



Research on University Students' Witnessing Domestic Violence against Women during Their Childhood and Adolescence

Hatice Bekir¹ and Hande Sahin²

¹*Gazi University, Faculty of Education, Department of Elementary Education, Early Childhood Education U.S.A, Ankara*

²*Kirikkale University, Faculty of Health Sciences, Department of Social Work, Kirikkale*
E-mail: ¹<shatice@gazi.edu.tr>, ²<hande_k1979@yahoo.com>

KEYWORDS Adolescence. Childhood. University Student. Violence against the Mother. Witnessing Violence

ABSTRACT A total of 400 people, who were the students of the Physiotherapy and Rehabilitation Department and the Child Development Department at the Kirikkale University, created a working group of this research that had planned to determine the university student's witnessing domestic violence against women during their childhood and adolescence. "Witnessing Domestic Violence against Women during the Childhood and Adolescence Scale" has been used as a data collection tool. At the end of the research, significant differences have been found, between the gender, age, class, education of the parents, occupation of the mother, level of income, the most lived place, number of siblings and verbal-minor physical violence, serious physical violence sub-dimensions and scale score of witnessing violence by the university students ($p < 0.05$). Positive relations have appeared between verbal-minor physical violence and serious physical violence sub-dimensions, and witnessing violence, between the serious physical violence sub-dimension and witnessing violence.

INTRODUCTION

An individual becomes a part of a family since his/her birth and the family provides a conducive environment for that individual which is of essential care, attention and support to live and to socialize. In the family environment, individuals obtain and developed their own positive behaviors. In this environment sometimes domestic violence takes place because of some destructive results which could be from some negative experiences (Kaymak-Özmen 2004). Socio-economic conditions, level of education, unemployment, substance addiction or mental illness of the spouse, assistance to the crime, inadequate family support and exposed to violence in childhood are described as the reasons that increase the risk of violence (Hurley and Jaffe 1990; Öyekçin-Güleç et al. 2012).

The most common type of the domestic violence is the violence against women and children (Güler et al. 2005). Women are frequently exposed to domestic violence by their spouses because of their psychological, social or economic conditions (Subasi and Akin 2004). Violence against women has been seen around the world in all the cultures regardless of the region, level of income and education (Güler et al. 2005). The main reason of domestic violence is the weakness of the women in terms of economic and so-

cial sense, and is not about physical weakness. In general, violence against women, who are usually the victims of domestic violence and need to be protected, is based on the male dominated structure of the societies (Kanbay et al. 2012).

Domestic violence against women might be physical, emotional, sexual and economic. Physical violence can be described as causing physical injuries such as pounding, kicking, biting and burning, emotional violence can be described as verbal attack, intimidate the individual with swears or threats, ridiculing and humiliating, sexual violence can be described as forcing sexual intercourse by using pressure and force, economic violence can be described as abusing economical rights, forcing woman to work and taking her money (Tanriverdi and Sapkin 2008).

While the parents continue to fulfill the function of bringing up the child which is one of the most important functions of a family they might show behaviors intentionally or unintentionally that obstruct or pause the development of the child. Because of some reasons such as economic problems, communication disorders and stress, parents may show negative attitudes towards their children which may cause the children to feel worthless, inadequate and worried (Aral 1997; Temel and Bayraktar 2009; Trawick-Swith 2013; Lök et al. 2016). Being exposed to violence has caused mental health disorders, impaired the

quality of life and has had various other health problems; for women these problems have caused an increase in the usage rate of the health services and also the long-term negative effects on the mental development of their children (Öyekçin Güleç et al. 2012). Studies have shown that witnessing domestic violence against women in the childhood is a great risk factor at the life in the future (Astin et al. 1993; Jewkes et al. 2001; Flaherty et al. 2006, Vahip and Doganavsargil 2006; Altinay and Arat 2007; Triantafyllou et al. 2016).

It has been reported that children who witnessed violence during their lives have more anxiety, lack of self-confidence, doubtfulness, fear, depression, introversion, unwillingness, despair, anger problems, sleep disorders, weak impulse control, low school success, poor concentration and addiction of smoking, alcohol or substance rather than other children (Ibiloglu Okan 2012).

In the world and in our society, it has been observed that violence has been increasing day by day. University students are going to begin their working lives with different professions and when considering the reflections of domestic violence on a child, determining the situations of the university students and developing interventions on witnessing domestic violence against women in their childhood will provide successful outcomes. Taking into account all of these, this research has been planned and conducted in order to determine the situations of the university students on witnessing domestic violence against women in their childhood and adolescence.

METHODOLOGY

Model of the Research

The research is a descriptive study in the screening model. Screening models are research approachments which aim at describing a situation that existed in the past or it exists today as it is or it was (Karasar 2014).

