

Discovering Hyperactive Actions of Students in Classroom and Teachers' Approaches to Them

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Abstract

In this study, the hyperactive behaviors of primary school students were investigated and teachers' approaches to them in the classroom. This is a qualitative study. Observation was done through lists distributed to teachers. In total, the participants are N = 17 teachers who observed hyperactive students during 10 days of their work in the classroom with a total of 50 teaching hours. Altogether, the behaviors of N = 88 hyperactive students have been observed by their teachers. The interview data were collected through the protocol of conducted with teachers. A total of N = 5 teachers participated in the interview. The results of the observation show that one of the most frequent behaviors of hyperactive students is their frequent movements. Also, results of observation show that hyperactive behaviors are more pronounced in boys than in girls $p = 0.014$. The results of the interview show that the most frequent behaviors of hyperactive students are movements, jumping, running, fast performance of tasks that result in mistakes, lack of attention in listening to the rules. Also, the findings of the interview show that teachers support these students based on their knowledge and experience.

Keywords: Student, Action, Hyperactive, Teacher, Perception

INTRODUCTION

Hyperactivity, as a type of ADHD, is quite prevalent in schools in Kosovo. Although it is a form of ADHD, teachers typically group hyperactivity, inattention, and impulsiveness together, categorizing students as problematic, with deviant behaviour, inattentive, unruly, spoiled students, excessively active, or in short as hyperactive students. These students in the classroom and in school exhibit behaviours such as frequently change their seats, unnecessary movement around the classroom, teasing or physically harming their classmates, pulling their classmates' hair, not following class rules, and not completing assignments, among others.

Regarding their behaviours in class and at school, teachers often find it necessary to inform their parents to gain more insight into whether these behaviours also occur at home. Consultations with parents can be helpful for teachers who strive to employ various strategies to manage the behaviours of hyperactive students in the classroom and engage them in learning, without disrupting the overall teaching process.

Study of Demirci (2017) identifies the role of strategies for keeping students active during the teaching process. The identification and engagement of hyperactive students in the classroom are usually carried out by experienced teachers who have received professional training in teaching, managing student behaviour in the classroom, and involving all students in the learning process. The novice teachers often find it challenging to understand the nature of these students. Therefore, the selection of teachers to observe hyperactive students in their classrooms is based on their knowledge and their willingness to be part of the research. This research provides an overview of the behaviours of hyperactive students in classrooms and how teachers engage them in learning and manage their behaviours. Regarding this issue, numerous studies have been conducted. However, no study specifies a particular test by doctors or psychologists that definitively determines whether a student is hyperactive, impulsive, or has attention deficits. Symptoms of inattention or impulsivity can also result from various factors such as sleep deprivation, anxiety, the student's living conditions, etc. According of (DSM-IV-TR) (2000), to diagnose the hyperactive student, the student must demonstrate six out of nine symptoms of inattention or hyperactivity, impulsivity for 6 months (Quinn, 2011).

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Study of Purwati & Japar (2017) identifies some effects of parental education and their personalities on the child's aggressive behaviours.

Therefore, the behaviours of hyperactive students are best identified by teachers because they observe the students' behaviours for an extended period of time, discussing these behaviours with the students' parents in order to understand the personalities of hyperactive students and engage them in the learning process using various strategies that also improve their behaviours. Study of Yusuf, Owede & Bello's (2018) identifies the role of the Think/Pair/Share strategy in teaching citizenship to students. Therefore, planning and implementing various strategies will help teachers better manage working with hyperactive students.

School difficulties are usually associated with attention deficit hyperactivity disorder es (ADHD). Hyperactive children have poor organizational and academic skills (DuPaul, Weyandt & Janusis, 2011).

