

RESEARCH ARTICLE

An Investigation of Teachers' Views on the Difficulties at School of Secondary School Students with Attention Deficit Hyperactivity Disorder

Hale Havva KAĞANSOY KOCAISMAIL^{1*} and Yasemin SORAKIN²

¹Uz. Polatpaşa Lisesi, TRNC / Cyprus

²Near East University, Ataturk Faculty of Education, Psychological Counseling and Guidance Department, Nicosia- TRN / Cyprus

*Corresponding author: kocaismailhale@hotmail.com

Abstract

This research aims to investigate the views of teachers on educational, emotional, and social difficulties experienced by secondary school students with attention deficit hyperactivity disorder (ADHD), in addition to revealing the opinions of secondary school teachers on the elimination of these problems. This study has a qualitative research design, the chosen participants consisted of the teachers of Akdoğan Polatpaşa Secondary School, and the data was gathered via semi-structured interview questions. The obtained data were analyzed by content analysis method as well as the use of NVivo qualitative data analysis computer software. The research findings identified the views of secondary school teachers about the type of educational, behavioral, emotional, and social difficulties encountered by students with ADHD and the findings depicted the opinions of the teachers about the solution suggestions regarding these difficulties. As a result, the viewpoints of the secondary school teachers at hand provide insights about the diagnosis of ADHD in the context of educational, behavioral, emotional, and social problems of their secondary school students. In general, they were revealed as not being able to focus, having impulsive activity, having difficulties in academic life, difficulties in communication, exposure to bullying, displaying aggressive behaviors, feeling lonely, and having the feeling of worthlessness. In addition to the above, the teachers clearly expressed opinions regarding the solution to these problems, and these are explained in the paper.

Keywords

ADHD, Educational Problems, Emotional Problems, Social Problems

INTRODUCTION

The cycle we spend on Earth has certain periods of life for individuals. These periods include infancy, pre-school period, school period, adolescence, adulthood, and old age. Each period has its developmental characteristics. Individuals can exhibit the same characteristics in the same period (Agha & ELDaou, 2018). The name of this in the literature is defined as normal development (Baykoç-Dönmez, 2017). As in every period, there may be children with similar developmental

characteristics in adolescence, as well as children with different emotional, physical, or learning needs. In the context of meeting these needs, individualized or customized education programs have been put on the agenda (Ministry of National Education [MEB], 2011).

There are different definitions in the literature for individuals who show differences in terms of developmental characteristics. These can be stated as "children with different development", "children with special needs", "children with learning differences", "children

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¹ORCID: 0000-0003-4041-7903 , ²ORCID: 0000-0001-7408-0769

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with developmental differences", and "individuals with special needs" (Baykoç-Dönmez, 2017, p. 20). In addition to diagnoses such as autism spectrum disorder, intellectual disability, and special learning disability, individuals with "Attention Deficit and Hyperactivity Disorder (ADHD)" are also included in the scope of individuals with special needs (Baykoç-Dönmez, 2017). It is suggested that the prevalence of ADHD in the world population is between 3.4-5.3% in childhood and adolescence and 2.8% in adulthood (Polanczyk et al., 2007). In studies on the prevalence of ADHD in Turkey, this rate was determined as 13.38% (Ercan et al., 2016).

Considered a psychiatric disorder, ADHD can negatively affect an individual's life in at least one area and includes excessive activity and impulsivity (Gözetin, 2019) and has been described as a disorder in which attention is easily distracted. Another definition has been defined as excessive activity and impulsivity that is not suitable for the developmental characteristics required by the age of the individual, due to the insufficient functioning of the attention and movement centers of the mind (Gümüş, 2015). Although ADHD diagnosis is seen at a rate of 5-7% in society, neurobiological (Motavalli-Mukaddes, 2015) and developmental disorders (MEB, 2017) have been described as. It arises as a result of heredity and interaction (Ercan, 2008).

Although the exact cause of ADHD is not known, there are various studies on the existence of conditions that may cause this diagnosis. (Barkley, 2005; Gözetin, 2019). Both genetic (80-90%) and environmental factors affect the development of ADHD (Ercan, 2008). Individuals diagnosed with ADHD experience difficulties in various areas such as home, school, and work life. Due to the specified diagnosis, the individual may have difficulties in establishing relationships with their peers, in school success, and their relationship with their parents. (Default, 2010; Herman et al., 2007; Johnston & Mash, 2001; Mrug et al., 2009; Seipp & Johnston, 2005; Ilik, 2019; Berestova et al., 2022). Some psychiatric and behavioral diagnoses may accompany ADHD diagnosis, such as reading disorder, behavioral disorder, anxiety disorder, depression, and learning disability (Reale et al., 2017; Yoshimasu et al., 2012).

