

# **Dating Violence and Digital Dating Abuse among University Students: Case of EMU**

**Bilcan Bladanlı**

Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
Communication and Media Studies

Eastern Mediterranean University  
August 2018  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

---

Assoc. Prof. Dr. Ali Hakan Ulusoy  
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in Communication and Media Studies.

---

Assoc. Prof. Dr. Agah Gümüő  
Acting Dean, Faculty of Communication  
& Media Studies

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in Communication and Media Studies.

---

Assoc. Prof. Dr. Bahire Efe Özd  
Supervisor

---

Examining Committee

1. Assoc. Prof. Dr. Süheyla Üçışık Erbilen

2. Assoc. Prof. Dr. Bahire Efe Özd

3. Asst. Prof. Dr. Feyza Bhatti

## **ABSTRACT**

Violence experienced in dating relationships, constitutes one of the most significant public health problems. Dating is significant for young people when reaching adolescence. Dating violence is one of the frequently experienced types of violence. Currently, internet and social media occupies an important place in our lives and hence dating violence takes the form of digital dating abuse and starts to appear between romantic partners.

The present research is a quantitative study conducted in order to explore the attitudes of university students towards dating violence and whether they experience or perpetrate digital dating abuse in their current or previous relationships. The sample of the research consists of 405 students 198 (48.9%) of whom are female and 207 (51.1%) are male students studying at four different social sciences faculties of Eastern Mediterranean University in the spring semester of 2017-2018 academic year.

For data collection, an in-house questionnaire was used to gather data on the dating abuse that university students perceive and apply in romantic relationships. Independent sample t-tests were conducted to examine whether there is a relationship between the participants' gender and their perpetration and victimization level of digital dating abuse.

According to the results of the study, there is a statistically significant relationship in the t-test results for determining the perpetration and exposure level of digital dating abuse according to the gender of university students ( $p \leq 0,01$ ). Women are exposed to digital dating abuse more than men. 83 (39.5%) of participants who are in a

relationship state that they are exposed to violence in their present relationship and other 87 (41.4%) of them stated that they are perpetrating dating violence towards their partners.

**Keywords:** Dating Violence, Digital Dating Abuse, University Students, Social Media, Gender Studies.

## ÖZ

Flört, gençler için yetişkinliğe ulaşmanın önemli safhalarından biridir. Flört ilişkilerinde görülen şiddet, önemli halk sağlığı sorunlarından biri olarak kabul edilmektedir. Flört şiddeti sık rastlanılan şiddet türlerinden biridir. Günümüzde ise internetin hayatımızda büyük bir yer kaplaması ile flört şiddeti artık dijital yollar ile de partnerlerin arasına girmeyi başarmış dijital flört şiddeti olarak şekil almıştır.

Bu araştırma, üniversite öğrencilerinin flört şiddetine yönelik tutumları, önceki ve şimdiki romantik ilişkilerinde maruz kaldıkları ve uyguladıkları dijital istismar davranışlarının incelenmesi amacıyla yapılan nitel bir çalışmadır. Araştırma örneklemini 2017–2018 öğretim yılı Bahar Dönemi'nde Doğu Akdeniz Üniversitesi'nin dört farklı sosyal bilimler fakültesinde öğrenim görmekte olan 198'i kadın (%48.9) ve 207'si erkek (%51.1) olmak üzere toplam 405 öğrenciden oluşmaktadır.

Veri toplamada, üniversite öğrencilerin yaşadıkları romantik ilişki sürecinde algıladıkları ve uyguladıkları istismarı belirlemek amacıyla araştırmacı tarafından geliştirilen anket kullanılmıştır. Öğrencilerin cinsiyetlerinin romantik ilişkide maruz kalınan ve uygulanan dijital istismarı yordama düzeylerine olan etkisini belirlemek ve cinsiyet gruplarını karşılaştırmak amacıyla bağımsız örneklem t-testi kullanılmıştır

Araştırmanın sonuçları doğrultusunda, üniversite öğrencilerinin cinsiyet değişkenine göre flört döneminde dijital flört şiddetine maruz kalma uygulama seviyelerini belirlemek için yapılan t-testi sonuçlarında istatistiksel olarak anlamlı bir ilişki görülmüştür ( $p \leq 0,01$ ). Kadınların dijital flört şiddetine erkeklere göre daha fazla maruz kaldıkları saptanmıştır. Çalışmaya katılan öğrencilerden flört ilişkisi olan 83 kişi

(%39.5) Őimdiki flört iliŐkisinde Őiddete maruz kaldıŐını, 87 kiŐi (%41.4) Őimdiki iliŐkisinde partneride flört Őiddet uyguladıŐını belirtmiŐtir.

**Anahtar Kelimeler:** Flört Őiddeti, Dijital Flört Őiddeti, Üniversite Öğrencileri, Sosyal Medya, Toplumsal Cinsiyet.

## DEDICATION

*To my beloved parents;*

*Ali Güray & Meryem*

*Bladanlı*

*And to my Grandfather Yaşar Bladanlı*

*& Grandmother Sevim Can.*

*Wish them to rest in peace.*

## ACKNOWLEDGMENT

I would first like to express my gratitude to my valuable supervisor Assoc. Prof. Dr. Bahire EFE ÖZAD who provided full support to me during my studies. She consistently allowed this thesis to be my own work, but steered me in the right the direction whenever she thought I needed it.

I would like to thank Assoc. Prof. Dr. Süheyla ÜÇİŞİK ERBİLEN for her interest and support that motivated me at every stage since the beginning of my graduate education and shared her valuable knowledge and experiences with me. Dear Dr. Mustafa ERBİLEN and Ayşegül BEDİR; thank you for your time and contribution in my thesis.

I would like to thank to my dearest friend for seven years Gizem CANALP for her precious support in this challenging process and my classmates Sheena, Karl, Ediz, Mürüde and Buğra; thank you eternally.

Finally, I must express my very profound gratefulness to my parents, my brother Arcan and to my partner Mevlit for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

Thank you, love you all.



# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ .....	v
DEDICATION .....	vii
ACKNOWLEDGMENT .....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xiii
LIST OF ABBREVIATIONS .....	xiv
1 INTRODUCTION .....	1
1.1 Background of the Study .....	2
1.2 Motivation for the Study .....	4
1.3 Aims of the Study .....	4
1.4 Research Questions and Hypotheses .....	5
1.5 Significance of the Study.....	6
1.6 Limitations of the Study .....	7
2 LITERATURE REVIEW.....	9
2.1 Violence.....	9
2.2 Reasons and Factors of Violence .....	11
2.2.1 Individual Level.....	13
2.2.2 Relationship Level .....	14
2.2.3 Community Level .....	14
2.2.4 Societal Level .....	14
2.3 Gender and Violence .....	14
2.4 Domestic Violence and Abuse .....	18

2.4.1 Domestic Violence in TRNC.....	20
2.5 Dating Violence.....	23
2.5.1 Physical Abuse.....	26
2.5.2 Sexual Abuse .....	27
2.5.3 Psychological (emotional) Abuse .....	27
2.5.4 Economic (financial) Abuse .....	28
2.6 Social Media.....	29
2.7 Social Networks.....	30
2.7.1 Facebook.....	31
2.7.2 Instagram .....	31
2.7.3 Twitter.....	32
2.7.4 Snapchat.....	32
2.8 Digital Dating Abuse .....	33
2.8.1 Signs of Digital Dating Abuse .....	34
2.8.2 Studies on Digital Dating Abuse .....	35
2.8.3 Gender and Digital Dating Abuse.....	36
2.9 Theoretical Framework .....	37
2.9.1 Feminist Theory.....	37
2.9.2 Social Learning Theory .....	38
2.9.3 Attachment Theory .....	39
3 METODOLOGY .....	41
3.1 Research Methodology .....	41
3.2 Research Design .....	41
3.3 Population and Sample .....	42
3.4 Data Collection Instrument.....	42

3.5 Data Collection Procedures .....	43
3.6 Data Analysis.....	44
3.7 Reliability and Validity .....	45
4 ANALYSIS .....	46
4.1 Findings on Demographic Information .....	46
4.2 Findings on Social Media Use.....	56
4.2.1 Attitude – Scale Questions on Social Media Use .....	58
4.3 Findings on Dating Violence.....	63
4.4 Findings on Digital Dating Abuse .....	68
4.4.1 Attitude – Scale Questions on Digital Dating Abuse .....	72
4.4.2 T-Test Results .....	78
4.4.3 T-Test Results of Participants' Victimization of Digital Dating Abuse ....	79
4.4.4 T-Test Results of Participants' Digital Dating Abuse Practices .....	80
5 CONCLUSION .....	82
5.1 Summary of the Study .....	82
5.2 Conclusions Drawn from the Study .....	83
5.3 Suggestions for Further Research.....	92
5.3.1 Suggestions for Creating Awareness .....	92
5.3.2 Suggestions for Researchers .....	94
REFERENCES.....	96
APPENDICES .....	115
Appendix A: Research Questionnaire .....	116
Appendix B: Ethics Approval .....	122

## LIST OF TABLES

Table 1: Cronbach's alpha criteria.....	45
Table 2: Reliability result of the questionnaire .....	45
Table 3: Gender, age, nationality and region of living .....	47
Table 4: Family type, number of siblings and educational status of participants' mother and father.....	49
Table 5: Participants' mothers' and fathers' profession and income level .....	51
Table 6: Faculty, class, academic term lost, smoking and alcohol use .....	52
Table 7: Participants' attitude towards themselves and their families .....	53
Table 8: "Have you ever witnessed domestic violence in your family?" .....	54
Table 9: Domestic violence in family .....	55
Table 10: Social media use of the participants.....	56
Table 11: Social media applications preferred by participants .....	56
Table 12: Frequency of social media use .....	57
Table 13: Participants' duration of social media use .....	57
Table 14: Participants' purpose of social media use.....	58
Table 15: "I can easily share my ideas in my social media accounts." .....	59
Table 16: "I often check how many people follow me on the social media." .....	59
Table 17: "I think that my social media accounts reflect me exactly." .....	60
Table 18: "I think it's easy to communicate via social media." .....	60
Table 19: "If my relationship status changes, I also update my social media accounts." .....	61
Table 20: "I spend more time on social media than I planned." .....	61
Table 21: 34: "I can date with someone I meet on social media." .....	62

Table 22: “I want my partner to be an active social media user.” .....	62
Table 23: Participants’ relationship status .....	63
Table 24: Violence in participants’ current relationship (n=210).....	63
Table 25: Types of violence experienced in participants’ current relationship (n=83) .....	64
Table 26: Status of participants’ violence practices in their current relationship .....	65
Table 27: Types of violence perpetrated by participants in their current relationships .....	66
Table 28: “Have you ever been afraid of your partner?” .....	67
Table 29: “Have you ever been exposed to violence in your previous relationships?” .....	67
Table 30: “Have you ever been violent in your previous relationships?” .....	68
Table 31: “Would you allow your partner to use his/her social media accounts freely?” .....	68
Table 32: “Would your partner and your social media accounts be separate?” .....	69
Table 33: “Would you like to know your partner's account passwords?” .....	69
Table 34: “Would you give your account passwords to your partner, if he/she asks for it?” .....	70
Table 35: “If your partner ask you to close your social media accounts, would you close?” .....	71
Table 36: “Would you like your partner to close his/her social media accounts?” ...	71
Table 37: “Would you fight with your partner because of the social media?” .....	72
Table 38: Participants’ exposure to digital dating abuse (Appendix A C-II [A]).....	73
Table 39: Participants’ perpetration of digital dating abuse (Appendix A C-II [B]).	76

Table 40: T-test findings related to gender variable in participants' exposure to digital dating abuse.....	79
Table 41: T-test findings related to gender variable in participants' application of digital dating abuse .....	80

## **LIST OF FIGURES**

Figure 1: Typology of interpersonal violence.....	11
Figure 2: The ecological framework: examples of risk factors at each level.....	13

## **LIST OF ABBREVIATIONS**

CAV	Community Against Violence
CDC	Centers for Disease Control and Prevention
CP	Cumulative Percentage
DA	Domestic Abuse
DDA	Digital Dating Abuse
DV	Domestic violence
IPV	Intimate Partner Violence
SPSS	Statistical Package for the Social Science Program
TRNC	Turkish Republic of Northern Cyprus
VP	Valid Percentage
WHO	World Health Organization
WRVH	World Report on Violence and Health



# Chapter 1

## INTRODUCTION

Violence is observed in all areas of human life. According to 1996 resolution of World Health Organization (WHO), it is an important public health problem that leading to the death of thousands of people (World Report on Violence and Health, 2002, p. 6). Every year in the world, 1.6 million people lose their lives because of violence, and more people are injured (p. 9).

There is a visible increase over the past two decades on adolescent dating violence/abuse, bullying, and the risks youth face when using technology. In addition to this, some serious questions remained unanswered as new technologies have emerged, creating new ways for people to relate to one another socially. Therefore, it is important to understand how the technology and new media are used by youth to cause dating violence, which is known as digital dating abuse.

No matter how violence is defined or classified, with large increase in developed and developing countries, it is a major problem in recent years, especially among young people. In this century, with the spread and wide use of internet and Social Network Sites, Dating Violence and Digital Dating Abuse (DDA) have gained ground. The present study seeks to explore attitudes of tertiary students' towards dating violence in general and digital dating abuse in specific.

## **1.1 Background of the Study**

As it is stated by World Health Organization's World report on violence and health (2002, p. 3) , "Violence has probably always been part of the human experience. Its impact can be seen in various forms, in all parts of the world." Again, as it is indicated on the report, each year as a result of self-inflicted, interpersonal or collective violence, more than a million people lose their lives, and many more suffer injuries. According to the remarks of this report, for people aged 15–44 years, violence is one of the principal causes of death worldwide.

Violence is an important event because of its destructive impact on people and societies. Despite the fact that violence is defined in various dimensions, the common point of its definition is that: violence causes material or moral harm to the individual or the individuals around him or her (Ayan, 2007). Dating violence can be considered as a first step of domestic violence which is a big problem for every country. Indeed, is a hazardous factor for public health, and also an individual problem.

The majority of university students in the Turkish Republic of Northern Cyprus (TRNC) are between the ages of 18-25 and according to the WHO they are categorized as in adolescence period. Adolescence is the period when violence, one of the most important problems among young people, comes forward. Especially these years are very important including problems like, leaving home, adapting to a new environment, ambiguities about finding a job, and spouse selection. The adolescence period is also the period when substance use, nutritional disorders, mental problems and risky behaviors and especially reproductive health problems frequently seen. In addition, in the university years when the transition to adulthood becomes with cognitive, social

and emotional changes, romantic relationships and having a partner become the forefront and play an important role in the development of the individual.

Dating relationships also contribute to the socialization of young people by forming their identity and independence from their parents. In addition, from their relationships young people learn about cooperation with their partners, mutual understanding, responsibility and social duties. It is possible that there may be occasional conflicts with the partners with whom they have a romantic relationship as well as the relationships they have established with the people in their surroundings. Individuals who are involved in dating can sometimes resort to violent behaviors towards their date in order to solve the problems they experience (Atakay, 2014).

In romantic relationships, violence is explained as physical, sexual and emotional harm that the spouses apply to each other in emotional unity. In the 21st century, with the developments in internet technology, violence is unfortunately carried into electronic environment. Hence, under these conditions it can be said that, now it is much easier to be both engage in and exposed to violence than it has ever been before. The reason for this is that, with the opportunities provided by the internet and the wide use of social media, today the concept of time and place started to disappear. Moreover, with the combination of social media and dating abuse, the problem become more widely spread among adolescents and young adults of the 21<sup>th</sup> century. Hence, this may also be called the century of the social media and rapidly developing technology. In other words, the social media use and the advantages of developing technology may have been contributing to the dating violence in a bad manner.

Although the domestic violence and gender-based violence is considered as one of the important problems of modern life in many parts of the world, neither dating violence, nor digital dating abuse is considered as an important public health problem in TRNC. Unfortunately, there is no study or research conducted by the state or NGOs especially in this respect.

## **1.2 Motivation for the Study**

Right after I have started to do Master's Degree in the Faculty of Communication and Media Studies, I become a research assistant at the Center for Women's Studies of Eastern Mediterranean University (EMU). During my assistantship, I find a chance to read and learn more about gender studies. In addition, I had a chance to attend the seminars, conferences and meetings which were mostly about the women's studies and gender studies ongoing at North Cyprus and Turkey. Then, I decided to combine my knowledge and my work experience with my education on Communication and Media Studies. After a while, I realized that, although the domestic violence rates are increasing rapidly, there is no research on the dating violence which can also be considered as the first signs for domestic violence.

Moreover, the lack of data on this topic and visible lack of information and academic research on both Dating Violence and digital Dating Abuse in TRNC have also contributed to my eagerness to do academic research on the topic.

## **1.3 Aims of the Study**

This study aims to find out the attitudes of Turkish speaking university students' attending EMU in fall 2017 on dating violence and digital dating abuse. With conducted research, it is aimed to investigate the behavior and attitudes of male and female university students on the subject of digital dating abuse in order to contribute

scientifically to prevent dating violence among adolescents. Also, the purpose of the study is to determine whether there is a significant difference between the attitudes of male and female university students on digital dating abuse.

#### **1.4 Research Questions and Hypotheses**

As it has been mentioned earlier, the present study is conducted at the EMU, with Turkish speaking students from four social science faculties; Faculty of Law, Faculty of Education, Faculty of Economics and Faculty of Communication and Media Studies in 2017-2018 academic year. There are four research questions for the study. They are respectively;

**RQ1:** What types of dating violence are most exposed and perpetrated by university students?

**RQ2:** What are the attitudes of university students on digital dating abuse?

**RQ3:** Is there any statistically significant relation between students' victimization of digital dating abuse and the variable of gender?

**RQ4:** Is there any statistically significant relation between students' perpetration of digital dating abuse and the variable of gender?

**Hypothesis 1:** There is a statistically significant relationship between the victimization of digital dating abuse and gender.

**Hypothesis 2:** There is a statistically significant relationship between the perpetration of digital dating abuse and gender.

## **1.5 Significance of the Study**

Today, the application of dating violence has become easier with technology. In this way, even when partners are not together, they can show repressive and controlling attitudes to each other. The fact that many actions and attitudes, including dating violence, are perceived as an indication of love, or embarrassment of the victims of violence, reinforces this bad situation. Digital dating abuse is also a major problem affecting the lives of adolescents (16-24 years) and young people in relation to the same or opposite sex as much as the dating violence. When we look at digital dating abuse, behaviors such as constantly calling the partner by phone, checking his/her text messages and social media contacts, asking for passwords for his/her social media accounts, forcing him/her to send videos or photos, and checking when the partner is online at the last hour, are among the most common actions.

Nowadays however, the dating age in North Cyprus is decreasing rapidly and the rate of dating is increasing with the changing socio-cultural characteristics of the country. The risk of dating violence and digital dating abuse require to be dealt as significant problems for a healthy society.

However, the domestic violence is rather more popular and known in TRNC. Despite this, even for domestic violence the prevention campaigns have not been properly applied and established yet. Most importantly, there is a high probability that dating violence and its types may turn into domestic violence in marital life. Ignoring the facts of dating concept and unsecure digital environments, do not remove the violence experienced by young people. On the contrary, it ensures that those who will be able to have more severe violent tendencies, in the future will multiply without being aware

of the situation. For this reason, a multidisciplinary approach requires prevention and control of dating violence (Yumuşak, 2013).

For this purpose, it may be possible to identify violent cases of dating early and focus on consciousness of high risk groups to prevent dating violence among young people. Especially, it is important to determine the attitudes and behaviors of university students towards dating violence in terms of early intervention. It is of utmost importance to investigate this situation and to compare the situation in TRNC with the dating violence experienced by youth in other countries. This study will explore attitudes and behaviors of heterosexual university students towards dating violence and digital dating abuse.

The present study is an important study because it examines the dating violence and the digital dating abuse in order to gain valuable data in both fields for the first time in TRNC. So that this research will contribute to the planning to be made to change the negative attitudes and behaviors towards dating violence positively. Therefore, it is also crucial for being the first large-scale study made for North Cyprus and leading the studies that will be done after in the future.

## **1.6 Limitations of the Study**

This research is carried out in the Eastern Mediterranean University, one of the two state universities in the TRNC. The study is limited to students receiving undergraduate studies in 2017-2018 academic year. The study is carried out only on Turkish speaking students and only on heterosexual relations.

The research is conducted in four faculties. These faculties were chosen out of the eleven faculties of the university these faculties are; Faculty of Education, the Faculty of Communication and Media Studies, the Faculty of Business and Economics and the Faculty of Law. This choice is done based on the high population of Turkish students in these faculties. Students are admitted to research according to their current status of having a dating relationship or having recently had a dating relationship.



## Chapter 2

### LITERATURE REVIEW

This chapter provides literature review and theoretical framework on violence, social media use, dating violence and digital dating abuse in general. Similar studies which have been conducted in Turkey, European Countries and United States are also included in this chapter.

#### 2.1 Violence

The word "violence" comes from the Latin term "Vis" meaning strength, vigor, power, and violence, use of the physical force it also refers to the quantity, abundance, or essential character of a thing. The main meaning of the word "Vis" is the idea of force - and, more particularly, of vital force (Michaud, 1991).

As the general accepted definition of violence which is stated by World Health Organization (WHO) in the *World report on violence and health* (WRVH) (2002, p. 5), violence is;

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.

According to Coser (1956) and Lewin (1948), violence is a phenomenon that always exists and alters in line with time and society. This means that violence can have different definitions in changing time, culture and societies (Altiparmak, 2014).

