Investigation of the Relationship Between Self-Perception and Problem-Solving Skills in Women Exposed to Violence[1]

Şiddete Maruz Kalan Kadınlarda Kendilik Algısı ile Problem Çözme Becerileri Arasındaki İlişkinin İncelenmesi

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Abstract: The general purpose of this study is to examine the relationship between self-perception and problem-solving skills in women exposed to violence. The model of this research was arranged as a relational screening method. The research group included women who applied to the Mor Çatı Women's Shelter Foundation in the Beyoğlu district of Istanbul. Convenience sampling, one of the improbable sampling methods, was used to select individuals aged 18-65 who applied to the Mor Çatı Women's Shelter Foundation in the Beyoğlu district of Istanbul. The research was conducted with 269 participants. The study obtained data using Personal Information Form, Problem Solving Inventory (PSI), Social Comparison Scale, and Violence Against Women Rating Scale. The level of the variables in the study was analyzed using descriptive statistics. Comparison tests were used to examine the cases of differentiation according to independent variables. Accordingly, t-test analysis was used to test whether the means of two separate groups differed in the normal distribution data. The research examined the relationships between the variables using Pearson Product-Moment Correlation analysis. Findings obtained from the study showed that the problem-solving and self-perception scores of the women exposed to violence were lower than those not, and a significant relationship was found between problem-solving and self-perception. It was concluded that those with problem-solving skills increased their problem-solving skills, and those with high problem-solving skills had higher problem-solving skills and higher self-perception. In this study, it was determined that there is a relationship between problem-solving and self-perception.
Keywords: Violence, Problem Solving, Self-Perception.

Öz: Bu araştırmanın genel amacı, şiddete maruz kalan kadınlarda kendilik algısı ile problem çözme becerileri arasındaki ilişkinin incelenmesidir. Bu araştırmanın modeli ilişkisel tarama yöntemi olarak düzenlenmiştir. Araştırma grubu İstanbul ilinde Beyoğlu ilçesinde olan Mor Çatı Kadın Sığınağı Vakfına başvuran kadınlar dahil edilmiştir. İstanbul ilinde Beyoğlu ilçesinde olan Mor Çatı Kadın Sığınağı Vakfına başvuran 18-65 yaş arası bireyleri seçerken olasılıksız örnekleme yöntemlerinden biri olan uygun örnekleme kullanılmıştır. Araştırma 269 katılımcı ile yürütülmüştür. Araştırmada Kişisel Bilgi Formu, Problem Çözme Envanteri (PÇE), Sosyal Karşılaştırma Ölçeği, Kadına Yönelik Şiddeti Derecelendirme Ölçeği kullanılarak veri elde edilmiştir. Araştırmadaki değişkenlerin düzeyi betimsel istatistikler kullanılarak analiz edilmiştir. Karşılaştırma testleri, bağımsız değişkenlere göre farklılaşma durumlarını incelemek için kullanılmıştır. Buna göre, normal dağılımı gösteren verilerde iki bağımsız grubun ortalamalarının birbirinden farklı olup olmadığını test etmek için t-test analizi kullanılmıştır. Araştırmada değişkenler arasında olan ilişkiler Pearson Momentler Çarpımı Korelasyonu analizi kullanılarak incelenmiştir. Araştırıma sonucunda elde edilen bulgular şiddete maruz kalanlar kadınların problem çözme ve kendilik algısı puanları, şiddete maruz kalmayan kadınlara göre daha düşük bulunmuştur ve problem çözme ve kendilik algısı arasında anlamlı ilişki bulunmuştur. Problem çözme becerisine sahip olanların problem çözme becerisini arttırdığı,

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problem çözme becerisi yüksek olanların problem çözme becerisinin de yüksek olduğu ve kendilik algısının da yüksek olduğu sonucuna varılmıştır. Bu çalışmada problem çözme ile kendilik algısı arasında ilişki olduğu saptanmıştır.
Anahtar Kelimeler: Şiddet, Problem Çözme, Benlik Algısı.

