

Determining the Psychological Resilience of Students with Learning Disabilities

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Abstract: Psychological resilience refers to an individual's ability to maintain mental well-being, cope, and emerge stronger from stressful events, trauma, or challenges. A review of the relevant literature suggests that psychological resilience can only be discussed in the context of a risk situation, where individuals must successfully navigate and overcome this challenging environment. From a psychological resilience perspective, one group at risk is undoubtedly individuals with learning disabilities. Understanding the psychological resilience of children with learning disabilities and developing supportive interventions in this area is a matter. The aim of this study, therefore, is to determine the psychological resilience of students with learning disabilities. A phenomenological approach was adopted in the study, enabling an in-depth examination of the dimensions of psychological resilience, including problem-solving, stress coping, assertiveness, and communication skills, among students with learning disabilities. The study group consists of 31 children with learning disabilities, selected through criterion sampling. Data were collected using a semi-structured interview form and analyzed through descriptive analysis. The findings of the study reveal that students with learning disabilities face significant challenges in problem-solving, stress coping, emotional awareness, assertiveness, and communication.

Keywords: Psychological resilience, problem-solving, stress coping, assertiveness, communication, learning disabilities

Öğrenme Güçlüğü Olan Öğrencilerin Psikolojik Dayanıklılıklarının Belirlenmesi

Öz: Psikolojik dayanıklılık, bireylerin karşılaştıkları stresli olaylar, travmalar veya zorluklar karşısında ruhsal olarak sağlıklı kalabilme, başa çıkabilme ve bu deneyimlerden güçlenerek çıkabilme kapasitesini ifade eder. İlgili alan yazın incelendiğinde bireylerin psikolojik dayanıklılıklarından söz edilebilmesi için

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bir risk durumunun olması ve bireylerin bu riskli ortamdan sağlıklı ve başarılı şekilde çıkabilmeleri gerekir. Psikolojik dayanıklılık açısından ele alındığında risk gruplarından biri de kuşkusuz ki öğrenme güçlüğü yaşayan bireylerdir. Öğrenme güçlüğü yaşayan çocukların psikolojik dayanıklılıklarını anlamak ve bu alanda destekleyici müdahaleler geliştirmek çok önemlidir. Bu bağlamda araştırmanın amacı, öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılıklarının belirlenmesidir. Araştırmada fenomenolojik bir yaklaşım benimsenmiş, bu sayede öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılığın boyutları olan problem çözme, stresle başa çıkma, atılgnlık ve iletişim becerileri derinlemesine incelenmiştir. Araştırmanın çalışma grubunu ölçüt örneklem yöntemi ile seçilen 31 öğrenme güçlüğü olan öğrenci oluşturmaktadır. Araştırmanın verileri yarı yapılandırılmış görüşme formu ile elde edilmiş, betimsel analiz yöntemi ile analiz edilmiştir. Bu çalışmanın bulguları öğrenme güçlüğü yaşayan öğrencilerin problem çözme, stresle başa çıkma ve duygusal farkındalık geliştirme, atılgnlık ve iletişim konusunda önemli zorluklar yaşadıklarını ortaya koymaktadır.

Anahtar kelimeler: Psikolojik dayanıklılık, problem çözme, stresle başa çıkma, atılgnlık, iletişim, Öğrenme güçlüğü

Introduction

Psychological resilience refers to an individual's ability to maintain mental health, cope effectively with stressful events, trauma, or challenges, and emerge stronger as a result. This concept is a trait that can develop over time and is shaped by various factors. In the literature on psychological resilience, it is defined by emphasizing its different dimensions. Southwick et al. (2014) argue that psychological resilience consists of a series of biological, psychological, and environmental factors that enhance an individual's ability to cope with challenges. They suggest that resilience is not only supported by mental flexibility but also by biological factors. According to this view, resilient individuals not only develop coping skills in response to stress and trauma, but they also develop the ability to create meaning from these experiences and learn from them. Connor and Davidson (2003) define psychological resilience as the ability of individuals to withstand stress and difficulties. Similarly, Bonanno (2004) defines psychological resilience by examining how individuals recover from stressful situations, such as trauma and loss. He emphasizes that psychological resilience involves the process of "quick recovery" and "emerging stronger" from such events. In this context, resilience not only involves responding to crises but also includes the ability to derive meaning and growth from them. In other words, individuals may enter emotional and psychological recovery processes after trauma. Sometimes, this process results in not just recovery, but also new personal growth. According to Yıldız and Yıldırım (2020), psychological resilience can be expressed as the "ability of individuals to stay positive and cope effectively in the face of adverse situations.

Psychological resilience enables individuals to maintain their emotional well-being. Tugade and Fredrickson (2004) emphasize that positive emotions enhance individuals' ability to cope with stress, with resilience playing a crucial role in this process. In this context, emotional well-being also influences individuals' overall quality of life.

Psychological resilience plays a crucial role in the developmental processes of individuals. Yıldız and Yıldırım (2020) note that resilience is a critical factor in the healthy development of children and adolescents. Positive experiences and supportive environments play a crucial role in enhancing children's resilience. Individuals with high resilience, from an early age, overcome challenges they face and become stronger individuals in their later lives (Masten, 2001). Psychological resilience is a crucial concept that influences an individual's ability to cope with

challenges. Protection from negative effects, emotional well-being, and its role in developmental processes illustrate why psychological resilience is so important. Problem-solving, stress coping, assertiveness, and communication are the core components of psychological resilience (Cömert & Özbey, 2021; Korkut-Owen et al., 2017; Öner & Özbey, 2022).

Masten (2001) states that problem-solving skills are one of the key elements in coping with challenges and emerging stronger from them. He argues that the ability to consciously generate solutions and explore alternative paths when facing difficulties is critical for long-term psychological flexibility and adaptation. This skill enables individuals to analyze a situation, assess various solution strategies, and select the most effective course of action. Individuals with high psychological resilience are less affected by the negative impacts of traumatic events. Polusny and Erbes (2008) have noted that resilience reduces the risk of developing post-traumatic stress disorders. Resilient individuals are able to develop healthier coping strategies in response to challenges. Psychological resilience allows individuals to cope more effectively with stressful situations. Given that stress can arise from various sources in today's world, it is essential for resilient individuals to develop effective coping mechanisms to manage stress. Resilient individuals recover more quickly after stressful events and can recover from the effects of negative emotions more rapidly. Recovery after crises and trauma is possible through effective communication with others and providing appropriate emotional responses (Bonanno, 2004).

Another important component of psychological resilience is assertiveness. Assertiveness helps individuals develop the ability to protect themselves, set boundaries, and defend their needs and rights despite adversity. Southwick et al. (2014) emphasize that psychological resilience is also associated with individuals' capacity to establish positive communication in social relationships and receive social support. Assertiveness is a crucial component of establishing and maintaining healthy social networks.

