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**Teaching Children with Adhd/Add In Regular School:
An Examination Of Teachers' Professional
Development Needs In Saudi Arabia**

By

Nawdha Alkahtani

**Special Education Department, College
of Education King Saud University**

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Abstract

The purpose of the current study was to determine the level of training preparedness that teachers in KSA have in handling students with ADHD/ADD and explore the experiences of the teachers in regular schools as related to dealing with students that have the ADHD condition. Moreover, it determines the future proposals that would be useful in increasing the value of the education system in the KSA as far as the ADHD students are concerned. A sample of five female participants through an interview process, it was noted that the interviewees agreed with the findings of the literature review. There is much that needs to be done because there is very little help that is coming out to the students based on the level of the system lacking in the required level of threshold to proving the required pedagogical requirements. A collection of findings are figured out in this analysis of the results obtained from the data as related to the literature. Most of the teachers (80%) were discontented with the training system as related to dealing with students that have special conditions. The Saudi system will therefore need to focus on improving its training pedagogy that would take to account the idea of dealing with such conditions.

Terms Keys: ADHD/ADD; Regular School; teachers; Professional development needs

(*) Special Education Department, College of Education, King Saud University

ملخص

تعليم الأطفال الذين يعانون من اضطراب فرط الحركة ونقص الانتباه في المدرسة العادية: دراسة احتياجات التطوير المهني للمعلمين في المملكة العربية السعودية

هدفت الدراسة الحالية إلى تحديد مستوى التأهيل التدريبي لدى المعلمين في المملكة العربية السعودية في التعامل مع الطلاب لديهم اضطراب فرط الحركة ونقص الانتباه واستكشاف تجارب المعلمين في المدارس العادية فيما يتعلق بالتعامل مع الطلاب الذين يعانون من اضطراب فرط الحركة ونقص الانتباه. وعلاوة على ذلك، فإنه يحدد المقترحات المستقبلية التي ستكون مفيدة في زيادة قيمة النظام التعليمي في المملكة العربية السعودية فيما يتعلق بالطلاب ذوي فرط الحركة وتشتمت الانتباه. وكانت العينة عبارة عن مقابلة خمس معلمات في المرحلة الابتدائية في إحدى مدارس مدينة الرياض، و في تحليل للنتائج التي تم الحصول عليها فإن معظم المعلمين (٨٠٪) كانوا يشعرون بالاستياء من نظام التدريب فيما يتعلق بالتعامل مع الطلاب الذين لديهم ظروف خاصة. لذلك فإن النظام السعودي سيحتاج إلى التركيز على تحسين أساليبه التدريبية التي تأخذ في الاعتبار فكرة التعامل مع مثل هذه الظروف

الكلمات المفتاحية: فرط حركة وتشتمت انتباه، المدرسة العادية، المعلمون واحتياجات التطوير المهني.

Introduction

Classrooms have always been stressful places for students with challenges and related conditions that affect their normal learning processes (Van der Oord et al, 2012). Over the many years that the different conditions have been determinately considered, it is noted that different education systems have taken part in coming up with the best systems that can be helpful in helping the students find the best they can from an education system. Research by Hantson et al (2012) indicated that in each American class, there is at least one student that is suffering from a condition such as ADHD. This is information that has been backed up by American Academy of Child and Adolescent Psychiatry (AACAP). This is despite all the efforts that have been made to make sure that there are special attention procedures that can help the students to adapt well to the systems of work in the schools. To that, Power et al (2012) determined that the numbers are relatively higher for other countries that are still coming up with plans to improve the same. On the overall, teachers have the capability to make a difference in the way a child feels about himself in a class. This is an issue that can only be determined on the basis of the level of specialisation that the teacher has in dealing with the students. If there is efficiency in the training programmes, then there will also be efficiency in the level of outcomes as far as student performance is concerned (Schoemaker et al, 2012). Special conditions require special teachers to handle them. To that effect, it is practical that the process of establishing a comprehensive training process for the teachers in any country in the world is based on the continuous discrepancies between the needs of the student and the qualifications of the teachers.