The first step in correctly responding to every difficulty individual experiences is to get a correct diagnosis of what the difficulty is. The same goes for the diagnosis of ADHD (Selikowitz, 2009).

ADHD can cause excessive movement in the individual, irregularity in emotional development, and some difficulties in learning. Moreover, it can negatively affect mood and hurt self-confidence (Yazgan, 2011). Individuals diagnosed with ADHD may experience some difficulties. These are attention, social learning (Özdoğan et al., 2005), Ability to use some strategies and manage the problem situation while solving problems (Barkley, 2005). At this point, early diagnosis and, accordingly, early treatment can contribute to positive results regarding these difficulties in the life of the individual diagnosed with ADHD (Parker, 2006). Early diagnosis enables the individual diagnosed with ADHD to learn to cope with it before symptomatic behaviors become permanent (Peacock, 2002). It is known that drug treatments are generally used in the treatment of ADHD. In some individuals, it may be preferable to use psychoeducational approaches instead, where drug treatment can be delayed or not needed (Yazgan, 2011).

It is known that drug therapy and psychoeducational therapy are substitution treatment methods for ADHD treatment. It can be said that treatments using both methods give better results. In the treatment of ADHD, it is inevitable to provide information and counseling to patients and their relatives. Under the umbrella of psychosocial treatment, information, parent education, school arrangements, social skills training, cognitive behavior therapy, group therapy, and behavior modification methods are discussed (Gümüş, 2015; Sobhani et al., 2018; Kelemen, 2018). While there is no cure for ADHD symptoms, there are treatments that can reduce symptoms (Luo et al., 2019). Psychiatrists generally prefer drug therapy. However, drug treatments alone have not achieved sufficient success in reducing problem behaviors (Evans et al., 2008). It has been concluded that combining psychotherapy, behavioral therapy and psycho-educational support with drug therapy will yield more positive results when treating ADHD (Gill & Bhatt, 2016; Elsayed & Salama, 2020; Hafeez, 2022).

Attention and social problem-solving of individuals diagnosed with ADHD (Özdoğan et al., 2005) and the development of metacognitive skills, which are prerequisites for learning (MEB, 2017; Andegiorgis, 2020) are known to have problems. In this study, the opinions of teachers

working in secondary education institutions about the educational, behavioral, emotional, and social problems of secondary school students diagnosed with ADHD and the solution suggestions of secondary school teachers were investigated.

The problem sentence of this research is "What are the opinions of teachers and solution suggestions regarding the problems experienced by secondary school students with ADHD at school?" determined as.

Purpose of the study

The purpose of this research is to reveal the opinions and suggestions of teachers about the behavioral, educational, emotional, and social difficulties experienced by students who are diagnosed with Hyperactivity and Attention Deficit and continue their secondary education. to identify and offer suggestions for solving these problems. In addition, it is thought that it will shed light on the experts researching this issue. Accordingly, the sub-objectives are as follows:

1. What are the teachers' views on the educational problems experienced by secondary school students with Attention Deficit and Hyperactivity Disorder?

2. What are the teachers' views on the emotional problems experienced by secondary school students with Attention Deficit and Hyperactivity Disorder at school?

3. What are the teachers' views on the social problems experienced by secondary school students with Attention Deficit and Hyperactivity Disorder?

4. What are the teachers' suggestions regarding the solution to the problems experienced by secondary school students with Attention Deficit and Hyperactivity Disorder at school?

Importance of the Study

Individuals diagnosed with ADHD are among the frequently encountered problems in schools, that is, in the educational areas of life, as in the whole of society. Especially in recent years, ADHD has emerged as a diagnosis that is among the referrals made to psychological counseling and guidance services in schools. Attention deficit hyperactivity disorder is among the findings that the prevalence of ADHD in the world and Turkey varies from very low rates such as 0.02%-0.04% in school-age children to high rates such as 23.4%-27.0% (Biederman, 2005). To diagnose ADHD, it is very important to observe the child in the clinical environment and to obtain realistic information about the ADHD symptoms in the child from

people who know the child closely, such as parents and teachers (Alkan et al.2020). ADHD needs to be treated at the appropriate time and in the right way, both for himself and his family and environment. For this reason, the importance of the role of nurses, teachers, and especially families comes to the fore, as the knowledge about ADHD and the approaches to the disease are effective in the early diagnosis process. Teacher awareness, which is needed in the identification process, is of great importance for these reasons. The first step in correctly responding to every difficulty individual experiences is to get a correct diagnosis of what the difficulty is. The same goes for the diagnosis of ADHD; correct diagnosis (Selikowitz, 2009).

