

## AWARENESS LEVEL OF NURSING STUDENTS REGARDING VIOLENCE AGAINST WOMEN – EXAMPLE FROM TURKEY<sup>1</sup>

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### ABSTRACT

The aim of this study is to determine the awareness levels of the young people regarding the practices concerning the elimination of violence against women in Turkey. In this research, descriptive survey method was used. 68% of the nursing students stated that they have witnessed violence while 15.5% stated that they have been exposed to violence. Most common type of violence resorted to is physical violence. The ratio of male students who declared to have been exposed to violence is higher than that of female students ( $p<0.001$ ). The percentage of students who are aware of the practices and projects to combat violence against women in Turkey is 66.9%. In terms of the awareness about the practices and projects, ratios of female students are higher than male students and the difference in between is statistically significant ( $p<0.05$ ). Most widely known practices and projects are "ALO 183 line", "Family Counseling Centers" and "Child not Brides Projects". There was not any difference between the first and fourth-year students in terms of the awareness about the practices and projects ( $p>0.05$ ). Students consider the civil society organizations as the most effective structure in raising awareness about the prevention of violence against women.

**Keywords:** Preventing violence against women, practices, projects, health education, Turkey

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## INTRODUCTION

Violence is a public health problem affecting millions of people globally and a violation of human rights (WHO, 2014a). In UN Declaration of 1993, violence against women was defined as a violation of human rights resulting in physical, emotional, sexual or psychological harm or suffering to women, including all acts threatening the psychological and physical integrity of women, and which cannot be justified through any political, religious or cultural reasons (WHO, 2002) and its incidence rate throughout the life was stated as 35% (WHO, 2014a). According to the results of a research carried out in 2013 in 28 Member States of the European Union (EU), the ratio of violence against women varies between the range of 13% and 32%, while the average is 22% (European Union Agency for Fundamental Rights [FRA] 2014). In the research report prepared in 2014 by the Institution of Population Sciences (Hacettepe University Institute of Population Studies [HUNEE] 2013) under Hacettepe University, it was determined that 4 out of 10 women in Turkey are exposed to violence and 89 % of them did not file any application about this (HUNEE, 2013; Kaptan, 2015). Violence against women varies among the countries.

Domestic violence against women was brought to agenda in Turkey in the mid-1980s. Turkey signed the "Council of Europe Convention on preventing and combating violence against women and domestic violence" in 11 May 2011 in İstanbul, which was ratified later on in Strasbourg. In legal terms, the "Law No 6284 on the Protection of Family and Prevention of Violence Against Women" entered into force in 20 March 2012 (Tatlıoğlu, 2014). Considering the measures under this Law and the Convention, "2012-2015 National Action Plan to Combat Violence against Women" was prepared with the participation and contributions of all the related institutions and organizations. This plan aims to ensure improvement in 5 main fields in the short, medium and long term, with regard to gender mainstreaming and combatting violence against women. One of these aims is "to raise awareness and ensure a transformation in the mentality" (Tatlıoğlu, 2014; T.C.Domestic Violence against Women in Turkey Summary Report, 2014). Primary aim of this action plan is to realize the applicable practices and projects, together with the responsible institutions, between 2012 and 2015, in line with the determined aims. To this end, call centers providing support service through telephone (ALO 183 Line and Gelincik Call Line), and centers providing counseling service (Cocoon , Family Counseling Centers, Family Centers, Emergency Departments of the Hospitals) were established and began to operate. In order to render the effects of violence on individuals and the society apparent, five projects (Family Ombudsman, Child not Brides, Panic Button, Marriage School and Stop Child Marriage) were developed (Tatlıoğlu, 2014; T.C. National Action Plan on Combating Violence against Women 2012-2015; Domestic Violence against Women in Turkey Summary Report, 2014).

It was determined that in Turkey, women who are exposed to violence go frequently to primary healthcare institutions, but do not talk about violence as they are afraid of being stigmatized (Yanikkerem et al., 2006 ; Elmalı et al., 2011). Study of Kaplan et al. examine the attitudes of nursing students towards domestic violence against women and their professional roles in terms of domestic violence revealed that the attitudes of female

students are more traditional than that of male students (Kaplan et al., 2014). Depending on this, it may be concluded that female students cannot give up the traditional mentality. Importance of education in raising awareness against violence is emphasized (Kaplan et al., 2014; Lazenbatt, Cree, & McMurray, 2005) and development of contemporary values rather than conventional ones is recommended (Memmedzade, 2011). Cost of the arrangements to prevent domestic violence against women is lower than the cost of the services provided to victims of violence (WHO, 2014c).

