TEACHER PREPAREDNESS FOR SUPPORTING STUDENTS WITH TYPE 1 DIABETES IN JORDAN

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Background
Safe school participation for children with type 1 diabetes requires adults who can recognise acute events and support routine care. In many settings, teachers may be the first responders during school hours, but their practical preparedness is uncertain.

Aim
To assess diabetes-related knowledge, attitudes, emergency readiness and routine school practices among schoolteachers in Jordan, and to examine how these domains were related.

Method
A cross-sectional online survey was conducted between February and April 2026 among teachers from public and private schools in Jordan. The final sample included 604 teachers. Composite scores were calculated for knowledge, attitudes, emergency readiness and routine practices. Covariate-adjusted path analysis was performed using full information maximum likelihood.

Results
Participants had a median age of 43 years; 88.6% were women and only 15.9% had received previous diabetes-related training. Median scores were 11/14 for knowledge, 43/50 for attitudes, 23/35 for emergency readiness and 24/30 for routine practices. Knowledge was associated with more favourable attitudes (standardised beta=0.374, $p<0.001$), while attitudes were associated with better emergency readiness (beta=0.141, $p<0.001$) and routine practices (beta=0.244, $p<0.001$). Prior diabetes-related training was also associated with higher attitude, emergency readiness and routine practice scores. Despite generally positive attitudes, reported school preparedness was limited: only 12.3% reported school nurse availability, and confidence was lower for severe emergencies such as unconsciousness and glucagon administration.

Conclusion
Jordanian teachers were willing to support students with diabetes, but willingness was not matched by consistent emergency readiness. The findings support structured, practical training for school staff, including severe hypoglycaemia response and glucagon use, alongside written school protocols and stronger links with diabetes nurses, educators and parents.