

Exploring the Impact of Special Learning Disability Diagnosis on Family Dynamics: A Parental Perspective

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The aim of this study was to examine parental views on the effect of having a child diagnosed with a special learning disability on families. In line with the purpose of the research, phenomenological design, a qualitative research approach, was used. The study group consists of the parents of 12 children diagnosed with special learning disabilities, who are students in schools affiliated to the Van Province National Education Directorate in the 2022–2023 academic year. The data collection tools of the research are semi-structured interview questions with 24 questions and a demographic information form, which was created by the researchers, taking the opinions of 3 different experts. The obtained data were converted into themes. Themes of the research; the pre-diagnosis process, the diagnostic process, family relations, and social relations. Parents reported that there was no change in their social life after their child received this diagnosis. However, they stated that they avoided talking to people outside their close circle about the diagnosis of special learning disabilities in their children. They said that the relations between parents were not affected by the diagnosis of special learning disability, but the relations between siblings and children with special learning difficulties were badly affected. In addition, it has been observed that families do not have sufficient information about the diagnosis of special learning disability. In this context, informative studies to be conducted in schools for parents about special learning disabilities may enable them to be noticed earlier and to better adjust their expectations for their children's performance.

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Keywords: Special learning disability, family dynamics, parent opinions

INTRODUCTION

The family being a dynamic system with interactions among its members, undergoes various processes throughout life. Initially, these processes alter the family dynamic, and subsequently, the individual identities and needs of the members change in tandem. The home environment or family plays a crucial role in a child's development. However, the child's influence on family life is just as significant as the family's influence on the child (Dyson, 2010). Consequently, the addition of a new member to the family becomes a pivotal juncture in terms of family dynamics.

Every family aspires for their child to be physically and mentally well-functioning. Nevertheless, there are instances where this new family member may have special needs. Families with a child with special needs can be socially, psychologically, and physically affected. While the family is a distinct system with its internal dynamics, they exhibit similar emotional responses upon realizing that their child has a disability (Fylnn et al., 2000). According to Staub and Hunt (1993), families who discover that their child is different from others and requires special attention experience feelings of shock, rejection, intense sadness, guilt, and struggle to accept the situation. They strive to adapt to their child's differences and seek solutions to this situation. If they are unable to obtain accurate information about the uncertainty surrounding their child's future and fail to reorganize themselves to accommodate this situation, the stress level will correspondingly increase (Kazak & Marvin, 1984).

Special learning disability (SLD), which accounts for the largest proportion (32.7%) among all disability categories, refers to individuals who possess normal or above-normal intelligence but exhibit lower skills in thinking, comprehension, reading, writing, or mathematics compared with their intellectual capacity (IDEA, 2022). Detecting and identifying SLD can be particularly challenging before a child's exposure to the academic realm. Consequently, parents' encounters with SLD, the way they are impacted by the diagnosis, and the extent of this impact differs from other types of disabilities. The family systems theory, which highlights the interplay among family members, asserts that a child's learning disability affects not only the child but also the parents, the overall family system, and the siblings (Pfeiffer, Gerber, & Reiff, 1985). A child's SLD creates a threefold web of experiences that encompasses the challenges faced by the child, the influence on the family, and the environment in which this influence manifests.

When compared with students with more visible developmental delays, the impact of SLD on the family is characterized by greater complexity, and studies in this field have yielded varying results. Some researchers have compared families of students with SLD to families of typically developing students, have asserted that SLD has a negative influence on family dynamics, leads to inconsistent parental attitudes and behaviors, and serves as a significant source of stress for families (Dyson, 1996; Fuller & Rankin, 1994; Margalit & Heiman, 1986; Michaels & Lewandowski, 1990). However, other studies have concluded that families of children with normal development and families of children with SLD do not significantly differ in terms of stress levels

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(Christensen, Parker, Goodnow, & Hill, 1989; Heiman & Berger, 2008). Furthermore, it has been suggested that as parents' academic level increases, their reaction to SLD becomes both more intense and longer lasting (Kamaruddin & Mamat, 2015). Nevertheless, enhancing parents' knowledge about SLD may enable them to evaluate their children's academic performance in a more balanced manner. If a family holds high expectations for their child's academic achievements, even a minor obstacle can have profound consequences for that family (Faerstein, 1981).