A review of the relevant literature reveals that for individuals to be considered psychologically resilient, a risk situation must exist, and they must be able to successfully navigate and emerge from this challenging environment (Luthar et al., 2000). When viewed from the perspective of psychological resilience, individuals with learning disabilities undoubtedly belong to one of the risk groups. Learning disability is defined as persistent and significant difficulties experienced by an individual in listening, speaking, reading, writing, reasoning, or mathematical skills, despite having a normal or above-normal intelligence level (American Psychiatric Association [APA], 2013). Individuals with learning disabilities often face challenges such as difficulty finding employment, insufficient access to educational opportunities, social exclusion, and stigmatization (Burcu, 2015). One of the most challenging life events for individuals with learning disabilities, especially in childhood, is the educational problems they encounter. The traditional education system, which focuses on academic success, can weaken their sense of security and negatively impact their future goals (Pavey et al., 2020). Learning disabilities can affect not only children's academic success but also their self-esteem, emotional well-being, and social relationships. The psychological resilience of these children—their ability to cope with difficulties and combat stress—is one of the key factors determining their quality of life (Graham & Harris, 2005).

Studies show that children with learning disabilities often face psychological issues such as low self-esteem, anxiety, and depression. These issues can be exacerbated by failures at school, exclusion from peers, and negative feedback from teachers. In this regard, it becomes even more

important to recognize that resilient children are better equipped to cope with the challenges they face, leading to positive effects on both their academic and social development (Anda et al., 2006; Beiser et al., 2002; Narayan et al., 2018). Psychological resilience not only improves the academic performance of children with learning disabilities but also enhances their social skills. Since resilient children are more successful in coping with stress, regulating their emotions, and building healthy relationships, they are more likely to adapt easily at school and less likely to experience negative situations, such as bullying or exclusion. In other words, psychological resilience can improve the school life of children with learning disabilities (Werner, 1996). Early acquisition of psychological resilience skills can also strengthen individuals' ability to cope with challenges they will face in their future lives. These skills are not limited to childhood, but can also be effective in adolescence and adulthood. Therefore, understanding the psychological resilience of children with learning disabilities and developing supportive interventions in this area is crucial. In this context, this study aims to determine the psychological resilience of students with learning disabilities. Most studies conducted in Turkey on students with learning difficulties tend to focus on academic achievement, responses to teaching methods, or classroom adaptation (Anğay, 2016; Özen, 2015). Research on psychological resilience, however, is typically conducted with students who exhibit typical development and often relies on quantitative methods using standardized scales (Arslan, 2015; Atalay Göv & Övülmüş, 2023; Kalafatoğlu & Balcı Çelik, 2022). This study differs from previous research by examining the psychological resilience of students with learning difficulties through a qualitative lens, using scenario-based questions as a means of data collection. These scenarios allowed students to express their thoughts on coping with stress, communication, assertiveness, and problem-solving in a more realistic and relatable context. Unlike many existing studies, this research also seeks to understand the personal meaning students assign to the situations they face, rather than focusing solely on observable behaviors. In this sense, the study offers a unique contribution to the literature by addressing psychological resilience within the specific context of learning difficulties and by providing practitioners with meaningful, practice-based qualitative insights. This research will shed light on the psychological resilience of students with learning disabilities. Additionally, we hope that the results of this study will guide future research aimed at developing strategies and interventions to enhance psychological resilience, ultimately contributing to the academic and emotional development of these children.

Methodology

This section of the study presents information regarding the research model, the study group, data collection, and data analysis.

Research Model

This study was conducted to identify the psychological resilience levels of students with learning difficulties. A case study method, a type of qualitative research design, was employed in this study. The case study approach enables an in-depth and multidimensional examination of a particular phenomenon within its natural context, focusing on individuals or groups (Yin, 2013). In this research, the communication, stress management, assertiveness, and problem-solving skills of students with learning difficulties were assessed through scenario-based questions, and the reflections of these skills on their psychological resilience were thoroughly analyzed.

Study Group

The study group for this research consisted of 31 students attending 19 secondary schools in a province of the Eastern Anatolia Region, Turkey, all of which are under the jurisdiction of the Ministry of National Education. Criterion sampling, a type of purposive sampling, was used to select the study group. Criterion sampling involves selecting individuals, events, objects, or situations that meet specific criteria related to the problem being investigated (Büyüköztürk et al., 2008). In this context, the criterion was defined as students who had either been diagnosed with learning difficulties or were considered at risk in this regard, according to teacher evaluations, even if they had not received a formal diagnosis. In determining the participant group, the attitudes of parents towards diagnosing learning difficulties were taken into consideration, and the opinions of school counselors and other teachers were used to expand the participant group. Students with learning difficulties were identified by subject teachers and the school counselor. The study group, consisting of eighth-grade students, is comprised of students aged between 12 and 13 years. Among the participants, 14 are girls, and 17 are boys. Twenty-four students reside in the city, while seven live in nearby villages. Not all participants' mothers are employed. Ten students' fathers work as civil servants, 11 are construction workers, eight fathers are involved in cattle farming, and two fathers are engaged in agriculture.

Data Collection Tools

The data for this research were collected using a semi-structured interview form. The semi-structured interview form consists of two sections. The first section includes questions designed to gather demographic information about the participants. The second section contains a total of 25 scenario-based semi-structured questions. The scenarios were developed within the scope of the project modules (TÜBİTAK 1001 Project No. 221K148), considering the sub-dimensions of psychological resilience, such as problem-solving, stress management, communication, and assertiveness skills. These modules included beekeeping, goose farming, cheese production, greenhouse farming, einkorn wheat, and cultural products. After presenting the 31-item data collection instrument to experts (1 psychological counselor, two education science educators, and one science teacher), six indicators were removed, thus finalizing the form. Before conducting the actual research, the form was completed after interviewing three eighth-grade students with learning difficulties. The data collection tool, consisting of 25 items, measures the following sub-dimensions: the lowest score for problem-solving is zero and the highest score is 14; the lowest score for stress management is zero and the highest score is 7; the lowest score for assertiveness is zero and the highest score is 15; and the lowest score for communication is 0, with the highest score being 11. The scenario-based questions included in the data collection tool are presented in the data analysis section.

Data Collection and Analysis

The data were collected through one-on-one interviews with students at their schools. At the pre-scheduled time and in the designated classroom, we asked the students scenario-based questions and recorded the interviews. The audio recordings were transcribed, and the transcripts were analyzed separately by all researchers. We compared the obtained scores and discussed any discrepancies that arose. Descriptive analysis was employed in the data analysis. The identified themes included problem-solving, stress management, assertiveness, and communication skills, which are sub-dimensions of psychological resilience. The questions, indicators, and scores considered in the analysis in the scenario-based interview form are presented in Table 1.