Working Group

Working group of this research consisted of 400 students who were 1st, 2nd, 3rd and 4th class students at the Kirikkale University, Faculty of Health Sciences, Child Development Department

and Physiotherapy and Rehabilitation Department in the spring term of the 2014-2015 academic year.

Data have been obtained from persons who accepted to participate voluntarily for the research on the determined dates in accordance with the permission taken from the administration of the Faculty of Health Sciences.

57.5 percent of the university students who participated in the research were from the Department of Physiotherapy and Rehabilitation, 42.5 percent of them were from the Department of Child Development. In the research, 20 year old students (29.8%), females (68.8%), students in 3rd class (29.8%), students whose father graduated from elementary and high school (27.5%), students whose mother graduated from elementary school (44.3%), 1251-1500 TL income level (24.5%), those who lived in the district most of his/her life up till now (33.8%), those who had two siblings (31.3%) and students whose mothers were unemployed (84.8%) have taken place on the top (Table 1).

Data Collection Tools

In the research, a questionnaire was used as a data collection tool. The questionnaire consisted of two parts. In the first part of the questionnaire there were questions for determining the personal characteristics of the students (age, gender, class, educational background of the father, educational background of the mother, level of income, most lived place, number of siblings, occupation of the mother) and in the second part, the scale of "Witnessing Domestic Violence Against Women in Childhood" developed by Aydin et al. (2015) which has also been benefited from the research of Baykal (2008) titled "Physical Violence Against Women in the Family, Attitudes Related to this Violence and the Violent Life of the Women" has been used. The scale has two sub-dimensions ("Verbal-minor physical violence" and "Serious physical violence") and consists of 10 articles. Scale 3 Likert rating was evaluated with (0 = never, 1 = sometimes, 2 = always) (Table 2).

As a result of the reliability analysis, it has been reported that Cronbach's Alpha coefficient of all scale is 0.924. In addition, internal consistency coefficients have been evaluated for each sub-dimension of the scale tool. At the end of the analysis, Cronbach's Alpha coefficient of the

Table 1: Distribution of the students according to the socio-demographic features (n = 400)

	<i>n.</i>	<i>%</i>
<i>Department</i>		
Physiotherapy and Rehabilitation	230	57.5
Child Development	170	42.5
<i>Age</i>	18	36
19	87	21.7
20	119	29.8
21	77	19.2
22	51	12.7
23	15	3.8
24	15	3.8
<i>Gender</i>		
Female	275	68.8
Male	125	31.2
<i>Class</i>		
1	87	21.7
2	111	27.8
3	119	29.8
4	83	20.7
<i>Educational Background of the Father</i>		
Illiterate	8	2.0
Elementary school	110	27.5
Secondary school	80	20.0
High school	110	27.5
University	92	23.0
<i>Educational Background of the Mother</i>		
Illiterate	37	9.2
Elementary school	177	44.3
Secondary school	84	21.0
High school	64	16.0
University	38	9.5
<i>Level of Income</i>		
Minimum wage (846)	52	13.0
847-1,000 TL	70	17.5
1001-1250 TL	83	20.7
1251-1500 TL	98	24.5
1501 TL and above	97	24.3
<i>The Most Lived Place</i>		
Metropolitan	99	24.7
Province	121	30.3
District	135	33.8
Village	45	11.2
<i>The Number of Siblings</i>		
Absent	21	5.3
1	116	29.0
2	125	31.3
3	69	17.2
4	69	17.2
<i>Occupation of the Mother</i>		
Employed	61	15.2
Unemployed	339	84.8

verbal-minor physical violence dimension has been calculated at 0.930 and Cronbach's Alpha coefficient of the serious physical sub-dimension has been calculated at 0.808. Accordingly, the reliability level of the scale and its sub-dimensions are very high.

Table 2: Reliability results related to scale and its sub-dimensions

<i>Dimensions</i>	<i>Cronbach's alpha</i>	<i>Number of articles</i>
Verbal-minor physical violence	.930	6
Serious physical violence	.808	4
Witnessing violence	.924	10

Analysis of the Data

The analysis of the data was done by SPSS 21.0 and it was studied with a 95 percent reliability level. Using the appropriate test the analysis was chosen based upon the normality analysis result. As a result of the Shapiro-Wilk normality analysis related to the scale and its sub-dimensions, it was reported that the scale score in the question did not show a normal distribution (Table 3). Mann-Whitney U and Kruskal-Wallis H Tests were used for the groups which did not depend on the test techniques that were not parametric in the intergroup comparison tests made for the scale and its sub-dimension scores. The relationship between the scale and its sub-dimensions were calculated by Spearman Rho correlation method.

