

The Level of Mindfulness Among Students with Attention Deficit Hyperactivity Disorder (ADHD) From the Perspective of Primary School Teachers in The City of Ouargla

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ABSTRACT

The present study aimed to identify the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) from the perspective of teachers. The sample, consisting of fourth- and fifth-grade primary school students, was randomly selected and totaled 61 students. The descriptive method, which was appropriate for the current study, was employed. Two questionnaires were used to collect data:

1. One describing the child's behavior in the school environment.
2. One measuring the level of mindfulness.

The current study arrived at the following results: The level of mindfulness among students with ADHD, from the perspective of teachers, is high.

Keywords: Attention Deficit Hyperactivity Disorder (ADHD), Mindfulness.

INTRODUCTION

Our children are the most precious and valuable treasure we possess; they are our greatest source of pride, the foundation of our future, and the hope for building a better tomorrow. They are the nation's support in times of hardship and the origin of its civilizations in times of prosperity. Among them will emerge scientists, workers, planners, and executors. For this reason, the student is considered the core of the educational process.

Childhood is one of the most crucial stages in a person's life, as it shapes the individual's personality later on. It is the stage where the greatest number of changes occur. The main features of a person's character are influenced and formed during childhood.

Moreover, the process of upbringing within the family impacts many aspects of development, including physical and bodily changes, changes in behavior and skills, as well as cognitive, emotional, and social transformations. If a disruption occurs in any of these aspects, it will inevitably affect the others either directly or indirectly. Therefore, the emergence of any disorder will, in one way or another, influence the individual's personality and behavior, especially if it occurs during childhood, which is a critical and important phase in a person's life. Such disruptions may manifest as behavioral problems in childhood and may persist into later stages of life. One of these behavioral problems is Attention Deficit Hyperactivity Disorder (ADHD).

If a child receives proper upbringing, they will grow into a righteous individual who contributes to the development of their society and nation. However, this upbringing may encounter obstacles with serious consequences. Attention Deficit Hyperactivity Disorder (ADHD), which causes distractibility, excessive activity, and impulsivity in the student, places the responsibility on the main agent of the educational process the teacher to find solutions to such problems through strategies aimed at modifying, developing, shaping, or refining students' behavior. This makes the teacher a professional and technical specialist in the true scientific sense. In addition, assessing the outcomes of teaching in terms of the learner's personality traits is a goal pursued by every educator in evaluating both the outputs of instruction and the educational and pedagogical efforts invested.

Over the past three decades, the concept of mindfulness has emerged (as a state, a trait, a process, and an intervention). It has been successfully integrated into the fields of psychology and mental health in general, and particularly in addressing challenges related to psychological stress and poor emotional regulation. However, due to the cultural differences in which the concept was developed, it has faced procedural challenges related to measurement and to distinguishing it from other commonly used concepts (Desmidian & Linehan, 2003; Baer & Brown Ryan, 2004).

There has been growing interest in the concept of mindfulness, which is considered one of the key concepts in psychology. It has increasingly become the focus of various studies in the educational field, as it has attracted the attention of both educators and psychologists due to its importance in the learner's life. Mindfulness helps the learner become aware of events occurring around them during learning situations, increases their awareness, and broadens their perspective to consciously review their reactions, making them more effective. Mindfulness is one of the important variables that contribute to developing positive mental skills that play a vital role in an individual's psychological well-being. It also encompasses a wide range of practices related to education, including enhancing mental health and improving communication and empathy.

Mindfulness involves a careful examination of expectations and continuous reflection, relying on one's experiences, valuing important elements in context, and identifying new aspects of it. It also means accepting new ideas.

Based on the importance of mindfulness in the learner's life, which has attracted the attention of both educators and psychologists, the researcher selected this study on **"The level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) from the perspective of primary school teachers in the city of Ouargla."**

1– Problem of the Study:

Attention Deficit Hyperactivity Disorder (ADHD) has negative effects that influence the child's behavior in general. The potential of this group of children to achieve any educational progress or success consistently diminishes the later they are identified. This delay also negatively affects the effectiveness of programs and activities designed to treat them and inevitably leads to later academic learning difficulties. Many researchers have found significant correlational and causal relationships between the efficiency level of developmental cognitive processes such as attention, perception, memory, and thinking—and academic achievement, in its various levels, components, and stages.

