

Students' Attitudes Towards Dating Violence

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Abstract

This study examines students' attitudes towards dating violence with respect to gender in universities. The research was conducted on 392 university students: 270 females and 122 males. Data collection took place during the months of November 2023 through January 2024. The population of the research consisted of a total of 1489 university students studying at Erzincan Binali Yıldırım University Health Vocational School in 2023-2024. General, physical, emotional, economic and sexual violence were examined in the research. When the results are examined, males do not support violence (except sexual violence) in any sub-dimension compared to females. Without covariates, the mean sexual violence of females and the mean sexual violence of males are not statistically significant ($p>0.05$). However, with a small effect of covariates, females do not support sexual violence compared to male individuals. From this evaluation, we can reach some conclusions about healthcare management students' attitudes towards dating violence in Turkey. Also, such rich information will contribute to the theoretical and practical underpinnings of dating violence for developing countries like Turkey.

Keywords: University, students, dating violence attitudes.

Öğrencilerin Flört Şiddetine Yönelik Tutumları

Öz

Bu çalışma, üniversitelerde öğrencilerin flört şiddetine yönelik tutumlarını toplumsal cinsiyet açısından incelemektedir. Araştırma 270'i kadın, 122'si erkek olmak üzere 392 üniversite öğrencisi üzerinde yürütülmüştür. Veri toplama, Kasım 2023 ile Ocak 2024 ayları arasında gerçekleştirilmiştir. Araştırma evreni, 2023-2024 eğitim-öğretim yılında Erzincan Binali Yıldırım Üniversitesi Sağlık Meslek Yüksekokulu'nda okuyan toplam 1489 üniversite öğrencisinden oluşmuştur. Araştırmada genel, fiziksel, duygusal, ekonomik ve cinsel şiddet incelenmiştir. Sonuçlar incelendiğinde, erkekler kadınlara göre hiçbir alt boyutunda şiddeti (cinsel şiddet hariç) desteklememektedir. Ortak değişkenler olmadan, kadınların cinsel şiddet ortalaması ile erkeklerin cinsel şiddet ortalaması istatistiksel olarak anlamlı değildir ($p>0.05$). Ancak ortak değişkenlerin küçük miktardaki etkisi ile kadınlar cinsel şiddeti erkek bireylere göre desteklememektedir. Bu değerlendirmeden, Türkiye'deki sağlık yönetimi öğrencilerinin flört şiddetine yönelik tutumları hakkında bazı sonuçlara ulaşabiliriz. Ayrıca, bu tür zengin bilgiler, gelişmekte olan ülkeler için flört şiddetinin teorik ve pratik temellerine katkıda bulunacaktır.

Anahtar Kelimeler: Üniversite, öğrenciler, flört şiddeti tutumları.

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Introduction

Violence is seen as a social problem all over the world, and the number of violent incidents in society is becoming widespread in private and public areas, including the young population. (Ali & Ali, 2015).

Dating violence experienced as a result of bilateral relationships refers to individuals knowingly or unknowingly engaging in physical, psychological, emotional, or sexual violent behavior toward each other during a dating relationship (Vagi et al., 2015). According to a startling report by the World Health Organization (WHO), nearly 1 in 3 (30%) women worldwide will experience physical or sexual violence by intimate partners or non-partner sexual violence in their lifetime. This highlights the scale of violence against women and girls globally and the urgent need for Most solutions. Most of this violence is intimate partner violence. Almost one-third (27%) of women aged 15-49 years who have been in a relationship report that they have been subjected to some form of physical and/or sexual violence by their intimate partner (WHO, 2021). Young people exposed to dating violence are affected physically and psychologically. Dating violence is one of the most important social and public health problems threatening the mental and behavioral health of young people worldwide (Ali & Ali, 2015). It brings with it some health problems such as increased depression, anxiety symptomatology, somatic complaints, and physical injuries (Harned, 2001; Kaura & Lohman 2007; Amar & Gennaro, 2005; Alp Yilmaz & Şener Taplak, 2021).

Dating violence is among the frequently experienced and therefore researched topics among individuals. Attitudes towards dating violence have been examined by researchers (Tang and Zuo, 2000; Madigan & Blair, 2020; Hamby & Jackson, 2010; Borges & Dell’Aglío, 2017; Vives-Cases et al., 2021; Flake et al., 2013) in different countries such as China, America, Brazil, Spain etc... The current study aimed to examine students' attitudes towards dating violence with respect to gender variables. Moreover, it also examined controls for a number of demographic variables and and general violence, physical violence, emotional violence, economic violence and sexual violence.

1. Related Literature

1.1. Dating violence in Turkey

Dating violence is acts of threat or violence towards the partner in a dating relationship. It is used to gain control and power over the partner, and violent behavior occurs psychologically (emotionally and verbally), physically, economically and sexually (Arumi and Safitri, 2022).