Saudi Arabia is one of the countries that have been deemed to have a syllabus that has not been productive enough as far as this condition is concerned. That effectively concerns the training that the teachers have (Pani et al., 2014). Information from a research done by Munshi (2014) indicated that there are many misconceptions about ADHD in Saudi Arabia. Later publications by Khalil and Jenahi (2015) and Kamal (2016) verified the fact that the misconceptions duly existed and they are all based on cultural grounds. Therefore, it is therefore practical that the situation will need to be worked on from the basis of culture before the training taking a technical and professional process. Even in the western world, there are concerns about the level of knowledge teachers have about the condition and that calls for an improvement in the teacher training curriculum for those specialising in that sector. Apart from culture, there is clear lack of understanding of the behavioural profiles of the children that affected by the condition. Many teachers also do not have complete diagnostic criteria that would be useful in determination of the flaws associated with the disorder (Hammad and Awed, 2016). That will clearly indicate that when knowledge of the profiles is lacking, then there would be lack of knowledge on behaviour management which is a practical aspect that need to be applied to the students in school by the teachers during the training sessions. Much information will therefore concur with the fact that the training processes for the teachers in that sector were effectively not satisfying the requirements in the Kingdom of Saudi Arabia (KSA).

country has a special education code of practice (Awadalla et al., 2016). This code is always meant for the teachers in the mainstream schools. It is this practical because many of the private schools have set

their standards, towards working towards having the best practice from the teachers and therefore the codes will determinately apply to the other schools from a general perspective. Training for the frontline teachers that have direct contact with the students on daily basis is therefore an issue that need to be practiced from time to time. This is based on the fact that teachers have mostly received training that is limited and that has effectively enabled them to be less effective in dealing with the students. In the same way however, Alqahtani (2017) determined that there will always be a better way to have the best teachers working towards effective student progress on education. One of the most important factors in this view therefore, will be to promote the aspect of in-service training. This is training that is done at work and teachers will always have a way of dealing with the students in the best possible way. This is a situation that has been practices in Canada and the USA in which case there has been over 90% efficiency in student management processes (Al-Dakroury and Gardner, 2017). In service training is effective in that it helps in the adaptation of the learning environment that the student is experiencing from a practical perspective. That allows for understanding of the changes in the traits of the students in view of the different characteristics associated with the condition. It is also understood that the teachers in this sector are always under stress and will practically be useful to help them give their best in view of the situation there is stress. In many situations, teachers will fail to understand the student trends which in the effect will lead to stressful situations on the side of the teacher. It is important that the teacher has a better processing method of all the characteristics associated with the student to be effective in carrying out his lessons (Abed, 2014). According

to Abaoud (2016), there is a relationship between the capabilities of the teachers to manage the situations and the final results the student will have. The teacher professional development in the KSA will therefore need to consider such aspects as management of the behaviour as well as the effective implementation of the behaviours of the students in the class. Development at this level, as noted by Abed (2014) does not end at the level of just managing the behaviour. It goes beyond that and covers the implementation of the behaviour management plans at the classroom level. The in-service training will therefore help in the peer observations and student coaching on every level that they are at. This is a process that takes time if sustained results are to be realised in the long run. Teacher development in the country will therefore need to be continuous and development oriented in view of having to deal with the right process of having the best product out of the teacher and out of the students (Abed, 2014).

The biggest issue that is missing in the Saudi system of training ADHD is that the teachers are not trained to be multicomponent. There is great significance in the teacher being able to act in a multi-competent manner as to determinately increase the value of the student. A teacher that is multicomponent will be able to handle many issues at the same time; learning to the extra-curricular activities done by the children. That allows the student to spend more time with the teacher hence a clear understanding between the two (Al-Dakroury and Gardner, 2017). Therefore, it important that professional development in KSA focuses on other regions that have been successful when applying the method. For instance, in Canada, identification of the ADHD starts with the parents acknowledging that

there is a problem that can however be solved. That allows for the teacher to help the student in view of the observations. It is also plausible that such issues should not wait to be carried out in schools alone because the parents have a role to play in the success of the student (Hammad and Awed, 2016). The teacher will therefore need to be taught on how to pass the information to the parent as well for continuous scrutiny of the condition.

This is a study that is very significant. Different countries have different outcomes in terms of their education graduates and this is largely based on a collection of factors. However, there is a strong basis in this study process pitting the training process of the teacher and the outcomes of the learning process in view of the student achievements. Students with the ADHD have characteristic features that will be considered weird for many teachers in a learning process. However, it is the role of the teacher to maximise the attention of the student to the learning process while also taking care of the deficit in attention (Rief, 2016).