### **Aim**

In this research, it is aimed to determine the awareness of the first and fourth-year nursing students about the practices and projects carried out under the framework of "2012-2015 National Action Plan to Combat Violence Against Women" of Turkey. Accordingly, the following questions were tried to be answered:

\*What is the level of awareness of the nursing students about the practices and projects to prevent violence against women?

\*Does the nursing students' level of awareness about the practices and projects to prevent violence against women differ by their years of school and gender?

### **METHOD**

#### **Research Type**

This research was designed as descriptive to determine the awareness of the first and fourth-year nursing students studying in the school of health sciences in Uludag University, about the practices and projects to prevent violence against women.

#### **Sample and setting**

Research population was composed of 235 students both in his/her first year (137) and in his/her fourth year (98) in the spring term of 2013-2014 academic year in the Nursing Department of the School of Health Sciences in Uludag University. First and fourth-year students were included in the research to determine the awareness of the nursing students about the practices and projects for the prevention of violence against women and also to assess the effect of nursing education curriculum on raising awareness about the prevention of violence against women. Sampling method was not utilized in the research and all the population (n:235) was included in the research. The research was carried out between 1 and 31 March 2014 with 181 students (1st year: 110, 4th year: 71) who agreed to participate in the research (participation ratio 77.0%).

### Data collection instruments

In this research, data was collected by the researchers through a survey form developed by examining the literature (T.C. National Action Plan on Combating Violence against Women 2012-2015; 2012). Survey form composed of descriptive characteristics of the students and their level of awareness regarding violence (experiences questions of violence, questions concerning violence prevention project, questions concerning violence prevention centers/telephone lines).

### Data collection procedure

### Ethical consideration

This research was carried out in conformity with the principles of Helsinki Declaration. In order to carry out this research, required written permission was obtained from the Local Research Commission and the institution subject to study (official letter no. B.30.2.ULU.0.Y1.71.00-299/206 and dated 03.03.2014). Moreover, before the data collection forms were distributed, students were informed about the aim of the research and were asked to participate in the study on voluntary basis.

### Data Analysis

Statistical analysis was performed with SPSS 18.0 software (SPSS, Inc., Chicago, IL, USA). In the assessment of research data, frequency, percentage, arithmetic mean and standard deviation were calculated. Chi-square was used in the statistical analysis of the data. Statistical significance level was defined as  $p < 0.05$ .

### FINDINGS (RESULTS)

Certain socio-demographic characteristics of the students and their parents are presented in Table 1. When the descriptive characteristics of the nursing students who attended the research are examined, it is seen that the average age was  $20.44 \pm 2.35$ . Most of the participants were female students (83.4%) and 60.8% of them were in their first year. When the education levels of the parents are examined, it is seen that the mothers of the students were mostly graduates of primary schools (59.7%) while their fathers were graduates of high schools or above (42.5%). 85% of the students in the research have nuclear families, 75% of the parents have incomes equal to their expenses. 1/3 of the students stated to be aware of the practices and projects to prevent violence against women (66.9%).

**Table 1.** Socio-Demographic Characteristics of the Students (n: 181)

Characteristics	n	%
<b>Average Age</b>		20.44 ±2.35
<b>Number of Siblings</b>		2.30 ±2.0
<b>Gender</b>		
Female	151	83.4
Male	30	16.6
<b>Current Year of School</b>		
1 <sup>st</sup> year	110	60.8
4 <sup>th</sup> year	71	39.2
<b>Education Level of the Mother</b>		
Read and Write	20	11.8
Primary	108	59.7
Secondary	25	13.8
High school and above	28	15.5
<b>Education Level of the Father</b>		
Read and Write	7	3.9
Primary	64	35.4
Secondary	33	18.2
High school and above	77	42.5
<b>Family Type</b>		
Nuclear	154	85.0
Extended	22	12.2
Fragmented	5	2.8
<b>Income Level</b>		
Income>Expense	21	11.6
Income = Expense	131	72.4
Income<Expense	29	16.0
<b>Knowledge About Centers/Telephone Lines and Projects</b>		
Aware	121	66.9
Not Aware	60	33.1

With regard to the status of the students' witnessing or being exposed to violence, 68% of them stated to have witnessed violence; and most commonly witnessed is the violence against women (43.3%). Majority of the students (67.9%) who declared to exposure to violence (15.5%) were exposed to physical violence (Table 2).