According to Cornoldi, Giofre, Orsini, and Pezzuti (2014), children with specific learning disabilities generally have higher scores on the general ability index than students with borderline intelligence. They also note that borderline intelligence is a form of general mental retardation, whereas SLD is caused by differences in processing speed and working memory. However, despite this distinction, parents who receive a diagnosis of SLD for their child may still perceive it as an intelligence problem. This is because all parents have the expectation of raising a child who is "complete, flawless, and successful in every field." Families with students who have different types of disabilities and need to adjust their expectations tend to have fewer problems than families with SLD. This is because the latter group has more difficulty accepting the challenges related to their child's specific area of disability and revising their own expectations (Melekoğlu & Sak, 2018; Worden, 2008). Sometimes, families may blame themselves for their children's learning disabilities, while others may direct their anger toward teachers or experts (Leitao et al., 2017).

Dyson (1993) emphasized that the most distinctive characteristic of SLD is its seemingly harmless and invisible nature. As a result, a delayed and contentious diagnostic process is quite common in learning disabilities (Dyson, 2010). When parents and the social environment interpret a child's academic underperformance differently, it can lead to increased intolerance toward the child (O'Hara & Levy, 1984). Recognizing the early warning signs and understanding the normal developmental stages in young children at risk of SLD can facilitate early diagnosis and intervention (Kemp, Smith, & Segal, 2006). Although it is challenging to identify SLD before a child enters the academic realm, problems and delays in language development can serve as predictors of future reading difficulties (Felton, 1992; Hall, Amir, & Yairi, 1999; Hulme & Snowling, 2016; Rescorla, 2002; Pickering, 2002; Sliman & Scott, 2006). In addition, family history, developmental delays, and certain language tests can provide clues for identifying these children during the preschool period (Lagae, 2008). Early diagnosis and treatment of dyslexia in preschool have been shown to lead to better reading scores, and this advantage persists in subsequent years (Simmons, Coyme, & Kwok, 2008; Torgesen, Alexander, & Wagner, 2001).

Although SLD is primarily characterized as an academic difficulty, it also has an impact on the social and emotional development of individuals with this condition (Sakız, Sart, & Ekinçi, 2016). Both reading difficulties and nonverbal disabilities can hinder career advancement and hinder individuals from forming and maintaining friendships. The symptoms associated with SLD can impede a child's academic success, leading to negative self-perception. Despite their best efforts, children with learning disabilities may receive negative feedback from parents and teachers, leading to repeated academic failures that damage their self-esteem (Ingesson, 2007). Students with SLD tend to have lower self-esteem than their peers (Chapman, 1988; Grolnick & Ryan, 1989; Rogers & Saklofske, 1985; Terras et al., 2009). When faced with academic difficulties, children with SLD may develop avoidance behaviors because of their low self-efficacy perceptions (Shaywitz & Shaywitz, 2003). Children's self-perceptions improve when they are aware of the name and information about the difficulties they experience (Glazzard, 2010; Riddick, 1996). Furthermore, it has been observed that these children experience higher levels of anxiety and poorer personal acceptance in the school environment compared with children without learning disabilities (Grolnick & Ryan, 1990; La Greca & Stone, 1990; Margalit & Zak, 1984; Priel & Leshem, 1990).

Children with learning disabilities often struggle with organizational and time management skills (Sümer Dodur & Altındağ Kumaş, 2021). Consequently, this can lead to crises within the home environment, highlighting the potential impact of learning disabilities. Moreover, Swanson et al. (1993) noted that unlike more visible special needs groups, SLD cannot be easily observed externally, resulting in a higher level of social acceptance for this diagnosis. However, providing information to those around the families may help them comprehend the situation better and prevent inappropriate comments (Rief & Stern, 2009). While there are existing studies on the experiences of families with other special needs groups (Akandere & Acar, 2009; Bebeko, Konstantareas, & Springer 1987; Çengelci, 2009; Kumaş & Sümer, 2019; Özülcü & Bağlama, 2022), studies specifically focusing on the impact of SLD on family life are limited. Therefore, it is crucial to share the

experiences of parents of children diagnosed with SLD. Although it is challenging to precisely determine the effects of SLD on the family, conducting interviews with these families to gather data is believed to be essential in understanding this situation. Therefore, this study aims to extensively explore parental perspectives on how the diagnosis of SLD affects family dynamics.