When a teacher is trained in a certain way, it is probable that there will be certain results associated with the training. To that effect, it is also important that there is dealing with characteristic nature of students that will need special attention (Sciberras et al, 2013). In this case, there is a distinct relationship between the training of teachers and the way they handle students with special conditions. However, the question may arise on whether this training is actually practical in the Saudi Arabian case. To the same cause, the research process has a focal point in the regular school. The research will therefore significantly influence the value of the system as related to the student outcomes. It will help in informing the education authorities the need to inculcate the right procedures in the teacher training

system in the country so that there will be resultant increment in the way they appreciate and handle students with ADHD.

Another important issue in this study is the revelation from the background information that 15% of all students in the KSA education system have the ADHD condition. The study will address whether there is need to train more teachers with specialisation in dealing with students that have the condition. This is also supported by the educational objectives in the country that were laid out in the 1970's requiring that the teacher student ration becomes 1:28 and then reduce. With the rate of ADHD students at 15%, it is practical that there may be more teachers required with specialisation in the field.

Research Questions

- What type of training do teachers in KSA go through in view of handling students with the ADHD condition?
- What are the experiences of the teachers in the regular schools when dealing with the students that have the ADHD condition?
- Do ADHD students that go to regular schools feel discriminated against in KSA based on their condition?

METHODOLOGY

The study, in this case, is aimed at collecting the views of the teachers in a particular primary school in Riyadh city, Saudi Arabia about their managing of children with ADHD.

Data Collection Methods

To gain access to the target group (teachers), I sought the help of the ministry of education. The ministry assisted by providing official

correspondence and link to the particular primary schools I needed for the study process. To this, the main target was one regular school in Riyadh, the capital city of the KSA. In this school, I had targeted to interview five teachers. The head teacher of this school in Riyadh was informed of my mission and the activities which I was to carry out in the school. For the two weeks I had set aside to carry out the research process, I estimated that I would find comprehensive information as the time would allow me to interview the five. After gaining access to the school, I selected five female teachers. I selected the teachers based on their role of handling students suffering from ADHD.

Secondary and primary sources used

The understanding and comprehension of data sources for primary and secondary data are essential because of the interconnection between them and the need to have a quality data, which can give the recommended results for putting the research into practice. On the other hand, secondary data was acquired through the review of the literature with data related to the issue under study. The secondary data in this case entailed the statistics on the prevalence of ADHD in Saudi Arabia, the challenges faced by teachers and the ethical/cultural factors affecting teaching and the handling of ADHD cases. Five interviews were carried out with each primary generating data pertaining to the handling of students affected by ADHD. The specific topics covered during the meetings entailed the amount of support that the teachers received from the stakeholders in the industry towards the implementation of their services. The other questions asked regarded the views of the teachers on the responsiveness of the students to their services. The questions were aimed at identifying staff's professional

development needs for teaching children with ADHD in mainstream schools in the Kingdom of Saudi Arabia, Riyadh city. The first question sought to determine the professional qualifications of the respondents and whether they were qualified to handle students with ADHD. Further, I inquired on the number of ADHD students whom they were handling and whether they had the capacity to handle the student's demands (ADHD affected students).

Sampling method

I employed a probability sampling technique as a means of getting the needed respondents. Specifically, I was concerned with collecting the views of primary school teachers in one of the schools in Riyadh Saudi Arabia. According to Rubin and Rubin (2011), sampling, in general, is strategic in conducting research as it enables the researcher to implement their exercises without necessarily studying the whole population. As such it is quite effective in cutting down the time and resources which would have been spent in the whole process.

Data analysis

Regarding the collection of data, I was able to collect the views and opinions of the interviewees through the use of writing and a tape recorder. This, I then transcribed based on the major themes like the education qualifications, identification of ADHD conditions, and the challenges in the teaching process.

The data generated from both the primary and the secondary sources had to be analysed and checked to ensure that consistency was upheld. The

data acquired from the varied sources was then grouped to provide easier analysis at the end of the research.