**Table 2.** Breakdown of the Students by Their Status of Witnessing or Exposure to Violence (n: 181)

Certain Features of Violence	n	%
<b>Witnessing Violence(n:181)</b>		
Witnessed	123	68.0
Not Witnessed	58	32.0
<b>Type of Violence Witnessed (n:319)*</b>		
Violence against women	138	43.3
Violence against children	119	37.3
Violence against the elderly	25	7.8
Violence against men	17	5.3
Violence against the orphan /migrant/disabled	20	6.3
<b>Being Exposed to Violence (n:181)</b>		
Exposed	28	15.5
Not Exposed	153	84.5
<b>Type of Violence Exposed (n:28)**</b>		
Physical	19	67.9
Psychological	2	7.1
Sexual	7	25.0

\* Students gave more than one answer

\*\*Only those exposed to violence were taken into account

When exposure to violence among the students is examined by gender, it is observed that 11.3% of the female students and 36.7% of the male students reported exposure to violence. As a result of the statistical analysis, the difference by gender between the male and female students was found out to be significant ( $X^2=12.356$ ,  $p < 0.001$ ). The ratio of awareness about the practices (Counseling centers /telephone support lines) and projects for the prevention of violence is higher among female students than male students; and the difference in between is statistically significant ( $X^2=6.611$ ,  $p < 0.05$ ) (Table 3).

**Table 3.** Comparison by Gender of the Students' Levels of Awareness about the Practices and Projects to Prevent Violence (n: 181)

	Female		Male		X <sup>2</sup>	p
	n	(%)	n	(%)		
<b>Students exposed to violence</b>						
Yes	17	(11.3)	11	(36.7)	12.356	<0.001 *
No	134	(88.7)	19	(63.3)		
<b>Awareness about the practices and projects</b>						
Aware	107	(70.9)	14	(46.7)	6.611	<0.05 **
Not aware	44	(29.1)	16	(53.3)		

Chi Square test \* $p < 0.001$  \*\* $p < 0.05$

Considering that the awareness of the students will raise through education, students' levels of awareness about the practices and projects to prevent violence were compared by their years of school. 64.5% of the first-year students were found out to be aware of the practices and projects, while this ratio is 70.4% for the

fourth-year students. Difference between the years of school was not stated as statistically significant (Table 4,  $p > 0.05$ ).

**Table 4.** Comparison of the Students' Levels of Awareness about the Practices and Projects to Prevent Violence, by their Years of School (n:181)

	First-year		Fourth-year		$\chi^2$	p
	n	(%)	n	(%)		
<b>Awareness about the Practices and Projects</b>						
Aware	71	(64.5)	50	(70.4)	0.673	>0.05
Not aware	39	(35.5)	21	(29.6)		

Chi Square test

Among the centers aiming to prevent violence against women, most widely known by the students (41.4%) is the "Family Counseling Centers"; and "ALO 183 Line" is the most widely known line (44.2%). Among the projects realized with the support of public institutions, civil society organizations (NGO) and private sector, the most widely known is the "Child not Brides" project (project developed to prevent the marriage of girls at an early age), while "Family Ombudsman" (project for the people considering divorce) is the least known project (Table 5).

**Table 5.** Breakdown of the Awareness Ratios of Students about the Practices and Projects to Prevent Violence (n: 181)

	Aware		Not Aware	
	n	%	n	%
<b>Centers /Telephone Lines</b>				
Cocoon	5	2.8	176	97.2
Family Counseling Centers	75	41.4	106	58.6
Family Centers	37	20.4	144	79.6
ALO 183 Line	80	44.2	101	55.8
Gelincik Call Line	7.2	5.4	168	92.8
Emergency Departments of the Hospitals	29	16.0	152	84.0
<b>Projects</b>				
Panic Button Project	37	20.4	144	79.6
Stop Child Marriage Project	33	18.2	148	81.8
Marriage School Project	37	20.4	144	79.6
Family Ombudsman Project	17	9.4	164	90.6
Child not Brides Project	130	71.8	51	28.2

\* Students gave more than one answer

Distribution of the institutions that the students find effective in combatting violence against women and the students' solution proposals are presented in (Table 6). Civil society organizations (33.6%) are considered to be

most effective institutions in combatting violence while the effect of private sector (8.4%) is considered as low. Increasing social awareness has been the most widely accepted proposal to combat violence against women.