Because individuals are strongly influenced by prevailing attitudes and perceptions during adolescence, the university climate may develop a tendency to perform and experience dating

violence among students (Díaz Olavarrieta et al., 2023). Although data on rates of violent aggression appear to be rare in the literature, an estimated 8-16% of people in college dating relationships tend to engage in physical violence and 3-9% in sexual violence (Bell and Naugle, 2007; Hines & Saudino, 2003).

Cultural and gender-specific rationales underline differences in conflict management between dating couples (Aparício et al., 2014). Attitudes and expectations concerning dating and intimate relationships are affected by the larger cultural context (Blair & Madigan, 2016; Martínez-Dorado et al. (2020). Dating is an emotional relationship in which men and women go through the stages of friendship, love and sexuality in order to get to know each other and test compatibility. In Turkey, these three stages are experienced in a limited way compared to the West, and the sexual phase is mostly not experienced (Yılmazçoban, 2016; Hortaçsu, 2002). Turkey is a country strongly influenced by Western modernization and at the same time deeply committed to traditional Islamic culture. A large part of Turkish society can be described as a society with traditional, patriarchal values and unequal opportunities for men and women (as cited in Schuster, Krahé & Toplu-Demirtaş, 2016). In Turkey, the place of men and women in society is changing over time and the dating process is newly recognized. Urbanization, increased participation in working life and changes in other conditions enable the concept of dating to become widespread in society. However, during the dating process, individuals may experience traumatic processes after completing the adaptation process to each other, and it may be perceived as natural for people who do not have a healthy consciousness to limit each other (Kaplan, 2020). In conservative countries such as Turkey, students who live apart from their families and face violent behavior in dating relationships prefer not to talk about their experiences due to fear of social exclusion, their parents' reactions to their romantic relationships, and the fear that their families may force them to drop out of school (Kisa & Zeyneloğlu, 2019).

1.2. Gender differences attitudes towards dating violence

Gender is our roles and responsibilities shaped according to whether we are male or female. It is stated in the literature that the concept of gender paves the way for the development of attitudes towards violence in relations between men and women (Alp Yılmaz & Şener Taplak, 2021). Researchers (Ferreira et al., 2014; Martins et al., 2014; Turan and Baki (2020) have shown that gender/gender roles is a variable affecting dating violence. During the 1980's, empirical research yielded considerable data pointing to the widespread prevalence of dating violence (Bookwala et al., 1992) and still continue. Studies (Bliton et al., 2016; Silverman, 2001; Harned, 2001; Tarı Selçuk, Avcı & Mercan, 2018; Koyuncu Kütük et al., 2018; Kisa &

Zeyneloğlu, 2019) reveal that students are exposed to different types of violence (psychological, physical, sexual) in dating relationships. But male and females shows different attitudes towards dating violence. The relationship between gender and attitudes towards dating violence has been examined frequently and there have been inconsistent findings reported in the literature regarding gender differences regarding attitudes towards dating violence. For example, some studies; males were more accepting attitudes toward violence than females (Price et al., 1999; Ulloa et al., 2008; Siyez and Kaya 2010; Sezer & Sumbas, 2018; İftar & Güler 2020; Turan & Baki 2020; Işık, Demircan & Gürhan 2021; Yörük Tepe & Çalık Var, 2021; Freijomil 2022; Lotfi et al., 2022). Beserra et al. (2016) found that both genders used physical violence and that men were the biggest perpetrators and victims of psychological violence. Çakaloz, Çoban & Irmak (2020) found that male students are prone to psychological violence in dating. Martins et al., (2014) found that female students had the highest mean values and were victims of permanent violence and psychological violence the most. Borges & Dell'Aglio (2017) found that men are more likely to be perpetrators of sexual violence. Esparza-Martínez et al. (2019) reported that girls are more likely to be abused. Zuo et al. (2018) found that a greater proportion of girls were victims of verbal abuse, unwanted touching, fondling and penetrative sexual intercourse. Multivariate analysis revealed that girls with more traditional gender role attitudes were more vulnerable to physical assaults. Erdem and Şahin (2017) examined undergraduate students' attitudes towards dating violence and the results showed that men had more positive attitudes towards dating violence than women.

On the other hand, Borges & Dell'Aglio (2017) found that girls had a higher average rate of verbal/emotional violence. Çakaloz, Çoban and Irmak (2020) found that female students were more prone to physical violence. Kumcağız, Yam & Kinsiz (2022) found that female participants had higher awareness of dating violence. In addition, female participants evaluated the expressions of being forced to have sexual intercourse and being treated as a sexual object as dating violence at a higher rate. In the study conducted by Şenol, Albayrak & Uluman (2022), the fact that the mean of female students was statistically higher than the mean of male students means that female students' attitudes supporting violence in dating are lower than male students. While yet other studies (Turan & Baki, 2020; Kısa & Zeyneloğlu, 2019; Koyuncu Kütük et al., 2018; Arumi and Safitri, 2022) find no significant gender differences in dating violence attitudes. For example, Turan & Baki (2020) found that the dating violence attitude score did not differ between male and female university students and the total violence level was higher in men. A study published by Molidor and Tolman in 1998 found that male and female adolescents did not show a significant difference in the overall frequency of violence in dating relationships.