METHOD

In this section, the design of the study, the participants, the data collection tools, and the techniques used in data analysis are described.

Research Design

This research employed a phenomenological design, which is a qualitative research approach, to explore the perspectives of families with children diagnosed with SLD regarding the challenges they face. The phenomenological approach involves gathering detailed information from a small group of participants using various techniques to understand how individuals perceive their past experiences. Instead of focusing on numerical data, this method aims to comprehend phenomena from multiple angles by seeking answers to "what" and "how" questions (Smith, 2003).

Participants

The research included a sample of 12 parents who had children diagnosed with SLD and were enrolled in seven different schools under the Directorate of National Education in Van province during the 2022–2023 academic year. The parents were identified as P1, P2, and so on within the study. Table 1 presents the descriptive characteristics of the participating parents.

Table 1. Descriptive Information of the Participants

Participant	Age	Gender	Education Status	Employment Status	Marital Status	Num. of Child
P1	42	F	University	Employed	Married	2
P2	38	F	Elementary	Unemployed	Married	4
P3	37	F	Elementary	Unemployed	Divorced	5
P4	37	F	Elementary	Unemployed	Married	4
P5	30	F	Elementary	Unemployed	Married	4
P6	28	F	Elementary	Unemployed	Married	3
P7	45	F	Elementary	Unemployed	Married	2
P8	54	F	High School	Employed	Divorced	1
P9	36	M	University	Employed	Married	3
P10	39	M	High School	Employed	Married	1
P11	44	F	Elementary	Unemployed	Married	4
P12	46	M	Elementary	Employed	Married	2

Research Instruments and Processes

This research used a semi-structured interview form and a demographic information form, both created by the researchers, to gather data. Initially, the semi-structured interview questions were developed by reviewing existing literature. These questions were then shared with two experts holding a doctorate degree in special education, as well as a graduate student working in the same field, for evaluation and feedback. The experts provided feedback on three main aspects: whether the questions adequately covered the research topic, whether they were clear and understandable, and whether they were suitable for the researcher. Based on the experts' feedback, two questions were removed, and three questions were modified to address multiple areas of interest. The experts' feedback was carefully considered, and the interview questions were finalized. The interview questions included topics such as how parents first noticed that their child was different from others and the kind of guidance they received, as well as whether people around them were aware of their child's diagnosis and how they felt discussing it. There were 22 items in the interview questionnaire.

To gather data, the researcher contacted school counselors to form a study group and inquire about the presence of students with SLD in their schools. The counselors were requested to inform the parents of students diagnosed with SLD about the study and provide the researcher with the contact information of parents who volunteered to participate. Based on the information received, an interview schedule was created for the participating parents. Interviews were conducted in person by the researchers.

Data Analysis

This study used the content analysis method to analyze the data collected from the interviews. Initially, the interviews conducted between the researcher and the participant were recorded using a voice recorder. These recordings were then transcribed using a mobile application called "Transcriber" and transferred to the "Microsoft Word Program" without any modifications. During this phase of the research, the obtained data were thoroughly examined, and recurring data points were assigned codes, resulting in 260 codes. Once the coding process was completed, similar codes were grouped together to form 10 subthemes. Subsequently, the subcategories underwent a classification process, resulting in the identification of 4 overarching themes. For further details regarding the themes and subthemes, please refer to Figure 1.

Figure 1. Themes of the Study



Trustworthiness and Ethics

In qualitative research, trustworthiness is typically used instead of reliability and validity (Gurgur, 2017). To ensure the rigor and trustworthiness of the study, qualitative researchers employ various methods such as member checking, triangulation, detailed transcription, systematic planning, and coding (Creswell, 2014; Miles & Huberman, 2015). Therefore, to ensure the trustworthiness of this particular study, a comprehensive explanation of the research process was provided, including details about the participants, data collection tools, and data analysis procedures. Additionally, a semi-structured interview questionnaire was developed with the input of two experts. The interviews were recorded and thoroughly analyzed, and the collected data were validated by the participants.