In this study, the problems experienced by secondary school students with attention deficit and hyperactivity disorder at school were investigated. The awareness and knowledge of secondary school teachers about these problems contribute to the identification process. Understanding the problems experienced by secondary school students with attention deficit and hyperactivity disorder will enable solutions to these problems. It is thought that it will guide teachers who work or want to work with secondary school students with attention deficit and hyperactivity disorder, the awareness of teachers on this issue will increase, and this awareness will reflect on the quality of education. For all these reasons, this research gains importance.

MATERIALS AND METHODS

Model of the Research

In this study, the qualitative research method, which is one of the most used methods in social research, was used. In qualitative research, methods such as observation, interview, and document analysis are used as data collection methods. Qualitative research methods are a method applied to the existence and presentation of events in their natural environments realistically and holistically (Yıldırım, 2005). In the process of collecting data, researchers using methods such as observation, interview, and document analysis are called qualitative research. Qualitative research is a method in which the data are presented realistically and holistically in the natural environment and the non-numerical,

qualitative process is followed (Yıldırım & Şimşek, 2013).

This research is classified as a phenomenological study in that it deals with the opinions of teachers about students who have ADHD and, in this context, who have educational, behavioral, social, and emotional problems at school, and their suggestions for the solution of problems. Studies in which opinions and suggestions about any concept are discussed are defined as phenomenological studies (Creswell, 2014).

Statement of Compliance with Ethical Principles

I have obtained the data, information and documents I have presented in this thesis within the framework of academic and ethical rules; I present all information, documents, evaluations and results in accordance with scientific ethics and morals; I declare that I have made full reference to all data, thoughts, results and information that do not belong to me in this study, in accordance with scientific ethical rules, and that I have cited the source.

Participants

The sample in this study is the teachers who teach secondary school students with ADHD in the TRNC. The study group consists of 35 teachers working at Akdoğan Polatpaşa High School in the 2022 academic year and giving education to secondary school students diagnosed with ADHD. To determine the participants in this study, the criterion sampling method, which is one of the purposeful sampling types used in qualitative studies, was used. Purposeful sampling is the selection of information-rich situations to conduct detailed and in-depth research about the phenomenon that is the subject of qualitative research (Büyüköztürk, 2014). The criterion sampling method, on the other hand, means that the researcher who does the research chooses the individuals to work with (Creswell, 2013).

These individuals are individuals who can voluntarily share information, opinions, and suggestions. The purpose of using the criterion sampling method is that the researcher selected the participants according to certain criteria. There are some predetermined criteria under the umbrella of this study. In terms of the richness of the data obtained from the sample, teachers who have worked or are currently working with students diagnosed with ADHD have been selected regardless of their field and seniority. In other words, the teachers in the study group are those who

have the opportunity and experience to observe students with ADHD in the classroom and school environment. Among these teachers, some teachers have both worked with students diagnosed with ADHD in the past and who are currently working.

Data Collection Tools

Semi-structured visualization technique was used as a data collection tool. With this technique, both fixed answers are obtained and in-depth analysis can be made. In this method, while deepening on the subject, which is deemed necessary, is classified as an advantage; shifting to unimportant areas was also considered a disadvantage (Büyüköztürk et al., 2018)

In the semi-structured interview technique, the researcher makes a preliminary preparation with the questions. Questions are planned. Moreover, he may ask different sub-questions to clarify the answer given according to the course of the interview. Or, he may not ask the question he received in another question, this method is a method that can be used in educational research due to its standards and flexibility (Türnüklü, 2000). To ask the questions be the subject of the research, a literature review was conducted before the interview questions were prepared. Both the data obtained from the literature and the experts working in the field of ADHD were exchanged, and then interview questions were prepared. Interview questions consist of 9 questions in total. Among these questions, there are also questions prepared to reach the demographic information of the interviewees.

All necessary documents were collected and legal permissions were obtained to carry out the research. An application was made to Near East University for the ethics committee. Afterward, permission was obtained from the Polatpaşa High School principal to be able to interview the secondary school teachers selected for the study group. The teachers were called by phone and the day and time were determined for the interview. The time set for the interview is 30 to 40 minutes. varies between Before starting the interviews, the participants were informed about the study. The interviews were generally held in the guidance service's environment, between the interviewer and the researcher. During the interview, the teachers were asked again the interview questions that they had planned and answered via Google forms.