Table 3: Shapiro-Wilk normality analysis related to the scale and its sub-dimensions

	<i>Shapiro-Wilk</i>		
	<i>Statistical Amount</i>	<i>sd</i>	<i>p</i>
Verbal-minor physical violence	0.785	399	0.000
Serious physical violence	0.478	399	0.000
Witnessing violence	0.757	399	0.000

RESULTS

According to Table 4, statistically, there is a significant difference in terms of verbal-minor physical violence sub-dimension between the different age groups ($p < 0.05$). The scores of the mean rank for the students who were at the age of 18 is 212.25; at the age of 19 is 191.53; at the age of 20 is 181.84; at the age of 21 is 193.40; at the age of 22 is 232.74; at the age of 23 is 212.50; at the age of 24 is 287.20. Accordingly, students who were at the age of 20 had the lowest score of

Table 4: Comparison of the personal characteristics of the students in terms of scale scores (Kruskal-Wallis test)

<i>Individual characteristics</i>	<i>Verbal-minor physical violence</i>		<i>Serious physical violence</i>		<i>Score of witnessing violence</i>	
	<i>n.</i>	<i>Mean Rank</i>	<i>n.</i>	<i>Mean Rank</i>	<i>n.</i>	<i>Mean Rank</i>
<i>Age</i>						
18	36	212.25	18	198.25	36	210.82
19	87	191.53	19	175.78	86	187.75
20	119	181.84	20	192.86	119	182.75
21	77	193.40	21	200.94	77	193.19
22	51	232.74	22	232.15	51	234.34
23	15	212.50	23	225.73	15	213.57
24	15	287.20	24	259.87	15	285.77
χ^2	18.225	24.989	18.647			
P	0.006	0.000	0.005			
<i>Class</i>						
1	87	217.56	86	195.56	86	214.17
2	111	186.23	111	186.12	111	185.65
3	119	182.24	119	193.67	119	183.89
4	83	227.87	83	232.25	83	227.61
χ^2	12.120	16.482	10.919			
P	0.007	0.001	0.012			
<i>Educational Background of the Father</i>						
Illiteracy	8	347.00	8	294.56	8	347.50
Elementary school	110	250.35	110	222.99	110	248.85
Secondary school	80	226.29	79	224.16	79	228.30
High school	110	182.84	110	178.94	110	181.60
University	92	126.85	92	168.73	92	126.48
χ^2	83.500	45.405	84.090			
P	0.000	0.000	0.000			
<i>Educational Background of the Mother</i>						
Illiteracy	37	316.62	37	264.42	37	314.36
Elementary school	177	224.77	177	204.60	177	223.70
Secondary school	84	188.14	83	200.39	83	188.63
High school	64	147.88	64	175.34	64	148.23
University	38	90.32	38	156.50	38	90.29
χ^2	101.539	38.707	99.429			
P	0.000	0.000	0.000			
<i>Level of Income</i>						
Minimum wage (846)	52	286.97	52	254.78	52	286.25
847-1,000 TL	70	265.99	69	239.34	69	265.63
1001-1250 TL	83	207.17	83	200.31	83	207.28
1251-1500 TL	98	179.80	98	180.29	98	179.50
1501 and above	97	122.10	97	162.30	97	121.56
χ^2	107.720	63.344	107.837			
P	0.000	0.000	0.000			
<i>The Most Lived Place</i>						
Metropolitan	99	142.38	99	176.26	98	141.72
Province	121	194.38	121	192.83	121	193.02
District	135	214.11	135	205.22	135	214.77
Village	45	303.97	45	255.31	45	301.37
χ^2	68.442	29.276	67.523			
P	0.000	0.000	0.000			
<i>The Number of Siblings</i>						
Absent	21	116.10	21	156.50	21	115.64
1	116	173.89	115	187.51	115	173.27
2	125	201.68	125	200.82	125	200.61
3	69	221.25	69	206.87	69	220.14
4	69	248.04	69	225.70	69	248.99
χ^2	33.796	15.387	34.573			
P	0.000	0.004	0.000			

verbal-minor physical violence mean rank and students who are 24 years old had the highest score.

Statistically, there are significant differences in terms of serious physical violence sub-dimension between the different age groups ($p < 0.05$). The scores of the mean rank for the students who were at the age of 18 is 198.25; at the age of 19 is 178.78; at the age of 20 is 192.86; at the age of 21 is 200.94; at the age of 22 is 232.15; at the age of 23 is 225.73; at the age of 24 is 259.87. Accordingly, the students who were at the age of 19 had the lowest score of serious physical violence mean rank and students who were 24 years old had the highest score.

