JOURNAL OF AWARENESS

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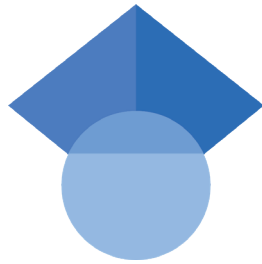
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DERGİ HAKKINDA

Journal of Awareness

(E-ISSN 2149-6544) 2016'da yayın hayatına başlayan uluslararası hakemli ve süreli bir dergidir. Dergi, Antropoloji, Kamu Yönetimi, Tarih, Coğrafya, İlahiyat, Felsefe, Halk Bilimi (Folklör), Psikoloji, Sosyoloji, Uluslararası İlişkiler, Mimarlık, Sanat Tarihi, Arkeoloji, Dilbilim, İletişim Bilimleri, Edebiyat ve Hukuk gibi sosyal ve beşeri bilim dallarındaki özgün, derleme ve çeviri içerikli bilimsel araştırmalar ile uygulama, araştırma, inceleme çalışmalarına yer vermektedir.

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From The Editor

Adolescent violence is a serious   problem that has been increasing in recent years. The phenomenon of violence in adolescence, which is more complex than in other age groups and is a transition period, occurs in the form of adolescents being both victims and perpetrators and it may affect individual's whole life.

As in all cases of violence, multidisciplinary teamwork is very important in studies aimed at understanding, solving, and preventing adolescent violence. The most important step in solving the problem is that many branches such as medicine, psychology, law, social work sociology, and security work together in a determined algorithm.

Adolescence is a transitional period between childhood and adulthood. This transition period is between the ages of 10-19 which are called adolesence.10-14 years of age period is named early adolescence while the 15-19 years age period is called late adolescence. Adolescent violence can occur in many different forms such as peer violence, dating violence, cyberbullying, and animal violence.

Peer violence is one of the two most important problems in our schools today, along with adolescent suicides. In particular, the increase in violence between peers each day develops the habit of using violence as a solution model in order to overcome the problem that comes before individuals of that age, and this is one of the main reasons for the increase in violence today.

Peer violence behaviors in school environments appear in a wide spectrum. Physical violence, bullying, theft, damage to property, threats to teachers, attacks, gossip and nicknames, gang life, injury, and drug use can occur. The increasing emergence of this very basic and important problem also increases anxiety for both today and future of adolescents.

Dating violence is also a very common type of violence among adolescents. Especially in the late adolescence period, dating violence occurs more frequently. Age difference, alcohol, and substance use by at least one of the partners, adoption of gender roles and violence against women, exposure to violence in childhood, personality disorders, depression, and low academic achievement are important factors in the development of dating violence.

In addition, it is seen in studies that cyberbullying behaviors increase especially in this period and it is observed mostly on mobile phones, computers, websites, and social networking sites. Cyber-violence is used against victims, such as gossiping, swearing, and insults, putting them in a difficult situation over messages that can be seen by everyone, posting and sharing inappropriate photos, and videos, exclusion, name-calling, and mocking. I would especially like to point out that cases of violence against animals are also very common in adolescence.

Suicide of adolescents due to exposure to violence during adolescence is another very important issue that further studies need to be done. Significant increases in adolescent suicide rates and victims' acts or attempts to suicide after bullying constitute a significant proportion of suicide rates among youth in this period.

In this issue, we wanted to share with you twelve articles on adolescents and violence, which were presented as oral presentations at the fourth International Understanding Violence Congress. I hope that these articles, which are meticulously selected from over a hundred articles, will contribute to a deeper understanding of the issue of adolescence and violence.

Sincerely,
Prof. Oğuz Polat, M.D.

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CONTENTS / İÇİNDEKİLER

RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Forensic medicine dimension of gang rape cases against adolescents

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Abstract

Aim: Gang rape incidents are rarer than other forms of sexual abuse, and there is little research focusing on adolescent victims. The aim of this study is to describe the common characteristics of gang rape cases against adolescents and the forensic medical evaluation process.

Method: News and medical literature published in the internet media were searched. Google search engine and Google Scholar were used as browser. Key words were "gang rape", "young", "child", "adolescent", "gang rape","young", "child" and "adolescent". After the search, descriptive news and literature samples on gang rape incidents against adolescent individuals were selected.

Results: This study examined the gang rape incidents against adolescents, which were covered in the media. There were no time limitation. In the news and literature review, the sociodemographic characteristics of the victims and the descriptive features of the event were determined. Alcohol use was common. Psychological symptoms and consequences requiring continued health care, were evident.

Conclusion: A systematic forensic examination and reporting including a psychological evaluation of the victim should be done. In order to prevent this type of sexual violence against adolescents, it is very important to be informed about gang rape.

Keywords: Adolescent, Gang Rape, Forensic Medicine

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1. INTRODUCTION AND OBJECTIVE

Sexual offenses are an important public health problem affecting individuals of different age groups. Looking at the distribution of crime types in our country, it is seen that approximately 3% of all crimes are sexual assault crimes.

Although gang rape is less common than other forms of sexual abuse, it is a serious type of sexual assault with significant risks in terms of its consequences (Edinburgh et al., 2014). It is reported that 5-27% of adolescents are exposed to sexual abuse/assault and the largest victim group in this population is 15-17 year old adolescents (Finkelhor et al., 2014).

Collective sexual violence against adolescents is an under-researched issue. This problem has not been defined and characterized. There is very little research focusing on adolescent victims in gang rape cases. This information is necessary for the development of policies and practices to protect adolescents from sexual violence.

The aim of this study is to describe the common features of gang rape cases against adolescents and the forensic medical evaluation process.

1.1. Definitions and Characteristics

Such cases of sexual assault are referred as multiple perpetrators and multiple assaults during a single incident, multiple perpetrator rape and sometimes gang rape (Edinburgh et al., 2014). Multiple perpetrator rape (MPR) has been defined as any sexual assault involving two or more perpetrators (Horvath and Kelly, 2009). The first subtype documented internationally was "gang rape" (Bijleveld and Hendriks 2003 as cited in Horvath and Kelly, 2009). The distinction between groups and gangs is that: i) a "group" is defined as "a temporary community of individuals consisting of at least two people, with no predetermined ranking or power structure"; ii) a "gang" is defined as "a group of individuals acting together on the basis of a specific agreement, shared identity and norms" (Bijleveld and Hendriks 2003 as cited in Horvath and Kelly, 2009). Regardless of the terminology used, findings on the main characteristics of crime are quite variable. The most common group size is

two to four people; vaginal rape is prominent in group crimes; group members mostly know eachother and most victims know their attackers (Horvath and Kelly, 2009). Bamford et al. reported that victims and assailants were more likely to not know eachother (OR = 4.29), and vaginal (OR = 4.56) and oral rape (OR = 4.27) occurred more frequently (Bamford et al., 2016). Sexual violence in gang, is one of the most common situations associated with multiple perpetrator sexual (MPS) offending in the United Kingdom. Being a gang member is thought to significantly increase the level of violence perpetrated (Bamford et al., 2016). Most MPS offenders are in their early twenties; the rate of 'duo rape' is 49.8%; 35% of offenders have a previous conviction and 11% have a previous conviction for a sexual offense; offenders are more likely to approach victims outdoors but the offense itself occurs indoors (Bamford et al., 2016). Research suggests that the motivations of individuals who attack alone differ from those who attack in groups (Ward et al., 2006). In studies, it was reported that adolescents who experienced gang rape were more likely to be attacked by a stranger, to experience penile-oral penetration and to report substance use during the attack (Raj et al., 2022).

It was reported that more violence was used, more sexual acts were performed, and vaginal penetration was more common in gang rape incidents. Studies on sexual assaults with multiple perpetrators show that such acts increase the likelihood of long-term health problems. A significant relationship between alcohol and sexual assault has been reported in the literature (Laso, Pascua, & Rodríguez, 2022).

1.2. Risk Factors

The literature findings states that the perpetrator is male in most of the sexual assault incidents and approximately 2% of the sexual offenses reported to the police are committed by women (Laso, Pascua, & Rodríguez, 2022). Most of the offenders who commit sexual assault are in adolescence or early youth. This is because socialization processes among young people begin during adolescence or early youth. At the same time, these age groups tend to engage in risky acts (Hauffe & Porter, 2009).

1.3. Epidemiology

It is extremely difficult to estimate the prevalence of rape by multiple perpetrators during a single incident in the general population of adolescents. It is difficult to estimate the true prevalence of such offenses, which is as high as 50% in South Africa and between 2 and 26% in the USA (Bamford et al., 2016). In the United Kingdom, approximately 11-19% of all sexual assaults are committed by more than one perpetrator (Harkins and Dixon, 2013). In the United States, this rate changes between 2-26% (Horvath and Kelly, 2009).

2. METHOD

News published in the internet media and medical literature were searched. Google search engine and Google Scholar were used for the research. Keywords were "gang rape" "young" "child" "adolescent" and "gang rape" "young" "child" "adolescent". Descriptive news articles and literature samples on gang rape incidents against adolescents were selected. Since the data in this descriptive study were obtained from open sources, ethics committee approval was not obtained.

3. FINDINGS

3.1. Literature Findings

In a retrospective mixed-methods study involving in-depth forensic interviews and complete physical examinations of gang-raped adolescents, 32 adolescents who reported gang rape and were admitted to the Child Advocacy Center, were examined. According to this study, adolescents who had been gang raped were found to be more likely to have run away in the past 2 weeks, to have consumed alcohol in the past month and to participate in binge drinking. In gang rape cases, it was reported that the victims were mostly attacked at a party with people they thought they could trust and that there were witnesses who did not intervene during the attack. It was found that alcohol was commonly used in these incidents and that alcohol use caused victims to have difficulty remembering and reporting details for police investigation or physical and mental health care. According to the study, acute presentation was rare, laceration of the hymen was detected in 30% of the cases and sexually transmitted infections (STIs) were detected in 38% (Edinburgh et al., 2014).

Raj et al. (2022) reported that 93% of the patients were female, 69% were black and the mean age was 14 years in a study involving 262 adolescent cases between the ages of 12-18. It was found that anal-genital injuries or sexually transmitted infections were not more frequent in gang rape cases compared to single perpetrator sexual assaults. However, the likelihood of experiencing a psychiatric disorder, including suicide attempt, was found to be higher (Raj et al., 2022). In 20% of gang rape cases, the number of perpetrators was found to vary between 2-7 (Raj et al., 2022). It was reported that adolescents who experienced gang rape had similar characteristics in terms of age and race with those who were exposed to single perpetrator assault (Raj et al., 2022). It was reported that adolescents who experienced gang rape were more likely to be assaulted by a stranger, to experience penile-oral penetration and to report substance use during the assault (Raj et al., 2022).

Gang rape incidents constitute a small portion of all sexual assaults committed. In a study evaluating the findings of the literature, it was reported that the perpetrators were mostly male, the age of the perpetrators decreased as the number of rape perpetrators increased, the victims were generally younger than the attackers and mostly female, and the victims showed less resistance in gang rape incidents compared to solo attacks. In the literature, it has been reported that there is a significant relationship between alcohol and sexual assault and that perpetrators tend to threaten victims with weapons in gang rape incidents (Laso, Pascua, & Rodríguez, 2022). In a study, more than 50% of all sexual assault cases were found to be alcohol-related (Cowley, 2014).

When a study in the literature in which the location of the crime was examined, it was stated that gang rape incidents involving more than three people mostly took place indoors (Da Silva, Woodhams, & Harkins, 2014). According to studies conducted in adults, it was stated that in gang rape incidents, the victim was exposed to a higher rate of assault, more traumatic findings were

found on her body, and the risk of self-harm was high throughout her life (Morgan, Brittain, & Welch, 2012).

3.2. Cases

3.2.1. Case Studies From Internet Media: Turkey

A news article published on internet media on 21.04.2016 was analyzed. The main title of the news article was "5 arrests for sexual abuse of a young girl he met on social media". It was stated that the female student who was the subject of the news was 16 years old, resided in Çankaya, Ankara, met F.Ö. from Kaman district of Kırşehir via social media, the suspect invited the young girl to Kaman, allegedly they met in the park in Kaman district, F.Ö. deceived the young girl and took her to an abandoned building in the district center and sexually abused her with 4 male friends. The news report stated that the suspects were arrested by the court on charges of deprivation of personal liberty, taking away by deception and gang rape and sent to Kırşehir prison (Haberturk.com, 2016).

3.2.2. La Manada Case Studies From Online Media: Spain

After the events became public in Spain, the case attracted a great deal of media attention, which increased during the trials. This judicial process was dubbed "La Manada case" in the media, after the name of the WhatsApp group to which the five defendants belonged. As this is a case of gang rape, we searched for relevant news in Turkish, English and Spanish digital media. Spanish online media "abc.es" was analyzed for news dated 13.11.2017 (abc.es., 13.11.2017), 20.11.2017 (abc.es., 20.11.2017), 26.11.2017 (abc.es, 26.11.2017) and 21.06.2019 (abc.es, 2019). The case involved five male suspects accused of gang raping a young woman from Madrid during the Sanfermines festival in 2016. When the case started in the local court, they pleaded not guilty to the charges against them on the first day of the trial. The three charges against them were: i) sexual assault for raping the young woman, ii) crime against privacy for recording the events, and iii) theft for allegedly stealing her cell phone so that she could not call for help after the rape.

The 5 members of the group, whose WhatsApp group was called La Manada, were between 24 and 25 years old at the time of the reported incident on July 6-7, 2016. 3 members of the group had criminal records. According to the forensic psychology report, the young woman suffered from post-traumatic stress disorder with the onset of depression. The forensic experts who examined the victim assessed that the findings of the hospital examination were "consistent" with sexual assault.

3.2.2.1. The Most Important Dates of the La Manada Case

July 7, 2016: A young woman from Madrid reported being raped in the early morning hours by five young men from Andalusia. Calling themselves La Manada, they were arrested a few hours later.

May 4, 2017: The prosecutor requested 22 years and 10 months in prison for each of the defendants. They were charged with sexual assault, invasion of privacy, threats and robbery by force.

April 26, 2018: The District Court sentenced each member of La Manada to 9 years in prison. It excluded sexual assault and sentenced them for sexual abuse. One of the judges ordered a controversial special vote to acquit the accused. Thousands demonstrated across Spain against the sentence.

June 22, 2018: La Manada was released on bail pending the final verdict. This decision resulted in protests in which thousands of people showed their anger.

November 5, 2018: The local Supreme Court of Justice upheld the sentence for sexual abuse, not rape.

June 21, 2019: Spain's Supreme Court aggravated the sentence. It sentenced the members of La Manada to at least 15 years for rape/sexual assault.

Spanish online media "telesurenglish.net" analyzed the news dated 21.06.2019 (telesurenglish.net., 2019). This news was about the decision of the Spanish Supreme Court. According to this news report, the Spanish Supreme Court has convicted 5 men in the 'La Manada' or 'Wolf

Pack' case of gang rape. It overturned the 'sexual harassment' verdict of the local court in 2018. In this ruling, the Spanish Supreme Court found each of the five men involved in the La Manada or 'Wolf Pack' case, who were released on bail by a lower court a year ago, guilty of gang raping an 18-year-old young woman from Madrid during the Sanfermines festival in 2016. The Spanish Supreme Court sentenced each of the men to a minimum of 15 years in prison and ordered the victim to receive 100,000 euros in compensation, which is approximately US$113,115.00.

3.2.2.2. Turkish Internet Media News about La Manada Case

The news article published on Turkish internet media on 12.12.2019 was analyzed. The main title of the news article was "18-month prison sentence for publishing gang rape footage in Spain". In the incident that was the subject of the news, it was stated that an 18-year-old woman was dragged into a building and gang raped during the festival in 2016 in Pamplona, a city known for its Bullfighting Festival, and that 5 people who called themselves a "wolf pack" recorded those moments on their cell phones, and that he was sentenced by the first instance criminal courts in Spain not for "rape" but for "harassment". In the news report, it was stated that this decision caused a great reaction across the country, resulting in many activists taking to the streets to protest the decision, and that the Spanish Supreme Court sentenced the rapists to 15 years in prison in June 2019 after the decision was appealed (Euronews.com, 2019).

Following this incident, the law requiring explicit consent in sexual relations was put into effect in Spain on August 26, 2022. Before the law, the crime of rape required proof of violence or coercion. In the news article examined on the subject, it was stated that with the law called "Solo si es si" (Only yes means yes) by women's rights advocates; any sexual intercourse in which the parties do not give explicit consent is considered rape, the free expression of the parties' desire to have sexual intercourse with behaviors that clearly show their desire to have sexual intercourse will be accepted as an indication of consent, and it will be accepted that if the person is under the

influence of drugs or alcohol or is unconscious, he cannot express his consent clearly (Indyturk.com, 2022).

3.2.2.3. The Impact of the La Manada Case on Spanish Sexual Offense Law

The Spanish online media "elpais" analyzed the news article of 26.05.2022 (elpais., 2022). It was about the law, popularly referred to as "ley del solo sí es sí/only yes is yes", which recognizes consent as the key to sexual freedom. This law has changed the paradigm of sexual violence in the following way: The focus is no longer on how women react or how much they resist the assault, but on their will. Consent, freely and explicitly expressed, became the focal point in the definition of sexual violence.

4. DISCUSSION

Media coverage of sexual offenses has increased in recent years. Sex crimes committed by perpetrator groups are an area that attracts a significant amount of media attention, generating widespread public fear. At the same time, such behavior represents an under-researched area of sexual crime. Following the so-called "La Manada Case" in Spain, any sexual intercourse without consent has been criminalized as rape under the section on crimes against sexual freedom and sexual inviolability of the Spanish Penal Code.

In gang rape cases, perpetrators are more likely to use physical force to restrain the victim (Hauffe & Porter, 2009). Victims of gang rape may develop infectious diseases, unwanted pregnancies and psychiatric disorders such as post-traumatic stress disorder (Edinburg et al., 2014). Trained professionals are needed to conduct physical examinations and trauma screening, treat STIs and support victims (Edinburgh et al., 2014).

This study has some important limitations. The data in this study is based on the information contained in the news in the digital media. Therefore, it is limited to the information of the people who made the news about the incident and some legal information. The digital media reports analyzed in this study did not provide enough information to discuss the impact of circumstances such as alcohol and drug use, the

influence of leaders and recidivism. The limitations of this study may be overcome if future studies examine victims' and perpetrators' own accounts, information recorded by security forces and medical reports. There is no consensus on how to refer to these incidents in the media. Therefore, it is necessary to establish standard terminology.

5. CONCLUSION

The presence of multiple perpetrators leads to more acts of penetration and other sexual acts. In cases of gang rape of adolescents, a full systematic forensic examination and reporting, including a mental status examination, should be conducted. In order to prevent this type of sexual violence against adolescents, it is very important to be informed about gang rape. In order to raise awareness, the issue of sexual violence against adolescents should be included in prevention programs and not only adolescents but also the community should be educated on this issue. Gang rape is a phenomenon that occurs in society, but more research is needed to uncover the complexity of such crimes.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Adolescent pregnancy in terms of adolescent rights: A retrospective study on adolescent giving births between 2015-2022 in a metropolitan hospital in Türkiye

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Abstract

Aim: Adolescent pregnancy refers to a pregnancy in a female who is younger than 19 year of age. Adolescent pregnancy can have a number of negative consequences for both the mother and the child, including increased risk of health complications, poor educational and economic outcomes, and social and emotional challenges. This study aims to provide regional data on the prevalence of adolescent pregnancy in Türkiye and to propose solutions to this problem

Methodology: Pregnancies under the age of 19 which resulted in births gave birth in a public hospital that provides birth-specific service in one of the metropolitan areas within the borders of the Republic of Türkiye between 2015-2022 were retrospectively analysed. Detected pregnancies have been evaluated and analysed according to criteria such as age, nationality, and week of birth.

Results: In the sample subject to the research, between the years 2015-2022; 3174 adolescents under the age of 19 gave birth. Of these, 54% (N:1718) are Turkish nationals, 45% (N:1431) are Syrian nationals, and the remaining 1% (N:25) are other nationals. The average birth week is 36 weeks. The number of stillbirths is 88, of which 57% (N:50) are Syrian nationals and 42% (N:37) are Turkish nationals. While the number of adolescent pregnancies resulted in birth was 601 in 2015, it increased to 714 in 2016; It decreased to 157 in 2021.

Conclusion: Adolescent pregnancy is a significant problem in Türkiye and also common among Syrian refugees. Adolescent pregnancy can have a variety of negative consequences, including health risks for the mother and the baby, as well as social and economic challenges. They are less likely to complete their education, be employed, earn higher wages, and be happily married; they are more likely to have larger families and live in poverty. It is necessary to conduct training programs and adopt decisive strategies. These actions are the most fundamental key to protect the human rights of adolescents.

Keywords: Adolescent, Adolescent Pregnancy, Adolescent Mother, Child Mother, Adolescent Rights.

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1. INTRODUCTION

The World Health Organization defines those between the ages of 10-19 as "adolescents" (WHO, 2022a) Adolescence is a unique stage of human development, as well as a crucial period, during which the foundations of health are laid. Having not been yet completed, the adolescents undergo ongoing physical, cognitive, and psychosocial development. In order to grow and develop healthily, adolescents need comprehensive age-appropriate sexuality education, opportunities to develop life skills, acceptable, equitable, and effective health services, safe and supportive environments, as well as the opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. (WHO, 2022a)

The leading problems among adolescents are early marriage, early sexual intercourse, early pregnancy, unwanted pregnancy, and sexually transmitted infections. (Yakıt and Coşkun, 2014: 9)

This study aims to provide regional data on the prevalence of adolescent pregnancy in Türkiye and to propose solutions to this problem.

1.1. Current Situation of Adolescent Pregnancies:

Worldwide: Each year, an estimated 21 million girls aged 15-19 become pregnant, and about 12 million thereof give birth in developing regions. (Darroch *et al*, 2016). It is reported that at least 777,000 adolescent girls under the age of 15 give birth in developing countries (UNFPA, 2015; Polat & Reva, 2019: 347).

In Türkiye: TurkStat statistics (TurkStat, 2022) reveal that 7190 girls under the age of 17 gave birth in 2021. While 117 out of these girls were under the age of 15, 4 of the said 117 girls thereby gave their 2nd births. In other words, 4 girls had their first birth at the age of 12-13, and perhaps even earlier. The number of girls who gave birth under the age of 15 was no different also in 2020. While 119 girls under the age of 15 gave birth in 2020, 1 of the said girls thereby gave her 3rd birth (TurkStat, 2021). In other words, there was an infant mother with 3 children under the age of 15.

It should also be noted that these are optimistic figures. This is because some births are not officially reported, and are therefore not reflected in official statistics. There are also large-scale studies showing figures that are higher than those reflected by TurkStat. In this way, it would be possible to say that the number of adolescent girls who have to take care of children while they are still children is actually higher than the number published by TurkStat. Regarding the number of births given by girls aged 17 and younger, on the other hand, Şanlıurfa is the city with the highest number of such births in 2021 with 819, followed by İstanbul with 562, Gaziantep with 469, Diyarbakır with 342, and Adana with 286. *(Figure-1)*

Figure 1. Top 20 provinces of Türkiye with the highest rates births given by girls aged 17 and younger
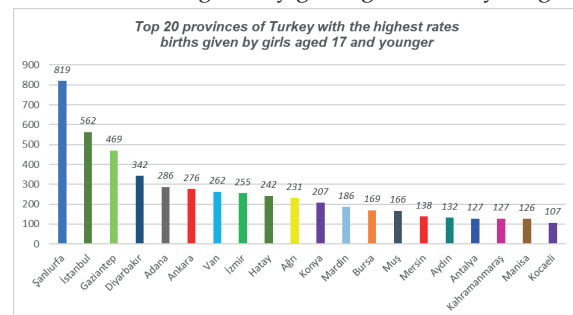
Considering the age group and educational status thereof, it is seen that 30 of the 117 infant mothers younger than 15 years of age were literate, but did not graduate from a school, while 68 of them were primary school graduates, and 9 of them were secondary school graduates. Since children who are not even primary school graduates give birth, it is also questionable whether compulsory education is effectively implemented and monitored.

1.2. Reasons of Adolescent Pregnancies:

The reasons behind girls' giving birth are: preference for childbirth due to limited education and employment opportunities (WHO, UNICEF, UNFPA, World Bank Group and the United Nations Population Division, 2015); lack of information or misinformation about contraceptive methods to avoid pregnancy; and difficulty in accessing these methods (WHO, 2011). One other cause of unwanted adolescent pregnancies is reported to be sexual violence. (Raj and Boehmer, 2013: 539)

There are a variety of reasons why adolescents may become pregnant. Some of the most common reasons include:

Lack of access to sexual education and contraception: Many adolescents do not have access to comprehensive sex education or affordable contraception, which can increase the risk of unintended pregnancy. (Chandra-Mouli and Akwara, 2020: 114)

Risk-taking behaviour: Adolescents are more prone to take risks, which can make them more likely to engage in unprotected sex and become pregnant. (Dir et al, 2019: 1063; Tapert et al, 2001: 187)

Socioeconomic factors: Adolescents from low-income backgrounds or those who live in poverty are more likely to become pregnant than those from more affluent backgrounds. This is often due to lack of access to education, healthcare, and other resources. (Aluga and Okolie, 2021: 427; Finer and Henshaw, 2006: 94)

Relationship dynamics: Adolescents may become pregnant as a result of coercion, pressure, or lack of communication in their relationships. (Amoadu et al, 2022: 834).

Trauma and mental health: Adolescents who have experienced trauma or who have mental health issues may be more likely to become pregnant. (Shreffler et al, 2021: 4)

Lack of knowledge and misconceptions: Some adolescents may have misconceptions about sex, contraception, and pregnancy, which can lead to unintended pregnancies. (Coles et al, 2011: 582)

These reasons are not mutually exclusive, and an adolescent might experience a combination of them.

1.3. Impacts and Risks of Adolescent Pregnancies:

Pregnancy- or childbirth-related deaths are very prevalent in adolescent pregnancies. Girls who get married in childhood have more health problems during pregnancy and childbearing than women who get married in their 20s. It has been put forth that pregnancy- or childbirth-related deaths are very common among girls aged 15-19 years and that every year 70,000 girls lose their lives due to pregnancy or childbirth, and that the babies they give birth to either die due to miscarriage or within the first month after birth (UNICEF, 2018), and that children aged 10-14 years face a higher risk of complications and death during pregnancy than adult women (WHO, 2021).

Adolescent pregnancies have critical health consequences for adolescent mothers and their babies. Complications of pregnancy and childbirth are the leading cause of death among girls aged 15-19 years worldwide, accounting for 99% of global maternal deaths among adolescents aged 15-19 in low- and middle-income countries (Neal *et al*, 2015). Adolescent mothers aged face higher risks of eclampsia, puerperal endometritis, and systemic infections than women aged 20-24 (WHO, 2016; Zhang et al, 2003: 209; Parra-Pingel et al, 2017: 85) Furthermore, adolescents between the ages of 15 and 19 undergo around 3.9 million unsafe abortions each year, leading to maternal mortality, diseases, and permanent health problems (Darroch et al, 2016).

The impacts and risks of adolescent pregnancies may be listed as premature birth, health risks, interrupted education, interrupted or never-started professional life, maternal death during pregnancy, maternal death at birth, and miscarriage (Stevens-Simon & McAnarney, 1996: 328).

In summary; adolescent pregnancy can have a variety of negative impacts on both the mother and the baby. Some of these impacts include:

Health risks: Adolescent mothers are more likely to experience complications during pregnancy and childbirth, such as high blood pressure, preterm labor, and anemia. Babies born to adolescent mothers are also at a higher risk of low birth weight and infant mortality.

Educational and economic challenges: Adolescent pregnancy can disrupt a young person's education and limit their future opportunities. Many teenage mothers drop out of school and have difficulty finding stable employment. This can lead to long-term financial struggles and a cycle of poverty.

Social and emotional challenges: Adolescent mothers often face social stigmatization and isolation, which can have a negative impact on their mental health and well-being. They may also have difficulty forming healthy relationships and providing for their children.

Impact on the child: Children born to adolescent mothers are more likely to have lower cognitive development and educational attainment, as well as more behavioural and emotional problems.

2. METHODOLOGY

Pregnancies under the age of 19 years who gave birth between 2015 and 2022 in a public hospital providing obstetrics-specific services in one of the metropolitan cities within the borders of the Republic of Türkiye were retrospectively screened, and pregnancies detected as such were analyzed according to criteria such as age, nationality and week of birth.

Data was analyzed by using SPSS Statistics for Windows, Version 28. Descriptive data are presented using numbers, percentages, minimum and maximum values, mean and standard deviation

The authors declared that the study was conducted in accordance with the principles of the World Medical Association Declaration of Helsinki.

3. RESULTS

3174 adolescents younger than 19 years of age gave birth between 2015 and 2022 in a public hospital providing obstetrics-specific services in one of the metropolitan cities within the borders of the Republic of Türkiye. While 54% (N:1718) of them were Turkish nationals, 45% (N:1431) were Syrian nationals and the remaining 1% (N:25) were from other nationalities. The mean age of the cases was 17.16 ± 1.22 (minimum 12- maximum 18). The mean week of gestation at which delivery occurred was 36.58 ± 3.01 (minimum 23 – maximum 41).

The number of adolescent pregnancies resulting in childbirth increased from 601 in 2015 to 714 in 2016. The decline observed since 2017 gained pace during the pandemic period, and dropped

to 157 in 2021. When the pregnant adolescents are analysed according to ethnicity by years is, it is found that Syrian adolescents have reached a high rate of adolescent pregnancy since 2016. (Table-1, Figure-1).

Table 1. Adolescent Mothers Giving Birth - per Nationality

Year	Number of Adolescents Mother Giving Birth - Per Nationality -			
	Syria	**Türkiye**	**Other**	**Total**
2015	72 (12%)	528 (87%)	1 (1%)	601
2016	341 (48%)	366 (51%)	7 (1%)	714
2017	381 (64%)	214 (35%)	2 (1%)	597
2018	238 (55%)	191 (44%)	2 (1%)	431
2019	207 (52%)	187 (47%)	4 (1%)	398
2020	86 (41%)	121 (58%)	1 (1%)	208
2021	70 (45%)	81 (51%)	6 (4%)	157
2022	36 (53%)	30 (44%)	2 (1%)	68
Total	**1,431**	**1,718**	**25**	**3,174**

(*) 2022 data includes January 2022-August 2002 data.

Figure 1. Adolescent Mothers Giving Birth - per Nationality
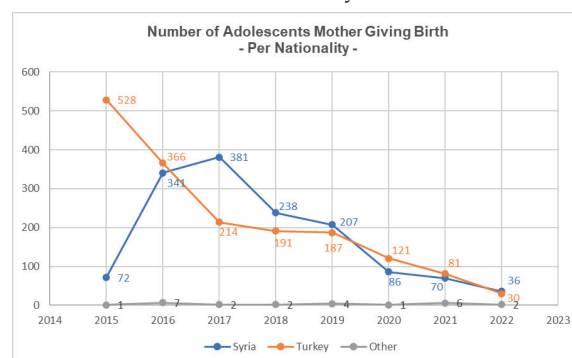
(*) 2022 data includes January 2022-August 2002 data.

The average week of birth is 36th week.

The mean stillbirth by years was 11 ± 6.99 (minimum 1- maximum 19). Out of the total 88 stillbirths, 57% (N:50) were of Syrian nationality and 42% (N:37) were of Turkish nationality. The remaining 1% is of another nationality. (Figure-2)

Figure 2. Adolescent Mothers Giving Birth - per the Number of Stillbirths
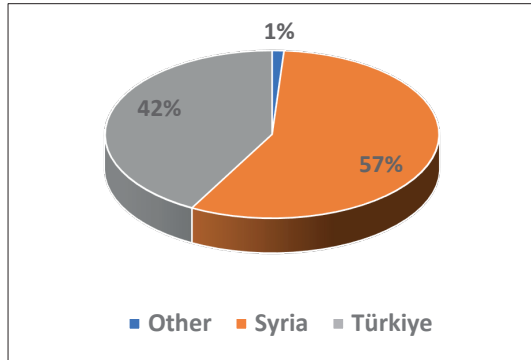
No information could have been obtained on whether legal notifications were made for children under 15 years of age who gave birth.

4. DISCUSSION

Each year, an estimated 21 million girls aged 15-19 become pregnant, and about 12 million thereof give birth in developing regions. (Darroch *et al*, 2016). It is reported that at least 777,000 adolescent girls under the age of 15 give birth in developing countries (UNFPA, 2015; Polat & Reva, 2019: 347). The incidence of adolescent pregnancy differs among countries, and adolescents account for 11% of all pregnancies. (WHO, 2004)

In the study of Karataşlı (Karataşlı et al, 2019: 348) which was conducted with 3,611 patients, the mean age of the patints was 15-19, was 18 (16-19). In an another study which was conducted with 10,026 patients by Ambia et al. (Ambia et al, 2023: 3), the age of the pregnant adolescents was between 16-19; and the mean age was 17.9 ± 1.0 years. The mean age of the study conducted by Meral et al. (Meral et all, 2021: 74) was 16.4 ± 0.7 (13-17). In the study conducted with 1,187 pregnant adolescents who applied to the emergency service by Raziye Kılıççeker (Kılıççeker, 2019: 27), the mean age of the pregnant adolescents was 18.18 ± 1.02 (13-19). In our study, the mean age was found 17.16 ± 1.22 (minimum 12-maximum 18). The average gestational week at which birth occurred was 36.58 ± 3.01 (minimum 23 – maximum 41) and these findings were in line with the previous studies.

The 36th week of pregnancy is an important week in respect of the baby's development. While a baby born before the end of this week will be called premature, a baby born at the end of this week, namely at the 37th week, will be called normal. (WHO, 2022b). In the study of Ambia et al. (Ambia et al Ambia et al, 2023: 4) , the week of gestation was 39.6 (38.4 - 40.4), and in the study of Karataşlı et al (Karataşlı et al, 2019: 348), the week of gestation was 38 (21-41). The gestational week of the pregnant adolescents was 36.58 ± 3.01 (minimum 23 – maximum 41) in our study. It was found to be lower than the literature, and it is thought that the difference is due to the distribution of our patient/pregnant adolescents sample group.

Our study reveals that adolescent pregnancies have become prevalent also among Syrian refugees, whose population has increased significantly due to foreign migration, and who have thereby become one of the disadvantageous groups in the recent years, and such pregnancies pose even more critical risk level than those of Turkish nationals when compared to the population.

In the study conducted with the pregnant adolescents who applied to the emergency service by Kılıççeker (Kılıççeker, 2019: 27), it was determined that 77.8% of the cases were Turkish citizens and 22.2% of them were from other countries. In the study of Meral et al. (Meral et al, 2021:74), it was found that 192 (73.8%) of the 260 pregnant adolescents were Turkish citizens and 61 (23.5%) were Syrian citizens.

In our study, when the distribution of pregnant adolescents by ethnicity is evaluated, the rate of Syrian patients varies between 12% and 64%. It is found that the distribution of Syrian pregnant adolescents by years to be significantly higher unlike the previous studies. It ıs thought that this is since we conducted our study in the region where there are denser Syrian immigrants.

5. CONCLUSION

Burdening the entire responsibility of the institution of "motherhood", which is a huge responsibility, even for many adults, on young children who have not completed their physical, sexual and psychological development, is contrary to the United Nations Convention on the Rights of the Child, of which we are a signatory. It is

necessary to take preventive and protective measures, and to develop policies aimed at positive obligation in this regard.

Adolescents who become parents at such young ages, face greater social and economic risk throughout their lives than women who delay childbearing until their twenties. They are less likely to complete their education, be employed, earn high wages, and to be happily married, and are more likely to have larger families, and to live in poverty. (Hayes, 1987: 9; Stevens-Simon & McAnarney, 1996: 330).

If a child under 15 has given birth, this means that she has had sexual intercourse before the age of 15. Article 103 of the Turkish Penal Code (TCK) criminalizes sexual intercourse with a child under the age of 15, even with consent. In other words, if a child under the age of 15 has given birth, this means that the offense of "Sexual Abuse of a Child" has been committed under Article 103 of TCK. For every child under the age of 15 at the time of conception, an action for sexual abuse of a child must be filed, which is not subject to complaint for being a case of public prosecution.

If a child under 15 has given birth, this means that she has had sexual intercourse before the age of 15. Article 103 of the Turkish Penal Code (TCK) criminalizes sexual intercourse with a child under the age of 15, even with consent. In other words, if a child under the age of 15 has given birth, this means that the offense of "Sexual Abuse of a Child" has been committed under Article 103 of TCK. In this respect, according to the calculation to be made for each child who gave birth under the age of 15, even dating 9 months back from the date of birth, for every child under the age of 15 at the time of conception, an action for sexual abuse of a child must be filed, which is not subject to complaint for being a case of public prosecution. It should be checked whether cases have been filed for children under 15 years of age, whether the birth of the child has been reported, and whether there is a break in the chain and the responsibilities in that point should be fulfilled. Effective reporting and supervision plays a crucial role in combating the cases of infant mothers. It will further be cru-

cial for school administrations to follow up on children who have been withdrawn from compulsory education, to make the necessary notifications and to regularly monitor the fulfillment of this obligation.

In cities with high numbers of " infant mothers", such as Şanlıurfa, Gaziantep, Diyarbakır, Van, and Adana, awareness-raising training and campaigns should be developed and implemented. States should develop decisive policies, and implement projects to prevent young girls from giving birth, as well as to ensure and monitor the continuation of girls' education. Only education can prevent girls from being married off and bearing the responsibility of motherhood when they are still children. Adequate practices and policies need to be developed, and these programs need to be implemented decisively.

Finally, prevention of adolescent pregnancy can be accomplished through a variety of methods, including education about contraception and sexually transmitted infections, access to affordable contraception, and encouraging healthy relationships and communication. Programs that involve both parents and caregivers, as well as youth, shall be effective in preventing adolescent pregnancy.

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RESEARCH ARTICLE/ ARAŞTIRMA MAKALESİ

The effect of the covid-19 pandemic on applications to the children's advocacy center

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Abstract

The purpose of the study is to determine and compare the characteristics of child sexual abuse (CSA) cases who applied to the children's advocacy center (CAC) before and during the pandemic. The population and sample of this descriptive, retrospective study consists of the files of children who came to Burdur CAC for CSA between April 1, 2019-March 31, 2020 and April 1, 2020-March 31, 2021. A total of 171 files were examined in study. Data were collected using the Data Collection Form developed by the researchers. Descriptive statistics, Chi-square test, Man Whitney U and Bonferroni tests were used for the analysis of the data. Prior to the study, permission was obtained from the Ministry of Health, Provincial Health Directorate, and Ethics Committee. The results showed that that 113 out of 171 children came to CAC before pandemic, and the number of children who came to CAC decreased during the pandemic (n=58). It was found that 60.8% of children were exposed to non-penetrative sexual abuse, and the number of sexual abuse decreased during pandemic process compared to pre-pandemic period. Regarding the characteristics of perpetrators; mean age was 32.6±16.1 years and 98.8% of them were males. It was also found that both before and during pandemic, children were mostly abused by their friends/lovers, and most of the abuse took place in home of the perpetrator. Those who reported abuse before and during pandemic were found to demonstrate statistically significant differences (*p*<0.001). Most of the notifications were found to be made by teachers (n=69) before pandemic, while number of teachers' notifications decreased (n=9) during pandemic process, and the most notifications were made by mothers and fathers (n=23). In the future, it is recommended to carry out studies to determine types of CSA faced by children in digital environments before, during and after pandemic.