Some students move constantly in the classroom, talk without permission and do not manage to finish the tasks. They have very little concentration and often create tension in the classroom. Changes in the environment and the room, such as movements in the room, noise, many people in a confined space cause disruptions and obstacles to concentration. Student's behavior is also affected by atmospheric changes, which disturbs the child, makes it difficult to concentrate and makes learning more difficult. Difficulties Tasevska & Mickovska (2017) are lower when the child is under structured and genuine control in such situations, i.e. when they are engaged in an activity that is interesting to them and when they are interacting with an adult (educator, psychologist, pedagogue, defectologist) or when they are rewarded for appropriate behavior.

ADHD symptoms begin before the age of 12, and some children are diagnosed as early as 3 years old. ADHD symptoms can be mild, moderate or severe and can persist into adulthood. ADHD is more common in boys than girls, and behaviour can be different in boys and girls. For example, boys may be more hyperactive and girls more inattentive (Attention deficit hyperactivity disorder (ADHD) in Children, 2022). Some studies have reported that boys are more likely to be diagnosed with ADHD than girls. This study confirmed this finding, as teachers diagnosed more boys with ADHD than girls.

LITERATURE REVIEW

Initially, teachers, in general, tend to label hyperactive students as problematic, undisciplined, and disruptive, and sometimes even penalize them for their actions. According to the study of Hapsari et al. (2020), the majority of teachers do this because they lack knowledge about the symptoms of ADHD.

Therefore, if teachers observe the behavior of students for a longer time and have information about the symptoms of hyperactivity, then they can easily think that they have hyperactive students in the class. It may happen that many students are labeled as hyperactive, without an evaluation of the symptoms, but many researches that have been conducted.

According to the DSM-IV-TR, about 3-7% of students have symptoms of hyperactivity. Hyperactivity is a behavioral and developmental difficulty typically seen in preschool and school-age children, characterized by problems with attention and concentration, as well as being too active. This difficulty is seen in the child's behavior and activity. Hyperactivity is defined as an excessive and uncontrolled movement, child's difficulty to react to environmental stimuli, and child's difficulty to do the necessary "filtering" for different types of stimuli (Benito & Guerra, 2007).

According to the research of Majko (2017) students with ADHD face more difficulties; they are often misunderstood by their teachers and parents for their symptoms as intentional behavior. Research of Taft et al., (2016) says that family involvement in school is important for children who have severe emotional and behavioral concerns.

Students at school might run around during breaks, dance, and sometimes make unreasonable movements in class. The different situations of life in the family or in the community can influence the students to be inattentive, distracted, worried, to forget to do their homework, or to make many mistakes. Many of them create disruption in the classroom (Pfiffner, 2011). Students with ADHD often have difficulties in reading,

spelling, and emotional concerns. However, not all students with ADHD who struggle with reading and spelling also experience emotional issues, and vice versa, not all students with emotional concerns associated with ADHD have difficulties in reading and spelling (Wender & Tomb, 2017). Children with ADHD are constantly angry, stubborn, annoying, malicious, vengeful, aggressive, quarrelsome, liars and destructive (Wender & Tomb, 2017).

Hyperactive students make frequent movements almost non-stop, shake, hit their fingers, do not stay in any activity, pull their toys, lose interest quickly, do not finish any activity, hit students close to them, kick them etc (Wender & Tomb, 2017). At school, teachers for hyperactive students say that they are disruptive, unable to sit still, move around the classroom unnecessarily, talk non-stop, talkative, too active, shake, disturb and annoy their friends (Wender & Tomb, 2017). Impulsivity is a very often described characteristic of students with ADHD. Impulsive students are unorganized. ADHD is the most common psychiatric disorder of childhood. It is probably two to three times more common in boys than in girls (Wender & Tomb, 2017).

There are no specific psychological or laboratory tests to determine if a child has ADHD (Wender & Tomb, 2017). The diagnostic term of attention deficit/hyperactivity disorder (ADHD) refers to individuals who exhibit patterns of inattention, impulsivity, and hyperactivity (American Psychiatric Association, 2013). What characterizes students with ADHD is the intensity, persistence, and patterning of these symptoms (Wender & Tomb, 2017). In the identification of symptoms according to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition DMS-5, 2013, students must manifest six or more symptoms of the disorder.

