

AWARENESS, PERCEPTION, AND ATTITUDE OF SCHOOL TEACHERS REGARDING TIC DISORDERS AND TOURETTE SYNDROME IN SOKOTO, NIGERIA

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INTRODUCTION

Tic disorders and Tourette Syndrome (TS) are childhood-onset neurodevelopmental conditions that can affect academic and psychosocial functioning. Teachers play a key role in early identification and classroom support; however, limited awareness and misconceptions may contribute to stigma, delayed recognition, and poor educational outcomes, particularly in low- and middle-income settings.

OBJECTIVE

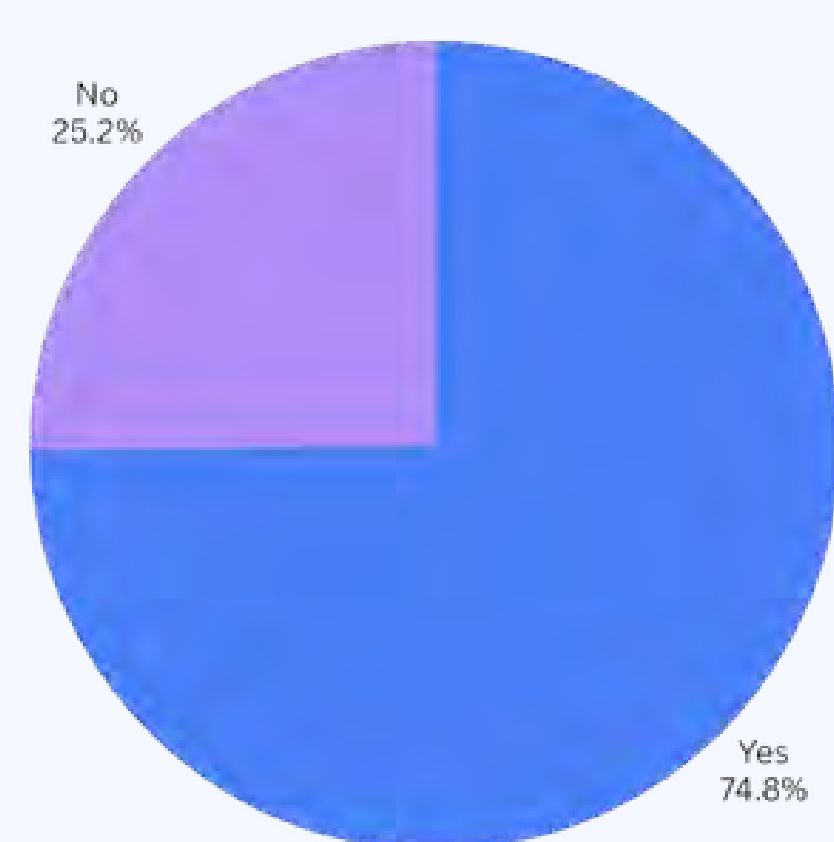
To assess teachers' awareness, perceptions, and attitudes toward tic disorders and Tourette Syndrome, and to identify challenges encountered in classroom management.

METHODS

A descriptive cross-sectional study was conducted among 254 teachers in public and private kindergarten, primary, and secondary schools in Sokoto (September 2025–February 2026). Participants were selected using a multistage sampling technique involving random and systematic sampling methods. Data were collected using a structured self-administered questionnaire distributed through Google Forms and analyzed using IBM SPSS version 24. Descriptive statistics were used to summarize findings.