According to Turan, Çubukçu and Girmen (2010), violence is a part of human nature and a kind of repressed behavior. It is possible to describe violence as every type of behavior which is bad for wellbeing and causes agony, harm and obstructs the social and emotional development. While Olweus (1999) defines the word violence as directing aggressive behaviors towards an object that can cause pain, injure and disturb to another person or oneself, Michaud (1991) states that, violence is the treatment of one or more of the parties in an environment of mutual relations that will harm either directly or indirectly, collectively or individually, regardless of the proportion of the physical, ethical, moral integrity or property of some or some of the others or their symbolic and cultural values.

Despite different definitions that limit violence to excessive physical force use, as the World Health Organization (WHO) indicates, violence has a content that emphasizes both physical and non-physical negative behavior. WHO (2018), divides the definition of violence into four different models; physical violence, sexual violence, psychological attack and deprivation. According to the victim-perpetrator relation, WHO again divides the general definition of violence into three sub-types; these are self-directed violence, interpersonal violence and collective violence. All these different types of violence may have specific and common reasons or factors among themselves.

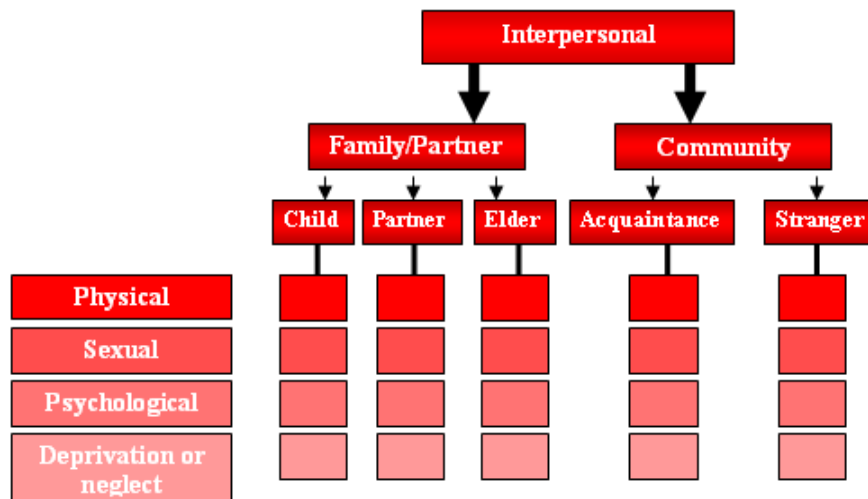


Figure 1: Typology of interpersonal violence

Despite the fact that violence is defined in different dimensions, the common point of those who define violence is that, violence causes material or moral harm to the individual (Ayan, 2007). Violence, has negative effects on people and is observed in all societies is a social phenomenon which causes people suffer physical and mental harm.

## 2.2 Reasons and Factors of Violence

Violence is as old as human history and has never been absent from the agenda of humanity. It constitutes a complex structure with individual and social characteristics. For this reason, it is not easy to describe and reveal violence. Therefore, in order to understand the nature of violent behavior and to establish preventive measures against violence, it is necessary to know the causes of violence and its risk factors (İftar, 2016). It is difficult to relate violence, which is a complex and multi-dimensional structure, to a single cause, many factors can play a part in the emergence of violence (Özmen & Küçük, 2013). There are different opinions about the origin of violence tendency in various sources. In one view, it is argued that the biology of violence is important, while in another view it is argued that social factors are increasing the tendency for

violence. According to those who advocate biological direction of violence, hereditary factors and unhealthy psychology are factors are considered as the reason for the emergence of violence. However, according to the views advocating social factors, the conditions and circumstances in which people are involved are considered as the reason for the violence (İnandı & Yıldız, 2014). Krug et al. (2002), point out at the causes of violence in various ways, starting from the individual, and ultimately including the society, these factors affect the situation of being violent or violent victim in people.

The "ecological model of violence" developed for the better understanding of the causes of different cases in the 1970's. However in 1979, developmental psychologist Urie Bronfenbrenner proposed the first four-level ecological schema used to demonstrate the multifaceted layers of factors found to influence and clarify variations in individual behavior (Ecological Models of Violence, 2018). According to that model, violence is a complex question arising as a result of the combination of several factors. Violence occurs as a result of a combination of individual, social, cultural and environmental factors. In other words, "violence is a consequence of the interaction between psycho-biological factors and the environment." (Güler & Akın, 2012; Aküzüm & Oral, 2015). According to the model, these factors create a risk for the occurrence of violent behavior (Ögel, Tari, & Eke, 2006).

As it is explained by WHO (2018), the ecological framework is based on multiple levels. There is no single factor that can explain why some people are under higher risk of interpersonal violence while others not. Moreover, ecological framework views interpersonal violence as the outcome of interaction among many factors and divides

them into four levels. These are classified as "Individual Level", "Relationship Level", "Community Level" and finally "Societal Level".

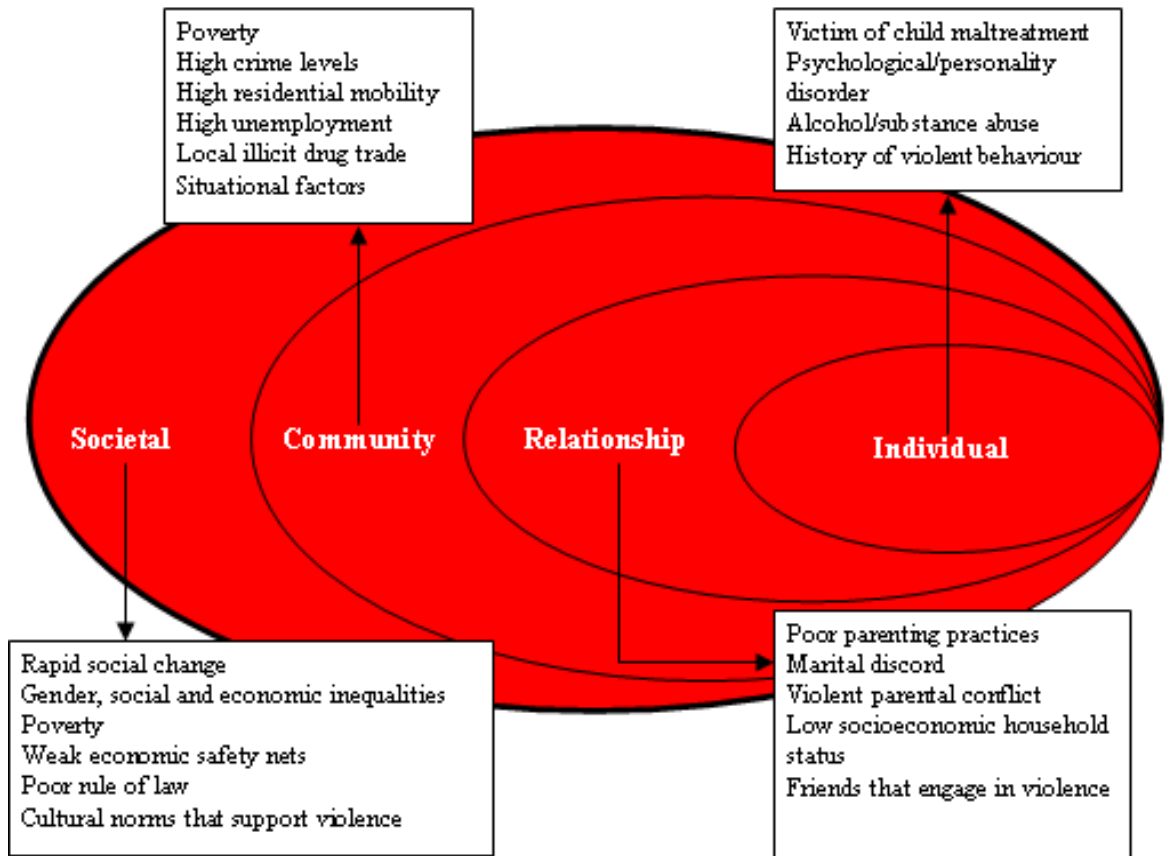


Figure 2: The ecological framework: examples of risk factors at each level

### 2.2.1 Individual Level

At the individual level, it has been sought to detect the characteristics of the individual that increase the likelihood of being a victim or a perpetrator of violence. Among these factors are being a victim of child maltreatment, impulsivity, low educational attainment, psychological or personality disorders, alcohol and/or substance abuse and a history of behaving aggressively or having experienced abuse are considered (World Report on Violence and Health, 2002, p. 12; The ecological framework, 2018).

### **2.2.2 Relationship Level**

Personal relationship level explores how proximal social relationships such as family, friends, intimate partners and peers may increase the risk of becoming a victim or perpetrator of violence. It can be said that family members, intimate partners and peers all have the potential to form an individual's behavior and range of experience (World Report on Violence and Health, 2002, p. 13; The ecological framework, 2018).

### **2.2.3 Community Level**

As the third level of the model, at the community level community contexts in which social relationships arise are examined. These can be neighborhoods, workplaces and schools that can identify the personal characteristics of people. Some research on violence showed that possibility for violence are greater in some community contexts than others. Such as areas of poverty or physical deterioration, or where there are not enough institutional supports (World Report on Violence and Health, 2002, p. 13; The ecological framework, 2018).

### **2.2.4 Societal Level**

As the final level of the model, at the societal level larger societal factors that might affect rates of violence. These can be considered as the factors that influence whether violence is encouraged or inhibited. These can be sorted by, parental dominance, social and cultural norms, and economic and social policies that make violence as an acceptable method to resolve conflicts (World Report on Violence and Health, 2002, p. 13; The ecological framework, 2018).

## **2.3 Gender and Violence**

While dating violence can be seen in almost every culture, it can be said that the most important reasons are gender inequality. Some studies showed that gender inequality is among the factors associated with dating violence (Aslan, Vefikuluçay, Zeyneloğlu,

Erdost, & Temel, 2008). Sex is defined as the “genetic, physiological and biological characteristics of the individual as male or female” whereas gender "refers to the socially determined personality traits, roles and responsibilities of man and woman” (Vefikuluçay, Zeyneloğlu, Eroğlu, & Taşkın, 2007).

Despite the fact that there are only biological differences between men and women, this has changed over the centuries and has turned into an unreal social difference. Gender is a complex structure that includes biological sex. Therefore, biological sex is congenital, but gender is a concept not of biological differences only but of how a society as a man and a woman sees, perceives, thinks and behaves as individuals (Yumuşak, 2013). The main difference between the concepts of sex and gender are as follows; sex is a natural, biological and immutable condition; gender is a condition that indicates socio-cultural, variable, and feminine qualities (Bhasin, 2003). Concept of gender; together with defining roles, duties, rights, responsibilities and behaviors that have been attributed to women and men determined by both society and culture. These roles, duties, rights, responsibilities and behaviors for women and men can vary from culture to culture (Sabuncuoğlu, 2006).

The gender roles in the light of all these is the sex-related anticipations that are defined by the society and which the things expected from individuals to fulfill. In other words, being a woman and being a man is to be expressed in the social environment (Güçlü-Ergin, 2008; Dökmen, 2012) Gender roles; refers to the roles traditionally associated with women and men. The person himself/herself is characterized by the common values and beliefs of the society in which s/he engage in and as men or women they grow up from young ages due to these pre-determined rules by society. Over time, this

situation continues as a pattern of behaviors that should and should not be done as men and women (Kaçar, 2007). This situation actually causes the individuals to determine the sexist stereotype. Stereotypes include a set of specific personal attributes and categories (Baumeister & Bushman, 2008).

The definition of gender stereotypes is as follows: The characteristics that society expects to exist in women and men are called gender stereotypes (Dökmen, 2012). The stereotypes are not only for women but also for men in society. Society builds these identities by placing certain responsibilities and roles within the hierarchy of men and women (Agacinski, 1998). However, it cannot be said that these roles are completely related to innate features, but rather to cultural learning and transmission. Society is a living phenomenon, both men and women are parts of this society. The society in which the women and men live has determined the immutable patterns of judgments concerning these two sexes.

According to the literature (Dökmen, 2012; Bhasin, 2003; Staggenborg, 1998), gender roles differ according to the roles of women and men especially in social life, working life, family life and marriage. Social gender stereotypes are unchanging expectations and beliefs about women and men, judged by culture, attributed to the individual (Bukatko & Daehler, 2004). According to these roles men are aggressive, independent and active while women are defined as more naive, passive and individuals with high social cohesion. Such characteristics are gained by the influence of the cultures (Bukatko & Daehler, 2004).



These patterns exist in the form of judgments like “If the woman deserves it, it is normal for the man to commit violence” and “If a woman is beaten by her husband, she should hide it” (Vefikuluçay, Zeyneloğlu, Eroğlu, & Taşkın, 2007). Studies show that it is very difficult to change stereotypes about traditional gender roles. When we look at the general structure of the Turkish society, while there is a pattern of judgment that men generally have physical power and power in relations, women have a stereotypical judgment that accepts this power and violent behavior against them (Vefikuluçay et. al, 2007).

In terms of dating relationships, having such judgments can also cause problems in relationships and couples can physically and psychologically violate one another. Power balances, inequalities are leading to oppression and violence, and also some cultural patterns are causing these power imbalances and inequalities. It is of utmost importance for men to think that men are always privileged and that they have the power to control women in male and female roles. And Women that they generally hold themselves responsible for situations that go against human relationships and that they consider men to be sane in their own goodness (Aslan et. al, 2008).

According to the related literature, factors that increase the risk of exposure to dating violence for women are; to start dating in early ages, to engage in sexual activity in the early years, to experience violence in the past, to experience domestic violence, and to adopt gender roles and violence against women. The factors that cause males to be perpetrators of dating violence are; alcohol and substance abuse, inadequate communication skills, witnessing or exposure to interpersonal violence, and the belief

that men are superior to women in relation to the cause of gender roles, and that violence is a normal form of behavior (Aslan et. al, 2008)

However, although men and women admit that these gender roles exist, it is possible for the traditional gender roles to create difficulties in the place where individuals from two different sexes come together (Curun, 2006). On the contrary, it has been put forward by research that marital satisfaction is high in marriages established by couples adopting equitable gender roles (Hünler & Gençöz, 2003).

## **2.4 Domestic Violence and Abuse**

Domestic violence and domestic abuse are two close terms that can be used interchangeably and synonymously. A good definition of domestic violence was made by The United States Department of Justice (2014) that;

Domestic Violence is a pattern of behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone; can be physical, sexual, emotional, economic, or psychological actions or threats of actions used by one person to gain or maintain power and control over another or others.

Also as it is mentioned by Community against Violence (CAV) (2016), “violence and abuse can come in many different forms. Domestic violence includes abuse that is physical, sexual, emotional, economic, psychological, dating-related, focused on children and the elderly, and stalking.” In addition, domestic violence/abuse does not belong to any race, age, sexual orientation, religion or gender.

It is crucial to state that, the word domestic abuse refers to all types of abuse like, sexual, psychological, verbal, financial physical and emotional etc. that arises within the domestic sphere. While the domestic violence visibly emphasizes violent behavior,

domestic abuse embraces a broader sort of actions that may not be violent enough physically, but abusive. To put it another way, every human being can be a target or perpetrator of domestic abuse. It can happen to people who are married, divorced, living together or who are dating or not dating any more. No matter their socio-economic status and what education level is (The National Domestic Violence Hotline, 2018).

It is stated on the National Domestic Violence official Hotline web page (2018) that, domestic violence (DV) is also called intimate partner violence (IPV) which can be considered as relationship abuse. According to WRVH (2002), dating violence is a type of interpersonal violence.

According to the profound research, abuse is a learned behavior. People can normalize some type/level of abuse because they witnessed and exposed to it in their social living and societies like, school, family, friends, television, social media and popular culture. Therefore this makes it a choice, not a necessity. According to National Coalition Against Domestic Violence (2015, p. 1), “Domestic violence is prevalent in every community, and affects all people ... The devastating consequences of domestic violence can cross generations and last a lifetime.”

As it is stated by Council of Europe (2011), there is no prevalent rate for Europe but individually many of the member states have increasingly conducted their own surveys to measure the scope of violence against women nationally. Furthermore, according to surveys across countries, “one-fifth to one-quarter of all women have experienced physical violence at least once during their adult lives and more than one-tenth have

suffered sexual violence involving the use of force.” (Council of Europe, 2011, p. 1). According to WHO’s publication of global and regional estimates of violence against women (2013, p. 2), “35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence.” Klugman (2017) stated that, According to some national violence studies around Europe, up to 70% of women have experienced violence from their intimate partner.

However, to avoid violence a crucial convention called “Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence” was signed in 2011. The convention was signed in İstanbul city so that it is also known as “İstanbul Convention”. This convention is the first international treaty binding on violence against women. For this reason, it has a very important place in terms of all other member states of the Council of Europe. Shortly the “İstanbul Convention” is a meticulously prepared text for the prevention of all forms of violence against women, the protection of women from all kinds of violence, the prosecution of violence against women, the prosecution and punishment. Convention does not just combat violence against women and domestic violence, but also seeks the implementation of the principle of equality between women and men. And it is obliges the signatory countries to take the necessary legal measures and to prevent the physical, sexual, economic and emotional forms of violence (Kadının Statüsü Genel Müdürlüğü, 2016).

#### **2.4.1 Domestic Violence in TRNC**

İstanbul Convention has been also approved by the TRNC parliament on 5<sup>th</sup> December 2011 with a vote of union (Türk Ajansı Kıbrıs, 2011). However, since the TRNC is a country that is both unrecognized and not in the European Union, there it is no

obligation for the European Union concerning this convention. After all, TRNC has ratified the contract and provided binding in its domestic law. In TRNC, there is still no official research done by the state on domestic violence. But civil society organizations are very strong in this area and are conducting studies and organizing informative activities for the community.

According to the news reports in TRNC, 146 people were raped in 10 years. Among the rape victims there were also children aged between 5 and 16 years. According to the Court Activity Reports, a total of 146 people were convicted of rape charges in 2008-2017. Reports stated that children are both victims and criminals of rape crimes. The reports revealed that rape crimes lived mostly in 2016 and 2017. Every two years the 29 rape case was adjudicated. 12 in 2008, 5 in 2009, 3 in 2010, 11 in 2011, 14 in 2012, 7 in 2013, 15 in 2014 and 21 in 2015. While the 'rape' crime was among the least committed crimes in 2010, the number increased again in 2011 to 11. According to reports, in the last two years compared to 2015, this type of crime has ceased (Devrim, 2018).

In 2015, a "Domestic Violence Questionnaire" was held for a thousand people under the project of "Resistance against violence" conducted by Association of Woman to Support Living (KAYAD) and sponsored by European Union in partnership with the Turkish Cypriot Bar Association and Universal Special Education and Psychological Services Association. The press statement to the Havadis newspaper was made by KAYAD, the results of the study were included as every one of three women in TRNC is exposed to violence (KKTC'de Her 3 Kadından 1'i Şiddet Görüyor, 2015).

According to the information given by Project Coordinator Mine Atlı at the press conference, results of the research showed that, one in three women in TRNC is subjected to violence. In the study, physical, verbal, psychological, sexual and economic violence was measured within the definition of family as stated in the İstanbul Convention. About 33.7 % of the thousand women who participated in the survey, which means about 1 out of every 3 females, said that their husband or ex-husband had slapped them. According to the results, 99.5% of respondents affirmatively answered to the question "Do you hear your friends or your neighbors experiencing physical violence in the family?". Results of the survey also determined that 60 % of the women indicated that they were slapped when they were children, and 55 % of them were slapped by their father. 40 % of the participants (women) stated that they slapped their children and 27 % of the participants reported that their husband slapped their children. One out of every four women had been shown disrespect by their husband in front of others, and about 1 out of every 3 women (31.6 %) were scared by their partner's behavior or words. In view of sexual abuse, it was observed that one out of every five females amongst the participants were subjected to sexual intercourse or involuntary kiss. 10.6 % women, that is, every 10<sup>th</sup> women agree on the statement which is "My husband or my ex-husband commit sexual violence against me". In the case of economic abuse, about one out of every three women said that their husband were constantly following and checking, the amount of money they earned and spent. According to the results of the survey, 1 out of every 4 women (28 %) stated that the family budget is formed by the wage of their husband and they has no say in the family budget (KKTC'de Her 3 Kadından 1'i Şiddet Görüyor, 2015).

As the Project Coordinator Mine Atlı stated in her speech, with the partial support of the European Commission and KAYAD's Project "Resistance against Violence" legal aid service was provided by the Cyprus Turkish Bar Association and the Universal Association for Special Education and Psychological Rights to the women who have experienced domestic violence (2015). But it appears that the TRNC government has not yet launched an official attempt regards to this subject.

## **2.5 Dating Violence**

According to Office of Women's Health in the U.S. Department of Health and Human Services (2017); "Dating violence is physical, sexual, emotional, or verbal abuse from a romantic or sexual partner." It is also a type of interpersonal violence. According to the research this type of violence often starts with verbal and/or emotional abuse. It also happens across all age groups and in heterosexual and same-sex relationships (Office on Women's Health, 2017). Moreover according to Centers for Disease Control and Prevention (CDC), "Dating violence is a type of intimate partner violence (IPV). It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual." (Centers for Disease Control and Prevention, Understanding teen dating violence: Factsheet, 2016).

Sociologist James Michael Makepeace is known as the first who used the term dating violence. Some studies were conducted by him (1981; 1983; 1987), have attracted the attention of researchers on the dating abuse/violence. After his studies, he assumed that, dating violence generally affects adolescents and young people/adults. Its results can be ordered as, drug use, eating and sleeping disorders, risky sexual behavior, unwanted pregnancy, fear, anxiety, trauma, suicide, murder, social isolation, shame, guilt and anger (Holt & Espelage, 2005).