Table 1

Semi-structured interview questions and analysis

Questions	Indicators	Scoring
Problem Solving		
What problems might you face while making cheese?	1. Identifies the problems encountered.	Does not mention a relevant problem: 0 points Mentions one relevant problem: 1 point Mentions two or more relevant problems: 2 points
What might be the causes of this problem?	2. Identifies the possible causes of the problems.	Does not mention a relevant cause: 0 points Mentions one relevant cause: 1 point Mentions two or more relevant causes: 2 points
What can you do to solve this problem?	4. Make a plan to solve the problems.	Does not suggest a relevant solution: 0 points Mentions one relevant solution: 1 point Mentions two or more relevant solutions: 2 points
Could these solutions cause other problems? Can you explain?	5. Evaluates the effectiveness of the problem's solution	Does not mention a relevant problem: 0 points Mentions one relevant problem: 1 point Mentions two or more relevant problems: 2 points
What other solutions might there be aside from the one you found?	6. Changes solutions when necessary to solve the problem.	Does not suggest a relevant solution: 0 points Mentions one relevant solution: 1 point Mentions two or more relevant solutions: 2 points
You have decided to build a greenhouse, and you don't know much about it. Where can you get the necessary information?	7. Identifies sources from which help can be obtained when needed.	Mentions irrelevant sources: 0 points Mentions 1 or 2 relevant sources: 1 point Mentions 3 or 4 relevant sources: 2 points
Which of these sources would you ask for help with?	8. Asks for help from people around them when needed.	Mentions irrelevant sources: 0 points Mentions one relevant source: 1 point Mentions two or more relevant sources: 2 points
Stress management		
In what situations do you feel anxious?	9. Recognizes stress causes.	Does not mention a stressor: 0 points Mentions one stressor: 1 point Mentions two or more stressors: 2 points
What would you do if a behavior from a school friend bothered you?	10. Expresses negative emotions verbally to the other person.	Cannot express negative emotions verbally: 0 points

What positive or negative reactions do people show when they are anxious?	11. Recognizes positive and negative coping strategies in stressful situations.	Expresses negative emotions verbally: 1 point Does not mention coping strategies: 0 points Mentions one strategy: 1 point Mentions two or more strategies: 2 points
What would you do to reduce your anxiety in stressful situations?	12. Uses active coping strategies in stressful situations.	Does not use any active coping strategy: 0 points Uses one active coping strategy: 1 point Uses two or more active coping strategies: 2 points
Assertiveness		
In the winter months, you need to feed Caucasian bees. You bought bee food, but you noticed that it's spoiled. What would you do with the spoiled food?	14. States their rights.	Mentions irrelevant rights: 0 points Mentions one relevant right: 1 point Mentions two or more relevant rights: 2 points
Let's assume you have a shop where you sell einkorn flour. A customer wants to return the product after two weeks because it contains a lot of stones. What would you do in this case?	18. Respects others' rights.	Does not mention others' rights: 0 points Mentions others' rights: 1 point Acts to respect others' rights: 2 points
As a cheese producer, how would you feel if the product spoiled because of a mistake you made?	15. Recognizes both positive and negative emotions.	Does not express emotions: 0 points Expresses emotions in general terms: 1 point Names and expresses emotions: 2 points
You found out that the customer is a well-known businessperson. When this customer comes to the store and speaks to you angrily, giving orders, what would you do?	19. Expresses discomfort with a situation.	Cannot express discomfort or express it inappropriately: 0 points Expresses discomfort appropriately: 1 point
You're in the same environment as someone who knows about greenhouse farming. What would you do?	20. Easily communicates with new people or strangers.	Does not communicate: 0 points Starts a conversation: 1 point Asks questions related to the conversation: 2 points
If you owned a flour factory with many employees, what would your responsibilities be?	23. Takes responsibility.	Mentions irrelevant responsibilities: 0 points Mentions one relevant responsibility: 1 point Mentions two or more relevant responsibilities: 2 points

If, as the owner of the factory, you did not fulfill your duties, what might the consequences be?	24. States the possible consequences when responsibilities are not fulfilled.	Mentions irrelevant consequences: 0 points Mentions one consequence: 1 point Mentions two or more consequences: 2 points
Employees in the factory complain that they are not satisfied with the wages you provide. You don't have the budget to increase their salaries. What would you do in this case?	22. Says no to situations they do not want to do and explains why.	Cannot say no or remain silent: 0 points Can say no: 1 point Can say no and explain why: 2 points
Communication Skills		
Let's assume you are a business owner. How should you behave with your customers? Why?	25. Explains the importance of communication in daily life.	Cannot mention the importance of communication: 0 points Mentions one aspect of communication's importance: 1 point Mentions two or more aspects of communication's importance: 2 points
What might negatively affect your communication with customers?	28. Identifies communication barriers.	Cannot identify communication barriers: 0 points Mentions one communication barrier: 1 point Mentions two or more communication barriers: 2 points
What could be the consequences if you act rudely with your customers?	29. Recognizes the negative effects of communication barriers.	Cannot mention the negative effects of communication barriers: 0 points Mentions one negative effect: 1 point Mentions two or more negative effects: 2 points
Can people understand how you feel just by looking at your face, even if they don't speak to you? Why?	27. Uses body language effectively.	Does not send non-verbal messages: 0 points Uses non-verbal messages: 1 point
You are making cheese, and one of your workers made a mistake that caused all the milk to spoil. However, the worker refuses to admit their mistake and insists that someone else is at fault. How would you behave in this situation?	30. Proposes solutions to overcome communication barriers.	Does not propose any solutions to communication barriers: 0 points Proposes one solution: 1 point Proposes two or more solutions: 2 points
Let's assume you are the manager of a workplace. What would you do to help your employees build good relationships?	31. Propose suggestions for effective communication.	Does not propose any suggestions: 0 points Proposes one suggestion: 1 point Proposes two or more suggestions: 2 points

To ensure that the study was conducted in compliance with ethical standards, students participating in the interviews were provided with detailed information about the research purpose and its implications. They were informed that their participation was voluntary and that they had the right to withdraw at any time. Written consent was obtained from the parents or legal guardians for the students' participation in this study. The confidentiality of the data collected in the study was ensured, and the identities of all participants were protected. The data were used exclusively for research purposes, and no information was included that could reveal the identities of the participants. The data were securely stored and analyzed solely for the purpose of the study. The emotional and psychological boundaries of the students were respected, and the interview environment was carefully arranged to ensure their comfort, providing a supportive and non-intrusive setting at their schools.

Findings

In this section, we present the results obtained from analyzing the problem-solving, stress management, assertiveness, and communication skills themes related to psychological resilience, specifically for students with learning difficulties. The relevant themes are discussed separately in the contexts of beekeeping, einkorn wheat, greenhouse farming, cheesemaking, and rug weaving.