Throughout the research process, ethical guidelines were strictly followed. Participants were informed about the research objectives and procedures, and they were assured that they had the freedom to withdraw from the study at any time for any reason. The real names of the participants were not used in the reporting of the research; instead, abbreviations were used to protect their identities. Participants were also assured that their identities would remain confidential and that the data collected would only be used for scientific purposes. Furthermore, the collected data were presented exactly as recorded, without any alterations. This study adhered to the regulations outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines." The Van Yuzuncu YI University Scientific Research Publication Ethics Committee granted the necessary ethical committee approval on December 22, 2022, with the decision numbered 2022/25-03.

FINDINGS

This section presents the data obtained from semi-structured interviews conducted in accordance with the study objectives. The participants' statements were organized into themes that were identified through content analysis during the research process. These four key themes include the pre-diagnostic process, diagnostic process, family relationships, and social relationships.

The pre-diagnostic process

The participants shared varied accounts regarding the development of children before being diagnosed with SLD. While most parents indicated that their children's development followed a normal trajectory, a few parents noted that their children experienced delays in their development. To illustrate, P2 mentioned that Baran exhibited excellent speech and walking abilities and consistently kept up with their peers. However, issues only arose when Baran started attending school. This parent was discussing their child's typical development. On the other hand, P5 mentioned that her children do not begin speaking at an early age; instead, they tend to start talking later. Currently, she has an 8-year-old child who has yet to start speaking. She also shared that Nazan (Child with SLD) began to speak when she was 9 years old.

Furthermore, parents expressed that they lacked knowledge about this challenge before their child's SLD diagnosis. Many parents admitted to feel perplexed about the exact nature of this difficulty even after their children received a diagnosis. Only one parent mentioned having awareness of SLD before their other child's diagnosis, as they had previously experienced the disorder with another child.

The diagnostic process

When parents determine that their children have been diagnosed with SLD, it is noticed that they display varying emotional and behavioral responses and adjust their expectations toward their children. It appears that they generally have a negative emotional response to their child's SLD diagnosis. For example, P1 described her feeling as "'I experienced a great deal of panic, as I had thoughts like, 'Oh no, what will the future hold?'. Likewise, P4 explained her situation as "'I was extremely tough on her since she was my only child attending school. Tears welled up in my eyes, and I felt an overwhelming urge to cry. I couldn't comprehend how such a situation could occur, and I found myself crying on the way home."

Parents frequently expressed strong emotional responses upon receiving their child's diagnosis. Additionally, some parents mentioned struggling to accept the diagnosis and feeling a strong desire to take action in response. P1 describes the process as follows: "Initially, we believed that our child's difficulties were solely attributed to having an unfavorable teacher. However, when we made the decision to switch schools and work with a different teacher, we soon realized that the challenges stemmed from our child's unique needs. This realization led me to discover the existence of educational institutions catering to students with similar needs in larger cities. I took the initiative to explore the special education institutions in my own city, but when I found them unsatisfactory, we abandoned that search and instead engaged a special education teacher." However, another parent expressed that they were aware of the distinction in their child and found it reassuring to have a specific term to define and understand it. P9 explained their experiences as follows: We had a child who faced difficulties in learning, but at least the diagnosis made it easier for us to determine the next steps. We promptly initiated support education and enrolled our child in a specialized educational institution.

Parents who frequently encountered difficulties in their children's academic experiences often adjusted their expectations to accommodate subpar academic achievements. For example, P9 outlined their expectations as merely desiring to attain enough knowledge to sustain themselves autonomously.

Family relationships

The third theme was family relationships. The participants reported a range of experiences and thoughts related to spousal support and sibling relationships. Parents commonly reported that they could not effectively collaborate with their partners when dealing with a child diagnosed with SLD. They often shouldered the responsibilities of caring for the child on their own and expressed a lack of sufficient support from their spouse. P11 described her conversations with her spouse as follows: "When my husband sees our child's grades and wonders why they have been failing so much, I try to explain that our child has been diagnosed with a learning disability. However, he does not seem to grasp the situation. He tells me, 'You're putting in so much effort, so why are the results like this?' We end up arguing during every exam period and whenever we receive a report card. I really wish he would be more supportive."