Keywords: Child Sexual Abuse, Covid-19 Pandemic, Children's Advocacy Center

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1. INTRODUCTION

Covid-19 has dramatically affected many countries around the world and has had negative consequences on daily life. With the worldwide lockdown measures to combat Covid-19, the daily lives of children and families have suddenly and significantly been turned upside down. (Nay, 2020, Wang et al., 2020, Lawson, Piel&Simon, 2020). It has brought with it health and socio-economic crises globally (Rasmussen & Thompson, 2020, United Nations, 2020, Fernandes, 2020). In this process, the increase in unemployment rates, poverty, food insecurity and housing problems, the personal, social and relational stress caused by the pandemic conditions, the negative impact on adult mental health, the increase in the time spent at home and the difficulties of parents in fulfilling their child care responsibilities increased the risk of abuse and neglect for children (Bullinger et al., 2021, Lee et al., 2021, Lawson et al., 2020). At the same time, the closure of schools and other educational institutions, the decrease in social activities and access to health services have also reduced the visibility of children by those who report child abuse and neglect, such as teachers and healthcare professionals. Additionally, curfews and the online delivery of education have resulted in children spending more time online, including communicating with peers and others. This situation not only makes children vulnerable to different digital risks, but also increases the risk of abuse and neglect. (Bullinger et al., 2021, Lee et al., 2021, Lawson et al., 2020, Rodriguez et al., 2021, Harris et al., 2021).

Child abuse and neglect is an important problem that can have very serious consequences and needs to be evaluated from multiple perspectives. CSA is one of the types of child abuse that leaves deep scars on children throughout their lives (World Health Organization, 2016). CSA can lead to serious injuries, dangerous coping behaviors and even death in the short term (Maguire, 2010, Hillis, Mercy ve Saul, 2017). In the long run, CSA may adversely affect the biopsychosocial health and development of children, as well as cause unwanted pregnancies and infectious diseases (Ramaswamy & Seshadri, 2020,

Maalouf et al., 2020). Furthermore, intergenerational transmission and future victimization or perpetration of sexual violence are both increased in children who are exposed to violence (Lutz&Turecki, 2014, Cicchetti et al., 2016, Papalia, Mann & Ogloff, 2021, Scoglio et al., 2021).

Although CSA is a significant issue for children's health, it still remains one of the most difficult types of abuse to detect and intervene (World Health Organization, 2016). Children are often exposed to sexual abuse by people they know in a familiar environment. Sexual abuse is often not disclosed, disclosed late, or hidden by children. Because the subject of sexual abuse in society is sensitive and taboo (Morrison et al., 2018, Sivagurunathan et al., 2019). In addition, reasons such as the child's age, being seen as a shame for sexual abuse, being stigmatized, being mocked by friends, fear of not being believed/ taken seriously, threatening the perpetrator or silencing the child prevent the disclosure of sexual abuse (Morrison et al., 2018, Sivagurunathan et al., 2019, Azzopardi et al., 2019). While child sexual abuse is a difficult situation to explain and reveal, the pandemic process increases the incidence of child abuse and neglect by creating an environment where the socio-ecological systems of children deteriorate (Martinkevich et al., 2020). As a matter of fact, studies on epidemics in the past report that the risk of CSA increases, especially among girls (United Nations Development Programme, 2015, International Rescue Committee, 2019). The results of some studies conducted in the Covid 19 pandemic reported that CSA has increased and mostly girls are victims (Sserwanja et al., 2021, Harris et al., 2021, Alenezi et al., 2022, Augusti et al., 2023). A systematic review in which 35 articles were analyzed reported the prevalence of sexual abuse between 1.4% and 19.5% during the pandemic (Huang et al., 2023). However, results from many countries around the world show a significant decrease in CSA reports. Some study results showed a decrease in the notifications made to the helplines and the number of children coming to the emergency services due to sexual abuse (Aslan, Timur&Pakiş, 2020, Martinkevich et al., 2020, Güney& Bağ, 2021, Petrowski et al., 2021, Amick et al., 2022, Wong et al., 2022, Long et al., 2022, Huang et al.,

2023). However, despite these studies, the evidence on the effects of the Covid 19 pandemic on CSA is scarce and comes from limited data (Fraser, 2020, Amick et al., 2022, Katz et al., 2022, Huang et al., 2023). For this reason, there is a need for studies investigating the effects of more and different variables on CSA.

CSA becomes the subject of criminal investigation when disclosed, as it constitutes a crime under the law in many countries. The process should be carried out by experts so that children do not have to testify many times during the investigation process and stress and secondary trauma to children and families is not experienced (Cross et al., 2007, Olafson, 2012). For this, CAC was established both in different countries of the world and in Turkey (Bağ&Alşen, 2016, Bayrak et al., 2021, The National Children's Advocacy Center, 2023). In these centers, which are under the Ministry of Health, examinations and medical interviews of the child are carried out in a child-friendly environment. With the gathering of stakeholder institutions under the same roof, forensic, health and child protection professionals display a multidisciplinary approach together. Urgent medical and legal measures are taken against the CSA by professionals who have received special training. At the same time, professional guidance is provided to both the child and his family (Bağ&Alşen, 2016, Bayrak et al., 2021).

The purpose of the this study is to determine and compare the characteristics of CSA cases who applied to the child monitoring center before and during the pandemic.

2. MATERIAL AND METHODS

2.1. Study Design

This study was conducted as a descriptive retrospective study.

2.2. Target Population and Sample of Study

The target population and sample of the study consist of the files of children who came to Burdur Children's Advocacy Center for sexual abuse between April 1, 2019-March 31, 2020 and April 1, 2020-March 31, 2021. A total of 171 files were examined retrospectively, and all the files were included in the study.

2.3. Data Collection

The files in the archive of the Burdur Provincial Health Directorate between February 2022 and July 2022 were scanned. The data were collected through the examination of forensic interview minutes, family interview forms, and forensic and psychiatric examination reports in the children's files. Data were collected via the Data Collection Form developed by the researchers. Reviewing each file took 30-45 minutes.

2.3.1. Data Collection Tools

2.3.1.1. Data Collection Form: This form was created by the researchers by reviewing the literature (World Health Organization, 2016, World Health Organization, 2020a). After the data collection form was prepared, it was sent to three faculty members who are subject-matter experts for feedback,and it was given its final form based on their suggestions. The form included data about the child's age, gender, place of residence, whether the mother and father are alive, disability, presence of psychiatric and chronic diseases, and the protective measures decision taken. There was information about the perpetrator such as how many people were at the time of the incident, closeness to the child, age and gender. In addition to these, the form also included information about the person who made the notification, the type of sexual abuse, how many times it happened, the findings of sexual abuse, and where the incident took place.

2.4. Ethical Dimension

Before the study was conducted, permission was obtained from Mehmet Akif Ersoy University Non-Interventional Clinical Research Ethics Committee (meeting no: 2022/01, decision no: 2022/442), Ministry of Health and Provincial Health Directorate. The study complies with the Declaration of Helsinki.

2.5. Data Analysis

IBM SPSS 25 was used to analyze the data (IBM Corp., Armonk, New York, USA). The figures were created in Microsoft Office Excel 2016 program (Microsoft Corp., Redmond, Washington, USA). Data were presented as frequency (n), percentage (%), mean and standard deviation

(x̄±SD). The normality of the data for numerical variables was evaluated by the ShapiroWilk test. Categorical variables were analyzed using Chi-square test. Mann-Whitney U test was used to compare the differences between groups . Post-hoc analyzes were performed in chi-square analyzes, and Bonferroni method was used.

3. RESULTS

3.1. Children's Characteristics

The files of 171 children who came to CAC were examined. The characteristics of the children are shown in Table 1. Of the children, 58.6% were between the ages of 13 and 18, 77.8% were girls, 38.0% were at secondary school level and 45.6%

lived in the district. The age, gender, education level and place of residence of the children did not indicate any statistically significant differences before and during the pandemic. An analysis of the characteristics of children's parents showed that 85.4% of the children had their parents alive, 59.6% of them had their parents together and 57.3% of them were living with their parents (Table 1).

3.2. Applications Before and During the Pandemic

It was determined that 113 of 171 children came to CAC before the pandemic, and the number of children who came to CAC decreased during the pandemic process (Table 1). The distribution

Table 1. Characteristics of Children Coming to CAC Before and in the Pandemic Process

	Pre-pandemic		In the pandemic		Total		
	n	%	n	%	n	%	p
Child's age range							
0-5	4	3.5	3	5.2	7	4.1	0.624
6-12	49	43.4	21	36.2	70	40.9	
13-18	60	53.1	34	58.6	94	58.6	
Gender							
Female	90	79.6	43	74.1	133	77.8	0.264
Male	23	20.4	15	25.9	38	22.2	
School level studied							
Pre-school	6	5.3	5	8.6	11	6.4	
Primary Education Level 1	26	23.0	9	15.5	35	20.5	0.364
Primary Education Level 2	42	37.2	18	31.0	60	35.1	
Secondary education	39	34.5	26	44.8	65	38.0	
Place of residence							
Province	28	24.8	15	25.9	43	25.1	0.780
County	50	44.2	28	48.3	78	45.6	
Village	35	31.0	15	25.9	50	29.2	
Parents' condition							
His/her parents live	89	78.8	57	98.3	146	85.4	
His/her father died	5	4.4	1	1.7	6	3.5	NA
Unknown/no data	19	16.8	-	-	19	11.1	
Parents' union							
Together	61	54.0	41	24.0	102	59.6	
Separate	25	22.1	16	27.6	41	24.0	NA
One of the parents died	3	2.7	1	0.6	4	2.3	
One of the parents is married to another	5	4.4	-	-	5	2.9	
Unknown/no data	19	16.8	-	-	19	11.1	
People with whom the child lives							
Mother and father	60	53.1	38	65.6	98	57.3	
Only mother	18	15.9	10	17.2	28	16.4	
Only father	6	5.3	5	8.6	11	6.4	
Grandparents	2	1.8	-	-	2	1.2	NA
Institution	3	2.7	4	6.9	7	4.1	
Relatives	5	4.4	-	-	5	2.9	
Spouse	-	-	1	1.7	1	0.6	
Unknown/no data	19	16.8	-	-	19	11.1	
TOTAL	113	100.0	58	100.0	171	100.0	

NA: No analysis was done.

of children coming to CAC by months showed that all the cases came in April the most; before the pandemic, children came in April the most, and after the pandemic, they came in August and September the most (Figure 1).

3.3. Types of Sexual Abuse Suffered by Children

Table 2 shows the types of sexual abuse that children were exposed to. The results showed that while 60.8% of the children were exposed to non-penetrative sexual abuse, 22.7% of them were exposed to penetrative sexual abuse. The number of non-penetrative and penetrative sexual abuse decreased during the pandemic process compared to the pre-pandemic period. It

was found that 16.3% of the children were not sexually abused. Touching was found to be the most common non-penetrative type of abuse in total, before the pandemic, and during the pandemic process. Penetrative abuse was found to be mostly vaginal penetration (Table 2).

3.4. Characteristics related to perpetrator and abuse

When the characteristics of the perpetrators of CSA were examined, it was found that the mean age of the perpetrators was 33.2±15.1 years before the pandemic and 31.4±18.2 years during the pandemic period. It was found that the mean age of the perpetrators did not show a statistically significant difference before and during
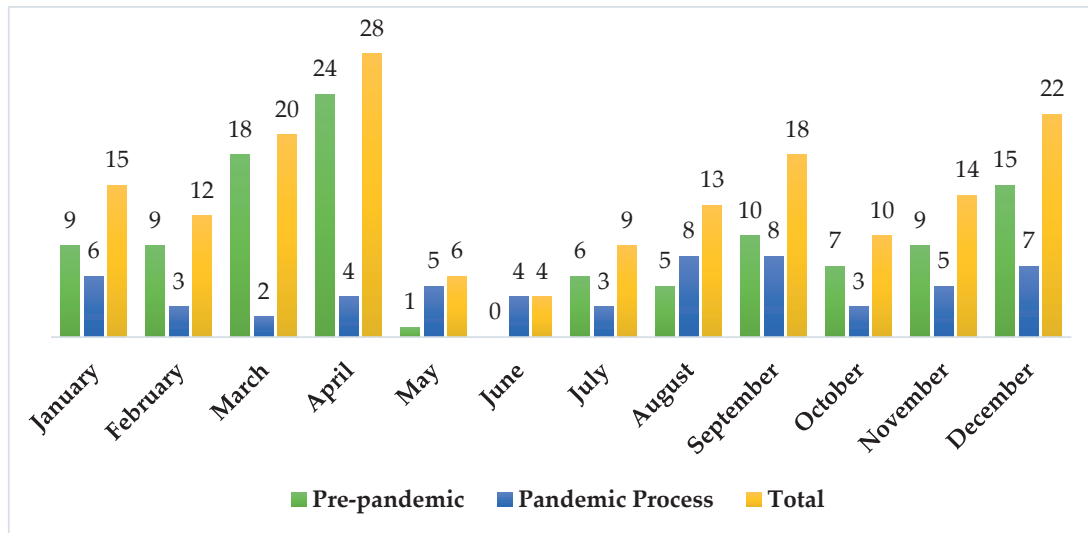
Figure 1. Number of Arrivals of Children by Month in the Year

Table 2. Types of Sexual Abuse Suffered by Children

	Pre-pandemic		In the pandemic		Total	
	n	%	n	%	n	%
Types of Sexual Abuse						
Non penetrative abuse*	72	63.7	32	55.1	104	60.8
Penetrative abuse	23	20.4	16	27.5	39	22.7
No sexual abuse	18	15.9	10	17.2	28	16.3
Non-penetrative abuse*						
Touch	60	70.6	20	50.0	80	64.0
Bawdy	7	8.2	8	20.0	15	12.0
Exhibitionism	10	11.8	9	22.5	19	15.2
Kiss	8	9.4	3	7.5	11	8.8
Penetrative abuse*						
Oral	1	4.3	2	12.5	3	7.7
Anal	2	8.7	3	18.8	5	12.8
Vaginal	17	74.0	9	56.2	26	66.7
Vaginal+Oral	3	13.0	2	12.5	5	12.8

* More than one option was chosen since children were exposed to one or more than one type of abuse

the pandemic (*p=0.293*). The majority of the CSA cases that children were exposed to (79.5%) were found to be were carried out by a single perpetrator, 98.8% of the perpetrators were men, and children were abused mostly by their boyfriend/lover. There was no statistically significant difference between the groups in terms of the number of perpetrators, gender, and the perpetrator's relationship with the child before and during the pandemic (Table 3).

Table 3 shows the characteristics of the place where sexual abuse took place. Before the pandemic, most of the abuse were found to have occurred at the home of the perpetrator (24.4%), around the school/school environment (22.8%) and in the home of the victim (16.3%). It was found that the three places where abuse took place the most during the pandemic process and in total included the perpetrator's house, the victim's house, and the closed/deserted area, respectively (Table 3). Those who reported abuse before and during the pandemic demonstrated a statistically significant difference (*p<0.001*). Most

Table 3. Characteristics Related to Perpetrator and Abuse Before and during the Pandemic

	Pre-pandemic		In the pandemic		Total		
	n	%	n	%	n	%	*p*
Number of perpetrators							
One	90	79.6	46	79.3	136	79.5	0.959
More than one	23	20.4	12	20.7	35	20.5	
Gender of the perpetrator							
Female	1	0.9	1	1.7	2	1.2	0.565
Male	112	99.1	57	98.3	169	98.8	
The perpetrator's relationship with the child							
Family	20	17.7	12	20.7	32	18.7	
Relative	22	19.5	7	12.1	29	17.0	0.351
Boyfriend/lover	33	29.2	17	29.3	50	29.2	
Familiar	30	26.5	13	22.4	43	25.1	
Foreign	8	7.1	9	15.5	17	9.9	
Where the abuse took place*							
At the perpetrator's own home	30	24.4	17	28.3	47	25.7	
School/school environment	28	22.8	2	3.3	30	16.4	
In the victim's own home	20	16.3	13	21.7	33	18.0	NA
Closed/deserted area	19	15.5	13	21.7	32	17.5	
Street/Public space	10	8.1	5	8.3	15	8.2	
On the phone	4	3.2	4	6.7	8	4.4	
In the car	3	2.4	1	1.7	4	2.2	
Unknown	9	7.3	5	8.3	14	7.6	
Person reporting abuse							
Teacher	62_a	54.9	9_b	15.5	71	41.5	
Mother and father	30_a	26.5	23_a	39.7	53	31.0	
Health personnel	13_a	11.5	9_a	15.5	22	12.9	<0.001
Victum herself/himself	3_a	2.7	7_b	12.1	10	5.8	
Police	1_a	0.9	3_a	5.2	4	2.3	
Other	4_a	3.5	7_b	12.1	11	6.4	
Genital examination							
Examined	27	23.9	18	31.0	45	26.3	0.412
Not examined	86	76.1	40	69.0	126	73.7	
Pregnancy							
Positive	3	2.7	6	10.3	9	5.3	0.033
Negative	110	97.3	52	89.7	162	94.7	
Presence of an protective measure decision							
Yes**	30	26.5	13	22.4	43	25.1	
None	61	54.0	44	75.9	105	61.4	NA
Unknown	22	19.5	1	1.7	23	13.5	
Toplam	113	100.0	58	100.0	171	100.0	

*More than one option is marked.

**All of the protective measure decisions are health measures.

NA: No analysis was done.

a and b indicate the groups that make up the difference.

notifications were found to be made by teachers (n=69) before the pandemic, while the number of teachers' notifications decreased (n=9) during the pandemic process, and the most notifications were made by mothers and fathers (n=23) (Table 3).

Of the children who came to CAC, 23.9% were subjected to genital examination before the pandemic, 31.0% were subjected to genital examination during the pandemic, and in total 26.3% of all children who came to CAC were subjected to genital examination. Pregnancy test was positive for 2.7% of the children before the pandemic, 10.3% of the children during the pandemic, and 5.3% of the children in total. Medical measures were taken in 26.5% of children before the pandemic, 22.4% during the pandemic, and 25.1% children in total.

4. DISCUSSION

The current study investigated changes in CSA before and during the pandemic and identified some of the potential risk factors. Similar to the findings of different studies in the literature, our findings found a decrease in CSA during the pandemic process (Aslan, Timur&Pakiş, 2020, Martinkevich et al., 2020, Güney& Bağ, 2021, Petrowski et al., 2021, Amick et al., 2022, Wong et al., 2022, Long et al., 2022, Huang et al., 2023). However, this decrease can be considered as an "artificial decrease", not a real decrease. This finding can be explained in two ways. First, with the quarantine calls to stay at home and the fear of contracting Covid-19, parents started to spend more time at home with their children. With the quarantine, the attention and supervision of parents towards children may have increased and this may have been a factor protecting children from sexual abuse. Second, the quarantine and social isolation measures implemented to combat the Covid-19 pandemic have led to the withdrawal of children from school and society, a lack of communication with the wider social networks of family and friends, and the limitation of their social relationships (Bullinger et al., 2021, Lee et al., 2021, Lawson et al., 2020, Rodriguez et al., 2021, Harris et al., 2021). However, studies have reported a significant decrease in visits

to emergency services, hospital admissions and utilization of health services (Aslan, Timur&Pakiş, 2020, Martinkevich et al., 2020, Güney& Bağ, 2021, Petrowski et al., 2021, Amick et al., 2022, Wong et al., 2022, Long et al., 2022, Huang et al., 2023). These may have prevented early detection, exposure and reporting of sexual abuse. Hence, the notifications made by teachers, health professionals and parents during the pandemic process decreased in our study compared to the pre-pandemic period, which supports this view.

One of the important findings in the study is that the children who came to CAC mostly came in April before the pandemic, and there was a significant decrease in April during the pandemic process. In addition, another important result that emerged in the context of the findings in our study is that while the most notifications were made by teachers before the pandemic, these notifications decreased significantly during the pandemic. Similar results were reported in the study conducted by Aslan et al. (Aslan, Timur&Pakiş, 2020). Another study conducted in Turkey indicated that law enforcement officers directed children to CAC during the quarantine process, and most of the notifications were made by mothers and fathers (Güney& Bağ, 2021). In our study, the reason for the decrease in the number of children and teachers' reporting rates in April can be considered as a result of distance education. Teachers are the people with whom children spend most of their time during the day after their parents. They have an important role in detecting and reporting abuse by recognizing the biopsychosocial changes in children (Koçtürk, 2018). With distance education, children spent time in front of a screen with all their friends in the classroom and their teachers. This situation may have prevented children from explaining CSA to their teachers and may have caused teachers not to notice CSA. Unfortunately, these findings once again reveal that CSA remained behind closed doors during the pandemic process and were not disclosed.

CSA continues to affect children in all countries and societies around the world. However, some risk factors make children even more at risk. One of these risk factors is the age of the child. Like

some other studies in the literature, this study found that the risk of CSA increases with age, and adolescence is a risky period. (Sofuoglu et al., 2018, Azzopardi et al., 2019, Gewirtz-Meydan and Finkelhor, 2020, Scoglio et al., 2021, Uslu, 2022). Risky behaviors during adolescence increase the vulnerability of adolescents and the risk of becoming a victim of CSA (Kloppen et al., 2016, Castro et al., 2019). Considering the effects of sexual abuse on children, sexual education should be given to children to protect them from sexual abuse. In schools where it is easy to reach children, sexual education can be given to children both by integrating it into the official curriculum and as a separate subject. (Walsh et al., 2015).

Another important factor associated with CSA in the study is gender. Similar to previous studies, while girls were the group with the highest risk of sexual abuse in this study, the number of children arriving during the pandemic period was not different according to gender, compared to the pre-pandemic period (Aslan, Timur&Pakiş, 2020, Güney& Bağ, 2021, Sserwanja et al., 2021, Harris et al., 2021, Alenezi et al., 2022, Augusti et al., 2023). The low number of boys in our study may be related to the patriarchal characteristic of our society. In patriarchal societies, sexual abuse is taboo for men. Men often do not report CSA due to fear of stigmatization and fear of being gay (Morrison et al., 2018, Sivagurunathan et al., 2019, Azzopardi et al., 2019).

During the pandemic process, children could not continue their daily leisure activities, could not spend time with their peers and could not go to school. In this process, internet usage rates increased and children attended online classes and communicated with their peers and other people (Harris et al., 2021, Hantaris et al., 2021). However, this situation has created security gaps in children's digital platforms, increased the risk of children being exposed to CSA and the production of content for child pornography. Moreover, the restriction of international travel and tourism has led perpetrators of child abuse to use the internet to reach children (Harris et al., 2021, Rahamathulla, 2021, Marchi et al., 2021). In this study, it was determined that the most common type of

sexual abuse that children were exposed to was non-penetrative CSA. Similar to this study, other studies before the pandemic reported that sexual abuse without physical contact was more common in CSA cases, and penetration was absent or low in most cases (Ajdukovic et al., 2013, Aydin et al., 2015, ECPAT, 2020). Another striking finding of the study is the lack of reporting of sexual abuse and pornography, which are among the types of abuse that children are exposed to, via the internet. In the future, different studies are needed to determine and compare the types of sexual abuse that children are exposed to in online and offline environments before, during and after the pandemic. In addition, qualitative studies should be carried out to determine why children do not report cyber violence and why this situation remains confidential.

In CSA, children's relationship with the perpetrator is important. The perpetrators are often a person or family member the children know rather than strangers (Sofuoglu et al., 2018, Azzopardi et al., 2019, Gewirtz-Meydan and Finkelhor, 2020, Scoglio et al., 2021, Uslu, 2022). The study conducted by Wong et al. in Hong Kong reported that most of the CSAs were performed by a family member of the child during the pandemic process (Wong et al., 2022). Stevens et al. stated that in Kenya children are more likely to be victimized by a neighbor during Covid-19 (Stevens et al., 2021). A study conducted in Turkey found that the number of children who were abused more by their friends/lovers before the pandemic and by their friends/lovers during the pandemic period decreased and they were abused by other people (Aslan, Timur&Pakiş, 2020). In this study, it was found that the perpetrators were mostly the boyfriend/lover of children and they were exposed to dating violence before and during the pandemic. Consistent with the literature, this study also found that the victims of dating violence are girls. (World Health Organization, 2020b, 2020c). Intervention studies are needed so that children can resolve their romantic relationship problems on the basis of gender equality, say no, resist inappropriate offers and pressure, and learn to complain. In this context, it is important and necessary to include perpetrators of dating violence in this picture

and to carry out perpetrator-oriented prevention and intervention studies.

5. LIMITATIONS

The current study is one of the limited number of studies evaluating CSA cases before and during the pandemic in Turkey. However, we have some limitations. One of the limitations is that it was carried out in a single center due to time and cost, and it only included the sample of children who came to the CAC. Another limitation is that due to its retrospective nature, this study collected data only from file information; face-to-face interviews could not be conducted with the victim and his family, and detailed data on risk factors at socioecological levels could not be collected. Longitudinal studies are needed to make causal inferences about CSA during the pandemic.

6. CONCLUSION

This study found that the number of applications to CAC and the notifications of teachers decreased during the pandemic process. The results showed that adolescent children and girls were at risk among children, there was no notification about the types of CSA that children were exposed to in online and offline environments, and children were mostly exposed to dating violence by their friends/lovers. The important thing in the approach to CSA is to protect children from exposure to abuse and to prevent abuse. In this regard, a multidisciplinary team approach should be exhibited within the framework of IN-SPIRE strategies developed by the World Health Organization based on evidence (World Health Organization, 2016). In this framework, first of all, service models that can be screened in terms of individual, relational, community and social factors that may be risk factors for children's exposure to CSA should be developed, a risk map should be created in our country, and care should be provided in line with the needs of individuals. Especially today, with the increase in internet usage rates, risk screenings should be made for children on digital platforms and intervention studies should be developed to protect them from risks. In the future, both screening studies and longitudinal studies should be conducted to determine the types of CSA that

children are exposed to during the pandemic process, and to evaluate different variables that affect CSA. However, school-based CSA prevention programs should be developed from the pre-school period to prevent CSA. School-based CSA prevention programs should focus on children's sexual education, information about CSA and dating violence, how to protect themselves from abuse and personal safety skills. School nurses, teachers, administrators and social workers should be able to take an active role in these programs.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Reflection of adolescent-to-parent violence in media news in Turkey

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Abstract

This study aims to analyze how news about adolescent-to-parent violence is reflected in the media. Certain phrases that define adolescent-to-parent violence were identified and searched on Google search engine. The news between 2018 and 2022 was scanned by applying the time filter. The news were evaluated in terms of the scope, the socio-demographic correlations, and the causes of adolescent-to-parent violence. Descriptive statistics was expressed as mean±standard deviation and median. Categorical parameters were represented with frequency and percentage values. The Chi-Square test were used for standard statistical analyses. A p value of <0.05 was considered 'statistically significant'. Between 2018 and 2022, a total of 58 individual news were identified. It was found that the majority of adolescents were male while the majority of parent-victims were fathers, and that adolescents had a high rate of using firearms in cases of violence that were usually due to an altercation. Inconsistencies between different media sources regarding their coverage of the incidents, which would lead to violations of the rights of adolescents and parent-victims, have been determined. The study showed that although the causes of adolescent-to-parent violence differ, it is apparent that adolescents use violence commonly as a way of solving their problems. Since no studies specific to adolescent-to-parent violence conducted in Turkey could be found, it can be concluded that there is a need for studies that will provide healthy and accurate data on the dimension, frequency and variables of the problem. In addition, it is suggested that the media can play an important role in preventing the violence in general through accurate, complete, impartial and responsible reporting.

Keywords: Adolescent-to-Parent Violence, Adolescents, Parents, Media, News

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1. INTRODUCTION

Adolescent-to-Parent Violence (APV) is regarded as a specific and undisclosed form of family violence (Moulds et al., 2016; Seijo et al., 2020; Ibabe, 2019). For decades, studies on family violence have mostly focused on child abuse and intimate partner violence; however, other forms of family violence, such as adolescent violence against their parents, have been overlooked (Bobic, 2002). Kempe et al. (1962) first used the term "battered child"; and Walker (1977) introduced the term "battered woman" syndrome". Despite being relatively common, APV has received limited attention until recent years; but then has become the focus of research due to the increasing number of incidents and its impact on the society (Ibabe, 2019; Seijo et al., 2020).

APV was first differentiated from other forms of family violence as 'battered parent syndrome' by Harbin and Madden in 1979. They defined the phenomena as: "any harmful act by a child, whether physical, psychological or financial, which is intended to gain power and control over a parent or carer" (Harbin and Madden, 1979). Although the term has evolved since then, there is still no consensus on a universal definition and terminology; and how it is defined, measured, and reviewed varies across disciplines and researchers (Sanders, 2020; O'Hara et al., 2017). Ibabe (2019) defined APV as "physical and/or psychological violence perpetrated by children or adolescents and directed toward their parents or caregivers", however eliminated the intention to control parents which appeared in Harbin and Madden's definition. Pereira et al. (2017), on the other hand, proposed to define APV as "repeated behavior of physical, psychological (verbal or nonverbal) or economic violence directed toward the parents or the people who occupy their place" and excluded the unique aggressions caused by diminished consciousness, psychological disorders, and occurred without history of previous aggressions.

Several different terms have been used in the literature, such as "child-initiated family violence" which is broader in scope; or "adolescent-initiated parent abuse" and "child-to-parent violence"

which focus on the age of the youth; and "child-to-mother or child-to-father" which refers to the sex of the victim (O'Hara et al., 2017). Wilcox (2012) observed that while practitioners prefer to use the term 'child-to-parent violence', academics are more likely to use the term 'parent abuse'; and she argued that the term 'abuse' reflects the nature of the behaviour and correctly locates the phenomena within the wider field of familial abuse whereas the term 'violence' ignores the abundance of behaviours within familial relationships and supports the idea that it is solely about physical violence. Paterson et al. (2013) argued that the adolescents' behaviour should be considered violent "if others in the family feel threatened, intimidated or controlled by it and if they believe that they must adjust their own behaviour to accommodate threats or anticipation of violence". Regardless of the lack of consensus on definitions, APV is acknowledged to disrupt and reverse the direction of power relations between the parent and the adolescent (Wilcox, 2012; Paterson et al., 2013).

Globally, the knowledge regarding the extent of APV is limited and the number of specific studies is still scarce (Seijo et al., 2020; Wilcox, 2012). The rates of APV vary due to the plurality of definitions, the samples used, the variables of interest, and data collection methods (Paterson et al., 2013; O'Hara et al., 2017; Seijo et al., 2020). The data collection methods include community surveys based on self-reports by the victim and the perpetrator, questionnaires, police records, file reviews, case studies, structured interviews, qualitative data derived from focus groups and reports of clinical experiences; yet most studies focus exclusively on community samples and children reports (Ibabe, 2019). Although this diversity provides a better understanding of the phenomenon, it also has an adverse impact on how the currently available prevalence rates will be interpreted, compared and valued (Routt & Anderson, 2011; O'Hara et al., 2017).

The data on global prevalence rates of APV reveals a range of 5–22%; however, the studies on specialized samples show rates at the higher end of the range (O'Hara et al., 2017; Seijo et al., 2020). Studies conducted with community samp-

les, in which the incidents are reported by the adolescents, are regarded as a pertinent source of information about the extent of the phenomenon (Contreras et al., 2021). Findings based on adolescent reports show that prevalence rates for physical aggression range from 7.2% to 22%, while they rate from 65.8% to 93.5% for psychological aggression (Ibabe, 2019). However, while some studies claim that adolescents tend to scale down the rate and gravity of their violence when self-reporting (Wilcox, 2012), other studies state that the adolescent reports show insignificantly higher prevalence rates of physical and psychological violence than the parent reports (Ibabe, 2019). Apparently, APV incidents are reported and documented alongside other incidents rather than as a specific act, hence its inconsistency (Simmons et al., 2018). O'Hara et al. (2017) argue that "Although the full extent of this form of violence is unknown, it is clear that youth who exhibit violence toward caregivers represent an important population in need of effective prevention and intervention services."

The variability across studies regarding the measurement of APV also depends on the instrument used to assess APV, some of which are specifically developed for APV while some are revised for it (Arias-Rivera et al., 2020; Ibabe, 2020). The Conflict Tactics Scale (CTS), which was developed by Straus (1979), is the most widely used instrument. Studies by Gámez-Guadix and Calvete (2012) and Beckman et al. (2017) used Child–Parent Conflict Tactics Scales (CP-CTS) which was adapted to assess the physical and verbal aggression towards parents (Contreras et al., 2019). The Child-to-Parent Aggression Questionnaire (CPAQ), designed by Calvete et al. (2013) specifically for the study of CPV, includes items to assess physical and psychological aggression directed at both parents. The Child-to-Mother Violence Scale (CMVS) was also specifically devised by Edenborough et al. (2011) to explore the incidence and prevalence of child-to-mother violence, as well as the offenders, victims, experiences and consequences. The Intra-family Violence Scale (IVS), created by Ibabe et al. (2013), has 3 parallel items for both parents to measure physical, psychological, and emotional violence. The variations also derive

from the questionnaires used as some studies use one-item interview questions such as "Have you ever hit your parent?", while others use multi-item questionnaires such as the 20-item Likert scaled survey to determine how conflict is resolved between children and their parents. Likewise, behaviors included under the term of APV vary across studies, as some include only physical abuse, while some include physical, verbal and/or psychological aggression, physical violence, even damage to property (O'Hara et al., 2017). Contreras et al. (2019) emphasized that an instrument to assess the wide spectrum of violent behaviours needs to be developed and validated in order to define APV.

2. MATERIAL AND METHOD

This study aims to analyze how adolescent violence against parents is reflected in the media news. Phrases that describe APV, such as "s/he killed/hurt her/his mother/father", were scanned on Google search engine to reach the national and local news on APV within a five-year time frame between 2018 and 2022.

In consideration with the definition of "adolescence" by the World Health Organization as the second decade of life (World Health Organization, 2001), the news where the offender is outside the range of 10–19 years of age or when the offender's age was not specified were excluded. The APV incidents which have been the subject of more than one news were counted as one single incident. The news were evaluated to examine the extent, the socio-demographic correlations, and the means and motives of adolescent violence against parents.

The data were analyzed using the statistical package program. Descriptive statistics of the numeric variables was expressed as mean, standard deviation, median, and max-min values. Categorical parameters were represented with frequency and percentage values. The Chi-Square test was used for standard statistical analyses. A p value of <0.05 was considered 'statistically significant'.

3. FINDINGS

Within the five-year period between 2018 and

2022, a total of 58 news about APV incidents were identified, and 27.6% (n=16) of these news were in 2020 (Figure 1). A total of 15 (25.9%) incidents were in the Aegean region, followed by Marmara and Central Anatolia regions (n=11, 19.0% and n=10, 17.2% respectively) (Figure 2).

Figure 1. Distribution of news by years
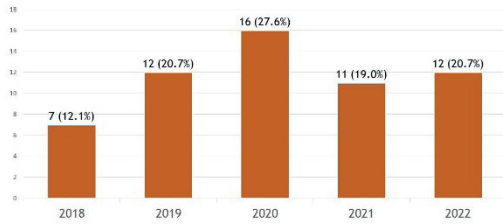
Figure 2. Distribution of news by regions
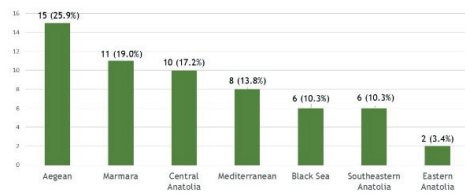
Of the total of 58 adolescents, 10 (17.2%) were female and 48 (82.8%) were male (Figure 3). Almost one third (18; 31.0%) of the adolescents were 17 years old. The average age was 16.5±1.6 and the median age was 17[13-19] (Figure 4).

Figure 3. Distribution of adolescents' sex
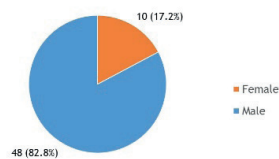
Figure 4. Distribution of adolescents' age
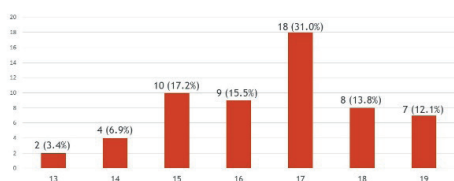
The adolescents, who were 14 and 18 years old, were all male; and there was male dominance in all ages except the 13 year olds. However, there was no statistically significant difference between the age and the sex of the adolescents (p>0.05) (Figure 5).

Figure 5. Distribution of adolescents by age and sex
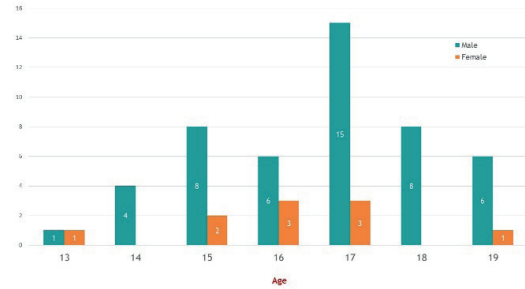
In the Aegean region, where the majority of the news originated, one third (n=5, 33.3%) of the adolescents were 17 years old while another one-third (n=5, 33.3%) were 18 years old. In Marmara region, both 16 and 19 years old adolescents were prominent (n=3, 27.3% each), whereas in Central Anatolia 40.0% (n=4) of the adolescents were 15 years old. There was no statistically significant difference between the age of the adolescent and the region (p>0.05) (Table 1).

As the majority of the adolescents were male, the ratios within the regions also showed a male dominance. In Mediterranean and Central Anatolia regions, all adolescents, as well as the majority in other regions, were male; however, there was no statistically significant difference between the adolescent's sex and the region (p>0.05) (Table 2).

Regarding the parent-victims, in 43 APV incidents (74.1%) the father was the target compared to 14 (24.1%) incidents where the mother was targeted. Only one (1.7%) APV incident was against both parents (Figure 6).

Figure 6. Distribution of parent-victims
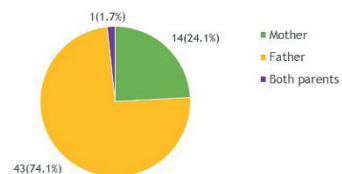
The parent-victim was the father in 88.9% of the incidents among the 16 year olds, and in 80.0% of the incidents among the 16 year olds, which is higher than the average of 74.1%. However, there was statistically no significant difference between the age of the adolescents and the parent-victims (p>0.05) (Table 3).

The parent-victim was the father in 80.0% of the incidents among female adolescents, which is higher than the average of 74.1%. However, there was statistically no significant difference between the sex of the adolescents and the parent-victims (p>0.05) (Table 4).

Regarding what caused APV, 29 (50.0%) incidents were due to an altercation between the adolescent and the parent. In 10 (17.2%) incidents the father's violence against the mother was the reason for APV. Domestic violence and violence by the parents towards the adolescent (6, 10.3% each) and the mother's affair (3, 5.2%) were identified as other causes of APV. In 2 (3.4%) incidents APV occurred accidentally and no motive was identified for 2 (3.4%) incidents (Figure 6).