**Table 6.** Distribution of the Institutions that the Students Find Effective in Combatting Violence against Women and the Students' Solution Proposals

Features	n	%
<b>Institutions that the Students Find Effective in Combatting Violence (n:395 *)</b>		
State	109	27.6
Civil Society Organizations	133	33.6
Media	120	30.4
Private Sector	33	8.4
<b>Solution Proposals to Prevent Violence(n:459*)</b>		
Increasing Social Awareness	169	36.8
Elimination of Gender Inequality	138	30.1
Popularization of the centers to prevent and monitor violence	152	33.1

\*Students gave more than one answer

## DISCUSSION and CONCLUSION

Health and education sectors play an important role in preventing violence against women (WHO, 2014a). Studies underline that initiatives to improve health education and to increase the level of awareness and also the trainings on domestic violence provided by healthcare personnel to women are important for the prevention of violence (WHO, 2014a, Yanikkerem et al., 2006, Gömbül, 2000). Therefore, nursing students who are a part of the health sector should also be aware of the gender mainstreaming and sectoral interventions for the victims of violence. In developed countries, financial support is provided to trainings on gender mainstreaming (WHO, 2014c) but in Turkey, there is a limited number of trainings on gender equality, domestic violence and programmers to prevent violence (WHO, 2014b).

Attitudes towards violence are affected by personal experiences (Bozkurt et al., 2013). Children witnessing violence between mother and father copy the "aggressive" father and mislearn that problems are solved through anger and aggressive behavior (Stewart & Robinson, 1998). In Turkey, "beating" is considered as a way of discipline (Yanikkerem et al., 2006). Beating is a common way referred to discipline children. These acts of violence serve as a role model for the children (Dijulio, 1998). In this study, it has been determined that 68% of the students have witnessed domestic violence and the most common type of violence is the violence against women (43.3%) and violence against children (37.3%). A report published in Turkey in 2004 pointed that the 17% of the adolescents and the young between 12-21 years of age witness domestic violence, 28% witness violence in their neighborhood and 34% witness violence in school (Yalçın & Erdoğan, 2013). In the study carried out by Bozkurt et al, it has been noted that 36.2% of the students had witnessed violence and 40.6% experienced domestic violence (Bozkurt et al., 2013). Kabasakal et al. studied the opinions and experiences of 298 university students regarding the violence against women and in this study, they determined that 19.9% of



the students had exposed to violence by their fathers and 30.9% by their mothers (Kabasakal & Girli, 2012). It is pointed that violence witnessed or experienced during childhood increases the possibility of men to apply violence and of women to be exposed to violence (Bekir & Sahin, 2017). This fact called as violence cycle proves the importance of socialization in an atmosphere free from violence (Altınay & Arat 2015). Based on this perspective, it may be considered that the nursing students had been socialized in an atmosphere with violence.

Studies point that women talk less about the violence they experienced as they are worried to be exposed to violence again, fear being stigmatized, consider that they deserved this and try to protect their spouse/partner (Yanikkerem et al. 2006, Kıyak& Akın 2010.). In this study, when the students' exposure to violence is examined, it is seen that 15.5% of the students had been exposed to violence and the most common type of violence exposed to was physical violence (67.9%) (Table 2). It has also been determined that male students had exposed to violence more in comparison with the female students and that there is a significant statistical difference between these ( $p < 0.001$ ) (Table 2). In a study carried out to determine the university students' acknowledgement level of the violence, it has been noted that the acknowledgement level of the male university students are higher than that of female students (Savoly, Ulaş, & Zorbaz, 2014). Similarly, in the study carried out in 1994 on 4287 households by the Family Research Institution under the Prime Ministry of Turkey, 34% of the men stated that they had beaten their wives but only 29.6% of the women stated that they had been exposed to violence (National Action Plan on Combating Violence against Women 2012-2015). According to the results of a study carried out in 2013, 89% of the women exposed to violence cannot apply for support (HUNEE, 2013). Accordingly, it may be considered that the women talk less about the violence they experienced. These are supported with the facts that violence against women dates back to very old times, and violence by men is accepted in a patriarchal order of society.

