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RESEARCH ARTICLE

Evaluation of School Social Behaviors of Students with Special Needs From the Perspectives of Physical Education and Branch Teachers

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Abstract
This study aimed to evaluate the school social behavior of students with special needs from the perspective of physical education and branch teachers. The school social behavior scale was used in this study. The study was carried out by scanning method. The school social behaviors of 218 students in secondary school were evaluated by both their physical education and branch teachers according to their course performances. When the findings obtained in the research were evaluated, no significant difference was detected in the total and sub-dimensions of students' social competence in physical education and branch courses ($p>0.05$). Students' antisocial behavior, hostile- irritable scores and antisocial-aggressive scores in the physical education course were found to be significantly lower than in other branch courses ($p<0.05$). No difference was detected in the demanding-disruptive ($p>0.05$). According to the gender variable, a significant difference was found in favor of female students in the total and sub-dimensions of social competence in both physical education and branch courses ($p <0.05$). While there was a significant difference in the total and sub-dimensions of social competence of the students participating in school activities in physical education and other branch courses ($p <0.05$), there was no significant difference in the total and sub-dimensions of antisocial behavior ($p>0.05$). As a result, it was determined that the school social behaviors of students with special needs were similar in physical education and branch classes. It has been determined that students who participate in school activities have more positive school social behaviors.

Keywords
School Social Behaviors, Social Competence, Physical Education, Special Needs Student

INTRODUCTION

The term children with special needs is comprehensive. It covers those with learning disabilities as well as those with superior performance. In this context, the term children with special needs can be expressed as an integrative term (Akçamete, 2009). There are significant individual differences in children with special needs. Due to these differences, they need either special educational support or changes in school practices to develop their unique abilities (Sarı and Deniz, 2017). Many factors are effective in the education process of children with special needs. Differences arising from students' special needs affect the success of the special education process (Demirci and Tzarova, 2021). Baykoç- Dönmez (2018) states that individuals in need of special education can start the education process appropriate for them through the diagnosis process. The diagnosis process is carried out in two ways: educational and medical. Emotional and behavioral problems, attention deficit and hyperactivity disorder, pervasive developmental disorders, autism, language and speech problems, visual impairment, hearing impairment, orthopedic, mental disability, specific learning

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disability, chronic diseases, gifted and special talents require special needs (Baykoç- Dönmez, 2018). Social skills have an important place in the education of individuals with special needs. Gül (2018) defined social skills as initiating and maintaining communication. In addition, the skills that enable conversation, social reinforcement, increase the probability of getting what you want, decrease the probability of encountering negative reactions or disappear completely are called social skills. In other words, social skills are defined as socially acceptable learned behaviors that children/individuals use in social environments, enabling them to interact effectively with the individuals around them and to avoid socially unacceptable behaviors (Gresham and Elliott, 1987; cited in Sazak-Pınar et al., 2012). In addition to academic skills, the development of social skills is also considered important in children's education. In the development of social skills, incidental learning and cognitive maturation are expected to develop together (Yılmaz, 2017). Social skills are one of the elements of social competence. Social competence is the ability of a person to use his/her social skills appropriately in necessary places, situations and times, and as a result, to be seen as socially competent by the people around him (Gül, 2018). The concept of social competence is the ability of individuals to engage in meaningful interactions with others in their (Junge et al., 2020). Children's social skills significantly affect their daily lives. These skills have a limiting effect on social adaptation, academic functioning, quality of life and many other factors (Fussell et al., 2005). In general, social skill deficiencies occur in two ways; some individuals have problems in learning different social skills, while others cannot use their existing skills in appropriate environments and situations (Serin, 2012). Individuals' deficiencies in social skills may not only affect them in aggressive behavior, but also cause them to display low social acceptability in society (Serin, 2012). The problems that individuals encounter in their social skills and social competence are effective in the emergence and continuation of many emotional and behavioral problems during childhood and adolescence (Spence, 2003).