According to the DSM-5, the diagnosis of ADHD is based on five criteria, with the first being a behavior checklist of 18 symptoms across three presentations: inattention, hyperactivity / impulsivity, and combined presentation (American Psychiatric Association, 2013).

Hyperactive students exhibit the following symptoms:

- Moves hands, feet, or squirms in their seat frequently;
- Often gets up or moves around in the classroom or somewhere else;
- Often has difficulty playing or engaging in activities quietly;
- Talks excessively.

A student with impulsivity has the following symptoms:

- Impatient;
- Blurts out answers or comments without waiting their turn, expresses emotions without restraint, and acts without considering the consequences;
- Often responds before a question has been completed;
- Has difficulty waiting their turn;
- Interrupts or intrudes on others (Nano et al., 2020).

Identifying the symptoms of ADHD can indeed be simple, as many of these symptoms can be observed by behaviour (Parker & Corkum, 2016). The DSM-5 emphasizes that a checklist alone is insufficient to diagnose a student with ADHD. In this regard, a diagnosis should include a clinical history that takes into account biological, social, and psychological factors that may contribute to the symptoms (American Psychiatric Association, 2013).

Frequently, sleep disorders in students, metabolic anomalies, and epilepsy, as well as psychological disorders, can also present with symptoms that mimic those of ADHD (Jerome & Jerome, 2020).

A child with ADHD may have difficulty regulating emotions, becoming easily frustrated and angry, or struggling to grasp social behavior rules, consequently experiencing conflicts with parents and teachers (Carr, 2016).

The hyperactive student may feel left out and alone. Hyperactive students:

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- Are frustrated because they have a different perception about the situation;
- Have a lack of structure;
- Don't know how to ask in order to get what they want;
- May feel misunderstood;
- May feel overwhelmed with tasks;
- Feel that they are always criticized by others (Nano et al., 2020).

Symptoms of hyperactivity appear earlier, but teachers can be the ones who identify and address students to a specialized professional team. Based on the data, ADHD can start after the age of 7 years (Kieling, et al., 2010). Teachers can play a crucial role in identifying and supporting students with attention deficit/hyperactivity disorder (ADHD). To fulfill this important role, it is imperative that teachers have a clear understanding of ADHD (Brooka, et al., 2000). Regarding the knowledge that teachers have about hyperactive students, the study of Bolinger, et al., (2020) shows that only 61% of teachers had knowledge of ADHD, but the results of the study on the knowledge of teachers how to manage hyperactive students in the classroom were not significant. A competent teacher identifies the student's symptoms and makes a diversity assessment based on the symptoms and sources, whereby he/she sees the students' differences as an asset to education and not as a hindrance. The first step in creating a supportive classroom for students with ADHD is understanding the students' strengths and needs (William & Mary, 2017).

Research shows that children with ADHD may have difficulties at school, at home, with peers, in building positive relationships as well as reaching academic achievement in school (Loe & Feldman, 2007). The study of Cota (2008) shows that children with ADHD may show lower academic achievements.

Some studies found that the brains of children with ADHD mature more slowly than the brains of children with normal development (Freitas, et al., 2020). Students with ADHD may be inattentive and present incorrect or incomplete work, have difficulty following conversations, activities or assignments, are easily distracted, often lose materials, have difficulty following instructions, have difficulty organizing assignments and materials. While students with impulsive ADHD become irritable or frequently move in their seats, leave their seats when they are expected to remain seated, interrupt others and classroom activities, talk too much, become restless during activities, fail to follow rules in the classroom (William & Mary, 2017).

Students who have symptoms of attention deficit/hyperactivity disorder (ADHD) are associated with poor grades, difficulty in reading, math, and standardized tests. We can say that they have significant difficulties in learning compared to their peers. Therefore, teachers should implement strategies that promote friendships, acceptance and support from classmates, setting rules and documenting progress (Pfiffner, 2011). For a successful teaching, teachers must rely on behavioural therapy.