Table 1. Distribution of adolescents by age and region

Region		Age							Total	p
		13	14	15	16	17	18	19		
Aegean	n	0	0	2	1	5	5	2	15	
	%*	0.0	0.0	13.3	6.7	33.3	33.3	13.3	100.0	
Marmara	n	1	0	2	3	2	0	3	11	
	%*	9,1	0,0	18,2	27,3	18,2	0,0	27,3	100.0	
Central Anatolia	n	0	0	4	2	2	1	1	10	
	%*	0.0	0.0	40.0	20.0	20.0	10.0	10.0	100.0	
Mediterranean	n	1	1	1	1	4	0	0	8	0.229
	%*	12,5	12,5	12,5	12,5	50,0	0,0	0,0	100.0	
Black Sea	n	0	1	0	0	4	1	0	6	
	%*	0,0	16,7	0,0	0,0	66,7	16,7	0,0	100.0	
Eastern Anatolia	n	0	1	1	0	0	0	0	2	
	%*	0	50.0	50.0	0.0	0.0	0.0	0.0	100.0	
Southeastern Anatolia	n	0	1	0	2	1	1	1	6	
	%*	0,0	16,7	0,0	33,3	16,7	16,7	16,7	100.0	
Total	**n**	**2**	**4**	**10**	**9**	**18**	**8**	**7**	**58**	
	%*	**3,4**	**6,9**	**17,2**	**15,5**	**31,0**	**13,8**	**12,1**	**100.0**	

* % within row

Table 2. Distribution of adolescents by sex and region

Region	Sex				Total		p
	Male		Female				
	n	%*	n	%*	n	%*	
Aegean	11	73.3	4	26.7	15	100.0	
Marmara	10	90.9	1	9.1	11	100.0	
Central Anatolia	8	80.0	2	20.0	10	100.0	
Mediterranean	8	100.0	0	0.0	8	100.0	0.586
Black Sea	5	83.3	1	16.7	6	100.0	
Eastern Anatolia	2	100.0	0	0.0	2	100.0	
Southeastern Anatolia	4	66.7	2	33.3	6	100.0	
Total	**48**	**82.3**	**10**	**17.2**	**58**	**100.0**	

* % within row

Among 18 and 19 year olds, altercation was the most common cause for APV (62.5% and 71.4% respectively), and the rates were higher than the average of 50.0%. There was no statistically significant difference between the causes of APV and the age of the adolescents (p>0.05) (Table 5).

Altercation was the most common cause for both female and male adolescents (50.0% each), yet the rates were the same as the average of 50.0%.

There was no statistically significant difference between the causes of APV and the sex of the adolescents (p>0.05) (Table 6).

In Aegean, Mediterranean and Central Anatolia regions, majority of the APV incidents were due to altercation (60.0%, 57.1% and 60.0% respectively); whereas in Southeastern Anatolia, 50.0% of the incidents were due to father's violence against mother (Figure 7). There was no statisti-

Table 3. Distribution of parent-victims by adolescent's age

Parent-victim		Age							Total	p
		13	14	15	16	17	18	19		
Mother	n	1	1	2	1	5	2	2	14	
	%*	50.0	25.0	20.0	11.1	27.8	25.0	28.6	24.1	
Father	n	1	3	8	8	12	6	5	43	0.978
	%*	50.0	75.0	80.0	88.9	66.7	75.0	71.4	74.1	
Both parents	n	0	0	0	0	1	0	0	1	
	%*	0.0		0.0	0.0	5.6	0.0	0.0	1.7	
Total	n	2	4	10	9	18	8	7	58	
	%*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

*% within column

Table 4. Distribution of parent-victims by adolescent's sex

Parent-victim	Sex				Total		p
	Male		Female				
	n	%*	n	%*	n	%*	
Mother	12	25.0	2	20.0	14	24.1	
Father	35	72.9	8	80.0	43	71.4	0.839
Both parents	1	2.1	0	0.0	1	1.7	
Total	48	100.0	10	100.0	58	100.0	

*% within column

Figure 6. Distribution of causes for APV
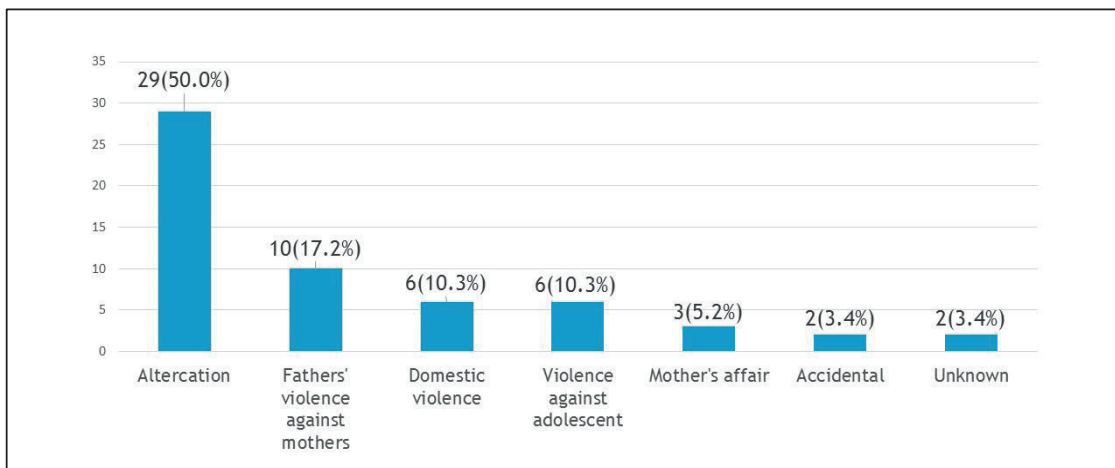
cally significant difference between the causes of APV and regions (p>0.05).

In 35 (60.3%) incidents, the adolescents used firearms, of which 17 (48.6%) were rifles and 18 (51.4%) were handguns. In 19 (32.8%) incidents knives and in 4 incidents (6.9%) other means were used (Figure 8).

Regarding the weapons used, half of the 13, 14 and 18 year olds used handguns, while the other half of the 13 year olds used knives (Table 7).

There was no statistically significant difference between the weapons used and the age of the adolescents (p>0.05).

While 40.0% of the female adolescents used knives and 30.0% used handguns, the male adolescents used handguns, rifles and knives with a 31.3% each (Figure 9). There was no statistically significant difference between the weapons used and the sex of the adolescents (p>0.05).

Table 5. Distribution of causes for APV by adolescents' age

Causes		Age							Total	p
		13	14	15	16	17	18	19		
Altercation	n	1	2	5	4	7	5	5	29	
	%*	50.0	50.0	50.0	44.4	38.9	62.5	71.4	50.0	
Father's violence against mother	n	0	1	1	2	3	2	1	10	
	%*	0.0	25.0	10.0	22.2	16.7	25.0	14.3	17.2	
Domestic violence	n	1	0	1	1	2	1	0	6	
	%*	50.0	0.0	10.0	11.1	11.1	12.5	0.0	10.3	
Violence against adolescent	n	0	1	1	2	2	0	0	6	0.910
	%*	0.0	25.0	10.0	22.2	11.1	0.0	0.0	10.3	
Mother's affair	n	0	0	2	0	1	0	0	3	
	%*	0.0	0.0	20.0	0.0	5.6	0.0	0.0	5.2	
Accidental	n	0	0	0	0	2	0	0	2	
	%*	0.0	0.0	0.0	0.0	11.1	0.0	0.0	3.4	
Unknown	n	0	0	0	0	1	0	1	2	
	%*	0.0	0.0	0.0	0.0	5.6	0.0	14.3	3.4	
Total	n	2	4	10	9	18	8	7	58	
	%*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

* % within column

Table 6. Distribution of causes for APV by adolescents' sex

Causes	Sex				Total		p
	Male		Female				
	n	%*	n	%*	n	%*	
Altercation	24	50.0	5	50.0	29	50.0	
Father's violence against mother	9	18.8	1	10.0	10	17.2	
Domestic violence	5	10.4	1	10.0	6	10.3	
Violence against adolescent	4	8.3	2	20.0	6	10.3	0.833
Mother's affair	2	4.2	1	10.0	3	5.2	
Accidental	2	4.2	0	0.0	2	3.4	
Unknown	2	4.2	0	0.0	2	3.4	
Total	48	100.0	10	100.0	58	100.0	

* % within column

Figure 7. Distribution of causes for APV by regions
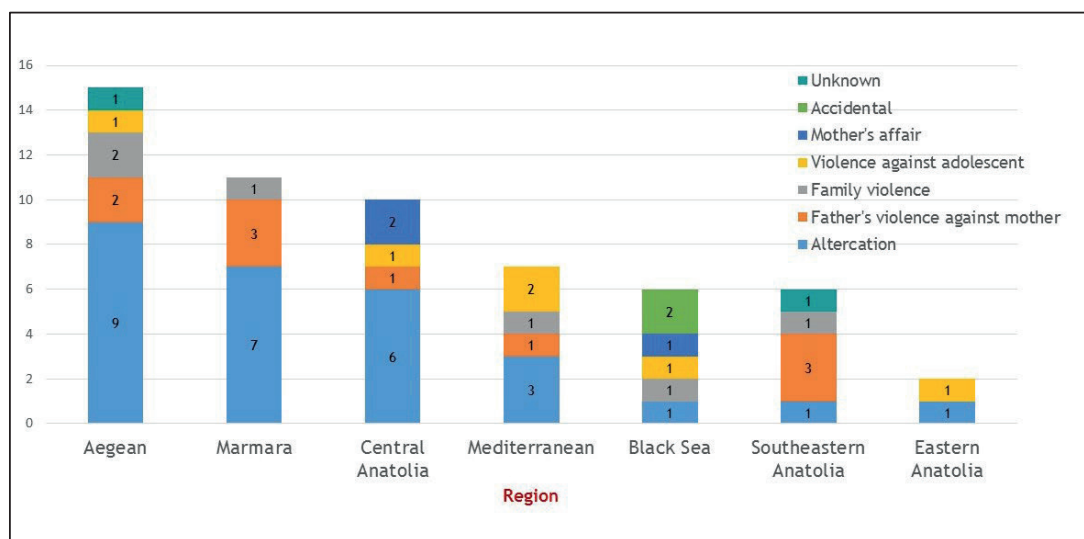
Figure 8. Distribution of weapons used
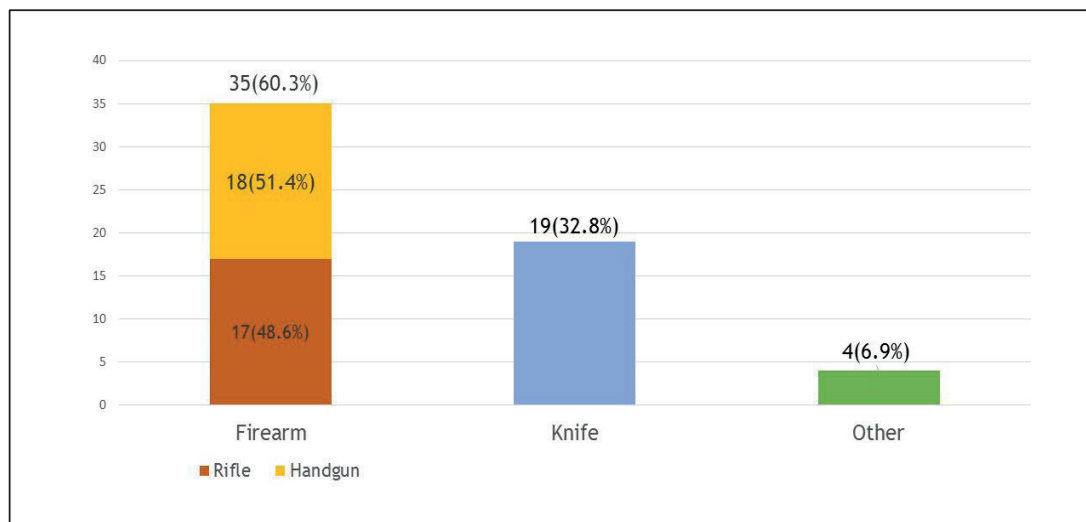
Table 7. Distribution of weapons used by adolescent's age

Causes		Age							Total	p
		13	14	15	16	17	18	19		
Knife	n	1	0	4	3	5	3	3	19	
	%*	50.0	0.0	40.0	33.3	27.8	37.5	42.9	32.8	
Handgun	n	1	2	4	2	5	1	3	18	
	%*	50.0	50.0	40.0	22.2	27.8	12.5	42.9	31.0	0.682
Rifle	n	0	1	2	2	7	4	1	17	
	%*	0.0	25.0	20.0	22.2	38.9	50.0	14.3	29.3	
Other	n	0	1	0	2	1	0	0	4	
	%*	0.0	25.0	0.0	22.2	5.6	0.0	0.0	6.9	
Total	n	2	4	10	9	18	8	7	58	
	%*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

* % within column

Figure 9. Distribution of weapons used by adolescent's sex
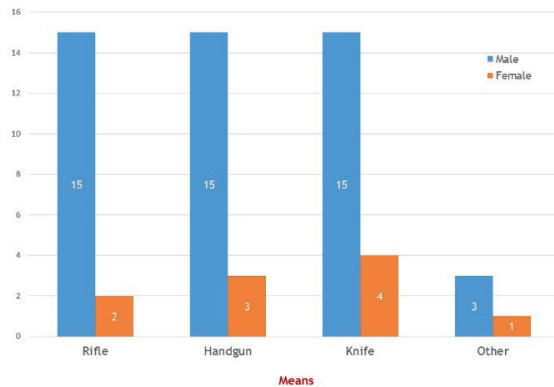
The majority of the weapons used in Black Sea region were handguns (66.7%) while knives were used the most in Marmara region (63.6%). Rifles were used in half of the APV incidents in Mediterranean and Southeastern Anatolia, whereas rifles (50.0%) and handguns (50.0%) were used in Eastern Anatolia (Figure 10). There was no statistically significant difference between the weapons used and the regions (p>0.05).

4. DISCUSSION

Individuals are susceptible to violence from very early ages and through the course of their lives. It is estimated that around 300 million children experience violence at home either as psychological aggression and/or physical punishment by their caregivers; while the abuse, violence, and exploitation takes different forms with an increased risk of victimisation as they move to adolescence (United Nations Children's Fund, 2017). The intentional use of physical force or power to threaten or harm others by young people aged 10-24 is referred to as youth violence and includes a wide range of acts from fighting and bullying or threats with weapons, to severe assault and homicide. It is globally considered a significant public health problem as this adverse experience during childhood has long-term impacts not only on the health and well-being of the young people, who can be involved as a victim, offender, or witness, but also on their families and communities (World Health Organization, 2020; Centers for Disease Control and Prevention, 2022).

Adolescence is a unique period of development when children differentiate into adolescents biologically and socially. They are more vulnerable and at heightened risk for violence perpetration and victimisation, which adversely affect their brain development, the course of their psychosocial maturing and health. The experience and/or threat of violence reduces adolescents' access to opportunities and services, while increasing the prospect of poor outcomes, thus compromising their whole lives (Engel et al., 2022; Hughes et al., 2017; Bruce, 2011). The violent experiences during adolescence have a wide spectrum, and APV is the least recognised and most likely to be under-reported form. This study aimed to assess APV through its reflection on the media news in Turkey.

The findings revealed that APV was prevalent among the 17 year olds (31.0%), and that the majority of the adolescents were male (82.8%). In literature, APV is considered to emerge during puberty although age has not been identified as a key characteristic in studies (Moulds and Day, 2017). Higher rates of APV is associated with an increase in age, size and strength of the adolescent (Harbin and Madden, 1979). Yet, the onset

Figure 10. Distribution of weapons used by region
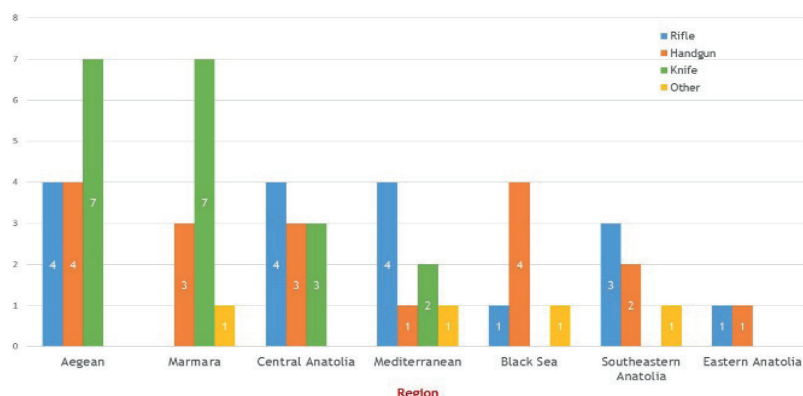
and peak ages are shown to vary in different studies, ranging between 12 to 17 years old, and it was identified that APV by females increased with age, which peaks at 17 to 18 years old, but there was no association found between increasing age and males (McCloud, 2017). Studies in Canada and the Unites States suggest that adolescent violence begins at 12 to 14 years old, and the peak age is expected between 15 and 17 years (Howard, 2011).

There is also no consensus regarding the sex differences of the adolescents involved in APV. Some studies report that males execute violence more than females, while some others conclude that APV is a non-gendered phenomenon. (Moulds and Day, 2017). Studies indicate that in community samples, where the levels of APV are expected to be low, there are no or negligible differences between the sex of adolescents; yet females are more likely to inflict higher levels of psychological APV; on the other hand, males are more frequent perpetrators within legal frameworks, where physical APV is more grievous (Ibabe, 2019). Simmons et al. (2018), in their systematic review, concluded that the overall trend in community samples was towards the symmetry of the adolescents' sex; however, males accounted for 59–87% in offender samples. A study in Turkey found that the violence tendency scores of female and male adolescents showed statistically significant difference and males had a higher tendency to violence than females (Gençoğlu et al., 2014). Therefore, it is safe to say that this lack of consensus on the age and sex of the adolescents is associated with the type of samples employed (Seijo et al., 2020), and also the reporting party and the data source should be taken into consideration when interpreting age and sex differences (O'Hara et al., 2017).

Data regarding the sex of the parent-victim are manifold, and the findings on whether fathers or mothers are more likely to be victims of APV vary across studies. In this study, 74.1% of the parent-victims were the fathers; and fathers were more likely to be the victim among the 15 and 16 year olds (80.0% and 88.9% respectively) as well as among the female adolescents (80.0%). Contrary to our findings, many studies indicate that mothers are disproportionately the target of violence from both their adolescent sons and daughters (Paterson et al., 2013; Seijo et al., 2020), with percentages as high as 72%-97% and with ratio estimates as high as 8:2 mother versus father, despite showing great variance across samples (O'Hara et al., 2017; McCloud, 2017; Ibabe, 2019). A nation-wide study in Turkey shows that 10.6% of the adolescents indicated their mothers as the most conflicted person in the family in comparison with their fathers (6.7%); and that females were more in conflict with their mothers while males were in conflict with their fathers. It was also determined that the frequency of conflicts with parents increased with age; and the higher the socio-economic level, the higher the rate of conflict with parents (Turgut, 2013). However, other studies show that APV is extensive towards both parents regardless of the sex of the adolescent or the type of violence (Seijo et al., 2020; Calvete et al., 2015).

The findings of this study showed that 25.9% of the APV incidents were in the Aegean region, followed by Marmara and Central Anatolia regions (19.0% and 17.2% respectively). Half of the APV incidents were due to an altercation between the adolescent and the parent, while in 17.2% of the incidents, father's violence against the mother was the reason, followed by domestic violence and violence by the parents towards the adolescent (10.3% each). In Aegean, Mediterranean and Central Anatolia regions, majority of the APV incidents were due to altercation (60.0%, 57.1% and 60.0% respectively); whereas in Southeastern Anatolia, 50.0% of the incidents were due to father's violence against mother. A nation-wide study in Turkey found that the highest rate of conflict between the adolescent and the mother is in the Mediterranean region (18.4%), followed by Mediterranean and Black Sea regions (17.6% and 17.4% respectively), while the highest rate of conflict with the father is almost similar in Marmara and Black Sea regions (10.4% and 10.2% respectively) (Turgut, 2013).

Although it is acknowledged that there is no single risk factor but an accumulation of exposures that increases the risk for violent behavior (Ybarra et al., 2022); in literature, the growing violence in general is considered as a predictor for APV. Many studies have focused on family variables in

an attempt to understand the underlying factors related to APV, such as witnessing and/or previous or existing experience of family violence, ineffective parenting, and maltreatment within the family (Paterson et al., 2013). The sex of the parent is significant for analysing the dynamics of APV in relation to aggressive family discipline, i.e. one parent could use more aggressive practices than the other (Ibabe, 2019). Parenting styles have also been linked to APV due to their influence on the attitudes and behavior of the adolescents, i.e. a democratic style would lead to the development, self-esteem, and achievement of the adolescent, while a disciplinarian, indulgent or uninvolved parenting would have negative consequences (Seijo et al., 2020; Paterson et al., 2013; Simmons et al., 2018). In cases where the authority hierarchy is disturbed and the parents are reluctant to impose discipline or show affection, adolescents get an inflated sense of power and tend to take control and/or penalize their parents for their lacking leadership (Harbin & Madden, 1979). According to the nation-wide study in Turkey, the underlying reasons for altercation within the family vary; however, adolescents confront their mothers the most regarding domestic issues, while they argue with their fathers about out-of-home matters (Turgut, 2013).

Patterns of violence witnessed through childhood are likely to be repeated over generations; and becomes a risk factor for the development of adolescents (Paterson et al., 2013). The existence of violent dynamics within the family is considered to be linked to APV. Routt and Anderson (2011) suggested the hypothesis of bidirectionality, i.e. the violence committed by parents towards their children is related to violence committed by children towards their parents. The probability of developing APV is found to be 71% higher among adolescents who have been victimized by their parents than non-victimized adolescents (Seijo et al., 2020). A study in Turkey found that high school students who were exposed to physical violence from either of their parents used more verbal violence than those who were not exposed; and also inflict physical violence on others more than those who were not exposed (Genç et al., 2017). Another study in Turkey revealed that the mean violence tendency score of the adolescents who have been exposed

to violence from their parents was significantly higher than those who have not experienced violence (Gençoğlu et al., 2014).

The findings of this study showed that in 60.3% of the incidents, the adolescents used firearms, of which 48.6% were rifles and 51.4% were handguns. Half of the 13, 14 and 18 year olds used handguns, while the other half of the 13 year olds used knives. Howard (2011) suggests that younger adolescents are noted to cause more severe injury through the use of weapons. While 40.0% of the female adolescents used knives and 30.0% used handguns, the male adolescents used handguns, rifles and knives with a 31.3% each. The majority of the weapons used in Black Sea region were handguns (66.7%) while knives were used the most in Marmara region (63.6%). Rifles were used in half of the APV incidents in Mediterranean and Southeastern Anatolia, whereas rifles (50.0%) and handguns (50.0%) were used in Eastern Anatolia. In Turkey, civilians have approximately five times more firearms than the armed forces and law enforcement; and the annual number of gun violence related deaths are more than 2000, with the highest rate in the Marmara, Mediterranean and Aegean regions, while more than 3000 people are injured across the country. The most at risk group is the individuals between the ages of 20-24, the majority of whom are male, and they are both the perpetrators and the victims (Yasuntimur and Öğünç, 2022). The findings of this study show that adolescents› easy access to firearms needs to be discussed.

In this study, all APV incidents on the news have resulted with the murder of the parent. It would be appropriate to assume that media considered murder as more news-worthy, and also other types of violence may have been kept in the family without making to the news. Studies define various types of violence exercised by the adolescents against parents, 7-22% being physical, 91–99% psychological and 75% verbal; however, regarding the offense type and outcome, there are no sex variations regarding the rates of injury and use of weapons (O'Hara et al., 2017). A study in Turkey found that male adolescents use more verbal violence than females (75.1% to 71.5% for verbal and 66.4% to 45.6% for physical violence respectively) (Genç et al., 2017). The

2011 Turkish Statistical Institute Youth Statistics data show that the rate of murder is 2.8% among young males and 3.5% among young females (Avcı Haskan and Yıldırım, 2014). Although verbal aggression is reported to be more common than physical violence overall, there are also studies that found that boys are more physically aggressive according to parent reports, psychological violence is higher for girls according to adolescent reports, and mothers are presumably the target of psychological violence (Calvete et al., 2015; Seijo et al., 2020). As stated by Dr. Emanuel Tanay, the forensic psychiatrist, homicides are mostly committed by acquaintances, who have an instant conflict and a close-at-hand weapon (Kaplan, 2012).

This study analyzed how media reflects APV. Globally, the media is called the 'fourth pillar' of democracy and this significant task comes with its unique responsibilities. Media is considered a significant source of information that forms the public opinion and perception if presented in a fair and impartial way; however, it can also disseminate false and inflammatory messages and values that nurture violence (Commonwealth Commission on Respect and Understanding, 2011). Media violence is considered a visual representation of one person's acts of physical aggression towards another, and news on violence is acknowledged to contribute to violence (John et al., 2020); and the representation of violence on media has been of concern since the 1970s.

Violence in the media is increasing. All types of violence are intensely featured and reproduced in the printed and visual media due to its appeal to the society. Research has shown that news of violence in the media makes the crime attractive, yet ordinary and has negative effects on the phenomenon. It is found that people who are exposed to media violence can be desensitized to real world violence, and that some people might even enjoy watching media violence and not become anxious (American Psychological Association, 2013). According to the American Academy of Pediatrics, "... media violence can contribute to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed." (Council on Communications and Media, 2009). Confronted with violence in the media, the children and

the adolescents, who naturally have a tendency to imitate whatever they see, may become indifferent to others' pain and suffering; yet more frightened of the world around them; and more apt to behave in aggressive or detrimental ways to other people (National Institute of Mental Health, 1982). Children and adolescents, whose brains keep developing until their mid-20s, may not differentiate reality from fiction and understand the motives for aggression. Exposure to media violence may lead them to think and act aggressively in the real world; and may also serve as an another contributing factor for decreased empathy and prosocial behavior particularly for adolescents who experience conflict or aggression in their families and/or among their peers (Furlow, 2017).

The link between media violence and aggression has been examined in many studies, including meta-analyses, longitudinal studies, randomized experiments, and cross-sectional correlation studies, all of which have provided evidence that media violence–aggression link is strong (Kaplan, 2012). Although it is suggested that exposure to violence in any media is just one of many risk factors contributing to aggressive and violent behavior in children and adolescents and that violent behavior never occurs when there is only one risk factor present (Gentile and Bushman, 2012; Kaplan, 2012; Furlow, 2017); Anderson et al. (2010) in their comprehensive meta-analysis concluded that the "evidence strongly suggests that exposure to violent video games is a causal risk factor for increased aggressive behavior, aggressive cognition, and aggressive affect and for decreased empathy and prosocial behavior." Ybarra et al. (2022) found that exposure to violence across media during childhood is associated with seriously violent behavior in adolescence and adulthood, which increases by 70% over time; and concluded that exposure to violence in one medium highly interacts with exposure in another medium. Khurana et al. (2019) suggested that media violence exposure is an important risk factor that can be associated with aggressive outcomes in adolescents.

Our findings indicated that there were discrepancies between different media sources in their approach to APV incidents. For the same inci-

dent, some media sources used the names of the adolescents and the parents with initials, while others used either name in full. The photographs of adolescents were mostly used blurred; however, the photographs of parents were shared openly. Despite the fact that almost all incidents occured at the place of residence of the family, the photos and/or videos of the crime scene and/or the residence were mostly shared without any concealment. However, it is a universally recognized fact that media reporting on children and young people should never put them at risk and journalists have the responsibility for not compromising the rights of children and young people while serving the public interest. These responsibilities include not further stigmatizing the children and young people, confirming the accuracy of the story and providing an accurate context, changing the name and obscuring the visual identity of the children and young people, and when in doubt, reporting on the general situation rather than on an individual (United Nations Children's Fund, n.d.).

5. CONCLUSION

Adolescent violence against parents is an emerging and increasingly recognized problem with substantial detrimental consequences for the family and the society. Globally, documented prevalence rates vary in a wide range, however, it is also speculated that these rates are grossly underestimated. Many families come up against and experience adolescent aggression and violence in their homes, yet the parents and caregivers are hesitant to report these incidents. The findings of this study revealed that adolescents commonly use violence as a way to resolve their problems with their parents. However, as it is acknowledged in the literature, exclusive studies that investigate the prevalence and incidence rates and the impact of APV are still lacking. There is also no scientific study specific for APV conducted in Turkey; but rather some general research on the profile of adolescents or the violence that they face or practice in different contexts, such as schools or workplaces.

This study has limitations regarding the generalization of the results due to the fact that the sample is biased as only those incidents that made to the media news were analyzed. Further research to collect healthy and accurate data to determine the dimensions and the frequency, the variables, and the different systems involved in APV is needed and a measure of APV that has clearly defined precise criteria needs to be established. In addition, as discrepansies were found between different media sources regarding how they approached and handled the APV incidents, it is suggested that the media can play an essential role in preventing violence in general and adolescent violence against parents in particular through correct, complete, sensible and responsible news-making.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Target of information disorder: Syrians under temporary protection in Turkey

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Abstract

Information disorder can be presented as a problem in this age of accelerating digitalization and communication. For this reason, research on this concept is important in terms of deepening the subject. In this research, a study was conducted on the university entrance practices for Syrians under temporary protection in Turkey. The allegation that Syrians entered the university unconditionally and without examination has been examined through the students and graduates of university life in Turkey in 2016 or later. How these students or graduates acquire, evaluate, interpret, share and confirm relevant information is examined.

The study's methodology was qualitative. The target audience is chosen to be undergraduate students currently enrolled in universities or 2016 graduates and beyond. The timing preference is due to the fact that word about Syrians' access to higher education only began to circulate in 2013–2015. To allow the participants to respond to the questions with specific dimensions and to provide the research new meanings, a semi-structured interview was used. Due to the COVID-19 epidemic, the interviews were done over the internet. Interviews are conducted with 38 people (n = 38). The interviews take place from July 13 to August 6, 2020.

As a result, each participant is familiar with the news and information regarding Syrians' unrestricted, cost-free access to higher education via hearing, reading, and viewing it. The majority of participants claimed that this information is reactive and vital and that the majority of it is gained through text-based or face-to-face communication, even if social media and face-to-face interactions account for the majority of the information's sources. Face-to-face sharing is by far the most common sort of sharing. Confirmation culture is not high among participants.

Keywords: Syrians under Temporary Protection, Information Disorder, Turkey, University, Higher Education

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1. INTRODUCTION

The politicization of the migration issue and its more radical expression in daily life both by political parties and by the public put refugees and immigrants at the target point. Especially in the process leading up to the elections, seeing the issue of migration as a tool to gain votes and accusing immigrants and refugees with the current economic crisis complicates the issue even more. Part of this complexity is the spread of misinformation, disinformation, and out-of-context information. In this study, the access of Syrians under temporary protection to higher education, which can be shown as an example of disinformation, is discussed. The news that Syrians entered universities without exams and conditions took place both in digital and print media, creating an unshakable social reality in this direction.

Over 3,5 million Syrians have been living in Turkey under temporary protection for roughly ten years. (Göç İdaresi Başkanlığı, 2023) Even though hate speech against them is only seldom directed at them, they nevertheless have to contend with incorrect information, fake news, and other deceptive materials. For instance, various false information on a variety of topics, such as enrolling in higher education without an exam, free of charge, and unconditionally, having their vehicles inspected for free, and receiving special treatment at hospitals just because they are Syrians, is occasionally spread through traditional media, digital platforms, and verbal communication. However, none of the news or information that is being spread is based on accurate information.

The final decade of the 20th century was defined by the technological revolution, which accelerated the acquisition of knowledge and increased the variety of sources. The processes for gathering and producing information in daily life have undergone drastic alterations as a result of this shift, which is still ongoing. In addition, "*digital social networks have substantially facilitated the process of information sharing and knowledge construction*."(Jang and Kim, 2018, p. 295) Today, information is available much more quickly from a variety of sources, especially through digital platforms. Both positive and bad effects of dig-

italized knowledge acquisition practices exist, including increased exposure to incorrect information and diversification of information acquisition methods. Positive effects include the ability to access millions of pieces of information with a single click. The quick information sharing and access made possible by new social technologies also leads to the spread of false information and exposes people to risks like being exposed to false information. (Jang and Kim, 2018, p. 295; Vosoughi, Roy and Aral, 2018, p. 1146)

Topic of enrollment to universities Syrians choose without any restrictions or exams has been published in social media channels, news websites, television shows, online forums, and written national newspapers. (Cumhuriyet, 2012; Sabah, 2013; ekşisözlük, 2020; 'Sinan Oğan: Suriyeliler İstediği Üniversiteye Sınavsız Giriyor', 2020) A conceptual framework is needed to better analyze the issue. This conceptual framework is information disorder.

1.1. Conceptual Framework: Information Disorder

False content, fake news, and information pollution are concepts that do not adequately describe the current situation. The majority of the materials aren't even intentionally false anymore; rather, they are actual and exploited in inappropriate ways. As a result, according to Wardle, information disorder is the best way to describe the current situation. (Wardle and Derakhshan, 2017b; Wardle, 2018a, 2018b) Wardle divides information disorder into 3 sub-categories as disinformation, misinformation and malinformation, based on i) whether the content is wrong and ii) whether there is an intention to harm.

As can be seen from Wardle's Venn diagram, disinformation is defined as information that is purposely created incorrectly in order to hurt an individual, social group, organization, or nation. Contrarily, misinformation is false information that has not been intentionally spread to hurt others. For instance, misleading material regarding COVID and its treatment has been circulating on digital platforms, yet most internet users want to tell others about the disease's spread or the best ways to treat it. Wardle's third idea, "malinfor-

mation," describes information that is accurate but is exploited to hurt someone, a group, or a nation.(Wardle and Derakhshan, 2017b, p. 21)

Table 1. Wardle's Venn Diagram: Types of Information Disorder
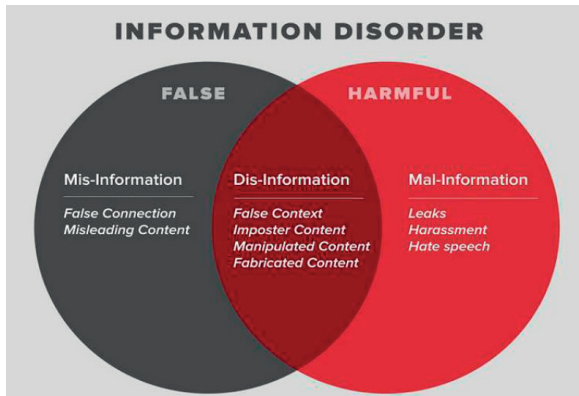
There are 3 elements and 3 phases of information disorder. The first element is the agent. This agent could be us, a political party, a newspaper, an intelligence agency, or anyone else in their daily business. What is important here is the purpose of the people who created and disseminated this information. The second element is the message. It is important whether the message is visual software, whether it contains resources, its design and how close it is to reality. Especially the videos created with artificial intelligence and looking very real have started to play a role as a tool in the spread of such false information. (Wardle and Derakhshan, 2017b, pp. 25–42) Third element is interpreter. Wardle states that "*audiences are very rarely passive recipients of information. An 'audience' is made up of many individuals, each of which interprets information according to his or her own socio-cultural status, political positions and personal experiences. … In an era of social media, where everyone is a potential publisher, the interpreter can become the next 'agent,' deciding how to share and frame the message for their own networks*."(Wardle and Derakhshan, 2017a, pp. 27–28)

The first of the stages is the creation stage. The concept of zero patience is very important here, because it is almost impossible to determine where this information first came from. The second stage is the production stage. At this stage, information has been produced visually, verbally or in writing and has come to a position where

people can see and hear it. The third stage is the dissemination stage. Here, digital platforms begin to spread among people through methods such as social media and face-to-face chat. Micro-examples are included in this diffusion process, such as when a tweet on Twitter is liked and it falls in front of another user. (Wardle and Derakhshan, 2017a)

Moreover, the effectiveness of this information's permanence also depends on who provides it, who uses it, where they use it, and whether they have previously been exposed to it. The information's source is crucial. because people frequently believe and spread rumors that they have heard from others close to them. (Shah, 2020) The person consuming the material also contributes to the spread and duration of information disorder. While a person's likelihood of accepting knowledge that contradicts their worldview is limited, they can promote their own opinions and reproduce newly learned information according to their worldview and stereotypes. Believability of information is also influenced by prior experiences and cultural influences. (Leung, 2019; Wasserman, 2020) Particularly in face-to-face interactions and the transmission of information from ear to ear, this condition results in an increase in the separation from reality. (Grabmeier, 2019) Additionally, once some time has passed, the source may be forgotten and the information may be taken as true because there is no longer a way to check and confirm whether the information is true or not. Inability to question is more prevalent, particularly when it comes to information gained through social media. (Tanca, 2020)

2. METHODOLOGY

The study's methodology was qualitative. The target audience is chosen to be undergraduate students currently enrolled in universities or 2016 graduates and beyond. The timing preference is due to the fact that word about Syrians' access to higher education only began to circulate in 2013–2015. To allow the participants to respond to the questions with specific dimensions and to provide the research new meanings, a semi-structured interview was used. Due to the COVID-19 epidemic, the interviews were done over the internet. Interviews are conducted with

38 people (n = 38). The interviews take place from July 13 to August 6, 2020. The participants' ages range from 20 to 29, with a 23.36 average. 18 of the participants are graduates of the state univer-sity, 20 of them are students or graduates of the foundation university, and there are 26 women and 12 males among them.

Table 2: Participants' Data

Participant	Sexuality	Age	State / Foundation
1	Female	22	Foundation University
2	Male	22	State University
3	Female	22	State University
4	Female	21	State University
5	Female	21	State University
6	Female	20	Foundation University
7	Female	22	Foundation University
8	Female	24	Foundation University
9	Female	25	Foundation University
10	Female	25	Foundation University
11	Female	24	State University
12	Male	22	State University
13	Female	21	Foundation University
14	Female	26	Foundation University
15	Female	26	Foundation University
16	Male	24	State University
17	Female	27	Foundation University
18	Female	25	Foundation University
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27	Female	23	Foundation University
28	Female	24	Foundation University
29	Male	22	Foundation University
30	Female	23	Foundation University
31	Male	24	State University
32	Male	28	State University
33	Male	29	State University
34	Male	22	State University
35	Female	22	Foundation University
36	Male	22	State University
37	Male	24	State University
38	Male	26	Foundation University

3. FINDINGS

3.1. Messages as an Element and Interpretation

While 81% of the participants (n = 31) claimed to have heard general news and information about Syrians' access to higher education, 100% of participants (n = 38) claimed to have read, seen, and/or heard information and news regarding Syrians' unconditional, free, and examination-free access to higher education. Examining the sources from which the participants gain disordered information reveals that they occasionally obtain information from multiple sources, with digital platforms and face-to-face interactions standing out overall. 37.50% (n = 21) reported having acquired it through face-to-face conversation, compared to 55.36% (n = 31) who claimed to have received it from digital platforms.

Table 3. Source of Information That Participants Learnt

Source of information	Number	%
Social Media	25	44,64%
Television	4	7,14%
Internet	6	10,71%
Friend	16	28,57%
Family	5	8,93%
Total	**56**	**100,00%**

In general, the reactions of the participants were reactive. They stated that they showed a reaction to the existing situation. Approximately 95% of the participants said that the information conveyed to them was given as a reaction.