Validity and reliability

Validity and reliability are both strategic towards ensuring that the results of the research can adopt or extended to other fields. In regards to the data collection method highlighted above, validity and reliability had to be ensured courtesy of ideal preparation method. In analysing and determining the relationship between the tools which used in the measurement of the different variables involved in this study, the researcher was able to ensure reliability. For instance, regarding the content validity, the researcher made sure that the questions asked to reflect the topic under research moreover critical and related subjects were included. In regards to internal validity, the questions posed played a central role towards the explanation of the outcome in line with the research.

Additional efficacy measures were taken in accordance with the assertions of Noble and Smith (2015). According to the researcher, the validity of qualitative research can be ensured through observing many factors for instance accounting and highlighting the various biases which may have cropped up during the process. The highlighting of the preferences, in this case, allows the researchers who may want to rely on the study findings to put them into consideration. Apart from accounting for the biases, the other validity measure was the consistency and clear interpretation of data. In regards to the responses from the interviews, the researcher ensured that the transcription process was implemented with the aid of corresponding themes for the purpose of consistency while transparency was achieved through outlining the steps taken.

Validity was also established through the carrying out of a comparison with previous research on the field such as that published by Noble and Smith (2015) detailing validity of such a research process. This means that the primary data was compared with secondary data to determine the consistencies. As indicated above, the research relied on both primary and secondary data sources. The past research carried out on the topic was therefore compared with the findings from the primary research to ensure that it conformed to the trends. Given the fact that the respondents have an in-depth knowledge concerning the factors being studied, their ability to discover any duplications and redundancies in questions was assured (Cresswell, 2009).

RESULTS

Results from the Primary Sources

This is information that is very important in advancing the fact that there are variations in the originality of the training sources for the teachers. This will be useful because the final information will not be based on a collection of individuals that trained in just one or two major institutions. The responses given are representative of the situation in the country for such a situation. One other honest issue that came out of the process of training is more focused on delivery of the syllabus requirements as per the Saudi system as opposed to attention given to representative special groups. This also includes children with ADHD in the respective classrooms. From a pre-emptive hypothetical position, it can be noted that this is the reason teachers are On the same issue, 100% of the teachers actually thought that the training practice needs some change with special focus being given the special students with special needs in their respective

classrooms overwhelmed by the average 8% students in the schools that have the ADHD condition. It also resonated that there is very little room for in-service training in the schools in which the teachers were practising their professions. The interview shifting to ADHD revealed a lot of issues related to the system. In this case, there was the need to understand whether the teachers understood the aspect and whether they thought they should have been trained in the area while still at college with specific focus. In this case, the responses are given on the basis of Yes (to strongly mean they understood the aspect and considered that it needs to be put as part of training);

Yes	60%, <i>n</i> =26
No	0%, <i>n</i> =0
Not so much thought	20%, <i>n</i> =1
Not aware	20%, <i>n</i> =1

It is noted at this point that the majority of the teachers thought that there was need to understandably determine the fact that more training was required in dealing with the students. That was an issue that seemed to focus on the general notion that the ADHD students were stubborn and that they needed to be dealt with in a different way. Apparently, that would be an indication that there is little understanding of such a condition due to the training required not being provided in the training curriculum.

Most of the teachers also valued their pupils and the profession (80%) and that was an encouraging issue. However, it is also noted that more teachers (60%) thought that they felt infuriated by the condition of some of the students and even proposed that the students exhibiting such

traits be separated from the rest. In particular, some of the teachers were quoted to be “*irked*” and “*irritated*” by students that do not pay attention in class. Although they understood the students’ situation, they still felt that “*the class would be better if I did not have them with me as their caretaker during lessons*”. They quoted that separation of the students would be a motivation back to the normal learning process in the classes. Ideally, there were very low confidence levels (20%, n=1) that inclusion was doing any good to the teachers and the rest of the students in improving the learning outcomes of the entire class. Most of the teachers (80%) thought that separation was very important and that would as well be effective in making sure that there was substantial development to the process of making sure that good learning processes took place.

Largely, the teachers supported the inclusion of the special curriculum in the training program and abhorred the very presence of the ADHD students in the regular classroom.