Analysis and Interpretation of Data

To analyze the findings obtained in the research, the answers given by the speakers in the study group to the research questions were analyzed using the content analysis method. The reason for this is that the previously undetermined themes are determined by using the content in line with the answers given by the participants (Büyüköztürk et al., 2014). He made the definition of content analysis as follows: "Content analysis is carried out to determine the presence of certain words or concepts in a text or a set of texts. The existence, meanings, and relations between these words and concepts are determined and inferences are made about the message in the text as a result of the analysis. During the analysis of qualitative data, the language and words used by the speakers are of great importance. The reason for this is that the findings will be reached with words. In the data analysis and coding process, the researcher may feel the need to make some adjustments so that the analysis can be done most accurately (Bloomberg & Volpe, 2012). Coding studies were carried out with care and expert help was received. In this process, first of all, categories were developed, keywords were determined for each category, the data obtained were coded, and quotations were carefully selected so that the people who directed the research and examined the study could better understand it. Finally, the data is divided according to themes and codes. In each section, quotations from like-minded participants that fit the theme of that section are included. After the findings, the discussion, conclusion, and recommendations sections are included.

Validity and Reliability

It is known that validity and reliability studies are important in both qualitative and quantitative research. However, it is not possible to talk about reliability and validity in a way that would be perfect in qualitative research (Neuman, 2007). Reaching the same result every time in a measurement means that it is reliable. However, not all reliable results may be valid. That is, the reliability required for validity alone does not guarantee the validity of the measurement. In this study, to increase its reliability, the researcher evaluated the themes he found each time with his advisor and ensured consistency. In addition, the same questions were directed to the teachers in both Google forms and face-to-face

interviews, and the consistency of the answers was tried to be ensured.

In qualitative studies, the objective observation of the researched subject or phenomenon by the researcher explains the concept of validity (Patton, 2002). To contribute to the validity; Methods such as peer evaluation, obtaining information from colleagues, and external audit are among the methods used in qualitative research (Creswell, 2013). To ensure the validity of the data obtained in this research; Another psychological counselor working in the field was informed and his evaluation was sought. In addition, before the face-to-face interview, semi-structured interview questions were asked to the teachers via Google forms. Moreover, care was taken to be compatible with the literature and to be connected with the sub-objectives of the research.

RESULTS

In this section, findings and interpretations based on these findings are given. According to the findings obtained from the teachers participating in the study, the educational problems experienced by secondary school students with ADHD at school are shown numerically in Table 1.

While the teachers were expressing the educational problems experienced by secondary school students diagnosed with ADHD, they mostly expressed sentences about not being able to focus and having difficulties in the academic process. The expressions of being distracted by those around, being constantly on the move, and having difficulty maintaining their attention are among the opinions expressed by the teachers.

Some of the answers given by the participants are as follows;

Problems of adaptation, inability to focus on the lesson, difficulty in fulfilling the given tasks, and inability to stay silent in situations where it is necessary to remain silent... (T2).

Problems in focusing, inability to concentrate and maintain attention, not being able to follow the lesson, being behind while keeping the lecture notes, and excessive activity that negatively affects the classroom order...(T19).

Table 1. Opinions of the participants on the educational problems experienced by students with ADHD

Specified student characteristics	Number of of Teachers (n)
Inability to focus	25
Having Difficulty Following the Academic Process	16
Experiencing Learning Disabilities	5
Distracting Others	5
Being on the Move	5
Having Difficulty Maintaining Expected Attention	5
Difficulty Adapting to Classroom Order	4
Adverse Impact When Environmental Factors Are Not Regulated	3
Self-Perception Due to the Difference Experienced in Learning	2
The feeling of Inadequacy	2
Difficulty Remembering	2
Difficulty Performing	2
Difficulty in Group Work	2
Influence of Teacher's Attitude on Learning Process	2
Having Difficulty Learning a Foreign Language	1
Difficulty Keeping Quiet	1
Difficulty Socializing	1
Negatively Influencing Peers' Learning Process	1

T4, T8, and T22 coded teachers from the participants used the following statements to express that they had difficulty in fulfilling the ADHD diagnosis as they were distracted;

Difficulties they experience in adapting to the training, not being able to keep up with the pace of the curriculum (T4), their focusing time being too short (T8), and falling behind compared to their classmates (T22).