Students with disabilities may have fewer chances to communicate and interact socially with their peers in their environment (Odom, 2000; cited in More, 2008). Children's problems in social areas negatively affect their daily lives (More, 2008). A child who does not have appropriate social skills is viewed by peers as an ineffective play partner, resulting in exclusion from peer group activities. The excluded child is limited in terms of social skills. It causes the child's skill level to be restricted by constant rejection or exclusion by peers with high skill levels, as well as active punishment of seemingly appropriate social behaviors (Campbell et al., 2010). It is important to help all children with poor social skills, and especially children with special needs, as early as possible to prevent the spiral of social rejection and failure from leading to anti-social behavior and emotional problems later in life. Children with special needs may be weak in terms of social skills. The fact that these children have poor social skills may cause them to be socially excluded by their peers. Excluded children may therefore show antisocial behavior. It is important to support these children at the youngest age possible. Children who are supported at an early age can gain skills in the social field. These children who receive help can demonstrate better social skills. In this way, they can establish basic friendships, be included in social life and be employed in the business field. Because if education starts at an early age, they can learn the accepted and unacceptable behaviors in society and behave accordingly (Csóti, 2001). This study will contribute to the literature by allowing the evaluation of the school social behavior of students with special needs from the perspective of physical education and other branch teachers. For this purpose, school social behaviors of students with special needs were evaluated from the perspective of physical education and branch teachers.

MATERIALS AND METHODS

Model of The Research

In the study, general screening model, one of the quantitative research methods, was used. The screening model is used in situations that require describing a phenomenon as it exists and in line with the purpose of the study (Karasar, 2000). This study was conducted according to the guidelines laid down in the Declaration of Helsinki and all procedures involving human subjects were approved by the Van Yuzuncu Yıl University of Social and Human Ethics Committee; 2023/12-03.

Population and Sample

The population of our study consists of students with special needs studying in the 5th, 6th, 7th and 8th grades in Van city center. However, the exact number of students with special needs could not be learned from the guidance research center. For this purpose, researcher visited schools and students with special needs who agreed to participate in the research were identified. A total of 218 students with special needs studying at the secondary school level (5th, 6th, 7th, 8th grade) in the 2022/2023 academic year constituted the sample of the study.

Data Collection Tools

The School Social Behavior Scale and a personal information form developed by the researcher were used in the study.

Personal Information Form

Based on the variables of the study, a personal information form was created for the participants. Regarding students with special needs, teachers are informed about students' gender, age, class, whether they participate in activities, etc. questions were asked.

School Social Behavior Scale

School social behavior scales, developed by Kenneth W. Merrell in 1993 and adapted to Turkish by Yüksel (2009), aim to rate the behavior of students in social and academic environments as well as the teachers' observation of students.

Scales Form A: Social Competence; thirty-two items and Form B: Antisocial Behaviors; thirty-three items. It contains a total of sixty-five items. Social Competence Scale; it consists of three sub-dimensions: interpersonal skills, self-management skills and academic skills. Antisocial Behaviors Scale; it consists of three sub-dimensions as hostile-irritable, antisocial-aggressive and demanding-disruptive. In our study, cronbach's alpha internal consistency coefficient was examined for the reliability levels of the data. The results obtained are in the sub-dimensions of the scale; social competence was found to be .98, interpersonal skills .96, self- managment .94, academic skills .93, antisocial behavior .98, hostile-irritable .95, antisocial-aggressive .95 and demanding-disruptive .91. These results showed that the data obtained from the study were reliable.

Data Collection

Necessary permissions were obtained from the ethics committee of the relevant university and the directorate of national education. Special needs students studying at secondary school level in Van were evaluated separately by branch and physical education teachers. The scales were delivered to the participants face to face and via google forms. The students were evaluated by the branch and physical education teachers using the same codes. Evaluations about the students selected as a sample were made by both branch and physical education teachers.

Analysis Of Data

The comparison of the data obtained from the study was analyzed with the statistical package program (SPSS). The normal distribution properties of the data were evaluated with the Kolmogorov-Smirnov test, and since the data did not show a normal distribution, non-parametric tests were used. Mann Whitney U test was used to compare two-level variables, and Kruskal-Wallis test was used to compare more than two groups. In this study, the level of significance was taken as $p<0.05$.

RESULTS

The students participating in the study were 81 girls and 137 boys. The mean age of the students is 12.56 ±1.47.

