





<http://www.tayjournal.com>

<https://dergipark.org.tr/tr/pub/tayjournal>

## Analysis of Postgraduate Studies on Learning Disability in Preschool Period

 Semih Uçar, Lecturer, Corresponding Author  
Muş Alparslan University, Türkiye  
s.ucar@alparslan.edu.tr  
Orcid ID: 0000-0002-6723-3437

 Gökhan Duman, Prof. Dr.  
Gazi University, Türkiye  
gduman@gazi.edu.tr  
Orcid ID: 0000-0002-8650-3594

Article Type: Research Article  
Received Date: 09.08.2022  
Accepted Date: 19.03.2023  
Published Date: 31.07.2023

Plagiarism: This article has been reviewed by at least two referees and scanned via a plagiarism software

Doi: 10.29329/tayjournal.2023.543.05

Citation: Uçar, S., & Duman, G. (2023). Analysis of postgraduate studies on learning disability in preschool period. *Türk Akademik Yayınlar Dergisi (TAY Journal)*, 7(2), 443-461.

## **Abstract**

The current study aims to review the postgraduate studies on learning disabilities in preschoolers in Turkey. In the study, document analysis was employed as a qualitative research method. The sampling was determined based on the criteria that the studies were focused on the pre-school period only, there was no interval between the years of the study, and the full texts of the studies were included in the Council of Higher Education Thesis Center. Nine postgraduate studies that were conducted in the preschool period were included in the sample. Results show that most of the postgraduate studies were master's theses and most of the studies utilized quantitative methods as research designs. The studies were mostly conducted in educational sciences institutes and children made up the majority of the participants in these studies. The results showed that the first research on the subject was completed in 2005 and there was only one study in the years 2010, 2012, 2017, and 2022. There were two studies regarding the learning disability in 2018 and 2019. It can be said that learning disability studies needs more attention in preschool age.

**Keywords:** Preschool period, learning disability, postgraduate study.

## **Introduction**

The word learning disability was first used officially in Turkey in 1975; Individuals with learning difficulties were examined in two categories, those with other learning difficulties and those with cultural deprivation (Görgün, & Melekoğlu, 2019). Learning difficulties were handled under a single title after 1985 and many definitions of learning disabilities were made over time. Ministry of National Education [MoNE] (2006) defines individuals with learning disabilities as "...individuals who need special education and support education services due to difficulties in listening, speaking, writing, spelling, concentrating or performing mathematical operations". Learning difficulties with the use of academic skills can be observed clearly in formal education processes. According to the research, the most common symptoms of learning difficulties in the preschool period are spatial-temporal, visual, auditory, and tactile processes and defects expressed in motor and balance control (Aslan, 2015). In addition, exhibiting skills behind their peers in fulfilling developmental tasks, and having skills at the level of children who are a few years younger than the development of their age group can be expressed as early signs of learning disability. The existence of these imperfections provides an opportunity to be aware of learning difficulties in the early stages. It is stated that although some individuals with learning disabilities have normal and above-normal intelligence, they often exhibit lower academic performance in school compared to their existing intelligence potential (Vocational Education and Training System Strengthening Project [MEGEP], 2014).

Speech and language problems in the preschool period, and literacy problems in primary school education are considered learning difficulties. Especially in the years after the 3rd grade of primary school, literacy problems affect learning in different academic subjects (Deveci & Koç, 2020). Today, the diagnosis of a learning disability is often made in the first or higher grades in primary school. However, it is possible to see the symptoms of learning difficulties in preschool years. Some developmental characteristics or skills observed in the preschool period can predict the possibility of learning difficulties in the future (Demir, 2005). Learning difficulties that cannot be noticed in the preschool period indicate significant differences in children's academic performance compared to their peers and mental retardation. International studies on learning disabilities have shown that individuals diagnosed with learning disabilities in adulthood were shown to have learning disabilities for many years (Rodis,

Garrot & Boscardin, 2001 as cited in Akdemir, 2018). For this reason, it is possible to help these individuals as early as possible by recognizing learning disabilities at an early age and taking precautions accordingly. For this, the preschool period is very important.

A review of the literature shows that there are several studies that focus on learning disabilities. In their study, Deveci and Koç (2020) comparatively examined national and international articles published between 2015-2019, on learning disabilities. In the study conducted by Arı, Yıkılmış, and Özokçu (2019), experimental dissertations in Turkey on learning disabilities were examined. In the study conducted by Özkardeş (2012a), a descriptive analysis of the studies on special learning disabilities in Turkey was made. The study by Özkardeş, (2012b) aimed to evaluate the applications for special learning disabilities in Turkey and to determine what should be done in the light of these applications. İlker and Melekoğlu (2017) reviewed the studies on the writing skills of students with learning difficulties in primary school. Similarly, Görgün and Melekoğlu (2019) made a review the studies on special learning disabilities in Turkey. It seems that there are currently no reviews examining the postgraduate studies on learning disabilities in preschool years. A comprehensive examination of postgraduate studies on learning disabilities in the preschool period is important in terms of filling this gap in the field and guiding future studies on the subject. In line with this purpose, the researchers seek the answers to the following questions:

1. What is the distribution of postgraduate studies on learning disabilities in the preschool period by universities?
2. What is the distribution of postgraduate studies on learning disabilities in the preschool period by years?
3. What are the distribution of the preferred methods in postgraduate studies on learning disabilities in the preschool period and the distribution of the postgraduate level of the studies?
4. What is the distribution of postgraduate studies on learning disabilities in the preschool period by research design used?
5. What is the sample distribution of graduate studies on learning disabilities in the preschool period?
6. What is the distribution of postgraduate studies on learning disabilities in the preschool period by the methods used in sample selection?
7. What is the distribution of data collection tools used in postgraduate studies on learning disabilities in the preschool period?
8. What is the distribution of postgraduate studies on learning disabilities in the preschool period by institutes?
9. What is the distribution of postgraduate studies on learning disabilities in the preschool period by department?
10. For what purpose have postgraduate studies on learning disabilities in the preschool period been conducted?
11. What is the distribution of the participants in the postgraduate studies on learning disabilities in the preschool period by age?
12. What are the demographic (gender, etc.) characteristics of the participants in the postgraduate studies on learning disabilities in the preschool period?
13. How is learning disability expressed in postgraduate studies on learning disability in the preschool period?