According to the findings obtained from the teachers participating in the study, the emotional problems experienced by secondary school students with ADHD at school are shown numerically in Table 2. In addition, the findings obtained from the NVIVO program are shown in fig 1.

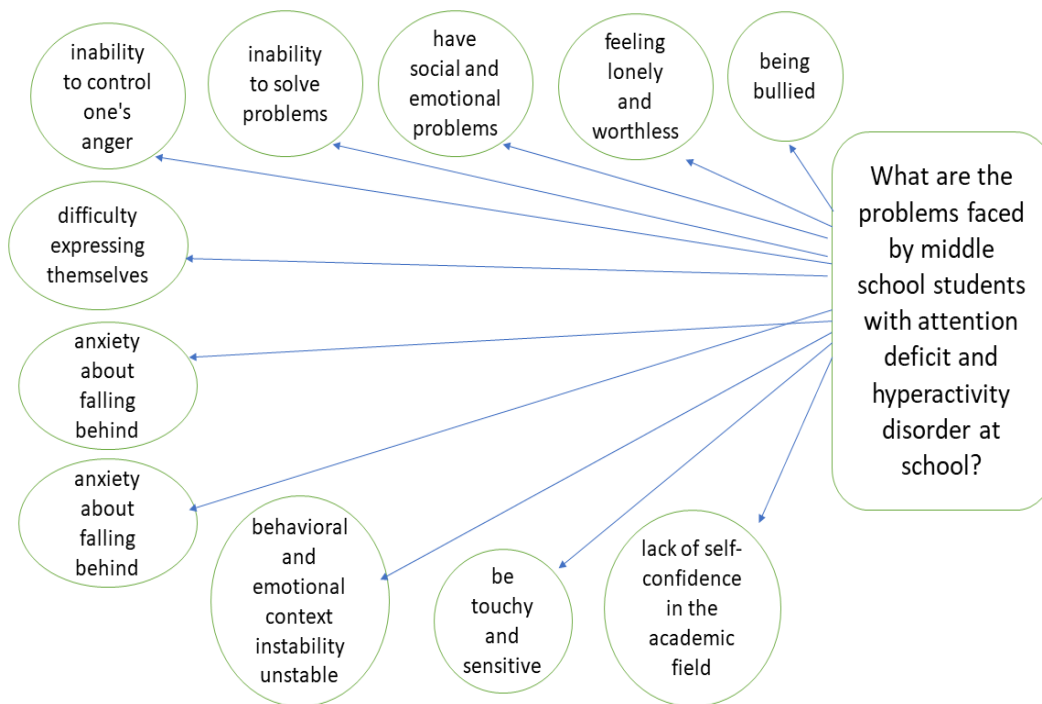


Figure 1. NVIVO program results

Table 2. Opinions of the participants on the emotional problems experienced by students with ADHD

Specified student characteristics	Number of Teachers (n)
Feeling Lonely and Worthless	27
Inability to Control His Anger	9
Lack of Self-Confidence in Academic Field	7
Exposure to Bullying	5
Behavioral and Emotional Imbalance- Instability	5
Difficulty Expressing Themselves	4
Being Sensitive and Sensitive	4
They Don't Have Social and Emotional Problems	2
Worry about Falling Back	1
Future Anxiety	1
Inability to Solve Problems	1

Teachers, while expressing the emotional problems experienced by secondary school students diagnosed with ADHD, gave place to statements about feeling lonely and worthless the most. Two teachers who participated in the study stated that they did not experience any emotional problems. Some of the answers given by the participants are as follows;

I don't think they have emotional problems other than their lecture notes, they have a good relationship with their peers, and they are very social and in communication with their peer

groups...T20. These students think that they are not understood and they become unhappy. They may have trouble expressing their feelings and thoughts. Emotions can change very quickly. Sometimes they can be very emotional and sometimes irritable T8.

According to the findings obtained from the teachers participating in the study, the social problems experienced by secondary school students with ADHD at school are shown numerically in Table 3.