Therefore, students with attention disorders and hyperactivity must be diagnosed and treated before the problem becomes more complex. Baer (2014) emphasized that mindfulness is essential for learners, as it enhances their personal well-being, reduces stress, and makes them more focused in lesson planning and in considering students' needs. Moreover, it is necessary to include mindfulness training in teacher preparation programs, as it promotes the well-being of both students and teachers and also supports job retention.

However, during the course of their academic learning, students may face numerous difficulties in achievement. These challenges can be behavioral, social, educational, or health-related, delaying their learning and possibly hindering the formation and understanding of knowledge and the development of skills altogether. Among these disorders is Attention Deficit Hyperactivity Disorder (ADHD), a complex condition that affects children, adolescents, and even adults. It is characterized by impulsivity, inattentiveness, and hyperactivity. In recent times, there has been a noticeable increase in the number of children exhibiting hyperactive behavior within the school environment (Ahmed Khaled, 2010). In this context, ADHD can be defined as a neurodevelopmental phenomenon that includes a set of core symptoms that distinguish it from other disorders namely, attention deficit, hyperactivity, and impulsivity (Sabi Halima & Hamadi Chawki, 2021).

As we aim to achieve quality learning outcomes for children in general and for primary school students in particular by reaching an acceptable level of academic and cognitive achievement, it becomes necessary to find solutions to the issue of this disorder. Mindfulness may be one of the most important psychological factors related to this disorder, as several studies have confirmed its significance as an effective therapeutic intervention for addressing many psychological and social disorders. It has also been used as a developmental approach to foster certain traits of active positive personality, with a significant impact on psychological adjustment and mental health (Nahla Najm El-Din Ahmed, 2016).

According to Mohamed El-Sayed Abdel Rahman, mindfulness is a set of skills that can be learned and practiced in order to reduce psychological symptoms and enhance health, well-being, and personal happiness (Abdel Rahman, 2016).

Langer & Moldoveanu (2000) view mindfulness as situational conscious awareness and the constructive reclassification of new meanings perceived by an individual when paying attention to the characteristics or features of a stimulus in primary external situations. It is associated with cognitive flexibility and functions as an executive process that enables readiness for set switching. Allen, Blashki & Gullone (2006) define it as focused attention on the present moment, without judgment of experiences, emotions, or thoughts.

Davis & Hayes (2011) describe it as an individual's awareness of experiences moment by moment, without judgment. It is a state rather than a trait that can be improved through the practice of meditation activities. Kabat-Zinn (2006) refers to mindfulness as the awareness that arises through paying attention to something in the present moment, without judging the emerging experience, and embracing qualities such as non-striving, acceptance, and openness.

Attention Deficit and Hyperactivity Disorder (ADHD) is considered a psychological disorder typically identified during childhood. It manifests as a behavioral pattern in which the child is unable to follow instructions or control their behavior, with significant difficulty in paying attention to rules and directives. Individuals with this disorder struggle to integrate with peers both at school and at home. ADHD is one of the serious disorders in the field of mental health. Children with this condition suffer from attention deficits, difficulties in impulse control, and in regulating activity levels, all of which seriously impair their functional performance in daily life such as in classroom performance, peer relationships, and family

interactions. Moreover, these children are at increased risk for a coordinated set of problems as adolescents or adults later in life (Magdy Desouky, 2014).

Hence, the idea for this study emerged as a step in the scientific direction, aiming to address the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD), specifically targeting a sample of fourth- and fifth-grade primary school students. This stage is particularly important, as the symptoms are more evident than in other stages, making them identifiable and scientifically examinable during childhood a phase of great psychological significance.

In light of the above, the problem of the current study is summarized as follows:

To identify the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) from the perspective of primary school teachers in the city of Ouargla.

