Original Research / Araştırma Makalesi
Evaluation of the Relationship between University Students' Attitudes to Dating Violence, Gender Attitudes, Self-Esteem and Personality Traits

Üniversite Öğrencilerinin Flört Şiddeti Tutumları, Toplumsal Cinsiyet Tutumları, Benlik Saygıları ve Kişilik Özellikleri Arasındaki İlişkinin Değerlendirilmesi

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Abstract

Aim: In this study, it was aimed to evaluate the relationship between the dating violence attitudes, gender attitudes, self-esteem and personality traits of university students in two different regions of Türkiye.

Methods: The study design is a cross-sectional comparative. This cross-sectional comparative study consisted of 2500 university students at two universities and data were collected by a Data Collection Form, the Dating-Violence Attitude Scale, the Gender-Roles Attitude Scale, Inventory the Rosenberg Self-esteem Scale and The Five-Factor Personality. The study was conducted between October 2018 and January 2019.

Results: Female students in both universities showed a more positive attitude towards dating-violence (p<0.001), gender-roles (p<0.001) scored higher in self-esteem (p=0.034) than males. Whereas females were found to be more extraverted, compatible, harmonious, responsible (p<0.05), openness personality subscale scores yielded no significant difference.

Conclusion: It is vital to evaluate dating violence attitudes with mentioned variables and to organize awareness initiations to forestall dating violence in youth.

Key Words: Intimate partner violence; sex, self-esteem; personality; students.

Özet

Amaç: Bu araştırmada, Türkiye'nin iki ayrı bölgesindeki üniversite öğrencilerinin flört şiddeti tutumları, toplumsal cinsiyet tutumları, benlik saygıları ve kişilik özellikleri arasındaki ilişkinin değerlendirilmesi amaçlanmıştır.

Yöntem: Araştırma, karşılaştırmalı kesitsel bir çalışma olarak planlanmıştır. Bu kesitsel karşılaştırmalı çalışmaya iki üniversiteden toplam 2500 üniversite öğrencisi katılmış olup, veriler Veri Toplama Formu, Flört Şiddeti Tutum Ölçeği, Toplumsal Cinsiyet Rolleri Tutum Ölçeği, Rosenberg Benlik Saygısı Ölçeği ve Beş Faktörlü Kişilik Envanteri kullanılarak toplanmıştır. Çalışma Ekim 2018 ile Ocak 2019 tarihleri arasında gerçekleştirilmiştir.

Bulgular: Her iki üniversitedeki kız öğrenciler flört şiddetine (p<0.001) ve cinsiyet rollerine (p<0.001) karşı daha olumlu bir tutum sergilemiş olup, erkeklere kıyasla daha yüksek bir benlik saygısına (p=0.034) sahiptir. Kız öğrenciler daha dışa dönük, uyumlu ve sorumlu (p<0.05) olmakla birlikte, açık sözlülük kişilik alt ölçek puanlarında anlamlı bir fark saptanmamıştır.

Sonuç: Flört şiddeti tutumlarının belirtilen değişkenlerle değerlendirilmesi ve gençlerde flört şiddetinin önüne geçebilmek için farkındalık girişimlerinin düzenlenmesi önemlidir.

Anahtar Kelimeler: Yakın partner şiddeti; cinsiyet; özsaygı; kişilik; öğrenciler.

Introduction

Dating violence which may form differently such as psychological (verbal/emotional), physical, sexual, and economic violence, occurs widely among youth aged between 16-25.[1] The prevalence of dating violence is 10.9% in developed countries, 34% in developing countries and 37% in less developed countries.[2-4] In Türkiye, which is one of the developing countries, this rate varies between 11% and 22%.[5,6] This rates shows that dating violence prevelance in Türkiye is more less than the other developing countries, but more higher than developed countries.