Table 3. Opinions of the participants on the social problems experienced by students with ADHD

Specified student characteristics	Number of Teachers (n)
Having Problems with Socializing and Communication	29
Having Problems with Acceptance-Exclusion	13
Exposure to Bullying	4
Experiencing Expression Difficulties	2
Low Confidence	2
Not Understanding the Problems They Experience Most	1
Staying behind the Class	1
I Don't Think They Have Social Problems	1
Imbalanced Behavior to Get Attention	1
They Prevent Their Friends From Listening To The Class	1

Teachers, while expressing the social problems of secondary school students diagnosed with ADHD, emphasized that they mostly experience problems in socialization and communication and that they have problems in being accepted and excluded. The sentences containing a few statements from the participants, which imply that students with ADHD are not accepted are as follows;

Being excluded, scorned, or humiliated, physical and emotional violence by disturbed friends...T2. They have problems participating in

activities and are excluded by some of their friends...S9.

Such children are generally social, but they do not know where to stand, maybe they are exposed to bullying because of this issue...T10.

According to the findings obtained from the teachers participating in the study, the views of secondary school students with ADHD on the solution to the problems they experience at school are shown in figure 2, the findings obtained from the NVIVO program.

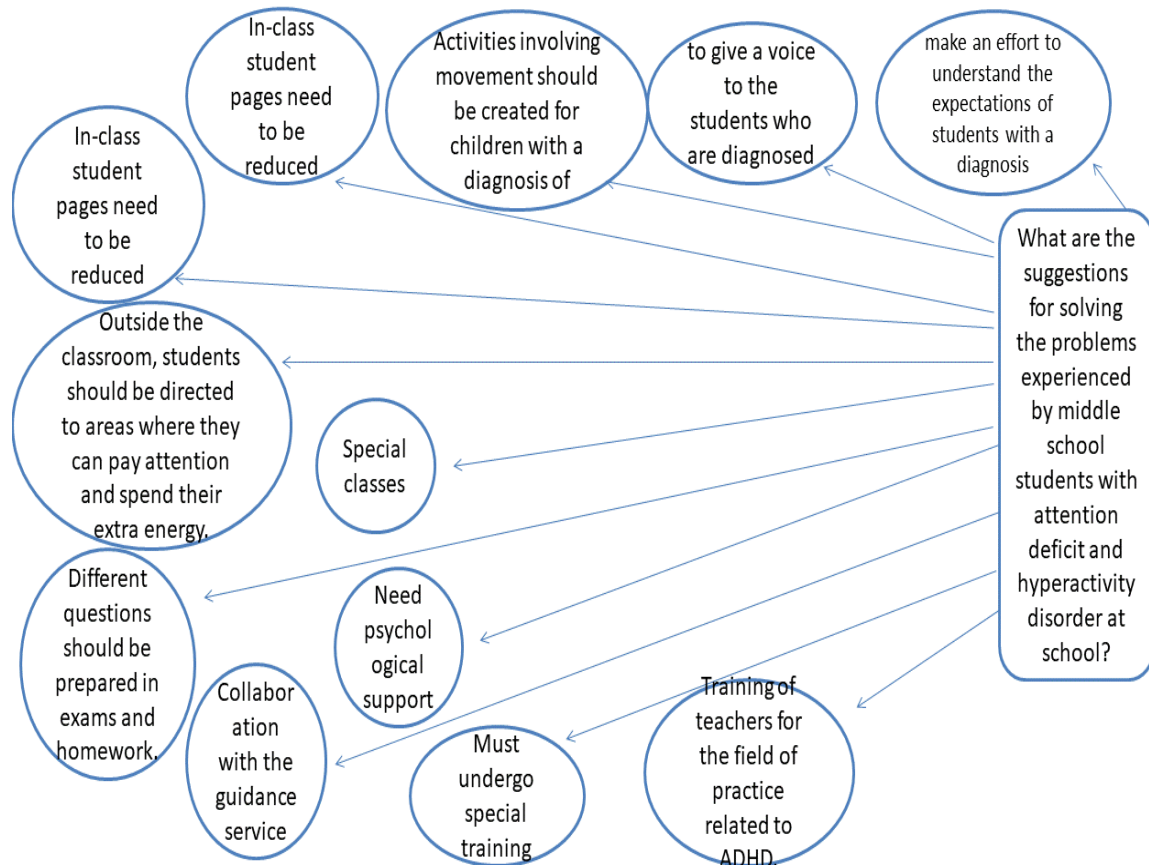


Figure 2. views of secondary school students with ADHD on the solution to the problems they experience at school

While teachers express their views on the solution to the problems experienced by secondary school students diagnosed with ADHD at school, they mostly relate to the need to train teachers for the field of practice related to ADHD, to increase school-family cooperation, to give importance to parent education, and to rearrange the curriculum and classroom materials by the needs.