Studies reveal that there is a transitive relation among the types of violence, for example, if there is sexual violence, physical and psychological violence are also observed there (Altınay & Arat, 2015; Yıldız et al., 2015). In a study carried out on 1520 women, 67% of those who stated to have exposed to sexual violence also admitted to have exposed to physical violence (Altınay & Arat, 2015). In a study carried out by Yıldız (2015) with the women victims of violence residing in women's shelter, it has been determined that women experience physical, sexual, emotional and economic violence during their pregnancy and married lives (Yıldız et al., 2015)

In Turkey, primary health care institutions are the first step of application for those exposed to domestic violence (Elmalı et al., 2011). However, women exposed to violence do not mention this to healthcare personnel as they fear being stigmatized and as they want to protect their husbands (Yanikkerem et al., 2006). With regard to the prevention of violence, it is important that healthcare personnel is sensitive towards violence against women and intervenes in the facts of violence. Accordingly, nurses are expected to inform the women victims of violence about their legal rights and the means of solution, and to direct them to centers from which they can receive assistance (WHO, 2014 November ; Tel, 2002). Treatment, rehabilitation and

counseling services should be provided together to those who have either exposed to violence or witnessed it (Republic of Turkey National Action Plan for 2012-2015). In the study carried out by Kiyak and Akin (2010), 26.5% of the nurses stated that they would prefer to give information to the women who have been exposed to violence, about the organizations providing assistance (Kiyak & Akin, 2010).

Within the framework of the practices to prevent violence against women, psychological, legal and economic counseling services are provided to those who have been exposed to violence or who are under the threat of being exposed to violence. According to this research, most widely known practices for the prevention of violence against women are “ALO 183 line” and “Family Counseling Centers” attached to the Ministry of Family and Social Policies. The least known ones are the “Cocoon (koza) Violence Prevention and Monitoring Centers” established in 2012, and the “Gelincik Call Line”. Confidentiality and privacy are the fundamental principles of Cocoon centers (Table 5). It is stated that artistic performances in social media and through social responsibility projects is an effective way of raising awareness (Karatay, 2015). This reveals the effectiveness of carrying out projects together with famous people in order to raise awareness about the social support lines and related centers; and of announcing them through written and visual media.

Forcing girls to marry at an early age is a matter that leads to sexual violence (WHOc, 2014). According to UNICEF, in developing countries, one out of every three girls is forced to marry before 18 years of age, as a child bride (UNICEF 2009). In Turkey, violence against women is mostly based on the concept of honor, and therefore, honor killings are common (Page & Ince 2008). Considering the awareness of the students about the projects, the most widely known project is the “Child Not Brides” (71.8%) (Table 5). “Child not Brides” Project (carried out with the participations of Flying Broom Communication and Research Association and Sabancı Foundation) is a project kicked off in 2010 in Turkey with the aim of raising social awareness. With this Project, cooperation among all segments of the society, especially local administrations, private sector, and university has been ensured and awareness was raised regarding the prevention of early marriage of girls (Yalçinkaya 2015; Girls not Brides 2015). “Panic Button” project initiated in 2012 was terminated in 2015 as it posed a life threat for the women exposed to violence.

Attitudes of the healthcare personnel to prevent violence may vary according to factors such as their tendency to consider violence as a domestic problem, the level of education (Yanikkerem et al., 2002, Gömbül, 2000), years of work (Lazenbatt, Cree, & McMurray, 2005), and adherence to traditional structure (Kaplan et al., 2014). In this research, it was found out that the ratios of awareness about the practices and projects for the prevention of violence against women are higher among female students than the male students, and the difference in between is statistically significant (Table 3). This finding may be explained with the high level of associated with being a woman. It is stated that in Turkey, girls adopt a conventional approach to violence (Dişsiz & Şahin, 2008). As Study of Vefikuluçay (2007) proved that the university students in their 4th year have a traditional perspective regarding the working life, social life, marriage and family life (Vefikuluçay et al., 2007). In the study carried out by Kaplan et al. on 168 nursing students, it has been found out that the female

students have a more traditional perspective for violence, in comparison to male students (Kaplan et al., 2014). This points to the effect of being grown up with doctrines of family and the society justifying violence.