## **Method**

### **Research Model**

The current study aims to examine the postgraduate studies on learning disabilities in preschool years with a descriptive research design, which is one of the screening models. Descriptive models are employed to describe the situation in which the research takes place as it is (Akgün, Büyükoztürk, Demirel, Karadeniz, & Kılıç Çakmak, 2015). The document analysis technique was used to examine the postgraduate studies on learning disabilities in the preschool period. Materials related to the subjects are examined in the document analysis technique (Merriam, 2013).

### **Research Data Collection**

One of the criteria for the inclusion of a study was that the study related to learning disabilities in the preschool period should be accessible with full text and written in Turkish. There was no limitation for the time range. All postgraduate studies on learning disabilities in the preschool period were included. However, the first study on the subject dates to 2005, and the last one to 2022. The keywords used for the search were "learning disability", "specific learning disability", "specific learning disability", "learning disability", "specific learning disability", "preschool", and "kindergarten/school" were searched and a total of 9 postgraduate studies that met the specified criteria were included in the study. The postgraduate studies that were eligible for the purpose of the study on learning disabilities in the preschool period were downloaded by the researcher. The Publication Classification Form developed by Göktaş et al. (2012) was also used in the evaluation of the downloaded postgraduate studies. The first section of the form aims to collect information about the selected study, and the next part focuses on the method, sample information, and data collection tools. The researchers also collected other data using some categories.

### **Data Analysis**

The researchers entered the keywords "learning disability", "specific learning disability", "special learning disability", "learning disorder", and "specific learning disability" on the website of the Higher Education Council Thesis Center. and "preschool", and "kindergarten/school" keywords were searched separately for the data collection. The researchers examined the consistency between the studies included to contribute to the validity and reliability of the research. Content analysis was used for the data. In content analysis, the data obtained are organized according to the determined categories (Merriam, 2013). The frequencies and percentages were calculated with the content analysis technique.

### **Ethical Permits of Research**

In this study, all the rules within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were performed.

### **Ethics Committee Permission Information:**

This study is within the scope of activities that do not require ethical permission.

## Findings

This study aims to investigate the postgraduate studies in Turkey on learning disabilities in the preschool period. Therefore, the distribution of the studies retrieved from the National Thesis Center. of the Council of Higher Education based on some variables is presented in this section.

### Universities where Postgraduate Studies on Learning Disabilities in Preschool Period are Carried Out

The distribution of postgraduate studies on learning disabilities in the preschool period by the university is shown in Table 1.

Table 1. *Distribution of postgraduate studies on learning disabilities in the preschool period by the university*

Universities Where Theses Are Written	Frequency	Percentage
Gazi University	1	11,1
Anadolu University	1	11,1
Marmara University	2	22,2
İstanbul University	1	11,1
Ankara University	1	11,1
Trakya University	1	11,1
Okan University	1	11,1
Yıldız Technical University	1	11,2
Total	9	100

Table 1, which gives the distribution of postgraduate studies on learning disabilities in the preschool period by universities, shows that postgraduate studies with learning disabilities in the preschool period were conducted in 8 universities. The studies on learning disabilities in the preschool period are mostly done at Marmara University (n=2), and one study from each of the other universities above, which are Gazi University, Anadolu University, Ankara University, Trakya University, Istanbul University, Okan University, and Yıldız Technical University.

### Distribution of Postgraduate Studies on Learning Disabilities in Preschool Period by Year

The distribution of graduate studies on learning disabilities in the preschool period by year is shown in Table 2.

Table 2. *Distribution of postgraduate studies on learning disabilities in preschool period by year*

Year	Frequency	Percentage
2005	1	11,1
2010	1	11,1
2012	1	11,1
2017	1	11,1
2018	2	22,2
2019	2	22,2
2022	1	11,2
Total	9	100

Table 2, where the distribution of graduate studies on learning disabilities in the preschool period is given by years, shows that the first graduate study on learning disabilities in the preschool period was conducted in 2005. Also, most of the postgraduate studies on learning disabilities in the preschool period (n=2) were conducted in 2018 and 2019. For 2005, 2010, 2012, 2017, and 2022, there was only one study completed in each year.

### **Distribution of the Preferred Research Design and Thesis Type in Postgraduate Studies on Learning Disabilities in Preschool Period**

The distribution of the preferred research designs and thesis types in postgraduate studies on learning disabilities in the preschool period is given in Table 3.

Table 3. *Distribution of preferred research designs in postgraduate studies on learning disabilities in the preschool period and the types of theses*

Type of Thesis	Research Method	Frequency	Percentage
Master's Degree	Quantitative	5	55,5
	Qualitative	2	22,2
Doctorate	Qualitative	1	11,1
	Quantitative		
Expertise in medicine	Qualitative	1	11,2
Total	Quantitative	9	100

Table 3, which gives the distribution of the postgraduate studies on learning disabilities in the preschool period according to the preferred research designs and thesis types, shows that most of the postgraduate studies on the subject are quantitative (n=7), 5 of them are at the master's level, and there is one thesis at the doctoral level and one thesis as a specialization thesis in medicine. It is seen that there are 2 studies in which the qualitative method is used for the investigation of the subject, and these studies are at the graduate level.

### **Distribution of Postgraduate Studies on Learning Disabilities in PreSchool Period by the Designs Used**

The distribution of graduate studies on learning disabilities es in the preschool period by the designs used is shown in Table 4.

Table 4. *Distribution of postgraduate studies on learning disabilities es in the preschool period by the designs used*

Designs Used	Frequency	Percentage
Phenomenological Design	2	22,2
Experimental Design	2	22,2
Relational Screening Design	5	55,6
Total	8	100

Table 4 shows that the designs in graduate studies on learning disabilities in the preschool period are relational scanning model (n=6), phenomenological design (n=2), and experimental design.

### **Distribution of Postgraduate Studies on Learning Disabilities in Preschool Period by Samples**

The distribution of the type of participants in the graduate studies on learning disabilities in the preschool period is given in Table 5.