2– Research Questions:

In light of the above, the current study poses the following research question:

- **What is the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) from the perspective of teachers?**

3– Objectives of the Study:

The current study aims to achieve the following objectives:

- To determine the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) in a sample of fourth- and fifth-grade primary school students.
- To identify the significance of statistical differences between students with high and low levels of mindfulness.
- To explore the relationship between the level of mindfulness and students with Attention Deficit Hyperactivity Disorder (ADHD).

4– Significance of the Study:

The significance of the current study is reflected in the following points:

- The study focuses on mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD).
- It aims to improve the educational level of mindfulness by reducing the symptoms of ADHD in primary school students in the city of Ouargla.
- The results of this study provide a better understanding of the relationship between the level of mindfulness and hyperactivity and attention deficit among a sample of primary school students.
- The presence of a student with ADHD increases the burden on teachers and exposes them to psychological pressures and challenges in the classroom, given the nature of this disorder, which requires effort, care, and specific educational approaches and skills characterized by a positive mindset. Therefore, the importance of this study lies in addressing a topic that is relatively new in foreign research and rare in Arabic studies namely, mindfulness and students with ADHD and its relevance to the challenges teachers face in classrooms due to the nature of this disorder and the problems it causes, which require mindful educational practices.
- The findings of this study may contribute to the development of training programs for teachers on mindfulness skills and practices, as well as the design of counseling and therapeutic programs based on mindfulness skills for teachers. This, in turn, would enhance their ability to face challenges effectively and improve their interaction and communication styles with students suffering from this disorder. The researchers hope that these results reach those responsible in the Ministry of Education, especially in the field of special education, to develop counseling and therapeutic programs aimed at enhancing mindfulness skills among teachers, due to their importance in addressing a disorder that has become increasingly prevalent among school students.

5– Operational Definitions of the Study Terms:

1. Level of Mindfulness:

It is the state in which a student with Attention Deficit Hyperactivity Disorder (ADHD) is aware of what is happening in the present moment, demonstrating enhanced attention and awareness of the current experience or reality. It refers to the score obtained by the hyperactive student from the teacher's perspective through the questionnaire designed by the researchers, which consists of the following dimensions: (quality of school life – academic performance – self-regulation – executive functions – social skills).

2. Student with Attention Deficit Hyperactivity Disorder (ADHD):

This refers to a student who exhibits three primary, persistent, and long-term behavioral difficulties (lasting for at least six months) according to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV):

- Inability to sustain attention on tasks for an appropriate period.
- Impulsivity in performing actions before thinking about their consequences.
- Excessive physical activity.

These students are identified using the child behavior observation checklist for measuring ADHD in primary school students. This excludes those with sensory impairments and those with intellectual disabilities.

6– Scope of the Study:

1. **Spatial Scope:** This study was limited to primary schools in the city of Ouargla.
2. **Temporal Scope:** The current study was conducted during the second term of the 2021/2022 academic year.
3. **Human Scope:** The sample consisted of **50** teachers who teach primary school students (fourth and fifth grades) diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in the city of Ouargla.

The study was also defined by the two data collection tools specifically prepared for it, namely:

- **The first questionnaire:** Describes the behavior of the child in the school environment for fourth- and fifth-grade primary school students.
- **The second questionnaire:** Measures the level of mindfulness in fourth- and fifth-grade primary school students, and was developed by the two researchers.

7– Field Study Procedures:

❖ Study Methodology:

The nature of the topic determines the methodology used in the study. The descriptive method was employed due to its suitability for the subject of the study. The descriptive method focuses on describing and interpreting what exists. It is one of the most widely used methods in human studies because it emphasizes the classification, organization, and qualitative and quantitative expression of information.

Since this study aims to identify the level of mindfulness among students with hyperactivity and attention deficit, the appropriate method for analyzing and exploring the different aspects of the topic is the descriptive exploratory method. This approach focuses on describing the phenomenon in order to uncover its causes, the factors influencing it, and to draw conclusions that can be generalized.