Statistically, there are significant differences in terms of witnessing violence scores between the different age groups ($p < 0.05$). The scores of the mean rank for the students who were at the age of 18 is 210.82; at the age of 19 is 187.75; at the age of 20 is 182.75; at the age of 21 is 193.19; at the age of 22 is 234.34; at the age of 23 is 213.57; at the age of 24 is 285.77. Students who were at the age of 20 had the lowest score of witnessing violence mean rank and students who were 24 years old had the highest score.

Statistically, there are significant differences in terms of verbal-minor physical violence sub-dimension between the groups who are at different classes ($p < 0.05$). Mean rank scores of the students who were in the 1st class is 217.56; 2nd class is 186.23; 3rd class is 182.24; 4th class is 227.87. Accordingly, students who were in the 3rd class had the lowest mean rank score of the verbal-minor physical violence sub-dimension and students who were in the 4th class had the highest score.

Statistically, there are significant differences in terms of serious physical violence sub-dimension between the groups who are in different classes ($p < 0.05$). Mean rank scores of the students who were in the 1st class is 195.56; 2nd class is 186.12; 3rd class is 193.67; 4th class is 232.25. Accordingly, students who were in the 2nd class had the lowest mean rank score of the serious physical violence sub-dimension and students who were in the 4th class had the highest score.

Statistically, there are significant differences in terms of witnessing violence score between the groups who are at different classes ($p < 0.05$). Mean rank scores of the students who were in the 1st class is 214.17; 2nd class is 185.65; 3rd class

is 183.89; 4th class is 227.61. Accordingly, students who were in the 3rd class had the lowest mean rank score of witnessing violence and students who were in the 4th class had the highest score. Students who were of the highest age and class had the highest score of verbal-minor violence sub-dimension, serious physical sub-dimension and witnessing violence.

When considering the educational background of the father, statistically, there is a significant difference in terms of verbal-minor physical violence sub-dimension between different groups ($p < 0.05$). The mean rank scores of the students whose fathers were illiterate is 347.00; whose fathers graduated from elementary school is 250.35; secondary school is 226.29; high school is 182.84; university is 126.85. Accordingly, students whose father graduated from the university had the lowest mean rank score of verbal-minor physical violence sub-dimension, students whose fathers were illiterate had the highest score.

When considering the educational background of the father, statistically, there is a significant difference in terms of the serious physical violence sub-dimension between different groups ($p < 0.05$). The mean rank scores of the students whose fathers were illiterate is 294.56; whose fathers graduated from elementary school is 222.99; secondary school is 224.16; high school is 178.94; university is 168.73. Accordingly, students whose fathers graduated from the university had the lowest mean rank score of serious physical violence sub-dimension, students whose fathers were illiterate had the highest score.

When considering the educational background of the father, statistically, there is a significant difference in terms of witnessing violence between different groups ($p < 0.05$). The mean rank scores of the students whose fathers were illiterate is 347.50; whose fathers graduated from elementary school is 248.85; secondary school is 228.30; high school is 181.60; university is 126.48. Accordingly, students whose fathers had graduated from the university had the lowest mean rank of witnessing violence score scale, students whose fathers were illiterate had the highest score.

When considering the educational background of the mother, statistically, there is a significant difference in terms of verbal-minor phys-

ical violence sub-dimension between different groups ($p < 0.05$). The mean rank scores of the students whose mothers were illiterate is 316.62; whose mothers graduated from elementary school is 224.77; secondary school is 188.14; high school is 147.88; university is 90.32. Accordingly, students whose mothers graduated from the university had the lowest mean rank score of verbal-minor physical violence sub-dimension, students whose mothers were illiterate had the highest score.

When considering the educational background of the mother, statistically, there is a significant difference in terms of serious physical violence sub-dimension between different groups ($p < 0.05$). The mean rank scores of the students whose mothers were illiterate is 264.42; whose mothers graduated from elementary school is 204.60; secondary school is 200.39; high school is 175.34; university is 156.50. Accordingly, students whose mothers graduated from university had the lowest mean rank score of serious physical violence sub-dimension, students whose mothers were illiterate had the highest score.

When considering the educational background of the mother, statistically, there is a significant difference in terms of witnessing violence between different groups ($p < 0.05$). The mean rank scores of the students whose mothers were illiterate is 314.36; whose mothers graduated from elementary school is 223.70; secondary school is 188.63; high school is 148.23; university is 90.29.

Statistically, there is a significant difference in terms of verbal-minor physical violence sub-dimension between groups who have a different income status ($p < 0.05$). The mean rank scores of the groups who had a minimum wage (846) is 286.97; whose income level is between 847-1000 TL is 265.99; between 1001-1250 TL is 207.17; between 1251-1500 TL is 179.80; 1501 TL and above is 122.10. Accordingly, groups whose income level is 1501 TL and above had the lowest mean rank score of verbal-minor physical violence sub-dimension, groups whose income level is minimum wage (846) had the highest score.