Findings Related to the First Research Question

In response to the research question: "What are the problem-solving skills of students with learning difficulties?", the findings are presented in Table 2.

Table 2

Codes for the problem-solving skills of students with learning difficulties

Codes related to the Problem-Solving Subdimension	Contexts					
	Beekkeeping	Cultivation	Greenhouse farming	Goose breeding	Cheesemaking	Carpetmaking
	f	f	f	f	f	f
Recognizing the problems encountered	17	17	18	15	14	10
Identifying the possible causes of problems	14	16	16	13	13	9
Generating solutions for the encountered problems	10	12	13	12	13	7
Making plans to solve problems	-	1	-	-	1	-
Asking for help from others when needed	18	18	14	14	15	11
Recognizing the people to ask for help when needed	13	12	12	14	14	9

According to Table 2, most students with learning difficulties lack sufficient skills in the problem-solving dimension of psychological resilience across all contexts. While students are more active in recognizing problems, identifying their causes, and asking for help from their surroundings, they are inadequate in articulating the reasons for problems, generating solutions, planning, and recognizing whom to ask for help. Upon examining the students' responses, they exemplified problem situations by emphasizing factors such as living spaces of living beings, materials used, natural events, drought, and the presence of other living beings. Some students presented examples related to the contexts when describing the problems they encountered, while others mentioned problems outside the context. Example student expressions are provided below:

"We should not approach the bees without protective clothing, as we might encounter bee stings. Bees can die while collecting their honey." (S22)

"Other bees coming and killing my bees, other people coming and stealing honey from my hive, flowers drying, and bees not being able to make honey." (S1)

"It might be related to the weather; cold weather, rain, hail, snow, and other weather events might affect it. Drought could be the issue." (S21)

"I might have trouble finding land. Diesel fuel is expensive, so I might have difficulty buying it. I might also face trouble finding workers, and trouble finding seeds." (S8)

While most students with learning difficulties cannot generate solutions to problem situations, a few students offered limited solutions that could harm other living beings. Only two students emphasized the planning process and produced solutions for the problem situations. Example student expressions are provided below:

"I wouldn't do anything." (S16)

"If the horse is constantly entering the field, I would use a medicine it dislikes and spray it on my crops." (S17)

"For example, I would make a scarecrow. I would use sharp wires to prevent animals from entering. To protect from the rain, I would make it with gaps." (S6)

"You can also get help from the governor or a loan. If we get the loan, we can pay it back, but if we can't pay it, we will go bankrupt." (S8)

"Sir, we could make good huts, or we could make bee hives in places where it doesn't rain much, where there are no weather events, and where there are no earthquakes." (S20)

"To prevent the plants from rotting, I would spray them. To prevent sudden temperature drops, I could develop a machine that harnesses solar energy. I could use it like heaters. I would make a heater that gets its heat from the sun. At night, when there's no sun, I would plug it in." (S19)

Some students with specific learning difficulties mentioned that they would ask for help from people around them in problem situations, yet when identifying the people they would ask for help, they referred to family members, relatives (uncle, aunt, cousin, grandfather, grandmother), neighbors, and friends, rather than people, institutions, and authorities related to the context. Three students stated that they would solve the problem without seeking help from anyone, while only

one student mentioned that they could seek help from the internet. Example student expressions are provided below:

“I will solve it myself.” (S21)

“Well, I would ask for help from someone who knows better.” (S30)

“I could ask my mom or dad for help, as I have trouble raising geese.” (S29)

Findings Related to the Second Research Question of the Study

The findings obtained in response to the research question "How are the stress-coping skills of students with learning difficulties?" are presented in Table 3.

Table 3

Codes related to stress coping skills of students with learning disabilities

	Contexts					
	Beekkeeping	Kavılca Cultivation	Greenhouse farming	Goose breeding	Cheesemaking	Carpetmaking
Codes Related to the Stress Coping Sub-Dimension	f	f	f	f	f	f
Recognizing stress causes	1	2	1	1	2	3
Recognizing positive and negative emotions	7	5	7	3	6	7
Explaining negative emotions using verbal expressions	4	3	2	2	6	5
Identifying active and passive coping strategies	1	1	-	-	-	-
Using active coping strategies in stressful situations	2	-	-	-	1	-

When Table 3 is examined, it is observed that the majority of students with learning disabilities do not possess sufficient competencies across all contexts within the stress-coping sub-dimension of psychological resilience. Nearly all students lack adequate skills in recognizing stressors, identifying positive and negative emotions, expressing those emotions, and recognizing and using both active and passive coping strategies in the contexts of beekkeeping, millet farming, greenhouse farming, goose farming, cheesemaking, and rug weaving.

Most of the students who participated in the interviews simply labeled their emotions as "bad" without providing reasons for them. Some students, however, mentioned feelings of fear, frustration, and sadness. These students expressed that rather than verbally expressing these emotions to others, they resorted to negative coping strategies such as self-blame, quitting tasks, ignoring problems, and resorting to violence. Example student statements are provided below:

"I feel bad, like I can't do it. I would say, 'I wish I hadn't gotten into this.' But I could have felt good if I had realized before giving the product to the bees." (S10)
"I feel bad. I had put effort into it, and because of my effort, I get angry." (S1)
"Honestly, I would be upset. All my efforts would go to waste. If something like this happened the first time, I wouldn't do that job again." (S6)
"I laugh here. I don't let myself feel sad. If I'm sad, no one will smile. If I don't smile, my work won't go well." (S31)
"I feel bad and angry towards the person who did it. I might lose control. A fight could break out." (S17)
"I am scared, and to get rid of this fear, I run away." (S23)

In the interviews, it was observed that students with learning disabilities tend to prefer emotion-focused coping strategies, such as avoidance, denial, disengagement from the problem, seeking social support, and not mentally engaging with the issue, rather than problem-focused strategies like self-control, taking responsibility, solving problems systematically, and focusing on the positive aspects of the problem. Example student statements are provided below:

"For example, I could go out and hang out with my friends. I try to forget it, something like that." (S19)
"I would throw away the spoiled food first, then go somewhere else and buy it from there. If it's not spoiled, I would feed the bees with the bee food." (S18)
"I would complain. I would force them to take it." (S2)
"When it's rainy, I don't plant, I follow the weather forecast and plant accordingly. For drought, I would dig a well and get help from the government." (S22)
"I would fire the workers and hire those who are focused on this job and love it." (S13)
"I would get angry. I would tell my workers, 'Do your job properly, I am losing money, and I won't pay your salary.' They would do the work properly. I either fire them or issue a warning. If they continue, I'll fire them." (S1)
"I would go and talk to the person I bought from, and if it doesn't work, I would quit this job and switch to animal husbandry." (S3)
"If it doesn't work, I would do another job. I would try to make myself happy in that job." (S11)
"I feel bad. To forget it, I do fun things. I hang out with my friends, travel." (S27)

Findings Related to the Third Research Question

The findings related to the research question "How are the assertiveness skills of students with learning disabilities?" are presented in Table 4.