❖ Pilot Study Sample:

The pilot study was conducted on a sample of teachers who had been teaching fourth- and fifth-grade primary school students with Attention Deficit Hyperactivity Disorder (ADHD) in the city of Ouargla for more than five months during the 2021/2022 academic year. The total number of participating teachers was 30 (male and female).

The selection of these two grades in primary education was based on the following reasons:

- ✓ By this stage, the teacher would have had sufficient time to become familiar with the students and distinguish their behaviors, which facilitates the application of the student behavior observation checklist.
- ✓ It becomes easier to identify cases of mild intellectual disability as the child grows older, and such cases may overlap with ADHD in earlier developmental stages.
- ✓ ADHD reaches its peak between the ages of 8 and 10, which corresponds to middle childhood (9–12 years), a stage considered relatively stable and psychologically consistent, unlike the earlier or later stages. Therefore, ADHD during this phase represents a problem worthy of study and investigation.

The sample selection process occurred in two phases. First, primary schools were randomly selected by assigning each school a number on separate pieces of paper, then randomly drawing one of those papers to determine the selected schools. Subsequently, the ADHD symptom behavior observation checklist was distributed to teachers who taught fourth-grade students in Arabic for at least six months, enabling them to identify students with ADHD according to the checklist provided by the researcher.

❖ Description of the Study Instrument:

Based on the objectives of the study, a data collection tool was adopted and divided into two questionnaires:

- **The first questionnaire** focuses on describing the child's behavior in the school environment.

- **The second questionnaire** measures the level of mindfulness.

Both questionnaires are used by teachers in relation to fourth- and fifth-grade primary school students.

▪ **Instrument:**

The instrument consists of two questionnaires: the first assesses the child's behavior in the school environment, and the second measures the level of mindfulness.

First Questionnaire: Description of the Child's Behavior in the School Environment

- **Targeted Ability (or Trait) to be Measured:** This questionnaire measures the first ability, titled: *Description of the child's behavior in the school environment*, for fourth- and fifth-grade primary school students.
- **Definition of the Ability (or Trait):**
- **Attention Deficit Hyperactivity Disorder (ADHD):** It is characterized by an abnormally high level of physical activity in the child, an inability to maintain attention for extended periods, lack of self-control (impulsivity), and difficulty in forming positive relationships with peers and parents.
- **Purpose of the Questionnaire:** This questionnaire was used to describe the child's behavior in the school environment from the perspective of teachers, with the aim of identifying students with ADHD. The questionnaire was developed by Dr. El-Sayed Ali Sayed Ahmed in 1999, and it consists of **64 items**.
- **Scoring Key:** Teachers of fourth and fifth grade are asked to respond to the **64** items describing the child's behavior in the school environment. Each item is followed by four response options:
 - **Always** = 4 points
 - **Sometimes** = 3 points
 - **Rarely** = 2 points
 - **Never** = 1 point
- **Scoring Standard:** This questionnaire includes **64** items covering various areas related to the child's behavior in the school setting. Each item offers four multiple-choice answers, and scores are assigned from **1 to 4** based on the chosen response (Never = 1, Rarely = 2, Sometimes = 3, Always = 4).

Second Questionnaire: Measuring the Level of Mindfulness

- **Targeted Ability (or Trait) to be Measured:** This questionnaire measures the ability called Level of Mindfulness among third-, fourth-, and fifth-grade primary school students.
- **Operational Definition of the Ability (or Trait):**
- **Level of Mindfulness** refers to the state in which a student with hyperactivity and attention deficit is attentive and aware of what is happening in the present moment, with enhanced focus and awareness of the current experience or reality. It is represented by the score obtained by the hyperactive student through the questionnaire designed by the researcher, which includes the following dimensions: Quality of school life ,Academic performance, Self-regulation, Executive functions, Social skills
- **Trait (Ability) Analysis Using Logical Analysis:**

The logical (content-based) analysis was conducted by surveying accessible studies, research, and books that addressed the characteristics of mindfulness. These sources were analyzed to extract items commonly shared across a large number of them. Based on these items, the specific characteristics of mindfulness among primary school students were identified. Additionally, expert reviewers evaluated the items to determine whether they were appropriate or inappropriate for measuring these characteristics. Through this logical analysis process, 30 items were selected that represent the targeted ability mindfulness among primary school students.