Dating violence/abuse is a common form of violence among young people aged 16-24 and affects many young people worldwide (Carolyn Olson, Rickert, & Davidson, 2004). Most of the university students in our country are between the ages of 18-25 and this period overlaps with WHO's definition of youth. Therefore, approximately 36% of males and 44-88% of females during adolescent / young adult period are subjected to dating violence (Bonomi, Anderson, Nemeth, Rivara, & Buettner, 2013). Dating violence also includes couples' social constraints on the behavior of each other. Research has shown that, dating violence may start with calling names, demanding more private time and constantly checking on the partner. This can be named as an attempt that aims to gain power and control over the other partner by the other one.

According to The National Domestic Violence Hotline (2018), relationships may not be visibly abusive from the beginning. In fact, in the early stages of a relationship many abusive partners may seem absolutely perfect. Possessive and controlling behaviors don't appear suddenly, yet emerge and increase as the relationship grows (The National Domestic Violence Hotline, 2018). In addition, every relationship is different from each other and this enables the reasons of the violence to become hardly recognizable. For the dating abuse there is no specific time, it can happen even on the first date of couples. Dating abuse/violence is defined by the repetition of certain behavior patterns; but that does not mean that the first act was not violence.

It is also within the scope of dating violence to decide what to wear, where to go, or whom to meet with. And this abusive behaviors considered as a sign of love. They think "He/she loves me, jealous of me, takes care of me". But these kinds of jealous behaviors are the clearest examples of dating violence. Jealousy is a strong warning



for negative behavior, such as controlling the person opposite and being in repressive positions. In addition, the belief that "It happened only once, everything will be okay." is one of the fallacies observed in the problem of relationships of young people. If violence has begun to appear in a relationship, this situation may worsen until an intervention is found. In terms of the application of violence during the flirting period, verbal violence rates vary between 11% and 15%, while physical violence rates vary between 9% and 43% (Price & The Dating Violence Team, 1999).

Mason et al. (2014) found in their studies that, 26.1% of the youth's existing relationships were found to have psychological violence and 11.9% were exposed to physical violence. In the booklet published by WHO in (2013), 30% of women worldwide reported some form of physical and/or sexual violence by their intimate partner in their lifetime.

In 2017 an association called Association Against Sexual Violence (Cinsel Şiddetle Mücadele Derneği) in Turkey did a project called "Ne Var Ne Yok Projesi". According to the results of the survey which is conducted with 3153 young people studying in seven different high schools in İstanbul, if a behavior is not sufficiently physical, the participants are less likely to describe it as "violence". As it is indicated in the booklet of the association, insults are defined as "not violent" by 15%, secretly recording and sharing audios or videos are 16%, rummage private goods 29%, and putting constraints is defined as "not violence" by 36%, while slapping is defined as "not violence" by only 1% of the students (Cinsel Şiddetle Mücadele Derneği, 2017). This results clearly shows us that adolescents do not really know much about the concept of violence and that they are not good at defining and describing violence.

Furthermore, according to the research conducted in Turkey by Özcebe et al. (2002), 31.6% of the 148 university students who participated in the survey stated that, they were a friend of one who had been exposed to violence during the dating relationship and 87.8% of them were female. In addition, 12 students in the group said they were exposed to violence, while 10 students reported violence. And also, according to a survey by Aslan et.al conducted in (2008) on students studying at two different nursing colleges in Ankara - Turkey, 1 out of every 5 students is subjected to dating violence.

When it comes to TRNC, it seems that there is dearth of research on dating violence, types of dating violence, prevalence and factors that cause dating violence too.

### **2.5.1 Physical Abuse**

“Physical abuse” is a term that can be contentedly used for a “physical violence”. All definitions for physical violence stand for the term physical abuse. However the key point is that, the word abuse particularly focuses on partners/couples, whether they are married or not. Physical abuse is the most popular type of violence that firstly comes to mind all around the world. The reason behind it is that, it is easiest to decide because of its mostly visible nature. According to the Explanatory Report to the Council of Europe Convention on preventing and combating violence against women and domestic violence (2011, p. 32), the term ‘physical violence’ refers to a “bodily harm suffered as a result of the application of immediate and unlawful physical force. It encompasses also violence resulting in the death of the victim.” Physical abuse/violence has a wide range and occurs in forms such as slapping, hitting, kicking, pushing, punching, biting, cigarette extinguishing, shooting, hair pulling and smothering etc. In other words, any kind of attitude and behavior that gives or causes harm to the individual is treated as physical violence. Also according to CAV (2016),

“physical abuse also includes denying a partner medical care or forcing alcohol and/or drug use.”

### **2.5.2 Sexual Abuse**

Sexual abuse can be explained as, “Coercing or attempting to coerce any sexual contact or behavior without consent” (Community Against Violence, 2016). WHO defines S sexual abuse as, “Any sexual act or attempt to obtain a sexual act, including unwanted sexual comments or advances ... directed against a person’s sexuality using coercion by any person regardless of their relationship to the victim, in any setting.” (Violence Prevention Alliance, 2017, p. 6). Sexual abuse includes rape, attacks on sexual parts of the body, or treating one in a sexually demeaning manner. Any unwanted touching or kissing, forcing or demanding sex, forcing unprotected sex (The United States Department of Justice, 2014). Moreover, sexual abuse also includes preventing the partner from accessing contraceptive methods and comparing partner's sexuality to another person. Unlike other types of violence, sexual abuse is more often associated with physical abuse.

### **2.5.3 Psychological (emotional) Abuse**

This type of abuse can also be considered as emotional abuse. As it is explained by Centers for Disease Control and Prevention CDC (2017), psychological abuse is, “the use of verbal and non-verbal communication with the intent to harm another person mentally or emotionally, and/or to exert control over another person.” Psychological violence/abuse “not only affect individuals’ mental health and their social networks, but also deprives them of opportunities for future personal, social and economic development.” (European Institute for Gender Equality, 2018).

In addition, acts such as isolation from others, verbal aggression, threats, gas lighting, intimidation, control, Monitoring harassment or stalking, continually criticizing, insults, acting jealous or possessive, humiliation and defamation (punching walls, throwing objects, kicking doors, etc.) can be categorized as applying psychological abuse.

*Verbal violence:* In some studies, verbal abuse is regarded as a form of emotional violence, and sometimes it is expressed separately from psychological abuse. It can be expressed as insulting words, neglecting, negatively criticizing and mocking individuals (İftar, 2016).

#### **2.5.4 Economic (financial) Abuse**

As it is defined by Incecik et al., the use of economic resources and money as a means of power, threat and control over one's people is called economic abuse (2009, p. 5). According to the Glossary of The Virtual Knowledge Centre to End Violence against Women and Girls (2012), economic abuse is “causing/or attempting to cause an individual to become financially dependent on another person, by obstructing their access to or control over resources and/or independent economic activity.”

Examples include restricting partners' economic freedom, like telling what to buy or not, asking constant account of the money, using money to insult, stealing money from a partner, requiring partner to share the control of his/her account, not allowing the partner to work, spending unnecessarily and excessively on his/her partner, or shopping with his/her resources without any consent.

## 2.6 Social Media

According to the dictionary of Merriam-Webster (2004), social media are “forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).” As it is stated by Tuncer et.al (2013, p. 15), Internet-based applications can be defined as social media. It is based on Web 2.0 technologies and philosophy and allows content to be created and shared by consumers. Kim et al. (2010), define social media as virtual communities created and presented by participants, while Comm and Burge (2009) define social media as content created by users. Despite the fact that the definition of social media has been made in many places, there is no recognized common definition. It is a type of media in which people can establish dialogue, share their ideas, share information and where the consumer and manufacturer both users and can have constant communication (Palmer & Koenig-Lewis, 2009).

Moreover, social media is a social interaction environment. In the 21<sup>st</sup> century, social media has re-taught the concept of freedom to the users and established a comfortable medium where users can discuss their thoughts and ideas. Tuncer et.al indicate that, social media has removed the limitations of time and space concept by the new means of communication such as the Internet and mobile phones (2013, p. 15). Social media applications have a simple, uncomplicated communication symmetry. As it is stated by Bedir (2016, p. 14), For example, when a student communicates with a teacher and a different person through social media applications, at the same time different people can communicate with this student through social media applications. This can explain how easy it is to use social media applications and how wide the network is.

In this way, social media has influenced many areas from entertainment sector to education systems, from working places to help organizations. Social media today has become a force that cannot be prevented from growing, cannot be refused by anyone, determines the agenda, can change the management of a country, and influences the decisions.

## **2.7 Social Networks**

Today, social networks; can be defined as services that enable people to interact, share ideas, share information, and group such information on the Internet in the direction of a common goal (boyd & Ellison, 2007; Preeti, 2009). Social networks enable people to communicate with people on the same cultural level by defining themselves within the community, easily negotiating, sharing, and sharing. It helps users to express their situation more easily by showing symbolic movements representing various gestures and mimics on their status (Bedir, 2016). The most important features of these environments are; the participant sends identifying information such as user name, password and photo. Besides, it is a member-based web service that allows users to communicate with other users using tools of the new technology, such as public or private online messages, photos, audio and videos (Pempek, Yermolayeva, & Calvert, 2009). Individuals are able to use social networking sites for many different purposes, and social networks have had positive and negative impacts on communities and individuals that have many different directions (Kabilan, Ahmad, & Abidin, 2010). In this research only four (Facebook, Twitter, Instagram and Snap chat) social media tools are included in the questionnaire. Hence, discussion has been made over those four social media applications only.

### **2.7.1 Facebook**

Facebook was founded in 2004 by Mark Zuckerberg - a student at Harvard University- as a private social network for the use of students at his university (boyd & Ellison, 2007). The name was taken from the forum "paper face books" which was filled out by the students, teachers and employees of the American universities for promotional purposes. Using Web 2.0 technologies, Facebook is the most used and most popular social networking web service (McLoughlin & Lee, 2008). It is an online web site or application(app) on smart phones or tablets that allows users to view information at different access levels among the links that their members create, connect with users, join groups and implement applications (Gülbahar, Kalelioğlu, & Madran, 2010). Today users can share photographs, videos, post comments, and links to news, play games, chat and stream live video and even order food or do shopping with Facebook. There are many ways of benefit from it. For instance, Marketplace, allows members to post, read and respond to the things they want to sell or buy. Special group pages, allows members who have common interests to find each other, interact and to create a conversation around a specific topic. Event's organizer, allows members to publicize an event, invite guests and follow who are attending or not (Rouse, 2014).

### **2.7.2 Instagram**

Instagram is another mobile app (application) founded in 2010, through Instagram people can follow their friends, family and famous people to see what they're up to. It derives its name from the combination of "instant camera" and "telegram." And the founders are Kevin Systrom and Mike Krieger. It gives a chance to discover accounts from all over the world that are sharing according to users' interest. Instagram users can upload content and share their lives with the world through photos and videos. In April 2012, the company announced that they got more than 30 million user mark.

Interestingly that same month, Facebook took note of Instagram's progress and bought the app for \$1 billion. From that point on, use of Instagram hit the rooftop (Mikaela, 2014). Today over 500 million people are using Instagram and expressing themselves by sharing all the moments of the day (Instagram, 2018). It can be used to: post photos and videos, edit them with filters, and combine multiple clips into one video. Share multiple photos and videos on story. Send private messages, photos, videos and posts from the feed directly to friends with Instagram Direct. Shared stories disappear after 24 hours and won't appear on profile. And it instantly connects posts to Facebook, Twitter, Tumblr and other social networks (Instagram, 2018).

### **2.7.3 Twitter**

Established by Evan Williams, Jack Dorsey and Biz Stone in 2006, Twitter has developed as an instant text message on the Internet. It is a social communication tool where people share their feelings, thoughts, ideas, interpretations, or what they are engaged in in the virtual atmosphere as a microblog site that can be easily formed and used by anyone without any technical knowledge. It allows everyone to basically create their own news page or bulletin, and to do so instantly. The name Twitter was inspired by Flickr, which is a photo-sharing service. Today it has almost 200 million users worldwide and more than 400 employees (Plicard, 2017).

### **2.7.4 Snapchat**

Snapchat is both a messaging platform and a social network. It was launched in 2011 by Evan Spiegel, Robert Murphy and Frank Reginald Brown with the first name which was "Picaboo". It can be used from the iPhone or Android smartphone and exists only as a mobile app. Users can "chat" with their friends by sending them photos and short videos which only can be 10 seconds long. It can be defined as to be texting with pictures or videos. One of the most unique things about Snapchat is that, it all the



content that gets shared on it are ephemeral components. Photos and videos disappear a few seconds after they've been viewed by their recipients (Moreau, 2017). Moreover, users can create their own sort of news feed and they could post photos and videos, rather than as a private or group message which could be viewed by their friends as a story clip. They are called stories and they can only last for 24 hours before they disappear. For all these reasons Snapchat is can be considered as the most entertaining and popular social app among the youngest smartphone users, including teens and young adults (Moreau, 2017). Furthermore, in July 2014 a feature known as "Geofilters" was added on app. It allows users to add a location-specific filter to photos or videos (Tepper, 2015). Also with the "Discover" feature, Snapchat let brands to show ad-supported short-form entertainment. As of February 2018, Snapchat has 187 million daily active users (The Statistics Portal, 2018).

## **2.8 Digital Dating Abuse**

According to the report of Tompson, Benz, and Agiest (2013, p. 1), digital or cyber abuse is “any type of bullying or harassing behavior that occurs online, through social networking, text messaging, or other technologies.” While other types of abuse have to be face to face, digital/cyber abuse is not. It is rather online or technology assisted (Cebecioğlu & Altıparmak, 2017). This gives a place to perpetrators to act and behave like they want. The term digital dating abuse can also be defined the same as digital abuse because they have similar effect. Yet, here the key point is that, the victim is an intimate partner of the perpetrator (The National Domestic Violence Hotline, 2018).

Moreover, it can be put forth that there are some similarities between cyberbullying and digital/electronic dating violence. Firstly, both of them occurs with technology assistance. Secondly, both causes negative emotional, psychological, physical, and

behavioral consequences. However, when it comes to differences, cyberbullying is generally perpetrated by/among known peers who do not like, and do not want to be around each other. Electronic or digital dating abuse instead, appears between two people who are attracted to each other or love each other (Cyberbullying and Electronic Dating Violence, 2010).

All this information suggests that digital dating abuse is a kind of violence that can be encountered in almost any environment related to technology, affecting the individual as much as other types of violence and causing serious problems. Also it can be said that digital dating abuse has a significant effect on shaping the personality traits of people. The impact of digital exploitation on people may vary from person to person (Cebecioğlu & Altıparmak, 2017, p. 425). For this reason it is of utmost importance for people to know the signs of violence and understand whether or not they are exposed to or suffer from digital dating abuse.

### **2.8.1 Signs of Digital Dating Abuse**

Digital dating abuse is more common among younger adults. It includes but it's not limited to acts like, control/monitoring, sending too much messages (stalking), checking his/her text messages and social media contacts, direct aggression, asking for passwords for his/her social media accounts, forcing him/her to send videos or photos, and checking when the partner is online at the last hour, checking call histories, and monitoring the partner's Facebook page, threatening to post uncondensed texts and disclosing/threatening to disclose private photos or information (sexting). The most common actions are constantly calling partner, checking partner's phone, asking for location and checking partner who is she/he communicating with on social media pages. Abuse is sometimes not only unilaterally applied. As other types of abuse,

digital dating abuse first starts to be applied unilaterally and unfortunately after a while it begins to be applied mutually by partners.

In this century, technology allows people to feel constantly connected to their partner and because of that, when one of the parties starts to show abusive behaviors, the other one often feels that s/he has no escape from that. This can be explained by the fact that, day and night youth are always have their phone with them, connected to the internet "...and use it as their lifeline to maintain and grow relationships." (Cyberbullying and Electronic Dating Violence, 2010). This shows why people have difficulty in terminating such unhealthy relationships.

### **2.8.2 Studies on Digital Dating Abuse**

The television channel MTV and the Associated Press-NORC Center for Public Affairs Research, has conducted extensive research in United States on digital violence which is called, "*The Digital Abuse Study: Experiences of Teens and Young Adults*". Survey is conducted with 1,297 teenagers and young adults (14-24 ages). According to the report, nearly half of all young people report being electronically harassed in some form and 40% report incidences of digital dating abuse (Tompson, Benz, & Agiest, 2013, p. 1).

According to the study conducted by Burke, et al. (2011), in a sample of 804 university students between 18 and 23 years, it is found that approximately 50% had been involved in some form of control behavior through Information and Computer Technology (ICT) in their relationship. Again according to the results of the study, most common behaviors are listed as; excessive number of phone calls (that made the

person uncomfortable), checking call histories, and monitoring the partner's Facebook page (Borrajo, Gámez-Guadix, & Calvete, 2015, p. 570).

According to the results of the research called “The rate of cyber dating abuse among teens and how it relates to other forms of teen dating violence” Zweig and Dank (2013), prepared a fact sheet called “Teen Dating Abuse and Harassment in the Digital World”.

As it is indicated there, victims of the dating abuse not only experience digital dating abuse merely. Teens also experience other forms of violence or abuse from their partners. That is to say, only 4% experience digital abuse and harassment alone. According to the results of the study, about 84% of victims are psychologically abused by their partners, 50% are physically abused, and one-third experiences sexual coercion (Zweig & Dank, 2013).

So it can be said that social media, texts, and e-mails may not be inviting new forms of abuse but they just provide abusers with a new tool (Zweig & Dank, 2013). This can lead us to the thought that if there is a one kind of abuse, more might be so.

### **2.8.3 Gender and Digital Dating Abuse**

When the issue of digital violence is addressed in terms of gender, it faces some different consequences. The experimental evidence on sex differences in the prevalence and frequency of digital dating abuse is limited, and the available results are varying (Borrajo, Gámez-Guadix, & Calvete, 2015).

According to some research, women are exposed to more digital violence than men, as in other types of violence (Forero, McLellan, Rissel, & Bauman, 1999; Li, 2006; Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012).

Meanwhile, there are also studies suggesting that women are more likely to apply digital violence. Burke, Wallen, Vail-Smith, & Knox, found that women reported greater victimization in online behaviors to control the partner than men (2011).

For instance, Wiseman (2002) emphasizes that, while men use physical force in the sense of violence, women choose to apply violence by words and more on digital environments. This can be considered as women are more free and comfortable in their choice of words to use from their mobile phones, tablets or computers. One of the reasons is that, the actions which an individual cannot do in real life can be done at least in a non-face-to-face places like internet environment.

## **2.9 Theoretical Framework**

In order to be able to understand dating violence better, some of the theories has been explained in this section. These theories are Feminist Theory, Social Learning Theory and Attachment Theory.

### **2.9.1 Feminist Theory**

When it comes to discussing theories about dating violence, the first theory that comes to mind is the Feminist Theory (Hutchinson, 2012). The Feminist Theory focuses primarily on the patriarchal structure between men and women and focuses on the social places in which men play a crucial role in the inequality of women and men and the power struggle between men and women (Shorey, Cornelius, & Bell, 2008). According to Lenton (1995), the main cause of intimate partner relationship violence

is gender discrimination within the patriarchal society and the existence of women's inequality. According to Bell and Naugle (Bell & Naugle, 2008), gender roles are determined by the society and taught to individuals during childhood make men stronger on women, or bring men to positions of power over women. Gender roles cause women to be victimized and men to violence against women. Thus, many behaviors, including physical violence, can be used by men to power and control their families and women.

Some feminist theoreticians acknowledge that women are not the ones who initiate violence in relation to men, and this is the most criticized aspect of the theory (Hutchinson, 2012). Feminist theoreticians say that women resort to violence to defend themselves, but according to the results of a study by Stuart, Moore, Gordon, Hellmuth, Ramsey and Kahler (2006), women do not only resort to violence to defend themselves (Hutchinson, 2012; Stuart, et al., 2006).

Moreover, feminist theory has been criticized for its inadequacy in explaining violence in lesbian relations (Bell & Naugle, 2008). In this study, however, only heterosexual relations were taken into account. In the study conducted by Strauss (2008), sovereignty and control struggle is a risk factor for dating violence for both men and women; but it is only one of many risk factors (Hutchinson, 2012). Feminist Theory, although criticized, is known as the most comprehensive theory in addressing dating violence (Shorey, Cornelius, & Bell, 2008).

### **2.9.2 Social Learning Theory**

The Social Learning Theory developed by (Bandura, 1973) argues that individuals learn their behaviors by observing and copying the behaviors of other individuals. The

main point of this theory is to observe remarkable behaviors in early parental interactions that can affect the child's modeling (as cited in Shorey, Cornelius, & Bell, 2008).

However, in terms of understanding dating violence, Social Learning Theory has a very limited framework. As it is stated by Shorey, Cornelius and Bell, according to the Social Learning Theory, the individual learns violence from the very beginning through interaction and imitation of the family (2008). Witnessing and exposure to violence within the family can teach that violence is the most effective way of solving individual problems, expressing dissatisfaction, and controlling others (Shorey, Cornelius, & Bell, 2008).

Although there is evidence that witnessing parental intolerance or exposure to childhood abuse increases the likelihood of being a victim of violence, these evidences are very limited and the factors that cause dating violence are more complex and diverse (Fang & Corso, 2007; Linder & Collins, 2005).

### **2.9.3 Attachment Theory**

Bowlby (1969; 1972; 1980) argues that the early examples of children's relationships or mental representations were created by the caregivers in childhood. This initial relationship experience will become consistent over time and will serve as a template for future relationships. According to the Attachment Theory, individuals choose flirting partners according to their experience of the first relationship and maintain their relations (Waters, Posada, Crowell, & Keng-ling, 1993).