Table 5. *Distribution of graduate studies on learning disability in preschool period by sample*

Sample	Frequency	Percentage
Families and Teachers	1	11,1
Children	4	44,4
Teachers	2	22,2
Families, Teachers, and Children	1	11,1
Children and Families	1	11,2
Total	8	100

Table 5 shows that the samples were composed of children in 4 of the graduate studies on learning disabilities in the preschool period whereas only one study included families, teachers, and children as participants. Only one study was carried out with teachers while 2 studies focused on families and teachers as participants. Children and families together participated only in 1 study.

### **Distribution of Postgraduate Studies on Learning Disabilities in Preschool Period by Sampling Method**

The distribution of graduate studies on learning disabilities in the preschool period by sampling the methods is given in Table 6.

Table 6. *Distribution of graduate studies on learning disabilities in the preschool period by the sampling methods*

Sampling Methods	Frequency	Percentage
Purposeful Sampling	5	55,5
Random	2	22,2
Simple Random Sampling	2	22,3
Total	9	100

Table 6 shows that purposive sampling, random, and simple random sampling methods were preferred in 5 studies for recruiting the participants of the graduate studies on learning disabilities in the preschool period while simple random sampling method was used in 2 studies.

### **Distribution of Data Collection Tools Used in Postgraduate Studies on Learning Disabilities in Preschool Period**

The distribution of postgraduate studies on learning disabilities in the preschool period by data collection tools is given in Table 7.

Table 7. *Distribution of data collection tools used in postgraduate studies on learning disabilities in the preschool period*

Data Collection Tools	Frequency	Percentage
Scales	7	77,7
Interviews	2	22,3
Total	9	100

Table 7 shows that scales (n=7) were the most preferred tools for data collection in the postgraduate studies on learning disabilities in the preschool period, and interview questions were used in 2 studies only.

### **Distribution of Postgraduate Studies on Learning Disabilities in Preschool Period by Institute**

The distribution of postgraduate studies on learning disabilities in the preschool period by institutes is given in Table 8.

Table 8. *Distribution of postgraduate studies on learning disabilities in preschool period by institutes*

Institutes	Frequency	Percentage
Educational Sciences	4	44,4
Social Sciences	3	33,3
Health Sciences	1	11,1
Medical School	1	11,2
Total	9	100

When Table 8 shows that the postgraduate studies on the subject were mostly done in the Institute of educational sciences (n=4) followed by the Institute of social sciences (n=3). The rest of the studies were conducted in the Institute of health sciences (n=1) and medical faculty (n=1).



### Distribution of Postgraduate Studies Related to Learning Disabilities in Preschool Period by Departments and Programs

The distribution of postgraduate studies on learning disabilities in the preschool period by departments and programs is given in Table 9.

Table 9. *Distribution of postgraduate studies on learning disabilities in preschool period by departments and programs*

Department / Program	Frequency	Percentage
Special Education/ Intellectually Disabled Education Program	2	22,2
Basic Education / Preschool Program	3	33,3
Special Education/ Education of Intellectually Disabled Program	1	11,1
Family Health / Mother-Child Healthcare	1	11,1
Art and Design Major Art/ Art and Design	1	11,1
Child and Adolescent Mental Health and Diseases	1	11,2
Total	9	100

Table 9 shows that there are 3 graduate studies on learning disabilities in the preschool program, 3 in the Department of Special Education, 3 in the Department of Basic Education, and 3 in the Department of Family Health. It is seen that there is 1 in Art Design and the Department of Art, and 1 in the Department of Child and Adolescent Psychiatry and Diseases. Three of the postgraduate studies on learning disability in the preschool period were carried out in the Preschool Department, 2 in the Department of Intellectually Disabled Education, and 1 study was carried out in the Department of Education for the Intellectually Disabled, Mother Child Health and Art and Design.

### Purposes of Postgraduate Studies on Learning Disabilities in Preschool Period

Information on the purpose of postgraduate studies on learning disabilities in the preschool period is given in Table 10.

Table 10. *Purposes of postgraduate studies on learning disabilities in the preschool period*

Author	Purpose of the Study
Açıkgöz (2019)	The study aims to determine the characteristics of kindergarten children who are at risk of learning difficulties based on parent and teacher reports.
Aydemir Pak (2018)	The study aims to reveal the opinions of preschool teachers residing in Istanbul on learning disabilities.
Doğan (2012)	The study was conducted to examine the effectiveness of the early intervention education program for 5–6-year-old children at risk of special learning difficulties.
Demir (2005)	The study aims to determine the special learning disability in preschool and primary school students in order to contribute to the early diagnosis of children with learning disabilities.
Çetin Kazak (2019)	The study aimed to determine the prevalence and symptoms of specific learning difficulties (SLD) in preschool children; In addition, it was carried out with the aim of pioneering the development of new scales for early diagnosis by predicting the difficulties they may experience in reading, writing, and mathematics in academic life.
Gürel (2018)	The study was conducted to investigate whether the Early Literacy Test scores (EROT) of preschool children who are known to be in the risk group for special learning disorders in Turkey, who have speech disorders, or who have a family history of special learning disorders, are different from the control group and each other.
Oral (2017)	The study was conducted with the aim of developing a valid and reliable tool for screening "specific learning disorders" for 60-72 months old children.
Özbey (2010)	The study was conducted with the aim of examining the effects of music on preschool education and school-age mental development, learning, and cognitive performance by explaining the general benefits of music in the development and learning process.
Ertaş (2022)	The study was conducted to determine the knowledge levels of preschool teachers about learning disabilities.



### Distribution of Participants by Age in Postgraduate Studies on Learning Disabilities in Preschool Period

The distribution of the participants of the postgraduate studies on learning disabilities in the preschool period by age is given in Table 11.

Table 11. *Distribution of participants by age in postgraduate studies on learning disabilities in the preschool period*

Age	Frequency	Percentage
4-5	1	11,1
5-6	4	44,4
5-7	1	11,1
6	1	11,1
24 and above	2	22,3
Total	9	100

Table 11 shows that the participants' age ranged between 5-7 in most of the studies. There are 2 studies in which the participants were 24 years old and above. The number of studies in which participants were 6, 4-5, and 5-7 was one.