Table 4

Codes related to assertiveness skills of students with learning disabilities

Contexts

Codes Related to the Assertiveness Subdimension	Beekeeping	Kavılca Cultivation	Greenhouse farming	Goose breeding	Cheesemaking	Carpetmaking
	f	f	f	f	f	f
Stating one's rights	9	7	2	3	3	5
Stating what actions can be taken when treated unfairly	9	8	-	3	-	4
Engaging in rights assertion behaviors as required by assertiveness	2	1	-	-	1	1
Respecting the rights of others	1	3	1	-	3	4
Expressing discomfort with certain situations	4	3	4	2	3	3
Comfortably speaking with new acquaintances or strangers	5	4	11	6	4	5

When examining Table 4, it is evident that the majority of students with learning disabilities do not demonstrate sufficient skills in the assertiveness subdimension of psychological resilience across all contexts. The vast majority of students, based on their responses in the interviews, were found to lack knowledge of their rights and were unaware of what actions to take in situations where they experience injustice in contexts such as beekeeping, kavılca, greenhouse farming, goose farming, cheesemaking, and carpet making. As a result, they did not engage in assertive behavior to defend their rights, nor did they consider the rights of others. Instead, they preferred negative strategies such as accepting the situation, using violence, or avoiding the issue.

Another important finding is that none of the students mentioned behaviors related to "saying no in situations they did not want to engage in or taking responsibility," a key component of assertiveness. Very few students, when expressing their rights in the contexts of beekeeping, kavılca, greenhouse farming, goose farming, cheesemaking, and carpet making, referenced concepts such as returns and consumer rights. Example student expressions are presented below:

"I would tell them not to sell such a product and say that the money should stay with you." (S30)

"I would throw it away. My bees might get poisoned." (S21)

"If they don't take it back, I'll do something else. They sell it, or I'll throw it away, or I'll buy a better one from a reliable place." (S5)

"I would return it. If they don't accept it, I'll throw it away. We have no other choice." (S29)

"There's the Consumer Protection Association. I would go to them and defend my rights." (S25)

"I would return the feed I bought and ask for my money back. I also have the right to complain." (S1)

When examining the views of students with learning disabilities on what they could do in situations of unfairness and their behavior in defending their rights, it was observed that they expressed either aggressive behaviors, such as resorting to violence, or shy behaviors, such as withdrawal, acceptance, and an inability to say no. Below are some examples of student responses:

"I would fight. We would shout at each other in anger, and then we would fight." (S21)

"I would take my product back. I would return the money, no matter how much it is." (S13)

"I would take it back, no problem. Why should I make a fuss about it?" (S6)

"When someone is wronged, they feel bad and want revenge, but they can't do it." (S20)

"I get really angry. Either there will be a fight, or I will call the police. If one of us is wrong, the police would take them. I would only be surprised if it were a businessman. I'm scared of them because they might take my business away." (S17)

"I would say, why did you buy it? If they don't do something, I'd say, okay, it's yours, I wish you well. Even if it's missing, I would take it back." (S31)

"If a lawyer can't solve it, I would go and take their belongings." (S3)

In situations where students with learning disabilities expressed the need to respect others' rights, only a few students provided statements in line with the assertiveness required for considering the rights of others. Below are some examples:

"First, I would try to learn the reason. If it's spoiled or bad, I would start improving it. I would make sure it doesn't get worse, or moldy." (S18)

"First, I'd check what they said (the customer). I'd accept the product and ask why they brought it, to see if it's a dirty item. The customer is also right; I would accept it." (S8)

"We have the right to complain and get our money back. If we do this, it will also benefit others, as they will avoid purchasing spoiled goods. They'll be more considerate. I'd ask why they sold spoiled goods and didn't pay attention to it. It's not just about us; it can also harm others." (S22)

It was also found that the majority of students with learning disabilities were unable to express the situations that made them uncomfortable. Below are some examples of student expressions:

"I wouldn't do anything about the company's rules. I would keep weaving carpets and selling them the same way." (S5)

"I'd be sad. I'd get a little angry. I'd go to someone else." (S15)

"I wouldn't do anything." (S16)

"I would curse, teacher, and give it back. After all, they gave me a spoiled product. If they don't take it back, I'd hit them on the mouth. I would fight." (S6)

These responses suggest that students with learning disabilities demonstrate a limited understanding and application of assertiveness in situations that require defending their rights, often resorting to avoidance, aggression, or submission rather than standing up for themselves and others in an appropriate manner.

Findings for the Fourth Research Question

The findings for the research question "How are the communication skills of students with learning difficulties?" are presented in Table 5.

Table 5 presents the codes developed for the communication sub-dimension of psychological resilience.

Table 5

Codes related to communication skills of students with learning difficulties

Codes Related to the Communication Subdimension	Contexts					
	Beekkeeping	Kavılca Cultivation	Greenhouse farming	Goose breeding	Cheesemaking	Carpetmaking
	f	f	f	f	f	f
Expressing emotions easily by talking	3	3	5	-	5	6
Identifying the causes of communication barriers	-	-	-	-	-	-
Recognizing the negative effects of communication barriers	1	2	1	-	4	2
Developing suggestions to eliminate communication barriers	1	2	2	-	4	5
Developing suggestions for effective communication	1	2	2	-	2	3

When Table 5 is examined, it is observed that the majority of students with learning difficulties lack adequate competencies in the communication sub-dimension of psychological resilience across all contexts. The vast majority of students, based on their responses in interviews, were found to be insufficient in expressing their feelings, identifying the causes of communication barriers, recognizing the negative effects of these barriers, and developing suggestions for effective communication in the contexts of beekkeeping, kavılca (a type of wheat), greenhouse farming, goose farming, cheesemaking, and carpet making. Sample student statements are provided below.