RESULTS

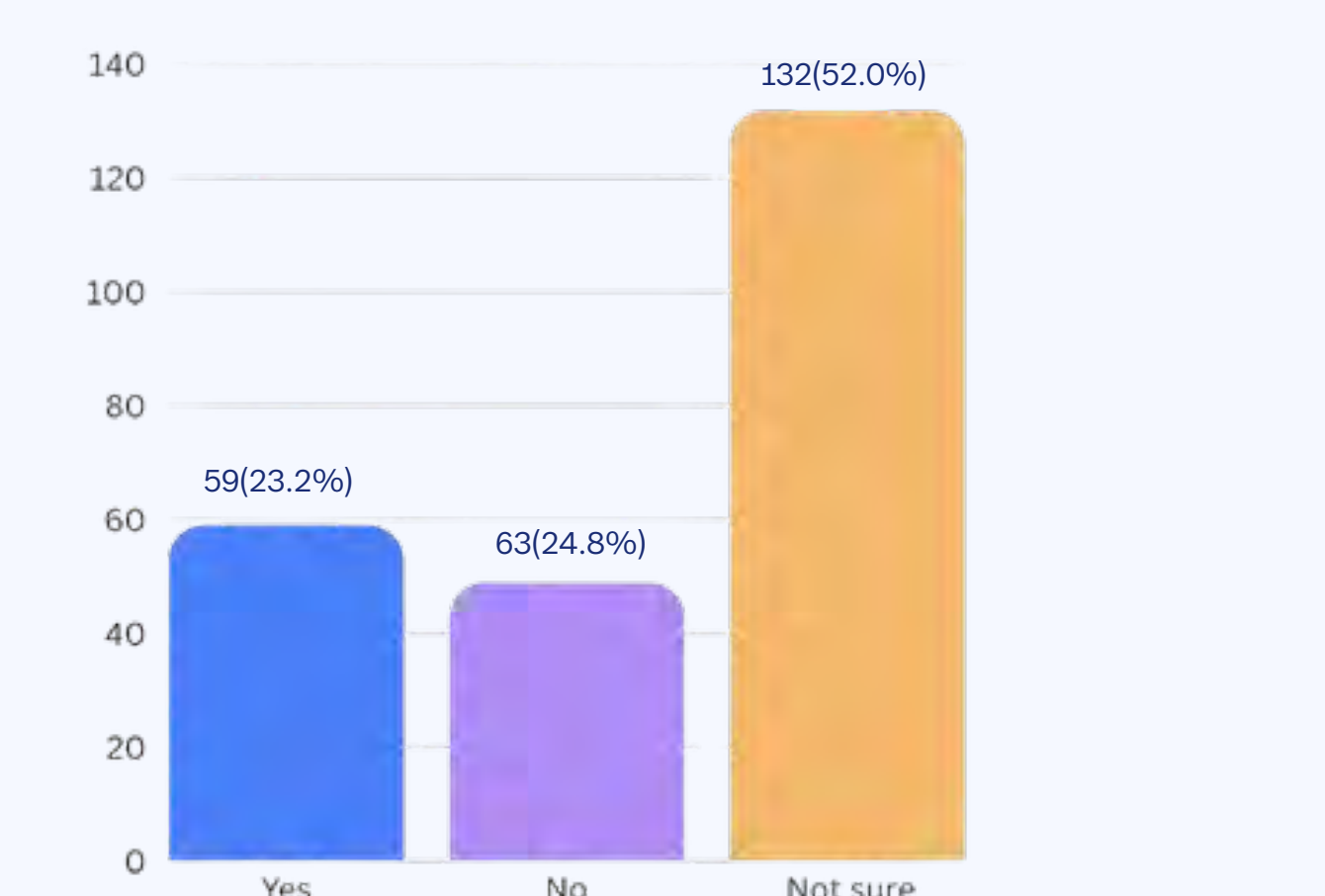
A total of 254 teachers participated in the study (mean age \pm 35.4 years), minimum age 19 while the maximum was 58 years respectively. Participants were females 166 (65.4%), and the majority taught at the primary school level 163 (64.2%). Awareness of tic disorders and TS was generally low, with 183 (73.5%) teachers reporting they had never heard of the conditions. Among those aware, the internet and social media were the commonest sources of information 38 (57.6%), over half of respondents 132 (52.0%) were unsure whether tics were controllable by affected children. Most teachers supported inclusive education and classroom understanding for students with TS. Despite limited knowledge, attitudes toward inclusive education were largely positive, and most teachers 215 (84.6%) expressed willingness to attend training programs. Reported lack of trained special education teachers and absence of formal school policies.