Furthermore, participants mentioned that the presence of a child with a specific learning disability (SLD) had an adverse impact on the relationships between siblings. They also expressed that conflicts frequently arose between children diagnosed with SLD and their other siblings. For example, P7 describes the relationship between her child with SLD and his siblings as follows: 'It is extremely strained. While he is gentle with me at home, he is very tough on two of his siblings. Their interactions are consistently filled with arguments, and they never seem to get along.' Likewise, P2 said, 'He has a difficult relationship with his siblings, frequently resorting to shouting and yelling, resulting in a lack of harmony between them. While he appears to get along well with others outside the home, his relationship with his siblings at home is strained.'

Social relationships

The fourth theme was family relationships. As with the previous area, most parents, when questioned about how the diagnosis of SLD impacted their family's social life, indicated that it had an adverse effect on their interactions within social and educational settings. In general, parents expressed that the diagnosis of SLD did not directly affect their social lives. Nevertheless, they mentioned that they refrained from discussing this diagnosis within their social circles. One of the participants (P12) described the situation in the following manner: "During family dinners, there are occasions when people inquire about his academic progress. Instead

of disclosing his learning disability, we simply mention that he is not performing well." In addition, there are problems with their school environment interactions. For example, P8 said that 'I prefer not to attend parent-teacher meetings because discussing my child's situation makes I feel uncomfortable and unhappy.' Another participant (P4) related to her children's interaction with school friends and mentioned that her child gets along well with everyone but lacks close friendships. The child participates in group activities under the guidance of the teacher, but does not have a friend to do things like going for a walk together. Others do not perceive the child as someone who meets their expectations regarding friendship.

DISCUSSION and CONCLUSION

This study aimed to investigate the impact of having a child diagnosed with SLD on family life. The research presented the themes derived from interviews with participants as the collected data. Consequently, the study's findings demonstrate that parents undergo diverse experiences following the diagnosis of SLD, which significantly affects family life. This section analyzes the significant findings based on parental perspectives, focusing on family experiences related to the child's SLD diagnosis, the influence of the diagnosis on family dynamics, the impact on social life, and the educational process shaped by the SLD diagnosis.

Most of the participants reported that their children displayed typical development and that they did not notice any discrepancies until their children started attending school. Some participants also mentioned that their children experienced delayed language development. SLD is typically diagnosed during the early years of primary school; however, before this stage, difficulties and delays in language development often serve as indicators of SLD. These language development issues can predict reading difficulties in subsequent years (Felton, 1992; Hall, Amir, & Yairi, 1999). According to Shaywitz and Shaywitz (2005), the same brain region is used for both reading and speaking. Given the recognized correlation between language development and reading problems, it is frequently asserted that speech delays in young children may indicate future reading impairments (Hulme & Snowling, 2016; Lyytinen & Lyytinen, 2004; Silliman & Scott, 2006; Wolfe & Nevvills, 2004). Bishops and Adams (1990), in their research on the connection between language development and reading delays, found that children who experience delayed language development until the age of 4 encounter difficulties with reading and reading comprehension skills. In the current study, one of the participating parents reported that her child began speaking at the age of 8, and her other children also exhibited delayed speech. Detecting these early signs of specific learning disabilities can be a crucial starting point for early intervention. However, most families indicated that they were unaware of SLD until their children were diagnosed. Generally, families attribute their children's academic difficulties to their lack of effort. Ylmaz and Erim (2019) stated that there is a lack of awareness in Turkey regarding SLD. The authors suggested conducting research in schools to empower individuals and families facing this challenge, enabling them to exercise their legal rights and achieve social integration.

The study shows that parents who participated in the research expressed that upon learning about their children's disability, they initially struggled to accept it. They believed that the specialist's evaluations were incorrect, which led to feelings of disappointment and helplessness. However, over time, they managed to come to terms with the situation, although it was not an easy process. Two parents mentioned that their child's teachers had warned them about potential issues when their children were in the first grade, but they disregarded these concerns and did not think there was a problem. They attributed their children's difficulties in basic reading skills to the educational conditions during the COVID-19 pandemic. Delaying the recognition of these children's disabilities can have long-lasting negative effects on both the child and the family. Most of the families discussed the emotional difficulties they faced when they learned about their child's disability, and the resulting issues within their household. Upon receiving a diagnosis of SLD for their child, families undergo a reorganization of their system to effectively manage the situation. Furthermore, this diagnosis may necessitate actions beyond the family's control. This process can be unfamiliar, expensive, or stressful, as noted by Falik (1995). Additionally, the emotional response to the diagnosis is influenced not only by the severity of the child's disability but also by the family's expectations for the child. Every family hopes to raise a child who is perceived as "perfect, flawless, and successful in every aspect." However, when a child is born who does not fit these conventional definitions, families with children having various disabilities tend to encounter fewer challenges than those dealing with SLD. This is primarily because families find it more challenging to accept the difficulties associated with their child's SLD and adjust their own expectations accordingly (Melekoğlu & Sak, 2018; Worden, 2008).