On the factors that make the teachers want to include all the children in the same classroom, it is noted that most of the teachers (80%) determined that they were doing their work based on the prevailing *circumstances and because they had no choice*. “*If the education system chooses to make us work under these circumstances, then how can we dispute that?*” One of the teachers was quoted as asking the interviewer to that effect. The teachers have the support of their natural motivation and understanding coupled with experience to deal with the situation in the schools. Ideally, many of the high level complaints were brought forward by the teachers that had not been in the teaching for long (Mostly those in the 1-5 year experience bracket). It is however noted that all the teachers

make use of the pedagogical materials in the school library to understand the systematic process of taking care of the students with the ADHD condition. Ideally, that is the much support that is obtained from the school environment.

The last aspect that was noted within the interview process was the need to deal with marginalisation. Marginalisation happens in this case when the other students feel that the ADHD students are especially not part of the required process of study. Most of the teachers were noted to believe in dealing with the situation as it is. This relates to the idea that there is little in terms of the plans that have been put up to make sure that the system goes on. On how satisfied the teachers were with the situation as it was at the level in the country in terms of their experiences with the students, the table below summarises the responses;

Level of satisfaction	Percentage
Very satisfied	0%
Satisfied	0%
Not satisfied	4%
No comment	1%

It is therefore simple logic that, from the primary perspective that most of the teachers were not satisfied with the situation in the school.

ANALYSIS

One issue that comes out on the basis links between quality and experience is that some of the teachers did not have previous experiences of dealing with ADHD students (20% of the teachers, $n=1$). That may point to the length of work that has been done so far and training received. From

the basis of Rose et al (2015), this is an indication of lacking in terms of the structures that have been put up to deal with the special situations. Training needs to meet the requirements of the school curriculum by taking care of all the conditions of the students. This is important in allowing for adjustment of the teachers to the respective conditions in the respective classes and schools they work in. From the basis of the findings in this research, it is indicated that the school did not have special interest section that would deal with the students. This is a section that would give special attention to the students in their respective conditions and also make sure that the other normal students continue with their learning process consistently. The clearer indication in this case is that the teachers dealt with the students as a whole and it is clearly practical that some of the teachers did not even understand the behaviours of the ADHD students. This is related to the training needs having failed to be achieved in the process. Training and effective deployment plays very important roles in preparing the teachers for the teaching process that would involve many of the students with the condition (Topkin et al, 2015). When a teacher is trained to handle ADHD students, then there is every indication that he will be fruitful in having them achieve their educational objectives. On the basis of Evaldsson (2014), such teachers will be able to handle their work through passion, knowledge and natural experience methods that would naturally fit the situation of the student. The school had teachers that underwent general training without specific skills; some of whom had no idea on the condition of the students and therefore no idea on how to teach the same students as relating to their respective ADHD conditions. This is information that is supported by the findings in the literature review where

it was noted that lack of specific training was privy to the teacher not being productive with reference to special conditions that students have. Charter for Employment of Saudi Staff Teachers in the KSA will therefore be lacking in its role in terms of making sure that there is compatibility between the teacher training requirements and the staffing aspects. When the teachers are given less extensive education about the issues involved in such a situation, and then it is clear that quality is compromised.

On the issue of training, there are issues that come up on the basis of the findings in the research process. First, there are two types of training; professional training before starting the work and the in-service training that is received during the process. All the teachers as interviewed were practical in accenting to the fact that they received training before assuming their work. That is a process that leads to the fact that the government has taken steps to ensure that teachers are trained before they are posted to the respective schools. On the same basis, one clear issue is that the teachers were trained on the basis of the respective professional subjects they were going to handle. Moreover, one teacher determined that he received professional in-service training after being posted to the school. From a general perspective, it was noted that the teachers were satisfied with the training process and level of training received on the basis of the work they were doing (Liang and Gao, 2016). However, the professional training received was specific to the requirements of the general curriculum. One issue that is lacking in this case is the specific training related to ADHD in view of the teachers in the schools as determined by 80% of the respondents as per the data obtained ($n=4$).

There are many advantages of having a teacher undertake training before stepping up to implement the teaching process to the students. First, the teacher learns to know the information that he is supposed to share with the students. According to Cheung et al (2015), it is notable that the teacher will be able to master the learning process as is required at every student level in school. In that case, there is mastery of the teaching and learning tools as opposed to just acquiring the structured knowledge that would otherwise not be very helpful when it comes to students with specific needs (Bussing et al, 2015, p. 111). On this basis however, it is noted that the teachers agreed to the fact that they were well trained for service delivery as far as the general student population is concerned. It also points to the fact that they were lacking specified knowledge to dealing with ADHD students.