This finding suggests that dating violence is a problem that affects both genders equally. However, adolescent girls experienced significantly higher levels of severe violence and reported more severe physical and emotional reactions to the violence.

2.Methodology

In this research, it was aimed to examine students' attitudes towards dating violence according to the gender variable and a survey was administered to 392 students. In addition, it was also aimed to determine whether there is any relationship between the demographic conditions of the students such as gender, age, educational level, educational level of their parents, employment, cohabitation of their parents and where they live and general violence, physical violence, emotional violence, economic violence and sexual violence.

Data collection took place during the months of November 2023 through January 2024. The population of the research consisted of a total of 1489 university students studying at Erzincan Binali Yildirim University Health Vocational School in 2023-2024. This figure was treated as the limit of the universe, and following the sample size calculation as suggested by Yamane (2001), the appropriate sample size turned out to be 392. (95% confidence interval and 5% error rate). After a waiting period of 3 months, 392 usable questionnaires were generated which provided a response rate of almost % 26. This sampling scheme also met the acceptable level of sample size that was suggested for the study. Before the research, written permission was obtained from the institution where the research was conducted and approval was obtained from Erzincan Binali Yildirim University Human Research Social and Human Sciences Ethics Committee (Decision No: 01/05, Decision date: 24.01.2024).

The survey questionnaire consisted of two parts. The first part of the survey included some statements about characteristics of students. The second part of the survey covered questions about attitudes towards dating violence. Attitudes towards dating violence was measured by the scale developed by Terzioğlu et al. (2016). The scale was measured by 28-item. All items were measured on a scale of 1–5 (1; being 'don't agree at all' to 5; being 'I agree completely'). According to this scoring result, the highest score that can be obtained for each item in the scale is 5 and the lowest score is 1. When the average scale score approaches 5, it shows that individuals' attitudes towards dating violence do not support dating violence. As a result of the analyses, a scale with 28 items and 5 factors explaining 53.15% of the total variance was obtained. The Cronbach-alpha reliability coefficient of the scale was determined as 0.91. In the test-retest reliability test, no statistically significant difference was found between the two measurement scores ($p>0.05$). Statistical analysis was performed using SPSS version 26. The assumption of the data normality was assessed using the Kolmogorov-Smirnov (K-S) test, all

of which were in the normal distribution. Independent sample t-test, Pearson chi-square test, and Fisher's exact test were used to evaluate the homogeneity of the gender groups. The univariate Analysis of Covariance (ANCOVA) test was used to compare sub-dimensions of the Dating Violence Scale in gender groups. For the gender analyses, the other sub-dimensions of the Dating Violence Scale were included as covariates when one of them was taken as an independent variable. The reason for using ANCOVA was to see the influence of other variables on the differences in gender comparison. Differences were considered statistically significant as $p < 0.05$.

3. Results

Descriptive statistics for the 392 individuals were given in Table 1. Gender included 270 females (68.9%) and 122 males (31.1%). Age category sample size and percentages were as follows: < 18 years ($n = 16$, 5.9%), between 19 and 21 years ($n = 198$, 73.3%), between 22 and 24 years ($n = 44$, 16.3%), and over 25 years ($n = 12$, 4.4%).

The mother and father living together status of the individuals was given as 91.5% ($n = 247$) together and 8.5% ($n = 23$) not together. The education of the individuals' mothers was as follows: 20.4% ($n = 55$) were illiterate, 60.7% ($n = 164$) had primary and secondary school degrees, 14.4% ($n = 39$) high school or equivalent degree, 5.2% ($n = 14$) undergraduate degree. The education of the individuals' fathers was as follows: 5.2% ($n = 14$) were illiterate, 58.9% ($n = 159$) had primary and secondary school degrees, 27.4% ($n = 74$) high school or equivalent degree, 8.5% ($n = 23$) undergraduate degree.

Table 1. Comparison of the variables according to gender ($n = 392$)

		Gender								<i>p-value</i>
		Female ($n = 270$)				Male ($n = 122$)				
<i>Variable</i>	<i>Categories</i>	<i>n(%)</i>	<i>Mean</i>	<i>Median</i>	<i>S.D.</i>	<i>n(%)</i>	<i>Mean</i>	<i>Median</i>	<i>S.D.</i>	
Age	18-	16(5.9)		2.00		7(5.7)		2.00		.599 ^a
	19-21	198(73.3)				82(67.2)				
	22-24	44(16.3)				27(22.1)				
	25+	12(4.4)				6(4.9)				
Education	High School or Equivalent degree	6(2.2)		2.00		14(11.5)		2.00		<.001 ^{a*}
	Associate degree	251(93.0)				91(74.6)				
	Undergraduate degree	13(4.8)				17(13.9)				
Mother's education	Illiterate	55(20.4)		2.00		27(22.1)		2.00		.003 ^{a*}
	Primary and secondary school degree	164(60.7)				57(46.7)				