According to Hazan and Shaver (1987), healthy relationships occur in childhood with taking consistent and timely care, while unhealthy relationships are due to inconsistent and late or never given care. Hazan and Shaver (1987) in their research found that individuals with a secure attachment style have a friendly and loving relationship with a longer duration of engagement; while individuals with insecure attachment styles are more jealous and emotionally unstable. Based on this theory, individuals with maltreatment and insecure attachment in childhood will be at risk for dating violence (Crittenden & Ainsworth, 1989; Shorey, Cornelius, & Bell, 2008).

However, despite some studies, individuals who are exposed to maltreatment or inadequate care by the person responsible for primary care in their childhood may be at risk for exposure to dating violence are inadequate and inconsistent (Loh & Gidycz, 2006). Because it is not clear if the relationship between attachment styles and dating violence is individual or contextual. Moreover, attachment theory cannot explain why individuals with a secure attachment style exhibit or tend to exhibit violent behavior towards their date/partner (Schwartz, Hage, Bush, & Burns, 2006).

To sum up, up until now, in the TRNC context this topic has not attracted the attention it deserves. The present study seeks to fill in this gap.



## **Chapter 3**

### **METODOLOGY**

In this chapter following factors have been examined respectively. Research Methodology, Research Design, Research Population and Sample, Data Collection Instrument, Data Collection Procedures, Data Analysis and Reliability and Validity.

#### **3.1 Research Methodology**

For the purpose of the present study, quantitative research has been favored. Quantitative research is a type of research that highlights objective measurements and focuses on gathering and generalizing those collected numerical, statistical or mathematical data among the groups of people or to explain a particular phenomenon. Polls, surveys and questionnaires generally used to collect data (Quantitative Methods, 2018). In this study quantitative methodology has been preferred. An in-house questionnaire was developed and data was collected from 405 respondents in order to collect data from a rather large sample.

#### **3.2 Research Design**

The research design of this study is a case study. The case study is a design that is generally used in social sciences to look at one specific issue at a time. It consists both the method analysis and a certain research design for investigating a problem and these are used mostly to generalize the problem between populations (USC Libraries, 2018). This design allows the researcher to closely examine the data within an explicit

context. The case of the present study is the Turkish speaking students from four social science faculties of the EMU.

### **3.3 Population and Sample**

The quota sampling was used for this study under the non-probability random sampling method. This type of method is used when the size of the sample drawn from a certain stratum is not proportional to the relative size of that stratum (A Dictionary of Business and Management, 2009). The study is prepared to conduct to Turkish speaking university students in TRNC. And among 17 universities, Eastern Mediterranean University has been selected to conduct the research. According to the recent statistics of the university, there are 20,000 students from 106 different countries in total for the academic year of 2017-2018 (Eastern Mediterranean University, 2018).

Four different mostly Turkish speaking faculties are included in the study. The faculties were, Faculty of Education, Faculty of Communication and Media Studies, Faculty of Law and Faculty of Business and Economics. 110 questionnaires were equally distributed to each of the four faculties, to be completed by 55 female and 55 male participants. When the feedbacks differ, 405 full surveys have been reached which can be truly investigated. As a result, the sample was made up of 405 Turkish and Turkish Cypriot university students, 207 male and 198 female. Before the distribution of questionnaires, students are asked and selected according to their current status of having a dating relationship or having recently had a dating relationship. What is more only heterosexual relations were taken into account.

### **3.4 Data Collection Instrument**

An in-house questionnaire has been prepared according to the research problems and the questions by researcher herself to conduct this study. Before the preparation of the

questionnaire interviews have been done with couples to get the face validity. The prepared questionnaire was in Turkish language, it contains 84 questions and consists of 3 sections; A) demographic information questions, B) social media use (a set of close – ended questions), C) digital dating abuse (5-point Likert Scale). The questionnaire is only prepared in the Turkish language (See Appendix for sample questionnaire).

### **3.5 Data Collection Procedures**

Data collection procedure has been completed in 5 phases. Firstly, the survey questions were prepared according to the research questions. At the beginning of the questionnaire, there was a brief information about the research, so that the aim was clarified for every participant. Secondly, the questionnaire has been sent to the EMU Research and Publication Ethics Board for the approval of application. Afterwards, a pilot has been done with Turkish speaking 20 female and 20 male, total 40 students from different faculties of the university apart from the ones included in the study in order to ensure clarity of the questions. After slight structural changes made on the survey, it became ready to apply on targeted sample.

The distribution was made after receiving feedback for the ethics committee and after an approval was given to conduct the research. Each questionnaire has been distributed and collected by the researcher herself within the boundaries of the university's northern campus. So that participants had a chance to ask questions whenever they want. The research was made fully voluntarily. Also questionnaires applied to the students who were volunteered and verbal approvals were taken at the end of their courses or exams. Before the application, students were told the purpose of the research, the directions of the questionnaire were read and necessary information was

given. The application of each survey lasted approximately 10 minutes. And application of 405 questionnaires took nearly 12 days to collect. Finally the collected data was entered into the Statistical Package for Social Sciences program (SPSS) version 22 for analysis.

### **3.6 Data Analysis**

After the data collection process has been completed, data from all collected questionnaires were entered into the SPSS for analysis by researcher. As it is stated at the data collection instrument, the first part of the questionnaire (A) is looking for the demographic informations of the participants'. Following questions at section (B) are to test the audience's social media use with a set of close – ended questions. For the last part of the questionnaire (C) which sought to measure digital dating abuse rates according to the 5-point Likert scale have been used. To measure the ratings of Likert scale, Balci's statements have been take in to consideration. According to Balci, the significance amounts of the results can be interpreted according to following rates. '1 - 1.79=Never; 1.80 - 2.59 =Rarely; 2.60 - 3.39= Sometimes; 3.40 – 4.19= Very Often; 4.20 - 5= Always' (Balci, 2015).

To be able to analyze the input data in the concept of gender, each question have been measured with crosstabs according to the gender of participants. Also to give additional information on each question frequency tables and t-tests have been calculated to support the interpretations of the research question results. After the data were collected, a general evaluation was made on faulty forms that have missing information in the personal information part and on scales or that have more than one marking in the same question have not been evaluated.

### 3.7 Reliability and Validity

The reliability and the validity of the questionnaire were also taken into consideration. Before the preparation of the questionnaire interviews have been done with couples for supporting the formation of the questionnaire. Also the pilot test of 40 questionnaires has been done before the main survey was carried out. These 40 participants were graduate students. In conducting this pilot test, it did not just help in clarifying complicated questions and to make adjustments, but it also added to the validity of the content of the survey.

By using Cronbach's Alpha measurement, calculations have been done. The criteria of Cronbach's alpha can be seen in the table down below (Cronbach's Alpha: Simple Definition, 2018). As it can be seen from the Cronbach's alpha calculation result of the questionnaire, the result of the reliability is 0.936 which can be easily interpreted as "Excellent".

Table 1: Cronbach's alpha criteria

<b>Cronbach's alpha Internal Consistency</b>	
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 2: Reliability result of the questionnaire

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.936	52

## **Chapter 4**

### **ANALYSIS**

This chapter contains analysis of the data which have been uploaded and analyzed through SPSS 22.0 program. Statistical analysis and obtained findings are presented in this chapter for the data collected in accordance with the purpose of the research. The present chapter includes, demographic information, social media use, findings on dating violence and digital dating abuse.

#### **4.1 Findings on Demographic Information**

In this section, demographic information about the participants are examined such as the demographic characteristics of the students, the faculty they are studying, academic semester they are in, where they come from, sibling number, education and occupation of their parents, smoking and alcohol use. These data have been analyzed and summarized below.

Table 3: Gender, age, nationality and region of living

<b>Demographic Information</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Gender</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Female	198	48.9	48.9	48.9
Male	207	51.1	51.1	100.0
Total	405	100.0	100.0	
<b>Age</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
18-20 Years	127	31.4	31.4	31.4
21-23 Years	203	50.1	50.1	71.5
24-25 Years	41	10.1	10.1	81.6
26 Years and more	34	8.4	8.4	100.0
Total	405	100.0	100.0	
<b>Nationality</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Turkish Cypriot (TRNC)	98	24.2	24.2	24.2
Turkish (TR)	258	63.7	63.7	87.9
Turkish Cypriot & Turkish (TRNC-TR)	49	12.1	12.1	100.0
Total	405	100.0	100.0	
<b>Original region of living</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
The Marmara Region - Turkey	36	8.9	8.9	8.9
The Aegean Region - Turkey	39	9.6	9.6	18.5
The Black Sea Region - Turkey	27	6.7	6.7	25.2
The Mediterranean Region - Turkey	72	17.8	17.8	43
The Central Anatolia Region - Turkey	19	4.7	4.7	47.7
The Eastern Anatolia Region - Turkey	13	3.2	3.2	50.9
The Southeastern Anatolia Region - Turkey	52	12.8	12.8	63.7
TRNC	147	36.3	36.3	100.0
Total	405	100.0	100.0	

Out of a total number of 405 participants, looking at the gender, 51.1% of the students who participated in the study are male, 48.9% are female and the majority (50.1%) are in the 21-23 age group (Table 3).

Table 3 shows that, most of the participants are Turkish (63.7%) while 24.2% are Turkish Cypriots and 12.1% have dual nationality (Turkish & Turkish Cypriot).

It is observed that 36.3 % of the students who participated in the survey live in North Cyprus and the rest of the students originally live in Turkey. The students from Turkey, are mostly from Mediterranean region (17.8%) where the least come from Eastern Anatolia region (3.2%).



Table 4: Family type, number of siblings and educational status of participants' mother and father

<b>Family Type</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Nuclear Family	304	75.1	75.1	75.1
Extended Family	82	20.2	20.2	95.3
One-Parent Family	12	3.0	3.0	98,3
Living with relatives / grand parents	7	1.7	1.7	100.0
Total	405	100.0	100.0	
<b>Number of Siblings</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Zero	45	11.1	11.1	11.1
One Sibling	148	36.5	36.5	47.6
Two Siblings	90	22.2	22.2	69.8
Three Siblings	60	14.8	14.8	84.6
Four Siblings	39	9.6	9.6	94.2
Five or More Siblings	23	5.7	5.7	100.0
Total	405	100.0	100.0	
<b>Educational Status of Mother</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Analphabetic	22	5.4	5.4	5.4
Primary School Graduate	82	20.2	20.2	25.6
Secondary School Graduate	63	15.6	15.6	41.2
High-School Graduate	147	36.3	36.3	77.5
University Graduate Or Above	89	22.0	22.0	99.5
Decedent	2	.5	.5	100.0
Total	405	100.0	100.0	
<b>Educational Status of Father</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Analphabetic	4	1.0	1.0	1.0
Primary School Graduate	59	14.6	14.6	15.6
Secondary School Graduate	80	19.8	19.8	35.4
High-School Graduate	139	34.3	34.3	69.7
University Graduate Or Above	119	29.4	29.4	99.1
Decedent	4	1.0	1.0	100.0
Total	405	100.0	100.0	

When the family types of participants' are examined, most of the students are comes from nuclear families (75.1%) followed by the extended family (20.2%) and the single-parent family (3.0%). It is found that 1.7% of the participants live with their relatives

or grandparents. According to sibling numbers, there are a maximum of one sibling (36.5%) as follows, two siblings (22.2%), three siblings (14.8%) and non-siblings (11.1%) (Table 4).

While 36.3% of the participants' mothers were graduated from high school, 5.4% of participants' mothers are university graduates. And while 34.3% of participants' father's education level is high school graduate, 29.4% of participants' fathers are university graduates. It can be concluded that fathers of the participants are more educated than mothers particularly when it comes to university education (Table 4).

Table 5: Participants' mothers' and fathers' profession and income level

<b>Mother's Profession</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Housewife	212	52.3	52.3	52.3
Officer	73	18.0	18.0	70.3
Self-Employed	28	6.9	6.9	77.2
Retired	25	6.2	6.2	83.4
Employer	21	5.2	5.2	88.6
Worker	12	3.0	3.0	91.6
Academician	8	2.0	2.0	93.6
Private Sector Employee	24	5.9	5.9	99.5
Decedent	2	.5	.5	100.0
Total	405	100.0	100.0	
<b>Father's Profession</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Unemployed	11	2.7	2.7	2.7
Officer	78	19.3	19.3	22
Self-Employed	89	22.0	22.0	44
Retired	94	23.2	23.2	67.2
Employer	54	13.3	13.3	80.5
Worker	19	4.7	4.7	85.2
Academician	16	3.9	3.9	89.1
Private Sector Employee	26	6.4	6.4	95.5
Military Employee	10	2.5	2.5	98
Decedent	8	2.0	2.0	100.0
Total	405	100.0	100.0	
<b>Income Level</b>	<b>n</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Income is less than expenses	49	12.1	12.1	12.1
Income is equals to expenses	173	42.7	42.7	54.8
Income is more than expenses	140	34.6	34.6	89.4
Income is much more than expenses	43	10.6	10.6	100.0
Total	405	100.0	100.0	

As seen in Table 5, women who have no jobs are stated as housewives while men are stated as unemployed. It can be clearly seen that the big population of the participants' mothers are housewives with 52.1%. While the fathers' rate of unemployment is only 2.7%. It can be said that there is a great contrast. While the retirement rate of fathers' is 23.2%, only 6.2% of mothers' are retired. Which is the consequence of the big

contrast of education and employment status between men and women. Moreover 18.0% of mothers' and 19.3% of Fathers' occupations are detected as state officers that the proportions are very close to each other. Which can be expressed that educated women can fill the gap between men and women when it's come to be an officer.

Besides, when the income levels of the participants have been examined, they have mostly stated that their income is equals to the expenses (42.7%), where a less number of respondents stated that their income is much more than expenses (10.6%).

Table 6: Faculty, class, academic term lost, smoking and alcohol use

<b>Faculty</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Faculty of Education	102	25.2	25.2	25.2
Faculty of Communication	104	25.7	25.7	50.9
Faculty of Law	95	23.5	23.5	74.4
Faculty of Business and Economics	104	25.7	25.7	100.0
Total	405	100.0	100.0	
<b>Class</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
1 <sup>th</sup> class	92	22.7	22.7	22.7
2 <sup>nd</sup> class	120	29.6	29.6	52.3
3 <sup>th</sup> class	86	21.2	21.2	73.5
4 <sup>th</sup> class	107	26.4	26.4	100.0
Total	405	100.0	100.0	
<b>Academic Semester Lost</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Yes	69	17.0	17.0	17.0
No	336	83.0	83.0	100.0
Total	405	100.0	100.0	
<b>Smoking</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Yes	214	52.8	52.8	52.8
No	191	47.2	47.2	100.0
Total	405	100.0	100.0	
<b>Alcohol Use</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Yes	257	63.5	63.5	63.5
No	148	36.5	36.5	100.0
Total	405	100.0	100.0	

When the distribution of the students according to the faculties have been examined, 25.7% of them are from the Faculty of Communication and again other 25.7% of them are from the Faculty of Business and Economics, 25.2% are from the Faculty of Education and finally 23.5% are from the Faculty of Law (Table 6). These results show that the students are well balanced according to their faculties and all of them are from social sciences. It is seen that the second year students are mostly participated in research (29.6%), followed by fourth grade students (26.4%), first class students (22.7%) and third class students (21.2%) participated in the research.

According to the results, the majority of the participants (83.0%) never lost any academic semester. When smoking and alcohol use of participants are examined, it is found that 52.8% of the students smoke and 63.5% of them use alcohol. This means that clearly more than half of the participants use alcohol and smoke (Table 6).

Table 7: Participants' attitude towards themselves and their families

<b>How would you describe your family?</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Conservative	37	9.1	9.1	9.1
Modern	104	25.7	25.7	34.8
Open-minded	142	35.1	35.1	69.9
Free	122	30.1	30.1	100.0
Total	405	100.0	100.0	
<b>How would you describe yourself?</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Conservative	26	6.4	6.4	6.4
Modern	60	14.8	14.8	21.2
Open-minded	119	29.4	29.4	50.6
Free	200	49.4	49.4	100.0
Total	405	100.0	100.0	

As it can be seen in Table 7, participants are asked how they describe their family and themselves and four choices are given to them to select. These conservative people:

who are averse to change and holds traditional/religious values. Modern people: who advocates or practices a departure from traditional styles or values and live according to today's standards. Open-minded people: who are willing to consider new ideas. And finally Free people: who like to act as they wish without being under the control of someone else.

Table 7 shows that, 35.1 % of the students indicate that their family is open minded whereas 49.4% of them show a great difference from their families describe themselves as free. Interestingly the percentage of those who define themselves (6.4%) and their families (9.1%) as conservatives seem quite close to one another.

Table 8: "Have you ever witnessed domestic violence in your family?"

Domestic violence	Frequency n	Gender		Percent %	Valid Percent	Cumulative Percent
		F	M			
Yes- Verbal Abuse	105	48	57	25.9	25.9	25.9
Yes- Psychological Abuse	33	11	22	8.1	8.1	34.0
Yes- Verbal & Psychological Abuse	73	32	41	18.0	18.0	52.0
No	194	107	87	47.9	47.9	100.0
Total	405	198	207	100.0	100.0	

Students who participated in the survey are asked if they have ever witnessed domestic violence in their family. 211 of them stated that they have been exposed to domestic violence at least for once. The question was limited with the domestic violence to physical, verbal and physiological abuse only. In total 52% of the participants stated that they have witnessed violent behavior in their families. When the table is examined in detail, most of the participants state that they witnessed verbal abuse most in their families with 25.9% and 18.0% witnessed both verbal and physical abuse. When the

data is broken into gender, both male and female participants state that they have witnessed mostly verbal abuse, verbal & psychological abuse and psychological abuse respectively (Table 8).

Table 9: Domestic violence in family

<b>Domestic violence towards...</b>	<b>N</b>	<b>%</b>	<b>VP</b>	<b>CP</b>
Myself	83	39.3	39.3	39.3
Mother	41	19.4	19.4	58.7
Father	2	.9	.9	59.6
My Siblings	9	4.3	4.3	63.9
Mum & My Siblings	7	3.3	3.3	67.2
Mum & Myself	22	10.5	10.5	77.7
Sibling/s & Myself	17	8.0	8.0	85.7
Mum & Sibling/s & Myself	30	14.2	14.2	100.0
Total* <sup>i</sup>	211	100.0	100.0	

When the 211 people who have witnessed domestic violence in their family were asked about the target of domestic violence, 39.3% indicated that violence was shown towards themselves; 19.4% indicated violence was experienced by their mother; 14.2% by themselves, mothers' and siblings'; 10.5% by mothers' and themselves; and 3.3% by mothers' and siblings'. However, only 2 people (0.9%) state that the violence in the family was shown against their father (Table 9).

---

<sup>i</sup> Percentages of people exposed to violence are calculated on the basis of the number of families which include domestic violence.

## 4.2 Findings on Social Media Use

Participants are asked about social media use. In this part, there is a detailed evaluation of social media use from the results of the questionnaire (See Appendix A, section B).

Table 10: Social media use of the participants

Are you using social media?		Frequency n	Percent %	Valid Percent	Cumulative Percent
Valid	Yes	405	100.0	100.0	100.0
	No	0	0	0	0
	Total	405	100.0	100.0	100.0

Participants are asked whether they use social media or not. All participants without exception responded yes to the question (n=405). This indicates that all participants are a member of at least one social networking site (Table 10).

Table 11: Social media applications preferred by participants

Social Media Use	Total	Frequency	Percent %	Valid Percent
		Yes		
Facebook	405	367	90.6	90.6
Instagram	405	368	90.9	90.9
Twitter	405	196	48.4	48.4
Snapchat	405	239	59.0	59.0

Participants are asked to mark four most popular social media applications from the most they use to the least. According to the results, Instagram (90.9%) is the most used social media network in this case, followed by Facebook (90.6%), then Snapchat (59.0%), and finally Twitter (48.4%). Data indicate that Twitter is less used than other social network applications. Also, data shows that there is very little difference between Instagram and Facebook use (Table 11).



Table 12: Frequency of social media use

<b>Frequency of social media use</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
I check it all day	315	77.8	77.8	77.8
I check it 3-4 times a day	61	15.1	15.1	92.9
I check it one a day	12	3.0	3.0	95.9
I check it few times a week	11	2.7	2.7	98.6
I check it one a week	6	1.5	1.5	100.0
Total	405	100.0	100.0	

As it is indicated in Table 12, more than half of the participants (77.8%) check their social media accounts all day long, and 15.1% for 3-4 times a day. As it can be seen, there is a great difference between these results that only 1.5% check their accounts once a week.

Table 13: Participants' duration of social media use

<b>Duration of social media use</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
30 mins-1.5 hours	62	15.3	15.3	15.3
2-3 hours	109	26.9	26.9	42.2
4-5 hours	98	24.2	24.2	66.4
More than 6 hours	136	33.6	33.6	100.0
Total	405	100.0	100.0	

When the duration of social media use is asked to the participants (Table 13), the results obtained can be listed as follows; more than 6 hours 33.6%, 2-3 hours 26.9%, 4-5 hours 24.2% and finally 30 min. – 1.5 hours 15.3%. According to the data above it can be said that considerable amount of the participants use social media for more than 6 hours.

Table 14: Participants' purpose of social media use

<b>Purpose of social media use</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Getting information	42	10.4	10.4	10.4
Following friends	48	11.9	11.9	22.2
Spending time	64	15.8	15.8	38.0
Communicating with friends	46	11.4	11.4	49.4
Getting news	52	12.8	12.8	62.2
Getting informed, socialize, spending time, following people... (more than one aim)	153	37.8	37.8	100.0
Total	405	100.0	100.0	

Participants are asked why they would use social media. As it can be seen in Table 14, 37.8% use it for multiple purposes like getting information, being socialized, spending time and following and communicating with people, whereas only 10.4% of the participants only use their accounts to get some information.