▪ **Weighting of the Elements:**

The questionnaire was reviewed by a group of experts in the field of the targeted ability to assign specific weights to the elements, allowing for the determination of the relative distribution of the dimensions and the weights of the items.

The questionnaire consists of 5 dimensions, distributed as follows:

- Dimension 1: Quality of school life – 4 items (13.33%)
- Dimension 2: Social skills – 5 items (16.66%)
- Dimension 3: Academic performance – 8 items (26.66%)
- Dimension 4: Self-regulation – 6 items (20%)
- Dimension 5: Executive functions – 7 items (23.33%)

▪ **Item and Unit Proposal:**

The researchers conducted an extensive review of available studies, research, books, and journals that addressed the characteristics of mindfulness. The goal was to derive the specific traits associated with students with hyperactivity and attention deficit disorder in the fourth and fifth grades of primary education. The researchers also relied on theoretical concepts and a body of information, from which the items of this questionnaire were drawn.

These items were extracted from the theoretical framework of the reviewed literature that focused on identifying mindfulness traits in students with ADHD in the fourth and fifth grades. The researchers' criterion for selecting these traits was the agreement of at least four studies on the presence of the given characteristic. Each identified trait was therefore linked back to the studies and research that revealed or confirmed it. This process aligns with the principle of face validity, also known as expert/content validity, for the questionnaire.

This type of validity depends on the extent to which the questionnaire represents the domain it is intended to measure, by analyzing the traits being assessed and revealing their main elements and divisions.

This questionnaire includes the characteristics that were consistently agreed upon across the reviewed studies. The total number of items related to **mindfulness** in the questionnaire is **30**. The researchers classified these characteristics into **five dimensions**, as follows:

- **Dimension 1:** Quality of school life
- **Dimension 2:** Social skills
- **Dimension 3:** Academic performance
- **Dimension 4:** Self-regulation
- **Dimension 5:** Executive functions

These characteristics were formulated to vary according to the responses of fourth- and fifth-grade primary school students as assessed by their teachers, using a five-point Likert scale:

- **Always applies:** When the trait is consistently present in fourth- and fifth-grade students.
- **Often applies:** When the trait is frequently present in fourth- and fifth-grade students.
- **Sometimes applies:** When the trait appears intermittently in fourth- and fifth-grade students.
- **Rarely applies:** When the trait is seldom observed in fourth- and fifth-grade students.
- **Never applies:** When the trait is completely absent in fourth- and fifth-grade students.

Questionnaire Instruction Step:

The questionnaire was accompanied by instructions asking fourth- and fifth-grade primary school teachers to respond to each item by placing an (X) in the appropriate box according to the level of mindfulness observed in the student. Five response options were provided:

- **Always applies:** When mindfulness is consistently present in fourth- and fifth-grade students.
- **Often applies:** When mindfulness is frequently present in fourth- and fifth-grade students.
- **Sometimes applies:** When mindfulness responses appear intermittently in fourth- and fifth-grade students.
- **Rarely applies:** When mindfulness responses are seldom observed in fourth- and fifth-grade students.
- **Never applies:** When mindfulness is entirely absent in fourth- and fifth-grade students.

Teachers were also asked to fill in the student's personal information as follows: Student's name, Educational level, Gender: Female () Male (), Age

Scoring Key:

Teachers of fourth- and fifth-grade students are required to respond to 30 items in the questionnaire related to mindfulness. Each item has five response options with the following corresponding scores: **Always applies, Often applies, Sometimes applies, Rarely applies, Never applies**

Scoring Standard:

The questionnaire consists of 30 items covering various domains of mindfulness. Each item offers five multiple-choice answers corresponding to different levels of mindfulness. Scores are assigned from 1 to 5 as follows: Always applies, Often applies, Sometimes applies, Rarely applies, Never applies.