The teachers did indicate that they were trained on the general perspectives as per the pedagogy of the normal learner. This is an issue that was indicated by 80% of the respondents from the data. It therefore clearly leaves out the fact that most of the teaching was based on the normal learner and did not focus more on the learners that had special conditions. Therefore, apart from learning to know, they also learn to do the work they are trained. Teachers need to be innovative by nature courtesy of the training they receive. From the basis of the information in the research, there is a lesser aspect of specified knowledge attainment that is lacking in the systems. Ideally, this is the information and application they are applying to the process of making sure that all the learners in the school are getting the required knowledge. Training also helps teachers in conflict resolution. That applies to the case where all the students are involved in

the process of having to deal with their social differences in school. Bonati et al (2015) posited that when a teacher is taken through the process of learning during their training, it is plausible that there is naturalisation of the learning process that fits into the ideal lifelong process of helping the students achieve their dreams in school. Naturalisation of the learning process means that the teacher is able to be inducted into the real profession at the training level through being exposed to all the challenges they are likely to face in practice. It helps in putting the teacher in a position to be able to deal with the special conditions that the students may be having.

Issues Arising from the Data Information

One thing that however comes up is that only one teacher out of all those interviewed had received in-service training. Ideally, this is the only teacher that was comfortable dealing with the needs of the ADHD students in school. In-service training has its advantages over the general training that teachers receive during their training sessions. The main issue is that it exposed the teachers to the practical situations and experiences in the learning process. That also includes the process of dealing with students having special conditions such as ADHD. According to Liang and Gao (2016), in-service training is used to make sure that there is the promotion of continuous improvement of the total professionalism of the staffs in the system. In this case, it is noted that when there is a teacher that may be lacking in some strategic skill, then this is impacted during the in-service training. That also leads to the fact that there will be coverage of the background preparation that may not have been covered well during the training. For the case of this research process, it is noted that the training sessions during the teacher training period only takes a general perspective.

The in-service training will make sure that the teacher is able to understand the specific requirements of the ADHD children in their classes and school and also deal with them from such a specific perspective (Tan and Tan, 2017). To that level, it is noted that the level of creativity of the teacher is increased. The case of Saudi Arabia has a clear indication that there is lack in the level of connection between the special needs of the ADHD students and the training requirements of the teachers. This is an issue that was clearly elaborated by all the respondents but one (80%, $n=4$) as determined from the data. From the research data, it is noted that the teachers undergo the normal training process. However, this section also opposes the findings in the literature review where specific knowledge is required for students with special conditions.

Another clear issue is the idea of handling of the students that have the ADHD condition. From the result, it is noted that 80% of the teachers are aware of the ADHD conditions to a certain extent and that they always in-corporate them in their planning for lessons. However, it is just an issue of having the teachers understand the situation as per the requirement to incorporate the students with the conditions in their lessons.

The other issue noted; apart from the 'need for training' is the aspect of acceptance and attitude to the specific training practices. There is concern about the level of acceptance to the fact that there is need to include the aspects related to ADHD in the syllabus. This refers to both the authorities and the teachers. Apparently, there are some teachers that do not feel comfortable about that.

The main important issue that was noted in the literature review is that of teacher training and the corresponding discussions in this case as

adapted from Mikami and Mercer (2017). While there were comparisons to the systems in the USA and the UK, it is also notable that there are differences in the levels of applications of the teaching knowledge on the basis of the contents in the teacher training syllabus.

These issues are openly determined by the way the teachers in the KSA are handling their students as opposed to those in the UK and the US where there are established systems of dealing with such students lacking in such capacities. The results in the KSA are indicative of the fact that there is lacking in the level of connection between the application of child behaviour especially those with ADHD and the others as noted by Evaldsson (2014) in the literature review. There is there a basis upon which the development of the system in this case is based. It is determined that many of the respondents concurred with the fact that there is a lacking connection between the needs of the students and the training of the teachers. This is an issue that can be alleviated by making sure that the government sets up a curriculum that involves all the stakeholders at every level. The involvement at this level considers that there will need to take to account the students with special needs and then consider them on the basis of having the right aspects determined in view of separating the learning process. According to Glover and Horner (2017), matching the training needs of the teachers to the needs of the students creates a match. That will largely reduce the number of teachers that will be less willing to take on these students without the intervention of the specialised teachers. The specialised teachers are very small in number. That would lead to the very fact that the learning outcomes are increased. Therefore, the findings in this research methodology directly agree with the findings of the literature

review that there is need to have a better system in the KSA that would help deal with special needs students such as those with ADHD.