1.Introduction

All over the world, violence against women is accepted as a social problem and its importance is increasing day by day. Violence against women is not a private problem. It is an unequal use of force against women and adversely affects the health of women. According to the definition provided by the World Health Organization (WHO), violence against women is defined as any form of gender-based behavior that hurts a woman and causes physical, sexual, and mental damage that is likely to result in physical, sexual and mental damage, which may result in the oppression of women and arbitrary restrictions on their freedoms (Yanık, Hanbaba, Soygür, Ayaltı, & Doğan, 2014). Studies in this field have shown that, in addition to the direct effects of violence, such as injury, people who are exposed to violence feel psychologically depressed, sad, and angry they report many problems such as fear, anxiety, post-traumatic stress disorder, sexual problems and emphasize that they can also have indirect effects such as having low self-perception. In addition, violence can negatively affect people's health and well-being at that moment. Domestic violence threatens the bodily integrity of many women, especially those who are exposed to violence by their husbands (Kabasakal, & Girli, 2012; Bilge, Arslan & Doğan, 2001).

The self is the perspective on oneself, which is shaped by one's experiences and interpretations of the environment, along with feedback, reinforcements, and attributions from other people. The self, which includes self-esteem, can also be thought of as a single structure, as a form of regulated and learned response to the effects in many environmental contexts, obtained and maintained by the actions and reactions of the person. A model created with a behavioral approach reveals that the self consists of academic, social, family, competence, physical and emotional dimensions and that these dimensions interact with each other and include a general perception of the self in their bodies. Therefore, self-perception is a phenomenon that theoretically takes place at the intersection of these dimensions (Şahin, Basim, & Çetin, 2009).

Problem-solving skills are the level of gaining information that will lead the person to the solution and being able to apply the solution of a problem by combining it in a way that it is ready for use (Karabulutlu, Yılmaz, & Yurttaş, 2011). In other words, problem-solving is the process by which an individual understands and solves the gap between the obstacles he/she encounters and the goal he / she sets while moving towards a goal. Problem solving, which is a comprehensive process that needs to be learned and developed, requires many basic thought processes such as seeing a known or defined difficulty, evaluating the facts about the difficulty, gathering the necessary information, proposing alternative solutions, and testing the suitability of these solutions, eliminating information that is not of interest and choosing the most appropriate solutions. Thinking about the source of the obstacles by trying each solution for the problem forms the cognitive aspect of the individual. The individual's ability to resist negative emotions, such as showing depressive attitudes during this period, giving up looking for solutions, or rushing to go to an answer as soon as possible, indicates the emotional aspect of the individual. In the problem-

solving process, the feelings of individuals such as desire, self-confidence, stress, anxiety, perseverance, and motivation are also included in the group of sensory factors. In this respect, it is not correct to perceive the concept of problem solving only with holistic approach (Aksan, & Sözer, 2007).

In the international literature, there are limited studies on cognitive emotion regulation strategies, self-perception and psychopathology used in women exposed to violence. In our country, the predominant focus of researchers has been on the psychopathological aspect of violence. While there are very few studies examining the dimensions of psychopathology and self-perception separately, there is a notable absence of research in the Turkish literature that investigates these three variables together—psychopathology, cognitive emotion regulation strategies, and self-perception. On the other hand, it has been found that there are the same and meaningful relationships between women's perception of problem-solving skills and their hope and self-esteem in the opposite direction, between their control of their anger and their constant and outward-directed resentment (Bilge, Arslan, & Doğan, 2001).

The primary objective of this study is to investigate the potential relationship between self-perception and problem-solving skills among women who have experienced violence. In this sense, it is thought that the study will be a step-in term of understanding the mentioned mechanisms and will draw attention to this deficiency in the field. In this context, the general purpose of the research is to examine the relationship between self-perception and problem-solving skills in women exposed to violence.

2.Method

2.1.Research Model

The model of this research was designed as a relational screening method. Survey models are aimed at gathering comprehensive information about a specific population, and the research can be conducted either on the entire population or through a selected sample from that population. In this model, a study is conducted to ascertain whether two or more variables exhibit concurrent changes, and if so, to elucidate the extent and magnitude of such changes. However, this model does not provide a cause-and-effect relationship between variables. Yet, it can instead give clues about the cause-and-effect relationship. It also provides important information about the prediction of the situation in one variable and the other variable (Karasar, 2010).