Some of the answers given by the participants are as follows;

A consultation method can be applied in coordination with the families. School activities can be increased to help them spend their energy. In the course content, attractive arrangements can be made for such students...T10, First of all, these students need educators and administrators who are educated on this subject, and who can understand and feel them. It should be extended to special education teaching branches and the entire pedagogical formation ...T12, Perhaps attract his attention by adapting the curriculum to his interests, if possible. It may be to give education in small social groups ...T14, Professional help

should be taken and they should be directed to certain sports branches ...T17.

DISCUSSION

In this section, the research findings supported by the literature are discussed. In this study, the educational, behavioral, emotional, and social problems experienced by secondary school students diagnosed with ADHD were investigated by taking the opinions of 35 teachers and their views on the solution to these problems were included.

In this study, the educational difficulties experienced by secondary school students diagnosed with ADHD were stated as the inability to focus, difficulty in listening to the lecture, and inability to concentrate. Moreover, they have difficulty following the academic process. Keeping up with the pace of the curriculum, not being able to take notes during the lesson, and missing important points are among the findings obtained. When the literature was searched, sources related

to similar findings were found. A short attention span, which is one of the main symptoms of ADHD diagnosis, negatively affects the performance and academic success of individuals with the diagnosis (Yıldız et al., 2010). In this study, academic failure due to not being able to focus is among the findings.

Yavuzer (2002), included studies emphasizing that the difficulties students experience in the areas of hyperactivity, impulsivity, and inattention negatively affect their learning skills, self-confidence, and self-esteem. Due to these difficulties, students start not being included in the class and are punished for this. Students with ADHD, whose acceptance is difficult as a result of the punishments received experience academic problems and a decrease in their success.

Çakar (2019), Çakar's study, he stated that students diagnosed with ADHD have a short attention span while doing a study, they behave impatiently and their participation is limited. He suggested that it would be appropriate to use methods other than traditional methods. These findings also support the findings obtained in this study. In this study, the emotional difficulties of secondary school students diagnosed with ADHD were stated by teachers as feeling lonely and worthless, inability to control their anger, instability in behavioral and emotional contexts, and lack of self-confidence in the academic field. When the relationship between the diagnosis of ADHD and Mood Disorder was examined in the literature, it was found that the rate of depression in female adolescents diagnosed with ADHD was 2.5 times higher than the population considered normal (Biederman et al., 2008). In studies conducted in Turkey, 12% of individuals diagnosed with ADHD have Mood Disorder and 7-9% of Depressive Disorder has been observed (Yüce et al., 2013; İnci et al., 2016). Emotional difficulties observed by teachers who cannot name them as diagnoses are actually among the contents of the diagnoses named in the literature. The emotional difficulties mentioned in this context are also supported by the literature.

Gümüş et al. (2015) found a significant relationship between ADHD and anxiety disorder in a study in which they examined the relationship between ADHD diagnosis and anxiety disorder. Lack of self-confidence in the academic field is also among the emotional difficulties. In a study in

the literature, it was stated that children diagnosed with ADHD have some social difficulties such as not getting along with other children and having difficulties with learning and success at school (Wilens et al., 2002; Spencer et al., 2007; Massetti et al., 2008; Arnett et al., 2013). This study also supports the finding obtained.

The findings obtained from 35 teachers whose opinions were taken in this study show that problems in socialization and communication are at the top of the social problems that students with attention deficit and hyperactivity disorder generally encounter. Later, it is accompanied by symptoms such as having problems being accepted and being bullied. Some ADHD criteria in the DSM-IV, such as "often interrupting or interfering with others", emphasize the inadequacy of social behaviors and support the findings of this study. When the social relations of the students diagnosed with ADHD are examined, it is seen that they generally have communication difficulties and are exposed to peer bullying. Moreover, it is seen that they have difficulties communicating with their peers and developing close relationships due to the inadequacies in their social skills (Barber et al., 2005).

When the studies on teachers' opinions are examined, we find that students diagnosed with ADHD are described as incompatible, disruptive, naughty, incompatible, insufficient in social responsibility, and at high risk of social exclusion (Ayaz, et al. 2013). All these studies support the findings of this study. When we look at the opinions of the teachers in this study on the solution to the problems experienced by the students diagnosed with ADHD at school; Training of teachers in the field of practice related to ADHD, increasing school-family cooperation, and giving importance to parent education, rearranging classroom materials according to needs, addressing more sense organs with technological tools while teaching, being in cooperation with the guidance service, Students with a diagnosis should be given special education, they should be motivated by giving responsibility to students, they should be directed to areas where they can throw their energy out of the classroom, such as sports. When the literature was reviewed, it was stated that a comprehensive treatment in the treatment of ADHD diagnosis is possible with the use of multiple approaches including medication,

and educational, occupational, and behavioral interventions (Sadek, 2014).