Nevertheless, parents who possess knowledge about SLD tend to evaluate their children's academic performance in a more positive manner (Smith & Strick, 1999). Most participants expressed that even after their child's SLD diagnosis, they still had limited understanding of the condition, indicating difficulty comprehending their current situation. When examining the viewpoints of the parents involved in the study, it becomes evident that as parents' educational attainment increases, their reaction to their child's SLD becomes more intense and enduring. Parents with low socioeconomic status appeared less concerned about their child's low academic performance resulting from SLD and had lower expectations for their children's education. Kamaruddin and Mamat (2015) also noted that parents with higher socio-economic status experienced higher levels of stress than those with medium and low socio-economic status.

Typically, siblings of children with special needs may experience neglect within their families, as parents often prioritize the needs of the child with special needs, leaving other siblings unattended (Kirk, Gallagher, & Coleman, 2015). While Heirman and Berger (2008) argue that families with children diagnosed with SLD do not differ from families with typically developing children in terms of family relationships and social support, siblings are integral to the family system and are also affected by SLD. Siblings with typical development are particularly impacted by SLD, more so than other family members (Powell & Gallagher, 1993). A child with SLD often receives more support within the family (Dyson, 2007). Based on interviews, most parents reported showing more interest in their children with SLD than in their other children. They also mentioned that children with SLD frequently experience communication conflicts with their siblings. Children with special needs and their families encounter numerous challenges in their social lives (Aktürk, 2012). Swanson et al. (1993) noted that because SLD is not externally visible, it tends to be more socially accepted as a diagnosis. Parents stated that the diagnosis of SLD did not affect their social lives. However, when asked if they would discuss the diagnosis with people outside of their family and teachers, they expressed a preference for keeping this matter within those specific circles. As indicated in the existing literature, the families in the study reported no adverse effects on their social lives due to their children with SLD. This could be attributed to two factors mentioned in the literature: first, the symptoms of SLD are not easily observable externally, and second, children with SLD do not significantly differ from typically developing children in terms of their intelligence level.

Conclusion, Limitations and Suggestions

In conclusion, this study describes the experiences of parents of children with SLD. The participants reported a range of experiences in household and social life. Upon analyzing the significant findings of the study, it was observed that families had limited knowledge about SLD. Additionally, families exhibited strong emotional reactions upon learning about their child's diagnosis. Interestingly, the diagnosis of SLD did not appear to have an impact on the family's social life, but families expressed hesitancy in discussing the diagnosis. Conflict among family members arose concerning the child's academic challenges, and the child's relationships with siblings were influenced by these difficulties.

In addition, this study highlights the significance of early diagnosis and intervention for SLD, similar to other special education groups. The COVID-19 pandemic posed challenges in identifying children with SLD, as academic difficulties were often attributed to the pandemic's impact on education. In addition, it is crucial to address the emotional reactions of families upon receiving a diagnosis. Access to accurate information plays a vital role in helping families cope with the situation effectively. Implementing informative programs on SLD in schools can aid in this regard. However, it is important to acknowledge the limitations of this study, including the small sample size from the Van province and the reliance on parents' accounts through semi-structured interviews. The accuracy of self-reports may be influenced by individual understanding, memory, and participant honesty. Despite these limitations, the findings contribute to our understanding of how parents experience the diagnosis of SLD. Future studies should consider these limitations when conducting further research in this area.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

This study adhered to the regulations outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines." The Van Yuzuncu Yil University Scientific Research Publication Ethics

Committee granted the necessary ethical committee approval on December 22, 2022, with the decision numbered 2022/25-03. We conducted the study in accordance with the Helsinki Declaration of 1975.

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Contribution Rates of Authors to the Article

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