#### **4.2.1 Attitude – Scale Questions on Social Media Use**

In this section of the questionnaire, the questions are prepared as if they were anecdotes from the mouth of the participants. The purpose of these questions is to measure participants' thoughts about social media use.

The following charts were designed according to 5-point Likert scale of agreement (See Appendix A, section B-II). The value given to measure the 5-point Likert scale of agreement is as follows; 1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree and 5- Strongly Agree.

Table 15: “I can easily share my ideas in my social media accounts.”

<b>“I can easily share my ideas in my social media accounts”</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	64	15.8	15.8	15.8
Disagree	70	17.3	17.3	33.1
Undecided	72	17.8	17.8	50.9
Agree	94	23.2	23.2	74.1
Strongly Agree	105	25.9	25.9	100.0
Total	405	100.0	100.0	

Generally it can be seen in Table 15 that, 49.1 % of the participants agree that they can easily share their ideas on their social media accounts. Yet, it can also be said that the 17.8% of them were undecided where 33.1% of them disagree with the statement.

Table 16: “I often check how many people follow me on the social media.”

<b>“I often check how many people follow me on the social media.”</b>	<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	96	23.7	23.7	23.7
Disagree	108	26.7	26.7	50.4
Undecided	79	19.5	19.5	69.9
Agree	68	16.8	16.8	86.7
Strongly Agree	54	13.3	13.3	100.0
Total	405	100.0	100.0	

As it can be seen above, half of the participants (50.4%) disagree with statement of *I often check how many people follow me on the social media*. And 30.1% are interested in the number of their followers while 19.5% of them are undecided (Table 16).

Table 17: “I think that my social media accounts reflect me exactly.”

<b>“I think that my social media accounts reflect me exactly.”</b>	<b>Frequency N</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	55	13.6	13.6	13.6
Disagree	82	20.2	20.2	33.8
Undecided	121	29.9	29.9	63.7
Agree	90	22.2	22.2	85.9
Strongly Agree	57	14.1	14.1	100.0
Total	405	100.0	100.0	

Interestingly as it can be seen in Table 17, participants are not sure about the statement of *I think that my social media accounts reflect me exactly*. Because 29.9% stated that they are undecided and it is a considerable number while 36.3% agree with the statement and 33.8% remain disagree with the opinion.

Table 18: “I think it's easy to communicate via social media.”

<b>“I think it's easy to communicate via social media.”</b>	<b>Frequency N</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	32	7.9	7.9	7.9
Disagree	35	8.6	8.6	16.5
Undecided	67	16.5	16.5	33.1
Agree	130	32.1	32.1	65.2
Strongly Agree	141	34.8	34.8	100.0
Total	405	100.0	100.0	

According to the results, the 34.8% of the participants strongly agree and 32.1% agree that it is easy to communicate via social media. 16.5% were state that they are undecided, 8.6% disagree and 7.9% strongly disagree with the statement (Table 18).

Table 19: “If my relationship status changes, I also update my social media accounts.”

<b>“If my relationship status changes, I also update my social media accounts.”</b>		<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	119	29.4	29.4	29.4
	Disagree	84	20.7	20.7	50.1
	Undecided	72	17.8	17.8	67.9
	Agree	62	15.3	15.3	83.2
	Strongly Agree	68	16.8	16.8	100.0
	Total	405	100.0	100.0	

As it can be seen in Table 19, large majority of the participants (50.1%) disagree with the statement of *If my relationship status changes, I also update my social media accounts*. When looking at the general average, 17.8% feel undecided while 38.1% feel free to share their relationship status with their social media friends (Table 19).

Table 20: “I spend more time on social media than I planned.”

<b>“I spend more time on social media than I planned.”</b>		<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	44	10.9	10.9	10.9
	Disagree	68	16.8	16.8	27.7
	Undecided	103	25.4	25.4	53.1
	Agree	106	26.2	26.2	79.3
	Strongly Agree	84	20.7	20.7	100.0
	Total	405	100.0	100.0	

Looking at the statement of *-I spend more time on social media than I planned-* it can be assumed that, participants are actually aware that they are consuming much time on social media (Table 20). The reason is that as it can be seen from Table 20, 46.8% of the participants agree about the statement, 27.7% disagree and 25.4% remain undecided.

Table 21: 34: “I can date with someone I meet on social media.”

<b>“I can date with someone I meet on social media.”</b>		<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	88	21.7	21.7	21.7
	Disagree	73	18.0	18.0	39.8
	Undecided	108	26.7	26.7	66.4
	Agree	76	18.8	18.8	85.2
	Strongly Agree	60	14.8	14.8	100.0
	Total	405	100.0	100.0	

For the statement of - *I can date with someone I meet on social media* – as it can be seen from the result, 26.7% of the participants are undecided, which means that they are not sure if they can or not. While 39.8% of the participants are not willing to accept a date from the social media, 32.6% are agree to have a date from social media (Table 21).

Table 22: “I want my partner to be an active social media user.”

<b>“I want my partner to be an active social media user.”</b>		<b>Frequency n</b>	<b>Percent %</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	105	25.9	25.9	25.9
	Disagree	64	15.8	15.8	41.7
	Undecided	111	27.4	27.4	69.1
	Agree	65	16.0	16.0	85.2
	Strongly Agree	60	14.8	14.8	100.0
	Total	405	100.0	100.0	

As in it can be in Table 22, 41.7% of the participants disagree with the statement of - *I want my partner to be an active social media user* - , while 27.4% are undecided, only 30.8% of them agree. For the last attitude scale question of the social media use, there is a very interesting result that, even though all of the participants use at least one social media application and even they use it for multiple purposes for much more time

than they have planned, ironically they don't want their partner to be an active user (Table 22).

### 4.3 Findings on Dating Violence

In this section, the number of students who are single and in a relationship are examined. Findings of the violence on their current or previous relationship are included with the cross tabulations according to their gender.

Table 23: Participants' relationship status

Are you in a relationship?	Gender				Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female		Male					
Valid Yes	101	51%	109	52%	210	51.9	51.9	51.9
No	97	49%	98	48%	195	48.1	48.1	100.0
Total	198	-	207	-	405	100.0	100.0	

Most of the participants of this research are in a relationship with the proportion of 51.9%. 48.1% are single. As it is indicated in Table 23, the number of male who are in a relationship are 109 and female are 101 which can be considered as equal. The total participants who are in relationship are 210 (Table 23). And according to the gender variables more than half of both male and female participants are in relationship.

Table 24: Violence in participants' current relationship (n=210)

Have you exposed to violence in your present relationship?	Gender				Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female		Male					
Valid Yes	61	60%	22	20%	83	39.5	39.5	39.5
No	40	40%	87	80%	127	60.4	60.4	100.0
Total <sup>ii</sup>	101	-	109	-	210	100.0	100.0	

<sup>ii</sup> The total number of participants who are in relationship.

This question is based on 210 people who are currently in relationship. As it is indicated in Table 23, while 51.9% of the participants are currently in relationship, 60.4% not exposed to any kind of violence. But 39.5% of the participants stated that they have exposed to one kind of violence at least once in their present relationship.

Furthermore, it can be said that, out of 101 in total, 60% of female participants said that they are exposed to violence, while only 20% of male exposed to violence is out of 109 people (Table 24).

Table 25: Types of violence experienced in participants' current relationship (n=83)

What is the type of the abuse?	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Physical Abuse	15	0	15	18.0	18.0	18.0
Sexual Abuse	4	0	4	4.8	4.8	22.8
Psychological Abuse	22	6	28	33.7	33.7	56.5
Economic Abuse	2	1	3	3.6	3.6	60.1
Verbal Abuse	18	15	33	39.7	39.7	100.0
Total <sup>iii</sup>	61	22	83	100.0	100.0	

In this question, the type of abuse is asked to the participants who confirmed that they are subjected to violence. And the total number who answered this question is 83 participants who indicated that they have experienced violence in their current relationships.

As it can be seen from Table 25, in general the highest proportion is selected as the verbal abuse by all participants. In other words, 39.7% of the participants are mostly

---

<sup>iii</sup> The total number of participants according to the number of participants who exposed to violence in their current relationship.



exposed to verbal abuse from their partners. This is followed by psychological abuse with a rate of 33.7%.

When it comes to gender difference, out of 61 female participants, 22 of them state they have been exposed to psychological abuse, 18 of them have been exposed to verbal abuse, 15 of them have been exposed to physical abuse, 4 of them have been exposed to sexual abuse and finally 2 of them have been exposed to economic abuse.

On the other hand, out of 22 male participants, 15 of them stated that they have exposed to verbal abuse and 6 of them to psychological abuse and 1 to economic abuse where none of them exposed to physical or sexual abuse (Table 25).

Table 26: Status of participants' violence practices in their current relationship

Have you applied violence in your present relationship?	Gender				Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female		Male					
Valid Yes	25	24%	62	57%	87	41.4	41.4	41.4
No	76	76%	47	43%	123	58.6	58.6	100.0
Total	101	-	109	-	83	100.0	100.0	

(n=210)

When participants are asked whether they have ever applied violence in their current relationships, 41.1% of them agree that they did at least for once (Table 26). While more than half of the participants in a relationship (58.6%) state that they didn't apply any type of abuse at all. Out of 87 participants who had applied an abuse, 57% of them were male and 24% of them were female.

Table 27: Types of violence perpetrated by participants in their current relationships

What is the type of the abuse?	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Physical Abuse	2	17	19	21.9	21.9	21.9
Sexual Abuse	0	6	6	6.9	6.9	28.8
Psychological Abuse	8	24	32	36.7	36.7	65.5
Economic Abuse	0	3	3	3.4	3.4	68.9
Verbal Abuse	15	12	27	31.0	31.0	100.0
Total <sup>iv</sup>	25	62	87	100.0	100.0	

(n=87)

In Table 27, the type of abuse is asked to the participants who confirmed that they applied abuse to their current partner. And the population of this question is 87 participants who are indicated that they have applied violence in their current relationships. 36.7% of the participants stated that they have mostly applied psychological abuse, followed by verbal abuse with a rate of 31.0%.

When it comes to the gender as it can be seen from the Table 27, out of 25 female participants, 15 of them stated that they have applied verbal abuse, 8 of them psychological abuse and 2 of them physical abuse. None of the female participants indicated that they applied economic abuse to their partner. While out of 62 male participants, 24 of them state that they applied psychological abuse and 17 of them to physical abuse 12 of them verbal abuse 6 of them sexual abuse and finally 3 of them economic abuse.

---

<sup>iv</sup> The total number of participants according to the number of participants who applied violence in their current relationship.

Table 28: “Have you ever been afraid of your partner?”

Have you ever been afraid of your partner?		Gender				Frequency f	Percent %	Valid Percent	Cumulative Percent
		Female		Male					
Valid	Yes	45	44%	18	17%	63	30.0	30.0	30.0
	No	58	56%	89	83%	147	70.0	70.0	100.0
	Total	103	-	107	-	210	100.0	100.0	

In Table 28, the question is asked to university students who are in a relationship to see their state of fear (n=210). As a result, 70.0% of the participants said that they are not afraid of their partners while 30.0% of them said that they are afraid of their partners. If 30.0 % is taken into account, out of 63 students, 44% are female and 17% are male. That is to say, the number of female participants who are afraid of their partners are greater than the number of male participants.

Table 29: “Have you ever been exposed to violence in your previous relationships?”

		Gender				Frequency N	Percent %	Valid Percent	Cumulative Percent
		Female		Male					
Valid	Yes	99	50%	51	25%	150	37.0	37.0	37.0
	No	99	50%	156	75%	255	63.0	63.0	100.0
	Total	198	-	207	-	405	100.0	100.0	

When the question - *Have you ever been exposed to violence in your previous relationships?* – is asked to all participants, 63.0% state that they have never been exposed to any violence in their previous relationships, while 37.0% agree that they have been exposed to violence before. And as it can be seen in Table 29, in their former relationships half of the female (50%) university students were exposed to violence while only a quarter of male students (25%) were exposed to violence.

Table 30: “Have you ever been violent in your previous relationships?”

	Gender		Frequency N	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Yes	50 25%	100 48%	150	37.0	37.0	37.0
No	148 75%	107 52%	255	63.0	63.0	100.0
Total	198 -	207 -	405	100.0	100.0	

When the question of - *Have you ever been violent in your previous relationships?* – is asked to all participants, 63.4% of them indicated that they have never applied any violence in their previous relationships, while 37.0% state that they have been violent at least for once in their previous relationships. When the percentage of 37.0% is examined deeply, it is clear that male university students (48%) are more violent than female students (25%) (Table 30).

#### 4.4 Findings on Digital Dating Abuse

This section includes a review of questions that participants have answered about social media use in their current or recent relationships. Frequency tables, cross tabulations and t-tests are included in this part to remark the results. In addition, these questions are examine participants’ perpetration and victimization level of digital dating abuse. (See Appendix A, section C).

Table 31: “Would you allow your partner to use his/her social media accounts freely?”

	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Yes	126	125	251	62.0	62.0	62.0
No	21	33	54	13.3	13.3	75.3
Under my control	51	49	100	24.7	24.7	100.0
Total	198	207	405	100.0	100.0	

According to the results (Table 31), more than half of the participants (62.0%) said that they allow their partners to use social media freely, while 24.7% said that their partner would use social media only under their control.

Although, 13.3% clearly said “No” to freely social media use of their partners. When broken out into gender, male and female attendants’ answers are almost at the same proportion for each choice.

Table 32: “Would your partner and your social media accounts be separate?”

		Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
		Female	Male				
Valid	Separate	184	189	373	92.1	92.1	92.1
	Mutual	14	18	32	7.9	7.9	100.0
	Total	198	207	405	100.0	100.0	

As it can be seen from the Table 32, with 92.1% most of the participants have or want to have separate social media accounts rather than mutual ones. Only 7.9% wants to have mutual or united social media accounts with their partner.

Moreover, the proportion of male and female of participants are the same for each choice, which means that the same number of male and the female participants are agree with their answer to the question.

Table 33: “Would you like to know your partner's account passwords?”

		Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
		Female	Male				
Valid	Yes	116	101	217	53.6	53.6	53.6
	No	82	106	188	46.4	46.4	100.0
	Total	198	207	405	100.0	100.0	

Table 33 shows that, 53.6% of the participants said that, they would like to know their partners' social media account password. While 46.4% said that they don't want to know, it can be said that there is a slight difference among the answers given by female and male participants that 116 female participants said yes to the question, while 82 said no. The number of male participants who said yes are 101 and 106 said no which can be said that they are divided fifty-fifty. This means that, female participants are more curious about their partner's password, rather than male participants.

Table 34: "Would you give your account passwords to your partner, if he/she asks for it?"

		Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
		Female	male				
Valid	Yes	110	88	198	48.9	48.9	48.9
	No	88	119	207	51.1	51.1	100.0
	Total	198	207	405	100.0	100.0	

When the question - *Would you give your account passwords to your partner, if he/she asks for it?* – is asked to the participants, 51.1% said no and 48.9% said yes. The results are very close to each other. When the answers' of female and male participants is carefully examined, it is clear that most of the females (n=110) said yes to the question while most of the males (n=119) said no.

When the data is broken out into gender this result means that, female participants are more willing to give their passwords to their partner while male participants are not (Table 34).

Table 35: “If your partner ask you to close your social media accounts, would you close?”

	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Yes	45	40	85	21.0	21.0	21.0
No	111	129	240	59.3	59.3	80.2
If s/he close, I close too.	42	38	80	19.8	19.8	100.0
Total	198	207	405	100.0	100.0	

According to Table 35, most of the participants (59.3%) said that they would not close their social media accounts for their partner while 21.0% said yes, they would close. Interestingly, 19.8% said that they would close their account only if their partner closes too.

When the answers of female and male participants are examined in details, it is easy to say that there is no difference in the ideas of female and male participants because the answer of each question are balanced according to the different gender.

Table 36: “Would you like your partner to close his/her social media accounts?”

	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Yes	38	42	80	19.8	19.8	19.8
No	116	122	238	58.8	58.8	78.5
Yes if I suspect from something	44	43	87	21.5	21.5	100.0
Total	198	207	405	100.0	100.0	

As it can be seen from Table 36, 58.8% percent of the participants state that they wouldn't want their partners to close his/her social media accounts. Yet 19.8% said that they would like to.

Moreover, 21.5% of the participants indicated that, they would ask their partner to close their account if they suspect from something. And this percentage seems slight more than the answer no.

Table 37: “Would you fight with your partner because of the social media?”

	Gender		Frequency n	Percent %	Valid Percent	Cumulative Percent
	Female	Male				
Valid Yes	62	71	133	32.8	32.8	32.8
No	53	67	120	29.6	29.6	62.5
According to the situation	83	69	152	37.5	37.5	100.0
Total	198	207	405	100.0	100.0	

When the question - *Would you fight with your partner because of the social media?* – is asked to the participants, some participants (37.5%) answered that they would fight, according to the situation. While 32.8% strictly answered the question “Yes” 29.6% answered “No”. As it can be seen from the table, most of the female participants said that they might fight according to the situation, while most of the male participants said that they can definitely fight with their partners because of the social media (Table 37).

#### 4.4.1 Attitude – Scale Questions on Digital Dating Abuse

In this section, attitude scale statements has been examined individually by examining the Means. 5 points Likert scale is used for this part of the questionnaire. Statements indicated as questions and each question is asked to participants twice. In the first column (Column A) participants answered the question according to their exposure to DDA and at the second column (column B) they answered the questions according to their application of DDA (See Appendix A, section C-II).



Table 38 shows the results of the analysis of students who experienced digital dating abuse from their partners with gender variables and Table 39 shows the results of the analysis of students who applied digital dating abuse towards their partners with gender variables. The value given to measure the 5 point as indicated by Balcı (2015) as Likert scale is as follows; 1- 1.79 Never (N) , 1.80 - 2.59 Rarely (R), 2.60 - 3.39 Sometimes (S), 3.40 – 4.19 Very Often (VO) and 4.20 - 5 Always (A). Each statement is expressed with the abbreviation of the given points according to the Likert scale.

Table 38: Participants' exposure to digital dating abuse (Appendix A C-II [A])

Statement	N	Gender	Mean	Likert
S59-A To restrict partner's public sharings on social media.	198	Female	2.8535	S
	207	Male	2.2271	R
S60-A To restrict pictures shared on social media.	198	Female	3.0505	S
	207	Male	2.3671	R
S61-A Interfere with friendship requests in social media.	198	Female	3.5505	VO
	207	Male	2.6763	S
S62-A To force partner to delete friends in social media account.	198	Female	3.3333	S
	207	Male	2.7005	S
S63-A To delete partner's friends on social media secretly.	198	Female	2.9293	S
	207	Male	2.1546	R
S64-A To restrict likes made in social media.	198	Female	2.8232	S
	207	Male	2.2077	R
S65-A To restrict comments made in social media.	198	Female	2.8182	S
	207	Male	2.2464	R
S66-A Asking for the account of likes received on the social media.	198	Female	2.8838	S
	207	Male	2.3188	S
S67-A Asking for the account of comments received on the social media.	198	Female	3.0354	S
	207	Male	2.3382	R
S68-A constantly stalking of partner's social media accounts.	198	Female	3.1768	S
	207	Male	2.5990	S
S69-A Unauthorized login or stealing passwords of partner's social media accounts.	198	Female	2.4646	R
	207	Male	1.9227	R
S70-A To force partner to make relationship status in social media accounts.	198	Female	2.3586	R
	207	Male	2.0145	R
S71-A Asking location of partner from social media accounts.	198	Female	2.2020	R
	207	Male	1.9227	R
S72-A Constantly swearing to partner from social media accounts.	198	Female	1.9343	R
	207	Male	1.7826	N
S73-A Continuously poking partner from social media accounts.	198	Female	1.9293	R
	207	Male	1.6957	N

S74-A Asking for partner's constant interest from social media accounts.	198	Female	2.1010	R
	207	Male	2.2367	R
S75-A Forcing the partner to share their relationship on social media accounts.	198	Female	2.2323	R
	207	Male	2.1546	R
S76-A Threatening to disgrace partner on social media accounts.	198	Female	1.4495	N
	207	Male	1.4300	N
S77-A Threatening to share private photos on social media accounts.	198	Female	1.3232	N
	207	Male	1.3140	N
S78-A To spread private photos of partner on social media.	198	Female	1.1919	N
	207	Male	1.2754	N
S79-A Blocking partner from social media accounts.	198	Female	1.6313	R
	207	Male	1.7729	R
S80-A Threatening to share private messages on social media accounts.	198	Female	1.2222	N
	207	Male	1.3237	N
S81-A To spread private messages of partner on social media.	198	Female	1.2475	N
	207	Male	1.2899	N
S82-A Continuously sending messages via social media accounts.	198	Female	1.4545	N
	207	Male	1.6377	N
S83-A To send sexual content messages/ pictures to partner without his/her consent.	198	Female	1.1818	N
	207	Male	1.1691	N
S84-A To force the partner to send pictures / messages with sexual content.	198	Female	1.2071	N
	207	Male	1.1111	N

The table above gives the descriptive statistical results of the statements which are measuring the exposure of the university students to digital dating abuse according to their gender (Table 38). In general terms of the table, it is clear that the given points are between 1 and 3 which represents *Never*, *Rarely* and *Sometimes* rates of 5 points Frequency Likert scale. In this respect, it can be said that participants generally state that they are rarely exposed to DDA in their relationships.

After all, the Table 38 also includes the Mean values of each statement for male and female participants'. When these statements are analyzed in details, most of the participants are rarely experiencing the DDA but still they have a small difference when the variable of gender is taken into account.