At this point, we can mention approaches that focus on sports and exercise (Lufi & Parish-Plass, 2011). Sports lessons can be considered an alternative to energy expenditure (Mulrine & Flores-Marti, 2014). Especially in students diagnosed with ADHD, positive effects can be mentioned in the context of energy release (Hoza et al., 2016; Verret et al., 2012), and these activities related to this sport should be included in routine life (Zang, 2019). Göl and Bayık, 2(013) stated that classroom teachers are not at a sufficient level in recognizing ADHD. This research supports the finding of this study. Teachers should be trained on how to better teach individuals diagnosed with ADHD. Playgrounds are one of the effective strategies that teachers can use when creating a suitable learning environment for students diagnosed with ADHD (Selikowitz, 2009). Thanks to movement, the individual diagnosed with ADHD relaxes, relieves tension, can improve self-control skills, and thus increase school success (Yavuzer, 2018).

In studies on the diagnosis of ADHD, School functionality, social functionality, Emotional functionality, Self-esteem, Physical health, and Psychosocial health are among the findings in which problems are experienced (Danckaerts et al., 2010; Yıldız et al., 2010; Göker et al., 2011; Kandemir et al., 2014). All these research findings support the findings obtained in this study. It has emerged that social-emotional problems can be solved with the cooperation of teachers and families (Taspınar, 2019). In this study, in which educational, behavioral, emotional, and social problems related to the diagnosis of ADHD and teachers' views on solution suggestions were investigated, we see that common findings were encountered.

Conclusion

Recommendations Based on Research Results

Based on the results of this study, the following recommendations were developed:

- Education about the diagnosis of ADHD should become a state policy. With books, magazines, articles, conferences, and various in-service pieces of training, both families, educators, and the environment of the individual diagnosed with ADHD should realize their personal development.

- School-family cooperation should be considered inevitable.

- An Individualized Education Plan should be prepared based on different developmental characteristics.

- It is necessary to benefit from expert support and special education for the development of the student.

- Students diagnosed with ADHD should benefit from psychological support as well as special education support.

- Activities including physical activity should be increased.

- Family and child should be encouraged to psychiatrist support. In our age, it is inevitable for the Social Services Department to include this situation in the scope of child neglect.

- Classroom environments, curricula, and exam formats should be revised for students diagnosed with ADHD.

- To increase the efficiency of the special education support provided in schools, more special education teachers should take their place on the staff.

- Identifying problems is one of the first steps to be taken to reach a solution. There should be more specific and clear content while distinguishing emotional, behavioral, educational, and social problems in teacher training institutions or education about ADHD.

- For children with ADHD to be diagnosed at an early stage, it is very important to organize nationwide standard education in schools and to carry out screening studies on this issue.

Suggestions for Future Research

- It will be useful to get opinions from experts and to determine a training method by taking these opinions into account to eliminate social-emotional problems.

- Conducting similar studies with preschool students within the scope of prevention will benefit the field.

- It would be beneficial to conduct a more comprehensive study in institutions affiliated with the Ministry of National Education. There is a need for the study to be an experimental study, not only for theory but also for practice.

- Studies investigating the strengths of individuals diagnosed with ADHD to raise awareness will both underline individual differences and provide social and emotional support by drawing attention to strengths.

• For this research to be converted into an experimental study and included in the scope of a sample school project, a comparative study will be conducted by taking their opinions with the questions in the same content after the same study group was given training on the diagnosis of ADHD.

In conclusion, students diagnosed with attention deficit and hyperactivity disorder need special academic programs to improve their strengths and strengthen their weaknesses, as well as special programs for their social development. Elimination of these problems is possible as a result of a long-term study within the framework of state policy, made with school-family cooperation and expert support.

Conflict of interest

The authors declare no conflict of interest. No financial support was received.

Ethics Statement

The approval of the Scientific Research Ethics Committee of Near East University obtained for the study (Protocol number NEU/EB/2022/920).

Author Contributions

Study Design, HHKK; Data Collection, HHKK and YS; Statistical Analysis, HHKK; Data Interpretation, HHKK and YS; Manuscript Preparation, HHKK and YS; Literature Search, HHKK and YS. All authors have read and agreed to the published version of the manuscript.

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