According to Nano et al., (2020), this therapy should be based on four main principles:

- Reinforcement of good behaviour;
- Discouraging negative behaviour by ignoring it;
- Removing the reward/privilege;
- Elimination of triggers of negative behaviour.

The best way to handle these situations is to systematically ignore the inappropriate behaviour and reinforce the desired behavior. The study of Papadopoulos et al., (2014) provides a good example of the reduction of hyperactive behaviours through an English language learning project with the theme of Bullying.

The aim of this study is to obtain results or conclusions by observing and investigating the behaviours of students who have previously been classified as hyperactive students by the class teacher.

In the school "Thimi Mitko" in Gjilan, a total of 26 hyperactive students were observed by their 5 teachers. The distribution of observed hyperactive students in classrooms was as follows: C1-4; C2-6; C3-3; C4-7; C5-6. In the school "Gjon Sereqi", a total of 32 hyperactive students were observed by their 7 teachers. The distribution of observed hyperactive students in classrooms was as follows: C1-5; C2-4; C3-3; C4-5; C5-6; C6-4; C7-5. Meanwhile, in the school "7 Marsi" in Prishtina, a total of 30 hyperactive students were observed by their 5 teachers. The distribution of observed hyperactive students in classrooms was as follows: C1-4; C2-6; C3-8; C4-5; C5-7.

The observation period (time) of these students is two weeks. During this time, the students were observed by their teacher who had a monitoring sheet for each student to record the 6 forms of hyperactive behaviour of the students. A total of 17 teachers have conducted the observation in their classrooms. The behaviors defined in the checklist that have been observed are: Movement in classroom; Verbal insult; Slapping; Threatening of friends; Pulling of hair; Beating a friend; These behaviours of hyperactive students are more general and usually catch the eye of teachers. Hyperactive students make unnecessary movements in class because they cannot stay in one place. The protocol of the structured interview conducted with teachers consists of the following questions: Do you have knowledge about the symptoms of hyperactivity? How do students manifest hyperactive behaviors in the classroom? How do you as a teacher support these students? Are these students a problem for you? Do you cooperate with parents? Does the school have developmental support for these students?

RESEARCH DESIGN

To conduct this study, we used the qualitative method of observation and interviews. It is a group case study based on observing the actions of hyperactive students and interviewing teachers (Creswell, 2013).

Since the hyperactive behaviour of the students can be observed, we can derive some qualitative results that are observed in natural situations of students in the classroom. According to the author (Pellegrini, 1998), it is necessary to collect as much observational data as possible given the minimum conditions for free observation, i.e. unstructured interaction between students, in the corridors, on the school bus, in the school yard or where the observer is not noticeable. Therefore, it can be said that the observation method has several advantages over other methods as it collects data based on various environmental factors and not on the students' ability and readiness. The research was conducted in three cities, Pristina, Ferizaj and Gjilan.

The selection of teachers was done randomly, while the selection of students was done by the class teachers. At our request, the teachers selected the students who showed elements of hyperactive behaviour. The teachers had a list of clues for observing the students' behaviour in the classroom for each student to demonstrate the 6 forms of hyperactive behaviour of the students: 1. Movement in the classroom, 2. Verbally abusive, 3. Slapping, 4. Threatening friends, 5. Pulling hair, 6. Beating a friend. The observation of the students was kept confidential and the entries in the checklist were coded. To verify the behaviors of hyperactive students, 5 teachers were also interviewed.

RESEARCH SAMPLE

The selection of teachers in all three schools was done using a random sample for generalization purposes. This means that the selection of teachers was entirely independent and not based on any specific bias (Cohen, Manion, & Morrison, 2007). Therefore, the selection was made based on the knowledge of teachers who declared that they have hyperactive students in their classes and have knowledge about hyperactivity. In total, 17 teachers conducted the observations. In the school "Thimi Mitko" in Gjilan, 5 teachers declared that they would observe the hyperactive students in their class. Similarly, in the school "7 Marsi" in Prishtina, 5 teachers declared the same. Also, in the school "Gjon Sereqi" in Ferizaj, 7 teachers declared that they would observe the hyperactive students in their class. In total, in all these three schools, the behaviours of $N = 88$ students, of which $N = 26$ students from the primary school "Thimi Mitko" from the city of Gjilan, $N = 32$ students from the primary school "Jon Serreqi" from the city of Ferizaj, and $N = 30$ students from the primary school "7 Marsi" from the city of Pristina were observed. The students who were observed by their teachers were fifth graders who showed hyperactive behavior. The observation was conducted by the teachers for 10 working days.