Have you heard of this before?



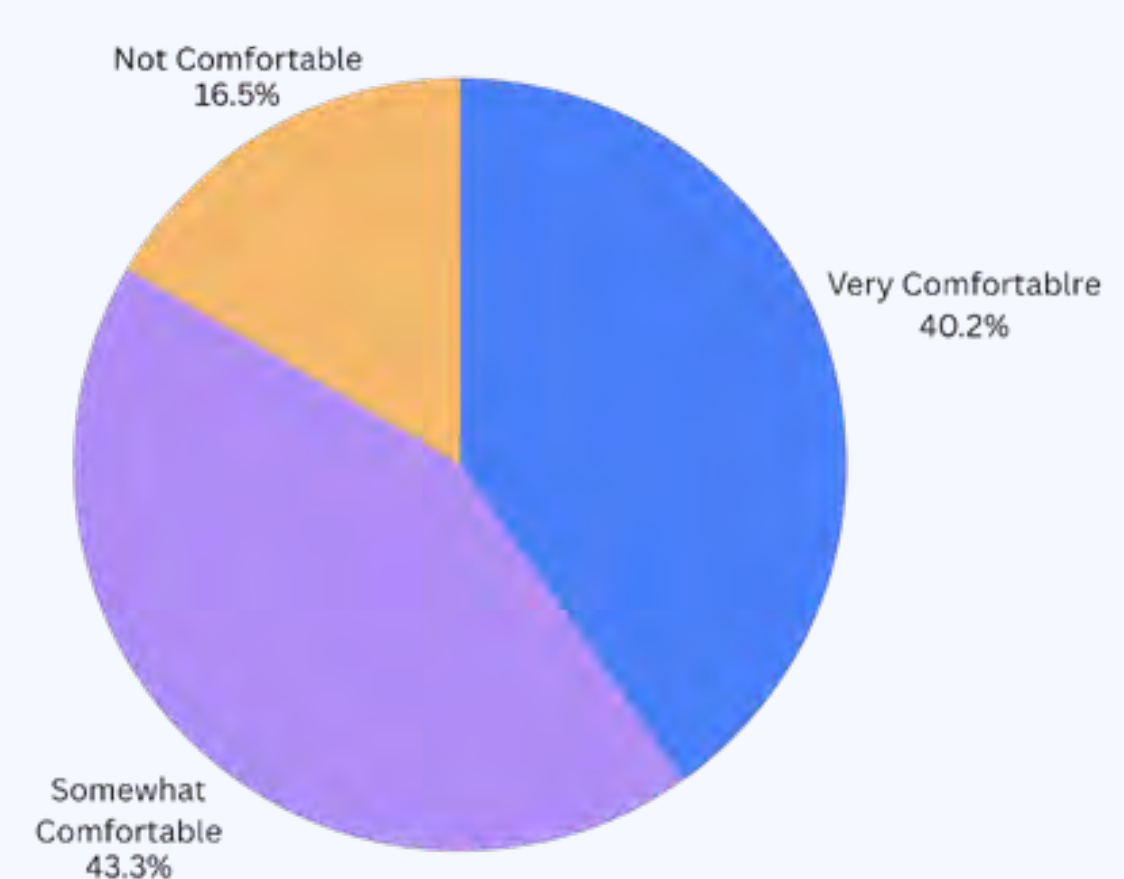
Awareness of teachers on tics and Tourette Syndrome



Do you think Tic disorders are controllable by the child ?



Perception of teachers about tic disorders being controllable by the child



Are you comfortable teaching children with tics and TS?



Attitude of teachers teaching children with tics and Tourette Syndrome

CONCLUSION

Teachers in Sokoto demonstrated poor awareness but relatively positive attitudes toward tic disorders and Tourette Syndrome. Targeted training, awareness initiatives, and inclusive educational policies are essential to enhance support for affected children.

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