2.2.Participants

Ethics committee approval of the study was obtained from Istanbul Gelisim University Ethics Committee with the decision number 2021-23-23. The research group included women who applied to the Mor Çatı Women's Shelter Foundation in Beyoğlu district of Istanbul. For the selection of individuals between the ages of 18-65 who sought assistance from the Mor Çatı Women's Shelter Foundation in the Beyoğlu district of Istanbul, an appropriate sampling method was employed among the various non-probability sampling methods. Appropriate sampling is the selection of participants with easily accessible and applicable methods if they are limited in terms of time, money, and labor force (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2012). The reason why this sampling method is preferred is that it allows the researcher to reach the participants in an easy and practical way

(Christensen, Johnson, & Turner, 2015). According to the study, it is recommended to have a minimum sample size of 300 for populations larger than 100,000 with a margin of error of 0.05. Consequently, the research was initially planned to involve at least 383 participants. However, due to a limited sample, data were collected from a total of 269 individuals.

2.3.Measures

In the study, data were obtained by using Personal Information Form, Problem Solving Inventory (PCE), Social Comparison Scale, Violence Against Women Rating Scale.

Demographic Information Form: The information form contains questions about age, gender, socioeconomic status, and how they define themselves. It was prepared by the researcher to learn the demographic information of the individuals participating in the research. The personal information form contains information on the gender, education level, age, marital status, and working status of the participants.

Problem Solving Inventory: This scale was developed by Heppner and Peterson in 1992. The inventory is a likert-type and six-response scale consisting of 35 items that describe the reactions of individuals to their problems in personal or daily life. Among these options, (1) represents complete participation, while (6) signifies no participation or lack of full involvement. The answers range from 1 to 6. Items 9, .22 and 29 are excluded from scoring. Items 1, 2, 3, 4, 11, 13, 14, 15, 17, 21, 25, 26, 30." and 34 are assumed to be inverse and represent adequate problem-solving skills. The total score range to be taken from the inventory is 32–192. After reading the item, the person who will answer the inventory needs to decide whether he participates in that item or not, and then mark the degree of participation on the inventory. Low scores indicate that it is effective in solving problems, while high scores indicate that it cannot find effective solutions to problems. There is no time limit for responding to inventory. The correlations with the total score of the scale and the scores of the three sub-dimensions, problem solving skills were determined as -.46, -.44, -.29 and -.43', respectively. The scale's correlations with the level of satisfaction regarding problem-solving skills were measured as follows: -.42, -.42, -.24, and -.39. The results obtained were determined as Cronbach Alpha internal consistency coefficient of the scale as .90 and the sub-dimensions as .72 and .85. In addition, the ranking of the item-total score correlations is between .25 and .71. The test-retest reliability coefficients of the subscales are between r = .83 and r = .89 (Savaş & Şahin, 1997).

Social Comparison Scale: This scale, which was originally called 'Social Comparison Scale', was developed by Gilbert and Trent in 1995 and took its final form with the addition of 11 items and then 7 more. The scale, introduced into Turkish by Şahin, Durak, and Şahin (1993), evaluates one's "self-perception" of how one sees and evaluates oneself in different dimensions when compared to someone else. The scale is used to determine a person's level of negative evaluation and contention. This scale of 18 items consists of qualities presented at two poles, positive and negative. When the Turkish form is arranged, new substances are added, and the scoring is done as 1-6 Likert types in the form of opposite poles. Total scores range from 18 to 108. High scores from the scale indicate positive self-perception, while low scores indicate negative self-perception. In addition, in the reliability study, the Cronbach alpha coefficient was determined as 0.89 (Savaş, & Şahin, 1997),

Violence Against Women Rating Scale: The scale, originally titled 'Severity of Violence Against Women', was used by Marshall in 1992 to evaluate participants in terms of exposure to violence and was translated into Turkish by Tuz et al. (2015). The scale, which is based on the self-reports of individuals, consists of 46 items, and is rated as a 4-degree Likert type in the form of 0: Never, 1: Once, 2: Several times, 3: Many times. The scale and sub-dimensions used to scientifically measure the physical and sexual aspects of violence increase the intensity level as the score increases. Cronbach's alpha of the scale was found to be as high as 0.979 and as good reliability as 0.738, respectively. The scale has 9 subfields. The following are the subdomains. Furthermore, the threat varies in size, ranging from symbolic to light, medium, and heavy. Similarly, in terms of behavior, the magnitude of violence increases progressively, starting from mild and progressing to minor, moderate, and severe.