Although the way of obtaining information is mostly social media and friend/family environment, another important issue is how these messages are interpreted. The answers of the participants were examined under certain themes. The words "injustice," "competition," and "displeasure" were frequently used by participants to explain their initial feelings and thoughts. An example of what was mentioned regarding injustice is participant 34's statement, which is as follows:

"I experienced a sense of being an idiot. For our dreams, we are heading to the special/private class-

room. I felt this situation was unjust and upsetting. (Participant 34)"

The statements made by participant 15 serve as further illustrations of the competition theme:

"I did not like that the man obtained a profession when he joined without a test, especially when there was so much unemployment. Particularly at my university in my nation... We will have the same university name and label when we graduate from the same institution. I feared that my professional situation would be the same in future. (Participant 15)"

One example of the displeasure code is the comment made by participant 21 that "*a person feels awful nevertheless, it feels bad for someone else to have such an advantage even though you come somewhere.*" As a result, it becomes apparent that participants use comparison more in terms of competition, displeasure, unfairness, and quality. Participants combined these codes more to communicate their thoughts and feelings. For instance, Participant 21's comment combines the feelings of competition, displeasure, and unfairness: "*When I initially learned about it, I assumed there would be injustice if it were true. In such a circumstance, any Human Being already feels awful and does not welcome him.*" (Participant 21)

3.2. Dissemination of Messages and Intention of Agents

The half of participants (n = 18–50%) said they preferred not to share information, while the half of participants (n = 19–50%) said they shared information. A total of 19 participants shared information with friends (68%), family (24%), and social media users (8%). It is impressive that close environments receive 92% of the information. It was discovered that 86.36% of the sharing took place in person, 9.09% took place on social media, and 4.55% took place through messaging services.

Face-to-face and close circles have come to the fore in spreading the message. In addition, the agent's intention is also important. It should be examined for what purpose he communicated, what information he conveyed, what he said.

The motivation of those who intend to share the

information they have learned with others was the feeling of being wronged. Sharing this sense of injustice with others is at the forefront. This shows that disinformative information can affect the emotions of people who acquire the information. It should be noted, nevertheless, that asking someone in person about the accuracy of information may not yield the desired results depending on their knowledge, prejudice, and worldview as well as the dynamics of the micro-social group they are a part of. The sentences that follow serve as an illustration of sharing motivated by feelings of injustice:

"I spread it everywhere, I shared it. I made it clear that the system is unjust. Probably a year after I was getting ready for college, I learned about the news." (Participant 17)

"I have spoken my opinions during the discussions. I've already said that it's unfair. I told my university friends that it is unjust for certain people to enter privileged positions when others work so hard. I informed him because we were talking about this at the time." (Participant 3)

When at a glance why some participants do not share information, an important finding is encountered. Participants who knew the correct information did not disseminate the information. Other reasons are skepticism and lack of desire to share information. Participants who learned the correct information generally stated that they did not share the information for two reasons. The first of these is that he does not focus on the subject more or talk to his surroundings because he already knows the right information. The second reason is the desire to stay away from tensions and discussions that may favor correcting misinformation. When such news is shared, it is possible to experience tensions in circles of friends or on digital platforms. These two sentences are example of them:

"I belong to the aggressive group that constantly talks to people about immigration and how they are wrong about it. I chose not to tell anyone the news because doing so makes things stressful. (Participant 10)

"I was reluctant to discuss my ideas with my friends. I now explain it to those I believe will understand it. However, because it is a political problem, I do not

currently prefer to share, and I am considering starting a business that anyone may purchase from. (Participant 12)"

3.3. Culture of Confirmation

Confirmation culture is an important issue because an people that knows how to verify and validate information can critically evaluate the information it receives. The capacity to do this gives people the power to fight information disorder. For example, it is important to confirm the information obtained from close circle or social media, both by reverse visual search and by researching from reliable sources, for the dissemination of correct information. In this sense, it was analyzed how much the participants had the confirmation culture. While 31.58% of the participants (n = 12) confirmed the information and news they had learned, 68.42% of the participants (n = 26) did not. This shows that most of the participants are far from the confirmation reflex. More people (60.53% - n = 23) express a lack of belief in current viewpoints on news and information. Currently, 18.42% (n = 7) believe they are correct, while 21.05% (n = 8) are suspicious. Being skeptical is important in a way. Being skeptical in an environment where the confirmation culture doesn't work properly prevents things from getting worse.

Moreover, all of the participants in the confirmation process are aware that the current news and information about Syrians' access to higher education is inaccurate and that this is why they are participating in the confirmation process. This means that every participant who has confirmed the information has access to the correct information. Participants who successfully completed the confirmation process learned the right information regardless of whether it is related to the subject or not. In addition, the rate of those who say that they do not believe the news despite not confirming it is not low. Those that claim they do not confirm have a high incredulity rate (42.31%, n = 11). However, 57.69% of people overall do not believe they are mistaken.

4. DISCUSSION

Before general discussion, it should be noted that the enrolment of Syrians to university is not unconditional and free. With the decision of YÖK (CoHE – Council of Higher Education), 2 types of entry rights have been granted in the broadest sense. The first of these is the entrance with the YÖS (Foreigner Student Exam) exam. The YÖS exam is a decentralized type of exam administered by each university. The fee for each exam is different. The second is horizontal transition. This method is most used. However, horizontal transfer is not unconditional. It requires the release of original documents and the availability of transcripts. (Atesok *et al.,* 2019; Özde Ateşok, Komsuoğlu Çıtıpıtıoğlu and Özer Yürür, 2020) According to the quotas at the universities, those who made lateral transfers were placed.

Each participant is familiar with the news and information regarding Syrians' unrestricted, cost-free access to higher education via hearing, reading, and viewing it. The majority of participants claimed that this information is reactive and vital and that the majority of it is gained through text-based or face-to-face communication, even if social media and face-to-face interactions account for the majority of the information's sources. It was discovered that when the participants initially heard the information, whether or not they thought it was accurate, they felt that it was unfair, that it would cause them to fall behind in the competition, and that they were dissatisfied with the situation.

Face-to-face sharing is by far the most common sort of sharing, even though the disorganized knowledge acquired is more frequently shared with friends. The participants wanted to express the injustice and inquire as to whether the information was accurate or understood when they shared the information. On the other hand, those who didn't share did so out of fear, skepticism, or knowledge of the truth.

There is little confirmation response. There are much more participants than those who believe the news to be real but have questions at this time. The confirmed participants are all aware that the information disorder about access to higher ed-

ucation that is false. Affirmation has been found to be more effective in helping people find and remember proper knowledge than interacting with Syrian students at their university.

5. CONCLUSION

As a result, information disorder is an important and big problem that needs to be addressed. It is a fact that digitalization has increased and daily practices have been digitized with the COVID epidemic. In addition, it should not be forgotten that face-to-face communication is still the easiest and fastest form of communication despite everything. This reality shows that information disorder is an issue that needs to be tackled.

In this research, an examination was made on access to higher education. As mentioned above, the confirmation reflex is one of the most important elements. Considering that false information spreads much faster than correct information, the confirmation reflex needs to be developed. Additional studies on confirmation will be illuminating in this regard.

Finally, all issues related to all life-related themes, not just refugees or immigrants, can become the subject of the information disorder. However, it should be noted that considering the issue of immigration, which has become politicized in the process leading up to the elections in Turkey, such information disorder may be instrumental in mobilizing certain segments of society or convincing them to get votes. In this sense, it is hoped that this study will contribute to the need to be careful about issues such as hate speech.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Analysis of stalking as a risk factor for intimate partner femicide in Turkey

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Abstract

The aim of the study is to reveal the picture of femicide, which continues to exist as a current problem in Turkey, and to analyze the stalking elements that manifest as a serious threat before the murder. This study is based on the data provided from "Anıt Sayaç / The Monument Counter".. The "Anıt Sayaç" is a platform that was established on the internet to keep alive the memory of women who died due to violence against women in Turkey, and contains daily updated news on femicide. The women victims have been analyzed under several criteria such as whether they were faced to stalking, by whom the stalking was carried out, which stalking behaviors were, and whether there was a restraining or protection order. As a result the investigation of 1250 femicide in total for the years 2019, 2020 and 2021, it was encountered that 102 women were subjected to being stalked before they were killed. 65% of women exposed to stalking were stalked by a spouse/boyfriend/partner or ex-spouse/ex-boyfriend/ex-partner, and 15% of by someone they knew. It was observed that 22.5% of the 102 women who were subjected to stalking had a restraining or protection order. Most of the women were subjected to stalking by being followed and threatened. As a result, it can be said that the murdered women were subjected to stalking beforehand, this situation constitutes a risk factor for femicide, and the restraining or protection order were insufficient. At this point, it can be stated that policies and practices developed with a holistic approach towards stalking and femicide are important for a solution.

Keywords: Femicide, Stalking, Stalker, Victim, Perpetrator.

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1. INTRODUCTION

Violence against women can be encountered in many different forms. Women are faced to physical, sexual, psychological and economical violence. Although, they tried to escape from this cycle of violence, unfortunately sometimes they cannot be manage to do this.

Among the different forms of violence against women, one of the worst form is femicide. Some of the risk factors that encountered for femicide are physical violence, sexual violence, drug abuse, divorce. In addition to this, some studies showed that stalking is also another serious risk factor for femicide. In this context; this study aims to reveal the importance of stalking as a risk factor for femicide. First of all, we will approach this subject through conceptual and legal perspectives. Following to this we will discuss the aim, methodology and results of our study.

2. DEFINATIONS

2.1. Femicide

World Health Organization (WHO) defines murdering women just simply because of being women as 'femicide' (WHO,2012). In generally, the definition of femicide can be seen as a result of violence against women, however there are some literature findings that expanded the definition to any act that resulting in the death of a woman as femicide (Taştan & Küçüker Yıldız, 2018).

WHO lists the points that distinguishes the femicide from other murders as follows:

• In most cases the perpetrators were husbands or ex husbands.

• Threats, abuse and intimidation at home

• Sexual Violence

• Situations where women have less power and financial resources

When we examine the literature, it has been seen that the concept of 'femicide', which is considered as the murder cases of women is classified under certain categories. The most fundamental classification was done by Desmond Elis and Walter DeKeserdy in 1996:

1. Intimate Partner Femicide: Femicide carried out by husbands, ex-husbands, partners and ex partners, boyfriends.

2. Familial Femicide: Femicide carried out by father, step father, siblings, step siblings, uncle, grandfather and father-in-law.

3. Femicide by Acquaintance Perpetrators: male member of the family, acquaintance of the family, male authorities (teacher, employer)

4. Femicide by Unknown Perpetrators.

According to the literature review of risk factors that leads to Femicide follows that women's alienation towards her controlling partner, perpetrator's access to the weapons and use of weapons, having threatened the woman with a weapon before, stalking behavior, forcing woman to sexual intercourse, abuse of woman during pregnancy, having a child from another partner, physical abuse, unemployment, drug use, separation or divorce that initiated by woman , customary and traditional marriage, underage of women (Campbell et.al., 2003; Wilson & Daly, 1998; Block, 2000; Gardner, Dawson & Crawford, 1998). Along with these risk factors, it should be noted that the perpetrator's previous criminal history is also an important risk factor.

2.2. Stalking

Stalking comes from the hunting term and means approaching and catching the prey (wild animal) without it's notice. In interpersonal relations, this word is used for explaining that a person is followed (tracked) and harassed by someone else, even though he or she does not desire it.

Meloy (1998) defined stalking as; persistent, malicious and repetitive pursue of someone and harassment of the person whose security is threatened. According to Spitzberg (2002), stalking is the deliberate, repetitive, undesirable, and fear-pressing tracking or harassment of a person.

Although there are many similar definitions for stalking, in its broadest sense, Stalking is defined as all of the disturbing and intimidating behaviors that are repeated against a specific person, that take place against that person's consent and cause the person to feel abused, threatened,

helpless and afraid. In short, stalking can be expressed as all of the disturbing and intimidating behaviors that cause one to worry about their safety.

Stalking behavior that can cause fear and anxiety in the victim includes a wide range of behaviors ranging from seemingly innocent behavior to brutal murder (Akduman, Ünsalver, Cavlak, Oral & Cansunar, 2006). The most common stalking behaviors are pursuing the victim, spying on victim's house and work place, to seen/appear around the victim's house and workplace, persistent phone calls or messages to the victim, threats, sending unwanted or threatening gifts, physical or sexual assaults, cyber stalking.

With the changing world, the spread of technology has become inevitable and the internet has recently become a favorite tool of the stalkers. Because the internet offers them many victim candidates and makes it easier to reach their victims. Considering the common definitions, cyber stalking is defined as using electronic communication, mobile phones and the Internet to intimidate, threaten, harass and bully the victim.

Ellison and Akdeniz (1998) divides cyber stalking in to two as directly and indirectly. Direct Cyber Stalking is the use of pagers, mobile phones and e-mails to send insulting messages, threats and sexually explicit conversations to the victim. It is the most used form of cyber stalking. Indirect Cyber Stalking is exposing the victim by spreading hate messages, threats, or false rumors about him/her. (Ellison & Akdeniz, 1998).

3. LEGAL DIMENSION

3.1. Femicide

According to Article 81 of the Turkish Criminal Code (TCC) No. 5237, a person who intentionally kills another person shall be punished with life imprisonment. In Turkey, as in many other countries, femicide is not a separate crime category. However, in Article 82 of the TCC, it is stated that the perpetrator shall be punished with aggravated life imprisonment if the crime is committed against a woman.

3.2. Stalking

The first legal regulation on stalking was the Law on the Protection of Victims of Stalking, which was regulated in California in 1990. The incident that brought this arrangement to the agenda is the murder of an actress named Rebecca Schaeffer in America by a fan (Uysamaz and Akdag, 2015). After this regulation, legal regulations regarding stalking have been introduced in many states of the USA and many European countries.

In our country, Law No. 6284 was put into effect on 20.03.2012. According to the first article of this law, the purpose is to regulate the procedures and principles for the protection and prevention of violence against women, children, family members, and stalking victims who are subjected to violence or are in danger of violence (Uyumaz-Akdag, 2015).

The Regulation on the Implementation of the Law to Protect Famıly and Prevent Vıolence Against Women is referred to as "Stalking" and is defined as follows: Stalking: Regardless of the existence of a family relationship or connection, the behavior expressed by the perpetrator of violence towards the victim of violence, in a manner that causes physical or psychological fear and helplessness, including any form of action, spoken, written, or use of any communication tool, and any behavior that puts pressure on the victim.

The crime of stalking is a special form of the crime of disturbing the peace and tranquility of individuals.

3.2.1. Stalking in the Turkish Criminal Code

The crime of stalking was added to the Turkish Criminal Code with the "Law on the Amendment of Certain Laws Including the Turkish Criminal Code No. 7406" published in the Official Gazette on May 27, 2022. The crime of stalking is included as an additional article 123/A in the Turkish Criminal Code's article 123 regarding the disturbance of peace and tranquility. The crime of stalking, regulated under article 123/A in the Crimes Against Freedom section of the Turkish Criminal Code, is defined as persistent physical or verbal pursuit, or contact attempts

using communication and information systems or third parties, causing a serious disturbance or fear for one's safety. The perpetrator can face a prison sentence of 6 months to 2 years as stated in the article. The article also includes a provision for a qualified form of the crime in its second clause. In this context, the crime is considered qualified if committed against a child or a separated or divorced spouse, causing the victim to change their school, workplace, or residence, or causing them to quit school or work. The perpetrator can face a prison sentence of 1 to 3 years. According to article 123/A-3, investigation and prosecution of stalking is dependent on a complaint.

There is not a single definition agreed upon within the scope of legal science on the concept of stalking. However, the insistence is followed when attention is paid to the generally accepted criteria: "There is a fear of the security of a legally protected right, which is carried out persistently by the perpetrator against himself or his relatives, by means of communication, by means of communication, verbally, by action or by any other unlawful act, even though the victim does not want it. causing, disturbing or threatening acts". (Cakmut Yenerer, 2021)

Since the enforcement of Article 123/A of the Turkish Criminal Code (No. 5237), behaviors that constitute stalking are now considered a separate crime. According to the justification of the article, the purpose of this regulation is to impose appropriate sanctions against those who carry out behaviors that constitute stalking before a more severe violation is committed against the victim's material and mental personality or body integrity. The goal of the regulation, as stated in the justification, is to effectively combat the situation by detecting stalking behaviors before acts of violence, especially against women, and to protect the victims. (Turkish Grand National Assembly (TGNA), 2022)

In the literature, the aim of treating stalking as a standalone crime with the implementation of Article 123/A of the Turkish Criminal Code (TCC) No. 5237 is to protect the freedom that allows individuals to live independently from third parties. (Sen & Serdar, 2022) According to the reasoning behind the article, the aim is to provi-

de an appropriate sanction against the acts constituting stalking before a more severe violation is committed against the victim's personality or physical integrity. (TGNA, 2022) Additionally, the objective of the regulation is to effectively combat the situation when stalking occurs before acts of violence, particularly against women, occur and to protect the victims by detecting the situation. (TGNA, 2022)

In conclusion, it can be said that multiple legal interests are protected by the crime of stalking It is a crime that protects not only the inviolability of a person, but also the legal interests of the victim, such as their health, privacy, and home inviolability, among others because it can be committed with many actions. (Turkoglu, 2019) In the theory, it is stated that the classification of crimes is made according to legal issues, and therefore, stalking is regulated under the section of crimes against freedom in the TCC, indicating that the legal value protected by this crime is the freedom of the individual. Moreover, the place where the crime is regulated in the law shows that the lawmaker considers the freedom, peace, and security of the individual as the values violated by this crime. (Ozar, 2022)

The crime of stalking does not show any characteristics in terms of the perpetrator, since the perpetrator can be anyone regardless of gender. (Turkoglu, 2019) While the perpetrator of stalking crime can be anyone, when the current cases are examined, it is understood that the perpetrator is usually someone who knows the victim and has a long or short historical relationship with him. For this reason, the perpetrator is usually the victim's fiancé, ex-spouse, lover, work or school friend, neighbor, student, patient, or client. In addition, sometimes the perpetrator does not know the victim, but there may also be a person who is platonically in love with her. (Cakmut Yenerer, 2021) Although women may be the perpetrators of stalking crime, it is stated that men are generally the perpetrators and women are the victims of stalking crime. For example, 75-80% of stalking crimes committed in America are committed by men (Dogan, 2014).

Since the victim of the crime of stalking can be anyone, regardless of gender, the crime of stal-

king does not show any feature in terms of the victim. (Turkoglu, 2019)

The stalking crime has three main components in the literature, which are: persistent movements, the intention of the perpetrator, and the effect of the perpetrator's actions on the victim. The stalking is a deliberate and linked set of actions. The two deliberate actions that constitute the material aspect of the crime are: persistently following someone physically, and persistently trying to contact someone by using communication and information tools, or by using third parties. If both deliberate actions occur simultaneously, there won't be two crimes, instead, it will be a single, completed crime. It won't be possible to commit this crime without carrying out any other action besides the one described in the law, as a result of the deliberate actions. The founding element of both deliberate actions is "persistence". In legal terms, persistence is defined as "performing actions that contravene someone else's opposing will consciously and without regard". There is no clear regulation in the TCC regarding how many times an action needs to be repeated in order to be considered persistent. It is accepted that the presence of persistence in action is determined based on the specific characteristics and unique conditions of each event. The stalking crime is a crime that can be committed with action, as most crimes that can be committed with action are committed by the perpetrator's positive action. (Ozar, 2022; Turkoglu, 2019)

The crime of stalking is a crime of consequence and a crime of harm. The result of the crime is expressed as "a serious unease" in the victim or "concern for the safety of himself or one of his relatives". Acts that lead to consequences may not be unlawful acts alone. However, as a result of persistently doing these behaviors, these actions lead the victim to uneasiness or anxiety. Therefore, in order for the crime of stalking to occur, it is sought for the victim to have these results or consequences. This situation will only be determined by revealing the causal link between the action and the result. (Ozar, 2022)

General caste is necessary for the stalking crime to occur. In order for the stalking crime to occur, the elements in the legal definition of the crime must be intentionally and willingly carried out by the perpetrator. Therefore, if the actions that will cause a person to feel concerned about their safety are carried out persistently, intentionally, and willingly by the perpetrator, and if the perpetrator's intent also includes the result, the crime of stalking will have occurred. (Turkoglu, 2019) Crime can also occur with possible caste. It does not matter for what purpose the perpetrator performs the act in terms of the occurrence of the crime. (Ozar, 2022)

The aggravating circumstances that would result in increased punishment for the crime of stalking are outlined in the second clause of Article m. 123/A, in three items. In short, these circumstances are: Committing the crime against a child or a spouse who has been divorced or separated, causing the victim to change their school, workplace, or home or to quit their school or work, committing the crime by the offender who has been ordered to stay away or not approach the victim's home, school, or workplace.

If a perpetrator who has the qualifications required by the law and another person who does not have these qualifications have carried out the actions that constitute the crime together, the person who is a special perpetrator will be responsible for the qualified state and the other person will be responsible for the basic form of the crime. The follow-up of both the basic form and the qualified forms of the crime is connected to the complaint (Ozar,2022).

4. METHODOLOGY AND RESULTS

4.1. Aim of the study

The aim of this study is to reveal the picture of femicide, which still exists as a problem in Turkey and to examine the elements of persistent stalking that manifest as a serious threat before the femicide.

4.2. Methodology of the study

Our study is a qualitative research and a situation analysis has been made. The source of this study is "Anıt Sayaç", a platform established over the internet in order to honor the memory of women who died of femicide in Turkey. The platform contains news details about every femicide case and updated every day. In this context, the cases between 01.01.2019-31.12.2021 were examined. A total of 1250 femicide cases were analyzed according to the following criteria:

• Distribution of femicide cases throughout the years

• Presence of stalking behavior prior to the murder

• Identity of the Stalker

• Whether there is a restriction or protection order

• How does the stalking occurs

4.3. Results

In our study, 1250 femicide cases were identified. 33 of 1250 murder cases are recorded as "unidentified". These 33 murder cases, which were recorded as uncertain, were not included in the analysis phase.

When analyzed on a yearly basis, it has been seen that the number of femicide cases reflected in the media has not decreased, but increased. 415 femicide cases were detected in 2019, 414 in 2020, and 421 in 2021 (Figure 1).

Figure 1. Distribution of i news reports throughout the years
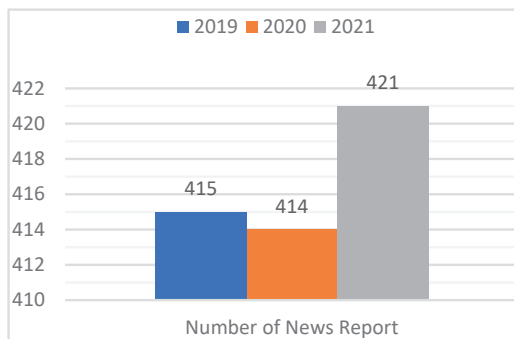
When we leave out 33 unidentified cases in our news analysis; Stalking was detected in 102 of 1217 murder cases (Figure 2).

Figure 2. Presence of stalking
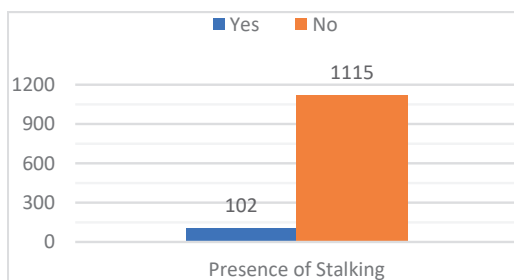
When we examined 102 cases in which there were elements of stalking before the murder, it

was determined that the majority (n=66) of the murder perpetrator who pursued the victim was spouse-ex-spouse/partner-ex-partner (Figure 3). This finding is followed by someone victim knows, relatives and people they do not know. In 9 cases, the perpetrator of the murder who carried out stalking could not be identified.

Figure 3. Identify of the stalker
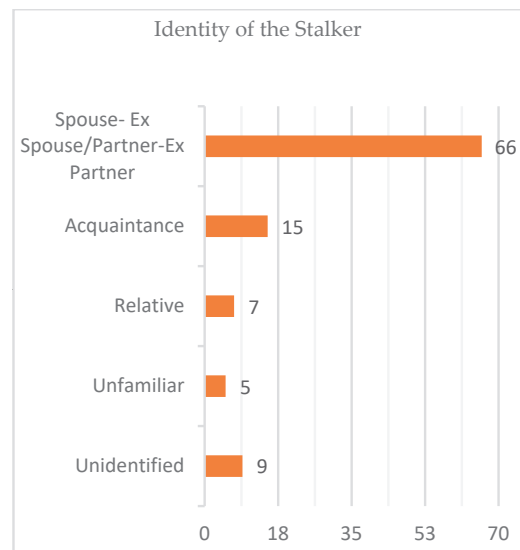
When we examined 102 murder cases in which there were stalking in terms of protection or restriction orders. It was determined that the female victims in 23 murder cases filed a complaint report before the incident and got protection or restriction against he perpetrators. In 79 of 102 cases, it has been seen that no information was shared on this matter (Figure 4).

Figure 4. Whether there is a restriction or protection order
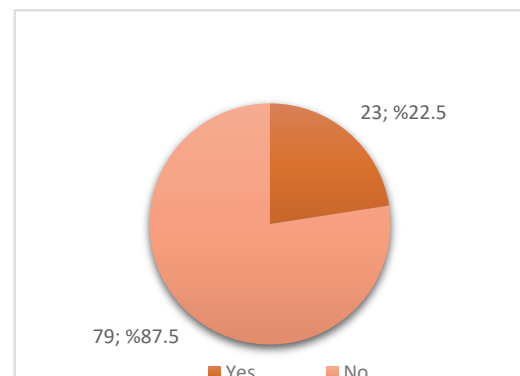
When we analyzed the ways in which 102 cases, whom we identified as victims of stalking, were exposed to; we found that they experienced stalking behaviors commonly seen in the literature. In general, women were exposed to the following stalking behaviors: stalking while

walking on the street, chasing them with vehicles, threats, breaking into their homes, following them, seeking reconciliation or friendship, walking around their home or workplace, physical violence.

5. DISCUSSION

There are limited studies on the relationship between femicide and stalking in Turkey but current data in the studies are remarkable. 484 femicide cases in Turkey between the years 2015-2016 were examined in a media analysis study which is similar to this research. The results of that research stated that 5.8% of the murdered women were killed by the stalker due the reason of "not wanting to reunite with the spouse they broke up with" (Karataş and Erükçü Akbaş, 2017). Our research stated that as 8.4% (n=102) in our study. Considering the results, it can be said that although there is an an increase over the years, the difference is due to the fact that the number of years included in the analysis is not equal. While our study includes the 3-year media news analysis, Karataş and Erükçü Akbaş's study includes 1-year media news analysis.

When the literature is examined, it can be said that women are mostly stalked by their intimate partners. In a field study conducted with 447 women in 2021, it was stated that women were mostly stalked by their ex-spouse/ex-partner/ex-lover (29.4%, n=78) (Polat et al., 2021). These results are in line with the the profile of the stalkers determined in both the results of Karataş and Erükçü Akbaş (2017) and our research. Unfortunately, women are mostly stalked by their intimate partners, subjected to violence and killed.

According to the another study conducted by Taştan and Küçüker Yıldız with the 932 femicides recorded in the official police and gendarmerie records throughout Turkey in 2016, 2017 and 2018, 1% of 932 femicides were perpetrated by the stalkers (Taştan and Küçüker Yıldız, 2019). These official data, covering the 3 years preceding our research, support our media analysis. However, it is thought that a media analysis study to be conducted in the same year as the study will give us more information about how

femicide cases are reflected in the media.

When it is examined the foreign literature on the subject, it is come across the study of Mcfarlane et al. (1999). In this study, 141 femicides and 65 attempted murders, a total of 206 cases that occurred in 11 different states of America between 1994-1998 were analysed. According to the results of the analysis, 76% of the victims of femicide and 85% of the victims of attempted femicide had experienced at least one stalking event in the previous year. It is noteworthy that the results are much higher than the results reflected in our research. At this point, it can be said that the first legal regulation on stalkinf was made in the state of California, USA in 1990. This is how the regulations in the registration of stalking after legal regulations were reflected in the results.

Mcfarlane et al.'s (1999) study; stated that that the most frequently reported stalking behaviour for victims of both femicide and attempted murder is actually stalked the victim or being watched. Additionally, almost half of the women reported that they were sitting in a car outside the perpetrator's home or workplace and that they had stalked themselves and received unwanted calls. When we analyse the news reflected in the media in our study, we can say that the surveillance, wandering around the house or workplace are observed frequently as the stalking behaviours.

6. CONCLUSION

Femicide is the murder of a woman because of her gender. This term is used to describe the intentional killing of women by men in a context of patriarchal power structures, where men hold more power and privilege than women. Femicide is a serious human rights violation and is often linked to other forms of violence against women, such as stalking by intimate partner. Intimate partner femicide refers to the killing of a woman by her current or former intimate partner.

Intimate partner femicide is a siginficant problem in Turkey In this context, it is important to address the issue in terms of stalking, which is a different perspective in our work, to provide innovative and different alternatives to the solution for both concepts.

When results are analysed, women are often faced to different types of violence and then killed by their intimate partners. The stalking can be observed within these types of violence against women. Unfortunately, women are stalked and then killed.

When the news articles are examined, there is a lot of detail about the femicides, but there are no details about the prior period of murder. In other words, althouhg it is not specified in the news, before a femicide, it is common for the victim to experience some form of violence, such as physical abuse, sexual abuse, psychological abuse, or stalking. It is a serious problem that affects millions of women worldwide including Turkey; and can escalate to fatal violence if not addressed. The details of the violence experienced by the woman before femicide often are not in the news, such as she was stalked by the perpetrator or not. Information on these details can only be understood from the statements of the families included in the news. In our study, we were able to determine that women were stalked before femicide, based on the statements of the families in the news details. It can be explained by the fact that the society and the media are unfamiliar with the concept of stalking. It can be said that the recent legal and social developments on this subject have increased the sensitivity to the subject and helped the awareness on stalking cases. Therefore, it may be more frequently encountered the stalking news in the news articles of the upcoming period.In this study, the stalking appears mostly with following women and threatening behaviors. The results are similar to the literature and it shows that stalking cases have some specific behavior patterns. At this point, increasing the awareness of society on stalking behavior is important for both the perpetrator and the victim. The victims of stalking may not realize that the behaviour they experienced is a crime. Therefore, they are may be passive in reporting the crime.

As a result, the analysis of our study, it is seen that the measures taken against the crimes for help of women who are victims of stalking in many cases are insufficient. Therefore, it can be said that legal measures should be made more functional and at the same time, studies on the rehabilitation of the perpetrator should be carried out effectively.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

"Stop cyberhate speech, e-friendship is possible" project as an awareness study on combating cyber hate speech in Istanbul and Izmir

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Abstract

Cyber hate speech has been increasing rapidly in Turkey, as in the rest of the world, the devastating effects of the cyber hate speech on youth is irrefutable. It has been seen that the rate of cyber hate speech among youth is relatively higher in Istanbul and Izmir. Stop Cyber Hate Speech, E-friendship is possible project aims to inform and raise awareness among youth aged 18-30 from vairous backgrounds about cyber hate speech. The project was implemented in Izmir and Istanbul,with twenty youth from the host community and twenty youth from different backgrounds. Throughout the project, online and in-person trainings focused on cyber hate speech were implemented in these chosen cities. Education workshops from guest speakers along with the interactive activities were part of the training program. A dissemination stage of the project included daily informative instagram posts, online live sessions with experts on cyber hate speech and online workshops to increase the sustainability of the project. The main highlight of the participants feedback is that they feel more secure and aware of the threats related to identification and protection from cyber hate speech. In this article, the details of the project Stop Cyber Hate Speech,E-friendship is possible will be examined in the context of raising awareness and combating cyber hate speech among youth.

Keywords: Cyber Hate Speech, E-friendship , Awareness,Youth, Online

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1. INTRODUCTION

1.1. Hate Speech and Cyber Hate

Systemic problems, political choices and the spread of digitalization and the increase in social tension as a result of these, bring about polarization between immigrant/refugee groups and Turkish society, and even witnessing violent events that are likely to have dangerous and radical consequences from time to time (Özbey, 2022). Deepening poverty, increasing economic depression and unstable situation (inflation, unemployment, etc.), the use of immigration as a political tool and the political parties to determine their own positions through the anti-immigrant/refugee opposition, and the increase in the conscious and/or unconscious use of digital tools bring along certain problems. One of the most important of these is the hostile discourse and expressions in the digital space, which also have the capacity to physically mobilize individuals or groups (Deniz, 2014). Although there is no universally accepted definition of hate speech, the 1997 Council of Europe Committee of Ministers Recommendation on Hate Speech defined hate speech as follows: "Promoting, advocating and disseminating evidence-based discourses such as racism, anti-Semitism and xenophobia (Vardal, 2015, page. 135). In addition to the Council of Europe Committee of Ministers definition, the Canadian Court of Human Rights identified 11 indicators for messages containing hate speech. First, hate speech is a powerful threat. Generalization by telling a true story about the target audience of hate speech. Target groups are the elderly, children and vulnerable people. This indicates that the message is destructive. The Turkish Language Association (2020) defines the word hate as wishing someone's evil, unhappiness, disgust.

Hate speech is the expression of hatred and hostility towards a person or a group to which the person belongs, based on characteristics such as race, ethnic identity, religion, belief, sect, color, gender or sexual orientation (Öztekin, 2015). It is stated that prejudices and fears such as xenophobia, homophobia, racism, marginalization and sexism underlie hate speech; In addition, intense feelings of nationalism, intolerance to those who are not like themselves, and intolerance also trigger hatred. The increase in hate speech across media channels necessitated activities in this regard (Mullah and Zainon, 2022). These discourses, which are also expressed as cyber hate, cause polarization and hostility between groups and pose a danger to social cohesion. Cyberhate is hate speech that takes place on the internet. Hate speech can occur intentionally or unintentionally (Yıldız, 2020). The term cyberhate is often used to describe hateful, hurtful or malicious comments that appear in comment sections, forums, blogs, other websites or social media (Vardal, 2015).

Cyber hate refers to hate speech expressed on the Internet or through information and communication technologies, according to EU Kids Online. This hatred includes intolerant hatred, discrimination, xenophobia and other forms of hatred. According to the Additional Protocol on Cybercrime of the Council of Europe, it may contain various types of content, both textual and audiovisual, that express hostile attitudes towards individuals and certain groups of people on the basis of their ethnic or national origin, religion, presumed race or colour. Therefore, cyberhate refers to a form of violence that takes place in the digital environment and has the possibility of transitioning from virtual to physical life. Hate speech consists of two stages. The first step is to use hate speech to humiliate a person or group and make them feel inferior. The second stage is the total material and moral damage caused by this situation.

We may encounter hate speech in different environments. Hate speech reaches large audiences through sites such as forum sites hosting discriminatory groups, news portals containing hate speech, online games, chat rooms, and blogs. Websites containing digital violence and hate speech aim to reach young people in order to influence them (Bulunmaz, 2015). Hate speech is one of the biggest threats to social cohesion and continuity. Especially due to the diversity of the internet such as interaction, diffusion, virtuality, anonymity and multimedia formatting, it causes hate speech to be made more normal, more frequent, easily accessible and productive compared to traditional media (Özbey, 2022).

According to Parekh (2006:214), hate speech has three basic features. The first is the isolation of individuals or groups of people based on certain characteristics. Secondly, it condemns the issue of hate speech as an undesirable quality for the majority. Third, the target group is excluded from normal social relations. When the Equality and Anti-Discrimination Ombuds Report (2015:13) written by Likestillings-og discriminatingsoumbudet is examined, the concept and characteristics of hate speech emerge. The Equality and Anti-Discrimination Ombudsman Report (2015:13) reveals the characteristic features of hate speech as follows: "Whatever the reason (race, gender, disability, etc.), hate speech has a lot in common. It often creates negative stereotypes and prejudices. This affects the honor and dignity of individuals and groups. Those who practice hate speech tend to unnecessarily arouse fear, disparage the existence of differences and natural hierarchies, and use exclusionary discourse. Derogatory speech, harassment, and conspiracy theories against individuals and groups are common. In the most extreme cases, hate speech can lead to threatening speech, glorification of violence, incitement to violence and death threats, and in some cases a combination of violence and murder.'' Hate speech is one of the forms of discrimination that remains on the agenda of societies with situations such as ethnic cleansing, genocide, forced migration or systematic sexual violence.

Since hate speech and hate crimes are a devastating problem for almost every society in the world, the international community and organizations are trying to create binding decisions and policies in this regard. National resolutions on hate speech and definitions of prohibitions vary from society to society. The lack of a clear definition of the term and the absence of social media scrutiny means that hate speech should be carefully examined (Bulunmaz2015, p. 80).

There are three different actors in cyber hate, namely perpetrator, victim and spectator, but it is possible for a person to be both a victim and a perpetrator due to the speed and fluidity of the digital environment (Öztekin, 2015). individuals and groups that practice hate speech see themselves as superior, freer and stronger than other

groups; They also claim that there is a hierarchy among them.

The main tools in the emergence of hate speech are as follows; stigma, stereotypes, prejudices and discrimination. Cyber hate speech can occur with the use of only one of these tools, or with the simultaneous use of more than one. (Binark and Bayraktutan, 2013: 86).

There are some factors that affect the behavior of people in the virtual environment (Varış and Avşar, 2022). These factors are: anonymity, invisibility, parsing and fast response. These factors are in a position to trigger cyberhate.

Anonymity allows users to "differentiate/identify themselves from their real-life personal lifestyles and identities in their behavior in virtual environments", in this case, the person in action can act without thinking because it is difficult to disclose (Kalav and Fırat, 2017).

Invisibility pushes the opponent to objectify by separating them from the physical context due to the physical removal of the aggressors from the victims (Özdemir, 2021). In this case, the aggressor is not seeing how negatively the behavior and attitudes of the other person are affected, just being aware of the signals is not enough to stop the aggressive behavior. This triggers behaviors that can result in hatred.

Segregation, users can distinguish between virtual and real environments, and different personalities can form identities. As technology becomes a part of our lives and permeates our daily practices, there is a constant transition between online (perceived as unreal) and offline (realistic) interactions (Castaño-Pulgarín et al., 2021). We use completely different identities in the virtual environment, but we can assume completely different identities in the real environment.

The media landscape has changed and websites, online content and social media act as primary broadcast, "second screens" via television and can be used by fans simultaneously (Gagliardone et al., 2015). This can lead to posts that exhibit automatic bias and instant stereotyping, while derogatory language is used without awareness and thought.

Especially in a period when anonymity can be easily achieved without considering the problems it may cause, being a victim and a perpetrator can be instantaneous. Because in the online world, a place of global relations characterized by the dilution of space-time constraints, anyone with online access can present their ideas, contribute to the dialogue and present their knowledge and perceptions for the formation of modern culture or "cyberculture". These features of the worldwide web have fostered a (non-restrictive) understanding of the phenomenon of cyberhate to emerge (Assimakopoulos et al. 2017).

Cyberhate consists of five stages (Castaño-Pulgarín et al., 2021):

1.Impact: This is the stage where hate speech begins. Making a statement about an event that happened or didn't happen.

2.Mediation: This is the stage where hate speech becomes widespread. At this stage, there is an increase in content production.

3.Reaction: This is the stage where the reaction against hate speech is seen.

4.End: Ending hate speech.

5.Restarting: After the end of the hate speech, it may come up again in the short-long term.

1.2. Types of Hate Speech

Due to the increasing use of social media, many types of hate have started to appear on online platforms. Some of the types of hate speech frequently encountered on social media are posts targeting minorities, women, children, immigrants and people with disabilities. Binark et al. (2012), on the other hand, consider hate speech under 6 main categories.