Statistically, there is a significant difference in terms of the serious physical violence sub-dimension between the groups who have different income status ($p < 0.05$). The mean rank scores of the groups who have the minimum wage (846)

is 254.78; whose income level is between 847-1000 TL is 239.34; between 1001-1250 TL is 200.31; between 1251-1500 TL is 180.29; 1501 TL and above is 162.30. Accordingly, groups whose income level is 1501 TL and above had the lowest mean rank score of serious physical violence sub-dimension, groups whose income level is the minimum wage (846) had the highest score.

Statistically, there is a significant difference in terms of witnessing violence score between groups who have different income status ($p < 0.05$). The mean rank scores of the groups who had a minimum wage (846) is 286.25; whose income level is between 847-1000 TL is 265.63; between 1001-1250 TL is 207.28; between 1251-1500 TL is 179.50; 1501 TL and above is 121.56. Accordingly, groups whose income level is 1501 TL and above had the lowest mean rank score of witnessing violence, groups whose income level is the minimum wage (846) had the highest score.

Considering the most lived place, statistically, there is a significant difference in terms of verbal-minor physical violence sub-dimension between the groups ($p < 0.05$). Mean rank scores of the people who lived mostly in the metropolitan is 142.38; province is 194.38; district is 214.11; village is 303.97. Accordingly, people who have lived mostly in metropolitan had the lowest mean rank score of verbal-minor physical violence sub-dimension, people who have lived in the village mostly had the highest score.

Considering the most lived place, statistically, there is a significant difference in terms of a serious physical violence sub-dimension between groups ($p < 0.05$). Mean rank score of the people who lived mostly in the metropolitan is 176.26; province is 192.83; district is 205.22; village is 255.31. Accordingly, people who have lived mostly in metropolitan had the lowest mean rank score of serious physical violence sub-dimension, people who have lived in the village mostly had the highest score.

Considering the most lived place, statistically, there is a significant difference in terms of witnessing violence score between the groups ($p < 0.05$). Mean rank scores of the people who lived mostly in metropolitan is 141.72; province is 193.02; district is 214.77; village is 301.37. Accordingly, people who have lived mostly in metropolitan had the lowest mean rank score of witnessing violence, people who have lived in the village mostly had the highest score.

Statistically, there are significant differences in terms of the verbal-minor physical violence sub-dimension between the groups whose number of siblings is different ($p < 0.05$). Mean rank scores of the students who have not got any siblings is 116.10; who have a sibling is 173.89; who have two siblings is 201.68; who have three siblings is 221.25; who have four siblings is 248.04. Accordingly, students who have not got any siblings had the lowest mean rank score of verbal-minor physical violence sub-dimension, students who have three siblings had the highest score.

Statistically, there are significant differences in terms of a serious physical violence sub-dimension between the groups whose number of siblings is different ($p < 0.05$). Mean rank scores of the students who have not got any siblings is 156.50; who have a sibling is 187.51; who have two siblings is 200.82; who have three siblings is 206.87; who have four siblings is 225.70. Accordingly, students who have not got any siblings had the lowest mean rank score of the serious physical violence sub-dimension, students who have three siblings had the highest score.

Statistically, there are significant differences in terms of witnessing the violence score between the groups whose number of siblings is different ($p < 0.05$). Mean rank scores of the students who have not got any siblings is 115.64; who have a sibling is 173.27; who have two siblings is 200.61; who have three siblings is 220.14; who have four siblings is 248.99.

It is seen (Table 5) that the verbal-minor physical violence sub-dimension is different for the gender and students who are male and have a

higher verbal-minor physical violence sub-dimension mean rank score rather than the females ($U = 11.2150$, $p < 0.05$) according to the scores from the scale of "Witnessing Domestic Violence Against Women in the Childhood."

Statistically, there is a significant difference in terms of the serious physical violence sub-dimension between the different gender groups ($p < 0.05$). Mean rank score of the female is 184.42; male is 234.54. Accordingly, the male had the highest mean rank score of verbal-minor physical violence sub-dimension ($U = 12.7665$, $p < 0.05$).

Statistically, there is a significant difference in terms of witnessing violence score between different gender groups ($p < 0.05$). Mean rank score of the female is 178.11; male is 248.55. Accordingly, the male had the highest mean rank score of witnessing violence ($U = 11.0300$, $p < 0.05$).

Statistically, there is a significant difference in terms of verbal-minor physical violence sub-dimension between the groups whose mothers had a different occupation ($p < 0.05$). Mean rank scores of the students whose mothers are employed is 115.66; unemployed is 215.77. Accordingly, students whose mothers are unemployed had the highest mean rank score of verbal-minor physical violence sub-dimension.