	High School or Equivalent degree	39(14.4)				21(17.2)				
	Undergraduate degree	12(7.4)				17(13.9)				
Father's education	Illiterate	14(5.2)		2.00		3(2.5)		2.00		<.001**
	Primary and secondary school degree	159(58.9)				60(49.2)				
	High School or Equivalent degree	74(27.4)				30(24.6)				
	Undergraduate degree	23(8.5)				29(23.8)				
Mother and father living together status	Yes	247(91.5)		1.00		107(87.7)		1.00		.162 ^b
	No	23(8.5)				15(12.3)				
Mother's working status	Yes	47(17.4)		2.00		19(15.6)		2.00		.385 ^b
	No	223(82.6)				103(84.4)				
Father's working status	Yes	179(66.3)		1.00		86(70.5)		1.00		.241 ^b
	No	91(33.7)				36(29.5)				
Number of siblings	Non	5(1.9)		4.00		4(3.3)		3.00		.426 ^a
	1	22(8.1)				13(10.7)				
	2	43(15.9)				25(20.5)				
	3	55(20.4)				26(21.3)				
	4+	145(53.7)				54(44.3)				
Place of stay	In the dormitory	187(69.3)		1.00		69(56.6)		1.00		.020**
	With family	70(25.9)				40(32.8)				
	With friends or others	13(4.8)				13(10.7)				
General Violence			1.89	1.80	.43		2.13	1.80	.74	<.001**
Physical Violence			1.56	1.40	.59		1.98	1.80	.95	<.001**
Emotional Violence			1.97	1.83	.69		2.25	2.17	.85	<.001**
Economic Violence			2.11	2.00	.63		2.44	2.40	.89	<.001**
Sexual Violence			2.62	2.71	.44		2.56	2.71	.76	.471 ^c
Dating Violence Scale			2.03	1.97	.38		2.27	2.19	.65	<.001**

$p < .05$; a: Pearson chi-square test, b: Fisher's exact test, c: independent sample t-test.

Normal distribution assumptions were tested for continuous variable comparisons. As a result of the tests, the parametric test could be performed since the distribution of variables fitted with the normal distribution. The mean of general violence in females and males were $1.89 \pm .43$ and $2.13 \pm .74$, respectively. The mean of physical violence in males ($1.98 \pm .95$) was higher in females ($1.56 \pm .59$). The mean of emotional violence in females and males was $1.97 \pm .69$ and $2.25 \pm .85$, respectively. The mean of economic violence in females and males were $2.11 \pm .63$ and $2.44 \pm .89$, respectively. The mean of dating violence in males ($2.27 \pm .65$) was higher in the females group ($2.03 \pm .38$). The females and males were statistically significantly dissimilar in terms of general violence, physical violence, emotional violence, economic violence, and dating violence ($p < 0.05$). The groups were similar in terms of age group, mother and father living together status, mother's working status, father's working status, number of siblings, and sexual violence ($p > 0.05$).

Table 2. Results of ANCOVA test on sub-dimensions of the Dating Violence Scale in gender.

General Violence					
<i>Source</i>	<i>SS.</i>	<i>Df</i>	<i>F</i>	<i>p-value</i>	<i>Eta</i> ²
Model	1563.10	6	1331.92	<.001*	.95
Covariates					
Physical Violence	16.81	1	85.95	<.001*	.18
Emotional Violence	.06	1	.31	.58	.01
Economic Violence	.05	1	.27	.60	.01
Sexual Violence	4.93	1	25.20	<.001*	.06
Gender	9.68	2	24.74	<.001*	.11
Error	75.50	386			
Total	1638.60	392			
<i>Adjusted-R</i> ²	.95				
Physical Violence					
<i>Source</i>	<i>SS.</i>	<i>Df</i>	<i>F</i>	<i>p-value</i>	<i>Eta</i> ²
Model	1230.09	6	746.08	<.001*	.92
Covariates					
General Violence	23.62	1	85.96	<.001*	.18
Emotional Violence	12.58	1	45.79	<.001*	.11
Economic Violence	4.69	1	17.07	<.001*	.04
Sexual Violence	.69	1	2.52	.11	.01
Gender	6.29	2	11.45	<.001*	.06
Error	106.07	386			