Psychological problems like depression, anxiety, personality disorders, jealousy, need to establish authority, anxiety, and assuming violence as normal, some habits like smoking, alcohol consumption and substance abuse, risky sexual behaviors like unprotected sex, early sexual experience.[1,5-8] are among the main causes of dating violence. Besides, circumstances such as exposure to domestic violence or witnessing violence between parents, witnessing a friend's exposure to dating violence may result in a dating violence behavior.[9-11]

When the literature on dating violence is examined, stereotypes regarding gender roles are seen as one of the most important causes of leading dating violence.[6,12,13] Other important factors leading to violence in a dating relationship are the personality traits and self-esteem of young people. In the literature, it is emphasized that there is a relationship between the attitudes of youth about dating violence and their self-esteem and personality traits.[3,8,14] It has been determined that young people who have high neurotic features and low self-esteem are more prone to dating violence.[3,14] Individuals' attitudes towards dating violence and gender role perceptions may differ according to the characteristics of the place and region they live in and the culture and norms of the society.[15,16] For this reason, this study was conducted to evaluate the relationship between the dating violence attitudes, gender attitudes, self-esteem and personality traits of university students in two different regions of Türkiye.[15]

Research Questions

- Is there a difference between the gender roles, self-esteem levels, personality traits and dating violence attitudes of students in two different regions of Türkiye?

- Is there a relationship between university students' self-esteem levels and dating violence attitudes?

- Is there a relationship between university students' gender roles and dating violence attitudes?

- Is there a relationship between university students' personality traits and dating violence attitudes?

Methods

Study Design and Sample

The study design is a cross-sectional. In this descriptive and cross-sectional study, the sampling method with a known universe was used. 2500 university students from 5268 were included in the sampling, with a 95% confidence interval and 1.42% acceptable error rate. The entire calculated number of samples has been reached. It was thought that they might have more dating experiences. For this reason, senior students were recruited. All students who agreed to participate in the research are included.

University A is a foundation university located in the capital of Türkiye and the B is a state university in the Northeast Anatolia region. The capital of Türkiye has socioeconomic level more than Northeast Anatolia region in Türkiye. The province where B university has a more patriarchal structure. The province where A university has more modern life than the province where B university.[17] Republic of Türkiye Ministry of Industry and Technology reported that provinces and regions to analyze the socio-economic development level in 2017. It was reported that Ankara city, where A University is located, is in the 2nd place in socio-economic development, while Kars where B University is located, is in 69th place.[18] These two universities were involved in the study for comparison as it is thought that different socio-economic and cultural characteristics may affect dating violence and gender roles attitudes, self-esteem and personality traits.

Data Collection Tools

Data Collection Form included questions on socio-demographic characteristics of the students such as age, sex, faculty-department, grade, marital status, parental education status, questions about whether they were in a dating relationship, had been exposed to dating violence, had engaged in dating violence, and smoking and drinking alcohol.

The Dating Violence Attitude Scale (DVAS) was developed by Terzioğlu et al. in 2016. The scale consists of five sub-dimensions: sexual violence (7 items), emotional violence (6 items), general violence (5 items), economic violence (5 items), and physical violence (5 items). Each item is rated on a 5-point Likert-scale. A score closer to 5 indicates low support for dating violence. [19] Cronbach's alpha reliability is .91 for the scale, and for the subscales, the values are .84 for sexual

violence, .85 for emotional violence, .72 for general violence, .75 for economic violence, and .72 for physical violence.[19] In this study, Cronbach's alpha for the total scale was .88.

The Gender Roles Attitude Scale (GRAS) was developed by Zeyneloğlu and Terzioğlu in 2011, consists of five sub-scales: egalitarian gender roles (8 items), female gender roles (8 items), marriage gender roles (8 items), traditional gender roles (8 items), and male gender roles (6 items), with each item rated on a 5-point Likert scale. Higher values indicate an egalitarian attitude towards gender roles, while lower values indicate traditional gender role attitudes.[20] Cronbach's alpha of the total scale is .92, and for the subscales, the values are .78 for egalitarian gender roles, .80 for female gender roles, .70 for marriage gender roles, .78 for traditional gender roles, and .72 for male gender role. [20] In this study, Cronbach's alpha of the total scale was .92.

The Rosenberg Self-Esteem Scale (RSES) was initially developed by Rosenberg (1963), and psychometric work investigating the validity and reliability of the scale in Türkiye was conducted by Cuhadaroglu (1986).[21,22] The scale consists of 10 items, each rated on a 4-point Likert scale. A scoring ranging from 0 to 3 is done. The total score range is between 0-30, and the score between 15-25 indicates that self-esteem is sufficient, while below 15 points indicate low self-esteem. The validity coefficient of the scale is $r = 0.71$. Test-retest reliability is $r = 0.75$.[23] In this study, Cronbach's alpha was .83.