### Distribution of the Gender and Number of Participants in Postgraduate Studies on Learning Disabilities in Preschool Period

Table 12 shows the distribution of the participants of the graduate studies on learning disabilities in the preschool period by gender and age.

Table 12. *Distribution of participants by gender and number in postgraduate studies on learning disability in the preschool period*

Gender	Number	Percentage
Female	376	51,57
Male	353	48,43
Total	729	100

Table 12 shows that a total of 729 participants were included in the postgraduate studies about learning disabilities in the preschool period. 376 of these participants were females, and 353 of the participants were males.

### Distribution of Learning Disabilities by the Way They are Expressed in Postgraduate Studies on Learning Disabilities in Preschool Period

Table 13 gives data on how learning disability is expressed in postgraduate studies on learning disability in the preschool period.

Table 13. *Distribution of learning disabilities by the way they are expressed in postgraduate studies on learning disabilities in the preschool period*

Expression	Frequency	Percentage
Learning Disabilities	5	55,5
Special Learning Disability	1	11,1
Specific Learning Disability	1	11,1
Specific Learning Disorder	1	11,1
Special Learning Disorder	1	11,2
Total	9	100

Table 13 shows that the phrase “learning disability” was used in 5 of the postgraduate studies on learning disabilities in the preschool period. “Specific Learning Disability (n=1)”, “Special Learning Disability (n=1)”, “Specific Learning Disorder (n=1)”, and “Special Learning Disorder (n=1)” phrases were also used.

## **Discussion and Conclusion**

In this study, which was conducted to examine the postgraduate studies on learning disabilities in the preschool period, the age, gender, and number of participants, the distribution of the studies by universities es, and the distribution of the studies by years were examined. In addition, the methods used in these studies, the institutes where the studies were conducted, the departments and branches of science in which the studies were conducted, the data collection tools, the terms used to express learning disability, the type of studies, sampling methods, the aims of the studies, the research designs used in the studies were analyzed.

Results show that the postgraduate studies on learning disabilities in the preschool period were carried out in 8 different universities. It has been observed that most of the studies on learning disabilities in the preschool period were carried out at Marmara University. There was one study from the other universities each (Gazi University, Anadolu University, Ankara University, Trakya University, Istanbul University, Okan University, and Yıldız Technical University). These studies on learning disabilities in the preschool period were carried out in a few universities in Turkey and this may be due to the fact that not all universities offer postgraduate programs in the fields of preschool and special education.

The first postgraduate study on learning disabilities in the preschool period was done in 2005. However, most of the postgraduate studies on learning disabilities in the preschool period were carried out in 2018 and 2019, which shows that the number of postgraduate studies on learning disabilities in the preschool period has increased in recent years. The lack of postgraduate studies on the subject before 2005 might be due to the lack of awareness about learning disabilities in preschool.

Results show that most of the postgraduate studies on learning disabilities in the preschool period are quantitative, 5 of them are at the master's level, 1 is at the doctoral level and 1 is as a specialization in medicine thesis whereas 2 of the studies employed qualitative methods and these studies were at the master's level. Similar to the findings of Özkardeş, (2012a) and Arı, Yıkılmış, and Özokçu (2019), most studies on the subject included in this study were at the master's level and the number of postgraduate studies conducted at the doctorate level and medical specialization level was less. This suggests that the number of doctoral studies which investigates the topic from various perspectives and in depth is less the number of master’s theses.

In the postgraduate studies on learning disabilities in the preschool period, the most used design was relational scanning. However, the phenomenological design and experimental design were also used. Another similar finding is that most of the studies employed quantitative methods. Collecting data with the quantitative method might be easier and this may be the reason for being preferred in most of the studies.

In the postgraduate studies on learning disabilities in the preschool period, the majority of the participants were children, which is not surprising since the aim of this study is to examine the postgraduate studies on learning disabilities in the preschool period. Also, there were two studies that

included teachers. However, the number of studies that included families, teachers and children together was limited. The reason why teachers and families were included in the study might be that they are often considered sources of information. This result is in line with the findings of Özkardeş (2012a)'s study on the subject.

Multi-purpose sampling was used in determining the samples of the graduate studies on learning disabilities in the preschool period. In addition, there were also studies in which the random sampling method and the simple random sampling method were preferred. It is thought that the use of the purposive sampling method may have been preferred more often since the studies were conducted with participants with certain characteristics. Since the studies examined are related to the preschool period and the subjects examined are very important and sensitive, using purposive sampling might be seen as a better option.

In the postgraduate studies on learning disabilities in the preschool period, scales were the most preferred data collection tool and interviews were also used in two studies. The most used method in the studies is the quantitative method and the most used data collection tool is the scale, which is supported by Özkardeş (2012a)'s results.

Most of the postgraduate studies on learning disabilities in the preschool period are done at the Institute of educational sciences followed by the Institute of Sciences, the Institute of Educational Sciences, the Institute of health sciences, and the Faculty of Medicine, respectively. This might be due to the fact that the postgraduate programs in preschool education and special education are often part of the institutions of education.

The highest number of postgraduate studies (n=3) on learning disabilities in the preschool period was at the Department of Special Education and the Department of Basic Education, There was only one study in the Department of Family Health, the Department of Art Design, and Child and Adolescent Mental Health. It has been observed that 3 postgraduate studies on learning disabilities in the preschool period were carried out in the Preschool Department, 2 in the Department of Education for the Mentally Handicapped, and 1 study in each of the Department of Education for the Mentally Handicapped, Mother Child Health and Art and Design. The fact that the studies were carried out in the Preschool and Education for the Intellectually Disabled Departments is thought to be a situation that needs to be intervened in the early years, so it should be focused on, especially in the preschool period.

Postgraduate studies on learning disabilities in the preschool period aimed to determine the views on learning disabilities, develop a scale about learning disabilities, examine the effects of music on mental development, learning, and cognitive performance at preschool and school age, and 5-6 years old children at risk of special learning disability. Some studies aimed to examine the effectiveness of an early intervention education program, to determine the incidence and symptoms of specific learning disabilities, and to examine the learning disability.