"I first try to stay calm. I would say, 'You brought this product, and you've already used it. You are not providing any justification, so you cannot return it.' Let's say they continue to act this way, then I can contact the police." (S20)

"I would behave badly if they brought one item less. I would kick them out of the shop and think they are a scammer. I wouldn't buy it. I would give them the same treatment or report them to the police." (S23)

"I wouldn't take the product back. I would ask, 'Are you mocking me?' and get angry. I'd say, 'I gave you the full product.' If they don't listen, I'd call the police or hit the person." (S14)

"I'd get angry and say, 'Why aren't you teaching me?' I would hit them from a distance. I would fight." (S28)

"I'd get angry. I would tell my workers, 'Do your job properly, or I won't pay your salary because I'm losing money.'" (S1)

"I would burn down the shop. After all, I tell them to give it, and they don't give it." (S3)

"I would leave them. If you don't want to work, don't. I'd find a better worker, and together, we'd grow the business. Then, I'd show the product to that person. If they want to buy it, I'd sell it to them." (S31)

"I'd get angry. I'd keep my anger inside." (S21)

Very few students with learning difficulties who participated in the interviews expressed behaviors aimed at listening to the other person. Most students responded such as selling to others, reporting to the police, or using violence, instead of identifying the cause of the communication barrier (e.g., asking why they didn't buy the product). Sample student statements are provided below.

"I would talk to them and ask why they didn't buy it. I'd ask if they liked it or not. If I made a mistake, I would not make that mistake again." (S17)

"For example, I wouldn't cause trouble if they wanted to return something. I'd ask what the problem was. If the customer reacted to my kavlca, I'd say there was nothing wrong, and if they were rude, I'd tell them not to buy from me. A bad situation would become worse. No one would buy my kavlca, so I would ask why the customer had a problem, and if necessary, I'd take it back and offer a new one." (S18)

"If I'm bothering someone, I'd say, 'If you want, we can end it here.' If they say I'm bothering them, I'd wish them a good day and leave the table." (S11)

Discussion and Conclusion

The first sub-research question of the study, which addresses the overall research question "How is the psychological resilience of students with learning disabilities?" focuses on students' problem-solving skills. Specifically, the first sub-question of the study addresses the problem-solving abilities of these students. The findings suggest that while most students can recognize problems, identify their causes, and seek help from their environment, they struggle with generating solutions, making plans, and recognizing the appropriate individuals or resources from whom they could seek help. This finding aligns with previous studies, such as those by Çakmak et al. (2023), as well as Girli (2014), which suggest that individuals with learning difficulties often exhibit deficiencies in solving complex problems.

The difficulty in seeking help during problem-solving processes also indicates that these students may have lower levels of psychological resilience. According to Berthold et al. (2009),

problem-solving skills are crucial in the development of psychological resilience. The observed lack of ability to seek help from others may imply that students face challenges in accessing external resources and thus struggle to cope with difficult situations. This could suggest that the students' difficulties in interacting with their environment act as a barrier to developing better problem-solving strategies. Additionally, as Folkman and Moskowitz (2000) propose, resilience is not only influenced by individual characteristics but also by environmental and social factors. Therefore, educators and families should focus on developing strategies to help students with learning difficulties enhance their social support networks. These findings could be instrumental in designing educational programs that aim to enhance the psychological resilience of students.

Moving on to the second sub-question, which explores how students with learning difficulties manage stress, the findings indicate that many students lack sufficient skills to cope with stress. It was found that students struggle to identify the causes of stress, recognize and articulate their positive and negative emotions, and know how to use both active and passive coping strategies. Literature in this area supports these findings, with studies showing that individuals with learning difficulties generally face challenges in emotional awareness, emotional regulation, and stress management (Bear et al., 2015; Carter & Spencer, 2006; Demir & Ceylan, 2024; Mundia, 2012; Nabuzoka & Smith, 1999). Students with learning difficulties may face challenges in their active coping skills, which can lead them to prefer emotion-focused coping strategies. Specifically, the use of strategies such as avoidance, escape, and rejection suggests that these students may attempt to ignore problems and avoid dealing with them. While such strategies may provide emotional relief in the short term, they do not offer long-term solutions and can exacerbate stress in the long run. The literature also emphasizes that emotion-focused coping strategies are generally ineffective in the long term and offer limited benefits in managing stress (Anda et al., 2006; Beiser et al., 2002; Carver, 1997; Narayan et al., 2018).

Furthermore, when expressing their emotions related to stress, most of the students simply labeled their feelings as "bad" without providing specific names or reasons for their emotions. In terms of coping with stress, they tended to use negative strategies such as self-blame, giving up, ignoring the problem, or even resorting to aggression. According to Gross (2002), emotional awareness and regulation have a direct impact on individuals' psychological resilience and their ability to manage stress effectively. Therefore, the students' tendency to express their emotions only as "bad" and their use of passive coping strategies point to their difficulty in defining their emotions in more detail, their struggles with more complex emotional situations, and the need for improved emotional awareness.

When examining the responses of students with learning difficulties to questions regarding the assertiveness subdimension of psychological resilience, it is observed that these students are also significantly deficient in this area. Assertiveness refers to an individual's ability to express themselves appropriately. It is evident that most students participating in the study lack sufficient knowledge about how to express their rights, defend the rights of others, or take appropriate actions when faced with injustice. When coping with uncomfortable situations, these students tend to use negative coping strategies, such as passive behaviors like acceptance, avoidance, and ignoring, or aggressive behaviors like the use of violence. Additionally, none of the students mentioned key components of assertiveness, such as "being able to say no" and "taking responsibility." These findings suggest that students with learning difficulties require special interventions and support to enhance their psychological resilience and social skills. The study also suggests that a lack of

knowledge about their rights and passive behavior in advocating for themselves among students with learning difficulties may be linked to low self-esteem and social skill deficits. Researchers such as Carter and Spencer (2006) and Chao et al. (2017) emphasize that individuals with learning difficulties have limited social skills, which can result in passivity in the face of injustice or the disregard of others' rights. In this context, the difficulty that students with learning difficulties experience in expressing their own rights and respecting the rights of others also points to a weakness in their psychological resilience. Similar results are observed in the literature examining assertiveness skills among students with learning difficulties. Panicker and Chelliah (2016), as well as Narayan et al. (2018), state that children with learning difficulties tend to use more negative coping strategies, such as avoidance, withdrawal, and emotional deficiency. The fact that students resort to such strategies when dealing with distressing situations indicates that their social and emotional skills are underdeveloped, and consequently, their psychological resilience is weak. Some of the students participating in the study reported exhibiting passive behaviors, while others resorted to aggressive behaviors, such as violence. The literature notes that individuals with learning difficulties may display extreme reactions, such as violence, when faced with injustice, and this is linked to a lack of emotional and social skills. These individuals may experience emotional outbursts and exhibit aggressive behaviors, such as violence, because they struggle to express themselves in social interactions (Zirpoli, 2012). Another significant finding of the study is that when students with learning difficulties assume roles within contexts such as customer-client-seller, they fail to refer to important concepts like "consumer rights" when expressing their rights. This highlights their lack of knowledge about other rights and a deficiency in societal awareness. Researchers have noted that students who have received education about their rights tend to be more active and conscious individuals in society (Karaman Kepenekçi, 2000; Martin, 1987; Yılmaz, 2013). Given that individuals need to be informed about their rights and responsibilities in education, the lack of skills in expressing and defending their rights among students with learning difficulties may result in increased vulnerability in their social relationships. Therefore, in order to enhance the psychological resilience of students with learning difficulties, the importance of specialized education and support programs that strengthen assertiveness skills, as well as strategies developed by educators to enhance both the social and emotional skills of these students, becomes evident. The development of these skills will enable students to adopt healthier coping strategies.