The Five Factor Personality Inventory (FFPI), developed by Benet-Martinez and John in 1998 to measure the personality traits of individuals, was applied in Türkiye by Alkan in 2007.[23,24] This scale consists of five sub-scales with a 5-point Likert scale: extraversion (8 items), compatibility (9 items), responsibility (9 items), emotional balance (8 items) and openness (10 items). As the score obtained from the sub-scales increases and so the relevant personality trait features. In the study conducted by Alkan, Cronbach's alpha of extraversion, compatibility, responsibility, emotional balance and openness sub-dimensions were found as .89, .67, .79, .79, .79, respectively. In this study, Cronbach's alpha was found as .73, .61, .56, .60, .74, respectively.

Data Collection

The data of the research was collected between October 2018 and June 2019. The research data were collected through face-to-face data collection technique by answering the questions themselves in the classroom environment.

Ethical Consideration

The permission was obtained from the ethics committees of the relevant universities for the implementation of the research (A: Date: 24.10.2018, Number: 59394181-604.01.01-6923; B: Date: 30.11.2018 Number: 8l829502.903/18). Also, informed consent was obtained from university students before data collection forms were applied.

Statistical Analysis

IBM Statistical Package for Social Sciences (SPSS Inc., Chicago, IL) V23 and LISREL V9.3 statistical programs were used to analyze the data. In descriptive statistics, number and percentage, mean ± standard deviation, median (minimum-maximum), Chi-square, t-test, Mann Whitney U test, and Pearson correlation test were used for variables determined by count. Compliance with normal distribution was examined with skewness and kurtosis coefficients and (±2) coefficients. The causal relationship with the structural equation model between the scales and the sub-scales of the scales was tested. Model fit criteria were analyzed with RMSEA (with ≤0.09), PCFI (with ≥0.90), TLI (with ≥0.95), CFI) (with ≥0.90), GFI (with ≥0.90), AGFI (with ≥0.90), PGFI (with ≥0.95) values.[25] The final CFA indicated a good fit between the model and the observed data, with RMSEA=0.089, PCFI=0.637, TLI=0.857, CFI=0.900, GFI=0.915, AGFI=0.864, and PGFI=0.572.

Results

The majority of the university students were female (A: 53.9%; B: 55.6%; $p>0.05$). The results show that the rate of students at university A stating that their income is more than their expenses is higher than the students at university B (A: 31.2%; B: 12.3%; $p<0.05$). The rates of the students who have working experience (A: 14.5%; B: 8.2%; $p<0.05$), of their mothers who have working experience (A: 39.4%; B: 6.9%; $p<0.05$) and father who have working experience (A: 83%; B: 66%; $p<0.05$) were higher at university A than B. It has been determined that students at university A have higher smoking (A: 45%; B: 28.9%) and alcohol consumption habits (A: 53.8%; B: 15.2%) than university B ($p<0.05$). 91.4% of the students at University A and 70.1% of the students at University B stated that they had been in a dating relationship before ($p<0.05$). A statistically significant relationship was found between university A and B about having previously, ongoing dating, domestic violence, and sexual experience ($p<0.05$) (Table 1).

Table 1. Student's Dating Relationship-Related Factors According to Universities

Dating Relationship	A	B	Test **	p
	n (%)	n (%)		
Previously dating				
Yes	554(91.40%)	1328(70.10%)	111.961	0.01
No	52(8.60%)	566(29.90%)		
Ongoing dating				
Yes	321(53%)	926(48.90%)	6.308	0.01
No	284(47%)	968(51.10%)		
Exposure to violence *				
Yes	81(14.20%)	762(55.60%)	282.352	0.01
No	491(85.80%)	608(44.40%)		
Violence against dating *				
Yes	63(11%)	445(32.20%)	94.857	0.01
No	510(89%)	936(67.80%)		

*: missing data. **Chi-Square test

A statistically significant relationship was found between female and male students in terms of their attitudes towards dating violence, egalitarian gender role attitudes ($p<0.001$), self-esteem ($p=0.034$), desired personality traits such as extroverted ($p<0.001$), harmonious ($p<0.001$), responsible ($p=0.001$), and balanced emotional status in favor of females ($p<0.001$) (Table 2).