For instance, for the statements of S59-A, S60-A, S63-A, S64-A, S65-A, S67-A, which are generally about; restricting pictures shared on social media, interfere with friendship requests in social media, deleting partner's friends on social media secretly and restricting comments made by partner. It can be said that female participants *sometimes* experience DDA where male participants said they *rarely* experience.

While for the following statements; S69-A, S70-A, S71-A, S72-A, S73-A, S74-A, S75-A and S79-A, both male and female participants state that they *rarely* experience this kind of DDA in their relationships. Some of these statements are; asking location of partner from social media accounts, continuously poking partner from social media accounts and forcing the partner to share their relationship on social media accounts.

However for two statements which are, constantly stalking of partner's social media accounts and forcing partner to delete friends in social media account, both male and female participants state that they *sometimes* experience these kinds of DDA from their partners (S62-A, S66-A, S68-A).

In addition, as it can be seen at the end of the table, statements which include the threatening of the partner and sexual contents are stated that *never* exposed by both male and female participants. They are; threatening to disgrace partner on social media accounts, threatening to share private photos, to send sexual content messages/pictures, to force the partner to send pictures / messages with sexual content. (S76-A, S77-A, S78-A, S80-A, S81-A, S82-A, S83-A, S84-A).

Table 39: Participants' perpetration of digital dating abuse (Appendix A C-II [B]).

Statement	N	Gender	Mean	Likert
S59-B To restrict partner's public sharings on social media.	198	Female	2.3838	R
	207	Male	2.6522	S
S60-B To restrict pictures shared on social media.	198	Female	2.3889	R
	207	Male	2.8889	S
S61-B Interfere with friendship requests in social media.	198	Female	2.9697	S
	207	Male	3.0870	S
S62-B To force partner to delete friends in social media account.	198	Female	2.7525	S
	207	Male	2.8599	S
S63-B To delete partner's friends on social media secretly.	198	Female	2.3434	R
	207	Male	2.4396	R
S64-B To restrict likes made in social media.	198	Female	2.2980	R
	207	Male	2.4686	R
S65-B To restrict comments made in social media.	198	Female	2.2374	R
	207	Male	2.6425	S
S66-B Asking for the account of likes received on the social media.	198	Female	2.2828	R
	207	Male	2.7343	S
S67-B Asking for the account of comments received on the social media.	198	Female	2.5000	R
	207	Male	2.6763	S
S68-B constantly stalking of partner's social media accounts.	198	Female	2.6212	S
	207	Male	2.9807	S
S69-B Unauthorized login or stealing passwords of partner's social media accounts.	198	Female	1.8687	R
	207	Male	2.3816	R
S70-B To force partner to make relationship status in social media accounts.	198	Female	1.8838	R
	207	Male	2.3527	R
S71-B Asking location of partner from social media accounts.	198	Female	1.7525	N
	207	Male	2.6087	S
S72-B Constantly swearing to partner from social media accounts.	198	Female	1.4899	N
	207	Male	2.4541	R
S73-B Continuously poking partner from social media accounts.	198	Female	1.4949	N
	207	Male	2.2174	R
S74-B Asking for partner's constant interest from social media accounts.	198	Female	1.9596	R
	207	Male	2.2850	R
S75-B Forcing the partner to share their relationship on social media accounts.	198	Female	1.9747	R
	207	Male	2.3333	R
S76-B Threatening to disgrace partner on social media accounts.	198	Female	1.3131	N
	207	Male	1.7150	N
S77-B Threatening to share private photos on social media accounts.	198	Female	1.2222	N
	207	Male	1.4203	N
S78-B To spread private photos of partner on social media.	198	Female	1.1717	N
	207	Male	1.4058	N
S79-B Blocking partner from social media accounts.	198	Female	1.5556	N
	207	Male	1.8309	R
S80-B Threatening to share private messages on social media accounts.	198	Female	1.1465	N
	207	Male	1.4106	N
S81-B To spread private messages of partner on social media.	198	Female	1.1768	N
	207	Male	1.2802	N

S82-B Continuously sending messages via social media accounts.	198	Female	1.3788	N
	207	Male	1.7198	N
S83-B To send sexual content messages/pictures to partner without his/her consent.	198	Female	1.0707	N
	207	Male	1.2560	N
S84-B To force the partner to send pictures / messages with sexual content.	198	Female	1.0606	N
	207	Male	1.2271	N

The Table 39 gives the statistical Mean values of the statements which are measuring the digital dating abuse application of the university students' with the gender variable. As it can be seen there are no points of 4 or 5 which represent the *very often* and *always* terms in 5 points Likert scale. In this respect, participants generally state that they occasionally apply DDA to their partners in their relationships.

For the statements like, forcing partner to delete friends in social media account and constantly stalking of partner's social media accounts both male and female participants agree that they *sometimes* apply these kinds of DDA to their partners (S61-B, S62-B and S68-B).

Moreover, as it can be seen in Table 39, for the statements of S63-B, S64-B, S69-B, S70-B, S74-B, S75-B and S76-B both male and female participants state that they *rarely* apply these kinds of DDA to their partners. Some of those statements are, unauthorized login or stealing passwords of partner's social media accounts, forcing partner to make relationship status in social media accounts and asking for partner's constant interest from social media accounts.

Furthermore, for statements like, threatening to share private photos on social media accounts, spreading private photos of partner on social media, spreading private

messages of partner, sending sexual content messages/pictures to partner without his/her consent, forcing partner to send pictures / messages with sexual content are determined in the category of *never* by both male and female participants (S77-B, S76-B, S78-B, S80-B, S81-B, S82-B, S83-B, S84-B).

As an exception, there are some statements that, male participants state they *sometimes* apply, while female participants state that they *rarely* apply these kind of DDA to their partners in their dating relationships. They are; S59-B, S60-B, S65-B, S66-B and S67-B (Table39).

Also, as it can be seen in Table 39, for the statements of S72-B, S73-B and S79-B which are; to constantly swear to partner from social media accounts, to continuously poke partner from social media accounts and to block partner from social media accounts, female participants state that they *never* apply these kinds of DDA to their partner however, male participants state that they *rarely* do so.

On the other hand, for S71-B while female participants said that they *never* ask the location of their partner from social media accounts, male participants state that they *sometimes* ask the location of their partners to be sure where they really are.

#### **4.4.2 T-Test Results**

In this section, the results of the independent sample t-tests conducted to examine whether digital dating abuse (DDA) and exposure to DDA in participants' previous or present relationships differed significantly by gender. 52 questions were taken into consideration to measure these behaviors which are at the last part of the questionnaire (See Appendix A, section C-II).

The type of the statements are measured with 5 points Likert scale. 26 of them sought to measure the participants' rate of exposure to DDA in their current or previous relationship and other 26 were measuring the participants' application of DDA to their current or previous partner. These two are categorized as section A and B. The evaluation of these data is done through 2 separate t-tests.

Firstly, the exposure of female and male participants to digital dating violence has been examined (4.4.3). This assessment is conducted according to 26 questions in A part that are measured the victimization of digital dating abuse. Secondly, the digital dating abuse that the male and female participants applied to their partners is investigated (4.4.4).

#### 4.4.3 T-Test Results of Participants' Victimization of Digital Dating Abuse

Independent samples of t-test applied to determine whether there is a significant difference in participants' abuse application scores according to gender variable. At this point in Table 37, all 26 statements about exposure of participants to the digital dating abuse in their current or previous relationship, has been calculated to reach out the difference between means to be able to do the statement of the general result.

Table 40: T-test findings related to gender variable in participants' exposure to digital dating abuse

<b>Participants' Exposure to Digital Dating Abuse.</b>	<b>Group</b>	<b><i>N</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>p</i></b>
26 Questions (from 59-A to 84-A)	Female	198	57.5859	18.87442	.000
	Male	207	49.8889	18.03105	.000

$p \leq 0.01$

As it can be seen in Table 40 above, 405 university students were asked 26 different statements to explore if they have been exposed to digital dating abuse in their current

or previous relationships, and two tailed independent-sample t-test revealed that, female participants are exposed to DDA ( $M=57.5859$ ,  $SD=18.8$ ) more than male participants ( $M=49.8889$ ,  $SD=18.0$ ),  $t(403) = 4.197$ ,  $p \leq 0.01$ . This means that there is a statistically significant difference between males and females on exposure to DDA. As a result of the analysis, the rate of exposure to digital dating abuse by women was significantly higher.

#### 4.4.4 T-Test Results of Participants' Digital Dating Abuse Practices

Another independent-sample t-test has been used to see if there is a significant relation between the participants' application of DDA and the variable of gender. In this case, as it can be seen in Table 41 below, means of all 26 questions about participants' application of DDA in their current or previous relationship has been analyzed by independent-sample t-test to reach out the general result.

Table 41: T-test findings related to gender variable in participants' application of digital dating abuse

<b>Participants' Application of Digital Dating Abuse.</b>	<b>Group</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>p</b>
26 Questions (from 59-B to 84-B)	Female	198	48.2980	16.29852	.000
	Male	207	57.3285	20.06635	.000

$p \leq 0.01$

According to the results it can be said that, there is a meaningful difference between the gender of participants and their digital dating abuse practices. The independent-sample t-test was associated with a statistically significant effect,  $t(392.775) = -4.981$ ,  $p \leq .001$ .

Thus, males are associated with a statistically larger mean ( $M=57.3285$ ,  $SD=20.0$ ) than females ( $M=48.2980$ ,  $SD=16.2$ ). Therefore it can be assumed that when it comes to



practice of digital dating abuse, male university students are more violent than female university students in their dating relationships.

## **Chapter 5**

### **CONCLUSION**

The contents of this last chapter consists of three sections which are, a brief summary of the study, conclusions drawn from the study and suggestions for further research. Summary of the study explains structure and frame of the study from beginning to the end. Followed by the conclusions drawn from the study which gives the brief conclusion of the conducted research with the answers to the research questions. And as the final section, suggestions for further research includes some recommendations for further studies on that topic.

#### **5.1 Summary of the Study**

This study was conducted to obtain data on both dating violence and digital dating abuse among Turkish speaking university students, from the Eastern Mediterranean University (EMU). The main purpose of the study is to examine the attitudes and behaviors of university students towards dating violence, digital dating abuse (DDA). A quota sampling strategy was used for this study. 405 participants were selected from four social science faculties of Eastern Mediterranean University in which the number of Turkish speaking students are majority. These faculties are; Faculty of Education, Faculty of Communication and Media Studies, Faculty of Business and Economics and Faculty of Law. An in-house questionnaire which is prepared by the researcher, was used to find out the participating students' rates of dating violence and digital dating abuse.

Moreover, students' perpetration and victimization rates of digital dating abuse has been examined according to the gender. To analyze the frequency of DDA along with gender differences among university students, independent-sample t-tests was done. Furthermore, the results of the studies showed that the reliability and validity of the scale - prepared by the researcher- is sufficient and the means of measurement are reliable and valid tools. After the research is conducted, it is found that one-third of the university students who participated in the research were subjected to and at the same time perpetrated at least one form of dating violence. According to the results there is a statistically significant relation between gender and the victimization and perpetration of digital dating abuse. That male university students are more digitally abusive than females and female participants more expose to digital dating abuse than male participants. However, when it comes to restricting partner's attitudes it is obvious that both male and female participants are take part in.

## **5.2 Conclusions Drawn from the Study**

Having collected data from 405 participants and conducted 3 different analysis. Frequency analysis, cross tabulation and t-test, was done to find out the attitudes of university students' on both digital violence and digital dating abuse.

The primary aim was to observe how and how often students use social media applications in their lives, and if so, which applications they used most. The survey found that all participants have a significant social media presence in their social lives and all university students (100%) use social media. It is also revealed that university students are clearly proficient in internet and regularly use social networks, that is also indicated with the literature (Agatson, Kowalski, & Limber, 2007; Nie & Hillygus, 2002).

Moreover findings from the study indicate that, there is no statistically significant difference between the levels of social media use of female and male university students.

Meanwhile, it is found that the participants mostly prefer to use Instagram as the social media application. Starting from the top it follows as the Instagram; Facebook, Snapchat and Twitter applications are used by participants respectively (Table11). When it comes to the time spend on social media accounts, it is determined that a large majority with 33.6% spent more than 6 hours (Table 13). 77.8% of the participants state that they check their social media accounts all day long (Table 12). When participants are asked why they would use social media, 37.8% indicated that they use it for multiple purposes like; being informed, being socialized, following celebrities/people and communicating with people (Table 14). And half of the participants state that they *spend more time on social media* - than they planned (Table 20).

Kakırman Yıldız claims that, social media practices have removed privacy and confidentiality as well as embarrassment (2012, p. 541). In this case, it is inevitable that social media practices are shaping people's personalities and lives (Cebecioğlu & Altıparmak, 2017).

According to the results of attitude scale questions on social media, half of the participants agree that they can easily share their ideas on their social media accounts (Table15). And the statement of *I think that my social media accounts reflect me*

*exactly*, collected 29.9% undecided and 34.3% agreement with the statement (Table 17).

When it comes to social media use and dating relationships of participants, again half of the students (50.1%) stated that they disagree with the statement; *If my relationship status changes, I also update my social media accounts* and only 38.1% said that they feel free to share their relationship status with their social media friends (Table 19). This result seems weird that, as participants have indicated before, half of them are freely express themselves on social media. According to this result they are not quite willing to share their relationship status with public.

When it comes to choose a date, with 26.7% more than half of the participants stated that they are undecided about dating with someone they met on social media, while only 32.6% agree to date with someone from social media (Table 21). Furthermore, very big amount of the participants disagree (41.7%) with the statement of - *I want my partner to be an active social media user* - and only 30.8% of them agrees. It is an interesting result that, while two third (77.8%) of the participants state that they check their social media accounts all day long and they are active more than 6 hours a day, ironically they don't want their partner to be an active user (Table22). it is clear from the results that the participants show a restrictive and jealous attitude towards the use of social media by their partners.

In this study dating violence is measured two ways to provide information on both victimization and perpetrating behaviors. According to the results, one-third of the university students who participated in the research were subjected to and at the same

time perpetrated at least one form of dating violence (n=405). To give more detailed information, 188 students out of 210 who were currently in relationship indicated that, they were exposed or practiced violence in their dating relationships (Table 24 and 26). And 300 of the 450 students, stated that they had applied before or exposed to violence, at least once in their previous relationships (Table 29-30).

**RQ1:** What types of dating violence are most exposed and perpetrated by university students?

This study looked at the types of dating violence that students are exposed to and apply in their current relationships and past relationships (Table 25-27). According to the collected data, university students mostly apply psychological abuse and mostly exposed to the verbal abuse in their current dating relationships.

Where it can be said that the type of dating violence applied and exposed is the same as psychological abuse. Because when the verbal abuse is considered in the psychological abuse (aggression) both can be considered the same. A similar research done by Foltz (2006, p. 36), also showed alike results on dating abuse perpetration and victimization that students were more tending to apply and be exposed to psychological violence.

When the participants' victimization of dating abuse in their current relationship is measured (n=83), as it can be seen in Table 25 most students stated that they are exposed to verbal abuse from their partner (%39.7). The rates are given with the total number of 83 that was the number of participants currently in relationship (Table 24).

When broken out into gender it can be seen in Table 24 that only 22 male participants state that they expose to dating violence while for female participants, it is higher with 61 people. When the results are examined in detail, with the general rate of 39.7%, 18 of female participants and 15 of male participants state that they are exposed to verbal abuse at least once. 33.7% of students stated that they are exposed to psychological abuse from their partner.

When it is examined in detail, female university students are more exposed to verbal and psychological abuse than male students in their current relationships (Table 25). Considering that the definition of digital violence is, *verbal and psychological violence that has been perpetrated online*, it is possible to say that these types of violence are in fact highly likely to be applied in digital environments.

Furthermore, when the participants' perpetration of dating violence in their current relationship is measured, as it can be seen in Table 27, 36.7% of students report that they apply psychological abuse against their partner (n=87). The total number is calculated over 87 because 87 of 210 participants who are currently in relationship state that they perpetrated dating violence to their partner (Table 26). In regard, to dating violence subtypes, although females are more likely to report non-sexual digital dating abuse, male youth are significantly more likely to report having perpetrated sexual digital dating abuse (6 people, compared to no one for females)(Table 27).

When these data is broken out into gender, results show that male university students' perpetration of psychological abuse in dating violence are higher than females. However, female university students perpetrate more verbal abuse than males (Table

27). That is to say 36.7% of the participants mostly perpetrate psychological abuse to their partner, followed by verbal abuse with a rate of 31.0%. When it comes to gender difference out of 87 people there are only 25 female participants who perpetrate some kinds of dating violence while male participants are more numerous (62).

When the participants in relationship are asked whether they are afraid of their partners, it is observed that female university students are more afraid of their partners than males (Table 28). Referring to the related literature, studies in Turkey also showed that, male adolescents generally have higher level of dating violence acceptance than female adolescents (O'Keefe, 1997; Sezer, 2008; Yumuşak, 2013). These results reveal that the fear of partner are very clear indicator of the results that male university students are generally more violent than female students. And female university students are generally more exposed to dating violence.

It is also found that in their past dating relationships (n=405), male students are more violent than females, while female university students are more exposed to dating violence than males in previous dating relationships (Table 30-31).

In summary, when we the types of dating violence that are being implemented and exposed are taken into account the, first one is psychological and the second one is verbal one, third is physical and the final ones are sexual and economic abuse (Table 25 and Table 27).



**RQ2:** What are the attitudes of university students on digital dating abuse?

With the attitude scale questions, university students' attitudes on digital dating abuse in current and previous dating relationships are examined by gender, and the research results showed that generally male university students were more likely to be abusive than females (Table 38-39).

Statements are asked to participants in two different columns. In the first column participants answered the question according to their exposure to DDA and in the second column they answered the questions according to their application of DDA. In general terms of both tables, when the Mean values of each statement for the perpetration and victimization of DDA is examined in details, it can be seen that there is a notable difference when the variable of gender is taken into account.

According to the results, it is clear that both male and female university students are not perpetrating or experiencing digital dating abuse with the sexual contents. That is to say both male and female university students state that they never threaten to disgrace their partner on social media accounts or threaten to share private photos and messages on social media accounts, or spread private photos and messages of partner on social media, or send sexual content messages/ pictures to partner without his/her consent or force the partner to send pictures / messages with sexual consent.

However, as it can be seen from the results when it comes to restricting partner's attitudes it is obvious that both male and female participants are take part in.

For instance, female participants state that their partners interfere with their friendship requests on social media and male participants ask their partners to send their location from social media accounts as a proof that they are not lying. Moreover, male participants state that they ask to their partners for the account of comments they receive from social media. On the other hand, female participants state that they are forced by their partner to delete friends in social media and they constantly stalk on partners' social media accounts.

As a result, male university students show more abusive attitudes on social media towards their partners rather than female students.

**RQ3:** Is there any statistically significant relation between students' victimization of digital dating abuse and the variable of gender?

To answer the question if there are any statistically significant relation between the gender of participants and their victimization level of digital dating abuse, independent sample t-test is applied.

As it is indicated in Table 40 (Page-79), according to the two tailed independent-sample t-test, with 99% of confidence female participants are more exposed to digital dating abuse ( $M=57.5859$   $SD=18.8$ ) than male participants ( $M=49.8889$ ,  $SD=18.0$ ),  $t= (403) 4.197$ ,  $p \leq 0.01$ . This proves that there is a statistically significant difference between males and females on their exposure level of DDA.

**RQ4:** Is there any significant relation between students' perpetration of digital dating abuse and the variable of gender?

An independent-samples t-test was conducted to compare the perpetration level of digital dating abuse among male and female participants. According to the results it can be said that with 99% confidence, there is a statistically significant difference between gender of participants and their digital dating abuse practices.

The independent-sample t-test was associated with a statistically significant effect,  $t = (392.775) -4.981, p \leq 0.01$ . Thus males were associated with a statically larger mean ( $M=57.3285, SD=20.0$ ) than females ( $M=48.2980, SD= 16.2$ ). Consequently it can be stated that, when it comes to practice of digital dating abuse male university students are more violent than female university students in their dating relationships as it is indicated in Table 41 (Page-80).

**Hypothesis 1:** There is a statistically significant relationship between the victimization of digital dating abuse and gender.

According to the two-tailed independent sample t-test the  $H_1$  is significant at the  $p \leq 0.01$  level.

**Hypothesis 2:** There is a statistically significant relationship between the perpetration of digital dating abuse and gender.

According to the two-tailed independent sample t-test the  $H_1$  is significant at the  $p \leq 0.01$  level.

## **5.3 Suggestions for Further Research**

In this section, suggestions for field workers and researchers are presented based on the results of the research.

### **5.3.1 Suggestions for Creating Awareness**

Dating violence is influenced by factors such as gender inequality, socio-economic status, patriarchal culture and education. The main point of the struggle with dating violence is firstly to work on changing the perceptions of gender inequality and raising awareness. The concept of violence should have a broader spectrum which includes dating violence and it is of great importance to educate and raise awareness of people more sensitively since the young age.

Violence can be regarded as normal by girls who witness abuse in the process of socialization and who see and learn abuse/violence in their families as a part of life. It can also be considered normal for boys to apply this violence, because they witness the violent behaviors of men on media or their everyday life. For this reason, first of all, the understanding of gender equality should be placed in the families, and it is necessary to educate the parents from every layer, that will raise future young people in matters such as raising children, family relations and communication.

Violence prevention efforts also should be supported by government, to increase education level and awareness about the many different forms of abuse in adolescent relationships, and to encourage parents, teachers, coaches and others to talk to young people about what healthy relationships look like.

It has been observed that romantic relationships have fallen even to the middle school level. For this reason, as the first step for educational purposes, there may be elective courses in schools affiliated to the Ministry of National Education, or healthy romantic relationships courses or events developing healthy romantic relationships in guidance activities.