Statistically, there is a significant difference in terms of a serious physical violence sub-dimension between the groups whose mothers have a different occupation ($p < 0.05$). Mean rank scores of the students whose mothers are employed is 165.23; unemployed is 206.28. Accordingly, students whose mothers are unemployed had the highest mean rank score of serious physical violence sub-dimension.

Table 5: Mann-Whitney U test results of the scale scores based on the gender and occupation of the mother

Group	Verbal-minor physical violence		Serious physical violence		Score of witnessing violence	
	n.	Mean rank	n.	Mean rank	n.	Mean rank
<i>Gender</i>						
Female	275	178.78	275	184.42	275	178.11
Male	125	248.28	124	234.54	124	248.55
U	11.215.000	12.766.500	11.030.000			
P	0.000	0.000	0.000			
<i>Occupation of the Mother</i>						
Employed	61	115.66	61	165.23	61	116.15
Unemployed	339	215.77	338	206.28	338	215.13
U	5.164.000	8.188.000	5.194.000			
P	0.000	0.000	0.000			

Statistically, there is a significant difference in terms of witnessing violence score between groups whose mothers have a different occupation ($p < 0.05$). Mean rank scores of the students whose mothers are employed is 116.15; unemployed is 215.13. Accordingly, students whose mothers are unemployed had the highest mean rank score of witnessing violence.

According to the result of the Spearman correlation relation test, there is a positive and a strong relationship ($r = 0.672$ $p < 0.05$) between the verbal-minor physical violence and the serious physical violence sub-dimensions, positive and very strong ($r = 0.996$ $p < 0.05$) relationship between the witnessing violence, positive and strong ($r = 0.714$ $p < 0.05$) relationship between the serious physical violence and witnessing violence (Table 6).

DISCUSSION

Students who of the highest age and class had the highest score of verbal-minor violence sub-dimension, serious physical sub-dimension and witnessing violence. This situation makes people think that as the age and the class gets higher/more, the more university students who witnessed domestic violence against women in their childhood can express their experiences clearly.

When considering the educational background of the father, statistically, there is a significant difference in terms of witnessing violence between the different groups ($p < 0.05$). Accordingly, students whose fathers graduated from the university had the lowest mean rank of witnessing violence on the score scale, students whose fathers are illiterate had the highest score. This research has found that fathers who are undereducated had the highest scale and sub-scale scores. Students whose fathers are illiter-

ate have the highest mean rank of witnessing violence. Accordingly, the lower the level of education of the father, the more witnessing domestic violence increases in the childhood or adolescence of the students.

When considering the educational background of the mother, statistically, there is a significant difference in terms of witnessing violence between different groups ($p < 0.05$). Accordingly, students whose mothers graduated from the university had the lowest mean rank of witnessing violence on the score scale, students whose mothers are illiterate had the highest score. The research conducted shows that the more education level of the women increases, the less they are exposed to violence by their partners (Jewkes et al. 2002; Mayda and Akkus 2004; Subaşı and Arikan 2004; Kocacik and Doğan 2006; Arat and Altınay 2007; Directory General of the Turkish Women's Status 2009; Baskale and Sözer 2015).

Statistically, there is a significant difference in terms of witnessing violence score between groups who have a different income status ($p < 0.05$). Accordingly, groups whose income level is 1501 TL and above had the lowest mean rank score of witnessing violence, groups whose income level is the minimum wage (846) had the highest score. Economic insufficiency ranks at the top three among the reasons that increase domestic violence and studies have supported this finding. (Rittersberger Tiliç 1998; Güler et al. 2005; Directory General of the Turkish Women's Status 2009; Özçakar et al. 2016). This situation makes people think that the stress caused by the low income level increases the risk of domestic violence against the women.

Considering the most lived place, statistically, there is a significant difference in terms of witnessing violence scores between the groups ($p < 0.05$). In this research it is reported that stu-

Table 6: Spearman's Rho correlation towards to the relation between the scale and its sub-dimensions

			Verbal-minor physical violence	Serious physical violence	Witnessing violence
Spearman's Rho	Verbal-minor physical violence	Rho	1.000	.672**	.996**
		p		.000	0.000
	Serious physical violence	Rho		1.000	.714 **
		p			.000
	Witnessing violence	Rho			1.000
		p			

dents who have lived mostly in the village have witnessed domestic violence against women more than other students. It is reported in the research of Dissiz and Hotun Sahin (2008) that 32 percent of the women who live in rural areas are exposed to physical violence by their partners. This finding is such as to support the research's finding.