Total	1336.16	392			
<i>Adjusted-R²</i>	.92				
	Emotional Violence				
<i>Source</i>	<i>SS.</i>	<i>Df</i>	<i>F</i>	<i>p-value</i>	<i>Eta²</i>
Model	1735.55	6	785.25	<.001*	.92
Covariates					
General Violence	.12	1	.31	.58	.01
Physical Violence	16.87	1	45.79	<.001*	.11
Economic Violence	12.33	1	33.47	<.001*	.08
Sexual Violence	1.73	1	4.69	.03*	.01
Gender	3.71	2	5.04	.01*	.03
Error	142.19	386			
Total	1877.74	392			
<i>Adjusted-R²</i>	.92				
	Economic Violence				
<i>Source</i>	<i>SS.</i>	<i>Df</i>	<i>F</i>	<i>p-value</i>	<i>Eta²</i>
Model	1986.38	6	914.62	<.001*	.93
Covariates					
General Violence	.10	1	.27	.60	.01
Physical Violence	6.18	1	17.07	<.001*	.04
Emotional Violence	12.12	1	33.47	<.001*	.08
Sexual Violence	3.99	1	11.04	.001*	.03
Gender	7.14	2	9.87	<.001*	.05
Error	139.72	386			
Total	2126.10	392			
<i>Adjusted-R²</i>	.93				
	Sexual Violence				
<i>Source</i>	<i>SS.</i>	<i>Df</i>	<i>F</i>	<i>p-value</i>	<i>Eta²</i>
Model	2680.84	6	1883.07	<.001*	.97
Covariates					
General Violence	5.98	1	25.20	<.001*	.06
Physical Violence	.59	1	2.52	.11	.01
Emotional Violence	1.12	1	4.70	.03*	.01
Economic Violence	2.62	1	11.04	.01*	.03
Gender	54.38	2	114.60	<.001*	.37
Error	91.59	386			
Total	2772.430	392			
<i>Adjusted-R²</i>	.97				

$p < 0.05$; $\eta^2 = 0.01$ [small effect], $\eta^2 = 0.06$ [medium effect], $\eta^2 = 0.14$ [large effect].

According to the ANCOVA assumptions: The structure of the covariates can be continuous. From those points, the other sub-dimensions of dating violence were taken as covariates. Homogeneity of Variances, normality, homoscedasticity, homogeneity of slopes, and linearity were also checked. There are statistically significant differences in general violence between the gender groups when adjusted means for physical (large effect) and sexual (medium effect) violence [female adjusted-mean = 1.94, male adjusted-mean = 2.03]. The effect size of gender is medium ($p < .001$, $\eta = 0.11$). Approximately 95.3% of the variability in the general violence variable was explained by the model. There are statistically significant differences in physical violence between the gender groups when adjusted means for general (large effect), emotional (medium effect), and economic (small effect) violence [female adjusted-mean = 1.64, male adjusted-mean = 1.81]. The effect size of gender is medium ($p < .001$, $\eta = 0.06$). Approximately 91.9% of the variability in the physical violence variable was explained by the model. There are statistically significant differences in emotional violence between the gender groups when adjusted means for physical (medium effect) and economic (medium effect) violence [female adjusted-mean = 2.04, male adjusted-mean = 2.09]. The effect size of gender is small ($p < .001$, $\eta = 0.03$). Approximately 92.3% of the variability in the emotional violence variable was explained by the model.

There are statistically significant differences in economic violence between the gender groups when adjusted means for physical (small effect), emotional (medium effect) and sexual (small effect) violence [female adjusted-mean = 2.16, male adjusted-mean = 2.32]. The effect size of gender is small ($p < .001$, $\eta = 0.05$). Approximately 93.3% of the variability in the economic violence variable was explained by the model.

There are statistically significant differences in sexual violence between the gender groups when adjusted means for general (small effect), emotional (small effect) and economic (small effect) violence [female adjusted-mean = 2.67, male adjusted-mean = 2.45]. The effect size of gender is large ($p < .001$, $\eta = 0.37$). Approximately 96.6% of the variability in the sexual violence variable was explained by the model. The fact that the mean is close to 5.00 indicates that individuals' attitudes toward dating violence do not support dating violence. According to the results, male individuals did not support violence in any significant sub-dimensions of violence. Without covariates, the female mean of sexual violence and male mean of sexual violence were not statistically significant. Even the small amount of effect of covariates influenced significance.

4. Discussion

Dating violence among university students is increasing day by day. The attitudes of male and female students also differ. The study examined university students' attitudes toward dating violence (general, physical, emotional, economic and sexual violence) with respect to gender. Although the study utilised students in Turkey, the findings and inferences made in the study have both global and regional implications. University students face different forms of violence and literature (Bliton et al., 2016; Tarı Selçuk, Avcı & Mercan, 2018; Kısa & Zeyneloğlu, 2019; Koyuncu Kütük et al., 2018; Silverman, 2001; Harned, 2001; Flake et al., 2013;) support it. However, differences in attitudes towards violence during dating are influenced by gender (Arumi and Safitri, 2022). As a result of the research, both women and men do not support violence. Researches in the literature (Terzioğlu et al. 2017; Öztürk et al. 2021; Şenol, Albayrak and Uluman, 2022; Arumi & Safitri, 2022; Abıç, Sekizler & Yılmaz, 2022).) supports these results and reveals that male and female students do not support dating violence. Moreover, it was determined that there was a statistically significant difference between men and women in terms of general violence, physical violence, emotional violence, economic violence and dating violence ($p < 0.05$). The results of the research revealed that the average of general, physical, emotional, economic and sexual violence was higher in men. In other words, as a result of the research, men do not support violence (except sexual violence) compared to women, women's sexual violence averages and men's sexual violence averages are not statistically significant without covariates, and women do not support sexual violence compared to men with a small covariate effect. There are certain stereotypes in society about gender roles. In the traditional social perception, men are defined with an independent, assertive and dominant character, while women are assigned limiting roles such as being submissive, sensitive and careful (Ali and Ali, 2015). Acceptance of controlling and abusive behavior has become normal, especially in countries where male dominance is prevalent (Díaz Olavarrieta et al. 2023). Attitudes toward dating violence vary according to society's values, norms and beliefs. Borges (2020) stated that rigid gender roles, sexist beliefs, and macho culture contribute to dating violence because they directly interfere with how adolescents interpret and resolve relationship conflicts. It can be said that changing perceptions about gender roles and individuals' egalitarian attitudes are effective in not supporting violence. Violence causes negative consequences. Wingood et al. (2001) stated that adolescents exposed to dating violence are likely to exhibit various unhealthy sexual behaviors, attitudes, beliefs and norms. Amanor-Boadu (2011) found that both male and female victims of dating violence experienced physical and mental health consequences. Coker et al. (2000) concluded that dating violence