Giving seminars to educators and employees at all levels of education institutions, especially on gender studies education, which is a serious influence on attitudes towards dating violence, will have a great impact on the correct orientation of the students. It is also important to support school administrators and teachers with pre-service and in-service trainings on aggressive and violent behaviors and ways of dealing with them and to improve the awareness of staff at schools and universities on avoiding strategies of dating violence.

Young people who are subjected to violence need support mechanisms. In this regard, opening of the centers, that offer counseling and treatment services for instance to provide youth comprehensive and accurate information about violence and dating violence, to rise their awareness on digital dating abuse, teach how to respond to such a problem, how to deal with it, and what to do at the legal can be an important step. At the same time, it is recommended that medico-social centers, which provide only medical treatment services in universities, should evaluate students in terms of dating violence and digital dating abuse to inform them by written and visual means.

The aim should also be to realize that dating violence is not only physical violence but also emotional, digital and sexual violence as much as physical violence. It is

necessary to increase awareness of dating violence especially through social media sites like Facebook, Instagram etc. which are the most used by young people.

### **5.3.2 Suggestions for Researchers**

Studies can be conducted to explore the attitudes of students who are studying at secondary and/or at high schools to dating violence. Training programs can be developed to reduce acceptance levels of dating violence, and through these programs, healthy partnerships can be established in flirting relationships and continuing marital relationships.

When looking at the numbers of violent and victimized people, it is first necessary to investigate the causes of the acceptance and normalization of dating violence. And accordingly educational tools like booklets, short films to guide young people exposed to (digital) dating violence need to be developed.

In this study, adolescents' application and exposure to violence in flirting were handled only in terms of gender. In future studies, it may be suggested to examine different and various variables such as faculty, class, place of residence, income level, parental education level, smoking and drug use.

Attitudes of university students towards dating violence have been examined with this research. Since the sample of the survey is limited to four faculties in Eastern Mediterranean University, different universities and faculties can also be studied. This study is a quantitative study and may not fully reflect the participants' thoughts and experiences regarding dating violence. For this reason, it is possible to obtain more information on the subject by planning qualitative studies in order to better reflect the

youth's attitude and experiences related to (digital) dating violence and to examine this subject in details.

In addition, this study is made up of only Turkish-speaking students at a university in the TRNC. The survey can also be applied to international students from different countries in order to explore intercultural differences.

## REFERENCES

- A Dictionary of Business and Management. (2009). *A Dictionary of Business and Management* (5th ed.). (J. Law, Ed.) Oxford University Press.  
doi:10.1093/acref/9780199234899.001.0001
- Agacinski, S. (1998). *Cinsiyetler Siyaseti*. (İ. Yerguz, Trans.) Ankara: Dost Kitabevi.
- Agatson, P., Kowalski, R., & Limber, S. (2007). Students' perspectives on cyber bullying. *Journal of Adolescent Health, 41*, 59-60.  
doi:10.1016/j.jadohealth.2007.09.003
- Aküzüm, C., & Oral, B. (2015). Yönetici ve Öğretmen Görüşleri Açısından Okullarda Görülen En Yaygın Şiddet Olayları, Nedenleri ve Çözüm Önerileri. *EKEV Akademi Dergisi, 19*(61), 1-30. Retrieved January 10, 2018
- Altıparmak, I. B. (2014, December). A Sociological Look on Violence. *Journal of Modern Education Review, 4*(12), 1062-1067. doi:10.15341/jmer(2155-7993)/12.04.2014/008
- Aslan, D., Vefikuluçay, D., Zeyneloğlu, S., Erdost, T., & Temel, F. (2008). *Ankara'da İki Hemşirelik Yüksekokulunun Birinci ve Dördüncü Sınıflarında Okuyan Öğrencilerinin Flört Şiddetine Maruz Kalma, Flört İlişkilerinde Şiddet*. Kadın Sorunları Araştırma Merkezi. Ankara: Hacettepe Üniversitesi. Retrieved October 2017, from <http://www.huksam.hacettepe.edu.tr>



- Atakay, C. (2014). Romantik Yakın İlişkilerde Şiddetin Öncülleri. *Nesne Psikoloji Dergisi*, 2(3), 1-9. doi: 10.7816/nesne-02-03-01
- Ayan, S. (2007). *Aile İçinde Çocuğa Yönelik Şiddet (Sivas İlköğretim İkinci Kademe Öğrencileri Üzerine Bir İnceleme)*. Sivas, Doctorate Thesis: Cumhuriyet Üniversitesi . Retrieved January 2018
- Balcı, A. (2015). *Sosyal Bilimlerde Araştırma Yöntem, Teknik ve İlkeler*. Ankara: Pegem Akademi Yayıncılık. Retrieved February 2, 2018, from <http://www.pegem.net>
- Bandura, A. (1973). *The control of aggression: Implications from basic research*. (S. Wheeler, Ed.) New York: Routledge.
- Baumeister, R., & Bushman, B. (2008). *Social Psychology And Human Nature (1st Ed.)*. Belmont, CA: Thomson Wadsworth.
- Bedir, A. (2016). *The Effect of Using Social Media on Collage Academic Success and Attitude*. Erzurum, Master Thesis: Atatürk Üniversitesi. Retrieved December 6, 2017
- Bell, K., & Naugle, A. (2008). Intimate Partner Violence Theoretical Considerations: Moving Towards A Contextual Framework. *Clinical Psychology Review*, 28, 1096-1107. doi:10.1016/j.cpr.2008.03.003

- Bhasin, K. (2003). *Toplumsal Cinsiyet Bize Yüklenen Roller*. (A. Coşkun, Trans.) İstanbul: Kadav Yayınları.
- Bonomi, A. E., Anderson, M. L., Nemeth, J., Rivara, F. P., & Buettner, C. (2013, September 10). History of Dating Violence and the Association with Late Adolescent Health. *BMC Public Health*, *13*(1), 821., *13*(1), p. 821. doi:10.1186/1471-2458-13-821
- Borrajo, E., Gámez-Guadix, M., & Calvete, E. (2015, April 1). Cyber Dating Abuse: Prevalence, Context, and Relationship with Offline Dating Aggression. *Psychological Reports: Relationships & Communications*, *116*(2), 565-585. doi:10.2466/21.16.PR0.116k22w4
- Bowlby, J. (1969). *Attachment and Loss: Vol. 1: Attachment*. New York: Basic Books. Retrieved July 5, 2018, from <https://www.abebe.org.br>
- Bowlby, J. (1972). *Attachment and Loss: Vol. 2: Separation, Anxiety, and Anger*. New York: Basic Books. Retrieved July 5, 2018, from <https://www.abebe.org.br>
- Bowlby, J. (1980). *Attachment and Loss: Vol 3: Loss, Sadness, and Depression*. New York: Basic Books. Retrieved June 5, 2018, from <https://www.abebe.org.br>
- boyd, d., & Ellison, N. (2007). Social Network Sites: Definition, History, And Scholarship Journal of Computer-Mediated Communication. *Journal of Computer-Mediated Communication*, *3*(1), 210-230. doi:10.1111/j.1083-6101.2007.00393.x

- Bukatko, D., & Daehler, W. (2004). *Child Development- A Thematic Approach*. USA: Houghton Mifflin Company.
- Burke, S. C., Wallen, M., Vail-Smith, K., & Knox, D. (2011). Using technology to control intimate partners: an exploratory study of college undergraduates. *Computers in Human Behavior*, 1162-1167. doi:10.1016/j.chb.2010.12.010
- Carolyn Olson, E., Rickert, V., & Davidson, L. (2004, April). Identifying and Supporting Young Women Experiencing Dating Violence: What Health Practitioners Should Be Doing Now. *Journal of Pediatric and Adolescent Gynecology*, 17(2), pp. 131-136. doi:10.1016/j.jpag.2004.01.008
- Cebecioğlu, G., & Altıparmak, İ. B. (2017). Digital Violence: A Research on Social Networks. *Sakarya University Journal of Education*, 7(7), 423-431. doi:10.19126/suje.305282
- Centers for Disease Control and Prevention. (2016). *Understanding teen dating violence: Factsheet*. Retrieved October 2017, from Centers for Disease Control and Prevention: <https://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-factsheet-a.pdf>
- Centers for Disease Control and Prevention. (2017, August 22). *Intimate Partner Violence: Definitions*. Retrieved December 2018, 2, from Centers for Disease Control and Prevention: <https://www.cdc.gov>

Cinsel Şiddetle Mücadele Derneği. (2017). *Gençlerle Güvenli İlişkiler Üzerine Çalışmak*. Retrieved May 14, 2018, from <http://cinselsiddetlemucadele.org/wp-content/uploads/2017/09/ne-var-ne-yok-uygulama-kitap.pdf>

Comm, J., & Burge, K. (2009). *TwitterPower, How to Dominate Your Market One Tweet at a Time*. New Jersey: John Wiley & Sons Inc.

Community Against Violence. (2016). *Different Types of Violence*. Retrieved November 22, 2017, from Community Against Violence, Inc. (CAV): <http://www.taoscav.org/cms-view-page.php?page=different-types-of-violence>

Coser, L. A. (1956). *The functions of social conflict*. Glencoe, IL: Free Press.

Council of Europe. (2011). *Explanatory Report to the Council of Europe Convention on preventing and combating violence*. Istanbul: Council of Europe Treaty Series. Retrieved December 2017, from <https://rm.coe.int/16800d383a>

Crittenden, P., & Ainsworth, M. (1989). Child maltreatment and attachment theory. In D. Cicchetti, & V. Carlson (Eds.), *Child Maltreatment: Theory and Research on the Causes and Consequences of Child Abuse and Neglect* (pp. 432-463). Cambridge: Cambridge University Press.  
doi:10.1017/CBO9780511665707.015

Cronbach's Alpha: Simple Definition, U. a. (2018). *Cronbach's Alpha: Simple Definition, Use and Interpretation*. Retrieved January 7, 2018, from [statisticsshowto.com](http://statisticsshowto.com).

Curun, F. (2006). *Yüklemeler, İletişim Çatışmaları, Cinsiyet ve Cinsiyet Rolü Yönelimi İle Evlilik Doyumu Arasındaki İlişki*. Doctorate Thesis: Ankara Üniversitesi. doi:10.1501/0001911

Cyberbullying and Electronic Dating Violence. (2010, September 6). *Cyberbullying and Electronic Dating Violence*. Retrieved January 22, 2018, from [cyberbullying.org](http://cyberbullying.org).

Devrim, D. (2018, June 27). *Sicil Bozuk*. Retrieved July 1, 2018, from [havadiskibris.com](http://havadiskibris.com).

Dökmen, Z. (2012). *Toplumsal Cinsiyet*. İstanbul: Remzi Kitabevi.

Eastern Mediterranean University. (2018). *About EMU*. Retrieved 01 2018, from [ww1.emu.edu.tr](http://ww1.emu.edu.tr).

Ecological Models of Violence. (2018). *Ecological Models of Violence*. Retrieved 2018, from [what-when-how.com](http://what-when-how.com).

European Institute for Gender Equality. (2018). *Gender Equality Glossary and Thesaurus*. Retrieved November 2017, from European Institute for Gender Equality: <http://eige.europa.eu/taxonomy/term/1073>

- Fang, X., & Corso, P. (2007). Child Maltreatment, Youth Violence, and Intimate Partner Violence: Developmental Relationships. *American Journal of Preventive Medicine*, 33(4), 281-290. doi:10.1016/j.amepre.2007.06.003
- Foltz, A. M. (2006). *Gender and Dating Violence*. College Park, USA: University of Maryland.
- Forero, R., McLellan, L., Rissel, C., & Bauman, A. (1999, August 7). Bullying behaviour and psychosocial health among school students in New South Wales, Australia: cross sectional survey. *Bmj*, 7206, pp. 344-348. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC28186/>
- Güçlü-Ergin, N. (2008). *Evli ve Boşanmış Kişilerin Evlilik Uyumu ve Cinsiyetçilik Açısından Karşılaştırılması*. Ankara, Master Thesis: Ankara Üniversitesi. Retrieved July 8, 2018, from <http://acikarsiv.ankara.edu.tr>
- Gülbahar, Y., Kalelioğlu, F., & Madran, R. O. (2010). Sosyal Ağların Eğitim Amaçlı Kullanımı. *XV. Türkiye'de İnternet Konferansı*. İstanbul: İstanbul Teknik Üniversitesi.
- Güler, Ç., & Akın, L. (2012). *Şiddet Nedenleri ve Sonuçları* (Vol. 3). Ankara: Hacettepe Üniversitesi Yayınları.
- Hazan, C., & Shaver, P. (1987). Romantic Love Conceptualized As An Attachment Process. *Journal of Personality and Social Psychology*, 52, 511-524. doi:10.1037/2F0022-3514.52.3.511

Holt, M., & Espelage, D. (2005). Social Support As A Moderator Between Dating Violence Victimization and Depression/Anxiety Among African American and Caucasian Adolescents. *School Psychology Review*, 34(3), 309-328.

Hünler, O., & Gençöz, T. (2003). Boyun Eğici Davranışlar ve Evlilik Doyumu İlişkisi: Algılanan Evlilik Problemleri Çözümünün Rolü. *Türk Psikoloji Dergisi*, 18(51), 99-108. Retrieved July 19, 2018, from <http://www.turkpsikolojidergisi.com>

Hutchinson, K. (2012). *Predictors of College Students' Dating Violence Perceptions and Help-Seeking Recommendations*. Doctoral dissertation: The University of Akron. Retrieved February 2, 2018, from <https://etd.ohiolink.edu>

İftar, M. (2016). *Üniversite Öğrencilerinin Flört Şiddetine Yönelik Tutum ve Davranışları*. Muğla, Master Thesis: Muğla Sıtkı Kocaman Üniversitesi. Retrieved December 2017

İnandı, Y., & Yıldız, S. (2014). Lise Okul Yöneticilerinin Okullarda Şiddeti Önleme Yeterlikleri: Mersin İli Örneği. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 2(2), 137-147.

İncecik, Y., Kurdak, H., Özcan, S., Akpınar, E., Saatçi, E., & Bozdemir, N. (2009, March). Eş Şiddeti ve Aile Hekimliği. *Turkish Journal of Medicine and Primary Care*, 1(3), 1-8. Retrieved May 14, 2018, from [http://www.tjfmpe.gen.tr/2009\\_1/03\\_01\\_2009\\_p1\\_7.pdf](http://www.tjfmpe.gen.tr/2009_1/03_01_2009_p1_7.pdf)

Instagram. (2018). *Instagram - Description*. Retrieved January 20, 2018, from microsoft.com.

Kabilan, M. K., Ahmad, N., & Abidin, M. (2010, December). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179 – 187. doi:10.1016/j.iheduc.2010.07.003

Kaçar, Ö. (2007). *Toplumsal Cinsiyet ve Kadının Konumu: Türkiye’de Yakın Zamanlardaki Değişimi Anlamak*. Afyonkarahisar, Master Thesis: Afyon Kocatepe Üniversitesi. Retrieved July 10, 2018, from <http://acikerisim.aku.edu.tr>

Kadınlardan Yaşama Destek Derneği. (2015, November 24). *KKTC’de Her 3 Kadından 1’i Şiddet Görüyor*. Retrieved from Havadis Gazetesi: <https://www.havadiskibris.com/>

Kadının Statüsü Genel Müdürlüğü. (2016, December 20). *İstanbul Sözleşmesi*. Retrieved June 28, 2018, from T.C. Aile ve Sosyal Politikalar Bakanlığı: <https://kadininstatusu.aile.gov.tr/uygulamalar/istanbul-sozlesmesi>

Kakırman Yıldız, A. (2012). The Effects of Social Networking Sites on Understanding of Information and Privacy of Digital Natives. *Bilgi Dünyası*, 13(2), 529-542. Retrieved May 20, 2018, from <http://bd.org.tr/index.php/bd/article/view/83/79>



- Kim, W., Jeong, O.-R., & Lee, S.-W. (2010). On social Web sites. *Information Systems*, 35, 215-236. doi:10.1016/j.is.2009.08.003
- Klugman, J. (2017). Gender based violence and the law. *Background paper for World Development Report 2017*. Retrieved January 2018, from <http://documents.worldbank.org>
- Krug, Etienne G.; Dahlberg, Linda L.; Mercy, James A.; Anthony B. Zwi; Lozano, Rafael. (2002). *World Report on Violence and Health*. Geneva: World Health Organization. Retrieved November 20, 2017, from [http://apps.who.int/iris/bitstream/10665/42495/1/9241545615\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf)
- Lenton, R. L. (1995). Power versus feminist theories of wife abuse. *Canadian Journal of Criminology Special Issue: Focus on the Violence Against Women Survey*, 37(3), 305-330.
- Lewin, K. (1948). *Resolving social conflicts; selected papers on group dynamics*. (G. W. Lewin, Ed.) NY: Harper & Row.
- Li, Q. (2006, May 1). Cyberbullying in schools a research of gender differences. *School psychology international*, 27(2), pp. 157-170. doi:10.1177/0143034306064547
- Linder, J., & Collins, W. (2005). Parent and Peer Predictors of Physical Aggression and Conflict Management in Romantic Relationships in Early Adulthood.

*Journal of Family Psychology*, 19(2), 252-262. doi:10.1037/0893-3200.19.2.252

Loh, C., & Gidycz, C. (2006). A Prospective Analysis of the Relationship between Childhood Sexual Victimization and Perpetration of Dating Violence and Sexual Assault in Adulthood. *Journal of Interpersonal Violence*, 732-749. doi:10.1177/0886260506287313

Makepeace, J. M. (1981). Courtship Violence Among College Students. *Family Relations*, 30(1), 97-102. doi:10.2307/584242

Makepeace, J. M. (1983). Life Events Stress and Courtship Violence. *Family Relations*, 32(1), 101-109. doi:10.2307/583984

Makepeace, J. M. (1987). Social Factors and Victim Offender Differences in Courtship. *Family Relations*, 36, 87-91. doi:10.2307/584654

Mason, M. J.; Campbell, L.; Zaharakis, N.; Foster, R.; Richards, S. (2014, December). Levels of Teen Dating Violence and Substance Use in an Urban Emergency Department. *Journal of Developmental & Behavioral Pediatrics*, 35(9), pp. 576-581. doi:10.1097/DBP.0000000000000095

McLoughlin, C., & Lee, M. J. (2008). Harnessing the affordances of Web 2.0 and social software tools: Can we finally make" student-centered" learning a reality? *World Conference on Educational Multimedia*, (pp. 3825-3834). Vienna, Austria: Hyper media and Telecommunications.

- Media, S. (2004). *Dictionary*. Retrieved January 2018, from Merriam-Webster:  
<https://www.merriam-webster.com/dictionary/social%20media>
- Michaud, Y. (1991). *Şiddet [Violence]*. Istanbul: (Trans: C. Muhtaroglu) İletişim Yayınları.
- Mikaela, R. (2014, May 12). *History of instagram*. Retrieved January 23, 2018, from dashburst.com: <https://blog.dashburst.com/history-of-instagram/>
- Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement in cyber bullying: Victims, bullies and bully–victims. *Children and Youth Services Review*, 34(1), pp. 63-70.  
doi:10.1016/j.chilyouth.2011.08.032
- Moreau, E. (2017, June 13). *What Is Snapchat? An Intro to the Popular Ephemeral App*. Retrieved February 3, 2018, from lifewire.com.
- NCADV. (2015). *Domestic violence national statistics*. Retrieved December 2017, from National Coalition Against Domestic Violence: [www.ncadv.org](http://www.ncadv.org)
- Nie, N., & Hillygus, S. (2002). Where does internet time come from?: A Reconnaissance. *IT & Society*, 1(2), 1-20. Retrieved May 26, 2018, from <https://sites.duke.edu/hillygus/files/2014/05/HillygusNieITSociety.pdf>
- Office on Women's Health. (2017, December 20). *Dating violence and abuse*. Retrieved January 25, 2018, from Office on Women's Health in the U.S.

Department of Health and Human Services:

<https://www.womenshealth.gov/relationships-and-safety/other-types/dating-violence-and-abuse>

Ögel, K., Tarı, I., & Eke, C. Y. (2006). *Okullarda Suç ve Şiddeti Önleme*. İstanbul: Yeniden Yayınları. Retrieved January 2018, from <http://www.ogelk.net>

O'Keefe, M. (1997). Predictors of Dating Violence Among High School Students. *Journal of Interpersonal Violence*, 12, 546-568. doi:10.1177/088626097012004005

Olweus, D. (1999). *The nature of school bullying: A cross national perspective*. London: Routledge.

Özcebe, H.; Aslan, D.; Karabiber, A. H.; Küçüköztaş, F.; Oransay, K.; Ölmez, İ. (2002, April). Bir Grup Üniversite Öğrencisinin “Flört Şiddeti” Konusundaki Görüşleri. *Toplum ve Sosyal Hizmet*, 13(1), 20-28.

Özmen, F., & Küçük, N. (2013, Ağustos). İki Ayrı Zaman Diliminde Okulda Şiddet Durumu. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 11(2), 78-96.