Table 1. Social competence and antisocial behavior total scores and sub-dimension score evaluations by branch variable (Mann-Whitney U Test)

Variables		n	Rank Avg.	Rank Tot.	U	p
Social Competence	Physical Education	218	222,33	48467,00	22928,00	,526
	Other Branch	218	214,67	46799,00		
Interpersonal Skills	Physical Education	218	222,62	48530,50	22864,50	,495
	Other Branch	218	214,38	46735,00		
Self-Management skills	Physical Education	218	222,34	48470,50	22924,50	,524
	Other Branch	218	214,66	46795,50		
Academic Skills	Physical Education	218	219,89	47936,00	23459,00	,818

	Other Branch	218	217,11	47330,00		
Antisocial Behavior	Physical Education	218	205,57	44814.50	20943,50	,032
	Other Branch	218	231,43	50451,50		
Hostile-Irritable	Physical Education	218	205,62	44824,50	20953,50	,032
	Other Branch	218	231,38	50441,50		
Antisocial-Aggressive	Physical Education	218	203,01	44257,00	20386,00	,009
	Other Branch	218	233,99	51009,00		
Demanding Disruptive	Physical Education	218	208,67	45489,00	21618,00	,102
	Other Branch	218	228,33	49777,00		

As seen in Table 1, in the social competence dimension, there was no significant difference between the students' social competence total and sub-dimension scores in physical education and other branch courses ($p>0.05$). However, it was determined that the total and sub-dimensions of social competence were higher in physical education classes. When students' antisocial behaviors were evaluated according to the branch variable, a significant difference was found between hostile-irritable and antisocial-aggressive behaviors ($p<0.05$). It was determined that students' antisocial behavior scores were lower in physical education class. There was no significant difference in students' demanding disruptive behaviors ($p>0.05$).

Table 2. Evaluation of students' social competence and anti-social behavior and sub-dimension scores by branch teachers according to gender variable (Mann-Whitney U Test)

Variables		n	Rank Avg.	Rank Tot.	U	p
Social Competence	Girl	81	124,60	10093,00	4325,00	,007
	Boy	137	100,57	13778,00		
Interpersonal Skills	Girl	81	121,00	9801,00	4617,00	,038
	Boy	137	102,70	14070,00		
Self-Management Skills	Girl	81	126,80	10270,50	4147,50	,002
	Boy	137	99,27	13600,50		
Academic Skills	Girl	81	127,65	10340,00	4078,00	,001
	Boy	137	98,77	13531,00		
Antisocial Behavior	Girl	81	102,19	8277.00	4956,00	,188
	Boy	37	113,82	15594,00		
Hostile-Irritable	Girl	81	103,27	8365,00	5044,00	,261
	Boy	37	113,18	15506,00		
Antisocial-Aggressive	Girl	81	96,66	7829,50	4508,50	,020
	Boy	37	117,09	16041,50		
Demanding-Disruptive	Girl	81	105,48	8543,50	5222,50	,467
	Boy	37	111,88	15327,50		

Looking at Table 2, a significant difference was found between the total and sub-dimensions of social competence in the evaluations of branch teachers according to the gender variable of the students in their classes in the dimension of social competence ($p<0.05$). A significant difference was found in favor of female students. In the antisocial behaviors dimension, no significant difference was found between antisocial behavior, hostile-irritable and demanding disruptive behaviors in the evaluations made by the branch teachers according to the gender variable of the students ($p>0.05$). A significant difference was found in students' antisocial-aggressive behaviors ($p <0.05$).

Table 3. Evaluation of students' social competence and antisocial behavior totals and sub-dimension scores by physical education teachers according to gender variable (Mann-Whitney U Test)

Variables		n	Rank Avg.	Rank Tot.	U	p
Social Competence	Girl	81	122,54	9925,50	4492,50	,019
	Boy	137	101,79	13945,50		
Interpersonal Skills	Girl	81	120,84	9788,00	4630,00	,041
	Boy	137	102,80	14083,00		
Self-Management Skills	Girl	81	123,33	9990,00	4428,00	,013
	Boy	137	101,32	13881,00		
Academic Skills	Girl	81	122,41	9915,00	4503,00	,020
	Boy	137	101,87	13956,00		
Antisocial Behavior	Girl	81	104,60	8472.50	5151,50	,377
	Boy	137	112,40	15398,50		
Hostile-Irritable	Girl	81	106,07	8591,50	5270,50	,535
	Boy	137	111,53	15279,50		
Antisocial-Aggressive	Girl	81	104,36	8453,50	5132,50	,341
	Boy	137	112,54	15417,50		
Demanding-Disruptive	Girl	81	105,07	8511,00	5190,00	,424
	Boy	137	112,12	15360,00		

The evaluation of students' social competence dimension scores by physical education teachers according to gender variable is given in Table 3. Total and subscale scores were found to be significantly higher in female students ($p<0.05$). When the antisocial behavior dimension was evaluated, no difference was found between genders ($p>0.05$).