2.4. Analysis of Data

The data of the study were entered into the SPSS program in a controlled manner. The lost data was then checked. The suitable types of analysis, based on the research problems, were determined, and correlation analysis was employed to examine the presence of relationships between the variables. With descriptive statistics on the level of variables, comparison tests were used to examine the differentiation according to the variables discussed. T-test analysis was used to analyze whether the mean of the two independent groups differed in the data showing the normal distribution. The relationships between the variables were examined by Pearson Moments Multiplication Correlation analysis. To interpret whether the findings are meaningful or not, .05 significance is taken as the basis.

3.Results

Variables		n	%
	18= 30.00	68	25,3
	31,00 - 40,00	73	27,1
Age	41,00 - 48,00	69	25,7
	49,00+	59	21,9
	Total	269	100,0
	Single	67	24,9
	Married	135	50,2
	Divorced	42	15,6
Marital Status	Living Together	11	4,1
	Lives Separately	7	2,6
	Widowed	7	2,6
	Total	269	100,0
	Statutory marriage	225	83,6
Form of Marriage	Islamic marriage	44	16,4
	Total	269	100,0
Marriage Procedure	Seer	31	11,5
	By agreement	225	83,6

	Running away	13	4,8
	Total	269	100,0
Education	Primary school	31	11,5
	Secondary school	19	7,1
	High school	54	20,1
	University	136	50,6
	Literate	29	10,8
	Total	269	100,0
Husband's Education	Primary school	4	1,5
	Secondary school	64	23,8
	High school	136	50,6
	University	63	23,4
	Literate	2	,7
	Total	269	100,0
Income	0-1300	91	33,8
	1301-3499	152	56,5
	4500 and above	26	9,7
	Total	148	100,0
Request help from anywhere when you're exposed to violence	Yes	116	43,1
	No	153	56,9
	Total	269	100,0
The person who inflicted violence on you is using alcohol	Yes	191	71,0
	No	58	21,6
	I do not know	20	7,4
	Total	269	100,0
The person who inflicted violence on you gamble	Yes	129	48,0
	No	140	52,0
	Total	269	100,0

Table 1 Sociodemographic Descriptive Statistical Analysis Results of the Participants

269 participants were included in the study. The number of subjects between the ages of 18-30 was 68 (25.3), the number of subjects between the ages of 31-40 was 73 (27.1), the number of subjects between the ages of 41-48 was 69 (25.7), and the number of subjects aged 49 and over was 59 (21.9). When the marital status variable is examined, it is seen that the number of single subjects participating in the study is 67 (24.9), the number of married subjects is 135 (50.2), the number of divorced subjects is 42 (15.6), the number of cohabited subjects is 11 (4.1), the number of separated subjects is 7 (2.6) and the number of widowed subjects is 7 (2.6). When the variable of marriage type is examined, the number of statutory married subjects participating in the research is seen as 225 (83.6) and the number of subjects with islamic marriage is seen as 44 (16.4). When the marriage procedure variable was examined, the number of subjects who married in an arranged manner was determined as 31 (11.5), the