❖ Estimation of Some Psychometric Properties of the Study Instrument:

To ensure the validity of the study instrument, the researcher relied on the following:

a. Validity by Extreme Group Comparison:

Validity was assessed using the extreme group comparison method to test the instrument's ability to differentiate between the upper and lower groups in the trait being measured, based on a pilot sample of 30 individuals. After administering and scoring the instrument and assigning scores to individuals, the following steps were taken:

- Individuals were ranked in descending order based on their total scores, from highest to lowest.
- The top 33% (upper group) and the bottom 33% (lower group) were selected.
- The mean and standard deviation were calculated for both groups.
- The t-test was applied to the two samples ($n_1 = 10$, $n_2 = 10$) using SPSS version 25 to determine whether there were statistically significant differences between the two groups.

These steps are presented in the following table

Table (1): Validity by Extreme Group Comparison for the Study Instrument

Group	Sample	Arithmetic Mean	Standard Deviation	Calculated t-value	Degrees of Freedom	Sig. Value	Significance Level
Upper	10	121.50	12.695	8.915	18	0.000	0.05
Lower	10	71.70	12.284				

Based on the results shown in Table (1), the calculated t-value was -8.915 , which is statistically significant at 18 degrees of freedom, with a p-value of 0.000—well below the significance threshold of 0.05. This indicates the presence of significant differences between the upper and lower groups. Therefore, the mindfulness questionnaire demonstrates clear discriminative ability and can be considered to have an acceptable level of validity.

b. Internal Consistency Validity:

Internal consistency validity was calculated to determine whether the dimensions of the study instrument are interrelated, by calculating the correlation coefficients between the score of each dimension and the total score of the study instrument.

Table (2): Internal Consistency Validity Between the Dimensions and the Total Score of the Study Instrument

Dimensions	Number of Items	R Value	Sig. Value
Quality of School Life	4	0.678**	.000
Social Skills	5	0.743*	.000
Academic Performance	8	0.933**	.000
Self-Regulation	6	0.795**	.000
Executive Functions	7	0.919**	.000

It is clear from Table (2) that there is a correlation between each dimension and the total score of the study instrument, as the Pearson correlation coefficients ranged between (0.678–0.933), which are significant at the (0.01) level. This indicates that the mindfulness questionnaire has a high degree of internal consistency validity.

▪ Reliability:

Reliability procedures were conducted on the same pilot sample. Both Cronbach's Alpha coefficient and split-half reliability were calculated. The results are presented in the following table:

Table (3): Reliability Coefficients of the Study Instrument

Variable	Number of Items	Cronbach's Alpha	Split-Half Reliability	
			(R) Before Correction	(R) After Correction
Mindfulness	30	0.958	0.835	0.910

From Table (3), it is observed that the reliability coefficient using Cronbach's Alpha was estimated at 0.958, while the reliability coefficient using the split-half method increased from 0.835 to 0.910 after being corrected using the Spearman-Brown formula. This indicates that the mindfulness questionnaire has a high level of reliability.

❖ Main Study Sample:

After confirming the validity and reliability of the questionnaire in the pilot study, 61 questionnaires were distributed to members of the study sample. The final number of valid forms was 50, due to some not meeting the required conditions or being unrecoverable. The application was carried out individually with the sample, and to ensure the proper execution of the procedure, the following steps were emphasized:

- Obtaining the consent of the participants for the implementation procedures.
- Explaining the instructions on how to answer the instrument and adhering to the specific guidelines for each tool.
- Ensuring that the participants understood how to respond to the instrument.
- Ensuring that participants recorded their personal information (gender, educational level).
- Expressing gratitude to the teachers and principals for their cooperation and assistance during the implementation process.

❖ Statistical Methods:

To analyze the data of the current study, the following statistical methods were used:
– Arithmetic Mean, Standard Deviation, Pearson Correlation Coefficient, t-Test for Differences, One-Way Analysis of Variance (ANOVA)

8– Presentation and Discussion of Study Results:

The research question is stated as follows:

What is the level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD) from the perspective of teachers?