It has been observed that the highest number of participants in the postgraduate studies on learning disabilities in preschool were 5-6 years old children. Because the subject examined is limited to preschool, the participants are most 5-6 years old children, which is in line with the results of Arı, Yıkmiş, and Özokçu (2019)'s studies on the subject.

In the postgraduate studies on learning disabilities in the preschool period, the number of female participants was higher than the number of male participants. This result supports the findings of Arı,

Yıkmaş, and Özokçu (2019) It is not surprising because the number of female professionals working with special children and preschool children is higher than males.

In the postgraduate studies on learning disabilities in the preschool period, the phrase “learning disability” was used 5 studies. It has been observed that learning disability has been used interchangeably with “specific learning disability”, “specific learning disability”, “specific learning disability”, and “specific learning disorder” in other studies. The result of the most common use of learning disability in this study and the results of Özkardeş (2012a)'s study on the subject show parallelism.

A review of the literature has shown that the number of postgraduate studies on learning disabilities in the preschool period is quite limited. It is very important to increase the number of studies on learning difficulties in the preschool period, which can be expressed as the most important and critical period of life, where early intervention matters most.

### **Recommendations**

1. Further studies can be done with teachers who play a key role in education. They might help teachers take a more active role in the process by designing and implementing training programs that can support teachers' development on the subject.

2. The literature shows that most studies on learning disabilities focus on language development and cognitive development. Future studies might consider motor development, self-care skills, and social-emotional development, which are other developmental areas of children. In this way, doing holistic studies will help families with children with learning disabilities, teachers who have a student with learning difficulties in their class, and anyone else related to the subject with the opportunity to obtain more detailed information, helping them to make healthier decisions.

3. It is known that the first diagnosis of a learning disability is mostly made in the first and following grades. For this reason, the student may experience more difficulties if they do not receive a diagnosis as early as possible. Especially in the preschool period, activities that will inform the individuals living in society about learning disabilities in the first years of life should be planned and implemented. In this way, community members might gain awareness and consciousness of learning disabilities.

## References

- Açıkgöz, G. (2019). *Öğrenme güçlüğü risk grubunda olan anasınıfı çocuklarının özelliklerinin aile ve öğretmen görüşlerine göre belirlenmesi* [Determination of the characteristics of kindergarten children in the risk group with learning disabilities according to the views of the parents and teachers]. (Tez No. 590555). [Master Thesis, Gazi University], National Thesis Center.
- Arı, A., Yıkılmış, A., & Özokçu, O. (2019). Öğrenme güçlüğü ile ilgili Türkiye’de deneysel olarak yapılmış tezlerin incelenmesi [Examination of experimental theses about learning disability in Turkey]. *Kastamonu Education Journal*, 27(6), 2559-2568. Doi:10.24106/kefdergi.3445
- Aslan, K. (2015). Özgül öğrenme güçlüğüne erken dönem belirtileri ve erken müdahale uygulamalarına dair derleme [Review of early symptoms of specific learning disabilities and early intervention practices]. *Hacettepe University Journal of Health Sciences*, 3rd National Congress of Child Development and Education (International Participations) (Congress Book), 577-588.
- Aydemir Pak, Y. (2018, May 11-13). *Öğrenme güçlüğü: Yeni mezun okulöncesi öğretmenlerinin görüşlerinin incelenmesi* [Learning disabilities: examination of new graduate preschool teachers' views]. (Tez No. 515512). [Master Thesis, Anadolu University], National Thesis Center.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel araştırma yöntemleri* [Scientific research methods]. Pegem.
- Çetin Kazak, V. (2019). *Okul öncesi dönemdeki 5-6 yaş grubundaki çocukların özgül öğrenme güçlüğü belirti tarama çalışması*. [Symptom screening study of specific learning disability of children aged 5-6 in preschool period]. (Tez No. 568923). [Master Thesis, İstanbul University], National Thesis Center.
- Demir, B. (2005). *Okulöncesi ve ilköğretim birinci sınıfa devam eden öğrencilerde özel öğrenme güçlüğüne belirlenmesi*. [Determination of special learning difficulties in preschool and primary school students]. (Tez No. 188756). [Master Thesis, Marmara University], National Thesis Center.
- Deveci, M., & Koç, E. (2020). Öğrenme güçlüğü konusunda yayınlanmış makalelerin karşılaştırmalı olarak incelenmesi, WOS ve TR Dizin örneği. [Comparative analysis of published articles on learning disability, WOS and TR Index example]. *Journal of Human and Social Sciences Research*, 9(5), 4088-4120. <http://www.itobiad.com/tr/pub/issue/57287/774509>
- Doğan, H. (2012). *Özel öğrenme güçlüğü riski taşıyan 5-6 yaş çocukları için uygulanan erken müdahale eğitim programının etkisinin incelenmesi* [Investigation of the effect of the early intervention education program for 5-6 years old children at risk of special learning disability]. (Tez No. 319492). [Doctoral dissertation, Marmara University], National Thesis Center.
- Ertaş, H. C. (2022). *Okul öncesi öğretmenlerin öğrenme güçlüğüne ilişkin bilgi düzeylerinin belirlenmesi* [Determination of preschool teachers' knowledge levels on learning disabilities]. (Tez No. 726142). [Master Thesis, Trakya University], National Thesis Center.
- Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, O., Yıldırım, G., & Reisoğlu, İ. (2012). Educational technology research trends in Turkey: A content analysis of the 2000-2009 decade. *Educational Sciences: Theory and Practice*, 12(1), 191-199.
- Görgün, B., & Melekoğlu, M. A. (2019). Türkiye’de özel öğrenme güçlüğü alanında yapılan çalışmaların incelenmesi [Examination of studies in the field of special learning disability in Turkey]. *Journal of Sakarya University Faculty of Education*. 9(1), 83-106. doi: 10.19126/suje.456198
- Gürel, Y. (2018). *Konuşma bozukluğu olan/kardeşlerinde özgül öğrenme bozukluğu öyküsü olan okul öncesi çocukların sağlıklı kontrollerle erken okur-yazarlık test puanları açısından karşılaştırılması* [Comparison of preschool children with speech disorder/siblings with a history of specific learning disorder with healthy controls in terms of early literacy test scores.]. (Tez No. 492675). [Thesis in Medicine, Ankara University], National Thesis Center.
- İlker, Ö., & Melekoğlu, M. A. (2017). İlköğretim döneminde özel öğrenme güçlüğü olan öğrencilerin yazma becerilerine ilişkin çalışmaların incelenmesi [Examination of the studies on the writing skills of students with special learning difficulties in the primary education period]. *Ankara University Faculty of Educational Sciences Journal of Special Education*, 18(3), 443-469.
- Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber* [Qualitative research: A guide to design and implementation]. (S. Turan, Trans.; Ed.). Nobel.