The objective of the final subproblem of the study was to examine the communication skills of students with learning difficulties. As with other dimensions of psychological resilience, significant deficiencies were also identified in this area. The majority of students participating in the study demonstrated inadequacies in expressing their emotions, understanding the causes of communication barriers, and establishing effective communication. Klingberg and colleagues (2002) noted that individuals with learning difficulties may experience challenges in their social skills, and these individuals could also struggle to develop emotional intelligence, which can negatively impact their social interactions. Similarly, in this study, it was found that students faced difficulties in expressing their emotions and were unable to effectively resolve communication barriers. Another finding of the study was that students with learning difficulties also experienced deficiencies in their listening skills. Ceylan (2024) stated that individuals with learning difficulties face challenges in listening, and this deficiency in listening skills leads to difficulties in understanding others, resulting in communication misunderstandings. This finding suggests that students with learning difficulties may struggle to develop effective strategies for coping with

communication barriers, thereby increasing their risk of experiencing conflicts in social interactions.

In conclusion, the findings of this study reveal that students with learning difficulties experience significant challenges in problem-solving, stress management, emotional awareness, assertiveness, and communication. The importance of educational interventions to help these students enhance their psychological resilience is evident. Teachers need to design programs that help students shift away from negative coping strategies, develop emotional awareness, and improve their assertiveness skills. Furthermore, creating a supportive classroom environment where students can express themselves, utilize problem-solving skills, understand their rights, and practice appropriate coping strategies is essential. To foster psychological resilience in students with learning difficulties, it is recommended that special education teachers, psychological counselors, and subject teachers collaborate effectively. Experimental research on intervention programs designed to support psychological resilience in students with learning difficulties would also be valuable.

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Geniş Özet

Giriş

Psikolojik dayanıklılık, bireylerin karşılaştıkları stresli olay, travma ya da zorluklar karşısında ruhsal açıdan sağlıklı kalabilme, baş edebilme ve bu deneyimlerden güçlenerek çıkabilme kapasitesini ifade eder. Bu kavram, zamanla gelişebilen ve çeşitli faktörlere bağlı olarak şekillenen bir özelliktir. Olumsuz etkilerden korunma, duygusal iyilik hali ve gelişimsel süreçlerdeki rolü, psikolojik dayanıklılığın neden bu kadar önemli olduğunu göstermektedir. Problem çözme, stresle başa çıkma, atılganlık ve iletişim psikolojik dayanıklılığın temel bileşenleridir. İlgili alan yazın incelendiğinde bireylerin psikolojik dayanıklılıklarından söz edilebilmesi için bir risk durumunun olması ve bireylerin bu riskli ortamdan sağlıklı ve başarılı şekilde çıkabilmeleri gerekir. Psikolojik dayanıklılık açısından ele alındığında risk gruplarından biri kuşkusuz ki öğrenme güçlüğü yaşayan bireylerdir. Araştırmalar, öğrenme güçlüğü çeken çocukların genellikle düşük öz saygı, kaygı ve depresyon gibi psikolojik sorunlarla karşılaştığını ortaya koymaktadır. Bu durum, çocukların okulda yaşadıkları başarısızlıklar, sınıf arkadaşlarından dışlanma ve öğretmenlerinden olumsuz geri bildirim alma gibi sebeplerle daha da derinleşebilir. Bu noktada dayanıklı çocukların karşılaştıkları olumsuzluklarla daha sağlıklı bir şekilde başa çıkabileceği, hem akademik hem de sosyal gelişimlerinin olumlu yönde etkileneceği göz önüne alındığında psikolojik dayanıklılığın önemi daha da artmaktadır. Bu nedenle öğrenme güçlüğü yaşayan çocukların psikolojik dayanıklılıklarını anlamak ve bu alanda destekleyici müdahaleler geliştirmek çok önemlidir. Bu bağlamda araştırmanın amacı, öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılıklarının belirlenmesidir. Bu araştırma, öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılıklarının fark edilmesine ışık tutacaktır. Ayrıca bu araştırmanın sonuçlarının, psikolojik dayanıklılığı artırıcı stratejilerin ve müdahalelerin ortaya konacağı araştırmalara yol göstererek bu çocukların hem akademik hem de duygusal gelişimlerinin desteklenmesine katkı sağlaması beklenmektedir.

Yöntem

Bu araştırma, öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılıklarını belirlemek amacıyla nitel bir araştırma olarak yürütülmüştür. Araştırmada fenomenolojik bir yaklaşım benimsenmiş, bu sayede öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılığın boyutları olan problem çözme, stresle başa çıkma, atılganlık ve iletişim becerileri derinlemesine incelenmiştir.

Araştırmanın çalışma grubunu Doğu Anadolu Bölgesi'nin bir ilinde bulunan, Millî Eğitim Bakanlığı'na bağlı on dokuz ortaokula devam eden 31 öğrenci oluşturmaktadır. Araştırmanın çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Sekizinci sınıfa devam eden çalışma grubu 12-13 yaş aralığındadır. Bu öğrencilerin 14'ü kadın, 17'si erkektir. Öğrencilerin 24'ü şehirde, yedisi şehre yakın köylerde ikamet etmektedir. Katılımcıların tümünün annesi çalışmamaktadır. Öğrencilerin 10'unun babası memur, 11'inin inşaat işçisidir. Sekiz öğrencinin babası büyükbaş hayvancılıkla ve ikisinin babası ise tarımla uğraşmaktadır.

Araştırmanın verileri yarı yapılandırılmış görüşme formu ile elde edilmiştir. Yarı yapılandırılmış görüşme formu iki bölümden oluşmaktadır. Birinci bölümde katılımcıların demografik bilgilerini belirlemeye yönelik sorular yer almıştır. İkinci bölümde ise senaryo temelli yarı yapılandırılmış toplam 25 soru bulunmaktadır. Senaryolar, psikolojik dayanıklılığın problem çözme, stresle baş etme becerileri, iletişim ve atılganlık becerilerini alt boyutları göz önüne bulundurularak projenin (TÜBİTAK 1001 221K148 numaralı proje) modülleri kapsamında (arıcılık, kazcılık, peynircilik, seracılık, kavılca buğdayı ve kültürel ürünler modülleri) oluşturulmuştur.