Statistically, there are significant difference in terms of witnessing violence scores between the groups whose number of siblings is different ($p < 0.05$). Accordingly, students who have not got any siblings had the lowest mean rank score of witnessing violence, students who have three siblings had the highest score. This situation makes people think that families who have financial difficulties with the increase in the number of the children and the partner who has the income difficulties uses the force.

Statistically, there is a significant difference in terms of witnessing the violence scores between the groups whose mothers have a different occupation ($p < 0.05$). Accordingly, students whose mothers are unemployed had the highest mean rank score of witnessing violence. The study of Mayda and Akkus (2004) has supported this finding and it is reported that most of the housewives have been exposed to different types of spousal violence. This situation makes people think that women who are unemployed and have no economic freedom have mostly resigned themselves to the spousal violence.

Statistically, there is a significant difference in terms of witnessing the violence scores between different gender groups ($p < 0.05$). Accordingly, the male have the highest mean rank score of witnessing violence. As it is understood from the findings, verbal-minor violence sub-dimension and serious physical violence sub-dimension scores of the female are lower than the male. It is thought that this situation may arise since the females have learned the domination of men in the male-dominant society in their childhood and have accepted this as a normal behavior or they have been raised with the intention of hiding domestic problems.

According to the result of the Spearman correlation relation test, there is a positive and a strong relationship ($r = 0.672$ $p < 0.05$) between the verbal-minor physical violence and the serious physical violence sub-dimensions, positive and very strong ($r = 0.996$ $p < 0.05$) relationship between witnessing violence, positive and strong ($r = 0.714$

$p < 0.05$) relationship between the serious physical violence and witnessing violence. This result has shown that the students who were witness to the verbal-minor physical violence have also witnessed the serious physical violence. It is seen that this strong relationship that existed in both the sub-dimensions (verbal-minor physical violence - serious physical violence) has affected the total scale (witnessing violence) score. The study of Aydin et al. (2015) is such as to support this finding. It can be thought that serious physical violence may be started with verbal-minor physical violence while a child or an adolescent has witnessed the domestic violence, he/she has encountered a verbal-minor physical violence before the serious physical violence.

CONCLUSION

As a result of the research, statistically, there has been a significant difference between the age, class, income and education level of parents, the most lived place, number of siblings of the students and the verbal-minor physical violence, serious physical violence sub-dimensions and witnessing violence scale score ($p < 0.05$).

While the students who are at the age of 20 had the lowest sub-dimension and scale mean rank score, students who are 24 years old had the highest. Students who are in the 4th class had the highest sub-dimension and scale mean rank score. Students whose parents graduated from the university had the lowest sub-dimension mean rank score, students whose parents are illiterate had the highest score. Students whose income level is 1501 TL and above had the lowest sub-dimension and scale mean rank score, students whose income level is the minimum wage (846) had the highest score. Subscale scores of the students who have lived in the village mostly up till now was higher than those who have lived in a province and a district. Accordingly, students who have not got any siblings had the lowest sub-dimension and scale score mean rank, students who have four siblings had the highest.

Statistically, significant differences have been detected between the gender, occupation of the mother and the verbal-minor physical violence, serious physical violence sub-dimensions and witnessing violence scale scores. Students who are male and whose mothers are unemployed had higher scale and sub-dimension scores.

According to the result of the Spearman correlation relation test, there is a positive and a strong relationship ($r=0.672$ $p<0.05$) between the verbal-minor physical violence and serious physical violence sub-dimensions, positive and very strong ($r=0.996$ $p<0.05$) relationship between the witnessing violence, positive and strong ($r=0.714$ $p<0.05$) relationship between the serious physical violence and witnessing violence.

RECOMMENDATIONS

Consequently, children or adolescents who have witnessed the unhealthy relations and violence between their parents and who have experienced or witnessed violence in their childhood; in the future they might become a spouse using violence or maybe a woman exposed to violence. In this context,

- Raising awareness for the women through education about the definition of violence and situations that include violence should be provided.
- Children who have been affected from domestic violence should not be ignored. Therefore, couples who have problems should go to a family therapist as a family; they should not discuss any arguments or issues near the children, they should increase their knowledge and skills in order to raise awareness about this issue.
- In addition, teachers should have the knowledge about the children's behaviors who have become witness to domestic violence and they should be capable of commenting and reacting within this context.