- Ministry of National Education (2006). *Özel eğitim hizmetleri yönetmeliği*. [Special education services regulation]. (MoNE). Access of date: 31.05.2006. Date of numbered: 26184 Official Gazette of the Republic of Turkey. [https://orgm.meb.gov.tr/alt\\_sayfalar/mevzuat/Ozel\\_Egitim\\_Hizmetleri\\_Yonetmeli\\_2006.pdf](https://orgm.meb.gov.tr/alt_sayfalar/mevzuat/Ozel_Egitim_Hizmetleri_Yonetmeli_2006.pdf)
- Oral, E. (2017). *60-72 aylık çocuklar için özgül öğrenme bozukluğu tarama ölçeğinin geliştirilmesi* [Development of a specific learning disorder screening scale for 60-72 months-old children]. (Tez No. 487429). [Master Thesis, Okan University], National Thesis Center.
- Özbey, E. (2010). *Okul öncesi 6 yaş grubu çocuklarının öğrenme performanslarının artırılmasında müzik eğitiminin bilişsel süreçlerde etkisinin incelenmesi* [Investigation of the effect of music education on cognitive processes in increasing the learning performance of preschool 6-year-old children]. (Tez No. 263684). [Master Thesis, Yıldız Technical University], National Thesis Center.
- Özkardeş, O. G. (2012a). Türkiye’de özel öğrenme güçlüğüne ilişkin yapılan araştırmaların betimsel analizi [Descriptive analysis of research on specific learning disabilities in Turkey]. *Boğaziçi University Journal of Education*, 30(2), 123-153.
- Özkardeş, O. G. (2012b). Türkiye’de özel öğrenme güçlüğüne ilişkin yapılan uygulamalar. [Practices related to special learning disabilities in Turkey]. *Istanbul Commerce University Journal of Social Sciences*, 11(21), 25-38.
- Strengthening the Vocational Education and Training System Project (2014). *Çocuk gelişimi ve eğitimi: Öğrenme güçlüğü*. [Child development and education: Learning disability]. MEGEP. Access of date: 14.06.2021. [http://www.megep.meb.gov.tr/mte\\_program\\_modul/moduller\\_pdf/%C3%96%C4%9Frenme%20G%C3%BC%C3%A7l%C3%BC%C4%9F%C3%BC.pdf](http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/%C3%96%C4%9Frenme%20G%C3%BC%C3%A7l%C3%BC%C4%9F%C3%BC.pdf)

## **BIOGRAPHICAL NOTES**

### **Contribution Rate of Researchers**

Author 1: 50%

Author 2: 50%

### **Conflict Statement**

There is no conflict of interest in the research.





## Genişletilmiş Türkçe Özet

<http://www.tayjournal.com>

<https://dergipark.org.tr/tr/pub/tayjournal>

## Okul Öncesi Dönemde Öğrenme Güçlüğü ile İlgili Yapılan Lisansüstü Çalışmaların İncelenmesi

### Giriş

Okul öncesi dönemde fark edilemeyen öğrenme güçlüğü çocuğun akademik hayatında akranlarına nazaran anlamlı farklılık göstermekte ve çocuğun gerilik göstermesine de neden olabilecek sonuçlar doğurmaktadır. Öğrenme güçlüğü ile ilgili uluslararası alanda yapılan çalışmalar, öğrenme güçlüğü yetişkinlikte fark edilen bireylerin uzun yıllar boyunca öğrenme güçlüğü yaşadığını göstermiştir (Rodis, Garrot & Boscardin, 2001'den akt. Akdemir, 2018). Bu nedenle öğrenme güçlüğüne erken yaşlarda fark edilmesi ve buna göre önlemler alınması ile bu bireylerin bu sorunlarını uzun yıllar yaşamaları önlenebilir veya minimize edilebilir. Bunun için de okul öncesi dönem oldukça önem arz etmektedir.

Literatür incelendiğinde öğrenme güçlüğüne konu edinen çalışmaların incelendiği araştırmaların yapılmış olduğu görülmektedir. Deveci ve Koç (2020) yapmış oldukları çalışmada, öğrenme güçlüğü ile ilgili 2015-2019 yılları dahil olmak üzere bu yıllarda yayınlanan ulusal ve uluslararası makaleleri karşılaştırmalı olarak incelenmişlerdir. Arı, Yıkmış ve Özokçu (2019) tarafından yapılan çalışmada, öğrenme güçlüğüne konu edinen Türkiye'de deneysel olarak yapılmış olan tezler incelenmiştir. Özkardeş (2012a) tarafından yapılan çalışmada, Türkiye'de özel öğrenme güçlüğü ile ilgili yapılan çalışmaların betimsel analizi yapılmıştır. Özkardeş (2012b) tarafından yapılan çalışma, Türkiye'de özel öğrenme güçlüğüne yönelik yapılan uygulamaların değerlendirilmesi ve bu uygulamalar ışığında yapılması gerekenlerin neler olabileceğinin belirlenmesi amacıyla yapılmıştır. İlker ve Melekoğlu (2017) tarafından yapılan çalışma, ilkökul çağında öğrenme güçlüğü bulunan öğrencilerin yazmaya yönelik becerileriyle ilgili çalışmaların incelenmesi amacıyla yapılmıştır. Görgün ve Melekoğlu (2019) tarafından yapılan araştırma ise, Türkiye'de özel öğrenme güçlüğü ile ilgili yapılan çalışmaların incelenmesi amacıyla gerçekleştirilmiştir.