Table 4. Evaluation of students' social competence and anti-social behavior and sub-dimension scores by branch teachers according to participation in the activity variable (Mann-Whitney U Test)

Variables		n	Rank Avg.	Rank Tot.	U	p
Social Competence	Yes	155	120,00	18600,00	3255,00	,000
	No	63	83,67	5271,00		
Interpersonal Skills	Yes	155	120,39	18661,00	3194,00	,000
	No	63	82,70	5210,00		
Self-Management Skills	Yes	155	117,78	18256,00	3599,00	,002
	No	63	89,13	5615,00		
Academic Skills	Yes	155	120,39	18660,50	3194,50	,000
	No	63	82,71	5210,50		
Antisocial Behavior	Yes	155	107,36	16641.50	4551,50	,433
	No	63	114,75	7229,50		
Hostile-Irritable	Yes	155	107,93	16728,50	4638,50	,562
	No	63	113,37	7142,50		
Antisocial-Aggressive	Yes	155	108,60	16832,50	4742,50	,737
	No	63	111,72	7038,50		
Demanding-Disruptive	Yes	155	106,29	16475,50	4385,50	,237
	No	63	117,39	7395,50		

As seen in the social competence dimension in Table 4, a significant difference was found between the total and sub-dimensions of social competence in the evaluation of students according to their participation in school activities by branch teachers ($p<0.05$). A significant difference was found in favor of the participants. In the antisocial behavior dimension, no significant difference was found in all sub dimensions ($p>0.05$).

Table 5. Evaluation of students' social competence and antisocial behavior totals and sub-dimension scores by physical education teachers according to participation in the activity variable (Mann-Whitney U Test)

Variables		n	Rank Avg.	Rank Tot.	U	p
Social Competence	Yes	169	116,75	19730,50	2915,50	,002
	No	49	84,50	4140,50		
Interpersonal Skills	Yes	169	117,74	19898,00	2748,00	,000
	No	49	81,08	3973,00		
Self-Management Skills	Yes	169	114,77	19396,00	3250,00	,022
	No	49	91,33	4475,00		
Academic Skills	Yes	169	116,97	19767,50	2878,50	,001
	No	49	83,74	4103,50		
Antisocial Behavior	Yes	169	109,78	18553.50	4092,50	,902
	No	49	108,52	5317,50		
Hostile-Irritable	Yes	169	110,08	18604,00	4042,00	,799
	No	49	107,49	5267,00		
Antisocial-Aggressive	Yes	169	111,49	18842,50	3803,50	,372
	No	49	102,62	5028,50		
Demanding-Disruptive	Yes	169	108,70	18370,50	4005,50	,727
	No	49	112,26	5500,50		

In Table 5, a significant difference was found between the total and sub-dimensions of social competence in the evaluation of students by physical education teachers according to their participation in school activities ($p < 0.05$). Participants in the event have higher scores. Participation in school activities does not affect antisocial behavior scores ($p > 0.05$).

Table 6. Branch teachers' evaluation of students' social competence and antisocial behavior total and sub-dimension scores according to class participation variable (Kruskal-Wallis Test)

Variables		n	Rank Avg	X^2	p	Post-hoc
Social Competence	is not willing	51	52,41	110,54	,000	a-b b-c a-c
	partially willing	78	87,92			
	is willing	89	161,12			
Interpersonal Skills	is not willing	51	55,32	98,99	,000	a-b b-c a-c
	partially willing	78	89,25			
	is willing	89	158,29			
Self-Management Skills	is not willing	51	57,62	94,31	,000	a-b b-c a-c
	partially willing	78	88,81			
	is willing	89	157,37			
Academic Skills	is not willing	51	48,55	120,73	,000	a-b b-c a-c
	partially willing	78	88,31			
	is willing	89	162,99			
Antisocial Behavior	is not willing	51	138,31	39,25	,000	c-b c-a
	partially willing	78	126,94			
	is willing	89	77,71			
Hostile-Irritable	is not willing	51	138,75	33,61	,000	c-b c-a
	partially willing	78	123,38			
	is willing	89	80,57			
Antisocial-Aggressive	is not willing	51	134,62	31,53	,000	c-b c-a
	partially willing	78	125,33			
	is willing	89	81,24			
Demanding-Disruptive	is not willing	51	137,75	43,42	,000	c-b c-a
	partially willing	78	129,31			
	is willing	89	75,94			

