) Never

**2) Scratching on the walls, boards and desks?**

1) Very Often  2) Sometimes  3) Rarely  4) Never

**3) Refusing to obey orders:**

1) Very Often  2) Sometimes  3) Rarely  4) Never

**b) Do you know about children with ADHD?**

1) YES

2) NO

**c) Do you establish eye contact with any child who has ADHD?**

1) YES

2) NO

**d) Does ADHD child experience difficulties in his relations with his classmates?**

1) Very Often  2) Sometimes  3) Rarely  4) Never

**h) Do you agree that the educational achievement of ADHD children will be less than that of non-ADHD student?**

1) Strongly agree  2) Agree  3) Disagree  4) Strongly disagree

**e) What is your source of information about ADHD?**



- TV and radio
- Friends and relatives
- Periodical, newspapers, magazines
- Special course
- Medical personnel
- Other

f) **Does he/she fail to give close attention to details or makes careless mistakes during activities?**

- 1) Very Often  2) Sometimes  3) Rarely  4) Never

p) **Does he/she avoid engaging in tasks that require sustained mental effort?**

- 1) Very Often  2) Sometimes  3) Rarely  4) Never

e) **Does not seem to listen when spoken to (mind seems elsewhere)**

- 1) Very Often  2) Sometimes  3) Rarely  4) Never

k) **Does this misbehaviour impede your classroom discipline?**

- 1) Yes   
2) No

### Section C

a) **Do you think that the educational system is aware of this part of children?**

- 1) YES   
2) NO

b) **Do you think that the educational system must create special classes for those children?**

- 1) YES   
2) NO

**b) If yes give us some of your thoughts**

---

---

**c) if no suggest an alternative solution for**

---

---

Thank You

## استبيان خاص بالمدرسين:

عزيزي المدرس

نود أن نطلب منك مساعدتنا من خلال الإجابة على الأسئلة التالية لجمع معلومات حول مواقفك ومعلوماتك الشخصية المتعلقة بالتلاميذ الذين يعانون من اضطراب فرط الحركة ونقص الانتباه؛ يتم إجراء هذا البحث من قبل طلاب السنة الثانية..ماستر في كلية التربية بجامعة ابن خلدون. ستبقى إجاباتك سرية للغاية.

شكرا لتعاونك

اضطراب فرط الحركة ونقص الانتباه هو اضطراب سلوكي غالبًا ما يظهر في مرحلة الطفولة حيث يكون احتمال إصابة - الصبيان بهذا الاضطراب ضعف اصابته للإناث. السلوكيات المميزة المرتبطة باضطراب فرط الحركة ونقص الانتباه هي عدم الانتباه (لديه صعوبة في الحفاظ على الانتباه إلى المهام أو أنشطة اللعب)، فرط النشاط والاندفاع (التململ مع اليدين / القدمين أو عدم الجلوس في المقعد بهدوء، الجري والتحرك في الوقت والمكان الغير مناسبان...الخ)

القسم أ:

معلومات شخصية:

في المربع المناسب: يرجى وضع علامة ✕

أ-الجنس:

ذكر  أنثى

ب-العمر:

تحت 25  25-34  35-44  45-54  55 وما فوق

أ-كم سنة وانت في مجال التدريس؟

ج-ما هو متوسط عدد التلاميذ في صفك؟

د-هل تعطي التعليمات وتكررها اذ كان من الضروري تكرارها؟

غالبًا  أحيانًا  أبدًا

القسم ب

(أ) أدناه هناك بعض الأسئلة حول سوء السلوك التي تعيق عملية التدريس. يرجى الإشارة إلى الخيار الصحيح

(1) التشاجر مع بعضهم البعض؟

في كثير من الاحيان  أحيانًا  نادرا  أبدا

(2) خدش الجدران والألواح والمكاتب؟

في كثير من الاحيان  أحيانًا  نادرا  أبدا

(3) رفض الانصياع للأوامر

في كثير من الاحيان  أحيانا  نادرا  أبدا

(ب) هل تعرف عن الأطفال المصابين باضطراب فرط الحركة ونقص الانتباه؟

(1) نعم

(2) لا

(ج) هل تقوم باتصال بصريّ مع أي طالب مصاب باضطراب فرط الحركة ونقص الانتباه؟

(1) نعم

(2) لا

(د) هل يعاني الطالب المصاب باضطراب بفرط الحركة ونقص الانتباه من صعوبات في علاقاته مع زملائه؟

في كثير من الاحيان  أحيانا  نادرا  أبدا

(و) هل توافق على أن التحصيل التعليمي للتلاميذ ذوي اضطراب فرط الحركة ونقص الانتباه سيكون أقل من التحصيل الدراسي للتلاميذ العاديين الغير مصابين بهذا المرض؟

أوافق بشدة  أوافق  لا أوافق  لا أوافق بشدة

(هـ) ما هو مصدر معلوماتك عن مرض اضطراب فرط الحركة ونقص الانتباه؟

(1) التلفاز والراديو

(2) الأصدقاء والأقارب

(3) الصحف والمجلات والدوريات

(4) دورة خاصة

(5) العاملون في المجال الطبي

(6) مصدر آخر

(أ) هل هو / هي فشل في إيلاء اهتمام وثيق للتفاصيل أو ارتكب أخطاء مهمة أثناء الأنشطة في القسم؟