was associated with low life satisfaction and negative health behaviors. Therefore, individuals must first evaluate the events they experience in bilateral/romantic relationships within the concept of "violence". In this context, it is important to raise awareness and take necessary precautions. Kerman and Öztürk (2022) stated that school curricula should include courses that will increase students' awareness of violence against women, sexism and gender equality. In addition to individual solutions, the focus should also be on the historical roots of current cultural gender stereotypes (Taquette & Monteiro, 2019).

This study has some limitations. First, data were collected via online assessment due to cost, convenience, and logistical constraints. Second, participants may have responded as expected or as they should have. Despite these limitations, the results make an important contribution to the understanding of the relationship between gender and violence. Policymakers should pay attention to the consequences

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Geniřletilmiř zet

řiddet tm dnyada toplumsal bir sorun olarak grlmekte ve toplumda řiddet olaylarının sayısı gen nfus da dahil olmak zere zel ve kamusal alanlarda yaygınlařmaktadır. İekli iliřkilerin bir sonucu olarak yařanan flrt řiddeti, flrt iliřkisi sırasında bireylerin bilerek veya bilmeyerek birbirlerine fiziksel, psikolojik, duygusal veya cinsel řiddet ieren davranıřlarda bulunmasını ifade etmektedir. Dnya Saęlık rgt (WHO) tarafından hazırlanan bir rapora gre, dnya genelinde yaklařık her 3 kadından 1'i (%30) yařamları boyunca yakın partnerleri tarafından fiziksel veya cinsel řiddete ya da partner dıřı cinsel řiddete maruz kalacaktır. Bu durum, kresel apta kadınlara ve kız ocuklarına ynelik řiddetin boyutunu ve acil zm ihtiyacını vurgulamaktadır. Bir iliřki iinde olan 15-49 yař arası kadınların neredeyse te biri (%27), yakın partnerleri tarafından bir tr fiziksel ve/veya cinsel řiddete maruz kaldıklarını bildirmektedir.

Flrt řiddeti, bir flrt iliřkisinde partnere ynelik tehdit veya řiddet eylemleridir. Partner zerinde kontrol ve g elde etmek iin kullanılır ve řiddet davranıřı psikolojik (duygusal ve szli), fiziksel, ekonomik ve cinsel olarak gerekleřir. Bireyler ergenlik dneminde hkim tutum ve algılardan gl bir řekilde etkilendięinden, niversite iklimi ęrenciler arasında flrt řiddeti uygulama ve deneyimleme eęilimi geliřtirebilir. řiddet ieren saldırganlık oranlarına iliřkin veriler literatrde nadir grnse de, niversite flrt iliřkilerindeki kiřilerin tahmini olarak %8-16'sı fiziksel řiddete ve %3-9'u cinsel řiddete bařvurma eęilimindedir. Flake ve arkadaşları (2013) Sao Paulo'daki lisans ęrencileri arasında partner řiddetini incelemiřtir. Sonular, tm grřlen kiřilerin %75,9'unun yařamları boyunca bir tr řiddete maruz kaldıęını ve %76,4'nn řiddet uyguladıęını gstermiřtir. Psikolojik řiddet en yaygın řiddet tr olmuř, bunu hem maruz kalınan hem de uygulanan cinsel řiddet izlemiřtir. Kumcaęız, Yam & Kinsiz (2022) tarafından yapılan bir bařka alıřmada, kadın katılımcıların cinsel iliřkiye zorlanma ve cinsel obje muamelesi grme ifadelerini yksek oranda flrt řiddeti olarak deęerlendirdikleri tespit edilmiřtir.

Flrt řiddetine maruz kalan genler fiziksel ve psikolojik olarak etkilenmektedir Flrt řiddeti, dnya genelinde genlerin ruhsal ve davranıřsal saęlığını tehdit eden en nemli sosyal ve halk saęlıęı sorunlarından biri olarak karřımıza ıkmaktadır.