In Table 6, a significant difference was found in the total and sub-dimensions of the social competence dimension of the participation of the students to the lesson by the branch teachers ($p<0.05$). Students who are willing to participate in the lesson have higher social competence total and subscale scores. In the antisocial behavior dimension, a significant difference was found in the evaluations of the branch teachers regarding the variable of student participation in antisocial behavior, hostile-Irritable, antisocial-aggressive and demanding-disruptive behaviors ($p<0.05$). It has been determined that willing students have more positive and anti-school social behaviors.

Table 7. Physical education teachers' evaluation of students' social competence and antisocial behavior total and sub-dimension scores according to class participation variable (Kruskal-Wallis Test)

Variables		n	Rank Avg	X^2	p	Post-hoc
Social Competence	is not willing	35	58,70	56,07	,000	a-b
	partially willing	77	89,75			b-c
	is willing	106	140,62			a-c
Interpersonal Skills	is not willing	35	56,69	59,52	,000	a-b
	partially willing	77	89,51			b-c
	is willing	106	141,46			a-c
Self-Management Skills	is not willing	35	63,36	46,93	,000	b-c
	partially willing	77	91,21			a-c
	is willing	106	138,02			
Academic Skills	is not willing	35	59,71	52,53	,000	b-c
	partially willing	77	90,89			a-c
	is willing	106	139,46			a-b
Antisocial Behavior	is not willing	35	125,03	5,46	,065	
	partially willing	77	115,88			
	is willing	106	99,74			
Hostile-Irritable	is not willing	35	125,90	4,96	,084	
	partially willing	77	114,31			
	is willing	106	100,59			
Antisocial-Aggressive	is not willing	35	113,47	2,09	,352	
	partially willing	77	116,08			
	is willing	106	103,41			
Demanding-Disruptive	is not willing	35	121,70	4,29	,117	
	partially willing	77	116,16			
	is willing	106	100,64			

When Table 7 is examined, significant difference was found in the total and sub-dimensions of the students' social competence in the evaluation of the physical education teachers according to the student class participation variable ($p<0.05$). In the antisocial behavior dimension, no significant difference was found in all sub dimensions ($p>0.05$).

DISCUSSION

As a result of the evaluation of the social behaviors of the students with special needs in terms of physical education and branch teachers, no significant difference was found between the total and sub-dimensions of social competence. However, it was determined that the students' scores in the total and sub-dimensions of social competence in physical education courses were higher. Additionally, a significant difference was found between students' antisocial behaviors, hostile-Irritable and antisocial-aggressive behaviors. It was determined that students' antisocial behavior social behavior scores were lower in physical education classes. No significant difference was detected in students' demanding-disruptive behaviors. It is thought that allowing students with special needs to move more freely in physical education and sports classes reduces antisocial behaviors. In their study, Goudas and Magotsiou (2009) stated that physical education and sports activities carried out with the collaborative learning model make positive contributions to social skills. In Avcıoğlu's (2012) study on mentally disabled people, it was stated that cooperative learning and drama positively affected

children's self-presentation skills, and that they were able to generalize the skills gained after the program to free time activities with their peers at school. Eren (2012), according to the type of school they attend; it is stated that the social skill levels of mainstreamed students are higher than those of students attending special education schools. Sülün and Girli (2016) state that there is no significant difference between the social skills and problem behaviors of mainstreaming students depending on the type of inclusion they attend, and that the type of inclusion they attend does not affect the students' social skills and problem behaviors, but their academic proficiency. No literature directly related to our study was found. However, studies conducted with different educational practices and samples support our study. Our study reveals that physical education course practices are more effective in school social behavior than other branch courses.