number of subjects who married by agreement was 225 (83.6) and the number of subjects who married by running away was determined as 13 (4.8). When the education variable is examined, the number of primary school graduate subjects participating in the research is 31 (11.5), the number of secondary school graduate subjects is 19 (7.1), the number of high school graduate subjects is 54 (20.6), the number of university graduate subjects is 136 (50.6) and the number of literate subjects is 29 (10.8), the number of primary school graduate subjects participating in the study is 4 (1.5), the number of secondary school graduate subjects is 64 (23.8), the number of high school graduate subjects is 136 (50.6), The number of university graduate subjects was determined as 63 (23,4) and the number of illiterate subjects as 2 (0,7). When the income variable is examined, the number of subjects who declared income of 0-1300 TL was determined as 91 (33.8), the number of subjects who declared income of 1301-3499 TL was determined as 152 (56.5), and the number of subjects who declared income of 4500 TL or more was determined as 26 (9.7). In the study, when it was examined whether they requested help from anywhere when exposed to violence, the number of subjects who requested help when exposed to violence was determined as 116 (43.1) and the number of subjects who did not request help when exposed to violence was determined as 153 (56.9). In the study, when the situation of whether the person who committed violence used alcohol or not was examined, the number of subjects who applied violence and used alcohol was determined as 191 (71.0), the number of subjects who committed violence but did not use alcohol was determined as 58 (21.6) and the number of subjects who were violent but did not use alcohol was determined as 20 (7.4). In the study, when the situation of the perpetrator of violence was examined as whether or not the perpetrator of violence was examined, the number of subjects who committed violence and gambled was determined as 129 (48.0), and the number of subjects who committed violence but did not gamble was determined as 140 (52.0).

Scales		n	Minimum value	Maximum value	x̄	Ss	Flatulence	Skewed k
Problem Solving Inventory		269	79,00	184,00	116,3093	17,28613	1,003	1,551
Self-Perception Scale		269	26,00	90,00	70,8617	15,58415	-740	-246

Table 2 Descriptive Statistics of Scales Used in Research

Variables	Exposure to Violence	n	x̄	Ss	Sd	t	p
Problem Solving	Yes	148	126,6000	29,07943		2,712	,009
Inventory	No	121	137,7635	33,43292			

Table 3 Problem Solving Inventory Scores according to the Exposure of Participants to Violence t Test Analysis Results

The t-test was conducted to determine if there was a significant difference in the Problem Solving Inventory scores among participants based on their exposure to violence. The results revealed a statistically significant difference between the groups based on their Exposure to Violence status (t(208)=2,712; p<0,05).

Variables	Exposure to Violence	n	x̄	Ss	Sd	t	p
	Yes	154	67,9870	16,11397	208	-3,891	,000
Self-Perception	No	115	75,3333	13,63594			

Table 4 Participants According to the Exposure to Violence Scores of the Self-Perception Scores t Test Analysis Results

As a result of the t-test conducted to determine a significant difference according to the Participants' Self-Perception Scale exposure to violence, a statistically significant difference was found between the groups according to the Exposure to Violence $(t(208)=-3.891; p<0.05)$. The self-perception scores of those exposed to violence were found to be lower than the participants who were not exposed to violence.

Variables		n	x̄	Ss	Sd	F	p	Meaningful Difference
Problem Solving Inventory	Primary school	31	147,4839	35,66592	4,237	2,585	**003**	**1>4**
	Secondary school	15	143,4000	35,35291				
	High school	47	134,5319	33,61085				
	University	119	128,6218	31,04589				
	Literate	26	131,9615	24,25775				
	Total	259	133,5420	32,25329				
Self-Perception	Primary school	29	64,1724	17,18818	4,237	13,515	**000**	**4>1**
	Secondary school	17	68,7059	15,86964				
	High school	50	76,4400	11,93205				
	University	128	83.9531	14,01397				
	Literate	29	55,5517	14,67404				
	Total	269	70,8617	15,58415				

Table 5 ANOVA Test Results to Test the Difference Between Problem Solving Inventory and Self-Perception Scores of Participants According to the Education Variable

There was a significant difference in the Problem-Solving Inventory scores of the sample group according to the education status variable $[F=2.585, p<.05]$. According to the results of Levene's test, it was found that the groups were homogeneously distributed $(p>0.05)$. According to the results of the LSD comparison test, it is seen that the difference between the groups is significant because the group with primary school graduation scores higher than the other groups. The Problem-Solving Inventory scores of the primary school graduate group are higher than the scores of other groups.