في كثير من الاحيان  أحيانا  نادرا  أبدا

(ب) لا يتبع التعليمات ويتهاون في إنهاء النشاط

في كثير من الاحيان  أحيانا  نادرا  أبدا

(ج) هل يتجنب المشاركة في المهام التي تتطلب جهداً عقلياً مستداماً؟

في كثير من الاحيان  أحيانا  نادرا  أبدا

(د) لا يبدو أنه يستمع عند التحدث إليه (يبدو أن عقله في مكان آخر)

في كثير من الأحيان  أحيانا  نادرا  أبدا

هـ) هل هذا السلوك الخاطئ يعيق نظامك الدراسي وطريقة تعليمك؟

(1) نعم

(2) لا

القسم د:

أ) هل تعتقد أن النظام التعليمي على علم بهؤلاء الأطفال؟

(1) نعم

(2) لا

ب) هل تعتقد أن النظام التعليمي يجب أن يخلق فصولا واقساما خاصة لهؤلاء الأطفال المصابين باضطراب فرط الحركة ونقص الانتباه؟

(1) نعم

(2) لا

ب) إذا كان الجواب "نعم"، أعطنا بعضا من أفكارك

---

ج) إذا كان الجواب ب "لا"، ارجو ان تقترح حل بديل

---

- شكرا لتعاونكم -

**Appendix B:****Teacher's Interview**

Dear teacher

It will be grateful if you could take the time to share your experience by answering the following questions which are designed to gather information about your knowledge and your attitude towards your attention deficit hyperactivity disorder learner. Your answers are very important for the completion of our work.

- Years of teaching experience: \_\_\_\_\_
  - 1) Do you know what attention deficit hyperactivity disorder is?
  - 2) Do you use visuals, charts, pictures, colour coding?
  - 3) Do you work with short quizzes or long test?
  - 4) Do you allow movement for ADHD learner?
  - 5) According to you, what are the reasons of your learners' distraction?
  - 6) Did you have any training on how to support children with special education needs?  
(especially children with ADHD traits)
  - 7) How do you support and deal with children with ADHD traits in the classroom?
  - 8) Are there any strategies to improve their learning, their behavior and social skills?
  - 9) Do you have any barriers or challenges when teaching children with ADHD traits?

**Thank you for your collaboration**

## ملخص:

من اجل تحسين سلوكهم و أدائهم في الدراسة داخل القسم , يواجه اساتذة الطور الابتدائي العديد من التحديات من خلال استخدام طرق و اساليب متنوعة محاولين بذلك لفت انتباه تلاميذهم . علاوة على ذلك، أجريت هذه الدراسة لمعلمي المرحلة الابتدائية في الجزائر حيث هدفت الى التعرف على اضطراب فرط النشاط الحركي مع قصور في الانتباه عند الاطفال و تحديد كيفية تعامل المعلمين معهم وكيف يساهمون في الحفاظ على انتباههم وتركيزهم في القسم. تم إجراء استبيان ومقابلة للمعلمين لاكتساب آراءهم حول مواقفهم اتجاه تلاميذ اضطراب فرط الحركة ونقص الانتباه. تظهر نتائج هذا البحث أن غالبية معلمي المرحلة الابتدائية سلوكهم سلبي اتجاه هؤلاء الاطفال وهاذا عائد لعدم معرفتهم لماهية هذا الاضطراب.

**الكلمات المفتاحية:** التركيز، التعامل، فرط الحركة، نقص الانتباه.

## Résumé :

Cette étude vise à examiner l'attitude des enseignants du primaire envers leurs apprenants atteints de trouble d'hyperactivité avec déficit et la manière dont ils les traitent en classe; le but est de montrer les méthodes appropriées que les enseignants devraient utiliser pour améliorer le succès du processus d'apprentissage. Cette étude a été menée auprès des enseignants du primaire en Algérie en utilisant à la fois le questionnaire et l'interview pour collecter des données et tester l'hypothèse de cette étude. les statistiques obtenus ont été analysés quantitativement et qualitativement. les résultats montrent que la majorité des enseignants du primaire n'ont pas de connaissances sur le trouble d'hyperactivité avec déficit et n'utilisent pas de méthodes appropriées avec eux.

**Mots clés :** attitude, concentration, trouble déficitaire de l'attention.

## Summary:

This study is meant to investigate primary school teachers' attitude towards their ADHD learners and how they deal with them in the classroom; the aim is to show the appropriate methods and strategies that teachers should use with them to enhance the success of the learning process. This study was conducted to primary school teachers in Algeria using both a questionnaire and an interview to gather data and test the hypothesis of this study. The obtained results were analyzed quantitatively and qualitatively. The findings show that the majority of primary school teachers do not have knowledge about ADHD and do not use appropriate methods with them.

**Key words:** attitude, Attention Deficit Disorder, concentration.