Taking into account that in the fifth grade 5 lessons are scheduled daily, we can say that there are 50 observation hours in a school, which makes a total of $17 \times 50 = 850$ observed lessons. A total of 5 teachers participated in the interview. From a group of 17 teachers who have observed the behaviors of hyperactive students in their classes, 5 teachers have been selected to participate in interviews. Therefore, the selection of participating teachers in interviews was done randomly. So, it was based on their willingness to be interviewed. Their responses were recorded with audio and then transcribed. In total, 3 teachers from the school "Thimi Mitko" in Gjilan, 1 teacher from the school "Gjon Sereqi" in Ferizaj, and 1 teacher from the school "7 Marsi" in Prishtina were interviewed. Therefore, 5 teachers were sufficient to reach data saturation, as similar responses from respondents started to be repeated.

RESEARCH ETHICS

The research was conducted in accordance with ethical standards for scientific research. First, school headmasters were asked for their consent to conduct research activities (Creswell, 2013). In fact, the parents were not informed by the teacher that their children's behaviors would be observed due to the potential influence of parents on their children's behaviors. This means that the students were not aware that their behaviors were being observed by their teachers, so they exhibited their natural and usual behaviors.

A checklist for each student was used as an instrument. The observation of the students was kept confidential and the entries in the checklist were coded. The selection of teachers for interview was made on the basis of their consent to be interviewed by knowing the topic of the interview in advance.

STATISTICAL PROCESSING OF DATA

As this is a group case study, data analysis was based on recording the actions of hyperactive students in order to extract the relevant meanings. Correspondences between genders for behaviours of hyperactive students were then sought (Creswell, 2013). The statistical evaluation was realised with the software Sigma Stat 3.1, version 2004. The data of the interview were encoded with recording, which transcript in paper.

RESULTS

Results Of Observation

Table 1 Identification of hyperactive actions at student of elementary schools

Hyperactive action	Schools			Total
	School "Thimi Mitko" in Gjilan	School "Gjon Sereqi" in Ferizaj	School "7 Marsi" in Prishtina	
	26 students	32 students	30 students	88
1. Movement in classroom	15	21	19	55
2. Verbal insult	13	17	18	48
3. Slapping	3	6	11	20
4. Threatening of friends	8	5	9	22
5. Pulling hair	5	9	7	21
6. Beating a friend	2	4	4	10
Total of hyperactive action	46	62	68	176

As shown in Table 1, the hyperactive act that dominates in Ferizaj and Prishtina is "Movement in classroom", which is demonstrated by 21 students in Ferizaj, by 19 students in Prishtina, whereas in Gjilan we have a smaller number in "Verbal insult" with a total of 13 students. In the primary school in Prishtina, the hyperactive act "Slapping" dominates, demonstrated by 11 students, while in Ferizaj it is demonstrated by 6 students. In Gjilan, however, this hyperactive action is demonstrated by at least 3 students. The hyperactive act "Threatening of friends" is dominated by 9 students in Prishtina, followed by students from Gjilani with 8 students, while in school of Ferizaj it is still demonstrated by 5 students. "Pulling hair" is a hyperactive act dominated by 9 students

in school of Ferizaj, while it is demonstrated by 7 students in Prishtina and 5 students in Gjilan. The hyperactive act that occurred at least in all 3 cities is "Beating a friend", which was demonstrated by 4 students in Prishtina and Ferizaj, while in Gjilan it was demonstrated by 2 students. From this research, it appears that the hyperactive act that dominated in all three primary schools is "Movement in the classroom". Another common feature of this research is that "Beating a friend" hardly occurs in the three schools (in Gjilan by 2 students, in Ferizaj and Prishtina by 4 students).