1.2.1. Political Online Hate: Discourse that targets a particular political ideology and its supporters. In some cases, they target entire ideologies, one or a few political parties, or much smaller groups (Wich et al., 2020).

1.2.2. Online Hatred Against Women: Basically, they are discourses that contain sexist language and derogatory statements about the status of women (Kennedy et al., 2020).

1.2.3. Ethnicity and Racism-Based Online Hate Speech: It is a type of discourse directed against ethnic identity, race and color in a society where nationalism is exaggerated. It is seen as the concept of "us" and "others", especially in countries that accept immigrants (Rodriguez and Saynova, 2020).

1.2.4. Online Hate Speech Based on Sexual Orientation: The exclusion, mocking and suppression of LGBTI (lesbian, gay, bisexual, trans and intersex) people in society because of their sexual orientation is hate speech based on their sexual identity (Shruthi, 2020).

1.2.5. Online Faith and Sectarian Hate Speech: It is hate speech that includes mutual insults and discussions about religion and sect.

1.2.6. Online Hate Speech Based on Disabilities, Children and Various Diseases: It is the discourse made for people with physical or mental disabilities or certain diseases (Miok et al., 2019). People who make hate speech try to provide power satisfaction by implying that there is a hierarchy among them because they see the person in front of them as weak and powerless. In addition, the use of various nicknames and sarcastic expressions is one of the factors that lead to increased hatred (Sherry, 2019).

1.3. Cyber Hate Behaviour in Society

It aims to humiliate, dictate that it is weak and defenseless, to try to exclude and separate from society by implying that it harms public health with unfounded accusations against the person(s) (Varış and Avşar,2022).

A large proportion of people who engage in cyber hate behavior have low self-esteem, social anxiety and family conflicts. Many of the people who engage in cyber hate behavior have been exposed to hate behavior before. That is, they have experienced cyberhate behavior; The person who is affected by the behavior and feels powerless thinks that he is strong against someone else by applying the cyberhate behavior to prove that he is strong. The fact that the risk of being caught in the virtual environment is less, the lack of face-to-face communication with the victim, anonymity, and the ability to perform

aggressive behaviors that cannot be applied in real life in the virtual environment help the perpetrators to take action to implement cyber-hate behaviors.

People who are victims of cyber hate may exhibit behaviors such as anger after using technological devices, overprotective behaviors about their digital lives, isolation from their social environment, low performance in fulfilling their job responsibilities if they are a student or an academic employee, constantly exhibiting aggressive, nervous and agitated behaviors, disturbances in sleep and nutrition patterns, mental problems, avoiding or addiction to technological devices (Taş, 2017).

1.4. Psychological effects of cyber hate speech

People who are victims of cyber hate may exhibit behaviors such as anger after using technological devices, overprotective behaviors about their digital lives, isolation from their social environment, low performance in fulfilling their job responsibilities if they are a student or an academic employee, constantly exhibiting aggressive, nervous and agitated behaviors, disturbances in sleep and nutrition patterns, mental problems, avoiding or addiction to technological devices (Taş, 2017).

Even if the cyber hate behavior occurs in cyberspace, a person may feel attacked even at home. Cyber hate behavior can have individual, social/societal, physical and psychological effects on the victim (Taş, 2017). Those effects are listed as following:

Individual Effects: Individuals sharing their own information without realizing it causes them to experience financial or moral problems in the internet environment (Kuş, 2016).

Social Effects: Cyber hate behavior mostly targets the dignity of individuals in society (Varış and Avşar, 2022).

1.5. Determinants Factors of Cyber Hate Speech in Turkey

Hate speech incites violence and intolerance. The devastating effect of hatred is sadly nothing new. A study done by Cöltekin (2020) highlights the common usage of offensive language in social media platforms in Turkey. Cöltekin's study reveals that %19 of tweets contain offensive language.

On the other hand, the ability of mass media to affect the culture,communication and the dynamics of the society is irrefutable.Media plays a critical role in shaping public opinions and therefore reframe the image of refugees in public's opinion .

Turkish media's approach to foreigners and presentation of foreigners in the media might cause a conceptual change and generalization about foreigners in public's mind (Sunata & Yıldız,2018). Similarly,study done by Bozdag (2019) highlights that social media becomes a key communication space where citizens voice their opinions. According to findings, social media contributes to the normalization of hatred and discrimination against refugees in Turkey. Additionally, social media also enables more implicit forms of discrimination through "rationalized" arguments that are used to justify discrimination and to increase disinformation (Bozdag,2019).

1.6. Rationale of the Project

Council of Europe Commission Against Racism states that immigrants in France, Blacks in France and the Netherlands, Turks and Moroccans in the Netherlands, Russians in Latvia, Roma and Romanians in Italy are the focus of cyberhate (EC, 2015). Today, there is an increasing amount of hate speech towards Afghans and Syrians, and towards immigrants and refugees in general. The discriminatory discourses expressed on digital platforms, the claim that they are the main responsible for economic problems, the discourses produced by different actors on the political plane to set the agenda and take a political position have the risk of activating them cumulatively, if not individually. Attacks against Syrian in Altındağ district of Ankara can be shown as an example of this (Washington Post,2022).

The risk of mobilizing people in physical life, especially in digital environments, blended with hate speech, is an important issue that needs to be addressed. For this reason, the subject that the project wants to address is cyberhate, its types,

stages and actors, and methods of combating and coping with it.

In this way, it may be possible to contribute to the existence of a cyber culture that is free of hate, and it may be possible to minimize the dangerous possibilities for refugees and immigrants that pose the risk of being physically mobilized. This is also a contribution to the "development of a culture of peace and non-violence" stated in the 7th sub-article of Quality Education, which is the 4th Title of the Sustainable Development Goals, and moreover, the fact that the project includes people from different backgrounds is also a part of 10.2 of the same objectives. It is also compatible with the sentence "By 2030, empowering everyone regardless of age, gender, disability, race, ethnicity, religion, economic or other status".

1.7. Purpose and Objectives of the Project

The aim of the E-Friendship is Possible Project; To inform 40 young people between the ages of 18-30 about the definition, stages and actors of cyberhate,and to raise awareness about combating cyberhate.

In this context, the objectives of the project are;

Objective 1 To raise the awareness of 40 young people by making them aware of what cyber hate is, its stages and its actors

Objective 2 To contribute to increasing the capacity of 40 young people to fight against cyber hate by learning methods of combating cyber hate

Objective 3 To contribute to the spread of hate-free cyber culture among young people from different backgrounds in general through dissemination activities

To summarize, this project aims to make 40 young people (gender, refugee/citizen, etc.) in Istanbul and Izmir aware of what cyber hate is and to increase their capacity to combat cyber hate.

2. PROJECT'S METHOD

With the Stop Cyber Hate project , we wanted to draw attention to the issue of cyber hate speech, which has become widespread among young

people today and causes various short and long-term problems as well as discrimination and grouping among youth .

In the online informative workshops,interactive activities held within the scope of the project,interview technique is used to collect data in the question-answer sessions to receive feedback. Besides, in the face-to-face part of the program, the written and verbal feedback method is used along with the interview technique. The setting of the project is Izmir and Istanbul,two cities where the rates of cyber hate speech are relatively high . Additionally, zoom as an online meeting platform is used during the implementation stage. In total, feedback sessions conducted in two online trainings, and two face-to-face feedback sessions were held. The number of participants are listed as the following: 29 participants interviewed during trainings in Izmir and Istanbul , 43 participants during trainings in Istanbul. Semi structured interview forms were used in the interviews.The open-ended questions asked to interviewees are:

1. What are your thoughts on addressing the factors that cause cyber hate speech ?

2. What are your fears and concerns on cyber hate speech?

3.What are the key factors to combat cyber hate speech?

2.1. Description of the Project Activities

In the project activities determination stage, the main focus was on activities for young people between 18-30 from different backgrounds in order to contribute to the existence of a cyber culture free from hate. For this reason,importance and priority has been given to regular participation of youth to both online and in-person activities to achieve projects' goals and objectives. Additionally, the clarity and accuracy of the terms and explanations during activites were paid attention throughout the project.

Underlining the basic information about cyber hate speech and the steps that can be taken in the fight against cyber hate speech,it is possible with the activities of this project to raise awareness of

the youth in a way that they can cleary distinguish the cyber hate speech and take the necessary precautions against cyber hate speech.Before the implementation of the activities, the project team held meetings with the necessary experts on the subject of cyber hate speech and received online training on youth-oriented social project planning and implementation provided by the funding organization .

Although the online and face-to-face program structure of Stop Cyber Hate project is the same in both cities, the difficulty levels of the activities in the program were assessed according to the demographic characteristics of the participant group.The necessary adaptations were made in the consultation with the experts of the subject.In addition,easy to understand and clear explanations were used in the activities so that the chosen activities could be easily understood by foreign participants.Translator support was received during the online and in-person programs. It was prioritized to select topics which would be interesting and memorable for young people and they would enjoy expressing their views on the subject. In addition to information based interactive activities,it was tried to create discussion environments where young people can freely express their views,and to choose activities where they can show their creativity and various talents.Activities that allow the participants to work together as a team and get the chance to get to know each other by breaking the prejudices that may exist were preferred for team work.

Throughout the project, awareness-raising activities were carried out on information about cyber hate speech and effective methods to combat cyber hate speech.

1. Online Training (Izmir and Istanbul)

2. In-person Training (Izmir and Istanbul)

3. Dissemination Stage

2.2. Online Training (Izmir and Istanbul)

On the first online training for a group in Izmir, after the brief program and project team introduction, participants get to know each other with a warm-up session . Following that, an information session on the Cyber Threat was held. On the second day of the online training, we held sessions on the stages and actors of cyberhate. Then, the effect of information disorder and cyberhate were discussed with a short lecture by a lawyer who is an expert in regulation cyber security as a guest lecturer .Afterwards, another guest speaker, a PhD expert on immigration , informed the group about what steps one should follow when he/she is a victim of cyberhate ,and additionally, an Q &A session was held .In the final part of the session was focused on the psychological dimensions of cyberhate and methods of combating cyberhate. Feedback sessions were held at the end of each training day. The same online training program was followed in both cities.

As a result of online trainings,it is aimed that youth have basic information about cyber hate speech. The participants stated that they feel more secured about using online social platforms and will pay more attention to their reactions to cyber hate speech.

The main themes of online trainings were:

•The definition of Cyber Hate Speech

•The stages of Cyber Hate Speech

•The actors of Cyber Hate Speech

•Disinformation

•Psychological and Legal Aspects of Cyber Hate Speech

•Alternative Methods to Combat Cyber Hate Speech

2.3. In-person Training (Izmir and Istanbul)

An interactive activity program has been planned in order to consolidate the knowledge learned in these training workshops.

On the first day of the in-person training, after the opening with the introductory speech of a guest speaker, a professor who is expert in child rights ,and ice breaker game is conducted.The first activity of the program was the expectation-fear-contribution activity.After completion of coffee break, a short energizer was completed. The pros and cons of digitalization with the deba-

te event,and the types,stages,and actors of cyber hate with the News Center event.As a part of the news center event, a guest speaker ,a PhD expert on immigration, joined the group and informed participants about the speed and consequences of the disinformation as a cybersecurity thread. Following that, Boxes We Share game was played. The game aims to create awareness about discrimination and hate speech while encouraging participants to empathize with each other. On the second of the training , the letter activity is implemented to have a reflection moment by asking participants to write a letter which contains their cyber hate speech experiences if there is any or their reflections about this current issue. Following that, rating game is played to raise awareness on the devastating effect of cyber hate speech. The Tree game and Tabu game aim to support participants' learning process and help them to get familiar with the terminology related to cyber hate speech. Last training of the day, aquarium, is a mindfulness based activity to relax and calm down the mind, was practiced.

On the final day of in-person training, starting the day with an energizer activity, change the sentences and fill in the blanks activity is completed to practice what participants learned in the program. In these game, participants were asked to complete the missing part of the sentences with the information about cyber hate speech terminology while testing their knowledge on cyber hate speech. Following that, participants challenged their imagination and knowledge on alternative methods to combat cyber hate speech with the future projection activity. Before finalizing the program with an expectation-fear-contribution activity to receive feedback , participants were encouraged to use their imagination as a tool for write a story about combatting cyber hate speech with Story telling activity.

With the interactive activities that are part of the face-to-face program, it is ensured that the participants got to know each other,and thus necessary steps were taken to create an environment based on mutual respect and understanding among the youth. In addition to these,the participants are encouraged to share the information they gained during the project with their envi-

ronment in order to ensure the sustainability of the project.

The list of in-person activities:

a)Information Based

•Tabu

•Fill the Blank

•Change the sentence

b)Team Work

•Boxes We Share

•News Center Event

c) Creativity

•Storytelling

•Letter

•Aquarium

d)Feedback

•Expectation-Fear-Contribution

•Discussion

It is important to note that this list is classified according to the main purpose of the acitivities. However,an acitivity can serve multiple purposes.To give an example,although storytelling mainly reveals the creativity of the participants,it also develops the ability of the participants to use the concepts they learned about cyber hate speech during the online training phase of the project.

2.4. Dissemination Stage

For the project's dissemination,in total, two live instagram chats were held with experts working on cyber hate speech, and two online live sessions on methods of combating cyber hate speech. In addition,social media posts for the purpose of informing and raising awareness about cyber hate speech were made on daily basis. It was aimed to raise awareness about the negative effects of cyber hate speech,which has increased especially among young people,on society and the necessity of combating cyber hate speech. The main purpose of the dissemination stage is

to increase the sustainability of the project by actively engaging with participants through online platforms and social media.

3. RESULT

3.1. Descriptive Analyzes

The first field study of the project was carried out in Izmir. 29 participants participated in the activities. In terms of gender, participants in the Izmir district consists of 16 women and 4 men. The nationality of participants can be classified as 13 Turkish and 16 foreign nationals. The second step of the project was carried out in Istanbul. Activities included 43 participants. Participants in the Istanbul district were 40 women and 3 men. Among those, 24 of them were Turkish and 19 of them were foreign nationals.

The answers given to the question "Have you experienced cyberhate yourself or around you at some point in your life?" directed to participants (n=72) are as follows: 45 participants stated that they have been exposed to cyberhate (%62,5), 7 participants witnessed cyberhate (%9,72) 20 participants have not experienced cyberhate either in myself or in my environment (%27,7). 52 (%72,2) of participants have experienced cyberhate at some point in their lives.

The answers given to the question "What are your attitudes and actions towards combating cyber hate?" directed to the participants (n=72); 40 participants do not want to combat against cyberhate (%55,5), 32 participants want to combat against cyberhate (%44,4). When the answers of 32 participants who think they can combat cyber hate; 4 of them 'prefer to initiate a legal process' (%12,5), 8 of them stated that 'will follow the complaint procedures in social media applications (%25), and 20 of them 'will combat by blocking the person who makes hate speech' (%62,5).

The expressions of our participants who said they do not want to combat cyber hate (n=40) were examined. It has been determined that the basis of the thoughts of not choosing to combat is pessimism.

The answers obtained from some of the interviewees regarding the question are as follows:

"Cyberhate will always exist. I don't want to deal with complaining." (Istanbul)

"Cyberhate will not end. We will always experience this." (İzmir)

"People will always want to do harm, this has become normal now." (İzmir)

Table 1. Education and Participant Information

Date	Name and Purpose	Participant (n=103)		Nationality	
		W	M	T	F
Online 21.07.22-23.07.22	*Stop Cyber Hate* Project Trianing (Online and face to face) -Izmir province	25	4	13	16
Face-to-Face 27.07.22 29.007.22					
14.08.22-16.08.22	*Stop Cyber Hate* Project Training (Online and face to face) -Istanbul province	40	3	24	19
19.08.22-21.08.22					
Total		**65**	**7**	**37**	**35**
Total		**72**			

W:Women, M:Men, F:Foreigner, T:Turkish

"Prejudices cannot be broken. That's why there will always be hate speech." (İzmir)

"Hate speech will continue as long as there is discrimination" (İstanbul)

"People like that will always do this, I just ignore it. I don't deal with complaints.'' (İstanbul)

3.2. Open-Ended Questions Examination

Open-ended questions were asked to our participants about the cyber hate experiences they have been exposed to and witnessed online.

Based on the data obtained, the questioned topics regarding cyber hate victimization were collected. (The answers of the foreign participants were analyzed in the presence of an translator .) These headings are:

1. Attitudes and thoughts of the participants towards the factors that cause cyberhate.

2. Participants' fears and concerns about cyberhate.

3. Attitudes and thoughts of the participants in the combat against cyberhate.

3.2.1. Attitudes and Thoughts of the Participants Towards the Factors that Cause Cyberhate.

The main topics that lead individuals to cyberhate are mass movements, media, social media practices and abuses, negative/wrong attitudes of TV programs and news organs, disinformation, malenformation, and lack of empathy of individuals.

Cyberhate against the masses has stages of beginning, development, rise and fall. Individual factors are important in the spread of cyberhate. Mass cyberhate can be took under control by preventing the spread of misinformation with the awareness of individuals. People from all walks of life should support this combat whole-

Table 2. Responses of the Participants on their Experıences of 'Cyber Hate Speech'
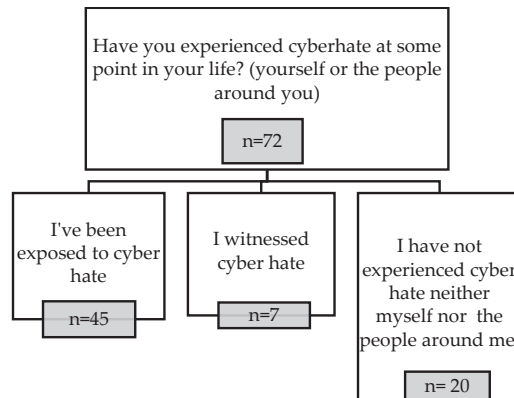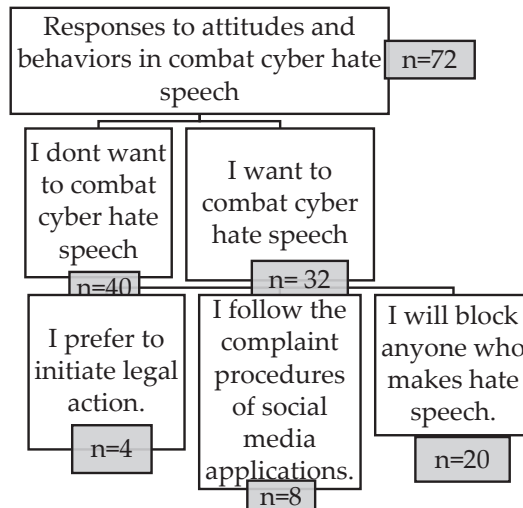

Table 3. Responses of Participants on Coping With Cyberhate, Attitudes and Behaviors

heartedly and selflessly. This seems to be possible with the spreading of awareness studies.

The answers obtained from some of the interviewees regarding the question are as follows:

"Sometimes the news is fake. False news is spreading and people can be insulted because of this" (İzmir Province)

"The use of anonymous accounts by people who comment on social media and the inability to know who they are" (Istanbul Province)

"Any negative behavior of one person is reflected on everyone. For example, when a Syrian citizen does something bad, it is reflected on all Syrians." (İzmir Province)

"The media exaggerates some things. It affects people negatively." (İzmir Province)

"Not everyone in a nation discriminates. There are good people and bad people in every society." (İzmir Province)

"Social media is very different from real life. There was both support and hate speech." (İzmir Province)

3.2.2. Participants' Fears and Concerns About Cyberhate

When the answers of the participants are examined, it is seen that they have different dimensions of fear and anxiety. These;

• That cyber hate cannot be controlled,

• That they may be victims,

• For those who witness cyber hate

• To protect the victim

• They not only expressed their fears and concerns about their grievances, but also expressed that they were concerned about whether their actions included an aggressive attitude.

The answers obtained from some of the interviewees regarding the question are as follows:

"Not being able to express my beliefs comfortably." (İzmir Province)

"To be discriminated against." (İzmir Province)

"The uncontrollability of cyber hate scares me." (İzmir Province)

"There is fear of discrimination. There is discrimination not only in relations with Turks, but also between Sudan, Afghanistan and Syria." (İzmir Province)

"Such statements have been around for a long time. Prejudices have increased. I feel it's too late to prevent this. This worries me." (İzmir Province)

The combat against cyberhate goes beyond individualism. We have no idea how to solve it. This situation worries me." (İzmir Province)

"Exposure to cyber hate worries me" (Istanbul Province)

"I am worried about not being able to cope when I am cyberhated" (Istanbul Province)

"Stealing of my shared photos and content" (Istanbul Province)

"Prejudices do not change" (Istanbul Province)

"I fear that cyberhate is perpetrated by more than one person." (Istanbul Province)

"I am worried that cyber hate is getting out of control." (Istanbul Province)

"I'm worried about hurting someone when I'm talking on social media. Being involved in cyberhate without knowing it scares me" (İzmir Province)

"I am worried about hurting someone unintentionally and using the wrong word while exchanging ideas" (İzmir Province)

"Normalization of cyber hate worries me" (İzmir Province)

"My fear is that the new generation will learn about discrimination." (İzmir Province)

3.2.3. Attitudes And Thoughts Of The Participants In The Combat Against Cyberhate

The basis of an individual's self-protection against any aggression comes from having knowledge of the situation he/she is exposed to. The high level of awareness of the individual enables her/him to realize the aggressive atittude she is exposed to,analyze the situation and take action.

With the Stop Cyber Hate project, it is aimed to make people aware of what cyber hate is. The first steps have been taken to cope with cyberhate by developing educational content to increase the capacity of individuals to cope with cyberhate.

These steps can be summarized as "personal threat assessment and minimizing the damage in case of being a victim of cybercriminals". Based on this purpose, the strategies used by the participants in coping were examined.

Strategies that used to combat cyber hate speech by participants are demonstrated in the Table 2.

The answers obtained from some of the interviewees regarding the question are as follows:

"I want to spread what I know about cyber hate" (Istanbul Province)

"Private photos and private conversations should not be sent to anyone else" (Istanbul Province)

"When my friends are exposed to or practice cyberhate, I want them to stay away from this type of behavior" (Istanbul Province)

"As someone who experiences cyberhate, it is important to feel that I am not alone" (Istanbul Province)

"We can cope with being open to listening to new ideas" (İzmir Province)

"We must show that we are together (different nations) against cyber-hatred" (İzmir Province)

4. DISCUSSION

In this study, the impact of the Stop Cyberhate project on 72 young people aged 18-30 to raise awareness and learn alternative methods to combat cyber hate speech is investigated. The socio-demographic characteristics of participants, participants' thoughts on determinants factors of cyber hate speech,and key factors to combat cyber hate speech according to participants are investigated. Responses of participants on coping with cyberhate,attitudes and behaviours, participants' fears an concerns about cyberhate and attitudes & thoughts of participants in combat against cyber hate speech is analyzed. Detection of cyber hate speech in online platforms,

acknowledge the stages of cyber hate speech and its actors, psychological effects of cyber hate speech and regulation of cyber hate speech and enforcement were found to be important factors in combatting cyber hate speech.

One of the major negative effects of cyber hate speech is the devastating psychological consequences of cyber hate speech. According to Obermaier and Schumck (2022), significant amount of adolescents and young adults are targeted by online hate speech.Therefore, many of them effected by cyber hate speech. Many of youth experience being insulted online due to their gender,migration background,religion,or commitment to various communities. Stop Cyber Hate Project findings indicate that participants exposed different forms of cyber hate speech and utilised different methods to combat cyber hate speech and to minimize the negative consequences of cyberhate. Participants highlighted the important role of social support provided by friends and family as a part of the coping strategy with cyberhate speech. Similarly, Obermaier and Schmuck (2022) emphasize the importance of social support from peers and its impact on youth's exposure to online hate speech.

Additionally, study done by Wachs et al. (2022) shows that victims of cyber hate speech were less likely to report depressive symptoms when they reported average or high level of resiliency. Similarly, Saha et al. (2020) showed that the university students who have a high level of endurance tend to be less reactive to challenges that comes along with cyberhate. Main factors that increase the resiliency can be listed as social competence,person competence, structured style, social resources and family cohesion (Wachs et al.,2022).

Results of Stop Cyber hate speech project reveals that young people from different backgrounds in Turkey were exposed to cyber hate speech at various stages of their lives. Cyber hate speech is starting to become a normal part of young people's daily life. Regardless of their gender,social status,ethnicity and religious background, project participants highlighted their fear to encounter a cyber hate speech. Cyber hate speech undermines individuals' well being. The societal and pscyhological damage is even more impact

on youths who are in the stage of forming their identity.

Besides its individual damage, online cyber hate speech ,it also leads to social tension and disorder beyond cyberspace. Overt discriminatory online speech would possibly lead into more structural discrimination (i.e. exclusion from educational and employment opportunities), which could then lead into community-based acts of physical violence.

There should be "public campaigns to raise awareness among population that online hate speech. Another recommendation by participants was that government institutions and representatives lead others by example by refraining from making hateful or discriminatory remarks on or off social media. They also suggested that policy and lawmakers clearly define what hate speech means and what the legislations and boundaries are and that social media providers as well as users are held responsible for the issue.

The results of our project highlight that there is an urgent need for the development of intervention programs and the relevance of focusing on internal and external developmental assets to mitigate the negative outcomes for victims of online hate speech.

5. CONCLUSION & SUGGESTION

Hostile,rhetoric expressions in digital space, which also has the capacity to physically mobilize individuals or groups,continue to exert their influence in Turkey as it does all over the world. These discourses, which are also expressed as a cyber hate speech ,cause polarization and hostility between groups and pose a danger to social cohesion. Therefore, there is a growing need for projects that will provide solutions to this problem,which poses a threat to social cohesion.

Additionally, The negative effects of cyber hate speech on young people have started to show themselves clearly in society. One of the biggest indicators of this is the grouping among youth.

Stop Cyberhate project focused on raise awareness and the capacity development of youth from refugee and host community aged 18-30

in Izmir and Istanbul. The aim of the project is to raise attention to the cyber hate speech and its harmful effects on youth while providing capacity development workshop sessions to combat cyber hate speech as a form of cyber violence and provide a non-judgemental space for youth to share their experiences and build a strong connection to form a supportive community.

The most important step to be taken to combat cyber hate speech is to be able to detect cyber hate speech and to raise awareness as well as take the necessary measures in a timely manner in order to be protective from its destructive impact . With this awareness, Stop Cyberhate Project implemented its both online and in-person activities in the cities of Istanbul and İzmir in Turkey. During the project, it was ensured that young people from various backgrounds living in Istanbul and Izmir were brought together to raise awareness about creating a cyber environment free from cyberhate.

As a result of the project, the following suggestions can be made for its solution:

Participants of Stop Cyberhate project stated that they have developed various temporary methods to combat cyberhate speech,but these methods are effective up to a certain point.Youth should be provided with more information resources to combat cyberhate.

• More control should be provided to combat the widespread disinformation on the internet, which is considered as one of the causes of cyber hate speech

• The accessibility and effectiveness of the authorized institutions where youth who either target or witness of cyber hate speech can submit their complaints when he/she faced with cyber hate speech should be increased.

• The psycho-social support resources for victims of cyber hate speech should increase.

• There is a need for non-judgemental social platforms where youth can share their experiences as online platform users.

• Parents often lack knowledge on how to protect children from cyber hate speech when children

are exposed to or use cyber hate speech as a violation tool .They also should be more informed about communicating with their children who has either been a perpetrator or targets of cyberhate.

• Although cyberhate speech seems to be only contain words, its short-term and long-term effects,especially on the well-being of the person,are seen in individuals.For this reason,the general public ,especially the youth,who are the most active group in the cyber environment,should be made aware of dealing with cyber hate speech.

• Various regulations on communication on social media platforms,especially in the use of social media,should be increased.

• Additionally,the role of the media in forming the point of view about foreigners is undeniable. Unfortunately, the use of certain forms of expressions in news increases with the uncontrol dissemination of the news,and creates an environment for the spread of the hate speech.For this reason,it is necessary to increase the control of the language used during the editing and dissemination of news sources in order to reduce cyberhate speech against foreigners.

• It is necessary to take steps to create an environment free from cyberhate where youth from different backgrounds can come together and support each other .

The Stop Cyberhate Project has reached a number of participants (n=72) that will almost twice the number of target participants (n=40).

It has been shown that the Stop Cyberhate project has achieved the expected outcomes in Istanbul and Izmir.However, considering cyber environment where supervision is limited and online access to platforms   is possible by youth at any time,it will be beneficial to ensure the sustainability fo similar projects to draw attention to the issue when necessary instead of one-time projects. Participants indicated their content to be part of this project while highlighting the need for similar projects which focuses on combating cyberhate speech and capacity development for youth in Turkey.

6. LIMITATIONS

The findings of this study is subject to some limitations. First of all, the limitation of the study, the results merely based on the sampling of projects' participants. Because, adolescents and young adults who does not belong to any of the ethnicity which is not included in the project's sampling group might also be confronted with cyber hate speech, subsequent studies need representative samples.

Secondly,another limitation of the study is the unequal gender distribution of participants. In total, %9,7 of the participants were male whereas %90,3 of the participants were female. The main reason for that is many foreigners male were considered as bread winner of the family therefore, they were required to work during the time period which is the same time as project implementation period.

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Suicide in adolescents: A case study

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Abstract

Suicidal behavior is the most violent behavior that a person commits against himself. Suicidal behavior is a complex form of behavior in which biological, psychological, cultural, environmental and social factors are effective together, which deeply affect the individual, his environment, society and subsequent generations. The etiology of suicidal behavior in adolescents includes problems such as psychiatric illness, domestic violence and restlessness, mental disorders, social events, previous suicide attempts, loss of family relatives, parental divorce, physical and/or sexual abuse, and substance use. Suicide attempt in children and adolescents; emerges as a growing public health problem. In this study, it was aimed to investigate the risk factors of suicidal behavior in adolescents and to examine the case sample. According to the results of the research, the presence of existing depressive symptoms before the Z.D. suicide attempt, previous suicide attempts, being in adolescence, having acute stresses, etc. Presence of risk factors such as suicide, loss of a lover, having a family history of suicide and being alone in the suicide attempt suggest that Z.D. is the trigger. In the presence of risk factors that increase the risk of suicide, it is important to recognize the triggers in advance and to plan an intervention.

Keywords: Suicide, Adolescent Suicide, Adolescent Violence, Suicidal Tendency

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1. INTRODUCTION

Violence is one of the most common public health problems we encounter, which negatively affects the society in general. The World Health Organization (WHO) defines violence as "any act of intentionally committed by a person against a group, himself or herself or others to the extent that it causes permanent physical or mental health problems or even death" (WHO, 2002). Suicide is the most violent behavior that a person has committed against himself (Polat, 2021). The World Health Organization (WHO) defines suicidal behavior as "self-injury with a perception of purpose and varying degrees of lethal intent". Suicide and suicide attempt are an important public health problem because this feeling has a profound effect on the individual's relatives and environment (Polat, 2016). According to Emile Durkheim (2002), who made important researches on this subject, death, which is the direct or indirect result of positive or negative actions of the deceased even though he knew that it would result in death, is called suicide. If the person dies as a result of suicide, these cases are called completed suicide, and cases that are stopped before death are called suicide attempts (Polat, 2001). Suicide is the second or third leading cause of death among adolescents in Western countries, and one of the leading causes of death among youth in Turkey (WHO, 2021). Suicide represents the highest degree of violence a person can inflict on himself. There are many methods of suicide. Sevently percent of people who attempted suicide preferred to use overdose of drugs, and 63% of those who committed suicide preferred to use firearms. Self-poisoning, hanging, cutting, burning, jumping in the middle of traffic and firearms are among the methods most frequently used by adolescents (Jacobs, et al., 2010).

According to the WHO (2019), an estimated 703,000 people worldwide died due to suicide, and suicide was the fourth cause of death between the ages of 15-29, and it is estimated that suicide attempts are 20 times the average rate of suicides resulting in death. According to the WHO suicide rates by country in 2019, the male/female sex ratio in suicides in Turkey was found to be 3/1. According to the 2019 data of the Turkish Statistical Institute (TUIK), the suicide rate is 4.12 per hundred thousand, and the male/female gender ratio is 3.36/1.

The most preferred suicide methods in Turkey are as follows; ace, firearms, and high jumping. When the cause-related suicides table of the Turkish Statistical Institute in 2019 is examined, it is seen that the cause of only one third of the suicides is known, and the three most common causes are illness (not specified separately as general medical illness or psychiatric disorder), financial difficulties and family conflict, respectively.

People want to end their lives for various reasons. Suicide is a preventable cause of death. There are many reasons and factors for making this decision. This action is usually caused by a combination of factors. Suicide has both a personal and a social dimension. The frequency of suicide varies according to age groups and gender (Czyc et al, 2019). According to studies, gender is an important demographic variable in suicide. In many countries, the suicide rate for men is 2-3 times higher than for women (Beautrais, 2006). In our country, the suicide rate resulting in death in men is about twice that of women (TUIK Statistics, 2019). In non-fatal suicide attempts, this rate is reversed, with women attempting approximately twice as much as men (Zhang et al., 2005). Suicidal behavior in childhood is rare, but increases during adolescence (Miller et al., 2013). Suicide is one of the most important causes of death, especially in adolescents between the ages of 15-24.

The total number of suicides from 2015 to 2019 was found to be 16,355 in the suicide rate obtained through the Turkish Statistical Institute. According to these data, the total number of people under the age of 19 who committed suicide is in 2011 (TUIK, 2022). These figures show that the suicide rate among youth cannot be underestimated.

In this study, it was aimed to investigate the risk factors of suicidal behavior in adolescents and to examine a case sample.

2. ADOLESCENT AND SUICIDE

Adolescence is the period when emotionality is at its strongest. Hormonal changes cause teens to separate adulthood from childhood, making them overly sensitive and fragile when it comes to self-esteem. They are very sensitive to criticism, vulnerable, react very harshly to rejection and feel anger, joy and sadness (Hawton et al., 2020).

Adolescent suicide is a multifaceted behavior influenced by sociocultural factors, genetic and biological predispositions, psychiatric disorders and symptoms, stress, difficult living conditions and lack of social support (King et al., 2018). In this bustling, lively and active period; Situations such as parental separation, loss of loved ones, group humiliation, separation from family, unsuccessful exams and resulting inadequacies cause great sadness and despair in adolescents (Abraham, 2019). They may think that the only solution is to die; that is, suicide. Suicide is the third leading cause of death in adolescents after accidents and homicides. Suicidal ideation and attempts are more common in adolescents, but although it is more common, suicidal ideation is denied when asked and there are misconceptions about the methods used to cause death (Lee et al. ,2018). With the increase in suicide rates in adolescence, we should also focus on the suicidal behavior of male and female adolescents in this period. Boys are more likely to engage in suicidal behavior than girls (Glen et al. , 2020; Doğan et al., 2018). However, girls are more likely to attempt non-lethal suicide (boys use more deadly methods such as weapons or hanging, while girls use less dangerous methods such as poisoning or slashing their wrists). Rather, this difference reflects the nature of suicidal intent. It has been determined that girls have more suicidal thoughts than boys, make plans and start to realize them (Alpay, 2015). Although completed suicide is rare in children, destructive thoughts and behaviors are common in this age group (Alptekin and Duyan, 2021).

3. SUICIDE RISK FACTORS IN ADOLESCENTS

When we examine the risk factors for suicide in adolescents, we most frequently encounter the following risk factors (Erdoğan et al., 2021):

• Psychiatric disorders (especially depression, bipolar disorder (manic depression), alcohol or substance abuse, schizophrenia, borderline personality disorder, behavioral disorders (adolescents), psychotic disorders, anxiety disorders, other psychiatric disorders associated with impulsivity and aggression)

• Alcohol or substance use

• Family history of suicide or exposure to suicide

• Serious illness or chronic pain

• Stressful life events

• Unemployment,

• Relationship problems,

• Prolonged exposure to stress such as harassment or bullying

• Social isolation and loneliness

• History of trauma or abuse

Causes of suicide are often different in younger and older people. The causes of suicide are very diverse. Some conditions increase the risk of suicide (Turecki et al., 2019).

Among them:

1. Psychiatric diseases

2. Social reasons

3. Biological susceptibility

4. Genetic predisposition/ Familial Predisposition

5. Physical illnesses

6. Situational risk factors can be counted.

3.1. Psychiatric Diseases:

The most important problem leading to suicide is depression. In various studies on this subject, depression was found in 30-64% of those who were injured as a result of suicide and in 90% of those who died as a result of suicide (Martinen-

go et al., 2019). 15% of people with depression die as a result of suicide attempts (Orsonlini et al., 2020). Men with depression have higher suicide and suicide-related death rates than women (Güleç, 2016). As a result of psychological autopsy studies performed on adolescents who committed suicide, psychiatric disorders were found to be the most important factor in the causes of suicidal behavior. Among these psychiatric disorders, depressive disorders and substance use are in the first place (Narayanan, 2020).

Other psychiatric disorders related to suicide during adolescence include emotional disorders, communication disorders, and personality disorders (Paulus et al., 2021). Similarly, in a study conducted in Turkey, a psychiatric disorder was found in 73.68% of adolescents who attempted suicide, and these disorders are conversion disorder, adjustment disorder, panic disorder, enuresis, major depression, automutilation, schizophrenia and mental disability, respectively (Gijzen et al., 2021; Siyez, 2006). According to the results of a study conducted on 521 high school students, a significant relationship was found between depression and suicide risk, although it differs according to gender (Metha, 1998). In the same study, depression increased the risk of substance use and subsequent suicide in men; states that depression directly increases the risk of suicide in girls. In another study, they observed that the incidence of suicidal ideation and suicidal behavior is 4-5 times higher in adolescents with affective disorder than in adolescents with other psychiatric disorders (San Too et al., 2019).Communication in terms of adolescents attempting suicide. disorders are also among the most common psychiatric disorders (Van Meter et al., 2019). Antisocial behavior disorders are observed in 70% of adolescents who commit suicide, while this rate remains at 35% in the control group (Ecevit, 2019). He states that although less common than other disorders, anxiety disorders are also a risk factor for adolescents who attempt suicide (Satinsky et al., 2021)

3.2. Social Reasons:

Suicide rates vary from country to country, depending on the social composition and social cohesion of a society. People with weaker family ties and less social interaction seem to be more likely to commit suicide (Self-selling suicide) (Yağdıran, 2019). Social and economic crises increase the suicide rate (anomic suicide) in the society (Hossen, 2022).

Durkheim defines unusual suicide as:

'We observed that there were changes in the social structure after the Industrial Revolution in Western societies and that the risk of suicide increased in people who could not maintain strong family, religious beliefs and relationships. Suicide often manifests itself as a social norm rather than an individual norm (Durkheim,2002; Hossen, 2022).

Egoistic suicides (selfish suicides) occur in organized societies with criminals and misfits (Hossen, 2022). Taking social realities into account cannot explain why one person is in the same situation and the other does not commit suicide.

According to Adler, although suicide has sociological causes and consequences, suicide can only be understood individually (Steggals et al, 2022). All suicides are personal and should be evaluated individually. Psychiatric disorders such as depression and schizophrenia are among the causes of suicide, but the suicide rate in these patients is not as high as it is thought. This high-risk group includes high-risk patients.