There was a significant difference in the Self-Perception scores of the sample group according to the educational status variable $[F=2.585, p<.05]$. According to the results of Levene's test, it was found that the groups were homogeneously distributed $(p>0.05)$. According to the results of the LSD comparison test applied, it is seen that the difference between the groups is significant because the group with University Graduate scores higher than the other groups. The Self-Perception scores of the university graduate group are higher than the scores of other groups.

Variables		Self-Perception
Problem Solving Inventory	r	565
	p	004
	n	269

Table 6 Pearson Correlation Analysis Result Table for the Relationship Between the Sample Problem Solving Inventory and Self-Perception Scores

Based on the table, the Pearson correlation analysis was conducted to examine the relationship between the Problem-Solving Inventory and Self-Perception. The results indicate a significant positive correlation between the scores of the Problem-Solving Inventory and Self-Perception, suggesting that as problem-solving scores increase, self-perception scores also tend to increase ($r=.565$, $p<.05$).

4.Discussion

This research aims to study the relationship between self-perception and problem-solving skills in women exposed to violence. The research group included women between the ages of 18-65 who applied to the Mor Çatı Women's Shelter Foundation in Beyoğlu district of Istanbul. In the study, data were obtained by using the Problem-Solving Inventory Social Comparison Scale and the Violence Against Women Rating Scale. The findings of this study revealed that women who were exposed to violence had lower problem-solving scores than women who were not exposed to violence. When the studies conducted in our country are examined, it is seen that violence against women is increasing day by day. A study investigating the frequency of violence against women and related risk factors found that 52% of women have been exposed to at least one type of violence, with most of them exposed to verbal and physical violence. In another study, it was seen that 34% of women were exposed to physical violence and the vast majority (93%) were exposed to verbal or psychological violence within the last year (Bahadır, Yılmaz, & Öz, 2019). In one study, 59% of women reported that they had experienced domestic violence during their lifetime. In a study conducted on women with infertility problems, it was reported that 34% of women were exposed to violence due to this problem. In the study conducted by Efe and Ayaz with 370 women, it was found that all women were exposed to domestic violence, and in the study conducted by Tanrıverdi and Sıpkın, it was determined that 81% of the women were exposed to domestic violence. In a study, the relationship between hope, anger, and self-esteem of 35 women who applied to the Ankara Provincial Shelter between January and July 1999 due to domestic violence was studied for the evaluation of their problem-solving abilities. As a result of the multiple correlation process applied to the data, it was found that there were the same and significant relationships between women's perception of problem-solving skills and their hope and self-esteem, and between their control of their anger and their constant and outward-directed resentment. In the regression analysis conducted in this research, it was concluded that self-esteem predicted hope by evaluating problem-solving skills and that constant and outward-directed anger predicted the control of anger (Bilge, Arslan, & Doğan, 2001).

In our study, the self-perception scores of those exposed to violence were found to be lower than those of participants who were not exposed to violence. In a national study, domestic violence has been identified as a risk factor that jeopardizes the well-being of individuals, encompassing their physical, mental, and emotional integrity. Women who have experienced violence tend to employ ineffective cognitive emotion regulation strategies. Furthermore, higher levels of psychopathology are associated with an increase in these strategies, ultimately leading to negative impacts on self-perception. With a negative self-perception, the symptoms of psychopathology also increase. It has been determined that the self-perception, psychopathology symptom levels and maladaptive strategies of women who are victims of violence tend to increase (Şahin, 2018).

One of the important points is that many people are exposed to violence in childhood. In this period when self-control and anger management personality develop and the self is formed, being exposed to violence in the family is an extremely negative situation for the child. When the child becomes an adult, he will either survie as an individual who cannot control his anger by learning about the violence he was subjected to as a child, or his damaged self will shake his self-confidence and develop a low self-perception. It is possible to say that the self-confidence levels of individuals exposed to violence in the family during childhood are low and they have problems with anger management (Dursun, 2018).

Especially in societies where men are seen as superior to women and where the roles of men and women are separated by strict lines, it is seen that women are exposed to more violence. The man perceives the attitudes and behaviors that do not fit the identities that the woman has to accept as a threat to her sovereignty and uses violence against women. Violence against women is frequently seen by men today. Violence against women can often be defined as endangering a woman's life, body, psychological integrity, or freedom by force. Violence against women can be caused by biological, psychological, and social causes. One of the most important consequences of violence against women is that it adversely affects women's physical and mental health and can be considered as an important public health problem.