Table 2 Identification of hyperactive actions at student girls and boys

Hyperactive action	Schools						Total	
	School Thimi Mitko in Gjilan	26 students	School Gjon Serreqi in Ferizaj	32 students	School 7 marsi in Pristina	30 students	Girls	Boys
							23	32
1. Movement in classroom	6	9	8	13	9	10	23	32
2. Verbal insult	5	8	8	9	11	7	24	24
3. Slapping	1	2	2	4	6	5	9	11
4. Threatening of friends	3	5	1	4	3	6	7	15
5. Pulling hair	3	2	6	3	4	3	13	8
6. Beating a friend	0	2	1	3	0	4	1	9

Table 2 shows the results of the hyperactive actions among students girls and boys. The results show that almost all hyperactive actions dominated by boys than by girls. While in "Pulling hair" girls dominates compared by boys. For the action "Verbal insult", boys and girls balance each other out.

Table 3 Comparison of hyperactive action between girls and boys, for each hyperactive action.

Hyperactive actions	Girls	Boys	Sig.
Movement in classroom	23	32	P = 0.095, NS
Verbal insult	24	24	//
Slapping	9	11	P = 0.0293, NS
Threatening of friends	7	15	P = 0.030, S
Pulling hair	13	8	P = 0.038, S
Beating a friend	1	9	P = 0.015, S
Total number of hyperactive actions, according gender	77	134	P = 0.014

Table 3 shows the comparison of hyperactive actions between girls and boys in schools as a total score for each hyperactive action. For the hyperactive action "Movement in classroom" there are differences, but not to a significant extent (P = 0.095). For the hyperactive action "Slapping" the differences are also not significant (P = 0.293). For the hyperactive action "Threatening of friends" the differences are significant (P = 0.030). For the hyperactive action "Pulling hair", the differences are to a significant degree (P = 0.038). For the hyperactive action "Beating a friend", the differences are significant (P = 0.015). For the total number of hyperactive actions, boys dominate compared by girls (0.014). For "Verbal insults", the ratio between boys and girls is balanced.

INTERVIEW RESULTS

Regarding their knowledge about the symptoms of hyperactive students (Interviewer A) says that he has knowledge about the symptoms of hyperactive students, knowledge that he acquired in the training "Comprehensive education whereby one of the topics was the hyperactivity of children. (Interviewer B) answers that: "Yes, I noticed the symptoms of hyperactive students and I followed them over a period of six months, as we were informed through trainings". (Interviewer C) answers that: "Yes, I have information about the symptoms of hyperactivity, but I am a new teacher and I have not had such experiences in the classroom to date. Of course, we must have knowledge about hyperactivity because I believe that those children need to be identified in order for us to know how to work with those students". Also (Interviewer D) answers that: "Yes,

I have information about the symptoms of hyperactivity. I attended trainings for inclusiveness where we also learned about the symptoms of hyperactive students". (Interviewer E) answers that: "Yes, I have knowledge".

As for how the behaviors of hyperactive students are manifested (Interviewer A) answers that: "Hyperactive students usually run, make frequent movements in the classroom, do not have concentration during the learning process, do not listen to the instructions we give them during various activities, they do not complete well the tasks, they rush in completing their tasks, they make a lot of mistakes, they don't have a good handwriting, etc. (Interviewer B) answers that: "I have a student in my class who I'm sure is hyperactive, but his parents don't accept this fact. In the beginning, I had a lot of problems because I couldn't make him sit like other students, let alone concentrate on tasks or have a normal interaction with his classmates. He was doing something all the time, hindering other students during the learning process, as he completed the tasks very quickly even though he rarely completed them properly, he constantly hindered others, wandering in the class, not listening to my instructions. During the breaks, he was running all the time, pushing others, etc." (Interviewer C) answers that: "Hyperactive students in class run more than once, it depends on their emotional state". (Interviewer D) answers that: "Students usually run around in class, they tease each other, but I can't say that I have hyperactive students because I don't have a diagnosis from a professional." They move and dance all the time". (Interviewer E) answers that: "Based on the knowledge I have, they will have to show for six consecutive months an abnormal movement in the classroom, lack of attention or both together. We often say that we have hyperactive students, but I don't know how true this is, since we are not experts and we base this only on our observations and I don't know if it is ok to say that we have hyperactive students only because the student moves more or teases other students or does not do his/her homework".