Okul öncesi dönemde öğrenme güçlüğü konu edinen lisansüstü çalışmaların incelendiği bir çalışmaya rastlanmamıştır. Okul öncesi dönemde öğrenme güçlüğü konu edinen lisansüstü çalışmaların kapsamlı bir şekilde incelenmesi alanda yer alan bu boşluğu doldurması ve bundan sonra konu ile ilgili yapılacak çalışmalara da yön vermesi açısından önem arz etmektedir.

## **Yöntem**

Bu araştırmada, okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan lisansüstü çalışmalar tarama modellerinden biri olan betimsel araştırma deseni ile incelenmiştir. Tarama modeli kullanılarak yapılan araştırmalarda amaç, araştırmanın yer aldığı durumun betimlenmesidir (Akgün, Büyüköztürk, Demirel, Karadeniz ve Kılıç Çakmak, 2015). Okul öncesi dönemde öğrenme güçlüğü konu edinen lisansüstü çalışmaların incelenmesi amacıyla döküman analizi tekniğinden yararlanılmıştır. Döküman analizi tekniğinde belirlenen konular ile ilgili materyaller incelenir (Merriam, 2013).

Bu araştırmanın dökümanlarının belirlenmesinde okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılmış lisansüstü çalışmaların tam metin erişime açık olması ve Türkçe dilinde yazılması kriter alınmıştır. İncelenecek çalışmaların hangi yıllar arasında olacağı ile ilgili herhangi bir sınırlama belirlenmemiştir. Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılmış olan bütün lisansüstü çalışmalar dahil edilmiş ve ilk çalışmanın yapıldığı 2005 yılından Ağustos-2022 tarihine kadar yapılan bütün çalışmalar incelenmiştir. İncelenecek çalışmaların belirlenmesi amacıyla Yüksek Öğretim Kurulu Tez Merkezinin web sayfasında “öğrenme güçlüğü”, “özüml öğrenme güçlüğü”, “özel öğrenme güçlüğü”, “öğrenme bozukluğu”, “özüml öğrenme bozukluğu” ve “okul öncesi”, “ana sınıfı/okulu” anahtar kelimeler yazılarak tarama yapılmıştır. Tarama sonrasında belirtilen kriterlere uyan toplam 9 lisansüstü çalışmaya ulaşılmıştır.

## **Bulgular**

Okul öncesi dönemde öğrenme güçlüğü konu edinen lisansüstü çalışmaların üniversitelere göre dağılımları incelendiğinde, okul öncesi dönemde öğrenme güçlüğü ile yapılan lisansüstü çalışmaların 8 üniversitede yapıldığı görülmektedir. Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan çalışmaların en fazla Marmara Üniversitesinde (n=2) yapıldığı, Gazi Üniversitesi, Anadolu Üniversitesi, Ankara Üniversitesi, Trakya Üniversitesi, İstanbul Üniversitesi, Okan Üniversitesi ve Yıldız Teknik Üniversitesi’nde ise birer çalışma yapıldığı görülmektedir. Okul öncesi dönemde öğrenme güçlüğü ile ilgili ilk lisansüstü çalışmanın 2005 yılında yapıldığı görülmektedir. Okul öncesi dönemde öğrenme güçlüğü konu edinen lisansüstü çalışmaların en fazla (n=2) 2018 ve 2019 yıllarında yapılmış olduğu görülmektedir. Konu ile ilgili 2005, 2010, 2012, 2017 ve 2022 yıllarında da birer çalışmanın yapıldığı tespit edilmiştir.

Yapılan lisansüstü çalışmaların nicel (n=7) ağırlıklı olduğu, nicel çalışmalardan 5 tanesi yüksek lisans düzeyinde olduğu, doktora düzeyinde 1 tane ve tıpta uzmanlık tezi olarak da 1 tezin yapılmış olduğu görülmektedir. Konu ile ilgili yapılan lisansüstü çalışmalarda nitel yöntemin kullanıldığı 2 çalışmanın olduğu ve bu çalışmaların da yüksek lisans düzeyinde olduğu görülmektedir. Lisansüstü çalışmalarda en fazla kullanılan desenin ilişkisel tarama deseni (n=6) olduğu, fenomenolojik desen (n=2) ve deneysel desenin (n=2) de kullanılmış olduğu görülmektedir. Lisansüstü çalışmaların 4’ünde örneklemelerin çocuklardan oluştuğu, aileler, öğretmenler ve çocukların 1 çalışmada, öğretmenlerin 1 çalışmada, aileler ve öğretmenlerin 2 çalışmada ve çocuklar ve ailelerin de 1 çalışmada yer aldıkları görülmektedir. Lisansüstü çalışmaların örneklemelerinin belirlenmesinde 5 çalışmada amaçlı

örnekleme, random(rastgele) ve basit seçkisiz örnekleme yönteminin tercih edilmiş olduğu 2'şer çalışmanın olduğu görülmektedir.

Okul öncesi dönemde öğrenme güçlüğü konulu edinen lisansüstü çalışmalarda verilerin toplanmasında en çok ölçek (n=7) tercih edilmiş olduğu, ayrıca 2 çalışmada ise görüşme sorularının kullanıldığı görülmektedir. Konu ile ilgili yapılmış olan lisansüstü çalışmaların en çok eğitim bilimleri enstitüsünde (n=4) yapıldığı, eğitim bilimleri enstitüsünden sonra en çok çalışmanın yapıldığı sosyal bilimler enstitüsünün (n=3) geldiği, yapılan diğer çalışmaların ise sağlık bilimleri enstitüsü (n=1) ve tıp fakültesinde (n=1) yapılmış olduğu görülmektedir.