Artan depresyon, anksiyete semptomatolojisi, somatik řikayetler ve fiziksel yaralanmalar gibi bazı saęlık sorunlarını beraberinde getirmektedir. Flrt řiddeti, bireyler arasında sıklıkla deneyimlenen ve dolayısıyla arařtırılan konular arasındadır. Literatr taraması yapılarak flrt řiddetine ynelik tutumlar in, Amerika, Brezilya, İřpanya gibi farklı lkelerde arařtırmacılar tarafından incelendięi anlařılmaktadır.

Türkiye, Batı modernleşmesinden güçlü bir şekilde etkilenen ve aynı zamanda geleneksel İslam kültürüne derinden bağlı bir ülkedir. Türk toplumunun büyük bir kısmı geleneksel, ataerkil değerlere ve kadın ve erkekler için eşit olmayan fırsatlara sahip bir toplum olarak tanımlanabilir. Türkiye'de kadın ve erkeğin toplumdaki yeri zaman içinde değişmekte ve flört süreci yeni yeni tanınmaktadır. Kentleşme, çalışma hayatına katılımın artması ve diğer koşullardaki değişimler flört kavramının toplumda yaygınlaşmasını sağlamaktadır. Ancak flört sürecinde bireyler birbirlerine uyum sürecini tamamladıktan sonra travmatik süreçler yaşayabilmekte, sağlıklı bir bilince sahip olmayan kişilerin birbirlerini sınırlamaları doğal olarak algılanabilmektedir. Türkiye gibi muhafazakâr ülkelerde, ailelerinden ayrı yaşayan ve flört ilişkilerinde şiddet davranışlarıyla karşılaşan öğrenciler, sosyal dışlanma korkusu, ailelerinin romantik ilişkilerine yönelik tepkileri ve ailelerinin onları okulu bırakmaya zorlayabileceği korkusu nedeniyle deneyimleri hakkında konuşmamayı tercih etmektedir.

Cinsiyet ve flört şiddetine yönelik tutumlar arasındaki ilişki sıklıkla incelenmiş ve literatürde flört şiddetine yönelik tutumlara ilişkin cinsiyet farklılıkları konusunda tutarsız bulgular rapor edilmiştir. Örneğin, bazı çalışmalar; erkeklerin kadınlara göre şiddete yönelik tutumlarının daha kabul edilebilir olduğunu ortaya koymuştur. Ferreira ve arkadaşları (2014), erkek katılımcıların tüm şiddet türlerinde daha yüksek ortalama değerlere sahip olduğunu ve en yüksek ortalama değer psikolojik şiddette olduğunu göstermiştir. Beserra ve diğerleri (2016) her iki cinsiyetin de fiziksel şiddet uyguladığını ve erkeklerin psikolojik şiddetin en büyük failleri ve mağdurları olduğunu bulmuştur. Çakaloz, Çoban & Irmak (2020) erkek öğrencilerin flörtte psikolojik şiddete eğilimli olduğunu bulmuştur. Martins ve diğerleri (2014), kız öğrencilerin en yüksek ortalama değerlere sahip olduğunu ve en çok kalıcı şiddet ve psikolojik şiddet mağduru olduklarını bulmuştur. Borges & Dell'Aglio (2017) erkeklerin cinsel şiddet faili olma ihtimalinin daha yüksek olduğunu bulmuştur. Esparza-Martínez ve diğerleri (2019) kız çocuklarının istismara uğrama olasılığının daha yüksek olduğunu bildirmiştir. Zuo ve arkadaşları (2018), kızların daha büyük bir kısmının sözlü istismar, istenmeyen dokunma, okşama ve penetratif cinsel ilişki mağduru olduğunu bulmuştur.

Çok değişkenli analiz, daha geleneksel toplumsal cinsiyet rolü tutumlarına sahip kızların fiziksel saldırılara karşı daha savunmasız olduğunu ortaya koymuştur.

Erdem ve Şahin (2017) lisans öğrencilerinin flört şiddetine yönelik tutumlarını incelemiş ve sonuçlar erkeklerin flört şiddetine yönelik tutumlarının kadınlardan daha olumlu olduğunu göstermiştir.

Toplumun geleneksel algısında erkekler bağımsız, iddialı ve baskın bir karakterle özdeşleştirilirken, kadınlara itaatkâr, hassas ve dikkatli olmak gibi sınırlayıcı roller

biçilmektedir. Özellikle erkek egemenliğinin yaygın olduğu ülkelerde, kontrolcü ve istismarcı davranışların kabulü normalleşmiştir. Bu durum Türk toplumunun kültürel yapısında da görülmektedir. Anadolu'da kız çocukları sosyal olarak daha uyumlu ve uysal bir rolde yetiştirilmeye teşvik edilirken, erkek çocukları daha saldırgan olmaya teşvik edilmektedir. Cinsiyet ayrımcılığının bir sonucu olarak, ataerkil sistemde erkeklerin şiddet davranışı desteklenmektedir. Harned (2001), her iki cinsiyetin de flört partnerlerinden benzer miktarlarda saldırgan davranışlar gördüğünü, bu tür şiddetin etkisinin kadınlar için erkeklerden daha şiddetli olduğunu bulmuştur.