In order to achieve permanent solutions in combatting violence, besides education, inter-sectoral cooperation is also necessary. As the students in nursing education act on the basis of the traditional role patterns, providing assistance to those who are exposed to violence becomes more difficult (Dişsiz & Sahin, 2008). There is no difference in the ratios of first and fourth-year students in terms of their awareness about the centers/phone lines for the prevention of violence (Table 4). This finding is considered to be related with the content of the nursing education curriculum and the change in attitudes. When the organizations and institutions that the students find effective in combatting violence against women are examined, it is seen that civil society organizations (33.6%) and the media (30.4%) are considered to be the most important ones (Table 6). Among the solution proposals of the students, raising social awareness (36.8%), popularization of the centres to prevent and monitor violence (33.1%) and the elimination of gender inequality (30.1%) had close ratios. In Kabasal's study, it is noted that students consider that women's organizations are effective in applying sanctions for the violence against women, providing service to the women victims of violence and finding solutions in this regard (Kabasakal & Girli, 2012).

The study carried out by Altınay on 1520 women exposed to violence addressed the women's expectations from the state to prevent violence; and accordingly, civil society organizations (34%) and courts (28%) were noted among the organizations that fulfill their responsibilities mostly. In this study, 60-74% of the women declared that the state may prevent violence by men towards their wives by providing trainings to men, by opening women's shelters, imposing heavy penalties on violence and by also providing trainings to the police (Altınay & Arat, 2015). In Yıldız's study, a focus group discussion was carried out with the women victims of violence and there, the most deterrent factor in combatting violence is stated as "providing trainings in hospitals to the perpetrators of crime for a certain period of time". The most important point here has been that the women victims of violence underlined that the perpetrators of violence should be trained and treated with love (Yıldız et al., 2015).

## CONCLUSION

In this research, it was found out that the ratio of awareness about the practices and projects for the prevention of violence against women is higher among female students than the male students; and difference in between is statistically significant. Being in the first or fourth-year did not lead to any difference in terms of the awareness of the practices and projects. Type of violence that is most commonly witnessed by the students is physical violence. The ratio of male students who stated to have been exposed to violence is higher than that of female students and the difference in between is statistically significant. Most widely known project to prevent violence is "Child not Brides" and the most widely known practice is "ALO 183 line" which is a telephone support line.

**Study Limitations**

In this research, sources of information of the students about the practices and projects were not addressed.

**SUGGESTIONS**

In combatting violence, being up to date with the developments in Turkey and in the world may ensure a modern mindset through a transformation in mentalities. In order to raise awareness of the students at an early stage about the prevention of violence against women, current practices and projects aiming to prevent violence against women should be included in the curriculum.

## HEMŞİRELİK ÖĞRENCİLERİNİN KADINA YÖNELİK ŞİDDETE İLİŞKİN FARKINDALIK DÜZEYİ – TÜRKİYE ÖRNEĞİ

### ÖZ

Araştırmada hemşirelik öğrencilerinin Türkiye’de “2012-2015 Kadına Yönelik Şiddetle Mücadele Ulusal Eylem Planı” çerçevesinde gerçekleştirilen uygulamalar ve projelere ilişkin farkındalıklarını belirlemek amaçlanmıştır. Araştırma tanımlayıcı tiptedir. Hemşirelik öğrencilerinin %68’i şiddete tanık olduğunu ve % 15.5’i şiddete maruz kaldıklarını ifade etmiş ve en fazla maruz kalınan şiddetin fiziksel şiddet (% 67.9) ve cinsel şiddet (% 25) olduğu bildirilmiştir. Şiddete maruz kaldığını belirten erkek öğrencilerin oranı kızlardan fazladır ve aradaki fark istatistiksel olarak anlamlıdır ( $p<0.001$ ). Türkiye’de kadına yönelik şiddeti önlemeye yönelik uygulama ve projeleri bilenlerin oranı % 66.9’dur. Kızların uygulamaları ve projeleri bilme oranları erkeklerden fazladır ve aradaki fark istatistiksel olarak anlamlıdır ( $p<0.05$ ). Uygulama ve projelerin bilinirliği en fazla olanlar; “ALO 183” telefon destek hattı (%44.2), “Aile Danışma Merkezleri” (%41.4) ve “Çocuk Gelinlere Hayır Projesi” (%71.8)’dir. Öğrencilerin birinci ve dördüncü sınıfta olmaları uygulama ve projelerin bilinirliği üzerinde fark oluşturmamıştır ( $p>0.05$ ). Öğrencilerin kadına yönelik şiddeti sonlandırmada etkili olduğunu düşündükleri kurum ve kuruluşlar değerlendirildiğinde sivil toplum örgütleri (% 33.6) ve medya (% 30.4) en etkili kurumlar olarak görülmektedir. Öğrencilerin şiddeti önlemeye yönelik çözüm önerileri içinde, toplumsal farkındalık kazandırma (%36.8), şiddeti önleme ve izlem merkezlerinin yaygınlığını arttırma (% 33.1) ve cinsiyet eşitsizliğinin kaldırılması (% 30.1) yer almaktadır.