Yapılan lisansüstü çalışmaların Özel Eğitim Anabilim dalında 3 tane olduğu, Temel Eğitim Anabilim dalında 3 tane, Aile Sağlığı Anabilim dalında 1 tane, Sanat Tasarımı ve Ana Sanat Dalında 1 tane ve Çocuk ve Ergen Ruh Sağlığı ve Hastalıkları Anabilim dalında 1 tane olacak şekilde dağıldığı görülmektedir. Okul öncesi dönemde öğrenme güçlüğü konulu edinen lisansüstü çalışmaların 3 tanesinin Okul Öncesi Bilim Dalında, 2 tanesinin Zihinsel Engelliler Öğretmenliği Bilim Dalında yapıldığı, Zihinsel Engelliler Eğitimi Bilim Dalı, Ana Çocuk Sağlığı ve Sanat ve Tasarım Bilim Dallarında 1'er tane çalışmanın yapıldığı tespit edilmiştir. Okul öncesi dönemde öğrenme güçlüğü konulu edinen çalışmaların 4 tanesinde katılımcıların yaş aralığının 5-6 yaş olduğu görülmektedir. Yapılan çalışmalarda yaş aralığının 24 ve üst olduğu 2 çalışmanın olduğu görülmektedir. Yapılan diğer çalışmalarda ise 6, 4-5 ve 5-7 yaş gruplarında katılımcıların yer aldığı 1'er çalışmanın olduğu tespit edilmiştir. Lisansüstü çalışmalarda öğrenme güçlüğü 5 çalışmada aynı şekilde kullanılmıştır. Öğrenme güçlüğü'nün 1 çalışmada özel öğrenme güçlüğü, 1 çalışmada özgül öğrenme güçlüğü, 1 çalışmada özel öğrenme bozukluğu ve bir çalışmada da özgül öğrenme bozukluğu olarak kullanıldığı görülmektedir.

## **Tartışma ve Sonuç**

Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan lisansüstü çalışmaların 8 üniversitede yapıldığı görülmüştür. Okul öncesi dönemde öğrenme güçlüğü ile ilgili ilk lisansüstü çalışmanın 2005 yılında yapıldığı tespit edilmiştir. Okul öncesi dönemde öğrenme güçlüğü ile ilgili lisansüstü çalışmaların en fazla 2018 ve 2019 yıllarında yapılmış olduğu tespit edilmiştir. Okul öncesi dönemde öğrenme güçlüğü konulu edinen lisansüstü çalışmaların nicel ağırlıklı olduğu, nicel çalışmalardan 5 tanesi yüksek lisans düzeyinde olduğu, doktora düzeyinde 1 tane ve tıpta uzmanlık tezi olarak 1 tezin yapılmış olduğu görülmüştür. Yapılan 2 çalışmanın nitel yöntemde yapıldığı ve bu çalışmaların da yüksek lisans düzeyinde olduğu görülmüştür. Bu çalışmada ulaşılan konu ile ilgili en çok çalışmanın yüksek lisans düzeyinde olmuş olması sonucu ile doktora düzeyinde ve tıpta uzmanlık düzeyinde yapılan lisansüstü çalışmaların sayısının daha az olması sonucu ile Özkardeş 'in (2012a) ve Arı, Yıkmış ve Özokçu 'nun (2019) konu ile ilgili yapmış oldukları çalışmalardaki sonuçları ile paralellik göstermektedir.

Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan lisansüstü çalışmalarda en fazla kullanılan desenin ilişkisel tarama deseni olduğu, fenomenolojik desen ve deneysel desenin de kullanılmış olduğu görülmüştür. Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan lisansüstü çalışmalarda örneklemelerin çoğunluğunun çocuklardan oluştuğu görülmüştür. Bu çalışmada ulaşılan sonuç ile Özkardeş 'in (2012a) konu ile ilgili yapmış olduğu çalışmasındaki sonuçlar paralellik göstermektedir.

Okul öncesi dönemde öğrenme güçlüğü ile ilgili yapılan lisansüstü çalışmalarda verilerin toplanmasında en çok ölçek tercih edildiği, verilerin toplanmasında iki çalışmada da görüşme

kullanıldığı görülmüştür. Bu çalışmada ulaşılan sonuç ile Özkardeş 'in (2012a) konu ile ilgili yapmış olduğu çalışmasındaki sonuçlar paralellik göstermektedir. Okul öncesi dönemde öğrenme gücü ile ilgili yapılan lisansüstü çalışmaların en çok eğitim bilimleri enstitüsünde yapıldığı, eğitim bilimleri enstitüsünden sonra bilimler enstitüsünün geldiği, yapılan diğer çalışmaların ise sağlık bilimleri enstitüsü ve tıp fakültesinde yapılmış olduğu görülmüştür.

Okul öncesi dönemde öğrenme gücü ile ilgili yapılan lisansüstü çalışmaların Özel Eğitim anabilim dalında 3 tane ile en fazla olduğu görülmüştür. Okul öncesi dönemde öğrenme gücü ile ilgili yapılan lisansüstü çalışmaların Okul Öncesi Bilim Dalında 3 tane, Zihinsel Engelliler Öğretmenliği Bilim Dalında 2 tane yapıldığı, Zihinsel Engelliler Eğitimi Bilim Dalı, Ana Çocuk Sağlığı ve Sanat ve Tasarım Bilim Dallarında 1 er tane çalışmanın yapıldığı görülmüştür. Literatür incelendiğinde okul öncesi dönemde öğrenme gücü ile ilgili yapılmış olan lisans üstü çalışmaların oldukça sınırlı sayıda olduğu görülmüştür. Hayatın en önemli ve kritik dönemi olarak ifade edilebilen okul öncesi dönemde, öğrenme gücünü konu alan çalışmaların sayısının artırılması bu problemi yaşayan öğrencilerin erken dönemde tespit edilmesi ve buna göre önleyici önlemler alınması açısından oldukça önem arz etmektedir.

## **Öneriler**

1. Yapılan çalışmalar incelendiğinde çoğunlukla dil gelişimi ve bilişsel gelişime yönelik çalışmaların yapılmış olduğu görülmektedir. Çocukların diğer gelişim alanları olan motor gelişim, özbakım becerileri ve sosyal duygusal gelişime yönelik öğrenme gücü ile ilgili çalışmalar yapılabilir.
2. Özellikle okul öncesi dönemde öğrenme gücü ile ilgili hayatın ilk yıllarında toplumda yaşayan bireylerin bilgilenmelerini sağlayacak faaliyetlerin planlanarak uygulanması sağlanmalıdır. Bu şekilde toplumun her kesiminden bireylerin konu ile ilgili daha duyarlı ve bilinçli davranışlar sergilemeleri noktasında katkı sağlanmış olunabilir.