3.3. Biological Predisposition:

Decreased serotonin in the brain increases the likelihood of suicide. For this reason, many researchers suggest that low serotonin levels are an important factor in subsequent suicides, especially in young people who are considering suicide. The vast majority of researchers similarly state that low serotonin levels, especially in adolescents who attempt suicide, are an important factor for the completion of subsequent suicide. Similarly, the vast majority of researchers state that low serotonin levels, especially in adolescents who attempt suicide, are an important factor for the completion of later suicide.

3.4. Genetic susceptibility / Familial Predisposition:

It has been determined that if a family member

has committed suicide in the past, the probability of suicide increases. The high suicide rate in some families is striking. Having a blood relative with a history of suicide in the family increases the likelihood of committing suicide (Brenth and Melhem, 2008) Economic distress, conflicts and losses in the family, separation of parents, remarriage, previous suicide attempt by a family member, depression and substance use in family members are among the risk factors. (Roy et al., 1997; Lengveynte et al., 2021) Many studies have shown that adolescents experience intense family conflicts before attempting suicide (Scully et al., 2020). A family history of suicide and family medical and psychiatric disorders also increase the risk of suicide. It has been observed that the families of adolescents with suicidal ideation are indifferent, rejecting and unsupportive individuals (Palabıyıkoğlu, 1993; Consoli et al., 2013; King et al., 2018). In another study, the importance of family was emphasized and they stated that suicide attempts were mostly seen in children of families with mental problems and diffuse alcoholism (Siyez, 2006). The family factor is considered the most important of the risk factors that cause adolescent suicide. Among the life problems of adolescents, the most important are family problems. Domestic violence, mental illness, or suicide attempts can also create a negative situation. The presence of the patient or patient's family in need of psychiatric treatment is an important factor contributing to suicide (Kabasakal, 2007). Psychiatric disorders in the family may contribute to suicide among young people in many ways (Beautrais, 2000; Scully et al., 2020).

It should be emphasized here that suicides are not committed only because of family problems. However, family ties or intra-family communication, interaction, etc. are also extremely important. This is closely related to the attitudes of troubled adolescents or young people towards their family members. If there is a high level of love and respect in family communication and interaction, the adolescent or young person may be influenced by the problems he/she is experiencing and the sadness of his/her family in order not to upset the family members he/she loves very much, and may avoid committing suicide.

Here, an important preventive role of the family's communication and interaction pattern and the duty of social support also emerges. Since family culture and social culture are in interaction, changes or deviations that may occur in this institution affect the individual. Since the individual performs a significant part of his/her socialization within the family, he/she tries to solve many negative problems such as alienation, incompatibility and deviation in relationships within this institution. Sometimes the family is the source of a positive solution, but sometimes it can also be the source of an unsolvable problem. The rapid social change that has taken place in our society in recent years has also affected our family structure and cultural characteristics in the direction of change; it has confronted the youth with problems that are very difficult to face in many areas, from identity problems to intergenerational conflict. The family system, the socialization and individuality of individuals and younger generations. It is the only element of social structure that provides and expresses many social values such as culture, customs and traditions. Family turmoil has a significant impact on suicide. Authoritarian family structures where there is no family authority, love, discrimination or democratic relations deeply affect young people and youth. It is accepted as the category in which individuals experience the most serious problems both in adolescence and adulthood. In other words, it can be said that suicide begins in adolescence, when social and psychological problems become serious, reaches high levels in adulthood, and then gradually decreases in the later stages of life.

3.5. Physical Predisposition:

People with serious diseases such as cancer, epilepsy, heart disease, dementia and AIDS are more likely to commit suicide than others (Yağdıran, 2019; Gürhan et al., 2019). Predictors of suicidal behavior risk in individuals with physical illness:depression, anxiety, pre-existing suicidal behavior, suicidal ideation, feelings of hopelessness, pain, crisis, reactive behavior, substance use, family, work and finance-related social problems, and illness during stressful times (Stenager et al. 2000).

3.6. Situational Risk Factors:

There is no single cause of suicide, but when combined with other risk factors, people may be more prone to suicide (Beautrais, 2000; Bilsen, 2018). Rejection, unwanted pregnancy, poor school performance, fights, break-ups, and family problems are risk factors for adolescent suicide. Traumatic experiences, losses, economic problems, inadequate social support systems and disciplinary crises are among the most important stresses during adolescence (Consoli, 2013).

4. CASE

Z.D. is a 15-year-old female high school student. Z.D.'s parents are divorced. Her father is in prison, her mother has been through 3 marriages and currently has a boyfriend whom she is about to marry. Z.D. has a brother who is 8 years younger than her and lives with a different mother and father. The socioeconomic status of the family is low and there is no financial income because the father is in prison. The mother earns money from her daily cleaning work. Z.D.'s communication with her family is disconnected and weak. Z.D. is a student who does not make many friends at school, has a boyfriend and has low academic achievement. Z.D. is also reluctant to attend school and has a high absenteeism rate. Z.D. was previously diagnosed with depression and bipolar by a psychiatrist. After breaking up with her boyfriend, Z.D. fell into a great emptiness and attempted suicide by taking pills. This was not Z.D.'s first attempt. She had attempted before for different reasons. Z.D.'s aunt also died by suicide. She is often afraid that people will leave her, so sometimes she acts too happy to be in tune with her feelings and thoughts so as not to be alone. When his friends make negative comments, he feels unloved and unappreciated and withdraws from those people. He/she wants his/her friends to never leave him/her alone and to understand what he/she is saying. When this does not happen, She experiences events that can end his relationship with those people.

In the first mental examination of Z.D., She was a regular person with good self-care and general appearance. In the interviews with Z.D., her

thoughts were intense that her boyfriend had been unfair to her and that she did not want to break up with her. In her mental examination, her mood was mildly depressed. Z.D. was diagnosed with major depression according to DSM-5 diagnostic criteria. As a result of family interviews, it was observed that Z.D. had intense thoughts of inadequacy and dislike, and when she tried to cope, she felt inadequacy and when she could not, depression prevailed. Being in adolescence, parental neglect and absence of the father, thoughts of loneliness and increased fears of being abandoned after her boyfriend. In her family history, her aunt's death as a result of suicide and her difficulties in coping with separation, suicide was the only solution for Z.D. Presence of existing depressive symptoms before suicide attempt, previous suicide attempt, being in adolescence, having acute stresses etc. Although there are risk factors such as suicide, not mentioning suicidal thoughts in the follow-ups before the loss, choosing a similar method with her aunt for her suicide and repeating similar situations, losing her boyfriend, parental neglect and feeling of loneliness are risk factors for Z.D.'s suicide attempt. In her family history, her aunt's death as a result of suicide and her difficulties in coping with separation, suicide was the only solution for Z.D. Presence of existing depressive symptoms before suicide attempt, previous suicide attempt, being in adolescence, having acute stresses etc. Although there are risk factors such as suicide, not mentioning suicidal thoughts in the follow-ups before the loss, choosing a similar method with her aunt for her suicide and repeating similar situations, losing her boyfriend, parental neglect and feeling of loneliness are risk factors for Z.D.'s suicide attempt. In her family history, her aunt's death as a result of suicide and her difficulties in coping with separation, suicide was the only solution for Z.D. Presence of existing depressive symptoms before suicide attempt, previous suicide attempt, being in adolescence, having acute stresses etc. Although there are risk factors such as suicide, not mentioning suicidal thoughts in the follow-ups before the loss, choosing a similar method with her aunt for her suicide and repeating similar situations, losing her boyfriend, parental neglect and feeling of loneliness are risk factors for Z.D.'s suicide at-

tempt. having acute stresses, etc. Although there are risk factors such as suicide, not mentioning suicidal thoughts in the follow-ups before the loss, choosing a similar method with her aunt for her suicide and repeating similar situations, losing her boyfriend, parental neglect and feeling of loneliness are risk factors for Z.D.'s suicide attempt. having acute stresses, etc. Although there are risk factors such as suicide, not mentioning suicidal thoughts in the follow-ups before the loss, choosing a similar method with her aunt for her suicide and repeating similar situations, losing her boyfriend, parental neglect and feeling of loneliness are risk factors for Z.D.'s suicide attempt.

With an holistic evaluation, the case, presence of depressive symptoms before the suicide attempt, previous suicide attempts, being in adolescence, having acute stresses, intense loneliness and unloved thoughts, separation from her boyfriend, having a family history of suicide suggested that Z.D. was the trigger of suicide in the suicide attempt. In the presence of risk factors that increase the risk of suicide, pre-recognition of risk factors and an intervention plan are important.

5. DISCUSSION

Suicide is a complex behavior that requires a biopsychosocial approach. Research has comprehensively addressed risk factors for suicide under biological, psychological and social dimensions: age, gender, mental disorders, familial and genetic factors, physical illness, childhood, early experience, psychosocial support systems, negative cognitive structures and access to lethal weapons have been associated as risk factors for suicidal behavior. (Czyc et al,, 2019; Gijzen et al., 2021). Although Z.D. had risk factors related to suicide such as the presence of depressive symptoms before the suicide attempt, previous suicide attempts, being in adolescence, having acute stresses, etc., the fact that Z.D. did not mention suicidal thoughts in the follow-ups before losing her boyfriend and the fact that Z.D. was alone during the suicide attempt suggest that it was a trigger.

Psychiatric disorders constitute the most important risk factor in suicidal behaviors (Martinen-

go et al., 2019). In the literature, the psychiatric disorder with the highest prevalence of suicide in adolescents has been reported as a depression-related disorder, and major depression in female adolescents has been reported as the most important risk factor for suicide attempts in adolescence (Orsonlini, et al., 2020; Güleç, 2016). As seen in the case of Z.D., the presence of depressive symptoms before the suicide attempt and being in adolescence constitute risk factors for suicide attempt. Regarding suicide attempts, it was found that girls attempted suicide more than boys. However, it is observed that girls resort to less lethal methods compared to boys (San Too et al., 2019). According to studies in the literature, the most common suicide method is drug overdose. Subsequently, it is seen that various methods such as wounding with a firearm, hanging oneself, and jumping in front of traffic vehicles can be used (Glen et al., 2020; Doğan et al., 2018). Z.D.'s suicide attempt was using high doses of medication, which is less lethal. The prevalence of suicidal behavior in children and adolescents with a family history of suicide was higher than in children and adolescents without a family history of suicide.

In addition, family history of mental disorders is also reported to be a factor that increases the risk of suicide in adolescents. When the family history of Z.D. was analyzed, it was found that her own aunt had lost her life due to suicide. It has been found that helplessness is stronger and suicidal ideation is more common in people who have difficulty coping with difficult life events. If there are risk factors that increase the risk of suicide, it is important to identify triggers and plan interventions in advance.

6. CONCLUSION

As a conclsion, it is important for families to pay attention when dealing with adolescents and young people who are associated with suicide. In some cases, young people may share their thoughts with their friends that they cannot share with their families. It is important to keep track of your child's school situation and friends. It is also important for parents to share with adolescents and young people, learn to communicate well with them, get to know their

children and listen to family stories. You should ask yourself the question and take responsibility for solving the problem. Allowing children to express themselves helps them to feel authentic and safe. Spending time on cognitive skills such as age-appropriate coping and avoiding abstract explanations is an important factor.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

The relationship between violence at video games and the consumer's trait anger and anger expression styles of various variable

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Abstract

It can be said that games designed with the theme of violence are the risk factor for the appearance of aggressive attitudes and behaviours. In this case, it has become important to understand the extent of the psychological effects of media contents on consumers.

The level of consumption of violent video games in which age range and the level of trait anger-anger style is aimed to reveal.

The sample of the study consisted of 286 students. Of the participants, 147 (51.4%) were female and 139 (48.6%) were male. Boys (33.3%;n=39) and high school students (33.7%;n=28) play violent video games more frequently. The level of trait anger was found to be higher in the participants (high school level participants) who played games. The level of outward anger (university level participants) of the game-playing participants were found to be high.

Keywords: Violence, Media, Video Games, Crime, Aggression

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1. INTRODUCTION

With the rapid change of developing technology, which has become a part of our lives in our era, the media is changing fast too.

Recently, due to the COVID-19 pandemic, the time spent at home has been prolonged and accordingly, being online and playing games has become the only way to socialise and learn. Technological and digital devices offer important opportunities for children to learn, have fun and stay connected.

However, the same tools can also increase their exposure to multiple risks. Online / offline media content, which has gained diversity rapidly in recent years, contains various threats (UNICEF, 2020). Media content containing elements such as sexuality, alcohol or drug use, and violence, is harmful content that threatens the rights, safety and mental health of the individual (Ateş and Saluk, 2018).

Exposure to violence in the media, including television, film, music and video games, poses a significant risk to the health of children and adolescents. Much of the media exposure of children and young people occurs through video games. (Council on Communications and Media, 2009)

Video games, which were considered as entertainment that was condemned to extinction in the past, now maintain their place in popular culture. So much so that gaming platforms (computers, consoles, tablets, mobile phones) are becoming increasingly diverse and easily accessible. Video games have become one of the most important entertainment mediums for growing children today. (Fournis and Abou, 2014)

This dramatic growth in popularity of video games is cause for concern, given the popularity of video games combined with the fact that more than 50% of these games available on the market contain some form of violence (Sheese and Graziano, 2005; Giumetti, 2007).

Given that almost all young people in developed countries now play video games, the possible risk factors and adverse effects of these popular recreational activities are affecting many children and young people. One of the risk factors of these video games is the use of the violence in them. Results of research using various methods indicate that video games based on the theme of violence cause aggression in consumers. (Lenhart, 2015; Przybylski and Weinstein, 2019)

The view supported by organisations working on this topic, such as the American Academy of Pediatrics (AAP) and the American Academy of Child and Adolescent Psychiatry (AACAP), is that exposure to violent media (including video games) can contribute to real-life violent behaviour and harm children. (APA, 2015)

1.1. Concepts of Violence, Aggression and Anger

Violence has many types and is multifaceted and multidimensional. The concept of violence also includes aggression. It contains many emotions such as aggression, anger, fear, intolerance and enmity. It is a type of behaviour that individuals collectively or individually apply from the past to the present (Polat, 2021).

1.2. Violent Video Games

Media that intentionally shows someone attempting to hurt others is considered violent (Anderson & Bushman, 2001). Considering the concept of 'violent video games' from previous scientific researches: video games are defined as games in which the characters in the game display real or probable (including threatening content) behaviours that are physically and psychologically harmful to themselves or other elements/characters intentionally and willingly (Dolu, Büker and Uludağ, 2010). It is possible to see these behaviour patterns in the content of games in different categories (Karabulut).

Research on games and their content has been increasing over the past years. The result of a meta analysis study by researchers Anderson et al. (2003) the experimental research unequivocally shows that youth's odds of engaging in violent behaviour and thinking aggressive thoughts in the short term are increased when they are exposed to media violence. The cross-sectional surveys regularly show that kids are more likely to act violently and have aggressive thoughts when

they are exposed to media violence more frequently. Even when many other potential factors are statistically controlled, longitudinal research consistently demonstrates that early exposure to media violence is a predictor of later aggressiveness in adolescence and young adulthood.

Video games are being played by kids for longer and longer periods of time, and many of them are violent. The danger of youngsters playing these activities being hostile towards others may be raised since they are active players rather than passive viewers (Anderson et al., 2003).

Gentile and Anderson (2003) and Anderson and Dill (2000) explained the role of video games in the transformation of consumers into violent active individuals with 6 items. As following:

1.2.1. Identification with an aggressor increases the likelihood of imitating the aggressor.

In many violent video games, one has to take the perspective of a particular character. This is most evident when players are required to feel as if their characters are in the video game. An example of this is a "first-person shooter" starring games. Thus, the player is forced to identify with a violent character. This identification with the aggressive character will increase the likelihood of imitating aggressive actions. The First Person Shooter (FPS) game is considered to be one of the most attractive games that provides a realistic environment for players to measure their behaviour, emotions and interests (Quvaider, 2023). A study was conducted with the participation of university students on the increasing realism of the video game. The level of realism of video games was compared in two dimensions as 2D and 3D. It was found that the group exposed to playing 3D violent games reported relatively more anger. According to the result, when the participants feel like they are in the game (First person shooter), the effect of violent games on children increases. Also, emphasised that anger was about 10% higher in the small screen-2D condition, 15% higher in the large-screen 2D condition, and 55% higher in the large-screen 3D condition (Lull and Bushman, 2016).

1.2.2. Active participation increases learning

Research on learning shows that when one is actively involved in something, they learn much more than simply watching it. Violent video games, by their very nature, require active participation in acts of violence. In supporting studies, it has been stated that playing video games actively increases the tendency of adolescents to violence more than passively watching the images of violence reflected on the screen (Carnagey and Anderson, 2004; Polman, 2008).

1.2.3. Experiencing an entire sequence of actions.

Violent video games require players to regularly repeat each of the offensive steps. This helps to teach the necessary steps to perform a successful attack action. For example, having many steps when learning how to kill someone. It shows the necessity of deciding who to kill, get a gun, get the ammunition, load the gun, follow the victim, point the gun and pull the trigger. According to Anderson and Bushman (2001) situational input variables, such as recent exposure to violent media, have an effect on an individual's current internal state, which is reflected by cognitive, emotional, and arousal variables. By demonstrating how to be aggressive, stimulating aggressive cognitions (such as previously taught aggressive scripts and aggressive perceptual schemata), raising arousal, or inducing an aggressive emotional state, violent media enhance aggressiveness.

1.2.4. Violence is continuous.

Violence in violent video games is usually consistent. Players must be constantly alert against hostile enemies and constantly choose and perform aggressive behaviour. These behaviours expose players to a constant stream of violent (and often bloody) scenes accompanied by cries of pain and suffering in a context incompatible with empathy or guilt.

1.2.5. Repetition increases learning.

In violent video games, players often spend too much time repeating the same aggressive actions (for example, shooting a person). Also, games

are often played repeatedly, so it gives a great deal of practice to repeat violent acts. This not only increases individuals' learning, but also makes these actions habitual to the point of automaticity.

1.2.6. Rewards increase imitation.

Violent video games often reward players for participating in the game. Motivation in the player is basically provided in three points. First, rewarding aggressive behaviour (for example, gaining extra points and lives) during a video game. This reward increases the frequency of aggressive behaviour in the game. Second, rewarding aggressive behaviour completed in a video game teaches more positive attitudes towards the use of force as a way of resolving conflicts. Third, the rewards found while playing video games provide motivation for the player not to leave the game.

1.3. Statistics of Violence and Video Games

The Pew Research Center reported in 2008 that 97% of 12- to 17-year-olds play some type of video game, and two-thirds of them play action and adventure games that tend to contain violent content (Lenhart, 2008).

After reviewing research results based on more than 130,000 participants, the authors concluded, based on these analyses, that violent video game playing was positively associated with aggressive behaviour, aggressive cognition, and aggressive affect, as well as negatively associated with empathy and prosocial behaviour for victims of violence. (Anderson et.all., 2010; Huesmann, 2010)

In the result of Presscott et al's meta-analysis study, with more than 17,000 participants, there was a small increase in real-world physical aggression among adolescents and pre-teens who play violent video games.

In many of the games; items containing violence and sexuality are frequently included. Studies examining the contents of digital games reveal that 89% of these games include at least one kind of violent element, more than half of them contain physical violence and death content, and many games also contain elements of sexual and ethnic discrimination. (Dolu, Büker and Uludağ, 2010)

It can be said that games designed with the theme of violence are the risk factor for the appearance of aggressive attitudes and behaviours. In this case, it has become important to understand the extent of the psychological effects of media contents on consumers. Children and teenagers, especially those in college, are at risk from violent video games.

2. METHODOLOGY

2.1. Sample

The sample of the study consisted of 286 students. Of the participants, 147 (51.4%) were female and 139 (48.6%) were male. The average age of the participants was calculated as 20.5 (S= 5.3). 112 (39.2%) of the participants were 18 years of age or younger, while 174 (60.8%) were over 18 years of age.

2.2. Data Collection Tools

Personal Information Form: A personal information form was created and used by the researchers in order to determine the socio-demographic characteristics of the participants (age, gender, whether they play video games, how often they play violent games, how long they have been playing video games). This review may give an idea to the researcher that there may be a cause-effect relationship; but it certainly cannot be interpreted as cause and effect.

Trait Anger and Anger Style Scale: Anger Trait (SL Anger) and Anger Expression Style (Anger Style) scales were used to measure the participants' anger expression style. The Trait Anger and Anger Style Scale, which is widely used in literature, was developed by Spielberger et al. in 1983. The first 10 questions of the scale include questions about "trait anger". There are 24 questions and 3 sub-dimensions about anger expression style: anger in, anger out and anger control. The scale consists of 34 questions of four-point Likert type (doesn't describe at all-describes a little-describes quite well-describes completely).

2.3. Operation

Data were collected both face-to-face and via Google Forms survey method. Permission to participate in the research was obtained through the Informed Consent Form from both the participants and the parents of the participants under the age of 18. Participants completed Personal Information Form, Trait Anger and Anger Style Scale.

2.4. Data Analys

IBM SPSS 25 (The Statistical Package for the Social Sciences) was used for data analysis. Within the scope of the research, descriptive, reliability, normality and correlation analyzes were performed. Pearson Correlation Analysis test was performed because it was found to show normal distribution in the normality test.

3. RESULT

3.1.Socio-Demographic Characteristics

The gender of the participants was 51.4% (n=147) female and 48.6% (n=139) male.

40.9% (n=117) were high school students and 59.1% (n=169) were university students. 62% (178) stated that they have played at least a few times in their life, 37.8% (n=108) have never played a game. (Table 1)

The genders and playing habits of the participants were examined. 32.8% of those who played a few times were female, 7.7% were male; 49.2% of those who play from time to time are female and 30.8% are male; 14.8% of those who play frequently are female, 28.2% are male; 33.3% of those who play almost every day are men and 3.3% are women. Frequency of playing and gender were evaluated. It is seen that the frequency of playing is higher in male participants. (Tablo 2)

3.2. Comparison of the Education Level (High-School, University) and Playing Habits of The Participants Who Stated That They Played Games

The playing habits of high school and university students were examined. 9.6% of those who played a few times are high school, 22.1% are university; 49.2% of those who play from time to time are female and 30.8% are male; 14.8% of those who play frequently are female, 28.2% are male; 33.3% of those who play almost every day are men and 3.3% are women. (Table 3)

Table 1. Socio-Demographic Characteristics.

Gender (N=286)				Age (N=286)				Playing/not playing video games			
Woman		Man		High-School		Unıversıty		Yes		No	
N	%	N	%	N	%	N	%	N	%	N	%
147	%51.4	139	%48.6	117	%40.9	169	%59.1	178	%62.2	108	%37.8

Table 2. Comparison Of The Gender And Playing Habits Of The Participants Who Stated That They Played Games.

	Gender (178)			
	Woman (61)		Man (117)	
	N	%	N	%
How often violent video games are played				
Several times	20	%32.8	9	%7.7
From time to time	30	%49.2	36	%30.8
Often	9	%14.8	33	%28.2
Almost every day	2	%3.3	39	%33.3
How long have you been playing video games				
1-2 year	30	%49.2	11	%9.4
3-5 year	16	%26.2	25	%21.4
More than 5 years	15	%24.6	81	%69.2

The frequency of playing among high school and university students was evaluated. University students mainly preferred to play from time to time. High school students mainly preferred to play almost every day. (Table 3)

3.3. Findings on the Examination of Student's Trait Anger Levels, Anger-in, Anger-out, and Anger-control Scores According to School Level

When Table 4 is examined, it is concluded that student's trait anger, anger-out and anger-control scores do not show a significant difference according to school level, but a significant difference was observed in anger-in scores according to school level. When this significant difference was examined, it was found that high school

student's anger-in scores (Mean =18.2321) were higher than university students (x =17.1606).

3.4. Findings on the Examination Of Student's Trait Anger Levels, Anger-Internal, Anger-External and Anger-Control Scores According to Gender

When Table 5 is examined, it is concluded that student's anger-in, anger-out and anger-control scores do not show a significant difference according to gender, but a significant difference was observed in trait anger scores according to gender. When this significant difference was examined, it was found that male student's trait scores (Mean =22.0719) were higher than female students (x =20.3265).

Table 3. Comparison Of The Education Level (High School, University) And Playing Habits Of The Participants Who Stated That They Played Games.

	School Level (178)			
	High-School (83)		University (95)	
	N	%	N	%
How often violent video games are played				
Several times	8	%9.6	21	%22.1
From time to time	23	%27.7	43	%45.3
Often	24	%28.9	18	%18.9
Almost every day	28	%33.7	13	%13.7
How long have you been playing video games				
1-2 year	25	%30.1	16	%16.8
3-5 year	13	%15.7	28	%29.5
More than 5 years	45	%54.2	51	%53.7

Table 4. Students Trait Anger Levels, Anger-İn, Anger-Out, And Anger-Control Scores According To School Level.

Group		N	Mean	Ss	t	Df	P
Trait Anger	High-School	112	24.9107	6.69214	8.305	190.979	.001
	University	174	18.7001	5.05508			
Anger-in	High-School	112	18.2321	3.85078	2.097	284	.037
	University	174	17.1606	4.43677			
Anger-out	High-School	112	19.4375	6.93702	6.255	152.197	.001
	University	174	14.9770	3.70432			
Anger Control	High-School	112	20.8929	5.04994	4.185	284	.001
	University	174	23.3506	4.71844			

p<.05*, p<.001**

3.5. Findings on the Examination of Students' Trait Anger Levels, Anger-internal, Anger-external and Anger-control Scores According to Whether They Play Video Games or Not

When Table 6 is examined, a significant differentiation was observed in students' trait anger, anger-in and anger-out scores according to whether they played video games or not, while no significant differentiation was observed in anger control scores according to whether they played video games or not. When the students' trait anger scores and whether they played video games or not were analyzed, it was determined that the trait anger scores of the students who played video games (x = 22.6067) were higher than the scores of the students who did not play video games (x = 18.8148). When anger-in scores were analyzed, it was determined that anger-in scores of students who played video games (x =18.3539) were higher than the scores of students who did not play video games (x =16.3056). (Also

see table 3) Similarly, when anger outward anger scores were analyzed, it was determined that the anger-out scores of the students who played video games (x =17.8371) were higher than the anger-out scores of the students who did not play video games (x =14.8889).

In summary;

• Boys and high school students (13-17) play violent video games more frequently.

• The level of trait anger was found to be higher in the participants (high school level participants) who played games.

• The level of outward anger (university level participants) of the game-playing participants was found to be high.

• Anger control levels were similar between those who played and those who did not.

In this study, the scale developed to measure

Table 5. Students Trait Anger Levels, Anger-Internal, Anger External And Anger-Control Scores According To Gender.

Group		N	Mean	Ss	T	Df	P
Trait Anger	Woman	147	20.3265	5.71128	2.280	264.603	.023
	Man	139	22.0719	7.11259			
Anger-in	Woman	147	17.5442	4.44021	.148	284	.884
	Man	139	17.6187	4.03857			
Anger-out	Woman	147	15.6190	4.30090	3.432	235.346	.001
	Man	139	17.8921	6.59456			
Anger Control	Woman	147	22.1020	4.75358	.997	284	.320
	Man	139	22.6906	5.22653			

p<.05*, p<.001**

Table 6. Students Trait Anger Levels, Anger-Internal, Anger-External And Anger-Control Scores According To Whether They Play Video Games Or Not.

Group		N	Mean	Ss	t	df	P
Trait Anger	Playing	178	22.6067	6.61554	5.224	257.127	.011
	Not playing	108	18.8148	5.50980			
Anger-in	Playing	178	18.3539	4.05102	4.065	284	.000
	Not playing	108	16.3056	4.26123			
Anger-out	Playing	178	17.8371	6.17461	4.882	282.454	.017
	Not playing	108	14.8889	4.03103			
Anger Control	Playing	178	22.5955	5.03147	.902	284	.368
	Not playing	108	22.0463	4.92255			

p<.05*, p<.001**

trait anger and anger expression style was used. When the scale is examined under two main headings;

1. Trait anger is about what the person feels emotionally in general and how much anger one experiences.

2. Anger expression style subscales consist of three subscales: anger under control, anger-out and anger-in.

The factors to be considered in the evaluation of scale scores are as follows:

• High scores from Trait Anger indicate a high level of anger,

• High scores on the Control Anger scale indicate that anger can be controlled,

• High scores on the Anger-Out Scale indicate that anger is easily expressed,

• High scores on the Anger-Inside scale indicate that anger is suppressed.

4. DISCUSSION

Experimental, correlational, and longitudinal research have all found that playing violent video games can dramatically increase aggressive feelings, thoughts, and behavior over the course of both the short and long terms.

4.1. The Relationship Between Consumption Time and Anger

Children are active players of digital games and aggressive behaviours associated with digital games are often discussed in relation to them. In our study, 59.1% (n=169) of the participants were high school students aged 13-17. The rate of those who play almost every day is 33.7% (n=28). According to the Chinese game industry report, children are seen in the risk group. It has been determined that there are 654 million internet video players in China, and more than 70% of these players are secondary school students. It is seen that these middle school students devote at least 1-2 hours a day to the game. Predominantly preferred games are those with violent content. (Li, Du and Gao, 2020)

The view that disruptive behaviour and anger is related to playing was defended and the time spent was seen as an important factor. (Weinstein,2010; koon 2005) When the relationship between the playing time and anger and destructive behaviour was examined, it was seen that there was a significant relationship. Whether it is violent or not, as the time spent in the game increases, it causes adolescents to develop anger and destructive behaviour. (Begum, 2019)

This situation does not only cause anxiety at the level of addiction. The study of Anderson and Bushman (2001) indicated that aggression is at least momentarily increased by brief exposure to violent video games. In the short run, playing violent video games might make you more aggressive by making you think more aggressively. Playing violent video games might make a person more aggressive by making you feel more irate or hostile.

Studies have shown that brief exposure to violent video games increases aggression, at least momentarily. In the short term, playing violent video games can make you think more aggressively than usual, making them more aggressive. In a study conducted by Grant (2012), the relationship between violent video games and situational anger was examined. Evidence has been found that after 20 minutes of playing violent video games, people experience an average increase in aggression, hostility, and anger over a short period of time. According to Zhang's (2021) experimental study, it was revealed that aggressive cognition and aggressive behaviour increased in children (n=300) who were exposed to a violent video game for a short time. The relationship between aggressive cognition, especially for boys, between violent video games and aggressive behaviour was found to be remarkable.

4.2. The Relationship of Game Type and Frequency of Play With Ange

There are studies that reveal that the type of game and the frequency of playing affect the level of aggression. In our study, it was seen that high school students who play games have higher both inner-anger and outward-anger scores

than those who do not. In the study conducted by Ulusoy (2007), the relationship between the use of information technologies and aggression in 526 adolescents was examined. It has been determined that the aggression levels of the adolescents who use computers and the internet are higher than those who do not. The important point is that the aggression scores of the adolescents who play war and strategy games were found to be higher than the others. In other words, he concluded that the type of game affects the level of aggression. In addition, as a result of the research, it was determined that the level of aggression of the students who said that they played computer games with an arrangement was higher.

In the study, which was conducted to examine the process, determinants and consequences of playing violent video games over a 10-year period, mild, moderate and high-violence video games and their players were examined. Groups that play high-intensity and moderate-intensity video games were found to be more likely to be male. In addition, children in the high severity group were more likely to become depressed. (Coyne and Stockdel, 2021)

According to the research conducted with the experimental group (group playing violent games) and control group (group playing skill games), anger score is significantly higher in those who play violent video games. (Evcin, 2010)

5. SUGGESTION

Children believe that they may learn that aggressiveness may be used to try to resolve interpersonal disputes by seeing violent individuals. This method of dispute resolution can become well established and simple to recall from memory as a consequence of mental rehearsal and frequent exposure. Here are some suggestions to avoid this:

• The effects of violent video games remain a public concern. Boys and the 13-17 age group should be seen as a special group for trait anger and anger style intervention.

• It is important that the content of entertainment tools, such as video games, is presented to the consumer in an appropriate way.

• Awareness studies for child and adolescent consumers should be carried out by parents and teachers.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Examining the breaching of personal data in cyberspace from the perspective of psychological violence

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Abstract

The digital world has taken an active role in people's lives day by day. In this context, information that directly or indirectly identifies the person has also found its place in the digital world. The right to privacy and the protection of personal data, which is also defined as a personal right, can be violated consciously or unconsciously in the digital world due to anonymity, speed and easy accessibility.

When it comes to the illegal capture, sharing and use of personal information by others without their consent, people are sometimes unaware that these actions are against the law. However, data breach acts can cause emotional trauma on the person. Emotional effects can sometimes be much more severe and irreversible than physical effects. For this reason, I carried out my study on the importance of data security and that the violation of personal data can also cause psychological violence. The research was carried out online by creating a questionnaire as a data collection tool with the quantitative research method. As a study group, it was aimed to reach people over the age of 18 in Turkey. In order to address the problematic of the research, an online questionnaire was created via Google Forms and this questionnaire was distributed on the online network and 50 people, 22 female and 28 male, were reached from Turkey by random sampling method.

In the survey, 17 multiple choice questions and 2 open -ended questions were asked. The questions are prepared within the scope of the determination of whether the personal data of the individuals have been violated and the psychological effects on individuals whose personal data are violated.

As a result; It is considered that the violation of personal data is directly proportional to the negative psychological effects on individuals.

Keywords: Personal Data, Virtual World, Cyber Bullying, Psychological Violence, Breach of Personal Data.

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1. INTRODUCTION

People are using digital channels to carry out daily activities as technology advances. The advantages and disadvantages of digital platforms actively involved in interaction are being discussed in today's virtual world. In this context, the problem of violence, which we have faced in recent years and which may be the biggest social problem of the coming years, emerges as one of the negative effects of digital platforms. In order to maintain the cultural, ethical, and psychological future of human society at a healthy level, it is necessary to analyze this problem in a multifaceted way.

According to the type of violence, physical violence, sexual violence, emotional violence, economic violence, and cyber violence can be classified with subheadings. The most common type of violence is physical violence (Polat, 2017). However, the number of violent acts carried out on digital platforms without physical contact with the developing technology has increased significantly. Violent acts carried out through digital platforms are generally referred to as "cyber violence". Cyber violence is defined as the repeated use of information and communication technologies by an individual or group to harm other individuals (Belsey, 2007) However, it should be kept in mind that violent acts can contain more than one type of violence.

Although the actions carried out by the use of digital platforms as a tool of violence are defined as cyber violence, digital environments can also be used as a tool of psychological violence. Because, psychological violence includes behavior patterns that a person or group does against a certain person and that aims to weaken the person emotionally and to harm him psychologically. At this point, psychological violence can be carried out in the physical environment as well as in the digital environment. Therefore, actions carried out with the instinct of emotionally wearing out the person and harming the person psychologically in the cyber environment can be considered as the online appearance of psychological violence. In this context, it cannot be said that there are sharp lines between cyber violence and psychological violence perpetrated online.

Therefore, types of violence give birth to each other over time and the boundaries between them disappear (Kara & Uluc, 2019).

Psychological violence is carried out with all kinds of verbal and physical behaviors that can cause psychological intimidation of a person and damage to self-esteem (Orbay, 2022). In literature, psychological violence, also referred to as "Emotional Abuse," "Emotional Violence," or "Psychological Abuse," targets the identity and/or identity formation of the victim and are actions aimed at satisfying the social or individual needs of the perpetrator (Kolburan, 2021). In general, psychological violence encompasses actions that harm the victim psychologically and enable the abuser to exploit the victim psychologically (Polat, 2016). Since the perpetrator and victim do not need to be physically present in psychological violence acts, it is also possible to encounter psychological violence acts in the virtual world of the evolving world.

In this context, people may be exposed to psychological violence through different actions on digital platforms.

With technology becoming an indispensable part of our daily lives, people have started to share and interact with many of their own data, especially on social media platforms. With technology advancing day by day, information and communication technologies are rapidly encircling the social life of people. Thanks to information and communication technologies, it has become easier for personal data to be subjected to the collection, classification, and storage processes and to be easily presented when requested, and as a result, the risk of unfair use of this information about private life has also arisen. These technologies provide a suitable environment for the disclosure of personal data to others without obtaining the consent of the person and the transfer of information from the place where it is located to other places (Kılınc, 2012).

In this context, the personal data shared by people through digital platforms can sometimes be used for malicious purposes. Sometimes, the personal data of people are violated by cyber-attacks without being aware of it. These actions

can also be referred to as personal data breaches, as well as actions that constitute elements of psychological violence and cause data subjects to experience psychological trauma as a result of privacy and privacy concerns. Because privacy and confidentiality concerns related to online platforms mainly involve the sharing of personal data without consent, such as the use of personal data by third parties and organizations (Boyd and Ellison, 2007). This concern creates effects such as making people feel insecure, helpless, and afraid. Because the processing of personal data at every step taken by people, the tracking of people both physically and online, the fact that companies or the state are more familiar with the information belonging to people than people's relatives evoke a dystopian social order. In such an order, the formation of a society of fear is inevitable(Ozkan,2020).

Psychological violence can arise in any environment where people are communicating with each other. Therefore, psychological violence is referred to as a social reality witnessed in the interpersonal, intergroup, mass communication, and even international communication processes (Yalın B. etc.).

In this article, it is aimed to investigate the relationship between personal data breach and psychological violence by focusing on how people whose personal data were violated before felt after the breach.

In this direction, first of all, personal data, psychological violence, and related concepts will be explained to ensure that the concept can be understood.

2. CONCEPTUAL FRAMEWORK

2.1. The Concept of Personal Data

Data belonging to people is information that is attributed great importance and desired to be known by people and communities for different reasons and purposes from the past to the present. Although the most basic reason for this desire is the feeling of curiosity inherent in humanity and related to psychological science, over time, the relationship of the desire to know personal data with different fields such as economic, so-

ciological, and technological has come to the fore (Dulger, 2020). In this context, with the developing technology, personal information has started to be collected more easily and quickly. Because, thanks to the facilities and conveniences provided by technological tools, it has become possible to record, monitor, and process personal data in a much easier way. Such fast and easy sharing of personal information has brought risks to it. Thus, the necessity of protecting information belonging to individuals has come to the agenda.

The concept of personal data is a concept that belongs to the "self" and is considered in a wide range from name to image, preferences, feelings and thoughts. For this reason, the loss of the individual's control authority over these data brings the loss of the individual's freedom, autonomy, privacy, in short, the ability to be "self". The protection of personal data is an issue that is directly related to the protection of the individual and should be considered together with basic human rights (Izgi,2014).

Personal data in Turkey is protected as the right to request protection of personal data as part of the privacy of personal life under the heading of basic rights and freedoms in Article 20 of the Turkish Constitution in 2010. In 2016, the Turkish Personal Data Protection Law (PDPL) numbered 6698 came into force in this context. Personal data, although it does not have a uniform definition, is defined as any information related to an identified or identifiable real person in national legislation (PDPL) and doctrine. In this context, personal data includes not only information such as name, surname, Turkish ID number, address, image, and voice, but also information such as IP address, password, log records, etc. as technology advances. This is information that has the characteristics to identify or make a person identifiable. Some of the data contained in the scope of personal data are much more sensitive than others and need a level of protection (Atalay, 2019). The reason why some data are called sensitive and put under more effective protection in this way is due to the fact that these data have a closer relationship with the basic rights and freedoms of a person (Dulger, 2018). These data are referred to as special quality data. It is

possible to classify specially qualified personal data as sensitive data and other personal data as non-sensitive data (Kutlu and Kahraman, 2017). The distinction between personal data and specially qualified data is particularly evident in the matter of obtaining explicit consent in the process of processing personal data. According to national legislation; of a person of faith and political data, including race, ethnic origin, political opinion, philosophical belief, religion, sect, or other beliefs, costume and clothing, Association or trade union membership, health, sexual life, criminal convictions, and security measures, as qualified private data is considered. These data are limited in number and cannot be expanded. It is not possible to process these data without the explicit consent of the person concerned. Therefore, data of a special nature are subject to much stricter protection.