How hyperactive students present a problem in the classroom (Interviewer A) says that: "Anything that goes against the rules of the classroom certainly presents a problem. We try to understand their behavior many times, but at school there are rules that must be followed". (Interviewer B) says that: "Of course we can have problems with students who are mobile, it is more difficult to develop the lesson and have the attention of all the students in the class". In this context (Interviewer C) says that: "It is not easy to work, but we try to treat each student in the right way". (Interviewer D) says that: "Working with students is never easy. Our classes are comprehensive and we have to manage every situation that presents itself to us in class". (Interviewer E) says that: "We try to manage hyperactive students and create healthy habits".

Regarding the support of hyperactive students in the classroom (Interviewer A) says that: "I try to keep students with or without symptoms of hyperactivity engaged in the learning process". (Interviewer B) says that: "Of course it is very difficult to work with these children. I have found, if I can say the formula for these students, when the hyperactive student comes to school, he and the assistant teacher go out into the school yard and the student runs until he/she gets tired. This can last a full lesson. Then he/she is easier to manage and engage in tasks. I try to constantly keep him/her engaged with tasks, as they are very quick in completing tasks. It is not at all easy to have such a student in the class, because he/she requires constant supervision". In this context (Interviewer C) says that: "Today it is difficult to keep students focused for a long time, technology has influenced them to have a lot of information, not to be curious. The school does not offer many opportunities to develop students' creativity. You know that we lack cabinets, didactic tools with which we would make our lessons more attractive, with activities where we would involve all students regardless of their abilities or opportunities, or learning style. This is an obstacle that every teacher in Kosovo faces. But when we have children with different difficulties in the class, the only option is our support as the class teacher with some activities that we prepare with our own desire and capabilities. It is an expression that is constantly heard that it is a hyperactive student, but until we have an accurate professional diagnosis, we cannot treat these children. As teachers, we try to keep them close to us so that we can manage them easily, we engage them with additional tasks, but as a school we do not have the opportunity to have an individual plan because we do not have the support of the parents. Therefore, these children remain without an accurate diagnosis". (Interviewer D) says that: "Since I don't have hyperactive students in the class with a diagnosis, those who are more energetic or faster in completing tasks, I usually give them additional tasks in order to engage them". (Interviewer E) says: "Usually we try to keep the students engaged all the time, with different activities because we know that's the only way to have their attention".

How much teachers cooperate with parents to identify the hyperactivity of students (Interviewer A), (Interviewer B), (Interviewer C), (Interviewer D), (Interviewer E) answered in the same way "Yes, we cooperate with parents, they are very interested in the work we do at school. But it is a problem that they are very subjective in evaluating their children". Whereas how much support the school offers in the development of hyperactive students (Interviewer A) says that: "Our school has supportive teachers, we also have the school psychologist, who helps students who have difficulties in learning". (Interviewer B), (Interviewer D) say that: "In our school we don't have a psychologist or a teacher who would help students who have difficulties". (Interviewer C) says that: "Our school has built an inclusive culture, respecting the students' rights, but the problem lies in the parents who do not accept that their children have difficulties in learning".