Araştırmanın verileri, okullarında öğrencilerle birebir görüşmeler yapılarak elde edilmiştir. Verilerin analizinde betimsel analiz tekniği kullanılmıştır. Temalar, psikolojik dayanıklılığın alt boyutlarından olan problem çözme, stresle baş etme, atılganlık, iletişim becerileri şeklinde belirlenmiştir. Katılımcıların ifadeleri doğrudan alıntılarla sunularak iç güvenirlik sağlanmıştır. Ayrıca, araştırmanın etik standartlara uygun olarak gerçekleştirilmesi için görüşmeye katılacak öğrencilere, araştırmaya katılımın gönüllülük esasına dayandığı, katılımcıların istedikleri zaman geri çekilebilecekleri ve araştırmanın amacı hakkında ayrıntılı bilgi verilmiştir. Velilerden de öğrenci katılımına yönelik yazılı onam alınmıştır.

Araştırmada elde edilen verilerin gizliliği sağlanmış, tüm katılımcıların kimlikleri korunmuştur. Veriler yalnızca araştırma amacıyla kullanılmış ve katılımcıların kimliklerini açığa çıkaracak hiçbir bilgiye yer verilmemiştir. Araştırmanın verileri güvenli bir şekilde saklanmış, yalnızca araştırma amacıyla kullanılacak şekilde analiz edilmiştir. Öğrencilerin duygusal ve psikolojik sınırlarına saygı gösterilmiş, onların rahatlıklarını engellemeyecek şekilde okullarında görüşme ortamı sağlanmıştır.

Bulgular

Araştırmanın “öğrenme güçlüğü olan öğrencilerin psikolojik dayanıklılıkları nasıldır?” şeklindeki araştırma sorusuna yönelik dört alt araştırma sorusunun ilki, öğrencilerin problem çözme becerisine ilişkindir. Çalışmaya katılan öğrencilerin çoğu, problemleri fark etme, nedenlerini söyleme ve çevresinden yardım isteme konusunda daha etkin olsalar da problemlere çözüm üretme, planlama yapma ve yardım isteyeceği kişileri tanıma konularında yetersiz kalmışlardır.

Araştırmanın ikinci alt probleminden elde edilen bulgulara göre öğrenme güçlüğü yaşayan öğrencilerin çoğu stresle başa çıkma konusunda yeterli becerilere sahip değildir. Öğrenme güçlüğü olan öğrencilerin stres nedenlerini fark etme, olumlu ve olumsuz duygularını tanıma, bu duyguları ifade etme ve aktif ve pasif başa çıkma stratejilerini bilme ve kullanma konularında eksiklikler bulunduğu görülmüştür. İlgili alan yazın incelendiğinde araştırmanın bulgularına benzer şekilde öğrenme güçlüğü yaşayan bireylerin, duygusal farkındalık, duygusal düzenleme ve stresle başa çıkma becerileri konusunda genel olarak zorluklar yaşadıkları ve genellikle stres durumlarında pasif başa çıkma stratejilerini kullandıkları görülmektedir. Öğrenme güçlüğü yaşayan öğrencilerin aktif başa çıkma becerilerinde eksiklikler yaşamaları, duygu odaklı başa çıkma stratejilerini tercih etmelerine neden olabilir. Özellikle öğrencilerin kaçma-kaçınma ve reddetme gibi stratejiler kullanması, onların problemleri görmezden gelmeye ve bu durumlarla başa çıkmaktan kaçınmaya çalıştıklarını düşündürmektedir. Araştırmaya katılan öğrencilerin duygularını sadece "kötü" olarak ifade etmeleri ve stres durumunda pasif baş etme stratejilerini kullanmaları, bu öğrencilerin duygusal durumlarını daha ayrıntılı bir şekilde tanımlamakta zorlandıklarını, daha karmaşık duygusal durumlarla başa çıkmada yetersiz olduklarını ve duygusal farkındalıklarının geliştirilmesi gerektiğini düşündürmektedir.

Öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılığın atılmanlık alt boyutuna ilişkin sorulara verdikleri cevaplar incelendiğinde, bu boyutta da öğrencilerin oldukça yetersiz oldukları görülmektedir. Öğrencilerin rahatsız oldukları durumlarla başa çıkarken kabullenme, kaçma, görmezden gelme gibi çekingen davranışları ya da şiddet kullanma gibi saldırgan davranışları içeren olumsuz baş etme yöntemlerini tercih ettikleri görülmektedir. Ayrıca, atılmanlık becerilerinin temel unsurlarından biri olan "hayır diyebilme" ve "sorumluluk alma" davranışları, hiçbir öğrenci tarafından belirtilmemiştir. Bu bulgular, öğrenme güçlüğü yaşayan öğrencilerin psikolojik dayanıklılıklarının ve sosyal becerilerinin geliştirilmesi için özel müdahale ve desteklere ihtiyaç duyduklarını ortaya koymaktadır. Araştırmaya katılan öğrencilerin bazıları çekingen davranışlar gösterirken, bazıları şiddet gibi saldırgan davranışlara başvurduklarını dile getirmişlerdir. İlgili alan yazında öğrenme güçlüğü yaşayan bireylerin, haksızlıkla karşılaştıklarında şiddet gibi aşırı tepki vermelerinin duygusal ve sosyal becerilerinin eksikliği ile bağlantılı olduğu, bu bireylerin sosyal etkileşimlerde kendilerini ifade etmek konusunda zorlandıkları için duygusal patlamalar yaşayabildikleri ve şiddet gibi saldırgan davranışlar sergileyebildikleri belirtilmektedir.

Araştırmanın son alt problemi kapsamında öğrenme güçlüğü yaşayan öğrencilerin iletişim becerilerinin incelenmesi amaçlanmıştır. Psikolojik dayanıklılığın diğer boyutlarında olduğu gibi bu boyutta da öğrenme güçlüğü yaşayan öğrencilerin önemli eksiklikleri olduğu belirlenmiştir. Araştırmaya katılan öğrencilerin çoğu, duygularını ifade etme, iletişim engellerinin nedenlerini anlama ve etkili iletişim kurma konularında yetersizlikler göstermiştir. Bu bulgu, öğrenme güçlüğü yaşayan öğrencilerin iletişim engelleri ile başa çıkmaya yönelik etkili stratejiler geliştirmekte zorlandıkları için, onların sosyal etkileşimlerinde çatışma yaşama riskinin artacağını düşündürmektedir.

Sonuç ve Tartışma

Sonuç olarak bu çalışmanın bulguları, öğrenme güçlüğü yaşayan öğrencilerin problem çözme, stresle başa çıkma ve duygusal farkındalık geliştirme, atılmanlık ve iletişim konusunda önemli zorluklar yaşadıklarını ortaya koymaktadır. Bu öğrencilerin psikolojik dayanıklılıklarını artırmalarına yardımcı olabilecek eğitimsel müdahalelerin önemi ortaya çıkmaktadır.