Table (4): Results of the One-Sample t-Test to Examine the Significance of the Differences Between Theoretical Means and the Arithmetic Means of the Participants' Scores on the Mindfulness Questionnaire:

Variable	Number of Items	Theoretical Mean	Arithmetic Mean	Standard Deviation	Degrees of Freedom	Calculated t-value	Sig. Value	Significance Level
Mindfulness	30	90	92.295	22.590	60	0.793	0.000	0,05

Based on Table (4), the arithmetic mean of the scores of the sample members (N = 61) who suffer from Attention Deficit Hyperactivity Disorder (ADHD) and are enrolled in primary education was 92.295, with a standard deviation of 22.590. The hypothetical mean of the study instrument was calculated to be 90. The difference between the two means was tested using the One-Sample t-Test, and the result favored the arithmetic mean. The t-value was 0.793, and the p-value was 0.045, which is less than the significance level of 0.05 at 60 degrees of freedom, indicating a statistically significant result. This means that the level of mindfulness among students with ADHD, from the perspective of teachers, is high. Accordingly, the hypothesis stating that the level of mindfulness among the sample members is low is not confirmed.

This result aligns with the findings of the study by Mutlak (2019), which found that the level of mindfulness among students at Al-Mustansiriya University was high. However, it differs from the findings of Rania Mowafaq (2018), which concluded that the level of mindfulness was low among the sample members—a discrepancy attributed to the fact that this cognitive ability varies from one individual to another. The study by Moore et al. (2018) also indicated that mindfulness is strongly associated with improved attention functions and cognitive flexibility in individuals.

This scientific fact can be interpreted as follows: teachers themselves may possess a level of mindfulness, which serves as a form of training in present-moment awareness. In other words, they are intentionally and realistically attentive to students with ADHD, without judgment, increasing their awareness of the present moment with these students and reducing negative interaction patterns.

Teachers also engage in specific practices and skills tailored to educating this category of students, characterized by acceptance of these students in the classroom, awareness of their needs, behavioral characteristics, and the symptoms of students with Attention Deficit Hyperactivity Disorder (ADHD). They show full attention and active listening to these students in the present moment, and emotional awareness of both their own emotions and those of students with ADHD, along with self-acceptance and acceptance of the student without passing judgment. They show self-compassion and empathy toward this type of student in the classroom, dealing with them according to their specific nature and actively seeking information about them.

Teachers possess a fundamental skill that enables them to provide care, attention, awareness, and conscious acceptance of this category of students in regular classrooms. According to Greenhouse (2015), mindfulness allows individuals to respond to the world more objectively and flexibly. This means that a person can take a step back and view experiences and events from a broader perspective instead of focusing on limited stimuli.

Furthermore, the teacher's attempt to understand the specific nature of the student, to see things from the student's perspective, to try to understand how the student feels, and to offer complete and unconditional acceptance in the classroom with other students—while paying attention to the student in the present moment without judgment—helps the teacher enhance their own positive qualities such as awareness, wisdom, and compassion. This, in turn, contributes to a higher level of mindfulness in this group of students.

Teachers also possess positive and adaptive coping strategies for dealing with this group of students in the classroom. This aligns with their mindset, which focuses on the students themselves and on the classroom environment in which these students are present, as well as their internal feelings, without making judgments. Teachers are more in harmony with themselves and with this group of students in the classroom, allowing them to respond more adaptively and to use strategies characterized by positivity and strength in their ability to manage their classroom environment. This is achieved by promoting adaptive responses to face all challenges in the classroom with this group of students with positivity and a sense of coherence.

9– Conclusion

The role of the teacher is one of the most important factors that contributed to the high level of mindfulness among students with Attention Deficit Hyperactivity Disorder (ADHD), by providing effective support to this group of students and

helping them achieve levels comparable to their peers. Classroom management is one of the key factors in enabling these students to progress in their learning. Striving for calm and organizing a learning environment that responds to fluctuations in their attention requires stimulating a mindful mindset in order to support them effectively.

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