IDENTIFICATION OF ATTENTION DEFICIT HYPERACTIVITY DISORDER IN SCHOOL CHILDREN AND THE COPING STYLES OF TEACHERS IN SELECTED NORTHEAST SCHOOLS OF THAILAND

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ABSTRACT

The purpose of the study was to identification of Attention Deficit Hyperactivity Disorder (ADHD) and the Coping Styles of teacher.

The respondents are 333 selected primary school students who are suspected to have ADHD level and 70 schoolteachers who dealing with ADHD students in Northeast school in Thailand. The two instruments were Attention Deficit Hyperactivity Disorder Test and Coping Styles Questionnaire.

The data was analyzed by using a two-tailed test and one way analysis of varience.

The finding suggested that:

1. There was significant difference in ADHD level between primary school according to gender.
2. There was significant difference in Hyperactivity aspect between primary school according to gender.
3. There was significant difference in Impulsivity aspect between primary school according to gender.
4. There was significant difference in Inattention aspect between primary school according to gender.
5. There was no significant difference in ADHD level between primary school according to age.
6. There was no significant difference in Hyperactivity aspect between primary school according to age.
7. There was no significant difference in Impulsivity aspect between primary school according to age.
8. There was significant difference in Inattention aspect between primary school according to age.