DISCUSSION

The results confirm the actions of the hyperactive students. One of the most common actions that have been demonstrated is moving around in the classroom. According to the study Braniff (2011), the hyperactive student's movement in the classroom has an effect on learning, alertness, attention, nerves and his well-being. In other words, exercise helps the hyperactive student feel better in class. Immediately after movement, verbal insult is classified as an action of hyperactive students. The research of Abikoff et al.,(2002) shows that girls with ADHD had high percentages of verbal insult towards friends while boys with ADHD were inclined to break the rules in the classroom. The results show that hyperactive children strike. Also, the research of McGee et al., (1984), shows that hyperactive students during the 2-year observation had problematic behaviour. Many studies have proven that children with ADHD are violent and disrupt social relationships (Ayipah, et al., 2020).

The results show that hyperactive acts are prevalent among boys more than among girls. According to the study of Kamal et al., (2021), ADHD is more present in boys than in girls. According to research of Hinshaw et al., (2021), girls with ADHD have a lack of attention, while boys with ADHD have more impulsive symptoms. According to the research of Berchiatti et al., (2022) students with ADHD showed higher levels of symptoms, behaviour problems and problems with peers than students with normal development. Research of Chhabra, et al., (2016) says that teacher support and family involvement, peer acceptance, encouragement and positive interaction between children are important factors in supporting children with special needs.

The findings from the interview show that even though teachers do not have support from parents regarding the identification of hyperactive students, they have knowledge of the symptoms of hyperactive students and try to treat them with their own possibilities, such as: giving additional tasks and activities that keep them engaged all the time. According to (Logsdon, 2021) if the hyperactive student rushes in completing the tasks, it is good to encourage them to check carefully before submitting them.

The findings show that teachers can keep hyperactive students as close as possible to control their behavior. The study of (Mohamed & Thompson, 2021) emphasizes the teacher-student relationship to keep the hyperactive student engaged. According to this study, the teacher must have faith in the hyperactive student so that he feels safe and opens himself up.

The findings show that one of the teachers used the running of the hyperactive student around the yard after starting the lesson as an opportunity to spend his excess energy and engage him later in the lesson. According to (Logsdon, 2021) you should allow the student to run a lap in the gym so that the student's stress is eliminated. Engaging the hyperactive student with another classmate in cleaning the board or other physical work gives the hyperactive student a chance to move and also making them feel useful and the possibility of reducing nervousness (Logsdon, 2021).

CONCLUSION

Identifying and treating hyperactive students in the classroom, even in school in general, is a challenge for all teachers, especially for novice teachers and pre-service teachers with limited professional experience. According to Akinoglu & Karsantik (2016), pre-service teachers perceive themselves as partially competent in developing students' thinking skills. From the research results, we can conclude that the most common behaviours of hyperactive students, both boys and girls, were identified, as well as teachers' approaches to engaging hyperactive students in the classroom. From the interview results, it can be concluded that teachers are not

supported by the parents of the students in identifying hyperactivity. Therefore, everything is in the hands and responsibility of the teachers in the classroom.

Furthermore, from the interview results, it can be concluded that teachers use different approaches to engage hyperactive students and manage their behaviours in the classroom to ensure that the teaching process is not disrupted overall and that the success of hyperactive students, in particular, is not compromised. The study by Albashtawi & Mahfoodh (2023) emphasizes the importance of implementing cognitive strategies in the success of students. Additionally, it can be concluded from the observation results that hyperactivity is more pronounced in boys than in girls. The boys predominates over the girls to a significant extent ($P = 0.014$).

LIMITATIONS AND FUTURE RESEARCH

This research has several limitations. The identification of hyperactive behaviours is based only on the research of teachers who are considered to be the best at identifying hyperactive students based on their behaviour. Students from 3 schools were included in the study. Other researchers can use this study as a starting point for further research of this kind. Teachers in general have enough knowledge about hyperactivity and the identification of hyperactive students. This research has some limitations, firstly it is focused on identifying a small number of general behaviours of hyperactive students. Other researchers may investigate other behaviour of hyperactive students. This research is based on the qualitative method to the identification of hyperactive students. Other researchers can use the quantitative method to survey teachers about their knowledge for identification of hyperactive students.

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