2.2. Processing of Personal Data

In the processing of personal data, it is mandatory to comply with legal and ethical rules, be accurate and up-to-date when necessary, be processed for specific, clear and legitimate purposes, be limited and proportionate, and be preserved for the duration specified in relevant legislation or necessary for the purpose of processing. (Article 4 of PDPL)

In Turkish law, personal data can only be processed in cases provided for by law or with the explicit consent of the person, according to Article 20/3 of the Constitution. This regulation also shows that the processing of personal data is generally prohibited. The reasons for compliance with the law are regulated in Articles 5 and 6 of the PDPL and compliance with the law in the processing of personal data primarily refers to the processing in accordance with the provisions of Articles 5-6 of the PDPL. In addition, according to Article 4 of the PDPL, general principles of compliance must also be ensured in the processing of personal data (Yucedag, 2019).

Personal data cannot be processed without the explicit consent of the data owner (relevant person) as specified in the law. However, the PDPL provides for exceptions to this rule. However, there are limits to these exceptions as well. For

example, if a person's personal information shared on a social media platform is used for a purpose other than sharing, it may not be considered an exception and may be considered a personal data breach.

Processing of personal data in PDPL "Acquiring, recording, storing, keeping, changing, rearranging, disclosing, taking over, making available personal data in whole or in part by automatic or non-automatic means provided that it is a part of any data recording system, It is defined as "all kinds of operations performed on data such as classification or prevention of use" (PDPL art. 3 / I-e)."

Personal data processing refers to a series of processes including obtaining, recording, organizing, adapting, transforming, using, disclosing, combining, and deleting data (Kaya, 2011).

It can be said that every transaction regarding the transmission, storage, or destruction of data belonging to a natural person, together with the uploading of the data to a digital platform or electronic closed systems, is the processing of personal data. At the same time, any act of modifying personal data, including deletion and destruction, can also be considered data processing (Oguz,2018).

2.3. Violation of Personal Data

The concept of a data breach in the General Data Protection Regulation (GDPR) of EU legislation is defined as "an accidental destruction, loss, alteration, unauthorized disclosure, or access resulting from a security breach of personal data transmitted, stored or processed," while in our law, it is defined as "the illegal acquisition of processed personal data by others." (PDPL)

In this context, the violation of personal data can be defined as the unlawful seizure, recording, or giving to someone else of the information that determines the identity of the person or makes it identifiable, not being deleted, anonymized, destroyed, or disseminated when it should be deleted. Violation of personal data, which is protected as a constitutional right, is also a type of crime regulated in the Turkish Penal Code. Sometimes, real persons and sometimes legal

persons may commit an act of violation of our personal data at a moment that we do not know at all. Personal data has such a broad framework that data breaches can sometimes be carried out as a result of cyber attacks, while sometimes the information we provide to people in our immediate environment may be brought to the agenda by methods of unauthorized transfer to others. The most important and common point of the methods of violation of personal data affecting people is the danger of violation of privacy and confidentiality of private life.

2.4. Privacy and Confidentiality of Private Life

Privacy; It defines the individual space and what belongs to the individual. Any kind of information that individuals do not want to share with someone else refers to what is private (Dulger, 2020). Privacy is expressed in 3 different dimensions "spatial privacy" is the protection of the space in which individuals live; "individual privacy", includes the protection of individuals against unfair interventions; "information privacy" in the sense that the control of how the collection, storage, and processing of data of a private nature will be, belongs to individuals (Karagulle, 2015). Despite all the differences in privacy, it is understood that the common point is that people can maintain control in their own areas. At this point, it can be said that the amount of privacy areas where individuals can maintain their own control has also increased (Eroglu, 2018). At this point, people feel the need to provide control of their own data, and in case of violation of this need, findings such as anxiety, panic, and fear are observed in people.

Confidentiality of private life, on the other hand, is guaranteed in international documents on human rights and democratic constitutions in relation to the concept of privacy. The physical characteristics of the person, the person's religion, conscience, thoughts and opinions, information about health, education, employment status, family life, and communications with others are within the scope of private life (Kilinc, 2012). Private life is the life of a person that is not in front of others, is closed to the public, and is hidden from everyone. Private life is the right of a person to be respected, to want to be left alone, and

to be able to continue his life in a way he does not want and does not want to be transferred to the public. A private living space is a section of a person's life that includes activities and behaviors that are known and shared with their relatives (Celik,2017). The relationship between the concepts of personal data and private life; arises from the source of private life. With this; The right to privacy is broader than personal data, and privacy also includes the protection of personal data (Akgul,2016).

The development of technology has led to one of the risks to privacy and confidentiality being the issue of who can access the personal information shared by individuals on the internet and social networking sites. In this context, it is important to identify and raise awareness of information that can be considered personal in discussions about online privacy and confidentiality threats and risks (Aïmeur, Gambs, and Ho, 2010).

In this context, it is inevitable for people to be uneasy and worried as a result of sharing their personal information without their consent. As a matter of fact, when the privacy and confidentiality of private life and the violation of personal data are evaluated together, it is highly likely that psychological trauma will occur in people whose data is unlawfully violated.

3. PSYCHOLOGICAL VIOLENCE

Violence is defined by the World Health Organization as "the possibility or possibility of causing injury, death and psychological harm to a person who is exposed as a result of the intentional application of physical force or power to someone else in the form of a threat or reality" (WHO, 2002). The following subheadings appear in the classification of violence according to the type of violence applied. 1. Physical violence 2. Sexual violence 3. Emotional violence 4. Economic violence 5. Cyber violence (Polat,2018).

Violence is subject to many classifications in the literature, and it is important to consider the emotional effects of violence on people among these classifications. Although the effects of violence on individuals are not measurable, it can be suggested that pressures felt indirectly and concretely (economic violence, media terrorism,

chronic unemployment, traffic accidents, unhealthy working conditions, etc.) should be included in the category of violence (Onbas, 2007). In this context, developing technology and social variability and the effects and indirect types of violence can also vary by being included in a broad category. Therefore, any form of behavior that can cause people to suffer physically or psychologically can be expressed as violence. In order to be able to recognize psychological violence, detailed theoretical and evidence-based knowledge of what it is needed. As the forms of communication increase, it becomes easier for discourses or actions to turn into psychological violence (Orbay, 2021).

Psychological violence has been subjected to many definitions in the literature. According to Ozerkmen and Golbasi; While psychological violence is violence against one's mental integrity by means of brainwashing, lying, indoctrination, and threats, according to Tutar, non-physical attitudes and behaviors that negatively affect the health and psychology of the individual, upset him, and cause him to feel pressured and threatened are psychological. it is evaluated within the scope of violence (Tutar, 2004). Although there are many definitions of psychological violence, in common; It can be considered as acts of violence that affect the person psychologically, wear them down, and put them under pressure.

Nowadays, digital environments can also turn into a tool, especially for psychological violence. For example, any action or undesirable image can be converted into an element of psychological violence by transferring it to a digital medium or by threatening to transfer it, as well as the act of violence itself can be transferred to a digital medium and reproduced (Peltekoglu and Tozlu,2017).

Violent acts in digital environments may contain elements of psychological violence, while cyber violence may contain elements. Because, Cyber violence is defined as acting in bad faith by an individual or group with the aim of harming other individuals through information and communication technologies. (Süslü, 2016). In addition, as a result of cyber violence acts, there are many psychological effects on the victim. Also, the ex-

ample of psychological violence discussed in the study takes place in the cyber environment.

In this context, the types of violence that are intertwined with each other come across.

Violence, which can be carried out quickly and easily in digital environments, especially with the anonymity element in digital environments, is a reason that attracts the perpetrator to violence in the virtual environment rather than in the physical environment (Abınık, 2021). The violent person can sometimes do this consciously and sometimes unconsciously. Unauthorized seizure and processing of personal data of persons can be considered as psychological violence behavior both in terms of cyber violence behavior and in terms of its effects.

The psychological effects of violent acts committed in the digital environment on the victim are seen as sadness, intense stress, feeling worthless, being ashamed of learning information about oneself, and not loving oneself (Korkmaz, 2016), But these effects are also not limited in number. On the other hand, social effects include a decrease in self-esteem, distrust of others, being antisocial, having difficulty establishing a friendship relationship, and conflict in friendship relationships (Korkmaz, 2016).

Similarly, after a while, symptoms such as loneliness, fear, lack of self-confidence, restlessness, and excessive tension begin to appear in individuals who are exposed to psychological violence. If these actions continue for a long time, psychological diseases such as post-traumatic stress disorder and acute stress disorder may occur.

4. METHODOLOGY

The research was carried out online by creating a questionnaire as a data collection tool with the quantitative research method.

The questionnaire was prepared in the Turkish language via Google form. People over the age of 18 in Turkey have been identified as the target audience. This questionnaire was distributed over the online network and 50 people, 28 men and 22 women, were reached from Turkey by random sampling method. In the survey, 2 de-

mographic, 15 multiple choice, and 2 annotated questions were asked. The questions have been created in three stages in order to determine the psychological violence situation by asking about the personal data breach, how it is treated in the event of a personal data breach and how it is felt.

In this study, descriptive statistics were used to present data and Google forms was used as a tool. The questions have been prepared within the scope of demographics, internet usage habits, personal data sharing, personal data breaches, and the effects of these actions on the people whose data have been breached.

4.1. Participant Profile

As the study group, 50 people over the age of 18 from Turkey were reached. 28 of these people are men and 22 are women. While 56% of the participants in the conducted field study are female, 44% are male; the average age of the participants over the age of 18 is 27.

5. FINDINGS

With the developing technology, people's Internet usage is increasing in parallel. The field study also supports this situation, while 50% (25 participants) of the participants spend 5 hours or more on the Internet a day, only 2% (10 participants) of the participants spend less than 1 hour. It has been determined that all of the participants have a social media account. It is observed that 33 of the participants who have social media accounts have closed their profiles, while the profiles of 17 people are open to everyone.

In this context, it can be said that the frequency of participants' use of the Internet and digital platforms is quite high.

54% of participants (27 participant) answered "I will share if it is mandatory for me to enter the site" when asked if they would share information such as Turkish identity number and phone number that are required on the website.

Figure 1. Mandatory Information

Figure 2. Personal Data Breach And Its Effects

Only 12% (6 participants) of participants said they never share the required information on websites. It can be concluded that individuals share their personal information willingly or unwillingly to access digital platforms. This shows a situation of being forced as a result of need.

When the participants were asked whether they had been contacted before by people who stated that they knew your personal data but did not know them and how they felt, it was found that 56% (28 participants) of those who said yes experienced a psychologically intense impact on the violation of their personal data. The answers given, together with comments written at the end of the survey are evaluated when individuals are noticing that their personal data has been breached as a result of anxiety, and tension, and the situation is constantly thinking in the form of effects observed.

More than 50% of the participants were called by people they did not know by giving their numbers to others, and as a result of this situation, they were worried, tense and constantly thought about this situation.

The issue of creating fake accounts, which is seen as an increase in the use of social media accounts, is a problem that comes up frequently as a view of the violation of personal data such as names, surnames, and photographs. 76% of the participants (38 participants) did not open a fake account on their behalf. While this number is low in the participant profile, it is a positive situation that only 1.9% of those who have fake accounts opened did not care about this situation, while the rest were both nervous and tense and constantly worried about who this person was.

Perhaps the most sensitive point for people is sharing their own photos, correspondence, audio, and video with others without their consent. When the participants were asked whether the screenshot of a photograph or correspondence they did not want before was forwarded to someone else via the internet/message; 50% of those who answered yes have encountered this situation once and 50% of them have encountered this situation many times.

Out of 21 people who answered yes, 5 people stated that they were nervous, 9 people said that

Figure 3. Personal Data Breach And Its Effects

Have you ever been called by a person you do not know, by giving your phone number to someone else without your consent? If yes, how did you feel?
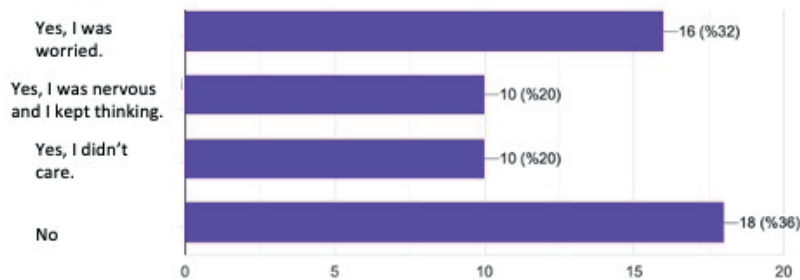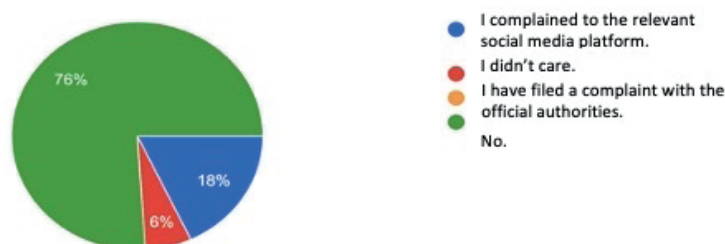
Figure 4. Fake Account

Have you encountered a profile created by someone using your name on social media platforms? If your answer is yes, what was your reaction?

● I complained to the relevant social media platform.
● I didn't care.
● I have filed a complaint with the official authorities.
● No.

the thought that everyone could see this tired them, and 7 people said that they were ashamed and did not know what to do which reduced their communication with people.

Considering that most of the participants have social media accounts, it is important to determine the risk of hijacking the passwords of the social media account. The password of the social media account of 34% of the participants (17 participants) was compromised. Of the people whose passwords were compromised, more than 50% of the accounts complained/had them registered.

23.4% opened a new account and informed the people around them that the other one did not belong to them, 11.7% applied to the official authorities, and the rest did nothing. As can be seen, the number of applications to official authorities is quite small, which may indicate a lack of faith in justice, as well as a low level of awareness. Without the knowledge of the participants, 8 people from those whose audio/video recordings were transmitted to other people/platforms became restless and constantly thought about

this situation.

7 people felt helpless, and 7 people were worried and thought about who they saw.

Among the participants, 69% of those whose passwords were seized were uneasy and constantly checked their accounts. On the other hand, 23% of them thought that they were a person who did not love themselves and were tense. 6% questioned the reason for this action.

Nowadays, fraud acts that we are frequently faced with can also be considered as a violation of personal data by means of capturing people's information through cyber environments. More than 50% of the participants have previously tried to make transactions by calling someone they think is a fraudster on behalf of banks/telecommunications companies, asking for their information. And most of those who said yes were nervous and nervous.
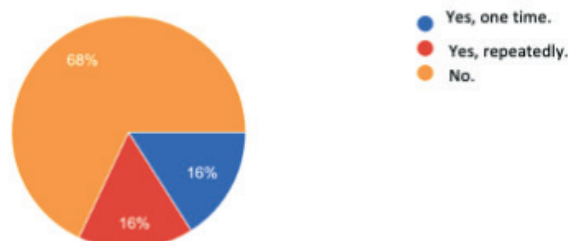
The participants were asked "how did you feel if your personal data was used without permission? What was this process like for you? in the evaluation of the open-ended questions asked

Figure 5. Using A Fake Account And Its Effects On People

Figure 6. Sharing Unwanted Photo/Correspondence

in the form of "; It has been determined that this process is an unsettling, worrying and frightening process for the participants, containing restlessness. At the same time, some of the respondents consider the security measures to be quite inadequate.

The following responses were given by the participants; "disturbing", "I've been too worried and scared"," It was a very worrying and frightening process."," I think that the security measures are quite inadequate and the studies on this subject

are also quite inadequate. If we think in terms of access to the applications to be developed, I believe that the cost does not allow this."," It was a tiring and extremely stressful period when I was nervous."," I got worried and cut off my involvement with social media. But banks, telecommunications etc. I couldn't resolve my concerns about it.", "I'm sad, I'm depressed","I felt insecure I was always on the alert","Being disturbed is bad.","It was a process full of restlessness and anxiety, I felt like everyone was watching my private life.","I didn't know what to do,

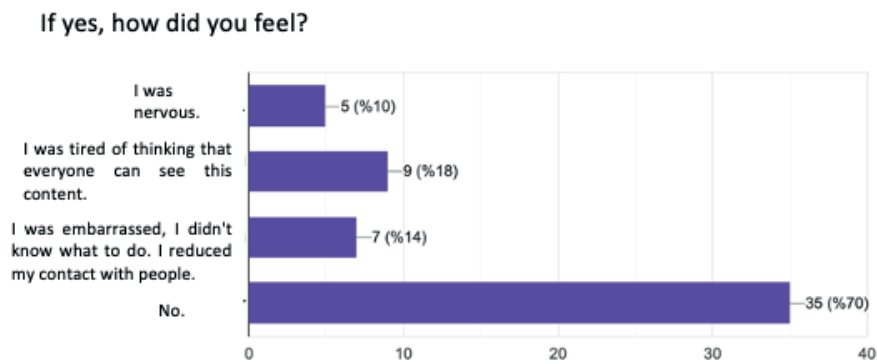**Figure 7.** Sharing Unwanted Photo/Correspondence

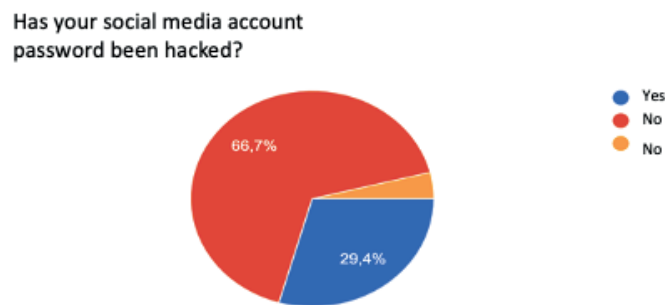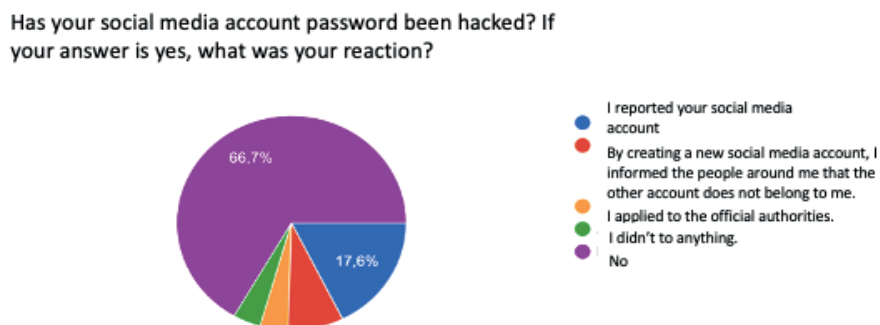
Figure 8. Hacking Social Media Password

Figure 9. Reactions As A Result Of The Seizure Of The Social Media Password

I said delete it but I'm still not sure if it's deleted I'm paranoid","It still has its effects I don't trust anyone","Tiring", "You constantly feel tense, anxious, restless. It's like you have a bomb with the pin in your hand and you're waiting in anticipation when it will explode.", "I don't like it, but it has become an unavoidable reality that we have to accept in the new age."

As part of the fieldwork, the participants were asked "Is there an event you would like to share with us?" was asked as an open-ended question. It was observed that the participants mostly stated that their personal data, which is unknown how they were accessed, was seized by others, this situation made them nervous and they constantly thought about these events, they did not feel safe in their daily lives, they did not trust security measures, and sometimes they did not care because justice was not provided anyway. In this context, it can be said that as a result of the violation of the personal data of the participants, their daily lives were affected and they had uneasy and restless periods.

6. DISCUSSION

The violation of personal data, which is strengthened by the privacy and confidentiality of private life, can sometimes have destructive consequences on the person. Personal data is referred to as any information that defines the person and makes them "who they are". In the research, the participants were asked questions that did not use the concept of "personal data" but rather questions about their personal information, photos, and conversations. The belief was that clearer and more specific information could be obtained by having the participants respond within the scope of "violation of their own information". In this context, as detailed above, personal data encompasses a wide range and includes phone number, correspondence, photos, password, and ID number provided by the participants (Yuksel, 2016).

As technology advances, the use of the internet, smartphones, and social media platforms has increased. According to the household information technology use research, the internet usage

Figure 10. Effects As A Result Of Social Media
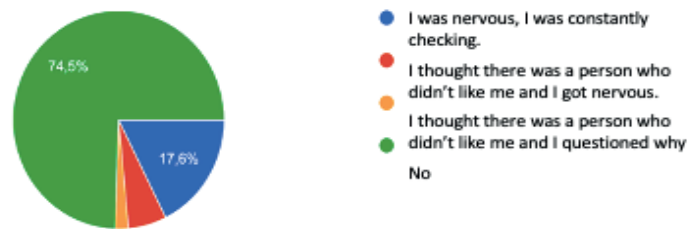
Figure 11. Fraud In The Virtual Environment

rate among individuals aged 16-74 was 82.6% in 2021 and 85.0% in 2022. (Household Information Technology Use Research, 2022) Supporting this result, all of the participants use the internet and 50% spend over 5 hours a day on the internet while only 2% spend less than an hour. These rates can indicate a suitable environment for experiencing online risks. Technology facilitates human life and contributes positively to social development as a measure of progress and modernization, but also brings some problems and dangers caused by the unconscious use of the internet (Bolisik and Muslu, 2019).

The participants have social media accounts and 33 participant of them have their profiles set to private while 17 participants have their profiles set to public. 54% of the participants (27 participants) responded that they would share information such as their national ID or phone number if it is required to access the site, while 12% (6 participants) answered yes. In this context, it can be seen that the participants have higher awareness of their social media accounts, but they are not hesitant to share personal information if necessary. Basically, when digital platforms offer them options, they act according to the concept of "me and privacy", but when it comes to mandatory information sharing, the "access to the platform" is given more importance. This result is supported by many studies which show that individuals can easily share their personal information without reading the conditions, especially in situations where they think they will benefit from it (for example, when registering on a website to access necessary information) (Eroglu, 2018).

The results show that over 50% of the participants reported that their phone numbers were called by unknown individuals, which led to feelings of concern, stress, and constantly thinking about the situation. This suggests that the participants felt like they were being monitored and not secure. This highlights the participants' privacy concerns. Previous research has shown that the belief that personal information is not under the individual's control increases privacy concerns (Dinev and Hart, 2005; Ridley-Siegert, 2015; Klein, 2004; Eroglu, 2018). This concern is also evident among the participants, as they experience feelings of anxiety, fear, and constant thinking.

Considering that all participants use social media, it is highly likely that the social media account will be compromised by third parties. Because, the opening of social media by others on their behalf and the seizure of accounts by third parties as a view of the violation of personal data such as first name, last name, photo is a problem that is frequently raised. However, contrary to what was expected, 76% of the participants (38 participants) did not have a fake account opened by someone else in their name. While this ratio reflects a positive result, only 1.9% of those who opened fake accounts by third parties did not care about this situation, while the rest were both nervous, nervous and restless, constantly thinking about who this person is. These rates in the study lead to the conclusion that most of the participants are psychologically affected by opening an account on their behalf. In addition, the password of the social media accounts of 34% of the participants was compromised. Of the people whose passwords were compromised, more than 50% of the accounts complained/had them registered.

23.4% of them opened a new account and informed the people around them that the other one did not belong to them, 11.7% applied to official authorities. It was found that the majority of the participants reacted against the seizure of their passwords by third parties, but there was very little recourse to official authorities. This situation shows that awareness is low in terms of the legal process.

Photos, correspondence, audio and videos of people are the most well-known examples of privacy and private life. In the Declaration on Mass Media and Human Rights No. 428 of 1970 published by the Council of Europe, "The right to privacy of private life actually includes the right of a person to continue his life with minimal interference. Privacy, family and home life, physical and moral integrity, honour and dignity of the person, to prevent misidentification, irrelevant facts, and the disclosure of embarrassing private photos were not published without

permission, private communication to protect against the abuse of the use of secret prevent disclosure of information that is given or received within that scope takes place." defined by their statements (Duman, 2012). The feelings and reactions of the participants in the face of the disclosure of their private lives by sharing their photos and writings; stretching has been identified as reducing communication with people by tiring of the thought that everyone can see it, being embarrassed and not knowing what to do. Only 2% of the participants stated that they did not feel anything. This rate is quite low and shows that people are psychologically affected repeatedly as a result of the violation of their own and private life data.

In recent years, the number of frauds through technological tools has increased. In the study carried out by Tekkanat et al., it was concluded that 94% of the fraudsters were successful through phone fraud and that fraudulent activities were parallel to the same speed with the emerging technologies (Tekkanat etc., 2018) Another dimension of the breach of personal data by people close to them or people they do not know is "internet fraud". In this context, in addition to the data breach that endangers only the privacy and private lives of the people, data breaches that can interfere with the economic situation of the people are also investigated. Among the findings in the study; More than 50% of the participants were exposed to fraud in the digital environment. Findings such as anxiety, anxiety, uneasiness, constant thinking, and hesitation in subsequent calls were observed in people who were victims of fraud. When these data are compared with the other results in the study, it has been determined that the participants' personal data has been violated most by fraudulent method.

Finally, in the open-ended questions asked to the participants, it is concluded that the violation of their personal data leads them to feel insecure, to lead an anxious and anxious life, to constantly think about these events.

In the literature, in similar studies that are often conducted; acts of violation of personal data are referred to as one of the acts of "cyber violence"

(Patchin and Hinduja, 2006; Ozkaya, 2023; Cengiz, 2021; Seckin and Selcuk, 2023;). Similarly, the Council of Europe has addressed cyber violence in six separate subheadings and expressed the violation of privacy through the use of information and communication technologies as a type of cyber violence(Council of Europe, 2018).

When cyber violence is briefly defined as violent acts carried out through technological means, we support the examination of acts of violation of personal data in the literature under the category of cyber violence, while at the same time we argue that this act can also be considered as an act of psychological violence. Because; As mentioned before, the types of violence are the types that give birth to each other and intertwine with each other. Symptoms seen in the victim person as a result of cyber violence actions; often there is sadness, fear, shame, helplessness, feeling worthless, frustration, intense stress, anxiety, depression, post-traumatic stress disorder, etc. their findings (Beran and Li, 2005; Patchin and Hinduja, 2006). In addition; According to Dilmac; individuals explain that they do not feel safe in the virtual world and are afraid of losing control of personal data (Dilmaç,2020). In our study, which supports this, it has been concluded that the people whose personal data have been violated are afraid, worried and nervous. In this context, psychological violence and cyber violence are quite similar to each other in terms of their consequences.

When the problems related to the definition of psychological violence are examined, first of all, it is necessary to determine which of the large categories (such as control, emotional violence, verbal violence) constitute psychological violence or to be included in the definition of psychological violence, and which of the different types of psychological violence are independent factors from each other, It is also a priority problem to determine whether it is perceived as harmful or not (Boyacioglu etc., 2020). In this context, psychological violence is a type of violence whose definition expands and evolves over time, and it is an undeniable fact that the increase in psychological violence acts in the virtual environment with the development of technology. When psychological violence is defined as acts that do not

involve physical violence against a person in general terms, disrupting the mental and spiritual balance of the person with words or actions, and when considered together with the intensity of the emotions and thoughts felt as a result of the acts of violating the personal data of the participants, these acts can also be considered as an act of psychological violence. can be said to be acceptable. In this context; In the study, it was seen that people whose personal data were violated experienced intense psychological effects.

7. CONCLUSION AND SOLUTION SUGGESTIONS

It has been determined that all of the participants have social media accounts in terms of the environment suitable for the violation of personal data in digital environments and that some of the participants are using their accounts publicly. 50% of the participants spend 5 hours or more on the Internet. Only 2% of the participants spend less than 1 hour on the Internet. The vast majority of participants share their data without thinking if it is necessary for access to Internet sites. While this situation shows that the level of awareness is low, it shows that data sharing as a condition of service is carried out too much, even though it is illegal. People prefer to meet their needs more in the balance between Decency and data security. In this context, it can be determined that there is not much awareness of the protection of personal data.

About 50% of the participants have been subjected to a data breach at least once and in this case have experienced anxiety, restlessness, and constant thinking. It has been determined that the application rate to official authorities is quite low. When the violation of personal data is also considered within the scope of private life and privacy, it has been observed that signs of psychological violence have been detected in the victim. It is possible to say that along with psychological violence, there are also indicators of cyber violence. Because types of violence can sometimes manifest themselves intertwined with each other.

Therefore, actions taken with the instinct of emotionally wearing out and psychologically harming the person in the cyber environment can be considered as the online appearance of psychological violence.

Since personal data breach acts in digital environments are carried out in the cyber environment, sometimes it is considered as an act of cyber violence, but it can also be an online appearance of psychological violence. In light of all these data, in order to produce a solution to this global problem consciously and effectively use digital platforms to protect shared data-conscious users who are aware of what needs to be done to increase the number of, if supported by the implementation of sanctions and the legal regulations on this subject, literally, to ensure the security of data, or will help to minimize the problems. In addition to media literacy, the necessity of raising personal data literacy in the digital environment and awareness of the training to be given from a young age are important concepts that need to be brought to consciousness. Dos and don'ts on different platforms for the protection of personal data, general information will be given with regard to data security, training, of all ages, from PDPL for users, private sector, civil society organizations, the written and visual media, universities, and in cooperation with the school at every level should be provided. Because personal data breaches can have a great impact on people financially and spiritually, and sometimes they can lead to psychological trauma by using them as a means of violent acts.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Case analysis of early marriage and its consequences in adolescent children

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Abstract

In this study, children in adolescence, which is recognized as the 10-19 age group by the WHO (World Health Organization, 2022), and early marriage, which is one of the leading problems of children in this age group, and its consequences were examined. In addition, a case study was conducted on a 13-year-old girl who was forced into marriage. This study aims to destroy the perception that forced marriages are a thing of the past, to show that they still exist today, and to raise awareness in society. It is to show that it is not easy for people in the adolescent period to avoid forced marriages. Because the case study shows that the victim is forced, threatened, and physically harmed in this process.

Keywords: Adolescent, Forced Marriage, Child Marriage, Violence, Victim, Perpetrator, Crime

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1. INTRODUCTION AND AIM

According to the United Nations Convention on the Rights of the Child, anyone under the age of 18 is a child. Child marriage is the marriage of a child to an adult or a child. (Polat, 2019) Child marriage is contrary to many international and national regulations in the field of human rights and threatens the future of girls in particular.

It is possible to specify the reasons for child marriages as traditions, family honor, misinterpretation of religious information, economic reasons, gender inequality, immigration, and social and family pressure on parents. (Zoraki Evliliklere Sıfır Tolerans, 2020) Child marriage is a fundamental human rights violation. It often leads to early pregnancy and social isolation. It interrupts education. And it puts a child's development in jeopardy by assigning the child an adult role for which she is not yet ready (Boran, 2013).

Turkey has one of the highest rates of child marriage in Europe, with an estimated 15% of girls marrying before the age of 18, and is quite common (Reva-Polat, 2019).

Within the scope of this study, a case study was conducted on a 13-year-old girl who was forced into marriage in line with the demographic questions prepared by the IMDAT Violence Prevention and Rehabilitation Association Child Marriage Commission.

Ultimately, the aim is to evaluate early marriage and its consequences that marriage is an institution that should be built on the right foundations, that forced marriages should not be normalized, and that legal regulations should be made in this regard.

2. CASE ANALYSIS

(A) was forced into marriage at the age of 13 by her family. We obtained some demographic data by asking (A) where she is from, how old she is, how many children she has, how many siblings she has, her family's income status, her husband's age, her husband's family income, and her education level.

(A) is now 28 years old. She was forced into marriage when she was 13. She has nine siblings.

Seven of them are female. Two of them are male. Her parents are seasonal workers. They have an average income.

Her older sister was forced to marry one of her husband's brothers when she was 13 years old just like (A). Her other siblings were also forcibly married at an early age. (A) got married in Urfa. She lived there. However, she always had to flee to various cities afterward.

(A) has three children. Her eldest son is fourteen years old, her daughter is eleven, and her youngest son is five years old. All of this happened without her consent. She had her first child in her arms at the age of 14. She also had a miscarriage. When (A) was five months pregnant, her husband punched her and aborted her child.

(A)'s husband was twenty-four when he got married. In other words, there is an 11-year age difference between him and (A). Her husband is not a relative but (A)'s mother and mother-in-law were close friends. (A)'s husband's family was rich. When they got married, her husband's family paid approximately 45,000 TL bride price for (A). Her family prevented her from going to school.

In the continuation of the interview, we asked (A) about her family life before marriage. She said that she usually had a family life where there was always a lot of fighting, and girls had no say. Girls' decisions weren't questioned. The boys always had what they said.

(A) had no idea about marriage because she was just a 13-year-old girl. That is why she didn't want to get married. However, no one asked her for her opinion. Although she said many times that she didn't want to get married, no one cared about it.

She said that she felt awful when she got married. Their first night together was painful. Because she said it was forcibly beaten by her husband.

(A) received psychological treatment for two years after her marriage. She used heavy drugs. She's gathering has never been easy.

Because every time she was beaten by her hus-

band, she was hospitalized. The last time she ran away from home, her husband broke (A)'s leg so that she couldn't run away again.

(A)'s husband was constantly beating (A) and her children and using violence. He especially beat her little son a lot. Despite repeated complaints, she couldn't resist. For 13 years, her eyes and body were always purple. Because she could neither get along nor communicate with her husband. (A) is constantly changing cities for fear of being caught because she is afraid of being killed by her husband.

3. SANCTIONS IMPLEMENTED BY VARIOUS COUNTRIES AGAINST FORCED MARRIAGES AND THE SITUATION IN TURKISH LAW

Forced marriages are criminalized in countries such as England, Belgium, Norway, Germany and Canada, and prison sentences are applied for this. For example, forced marriages are prohibited by law in Belgium. A person who forces someone to marry another person against his will is punished with imprisonment of up to 2 years. (www.zwangsheirat.de, 2022)

Under Article 222 of the Norwegian Penal Code, the penalty for forced marriage is up to 6 years in prison, and people who assist in the crime are punished in the same way. As it can be understood at this point, forcing people to marry is also punishable in Norway. (rightsofwomen.org. uk, 2022) Germany, on the other hand, adopted the *'Anti-Child Marriage Law'* in 2017. The law in question is designed to protect young girls and women from being forced into arranged marriages against their will. With this law, the minimum age for marriage is set at 18 without exception.

In this context, forced marriage is regulated as a crime in Germany, and people who commit this crime are punished with imprisonment from 6 months to 5 years.

According to the current situation in Canada, the national minimum age for marriage is 16. (www. writinglaw.com, 2006) In addition, there are sanctions in the Penal Code for those who celebrate, assist or participate in a marriage ceremo-

ny knowing that one of the people got married against their will. In this context, those who commit the crime of forced marriage are sentenced to imprisonment for up to 5 years. Finally, the maximum penalty for forced marriages in England is 5 years in prison. In addition, it is a punishable situation for a person to be deceived and forced into marriage by deceiving him.

Considering the situation in Turkish law, only the age of marriage is mentioned in the Turkish Civil Code, and no sanctions are foreseen in terms of the Turkish Penal Code.

4. DISCUSSION AND CONCLUSION

Contrary to popular belief, forced marriages take place all over the world, including in developed countries. Early marriage is one of the leading problems of adolescents. Although forced marriages are thought to be a thing of the past, today women and children can be forced into marriage. As a result of these forced marriages, unhappy individuals, unhappy families, and an unhappy society are formed. In addition, the traumas experienced by girls who are forced into marriage at a young age are reflected in their babies, and this situation continues from generation to generation. (Reva Z., 2019)

Getting girls married at an early age means being confined to their homes at an early age when they should be going to school, and having to "play house". This situation is not considered a "problem" by the majority of society. Still, it is legitimized under "marriage" and even the wedding is celebrated with an association.

However, child marriages, which are like sexual exploitation, are not suitable for the child's physiological, sexual, and psychological development, let alone sexual abuse. (http://www.zorakievlilik.org, 2022)

Within the scope of the study, a girl who was forced to marry at the age of 13 was interviewed and demographic data were obtained by asking questions such as the city where she was born, the city where she lived, the age of her husband, the income status of her family, how many children and how many siblings.

In this context, it has been determined that it is not easy for adolescents to avoid forced marriages. Because the victim was forced, threatened, and physically harmed in this process.

Forced marriages, which are a reflection of domestic and sexual violence, often go unnoticed because victims are often afraid to speak up.

Another point determined on the subject is that no sanctions regarding forced marriages are foreseen in Turkish Laws. However, in countries such as England, Belgium, Norway, Germany, and Canada, forced marriages are regulated as a crime, and prison sentences are applied for this.

According to the data obtained as a result, it is very important to implement determined state policies to end forced marriages, and exceptions should not be created by taking refuge in various excuses in this regard. (Commission, 2021) The public should be made aware of the inconvenience of forced marriages, especially in TV programs that people frequently follow, by methods such as subtitles and text placement. In addition, it is extremely important to increase support mechanisms and to ensure that this process is easily accessible and progresses quickly.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Examination of the social lives of individiuals exposed to violence in adolescence

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Abstract

Violence, which is defined as all kinds of harmful behavior by the strong against the weak; Unfortunately, it appears in every area of our lives, in every age group. In particular, individuals who are exposed to violence during adolescence, all kinds of negative situations they experience during the development stage cause them to be unable to develop themselves personally and socially. These social features that cannot be developed not only make communication difficult for individuals, but also make them helpless in situations that require them to take action in daily life. In this study; Although it happened in the past, it is aimed to raise awareness against violence by showing how the effects of violence affect the lives of individuals in the future.

In this study, in order to examine the effect of violence on social life, a survey was conducted on 100 people who were found to have been subjected to violence throughout Turkey. According to the results of the survey, the study was evaluated and the findings were examined.

Keywords: Adolescence, Violence, Social Life

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1. INTRODUCTION

Violence is a phenomenon that should be prevented and studies should be carried out to prevent it. People who find strength in themselves and who aim to control the person in front of them by relying on this power or to cause harm for personal satisfaction resort to violence whenever they find the opportunity and inflict emotional and physical damage on the person in front of them. The frequency and dose of violence increase according to various factors. For example, violence as an age-related factor is more frequently applied to the elderly and children. The biggest reason for this is that these people do not have the conditions to adequately defend themselves. The adolescence period, which is considered as the transition phase from childhood to adulthood, is the most important point of the emotional and physical development stage, and those who are currently trying to overcome this process carry the traces of every violence they see from their environment, especially their parents, into their adulthood.