**Anahtar Kelimeler:** Kadına yönelik şiddeti önleme, uygulamalar, projeler, sağlık eğitimi, Türkiye.

## GİRİŞ

Şiddet, küresel olarak milyonlarca insanı etkileyen bir halk sağlığı problemi ve insan hakları ihlalidir. DSÖ kadına yönelik şiddeti; kadının fiziksel, duygusal, cinsel ya da psikolojik açıdan zarar görmesiyle sonuçlanan, ruhsal ve bedensel bütünlüğünü bozucu davranışların tümünü içeren, hiçbir siyasi, dini veya kültürel gerekçe ile haklı gösterilemeyecek bir insan hakları ihlali olarak tanımlanmaktadır. Türkiye’de aile içinde kadına yönelik şiddetin gündeme gelmesi 1980’lerin ortalarına denk düşmektedir. Günümüzde kadına yönelik şiddetle mücadele çalışmaları devletin sorumluluğunu üstlendiği bir konudur. Türkiye için “Kadına Yönelik Şiddetle Mücadele” ilk kez 2007 yılında yürürlüğe girmiş ulusal bir eylem planıdır. Bu eylem planları içinde yürütülen çalışmalar için toplumun tüm kesimlerinin önleme, koruma, cezalandırma ve politika boyutuyla bu sürecin içinde yer alması gerekmektedir. Bunun için de toplumsal farkındalık yaratma ve zihniyet dönüşümünün sağlanması gerekmektedir. Çalışmalar sağlık eğitimi ve farkındalık düzeyini artırmaya yönelik girişimlerin, sağlık çalışanlarının kadınlara aile içi şiddet konusunda eğitim vermesinin, şiddeti önlemede önemli olduğunu vurgulamaktadır. Bu nedenle sağlık sektörünün bir parçası olan hemşire öğrencilerin de toplumsal cinsiyet ve şiddet mağdurlarına sektörel müdahaleler konusunda bilinçlendirilmesi gerekmektedir.

Araştırmada hemşirelik öğrencilerinin Türkiye’de “2012-2015 Kadına Yönelik Şiddetle Mücadele Ulusal Eylem Planı” çerçevesinde gerçekleştirilen uygulamalar ve projelere ilişkin farkındalıklarını belirlemek amaçlanmıştır. Sağlık personelinin şiddeti önleme de kadına yönelik şiddete duyarlı olup, şiddet olgularına müdahale edebilmesi önemlidir. Bu nedenle hemşirelerden, şiddet gören kadınları yasal hakları ve çözüm yolları konusunda bilgilendirmeleri ve kadını yardım alabileceği merkezlere yönlendirmesi beklenmektedir.

## YÖNTEM

Tanımlayıcı tipteki araştırmanın evrenini Türkiye’de bir devlet üniversitesine bağlı Sağlık Yüksekokulunda öğrenim gören 1.sınıf (137) ve 4. sınıfta (98) öğrenim gören toplam 235 öğrenci oluşturmuştur. Araştırmada örnekleme yöntemi kullanılmamış ve evreninin tamamına (n:235) ulaşılmıştır. Çalışma araştırmaya katılmayı kabul eden 181 öğrenci ile ( 1. Sınıf: 110 ve 4. Sınıf: 71) tamamlanmıştır (katılım oranı: % 77.0).

Veriler öğrencilerin sosyo-demografik özellikleri ve Türkiye’deki kadına yönelik şiddeti önlemeye ilişkin proje ve uygulamalara ilişkin sorulardan oluşan anket formu ile toplanmıştır. Verilerin analizi SPSS20 istatistiksel paket programında yapılmış olup; sayı, yüzde, ortalama ve ki kare kullanılmıştır.

Araştırmanın Etik Yönü: Çalışmanın yürütülmesi için B.30.2.ULU.0.Y1.71.00-299/206 sayı ve 03.03.2014 tarihli yazı ile izin alınmıştır. Öğrencilere araştırmanın amacı açıklanarak sözel onamları alınmıştır. Öğrenciler araştırmaya katılma veya katılmamaya karar vermede özgür oldukları, katılımlarını herhangi bir noktada sonlandırabilecekleri ve bilgi vermeyi reddetme hakları olduğu konusunda sözel olarak bilgilendirilmiştir.