Bu çalışma, üniversitelerde öğrencilerin flört şiddetine yönelik tutumlarını toplumsal cinsiyet açısından incelemektedir. Araştırmada anket yöntemi kullanılmıştır. Anket formu iki bölümden oluşmaktadır. Anketin ilk bölümünde öğrencilerin özelliklerine ilişkin bazı ifadeler yer almıştır. Anketin ikinci bölümünde ise flört şiddetine yönelik tutumlara ilişkin sorular yer almaktadır. Flört şiddetine yönelik tutumlar Terzioğlu ve diğerleri (2016) tarafından geliştirilen ölçek ile ölçülmüştür. Ölçek 28 madde ile ölçülmüştür. Tüm maddeler 1-5 arası bir ölçek üzerinden ölçülmüştür (1; 'hiç katılmıyorum' ile 5; 'tamamen katılıyorum'). Bu puanlama sonucuna göre, ölçekteki her bir madde için alınabilecek en yüksek puan 5, en düşük puan ise 1'dir. Ortalama ölçek puanının 5'e yaklaşması, bireylerin flört şiddetine yönelik tutumlarının flört şiddetini desteklemediğini göstermektedir. Analizler sonucunda toplam varyansın %53,15'ini açıklayan 28 maddeli ve 5 faktörlü bir ölçek elde edilmiştir. Ölçeğin Cronbach-alpha güvenilirlik katsayısı 0,91 olarak belirlenmiştir. Test-tekrar test güvenilirlik testinde iki ölçüm puanı arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($p>0.05$). İstatistiksel analiz SPSS versiyon 26 kullanılarak gerçekleştirilmiştir. Verilerin normallik varsayımı Kolmogorov-Smirnov (K-S) testi kullanılarak değerlendirilmiş ve tüm verilerin normal dağılımda olduğu görülmüştür. Cinsiyet gruplarının homojenliğini değerlendirmek için bağımsız örneklem t-testi, Pearson ki-kare testi ve Fisher'in kesin testi kullanılmıştır. Tek değişkenli Kovaryans Analizi (ANCOVA) testi, Arkadaşlık Ölçeğinin alt boyutlarını karşılaştırmak için kullanılmıştır.

Araştırma 392 üniversite öğrencisi üzerinde yürütülmüştür: (270 kadın ve 122 erkek.) Çalışmada Türkiye'deki öğrenciler kullanılmış olsa da, elde edilen bulguların ve yapılan çıkarımların hem küresel hem de bölgesel etkileri bulunmaktadır. Araştırma sonucunda, genel şiddet, fiziksel şiddet, duygusal şiddet, ekonomik şiddet ve flört şiddeti açısından erkekler ve kadınlar arasında istatistiksel olarak anlamlı bir fark olduğu bulunmuştur ($p<0,05$). Fiziksel (orta etki) ve ekonomik (orta etki) şiddet için düzeltilmiş ortalamalar dikkate alındığında cinsiyet grupları arasında duygusal şiddet açısından istatistiksel olarak anlamlı farklılıklar bulunmaktadır [kadın düzeltilmiş ortalaması = 2.04, erkek düzeltilmiş ortalaması = 2.09].

Cinsiyetin etki büyüklüğü küçüktür ($p < .001$, $\eta^2 = 0.03$). Duygusal şiddet değişkenindeki değişkenliğin yaklaşık %92,3'ü model tarafından açıklanmıştır. Fiziksel (küçük etki), duygusal (orta etki) ve cinsel (küçük etki) şiddet için düzeltilmiş ortalamalar dikkate alındığında, cinsiyet grupları arasında ekonomik şiddet açısından istatistiksel olarak anlamlı farklılıklar bulunmaktadır [kadın düzeltilmiş ortalaması = 2.16, erkek düzeltilmiş ortalaması = 2.32]. Cinsiyetin etki büyüklüğü küçüktür ($p < .001$, $\eta^2 = 0.05$). Ekonomik şiddet değişkenindeki değişkenliğin yaklaşık %93,3'ü model tarafından açıklanmıştır. Ortalamanın 5,00'e yakın olması bireylerin flört şiddetine yönelik tutumlarının flört şiddetini desteklemediğini göstermektedir. Araştırma sonuçları genel, fiziksel, duygusal, ekonomik ve cinsel şiddet ortalamalarının erkeklerde daha yüksek olduğunu ortaya koymuştur. Sonuçlar incelendiğinde, erkekler kadınlara kıyasla hiçbir alt boyutta (cinsel şiddet hariç) şiddeti desteklememektedir. Bu bulgu, literatürdeki diğer çalışmaların sonuçlarıyla tutarlı olduğunu göstermektedir.