2. DEFINITION

2.1. Adolescence and Violence

According to Parlaz et al. (2012), the adolescence period, which is called the transition period from childhood to adulthood, is the period in which physical and emotional development is most intense. When the development in adolescence is considered in the emotional context, it is observed that children have difficulties in expressing themselves, avoiding communication with their environment, introversion, desire to be alone, anger and harming behaviors. At this stage, adolescents who need their parents to understand them the most and who are in this expectation, both the impatient and unsympathetic attitudes of the parents, and trying to solve the problems by approaching their child's problems from an adult perspective are exactly suffering for children (Boztaş, 2004). At this point, adolescents who conflict with their parents are often exposed to parental violence and they get over the effects of the violence they are exposed to late, and often carry these effects throughout their lives. Adolescent violence should be evaluated not only in terms of physical but also in the context of all types of violence, and perpetrators are not limited to parents. There are children who are also subjected to violence by their relatives, peers and strangers (Aras et al., 2016). At this stage, the situation that wears out a child and makes it most difficult for her to recover psychologically is that he/she is exposed to violence from the individuals she trusts the most. Children's reactions to these violence vary. The effects of violence are divided into long-term and short-term. Although behaviors such as anger and sadness are generally put forward as a short-term effect, the long-term effect is interpreted as a decrease in the child's trust in family members and leaving the house behaviors in adolescents that make it more difficult to return (Yıldız & Behice, 2011). As a matter of fact, all kinds of violence experienced by children will negatively affect their lives under all circumstances (Altan & Baltacı, 2016). The family is an important social factor in the child's outlook and orientation towards life, as well as playing an effective role in him/her individual development in a psychological sense (Stark et al., 2021). When examined in this context, there are studies that show that children with a tendency to violence do not have a healthy family function (Kılıç, 2012). There are also studies showing that individuals who are exposed to violent behaviors show serious behavioral disorders in adulthood and that they show more anger and aggressive behaviors to their own children in the future (Frias & Armenta, 2002; Dilillo et al., 2000). Violence witnessed in the family causes mental health problems such as depression and post-traumatic stress disorder, as well as witnessing or being exposed to domestic violence in childhood is accepted as the source of internalization of violence as a form of conflict resolution (İbiloğlu, 2012). The attitude that supports aggression and violence in the family can help children develop a positive attitude towards aggression by helping them develop their self-efficacy about aggression, and it can also cause the emergence of violent behavior as a general strategy used in communicating with the environment and achieving goals (Gül & Güneş, 2009). Comparative studies conducted in the context of the families of adolescents displaying violent behavior show that these families experience more problems in

terms of their competencies in problem solving, communication, role distribution, and emotional reactions. However, in some studies, it was concluded that media and peer influences, rather than family conflicts, affect attitudes towards violence more (Avcı & Güçray, 2010; 2013). In the studies of Engel et al. (2022), it is shown that people who have been exposed to violence during adolescence in various countries have a higher rate of negative attitudes towards life.

2.2. Types of Violence Against Adolescents

2.2.1. Physical Violence

Attacks that aim to cause all kinds of physical harm and are carried out in this direction are considered as physical violence (Tezel, 2002). Violence against adolescents is generally carried out in the form of kicking, slapping, punching, pushing, strangling and throwing in the context of physical violence (Polat, 2017). In the lethal dimension of physical violence, especially sharp and piercing tools, firearms and almost all imaginable tools are used as crime tools. For example, in August 2022, a child was reported to have died in Ankara after being beaten by his father with a picnic tube. While physical violence is generally encountered in homes in the context of domestic violence, streets and schools are other places where physical violence is encountered (Lök et al. 2016). While family members are perpetrators of violence at home, peers and strangers come on the streets, while teachers and peers are perpetrators of violence in schools (Kahraman & Çokamay, 2016).

A significant link has been established between physical abuse and depression towards children. Symptoms of depression based on exposure to physical abuse are generally seen as low self-esteem and lower consistency (Paslı, 2020).

2.2.2. Sexual Violence

According to the World Health Organization (2021), It is revealed that girls are more exposed to sexual violence in attacks carried out with the aim of harming sexual identity and taking advantage of sexual identity. Behaviors such as sexual violence, forcing them to positions they do not want, displaying, voyeurism, and trying to have sexual intercourse when the individual does not want to, are described as sexual violence. Any sexual act that takes place causes many problems in the future sexual life of children. Sexual violence can be carried out not only for the purpose of satisfaction, but also for the purpose of controlling, controlling and humiliating the individual. In addition, it has been revealed that every child exposed to sexual violence has many problems in their future sexual life (Gurhan et al. 2020).

There are many sub-titles of sexual violence and each of them is a remarkable point that needs to be explored (Tavara, 2006).

2.2.3. Emotional/Psychological Violence

Emotional violence, which is not easily noticed by the society because it shows passive traces, but leaves great psychological damage when exposed to this type of violence, is the most common type of violence that adolescents encounter in their lives, especially by their parents. It is mostly in the form of swearing, insults, humiliation and threats (Özgentürk et al., 2012). Children are often exposed to insults from their parents when they perform an unsuccessful action or perform a behavior that their parents do not approve of. Emotional violence is carried out not only alone, but also in combination with physical violence. The emotional violence experienced by children who try to fully grasp their emotions and learn how to experience these emotions reveals how effective violence is in children's lives. As a result, there is an intimidation in emotional violence and adolescents who are exposed to emotional violence may experience difficulties in defending themselves, remaining passive, introverted and communicating (Topaloğlu, 2021).

Recognition, diagnosis and treatment of emotional abuse, it's very difficult to take legal action. The fact that it is more passive than other types of violence and that the findings are more abstract make it difficult to recognize emotional violence. Situations such as making fun of the child, insulting the child's thoughts and ideas, giving nicknames are types of violence that harm the child emotionally (Öztürk, 2007). When the adolescence periods of individuals who were stated

to have psychological disorders in adulthood were examined, it was determined that they were heavily exposed to emotional abuse (Crow et al, 2014; Chapman et al., 2004).

History of childhood sexual abuse; adulthood different psychiatric disorders considered an important risk factor for childhood sexual abuser in the later stages of people's lives; depression, bipolar disorder, anxiety disorder, substance addiction, post-traumatic stress disorder, sleep and have been found to have eating disorders (Jakubczyk et al., 2014).

2.2.4. Economic Violence

Economic violence is encountered not only in underdeveloped but also in developed countries, and it is another type of violence that negatively affects children's lives. Children who are forced to work by their families, children whose earnings and savings are confiscated by their families are victims of economic violence (Akbulut & Günaydın, 2020).

In the study of Olufunmiyalo (2008), it is reported that economic violence against girls is more common in African countries and adult women are also affected by this situation, and they experience difficulties in the economic context.

Working when they should continue their education and training in Turkey. The number of children in need is increasing. 292 thousand in the 6-14 age group and 15-17 age group in Turkey. 601 thousand child workers are employed in the group (Yalçın, 2007). The abuse and neglect that children are exposed to cause irreversible damage to children, and these pressures experienced in adulthood are quite abrasive.

3. METHODOLOGY

A survey study was conducted to reveal how the effects of violence experienced by adults and adolescents during their adolescence are manifested in their lives today, and a qualitative research method was determined. In the prepared questionnaire, 6 questions were asked to the participants, 3 of which were open-ended and 3 of which were multiple-choice, and people aged 15 and over were determined as the target audience. The data were obtained from Turkey and the questions were aimed at determining the type of violence and revealing the effects of violence in adulthood.

The data obtained together with the field work were analyzed and the questions were; It is aimed to determine the types of violence experienced in adolescence, to determine how the effects of violence reach in adulthood and how violence affects the lives of the people who are exposed to it.

4. PARTICIPANT PROFILE

100 people across Turkey participated in the research. While 56.4% of the individuals participating in the research were women, 43.6% were men.

The average age of the participants aged 18 and over is 37.3%. Participants contributed to the research mostly from Istanbul, Ankara and Sivas.

5. RESULTS

Violence is a phenomenon encountered in every moment of life and is at a dangerous level. Every individual who has been subjected to violence, regardless of age, carries the traces of violence throughout their lives, but the dangerous dimension of violence in adolescents is that they are potentially open to all kinds of dangers at a time when they are very sensitive emotionally.

The data obtained in the field study show that the effects of violence that the individuals participating in the research were exposed to during adolescence still continue today. Considering the number of individuals exposed to psychological violence, especially during adolescence, the unconscious behaviors of parents towards their children and the pressure they apply to keep their children under control during the adolescence period, which they describe as dangerous, show that they have problems such as difficulty in communicating and inability to express themselves.

Figure 1. Types of violence experienced by participants during adolescence

TYPES of VIOLENCE EXPERIENCED BY PARTICIPANTS

- Emotional Violence
- Economic Violence
- Physical Violence
- Sexual Violence
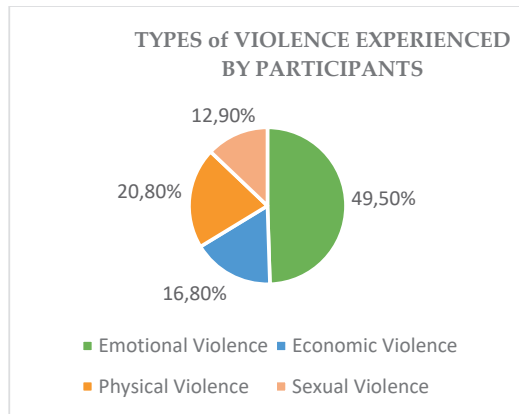
While %49.5 of the individuals who participated in the research stated that they were most exposed to emotional violence during adolescence, the rate of individuals who stated that they were exposed to economic violence was 16.8%, the rate of individuals who were exposed to physical violence was %20.8 and the rate of individuals who were exposed to sexual violence was %12.9 (Figure-1).

When asked to what extent individuals were exposed to the types of violence they voiced, 38,6% of the participants stated that they were exposed to violence rarely, %47,5 often and %13,9 all the time (Figure-2).

Figure 2. Frequency of exposure to violence in adolescents

FREQUENCY OF EXPOSURE TO VIOLENCE (%)

- All the Time
- Often
- Rarely
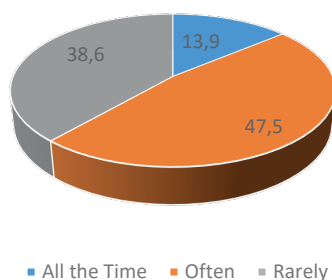
Individuals who stated that they were rarely exposed to violence stated that although they evaluate this rarity because of the time that has passed since the violence they have experienced, they are still exposed to the violence they have mentioned in most places today. When analyzed graphically, it is stated that individuals are exposed to psychological violence not only in adolescence but also in adulthood.

Considering the ratio of female participants in the study, it is stated that women witness psychological violence mostly because of their sexist approaches. Adolescent participants, who expressed the violence they have experienced in the context of psychological violence, stated that they constantly have arguments due to parent-child conflict and the pressure their parents put on them. As can be seen in Table-1, it is seen that the most common type of violence that individuals are exposed to after psychological violence is physical violence. The participants described physical violence with its generally known definition and stated that they were subjected to physical violence by their parents as a result of the argument between them and their parents, while they also expressed that they were often exposed to physical violence by their peers. Participants over the age of 18 who mentioned economic violence stated that they were generally forced to work by their parents during adolescence, and today's adolescents stated that the problems they experienced due to the current economic conditions negatively affected their lives and that the arguments between them and their parents were mostly due to financial reasons.

5.1. Individuals Effect of Violence

The participants who participated in the study and experienced violence were asked the question of what the individual effects of the violence they were subjected to, and the answers given in general terms were; It is said that individuals feel inadequate, have self-confidence problems, are alienated from the environment, skeptical, tired and stressed. In line with the answers given, the individual effects of violence are an explanatory concept for violence. The statements of the participants regarding the evaluation of violence are as follows:

Figure 3. The individual impact of violence
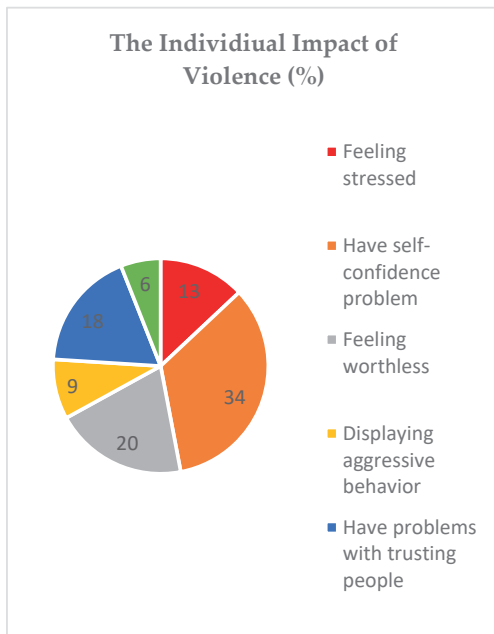
The participants explained the effects of the violence they experienced as generally experiencing self-confidence problems. In particular, the fact that some female participants stated that they have experienced violence by their family members gives a clue as to why they have self-confidence problems. From a proportional point of view, the lack of self-confidence, which occupies a large area of the graphic pie with a rate of 34%, shows that the most fundamental point of the effects of violence causes a lack of self-confidence. Individuals who lack self-confidence keep themselves in the background at many points in life and stay away from all initiative. Considering that individuals are generally exposed to emotional violence in the research, it shows that the behaviors of parents towards their children during emotional violence have very destructive effects on the future lives of adolescents. Situations such as self-confidence, distrust towards the environment, aggressive behavior, and stress-anxiety reveal that the effects of violence take place in the lives of individuals permanently, not instantaneously, even if it has been a long time. The rate of individuals who feel worthless as a result of the violence they have suffered is explained as 20%, and this thought shows that violence affects the position in which individuals see themselves in terms of self-esteem. How people put themselves in an individual context as a result of the treatment they receive by their parents and their environment is closely related

to the evaluation of violence by the society. Individuals who have been exposed to sexual violence state that they have confidence problems in the environment in general, mainly due to their self-confidence problems, because they are exposed to violence by their close relatives, and they see themselves as quite inadequate in terms of sexuality. As a matter of fact, the same findings have been found as a result of other studies on individuals who have been exposed to sexual violence, revealing how sexual violence affects individuals. As a result of this research, although the number of participants who have been subjected to sexual violence is low, the effect of sexual violence is the same as in other studies and the result does not change. The participants, who stated that they had a prejudice against sexuality at the rate of 6%, stated that they also saw themselves as insufficient in terms of sexuality. Considering that those who have experienced physical violence in the study are generally men, it has been reported that they consider their aggressive attitudes as traces of physical violence they have been exposed to in the past. Considering the individuals who reported that they exhibit aggressive behavior individually, it is seen that 9% of the data were obtained. Based on these data, it is observed that aggressive attitudes are exhibited in the approach to events as a result of physical violence, and individuals have aggressive attitudes in many aspects of daily life.

Adolescents, who are tried to be controlled and directed by their parents, interpret the effects of unhappiness and stress according to their parents' behaviors towards them. As for the individual effects of economic violence, the participants claim that their lives consist of only home and business life in general, that they cannot find the opportunity to socialize since they have started to play an active role in business life since their youth, and that they cannot develop themselves for this reason. Expressing that they were brought into business life by their parents at a young age due to their living conditions and that they were exposed to physical and emotional violence from time to time by foreigners due to their working conditions, the participants expressed that they not only experienced economic violence but also the effects of physical and emotional violence that they experienced toget-

her with economic violence. they have brought. Individuals who have been exposed to economic violence have also expressed that they feel inadequate in this context. In general, the prominence of family members as perpetrators of violence among individuals participating in the research is suggested as the reason for the individual problems adults and adolescents have.

5.2. Social Lives of Individiuals Victim of Violence

Violence; If it is applied, it affects individuals negatively not only individually but also socially. When its social effects are examined, violence occurs in the form of difficulty in communicating, inability to express oneself, avoiding communication, distrust towards the social environment, and skepticism towards society. Considering the statements of the individuals participating in this study, the available data show that the thoughts about social life in general are the same as previous studies. According to the results of the study, 29% of the participants stated that they had problems in social communication, 16% experienced flashbacks, 11% had problems with their sexual life with their partners, and 33% felt completely insecure about the environment. On the other hand, 11% stated that they were aggressive towards their environment as a result of the violence they suffered.

Figure 4. The effect of violence on social life
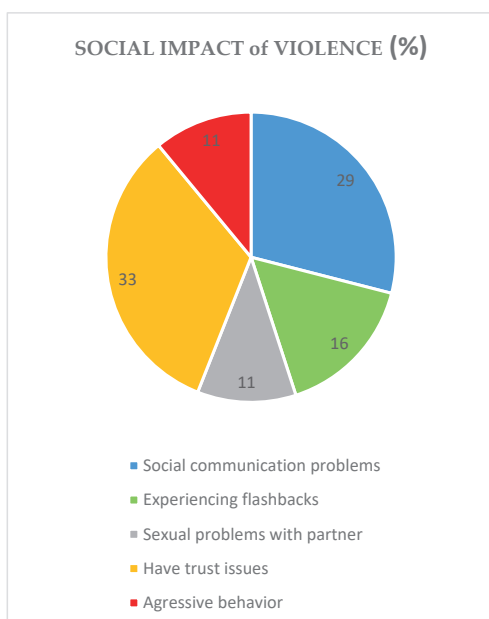
Behaviors such as asocial behavior as a manifestation of violence, difficulty in self-expression and avoidance of communication in the social lives of individuals who have been subjected to emotional violence are among the most important problems experienced by individuals on the subject. The fact that women who are exposed to emotional violence are exposed to emotional violence based on sexism in the workplace, even though they have survived the adolescence period, shows that they experience emotional violence in their adulthood as well. For example, a female participant participating in the research says that the biggest problem she has in terms of difficulty in social communication is that male employees often say, "This job is not for women, you can't do it" and that they put themselves under pressure in this way. It has been reported that individuals who feel under the intense psychological pressure of their parents during adolescence experience flashbacks in similar problems they experience in adulthood.

Exposure to rape or other forms of sexual violence, while slowly starting to realize the characteristics of him/her sexual identity, causes severe emotional damage and will cause him/her to develop negative thoughts about sexuality in her future life. The main problems expressed by the participants who have experienced sexual violence regarding their social life are primarily sexual problems experienced with their partners, while indifference and prejudice towards sexuality are expressed. Individuals participating in this research not only conveyed their prejudices against sexuality, but also expressed their severe trust problems towards their environment. In particular, individuals who have been exposed to sexual violence by their close relatives attribute their trust problems towards their social environment to this reason. As a result, individuals also expressed that they were suspicious of their parents and family members, and that they were distant towards their friends. They also stated that individuals experience nausea when any topic related to sexuality is brought up and they have the behavior of leaving the environment.

Individuals who have experienced economic violence have expressed the problems of their soci-

al life as not being able to find the opportunity to socialize and problems experienced financially. They stated that they had a busy work schedule due to economic conditions and that they also experienced the tiring effects of the intensity of the work life they lived during their adolescence period, also in their adulthood. The participants, who stated that they spend a lot of effort to support their families in today's economic conditions, stated that their social life consists only of home and work. Individuals who complained about not being able to spare enough time for their families evaluated economic violence as difficulty in communicating with the social environment. Considering that the majority of the participants who stated that they had been subjected to physical violence were men, these people expressed the problem of trust in the environment and aggressive behaviors based on sudden outbursts of anger as the social effect of physical violence. Although adult individuals stated that they carried out aggressive behaviors mostly to protect their families and defend themselves, it was also reported that they considered this event as a difficulty in communicating. In addition, participants who evaluated physical violence stated that their aggression towards problems that could be solved by talking was wrong, but they reported that they imitated a parent as an effect of the violence they were exposed to in the past.

6. DISCUSSION & CONCLUSION

Violence is a phenomenon in which the harm it causes to the individual changes depending on the way it is applied, and its effects are seen as short or long term. All kinds of violence experienced by adolescents who are trying to absorb the effects of emotional and physical changes and who have a very sensitive period not only affect this development negatively, but also cause them to show various negative behaviors and effects in adulthood. As a result of the data obtained within the scope of this research, it has been reported that individuals who have been exposed to all kinds of violence have negative traces in their lives, and as a result of these traces, they encounter many problems both socially and individually. At the beginning of these problems,

it is seen that individuals feel inadequate as a result of violence, while they also have behaviors and thoughts such as low self-esteem and self-confidence, skepticism and aggression. The effects of these thoughts expressed by individuals also have a great place in their social lives, and these problems appear in every interaction they enter with their environment. Actions such as difficulty in communicating, inability to express oneself, displaying asocial behaviors, aggressive behaviors and insecurity limit the social lives of individuals to a great extent, and this situation creates an individual profile that is even more withdrawn. Individuals who cannot get rid of the effects of violence cannot develop a healthy solution to the problems they already have, and they allow the damage of this violence to reach a more dangerous level with each passing day. The thoughts about getting psychological support, which are settled in the minds of the society, cause individuals who are exposed to violence to deprive themselves of psychological support most of the time. However, developing positive thoughts about receiving psychological support and raising awareness about violence in society is one of the effective measures that will help prevent violence and reduce its effects. So much so that almost all of the people participating in the research understand physical violence first and foremost when it comes to violence. Especially when in-depth interviews are conducted, they often see violent behavior towards them negatively, but in general they tend to see violent behavior as legitimate. For example, participants who have been subjected to physical violence by their parents stated that they were exposed to violence because of their misbehavior, and they argue that for this reason, violence should take place and it is natural to carry out violence in order to ensure the upbringing of the child within the family.

Based on all these, it is necessary to seek solutions for domestic violence in society and to prevent violence for healthier generations. Providing families with a general education about violence will create a result in raising parents' awareness of the negative effects of violence on adolescents in families experiencing violence, and will contribute to reducing violence, if not eliminating it

completely. In addition, minimizing the economic problems, which are the leading factors that increase violence, will also create a result that reduces violence. Especially when economic violence is taken into account, the fact that parents throw their children into business life at an early age in order to eliminate financial difficulties leaves a great mark in the lives of children. For this reason, increasing supervision and studies on child workers, especially in order to prevent economic violence, and a detailed examination of parents' thoughts on child labor can be considered among the measures to prevent children from being exposed to economic violence.

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RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Awareness levels of primary school teachers about child abuse and neglect: A survey in Istanbul

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Abstract

Cases of child abuse are frequently encountered both in our country and in other countries. It is thought that increasing the awareness level of people who work with or have close relationships with children will be effective in reducing abuse cases. Based on this idea, the data of the survey study conducted with primary school teachers are included in the article.

The results of the survey conducted with primary school teachers who work with children and have close relationships reveal the awareness levels of primary school teachers on this issue.

The result of this study; it has been seen that the number of training given should be increased, the quality should be improved and the scope should be expanded. The study also revealed that it is believed that increasing trust in the judiciary will increase the reporting of abuse cases.

Keywords: Child Abuse, Sexual Abuse, Physical Abuse, Emotional Abuse, Neglect

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1. INTRODUCTION

Child abuse and neglect is a global and major problem seen in all developed and undeveloped countries, it is also the most serious violation of children's rights.

It is thought that increasing the awareness level of child abuse and neglect among professional people who are constantly with children in a working environment, such as teachers, will be an effective factor in reducing cases of neglect and abuse.

The purpose of the survey on the basis of this article is to measure and analyze the knowledge and awareness of primary school teachers who work with children and actively pursue their profession.

1.1. Definitions

1.1.1. Children and Children Right's

According to the first article of the United Nations Convention on the Rights of the Child, adopted on November 20, 1989, everyone is considered a child up until the age of 18, except for the condition of becoming a minor at an earlier age. From a biological point of view, a child is a developing individual who has not yet matured physically, spiritually and socially. (Erkut, Balci and Yildiz, 2017).

The United Nations Convention on the Rights of the Child is one of the most important guarantees in terms of children's rights. The Convention was adopted in September 1989 and entered into force on September 2, 1990. Turkey became a signatory shortly after September 14, 1990. Today, there are 196 countries that are parties to the convention.

Equality, justice, the best interests of the child, the prevention of discrimination, the participation of the child in the processes related to himself, tolerance and love for the child are among the principles delineated in the Convention on the Rights of the Child. According to the Convention, the right to life, development, care, protection and participation are fundamental rights of the child and are protected under the convention.

1.1.2. Child Abuse

According to the World Health Organization (WHO), child abuse is behavior that is intentionally or unknowingly committed by an adult, society or the state and negatively affects a child's health, physical and psycho-social development. Emotional, cognitive and developmental effects that will not go away for a long time are observed in children exposed to abuse. Children who are subjected to abuse show characteristics such as exhibiting a secretive attitude, a tendency to violence and an abusive personality. Research conducted reveals that there is a very clear relationship between the case of abuse suffered as a child and behavioral disorders and guilt that occur at an advanced age.

Child abuse is divided into four groups as physical, emotional, sexual abuse and neglect.

1.1.2.1. Physical Abuse

Physical abuse can be defined as non-accidental injury of a child. These non-accidental injuries are usually carried out by the child's parents in order to punish, discipline the child. Beating and shaken baby syndrome can be counted as examples of physical abuse. (Kara et Al.,2004)

Situations such as cigarette burns, hot water burns, human bites, bone fractures (encountered during physical examination), unexplained delays in going to the hospital, or discrepancies between medical history and physical findings give rise to suspicion of physical abuse. (Aksoy et al.)

Physical abuse causes children to have poor social skills, experience difficulty making friends with their peers, feel unsafe towards people, and be prone to violence. According to the research carried out, it has been revealed that children who have been subjected to physical abuse have a more aggressive attitude than their peers who have not been subjected to physical abuse.

1.1.2.1.1. Shaken Baby Syndrome

It is the shaking of the baby by holding it by the arms or body in a hard way. It is a type of physical abuse that can cause brain injuries, retinal bleeding and death. (Akkuzu et al., 2017) It is more common in children under 2 years of age

due to the fact that the neck muscles have not yet developed and the skull is larger than their body. (Aksoy et al.)

1.1.2.2. Emotional Abuse

Emotional abuse is the exposure of a child to degrading attitudes and behaviors that are inflicted by the people responsible for caring for him, depriving him of the love and attention he needs. Humiliation, rejection, leaving alone, incitement to crime and intimidation are cited as examples of emotional abuse.

Although it is one of the most common types of abuse in daily life, its impacts are quite hidden and difficult to decipher. The damages caused as a result of emotional abuse are as damaging as physical abuse. (Kara et al.,2004)

The consequences of emotional abuse in children can be extensive: nail-biting, thumb-sucking, hyperactivity, aggression, eating disorders, lying, theft, distraction, sleep disorders, excessive introversion, excessive dependency, and depression have all been observed.

Emotional abuse can occur alone, but it can also occur in conjunction with other types of child abuse.

1.1.2.3. Sexual Abuse

Any kind of sexual behavior committed by an adult towards a child in order for the adult to achieve sexual satisfaction constitutes sexual abuse. The concept of "sexual behavior" has been examined in various headings according to the sexual act and the age of the child from the point of view of criminal law and these headings have been linked to different provisions.

Genital bleeding, sexually transmitted diseases, and unexpected sexual behavior from a child are considered signs of sexual abuse.

The diagnosis of sexual abuse is usually made with the history taken from the child. Even if there is genital penetration, physical examination alone is not enough to diagnose sexual abuse, as mucous membrane injuries heal very quickly. (Kara et al., 2004)

It has been observed that behavioral disorders,

low self-esteem, substance abuse, depression, anxiety, anger, tantrums, feeling of guilt, suicidal ideation and attempted self-injury all occur in children exposed to sexual abuse.

1.1.2.3.1. Sexual Abuse of Children

Sexual abuse of children is included in Turkish law under Article 103 of the Turkish Criminal Code No. 5237. It is defined in the article. As:

a) All kinds of sexual attempts against children who are under the age of fifteen or against those who have attained the age of fifteen but lack the ability to understand the legal consequences of such act,

b) Sexual behaviors carried out against children who have completed the age of fifteen based solely on compulsion, threats, cheating or any other reason affecting the will.

1.1.2.3.2. Sexual Intercourse with a Minor

For a person who has sexual intercourse with a child who has completed the age of fifteen without compulsion, cheating and threats, the provisions of sexual intercourse with a minor are applied, not the provisions of sexual abuse.

1.1.2.3.3. Sexual Harassment

Although the concept of sexual harassment and actions that constitute sexual harassment are not fully specified in the Turkish Criminal Code, in practice it is accepted that sexual harassment can occur with sexual behavior that does not constitute a violation of a person's bodily integrity.

1.1.2.4. Neglect

The failure of the persons who are obliged to take care of the child to fulfill this obligation properly; the failure to fulfill the needs of the child in matters such as nutrition, health, education, the failure to show the necessary attention, the neglect of the child physically and emotionally. (Yılmaz)

Neglect is regulated in the section "Crimes Against Family Order" in Article 233 of the Turkish Criminal Code. Article 1. states that, the crime of violation of the obligation to provide care, education or support is regulated. According to

Article 233/1, "A person who does not fulfill the obligation to provide care, education or support arising from family law is punished with a prison sentence of up to one year upon complaint." According to Article 233/3, "Although custody rights have been abolished, parents or fathers who seriously endanger the morality, safety and health of their children due to drunkenness, the use of drugs or stimulant substances, or lack of material and moral care as a result of humiliating attitudes and actions are punished with a prison sentence of three months to one year."

1.2 Methodology

A survey study with 27 questions was conducted with the participation of 61 primary school teachers living and actively teaching in Istanbul province. The questions were prepared using three different types; yes/no/I'm not sure, open-ended and multi-option. The questions were sent to the participants electronically. It was preferred to conduct the survey electronically for several reasons, including that the survey was conducted in the summer, the fact that schools are closed in the summer semester, and it was therefore easier to reach teachers in an electronic environment. Various social media tools were used in the transmission of the survey to the participants.

The population consists of primary school teachers in Istanbul. As a sampling method, the incidental sampling method was used. Participation was based on voluntariness.

As a result of the survey; findings were obtained regarding issues such as whether teachers have received previous training on child abuse, whether trainings have been given on this subject in the institution where they work, which findings may raise suspicion of abuse in them, and to whom they will report this situation first if they are faced with an abuse case. The findings obtained were evaluated according to criteria such as age, gender, mother/father status and the institution studied.

2. FINDINGS

When the gender distribution of the participants participating in the survey study was examined, it was seen that 58.2% of the participants were female and 14.8% were male teachers. 78.7% of the participants, that is, the largest proportion of them stated that they work in a public institution. 70.5% of the participants stated that they are the parents of a child.

Following the demographic questions, we asked questions about whether the teachers participating in the study received any training on child abuse, and whether various trainings on child abuse were given in the institutions where they worked.

2.1. Question: Are there trainings for teachers about child abuse in your institution?

While 50.8% of the participants stated that no trainings were given to teachers about child abuse in their institutions, 49.2% stated that trainings were given to teachers about child abuse in their institutions.

Table 1. The rates of providing education to teachers about child abuse in the institutions where the participants work

	Yes	No
Are there trainings for teachers about child abuse in your institution?	49.2%	50.8%

2.2. Question: Are there trainings for students about child abuse in your institution?

39.3% of the participants stated that no trainings were given to students about child abuse in their institutions, while 60.7% stated that trainings were given to students about child abuse in their institutions.

Table 2. The rates of providing education to students about child abuse in the institutions where the participants work

	Yes	No
Are there trainings for students about child abuse in your institution?	60.7%	39.3%

When comparing the results of the two questions asked to participants, it can be concluded that more training is given in public institutions than private institutions, for both teachers and stu-

dents, about providing education on child abuse. It is seen that education for students in both public and private institutions is more common than education for teachers.

2.3. Question: Have you received any training on child abuse before?

60.7% of the participants stated that they had previously received an education on child abuse, while 39.3% stated that they had not received it.

Table 3. The proportion of participants who have previously attended training about child abuse

	Yes	No
Have you received any training on child abuse before?	60.7%	39.3%

In the next section of our survey, we asked questions related to signs of abuse, indicating that participants received training about this before; 16,2% fully correct, 13,5% of 93%, and 11% to 85% gave the correct answer.

In this part of our survey, we presented various findings to the participants and asked them to identify which of these situations might arouse suspicion of abuse in them.

2.4. Question: Mark the situations that arouse/ may arouse suspicion of abuse in you.

2.4.1. Could it be a sign of abuse if the child does not want to come to school or if there is a decrease in school achievement?

To our first question, 52.5% of the participants answered yes, 29.5% no, 18% I'm not sure.

2.4.2. Can the appearance of a learning disability in a child be a sign of abuse?

To our second question, 46.5% of the participants answered no, 29.5% were not sure, 28% answered yes.

2.4.3. Could the child's reluctance to take part in physical education classes be a sign of abuse?

To our third question, 51% of the participants

answered yes, 34% were not sure, 15% answered no.

Table 4. The rates of marking of situations that arouse/may arouse suspicion of abuse by teachers

	Yes	No	Not sure
Could it be a sign of abuse if the child does not want to come to school or if there is a decrease in school achievement?	52.5%	29.5%	18%
Can the appearance of a learning disability in a child be a sign of abuse?	28%	46.5%	29.5%
Could the child's reluctance to take part in physical education classes be a sign of abuse?	51%	15%	34%

When we examined the responses to all the questions in this section; in the presence of unexplained bumps and burns on the child's body, the child's physical symptoms such as difficulty in walking and sitting, we saw a clear separation according to the mark with psychological symptoms.

Another question we asked our participants was who they would contact first if there was an obvious case or strong suspicion of abuse.

2.5. Question: If you find out that your student has been abused / if there is a suspicion of abuse, who do you report this situation to first?

77% of the participants stated that they would report to the school administration, 8.2% to the guidance counselor, 4.9% to the parents, 4.9% to the police and 3.3% to the Social Services Directorate. 85.2% of the participants stated that they would inform someone from within the school about this situation first. While 4.9% stated that they would inform the student's parent about this situation first, all of the participants who stated that they would inform the student's parent about this situation first were parents.

Table 5. The persons/institutions to which the participants will apply first if they encounter a case of abuse

School administration	77%
Guidance counselor	8.2%
Parents	4.9%
Police	4.9%
Social Services Directorate	3.3%

In the event of a case or suspicion of abuse, it would be incorrect to report to any place or person, so it would not be correct to say that there is a wrong answer in this question. However, it should not be ignored that the person who abuses the child may often be one of the family members and parents.

The other question we asked the participants was a aimed at measuring the level of knowledge of the participants regarding the notification obligation.

2.6. Question: Do you think that if you do not report a case of abuse or delay in reporting it, there may be a criminal sanction for this?

While 73.8% of the participants ticked the "Yes" option, 26.2% of them ticked the "No" option. If we need to talk about the correct answer; 6 of the Child Protection Law Article 1. according to the paragraph "Judicial and administrative authorities, law enforcement officials, health and educational organizations, non-governmental organizations are obliged to report a child in need of protection to Social Services and the Child Protection Agency." For those who do not fulfill this obligation; To report a crime, located at Article 278 of the Turkish Penal Code, Article located at 279 public officials to report a crime, Article 280, located in Article 257 of the medical staff to report a crime in the crime of misconduct and will be addressed.

Table 6. Table about the level of knowledge of the participants regarding the notification obligation

	Yes	No
Do you think that if you do not report a case of abuse or delay in reporting it, there may be a criminal sanction for this?	73.8%	26.2%

In another question, we asked what the reasons could be for this abstention of teachers from reporting in some cases.

2.7. Question: What do you think are the reasons why teachers are reluctant to report in some cases?

The three most selected answers were as follows:

1. Teachers' fear of being involved in the incident -57%

2. Distrust of the judiciary (feeling that they will not get results from the notification) - 44%

3. School administration's failure to support teachers - 41%

3.Insufficient level of knowledge of teachers about identifying and reporting child abuse - 41%

3.Teachers' concerns about interfering in family relationships -41%

Table 7. The reasons why the teachers flagged by the participants did not report the abuse case

Teachers' fear of being involved in the incident	57%
Distrust of the judiciary	44%
School administration's failure to support teachers	41%
Insufficient level of knowledge of teachers about identifying and reporting child abuse	41%
Teachers' concerns about interfering in family relationships	41%

The answers we received from the participants regarding this question revealed that the inadequacy of legal regulations, distrust of the judiciary, the failure of the school administration to support teachers and the insufficient level of knowledge of teachers about child abuse are considered important factors for teachers to abstain from reporting.

3. DISCUSSION

Although there were some different results obtained when our data are compared with other studies in this vein, it has been seen that similar results mostly occur. We will examine these re-

sults in this section.

When the answers given to the question "When you detect a child neglect and abuse situation, who do you report this situation to first? " were examined it was observed that the most common answer given in other studies and in our study was "school management".

When the answers in other studies related to the legal notification obligation were examined, most of the teachers stated that they were legally obliged to report child abuse and neglect. In Sağır and Gözler's study (2016), 84.4% of teachers stated that there is a notification obligation, while in Kürklu's study (2011), 85.9% of teachers stated that there is a notification obligation. As a result of the survey study we conducted, it was found that 73.8% of our participants think that there will be a criminal sanction if they do not fulfill their notification obligation.

In the research conducted by Sağır and Gözler (2016), 89.7% of the teachers stated that they did not receive education on child abuse and neglect, while in the research conducted by Kürklü (2011), 95% of the teachers stated that they did not receive education on this subject. In our study, unlike other studies examined, the majority of teachers (60.7%) stated that they had received training on child abuse and neglect. In the research conducted by Bülbül, Çakıcı and Türkkan (2019), in parallel with our research, it was determined that 55.3% of teachers received education related to the subject and 44.8% did not receive education.

In Kürklü's study (2011), when teachers were asked the reasons for not reporting they suspected abuse and neglect, the two most preferred reasons were the lack of sufficient evidence on the subject (39%) and ignorance of legal processes (23.7%). In our study, the answer most frequently given to the same question was "Teachers' fear of being involved in the incident". "Insufficient level of knowledge of teachers about the subject" was the third most frequently given answer. In Can's research (2016), when the answers to the same question were examined, it was found that 63.6% of the teacher candidates expressed the opinion "Because I think the social services will not be interested in the subject".

4. CONCLUSION

Child abuse is the most severe form of violation of children's rights, which affects children physically, psychologically and socially, causing traumas that are difficult to heal. Abuse is a reason for the formation of an abusive personality in children exposed to abuse and a factor in the continuity of the cycle of violence.

Child abuse can occur in many different ways. With physical abuse, there may be findings that are visible and easier to detect; however in emotional abuse, there may be findings that are invisible and difficult to detect.

The study shows significant majority of the teachers surveyed (85%) would inform someone from within the school first if there was a obvious case or suspicion of abuse, which accordingly revealed that the school administration and teachers are very important actors in this process. In other similar studies examined, the fact that the majority of teachers stated that they would report the abuse case to the school administration first supports this conclusion.

The study shows that providing the necessary support from the school administration to the person who made the notification enacting legal regulations that protect the person who made the notification, successfully implementing legal regulations, and strengthening trust in the judiciary will increase the notification of abuse cases.

4.1. Solutions

Although the vast majority of the teachers participating in our research stated that they had received education on the subject before, a significant part of them stated that they had not received education. In addition, when other studies on the subject were examined, it was found that the majority of teachers did not receive training on the subject. Based on this, the fact that universities teach prospective teachers about child abuse and neglect during their undergraduate education will enable teachers to be more knowledgeable about this issue. In addition, awareness levels of teachers from various age groups can be increased by providing various trainings in cooperation with municipalities and non-go-

vernmental organizations. Schools can increase the level of knowledge and awareness of their teachers by providing various trainings on this subject to their teachers working within their own structures.

Most of the teachers who participated in our research as well as in the other studies examined stated that when they detect child abuse and neglect, they will notify the school administration first. Due to the fact that the first place to make a notification is the school administrations, the responsibilities of administrators in this regard are increasing. For this reason, it is necessary to inform administrators as well as teachers by providing trainings on the subject.

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