REFERENCES

- Altınay AG, Arat Y 2007. *Research Report on Violence Against Women in Turkey*. Ankara: Tubitak.
- Aral N 1997. *Physical Abuse and Child*. Ankara: Tekisik ve Tesisleri.
- Arat Y, Altınay AG 2007. *Violence Against Women in Turkey*. Istanbul: Metis Yayıncılık.
- Astin MC, Lawrence KJ, Foy DW 1993. Posttraumatic stress disorder among battered women: Risk and resiliency factors. *Violence and Victims*, 8: 17-28.
- Aydın R, Bekir H, Çiçek O 2014. Witnessing the domestic violence of father towards mother in childhood: Scale developing study. In: K Norley, MA Icbay, H Arslan (Eds.): *Contemporary Approaches in Education*. Frankfurt: Peter Lang, pp. 413-420.
- Baykal T 2008. *Violence Against Women in Family Violence and Violence Experiences of Attitudes Related to this Person*. Doctorate Thesis, Unpublished. Institute of Social Sciences. Izmir: Ege University.
- Baskale H, Sözer A 2015. Violence perception and victimization reasons of women exposed to spouse/partner violence. *TAF Preventive Medicine Bulletin*, 14(6): 468-474.
- Directory General of the Turkish Women's Status 2009. *Domestic Violence Against Women in Turkey*. Ankara: T.C. Başbakanlık Elma Teknik Basım Matbaacılık.
- Dissiz M, Hotun Sahin N 2008. Universal women health problem: Violence against women. *Maltepe University e-Journal of Nursing Science & Art*, 1(1): 50-58.
- Flaherty EG, Thompson R, Litrownik AJ, Theodore A, English DJ, Black MM 2006. Effect of early childhood adversity on health. *Arch Pediatr Adolesc Med*, 160: 1232-1238.
- Güler N, Tel H, Özkan Tuncay F 2005. The view of womans' to the violence experienced within the family. *Cumhuriyet Medical Journal*, 27(2): 51-56.
- Hurley DJ, Jaffe P 1990. Children's observations of violence: II. Clinical implications for children's mental health professionals. *Can J Psychiatry*, 35: 471-476.
- Ibiloglu Okan A 2012. Domestic violence. *Current Approaches in Psychiatry*, 4(2): 204-222.
- Jewkes R, Penn-Kekana L, Levin J, Ratsaka M, Schriber M 2001. Prevalence of emotional, physical and sexual abuse of women in three South African Provinces. *South African Medical Journal*, 91: 421-428.
- Jewkes R, Levin J, Penn Kekana L 2002. Risk factors for domestic violence: Findings from a South African cross-sectional study. *Soc Sci Med*, 55: 1603-1617.
- Kanbay Y, Isik E, Yavuzaslan M, Keles S 2012. Determination of opinions and attitudes of nursing students about violence against women. *Gümüşhane University Journal of Health Sciences*, 1(2): 107-119.
- Karasar N 2014. *Scientific Research Method*. Ankara: Nobel Yayınevi.
- Kaymak Özmen S 2004. The reflections of anger and aggression in family. *Ankara University Journal of Faculty of Educational Sciences*, 37(2): 27-39.
- Kocacik F, Dogan O 2006. Domestic violence against women in Sivas, Turkey: Survey study. *Croat Med J*, 47: 742-9.
- Lök N, Basogul C, Öncel S 2016. Effects of domestic violence on children and significance of psychosocial support. *Current Approaches in Psychiatry*, 8(2): 155-161.
- Mayda SS, Akkus D 2004. Domestic violence against 116 Turkish housewives: A field study. *Women Health*, 40: 95-108.
- Öyekçin Güleç D, Yetim D, Sahin EM 2012. Psychosocial factors affecting various types of intimate partner violence against women. *Turkish Journal of Psychiatry*, 23(2): 75-81.
- Özçakar N, Yesiltepe G, Karaman G, Ergönen AT 2016. Domestic violence survivors and their experiences during legal process. *Journal of Forensic and Legal Medicine*, 40: 1-7.
- Rittersberger Tiliç H 1998. *Domestic Violence: A Sociological Approach*. Ankara: Türkiye ve Orta Doğu Amme İdaresi Enstitüsü Yayınları.
- Subasi N, Akin A 2004. Violence Against Women, Causes, Consequences. From <www. huksam. hacettepe.edu.tr/siddet.htm.>.

- Tanriverdi G, Bapkin S 2008. Effect of educational level of women on the domestic violence at primary health care unities in Canakkale. *Firat Medical Journal*, 13(3): 183-187.
- Temel ZF, Bayraktar V 2009. *Familial Causes Push Into Crime of Children*, Ankara: Police Academy Publications.
- Trawick-Swith J 2013. *Early Childhood Development (Multicultural Perspective)*. Ankara: Nobel Publishers.
- Triantafyllou D, Wang C, North C 2016. Correlates of duration of intimate partner violence among women seeking services at a Domestic Violence Support Center. *Journal of Interpersonal Violence*, 21: 1-12.
- Vahip I, Doganavsargil Ö 2006. Domestic violence and female patients. *Turkish Journal of Psychiatry*, 17: 107-114.

Paper received for publication on May 2016

Paper accepted for publication on December 2016