In our research, it was found that the Problem-Solving Inventory scores of the primary school graduate group were higher than the scores of the other groups, and the self-perception was higher in the university graduate group. In one study, it was found that exposure to violence differed according to educational status. When it is looked at which groups depend on the difference; it was determined that the violence rates of those who did not know how to write in the sand were higher than those of primary, high school and equivalent schools, associate, undergraduate, graduate and above. High school and equivalent school graduates had higher rates of violence than undergraduate, graduate, and above graduates. In this case, it can be said that exposure to violence decreases as education levels increase (Burn, 2007). However, in our study, the problem-solving skills of women who graduated from primary school are higher than other education groups. This can be explained by acknowledging stress or problems, or by showing less resistance. Resistance to change should be seen as a feedback mechanism for individuals who want to manage change effectively and the results should be monitored (Hosking, & Anderson, 2018). It is important that this declaration is carefully examined and that a change is made in accordance with preferences and transformed into a positive process for the individual (Bareil, 2013). It should be considered in terms of the nature of the

resistance of individuals to change. As in the studies on resistance to change in the literature, it is seen that the sources of resistance are classified in different ways. Individual sources that cause resistance to change can be separated by perception, personality, and need (Robbins and Judge, 2013), and Oreg (2003), who considers the issue from a broader perspective, classifies individual sources of resistance to change into four dimensions: routine search, emotional response, short-term thinking, and cognitive rigidity. Seeking routines of this magnitude represents that people may prefer to be bored rather than surprised, considering most of the changes in their lives as something negative. The emotional response refers to people's attitudes towards changes internally, the effect that information about change has on them, and the emotions that change in people's plans creates. In short, it shows individuals' feelings of discomfort and nervousness towards change. Short-term thinking describes the efforts of individuals in the process of change to get rid of the challenge of change by experiencing a short-term focus rather than primarily thinking about the long-term benefits; cognitive rigidity, the final dimension, indicates the ease / frequency with which individuals change their thoughts and their consistency towards change. Thus, the individual increases his psychological robustness with less thought. The concept of resilience is considered a dimension of psychological capital and states that the ability to cope with change, which is a positive psychological capital dimension, increases creativity. In this case, it is possible to say that resistance to change, which is a negative psychological capital dimension, will have a negative effect on problem solving (Beger, & Özmen, 2020). In another study, the perceptions of Problem-Solving Skills of students who were university graduates and civil servants were found to be higher than the perceptions of Problem-Solving Skills of students whose mothers were primary and secondary school graduates, housewives and retired students, but no significant difference was found between the mother's education status and profession and problem-solving skills (Yıldırım, Hacıhasanoğlu, Karakurt, & Türkleş, 2011).

In the study, those who asked for help from anywhere when exposed to violence were found to have higher problem-solving and self-perception scores than participants who did not. According to Heppner and Lee (2009), effective problem solvers must intuitively be aware of their environment and use appropriate resources effectively, as opposed to those who cannot solve them. In the studies conducted, a relationship was found between problem solving and asking for help.

Newman (1998) states that participants receive help by asking questions when faced with difficult tasks that require the help of someone who knows well. Asking for help is therefore an important problem-solving strategy. Nelson-Le Gall and Resnick (1998) define asking for help as a general problem-solving strategy that encourages people to actively participate in learning and cope with academic challenges.

Its formulation of a succession as an effective alternative to individual problem-solving is based on the analysis of achievement effectiveness in everyday learning and problem-solving situations in everyday problem-solving situations, students may find opportunities to seek outsourcing throughout their problem-solving (Cole, & Traupmann, 1981). In these circumstances, asking for help, accepting the help received, and using it is an important learning skill (Nelson-Le Gall, 1985). This skill occurs in the type of effective request for help that focuses on