**BULGULAR**

Araştırma kapsamına alınan öğrenci hemşirelerin tanıtıcı özellikleri incelendiğinde; yaş ortalamaları  $20.44 \pm 2.35$  ve ortalama kardeş sayısı  $2.30 \pm 2.0$ 'dır. Öğrencilerin çoğunluğu kız olup ( % 83.4) % 60.8'i birinci sınıfta okumaktadır. Öğrencilerin anne ve babalarının eğitim düzeyi değerlendirildiğinde, annelerin en fazla oranda ilkokul mezunu ( % 59.7) iken, babalarının lise ve üzerinde ( % 42.5) eğitim aldıkları belirlenmiştir. Yapılan çalışmada öğrencilerin % 85'inin çekirdek aileye sahip oldukları, % 75'inin ailelerinin gelirlerinin gidere denk olduğu saptanmıştır.

Hemşirelik öğrencilerinin %68'i şiddete tanık olduğunu ve en fazla oranda tanık olunan şiddet türünün sırasıyla kadına yönelik şiddet ( % 43.3), çocuğa yönelik şiddet ( % 37.3), yaşlıya yönelik şiddet ( % 7.8), kimsesiz/göçmen/engelliye yönelik şiddet ( % 6.3) ve erkeğe yönelik şiddet ( % 5.3) olduğu belirlenmiştir. Öğrencilerin % 15.5'i şiddete maruz kaldıklarını ifade etmiş ve en fazla maruz kalınan şiddetin fiziksel şiddet ( % 67.9) ve cinsel şiddet ( % 25) olduğu bildirilmiştir. Şiddete maruz kaldığını belirten erkek öğrencilerin oranı kızlardan fazladır ve aradaki fark istatistiksel olarak anlamlıdır ( $p < 0.001$ ).

Türkiye'de kadına yönelik şiddeti önlemeye yönelik uygulama ve projeleri bilenlerin oranı % 66.9'dur. Kızların uygulamaları ve projeleri bilme oranları erkeklerden fazladır ve aradaki fark istatistiksel olarak anlamlıdır ( $p < 0.05$ ). Uygulama ve projelerin bilinirliği en fazla olanlar; "ALO 183" telefon destek hattı ( %44.2), "Aile Danışma Merkezleri" (%41.4) ve "Çocuk Gelinlere Hayır Projesi" (%71.8)'dir. Öğrencilerin birinci ve dördüncü sınıfta olmaları uygulama ve projelerin bilinirliği üzerinde fark oluşturmamıştır ( $p > 0.05$ ).

Şiddetle mücadelede kalıcı çözümlere ulaşmak için eğitimin yanı sıra sektörler arası işbirliği de gerekmektedir. Öğrencilerin kadına yönelik şiddeti sonlandırmada etkili olduğunu düşündükleri kurum ve kuruluşlar değerlendirildiğinde sivil toplum örgütleri ( % 33.6) ve medya ( % 30.4) en etkili kurumlar olarak görülmektedir. Öğrencilerin şiddeti önlemeye yönelik çözüm önerileri içinde, toplumsal farkındalık kazandırma (%36.8), şiddeti önleme ve izlem merkezlerinin yaygınlığını artırma ( % 33.1) ve cinsiyet eşitsizliğinin kaldırılması ( % 30.1) önerileri birbirine yakın oranlardadır.

**TARTIŞMA VE SONUÇ**

Bu çalışmada hemşirelik öğrencilerinin 1/3'ünün şiddete tanık oldukları ve tanık olunan şiddetin en yaygınını kadına yönelik şiddetin oluşturduğu belirlenmiştir. Araştırma sonucunda erkek öğrencilerin proje ve uygulamaları bilme oranlarının düşük olduğu saptanmıştır. En yaygın bilinen uygulama "ALO 183" iken en yaygın bilinen ise "Çocuk Gelinlere Hayır" projesidir.

Öğrencilerinin kadına yönelik şiddeti önleme ve erken dönemde farkındalık geliştirebilmeleri için, eğitim programlarında konuya yer verilmesi, okullarda "partner şiddetini önleme programlarının geliştirilmesi, sağlık politikaları içinde sağlık personeline yönelik farkındalık eğitimleri ve iletişim ağları oluşturulması önerilebilir.

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