CONCLUSION AND RECOMMENDATION

Conclusion

Handling children with ADHD is a challenge. That means they need teachers with special care characteristics that are obtained from specialised training (Rief, 2015). The government is clearly aware that the education system contains these kinds of students. In that case, it is worth noting that special training will be needed to make sure that the teachers are in the right position to deal with the students. However, it is sometimes advised that such students cannot have a school of their own because the psychological disadvantage that would be associated with the quarantined system would affect their general personality (Malmqvist and Nilholm, 2016). To that extent, the research was focused on them being in the same school on a regular learning programme in the KSA.

The research was based on a collection of research questions that defined the respective objectives. First, there was need to understand the type of training that teachers in KSA go through in view of handling students with the ADHD condition. Secondly, there was a focus on the experiences of the teachers in the regular schools when dealing with the students that have the condition. The third research question was on whether the ADHD students that go to regular schools feel discriminated against in KSA based on their condition.

It was noted from the basic information in the background that the professional development method of the teachers dealing with such students was an issue that has been in progress and was being considered

seriously by the government systems that deal with the education system. The literature review clearly determined that there is express difference between the need requirements of the students in the different categories and those having the ADHD condition will require special attention from the teachers if they are to get anything from the learning system.

The research applied the use of interviews to professional teachers and with that, it was noted that there was no sound system for the teachers to handle the students that have ADHD in the KSA school systems. Most of the teachers were seen to have gone through the general training system and handling the student with ADHD was a matter of adaptation to the system. As compared to school systems that has strategies such as those in Canada and the US; it was noted that Saudi Arabian system had so far little known systems that were important in making sure that there is specific training that has a focus on the students with such conditions.

First, it is considered that teachers did not undergo sufficient training to deal with the students with special conditions such as ADHD. This was the point of disconnection between the teacher training and the respective results that came out from the final products in the results of the students. On whether there was discrimination of the ADHD students in the regular schools, it was clear that the situation was inevitable, both from the teachers and the other students based on the fact that there was very little understanding of the condition. It is an issue that called for a long term strategy in the teacher training pedagogy to be helpful in the end.

Recommendations for Further Research

The number of interviewees used in this research was very small. That is clearly not able to give the right picture of the situation in the whole

country. According to Noble and Smith (2015), when a very small sample of a very large population is used, there is likelihood that the exact picture of the process will not be viewed as it is on the ground. Another issue on the same process is that the research was carried out in one school in just one area. It is probable that the situation could be different in other parts of the country. This is because the researcher did not indicate that the situation is not different in other parts of the country. To that effect, this is a disadvantage of this research process that can only be changed if more research will be done with a larger sample. The sample would also cover other parts of the country.

Another disadvantage of the research process that is quite open is the very fact that there was a higher level focus on teacher training as opposed to student outcome. More research will need to be carried out in view of determining the relationship between the specific skills required for ADHD and the final student outcomes in terms of their results. This is a research process that is likely to take relatively longer based on the fact that evaluation has to be done before the student outcomes can be noted. Moreover, it is also noted that there is no indication on whether specially trained teachers will create a point of advantage between the students with ADHD and the normal students.

Based on the objectives as elaborated for this study, it is practical that there needs to be a focus on the special education system in the country. That allows the government systems to change the teacher training pedagogy that would allow all the trainees to acquire sufficiency in the knowledge required to deal with the students in the Saudi system. That allows for more research in the process to be conducted on how much the

current system has affected the learning outcomes of the ADHD students. Given that teachers lack sufficiency in the required knowledge, it is also practical that more research will need to be done in determining how much this affects the final outcomes of the students based on their final grades, drop-out rates and other parameters as used in the country to measure the learning outcomes.

The other issue would be to determine the level at which all the education stakeholders are prepared to deal with students. It was noted in the research that there are patches of development within the government systems to bolster the attention given to the students. New research will be sufficient as an opportunity to give out the level of future expected trends in the processes of learning and the entire development process in improving the care given to the ADHD students.

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