In the evaluations made by branch and physical education teachers, a significant difference was found between the social competence total and sub-dimension scores according to the gender variable. It was determined that female students' social competence total and subscale scores were higher in physical education and other branch courses. In our study, no significant difference was found between antisocial behaviors, hostile-irritable and demanding-disruptive behaviors in the evaluations of branch teachers according to gender variable. A significant difference was found in the antisocial-aggressive behaviors of the students. No significant difference was found in antisocial behaviors, hostile-irritable, antisocial-aggressive and demanding-disruptive behaviors in the evaluation of physical education teachers according to gender. While parallel results were found with our study, different results were also detected. Duran et al., (2013) stated in their study with secondary school students and Eren (2012) in their study with hearing-impaired students that female students have higher social skills. In their study conducted by Işıklar et al., in 2015, the "Self-Control" subdimension scores of the School Social Behavior scale of female students studying in primary schools were found to be significantly higher than male students. However, Toksöz (2019) states that the social skills of mentally disabled students do not differ according to gender. Çifci-Tekinarslan et al., (2012), social skills of mentally disabled individuals; they state that the social skills of girls are better than boys and that their problem behaviors are lower than boys. Çitil and Özkubat (2020) in their study with gifted and non-gifted students, it was determined that female students had better social skills, while male students exhibited more problem behaviors. Kara and Şahin (2021) state that female students' social skills scores are higher than the male students' social skills average scores. Sülün and Girli (2016) state that social skills, problem behaviors and academic competence dimensions do not have an effect on gender according to the gender variable. Uz- Baş (2003) states that the social adaptation levels of female students to school are higher than male students. Additionally, Arslan (2013) states that gender does not affect the social skill levels of mentally disabled people. The fact that our study was conducted in Van province was seen as a limitation of this study.

In the evaluation made by branch and physical education teachers according to their participation in school activities, a significant difference was found between the total and sub-dimensions of social competence. Those who participate in the event have higher scores. Participation in school activities of students with special needs does not affect their antisocial behavior scores. Literature directly not related to our study was found. This situation can be expressed as the limitation of our study. When the studies in the field are examined, there are studies in which the effects of the program are mostly experimental. These studies include different intervention programs in different sample groups. They state that different activities and activities performed in an adapted manner positively affect social skills, school social behavior, socialization and many parameters that can be associated with it (Yılmaz and Soyer 2018; İlhan, 2008; Çevik and Kabasakal 2013; Esentürk and Güngör, 2020; Kuruoğlu and Uzunçayır 2020; Karacan et al., 2003; Yaman, 2015; Nişli et al., 2021). Yıldırım (2013), in his study conducted with science and art center students within the scope of the social studies course, states that the activities make the course more enjoyable, contribute to the permanence of knowledge, and that the activities positively affect learning in the social studies course. In this study, it was stated by the branch teachers that participation in the activities positively affects social competence. Also Samalot-Rivera (2007) stated that social skills teaching is an effective strategy in physical education practices to improve the

behaviors of students with emotional or behavioral disorders in appropriate sports and games and to reduce negative behaviors. Van der Sluys et al., (2022) stated that physical activity may be promising in terms of reducing antisocial behaviors in children and adults. Şahin and Şahin (2020), in addition to school and family life, participation in social activities has an important place in the development of social skills in mentally handicapped children.

According to the results of branch and physical education teachers' assessment of students' willingness to participate in class, a significant difference was detected between the total and sub-dimensions of social competence. It was observed that the social competence total and subscale scores of students who were willing to participate in the lesson were higher. In addition, a significant difference was detected in anti social social behaviors and their sub-dimensions in the branch teachers' evaluations of the students according to the lesson participation variable. Students who were willing to participate in class had lower negative school social behavior scores. However, according to the evaluation results of the physical education teachers, the willingness of the students with special needs in the lesson does not affect the antisocial behaviors. In the studies conducted in the literature, parallel results with our findings could not be reached. The lack of research similar to our study is the limitation of our study. It is understood from the teacher evaluations that the high motivation of students with special needs to participate in the course increases their social competence scores.

Conclusion

It has been determined that many factors are effective in the social behavior of students with special needs at school. Students show less anti-social behavior in physical education classes. Students' participation in courses and different activities within the scope of education positively affects social behavior at school. It is necessary to create activity areas where students with special needs can actively participate in educational institutions. Exercise hours should be created for students with special needs in extracurricular activities.

We would like to thank our teachers, school administrators, students with special needs and their families who participated in this study.

Conflict of Interest

No conflict of interest is declared by the authors. In addition, no financial support was received.

Ethics Statement

This study is approved by the Van Yuzuncu yıl University of social and human ethics Ethics Committee of the (Approvel Nummer: 2023/12-03).

Author Contributions

Planned by the author: Study Design, Data Collection, Statistical Analysis, Data Interpretation, Manuscript Preparation, Literature Search. Author have read and agreed to the published version of the manuscript.

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