Palmer, A., & Koenig-Lewis, N. (2009). An Experiential, Social Network-Based Approach to Direct Marketing. *Direct Marketig: An International Journal*, 3(3), 162-176. doi:10.1108/17505930910985116

- Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). Collegestudents' social networking experiences on Facebook. *Journal of Applied Developmental Psychology, 30*(3), 227-238. doi:10.1016/j.appdev.2008.12.010
- Pficard, A. (2017, March 26). *The history of Twitter, 140 characters at a time*. Retrieved February 23, 2018, from theglobeandmail.com: <https://www.theglobeandmail.com/technology/digital-culture/the-history-of-twitter-140-characters-at-a-time/article573416/>
- Preeti, M. (2009). Use of social net working in a linguistically and culturally rich India. *The International Information & Library Review, 45*(3), 129-136. doi:10.1080/10572317.2009.10762807
- Price, E. B., & The Dating Violence Team. (1999). The Attitudes Towards Dating Violence Scales: Development and Initial Validation. *Journal of Family Violence, 14*(4), 351-375. doi:10.1023/A:1022830114772
- Quantitative Methods. (2018, january 29). *Organizing Your Social Sciences Research Paper: Quantitative Methods*. (U. L. California, Producer) Retrieved February 1, 2018, from University of Southern California: <http://libguides.usc.edu/writingguide/quantitative>
- Rouse, M. (2014, August). *Definition of Facebook*. Retrieved January 22, 2018, from techtarget.com: <http://whatis.techtarget.com/definition/Facebook>

- Sabuncuođlu, A. (2006). *Televizyon Reklamlarında Toplumsal Cinsiyet*. İzmir, Master Thesis: Ege Üniversitesi. Retrieved July 18, 2018, from <http://acikerisim.ege.edu.tr>
- Schwartz, J., Hage, S., Bush, I., & Burns, L. (2006). Unhealthy Parenting and Potential Mediators As Contributing Factors To Future Intimate Violence: A Review of The Literature. *Trauma, Violence & Abuse*, 7, 206-221. doi:10.1177/1524838006288932
- Sezer, Ö. (2008). The adaptation of acceptance of couple violence scale into Turkish: Validity and reliability studies. *Journal of the Faculty of Education*, 9(16), 1-15.
- Shorey, R., Cornelius, T., & Bell, K. (2008). A Critical Review of Theoretical Frameworks For Dating Violence: Comparing The Dating and Marital Fields. *Aggression and Violent Behavior*, 13(3), 185-194. doi:10.1016/j.avb.2008.03.003
- Staggenborg, S. (1998). *Gender, Family and Social Movements*. California: Pine Forge.
- Straus, M. (2008). Dominance And Symmetry In Partner Violence By Male And Female University Students in 32 Nations. *Children and Youth Services Review*, 30, 252-275. doi:10.1016/j.childyouth.2007.10.004

Stuart, G., Moore, T., Gordon, K., Hellmuth, J., Ramsey, S., & Kahler, C. (2006).  
Reasons For Intimate Partner Violence Perpetration Among Arrested Women.  
*Violence Against Women, 12*, 609-621. doi:10.1177/1077801206290173

Tepper, F. (2015, June 15). *Snapchat Turns Geofilters Into An Ad Unit*. Retrieved  
February 1, 2018, from techcrunch.com.

The National Domestic Violence Hotline. (2018). *Abuse Defined*. Retrieved December  
18, 2017, from The National Domestic Violence Hotline:  
<http://www.thehotline.org/is-this-abuse/abuse-defined/>

The Statistics Portal. (2018, February 12). *Daily active users of Snapchat 2014-2017*.  
Retrieved February 2018, from statista.com:  
<https://www.statista.com/statistics/545967/snapchat-app-dau/>

The United States Department of Justice. (2014, October 4). *Domestic Violence*.  
Retrieved December 5, 2017, from The United States Department of Justice:  
<https://www.justice.gov/ovw/areas-focus>

The Virtual Knowledge Centre. (2012). *Glossary of Terms from Programming  
Essentials and Monitoring and Evaluation Sections*. Retrieved May 10, 2018,  
from End Violence against Women and Girls: <http://www.endvawnow.org>

Tompson, T., Benz, J., & Agiest, J. (2013). *The Digital Abuse Study: Experiences of  
Teens and Young Adults*. Retrieved January 30, 2018, from violence against

women net: <https://vawnet.org/material/digital-abuse-study-experiences-teens-and-young-adults>

Tuncer, A. S. (2013). In A. S. Tuncer, F. Z. Özata, E. Akar, M. C. Öztürk, & F. Ö. Zeynep (Ed.), *Sosyal Medya* (pp. 3-24). Eskişehir: T.C. Anadolu Üniversitesi Yayını.

Turan, S., Çubukçu, Z., & Girmen, P. (2010). Patterns and Forms of Violent Behaviors Encountered Among Pupils in Turkish Public Schools. *Journal of Education and Humanities, 1*(Summer), 53-74.

Türk Ajansı Kıbrıs. (2011, December 5). *FEMA: "Emeğimiz sonuç verdi. Destek veren herkese teşekkür ederiz"*. Retrieved July 1, 2018, from Kıbrıs Postası: <http://www.kibrispostasi.com>

USC Libraries. (2018, February 7). *Organizing Your Social Sciences Research Paper: Writing a Case Study*. Retrieved from University of Southern California Libraries: <http://libguides.usc.edu/writingguide/casestudy>

Vefikuluçay, D., Zeyneloğlu, S., Eroğlu, K., & Taşkın, L. (2007). Kafkas Üniversitesi Son Sınıf Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Bakış Açıları. *Hacettepe Üniversitesi Hemşirelik Yüksekokulu Dergisi, 14*(2), 12-27. Retrieved July 10, 2018, from <http://www.hyodergi.hacettepe.edu.tr/icindekiler/2007cilt14sayi2/03.pdf>



Violence Prevention Alliance. (2017). *Violence Prevention Alliance - Terms of Reference*. World Health Organization. World Health Organization. Retrieved November 20, 2017, from [http://www.who.int/violence\\_injury\\_prevention/violence/alliance/en/vpa\\_tor.pdf?ua=1](http://www.who.int/violence_injury_prevention/violence/alliance/en/vpa_tor.pdf?ua=1)

Waters, E., Posada, G., Crowell, J., & Keng-ling, L. (1993). Is attachment theory ready to contribute to our understanding of disruptive behavior problems? *Development and Psychopathology*, 5(1-2), 215-224. doi:10.1017/S0954579400004351

Wiseman, R. (2002). *Queen Bees and Wannabes*. New York: Three Rivers Press.

World Health Organisation. (2018). *The ecological framework*. Retrieved January 5, 2018, from Violence Prevention Alliance: <http://www.who.int/violenceprevention/approach/ecology/en/>

World Health Organization. (2018). *Definition and typology of violence*. Retrieved October 10, 2017, from Violence Prevention Alliance: <http://www.who.int/violenceprevention/approach/definition/en/>

World Health Organization, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, & South African Medical Research Council. (2013). *Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and nonpartner*. Geneva: World Health Organization. Retrieved November 2017

Yumuşak, A. (2013). *Üniversite Öğrencilerinin Flört Şiddetine Yönelik Tutumları, Toplumsal Cinsiyetçilik ve Narsistik Kişilik Özellikleri Arasındaki İlişki.*

Tokat, Master Thesis: Gaziosmanpaşa Üniversitesi. Retrieved November 20, 2017

Zweig, J., & Dank , M. (2013, February). *Teen Dating Abuse and Harassment in the Digital World.* Washington: Urban Institute. Retrieved January 26, 2018, from

<https://www.urban.org/sites/default/files/publication/23326/412750-Teen-Dating-Abuse-and-Harassment-in-the-Digital-World.PDF>

## **APPENDICES**

## Appendix A: Research Questionnaire

### A-DEMOGRAFİK BİLGİLER

1. Cinsiyetiniz:	a)Kadın b)Erkek
2. Yaşınız:	a)18-20 b)21-23 c)24-25 d)26+
3. Uyruğunuz:	a)KKTC b)TC c)KKTC-TC d)Diğer.....
4. Fakülteniz:	a)Eğitim F. b)İletişim F. c)Hukuk F. d)İşletme F.
5. Genel ortalamanız (CGPA):	_____
6. Sınıfınız:	a)1 b)2 c)3 d)4
7. Dönem kaybınız oldu mu?	a)Evet Evet ise belirtiniz..... b)Hayır
8. Aile tipiniz:	a) Çekirdek aile b) Geniş aile c) Tek ebeveynli aile d) Akrabaları veya büyükanne/büyükbaba yanında yaşıyor
9. Anne babanız ayrı mı?	a)Evet b)Hayır c)Diğer(Belirtiniz.....)
10. Yaşadığınız/geldiğiniz Bölge:	a)Marmara b)Akdeniz c)Güney Doğu Anadolu d)Ege e)Karadeniz f)İç Anadolu g)Doğu Anadolu h)Kuzey Kıbrıs'da oturuyorum
11. Kardeş sayısı:	a) Hiç Yok b) 1 c) 2 d) 3 e) 4 f) 5 ve Fazlası
12. Sigara kullanıyor musunuz?	a) Evet (Kullanım sıklığı: ..... ) b) Hayır
13. Alkol kullanıyor musunuz?	a)Evet (Kullanım sıklığı: ..... ) b) Hayır
14. Annenizin mesleği:	a)Ev hanımı b)Memur c)Serbest meslek d)Emekli e)İş veren f)İşçi g)Diğer (Lütfen belirtiniz).....
15. Annenizin eğitim durumu:	a)Okuryazar değil b)İlkokul c)Ortaokul d)Lise e)Üniversite
16. Babanızın Mesleği:	a)Çalışmıyor b)Memur c)Serbest meslek d)Emekli e)İş veren f)İşçi g)Diğer .....
17. Babanızın eğitim durumu:	a)Okuryazar değil b)İlkokul c)Ortaokul d)Lise e)Üniversite
18. Ailenizin gelir düzeyi:	a)Gelir giderlerden azdır b)Gelir gidere eşittir c)Gelir giderden fazladır d)Gelir giderden oldukça fazladır
19. Ailenizi nasıl değerlendirirsiniz?	1 2 3 4 Tutucu Açık Görüşlü
20. Kendinizi nasıl değerlendirirsiniz?	1 2 3 4 Tutucu Açık Görüşlü

21. Daha önce aile ortamınızda sözel veya fiziksel şiddet durumuna tanık oldunuz mu?	a)Evet –Sözel b)Evet-Fiziksel C)Evet Sözel+Fiziksel d) Hayır(soru 23 e geçiniz) e)Diğer(Lütfen belirtiniz).....
22. Bu şiddet kime yönelikti? Birden fazla kişi işaretlenebilir.	a)Bana b)Anneme c)Babama d)Kardeşime/lerime e)Diğer(Lütfen belirtiniz).....

#### B-SOSYAL MEDYA BÖLÜMÜ:

23. Sosyal medya hesaplarınız var mı?	a) Evet b) Hayır			
24. Hangi sosyal medya hesaplarını aktif olarak kullanıyorsanız Kullanma sıklığınıza göre 0-5 arası numaralandırınız.	Facebook	Instagram	Twitter	Snapchat
	<i>Belirlediğiniz sayıyı kutuya yazınız.</i>			
25. En çok kullandığınız sosyal medya uygulamasına ne sıklıkla giriş yaparsınız?	a) Tüm gün sürekli kontrol ederim b) Günde 1 kez girerim c) Haftada 3,4 kez bakarım d) Hatada 1, bazen hiç bakmam e) Diğer (Lütfen belirtiniz).....			
26. Günde kaç saat Sosyal Medya kullanırsınız?	a)30dk - 1.5 saat b) 2-3 saat d) 4-5 saat e) 6 saat veya daha fazla			
27. Sosyal medyayı kullanma amacınız nedir?	a) Sosyal medyayı bilgi almak amacıyla kullanıyorum b) Sosyal medyayı arkadaşlarımı takip etmek için kullanıyorum c) Sosyal medyayı zaman geçirmek için kullanıyorum d) Sosyal medyayı arkadaşlarımla haberleşmek için kullanıyorum e) Sosyal medyayı merak ettiklerimi / ilgi duyduklarımı takip etmek amacıyla kullanıyorum f) Hepsi (çok amaçlı) g) Diğer (Lütfen belirtiniz).....			

**B-II**

Aşağıdaki ifadeleri düşünceinize göre 1-5 dereceleri arasında belirleyerek işaretleyiniz.				
1	2	3	4	5
Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum

28. Sosyal medya hesaplarımda fikirlerimi rahatlıkla paylaşabiliyorum.	1	2	3	4	5
29. Sık sık sosyal medyada kaç kişi tarafından takip edildiğimi kontrol ederim.	1	2	3	4	5
30. Sosyalmedya hesaplarımda beni tam olarak yansıttığını düşünüyorum.	1	2	3	4	5
31. Sosyal medya ile iletişim kurmanın kolay olduğunu düşünüyorum.	1	2	3	4	5
32. İlişki durumum değişirse sosyal medyadaki hesaplarımı da güncellerim.	1	2	3	4	5
33. Sosyal medya da geçirmeyi planladığım zamandan daha fazla zaman geçiririm.	1	2	3	4	5
34. Sosyal medyada tanıştığım biri ile flört ilişkisine girebilirim.	1	2	3	4	5
35. Sevgilimin de aktif bir sosyal medya kullanıcısı olmasını isterim.	1	2	3	4	5

**C-SOSYAL MEDYA VE İLİŞKİ BÖLÜMÜ:**

36. Şu anda devam eden bir flört ilişkiniz var mı?	a)Evet b)Hayır (Hayır ise soru 46ya geçiniz)				
37. Eğer ilişkiniz varsa partnerinizle nasıl tanıştınız?	a)Sosyal bir ortamda tanıştık / tanıştırıldık b)Sosyal medyada tanıştık c)Diğer.....				
38. İlişkiniz ne kadar zamandır devam ediyor?	Ay ise: ..... AY Yıl ise: ..... YIL				
39. Şu anki ilişkinizde partnerinizden gelen herhangi bir şiddet türüne maruz kaldınız mı?	a)Evet b)Hayır (soru 42 ye geçiniz)				
40. Evet ise, hangi sıklıkta olduğunu belirtiniz.	1	2	3	4	5
	Az				Çok Fazla
41. Şiddetin türü nedir? Birden fazla seçilebilir.	a)Fiziksel şiddet b)Cinsel şiddet c)Psikolojik şiddet d)Ekonomik şiddet e)Diğer.....				
42. Şu anki ilişkinizde partnerinize şiddet uyguladınız mı?	a)Evet b)Hayır (soru 45e geçiniz)				
43. Evet ise, hangi sıklıkta olduğunu belirtiniz.	1	2	3	4	5
	Az				Çok Fazla

44. Şiddetin türü nedir? Birden fazla seçilebilir.	a)Fiziksel şiddet b)Cinsel şiddet c)Psikolojik şiddet d)Ekonomik şiddet e)Diğer.....
45. Partnerinizden hiç korktuğunuz oldu mu?	a)Evet b)Hayır
46. Daha önceki bir ilişkinizde partnerinizden gelen herhangi bir şiddet türüne maruz kaldınız mı?	a)Evet b)Hayır (Soru 48e geçiniz) c)Geçmişte flört ilişkim olmadı (Soru 50 ye geçiniz)
47. Evet ise, hangi sıklıkta olduğunu belirtiniz.	1 2 3 4 5 Az Çok Fazla
48. Daha önceki bir ilişkinizde partnerinize şiddet uyguladınız mı?	a)Evet b)Hayır (Soru50 ye geçiniz) c)Geçmişte flört ilişkim olmadı (Soru50 ye geçiniz)
49. Evet ise, hangi sıklıkta olduğunu belirtiniz.	1 2 3 4 5 Az Çok Fazla
50. Partnerinizin kendi sosyal medya hesaplarını özgürce kullanmasına izin verir misiniz?	a)Evet b)Hayır c)Benim kontrolüm altında kullanabilir d)Diğer.....
51. Partnerinizin ve sizin sosyal medya hesaplarınız ayrı mı olmalıdır?	a)Evet ayrı olmalı b)Hayır ortak olmalı c) Diğer.....
52. Sosyal medya hesaplarınızın partnerinizle ortak olmasını ister miydiniz? (tek bir hesap altında)	a) Ortak kullanıyoruz) b) Ben teklif ettim partnerim kabul etmedi c) Partnerim teklif etti ben kabul etmedim d) İkimiz de ortak kullanmak istemedik
53. Partnerinizin hesap şifrelerini bilmek ister misiniz?	a)Evet b)Hayır c)diğer.....
54. Partneriniz sizin hesap şifrelerinizi istese verirmiydiniz?	a)Evet b)Hayır c)diğer.....
55. Partneriniz sosyal medya hesaplarınızı kapatmanızı istese kapatır mıydınız?	a)Evet b)Hayır c)Onun da kapaması şartı ile kapatırdım. d)diğer.....
56. Partnerinizin sosyal medya hesaplarını kapatmasını ister miydiniz?	a)Evet b)Hayır c)Bir şeylerden şüphenirsem evet d)diğer.....
57. Partnerinizden sosyal medya hesaplarını kapatmasını istediniz, o da ikinizin de kapamanız şartını koştı ne yapardınız?	a)İsteğimden vazgeçerdim b)onu kapattırana dek zorlardım c)Talebini kabul eder, ben de kapardım d)diğer.....
58. Sosyal medya yüzünden partnerinizle kavga edermiydiniz?	a)Evet ederim b)Hayır etmem c)duruma göre edebilirim d)diğer.....

**C-II. Şu anki veya önceki ilişkinizde sosyal medya yolu ile maruz kalınanlar ve uygulananlar.** Lütfen aşağıdaki tabloda yer alan ifadeleri maruz kaldığınız ve/veya uyguladığınız davranışlara göre 1-5 dereceleri arasında belirleyerek işaretleyiniz. **Şu an ilişkiniz yoksa önceki ilişkinize göre cevaplandırınız.**

Aşağıdaki ifadeleri düşünceinize göre 1-5 dereceleri arasında belirleyerek işaretleyiniz.				
1 Hiçbir zaman	2 Nadiren	3 Bazen	4 Çoğu zaman	5 Sürekli olarak
Hiç maruz kalmamış veya uygulamamışsanız	Maruz kalmış veya uygulamışsanız	Maruz kalmış veya uygulamışsanız	Maruz kalmış veya uygulamışsanız	Maruz kalmış veya uygulamışsanız

	Sosyal medya yolu ile ilişimde maruz kalınanlar ve uygulananlar	ilişimde maruz kaldım - A					ilişimde uyguladım - B				
		1	2	3	4	5	1	2	3	4	5
59.	Sosyal medyada genel paylaşımları kısıtlamak										
60.	Sosyal medyada paylaşılan resimleri kısıtlamak										
61.	Sosyal medyada arkadaşlık isteklerine müdahale etmek										
62.	Sosyal medyada yer alan arkadaş listesindeki kişilerin silinmesi için baskı yapmak										
63.	Sosyal medyada yer alan arkadaş listesindeki kişileri habersizce silmek										
64.	Sosyal medyada yapılan beğenileri kısıtlamak										
65.	Sosyal medyada yapılan yorumları kısıtlamak										
66.	Sosyal medyada alınan beğenilerin hesabını sormak										
67.	Sosyal medyada alınan yorumların hesabını sormak										
68.	Sosyal medya hesaplarını sürekli takip/kontrol etmek										
69.	Sosyal medya hesaplarına karşı taraftan habersiz giriş yapmak veya şifrelerini çalmak										
70.	Sosyal medya hesaplarında ilişki durumu yapmak için karşı tarafı zorlamak										



71.	Sosyal medya hesaplarından konum sorgulamak	1	2	3	4	5	1	2	3	4	5
72.	Sosyal medya hesaplarından sürekli küfür etmek	1	2	3	4	5	1	2	3	4	5
73.	Sosyal medya hesaplarından sürekli dürtmek	1	2	3	4	5	1	2	3	4	5
74.	Sosyal medya hesaplarından sürekli ilgi istemek	1	2	3	4	5	1	2	3	4	5
75.	Sosyal medya hesaplarından ilişkinin varlığını belirten paylaşımlar için karşı tarafı zorlamak	1	2	3	4	5	1	2	3	4	5
76.	Sosyal medya hesaplarından rezil etmekle tehdit etmek	1	2	3	4	5	1	2	3	4	5
77.	Sosyal medya hesaplarında özel fotoğrafları yaymakla tehdit etmek	1	2	3	4	5	1	2	3	4	5
78.	Sosyal medya hesaplarında özel fotoğrafları yaymak	1	2	3	4	5	1	2	3	4	5
79.	Sosyal medya hesaplarından engellemek	1	2	3	4	5	1	2	3	4	5
80.	Sosyal medya hesaplarından özel mesajları yaymakla tehdit etmek	1	2	3	4	5	1	2	3	4	5
81.	Sosyal medya hesaplarında özel mesajları yaymak	1	2	3	4	5	1	2	3	4	5
82.	Sosyal medya hesapları üzerinden sürekli olarak mesaj atmak	1	2	3	4	5	1	2	3	4	5
83.	Karşı taraf istememesine rağmen cinsel içerikli resim/mesajlar göndermek	1	2	3	4	5	1	2	3	4	5
84.	Karşı taraf istememesine rağmen cinsel içerikli resim/mesajlar yollamaya zorlamak	1	2	3	4	5	1	2	3	4	5

**KATKINIZ İÇİN TEŞEKKÜR EDERİM.**

## Appendix B: Ethics Approval

 <p><b>Doğu Akdeniz Üniversitesi</b> "Uluslararası Kariyer İçin"</p>	<p><b>Eastern Mediterranean University</b> "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
---	--	---

Etik Kurulu / Ethics Committee

**Sayı:** ETK00-2018-0019  
**Konu:** Etik Kurulu'na Başvurunuz Hk.

17.01.2018

Sayın Bilcan Bladanlı  
İletişim Fakültesi  
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **18.12.2017** tarih ve **2017/51-14** sayılı kararı doğrultusunda, ***The Relationship Between University Students' Social Media Usage and Dating Violence: Example of EMU*** adlı çalışmanızı, Doç. Dr. Bahire Özad'ın danışmanlığında araştırmanız, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.

  
  
**Doç. Dr. Sükrü Tüzmen**  
Etik Kurulu Başkanı

ŞT/sky.