comprehension and learning. Asking for executive help is a type of asking for help based on avoiding the work that students are directed to complete a task or prevent negative criticism (Karabenick, 2003; Butler, 2006). Avoiding asking for help is not asking for help for a variety of reasons, even though you need help (Arbreton, 1998). Research shows that in activities where individuals explain to each other, both the person who asks for help and the helper benefit from this interaction process. The search for effective help plays an important role in solving the problems that individuals face in their learning process. Research shows a positive relationship between seeking effective help and academic achievement, self-sufficiency, and learning orientation (Roussel, Elliot, & Feltman, 2011; Ryan, & Shin, 2011). In a study, it was found that women request more effective help than men, and men wanted more superficial help than women (Canan, 2015). In our research, it can be said that women who are exposed to violence have higher problem-solving skills and self-perception in participants with the behavior of asking for help, and that there are similar results with the literature.

John Dewey defines the problem as anything that confuses the human mind, challenges it, and hides faith. According to this definition, which we can also express as the complex situations that individuals are in, we can see many things that we encounter in our daily lives as problems. A lot of things can be a problem, such as a question posed by a friend, a chewing gum sticking to our feet while walking down the street, inflation, war, a teacher's homework. The question presented by our friend can cause confusion as we try to provide an answer. Additionally, encountering a gum stuck to our feet on a hot day presents an unwanted problem that we wish to resolve. Similarly, war represents a distinct problem where individuals engage in conflict due to their inability to find a solution that aligns with their perspectives. Furthermore, the assignments assigned by teachers serve as challenges that stimulate students' thinking and require them to address specific questions. As Frederiksen (1984) points out, Newen-Shimon emphasizes that in problem solving, it is important to understand the business, the environment, and the problem space. He states that the problem arises from the relationship between work and the environment (Gelbal, 1991).

Among the general characteristics of individuals who perceive themselves positively and find themselves valuable, to be open and sincere, to be flexible, to be emotionally close to their close environment, to accept criticism and feedback, to feel physically competent, to have the opportunity to show their talents, to ask for support and help when necessary, to be sensitive to differences, to be self-confident and positive, to have positive thoughts about their environment, to be open to learning and communication, is to be willing to express oneself. In the study, it was found that the self-perception scores of those who requested help from anywhere when exposed to violence were higher than the participants who did not (Argun, 2005). In this regard, it can be said that individuals who seek help perceive themselves higher and are associated with the above characteristics.

In the study, a high level of positive relationship was found between Problem Solving Inventory and Self-Perception scores and it was concluded that self-perception increased as problem solving scores increased. In a study, it was found that individuals with positive self-perception had more problem-solving skills, especially with a self-confident approach (Çam, 1998). In other words, these relations can be expressed as follows; it was concluded that those who had problem-solving skills increased their problem-solving skills, those who had high problem-solving skills also had high problem-solving skills and high self-perception.

Studies on problem-solving skills show that there are differences in the participants' approaches to the problem, problem-solving methods, and skills. It has been observed that those who consider themselves sufficient in problem solving have a more positive self-perception in interpersonal relationships and exhibit more academically appropriate working methods and situations (Şahin et al., 1993). Individuals who are successful in problem solving consider themselves motivated to solve problems and believe that there is little chance in this regard and perceive them as more determined, careful, intuitive, consistent, and systematic (Heppner et al., 1991). In the research conducted abroad, it has been determined that individuals who see themselves as inadequate in solving problems have more internal conflicts, exhibit hypersensitive, depressive and obsessive behaviors in interpersonal relationships, are in hostile and negative behaviors, and there is an important relationship between problem-solving skills and sources of stress, lack of social support and suicidal ideation (Yıldırım et al., 2011).

In this study, it was found that there is a relationship between problem-solving and self-perception. In this context, it can be said that it would be beneficial to consider and examine the relationship between self-perception and problem-solving skills in women who have been subjected to violence from a broader perspective with related psychological variables. It is recommended to raise awareness of women exposed to violence in universities, public health centers, and women's counseling centers of municipalities. The study's limitations include the fact that the study was conducted in a small population, reflected women from a certain socioeconomic and cultural level, lack of information about the pre-violence status of women, or the absence of a control group for women exposed to violence. For this reason, it is very important to carry out similar studies without the specified limitations so that the whole process can be better understood, and women can get through this period healthily and with health professionals.

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