The students in university A have been found to have more desired attitudes towards dating violence, egalitarian gender role, higher self-esteem ($p<0.001$), be extroverted ($p<0.001$), be responsible ($p<0.001$) and more balanced emotional status ($p=0.002$) (Table 2).

Table 2. Students' Total and Subscale Scores DVAS, GRAS, RSES and FFPI According to Gender and Universities, n=2500

	DVAS						GRAS						RSES	FFPI				
Gender	GV	PV	EV	Ec-V	SV	Total	EGR	FGR	MGR	TGR	MGR	Total	Total	Ext.	Comp.	Res.	EB	Open
	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD
Female	4.5±0.6	4.5±0.6	4.1±0.7	3.9±0.7	4.3±0.7	4.3±0.5	33.4±7.3	29.0±6.1	35.1±5.3	30.1±6.7	24.6±4.7	152.3±23.9	21.5±5.1	3.4±0.7	3.4±0.6	3.7±0.6	3.8±0.6	3.2±0.6
Male	4.3±0.7	4.2±0.8	3.9±0.7	3.6±0.8	4.1±0.8	4±0.6	31.3±7.3	26.5±5.9	32.5±5.9	27.1±6.8	22.8±5.1	140.4±23.6	21.1±5.3	3.3±0.7	3.3±0.5	3.6±0.6	3.6±0.6	3.2±0.6
Test	t=7.195	t=7.949	t=6.462	t=10.378	t=8.184	t=10.696	t=7.189	t=10.123	t=11.192	t=10.947	t=8.895	t=12.451	t=2.117	t=3.774	t=4.707	t=3.191	t=7.267	t=1.658
p	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	0.034	<0.001	<0.001	0.001	<0.001	0.097
Province	Median (min-max)	Median (min-max)	X±SD	X±SD	X±SD	X±SD	Median (min-max)	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD
A	5(1.2-5)	5(1-5)	4.3±0.6	4.1±0.7	4.4±0.7	4.4±0.4	38(8-40)	32.0±6.3	36.3±4.7	32.3±6.7	25.9±4.5	162.1±23.5	21.9±5.3	3.5±0.8	3.4±0.6	3.8±0.6	3.8±0.6	3.3±0.6
B	4.6(1.8-5)	4.6(1-5)	3.9±0.7	3.6±0.7	4.2±0.8	4.1±0.5	33(8-40)	26.6±5.5	33.2±5.8	27.6±6.6	23.1±4.9	142.1±22.8	21.1±5.2	3.3±0.7	3.4±0.5	3.6±0.6	3.7±.6	3.2±0.6
Test	U= 46805.50	U=412646.500	t=12.603	t=13.939	t=7.596	t=14.637	U=375430.500	t=18.664	t=13.139	t=14.963	t=13.320	t=18.612	t=3.410	t=5.479	t=0.688	t=7.620	t=3.144	t=0.696
p	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	≤0.001	0.492	≤0.001	0.002	0.487

X: Mean, SD: Standard Deviation, A: A University. B: B University. t: Independent t test. U: Mann Whitney-U test. DVAS: The Dating Violence Attitude Scale. GRAS: The Gender Roles Attitude Scale. RSES: The Rosenberg Self-esteem Scale. FFPI: The Five-Factor Personality Inventory.GV: General Violence. PV: Physical Violence. EV: Emotional Violence. Ec-V: Economic Violence. SV: Sexual Violence. EGR: Egalitarian Gender Roles. FGR: Female Gender Roles. MGR: Marriage Gender Roles. TGR: Traditional Gender Roles. MGR: Male Gender Roles. Ext.: Extraversion. Comp.: Compatibility. Res.: Responsibility. EB: Emotional Balance. Open: Opennes

The mean age of the students in both universities was significantly correlated with DVAS general violence sub-scale (r=-0.042; p=0.035) sexual violence sub-scale averages (r=-0.041; p=0.041) in a negative direction, and the FFPI openness sub-scale (r=0.044; p=0.027) in a positive direction.

It was found that the greatest impact on dating violence was "physical violence" sub-scale (r=1.076; p<0.001). The Five-Factor Personality Scale scores are in a negative causality in the "openness" (r=-0.098; p=0.019) sub-scale. All of the sub- scales of the GRAS were determined as effective factors in the measurement of the gender role attitudes. The sub-scale that most influenced the gender role was observed to be the "egalitarian" (r=8.398; p<0.001) sub-scale.
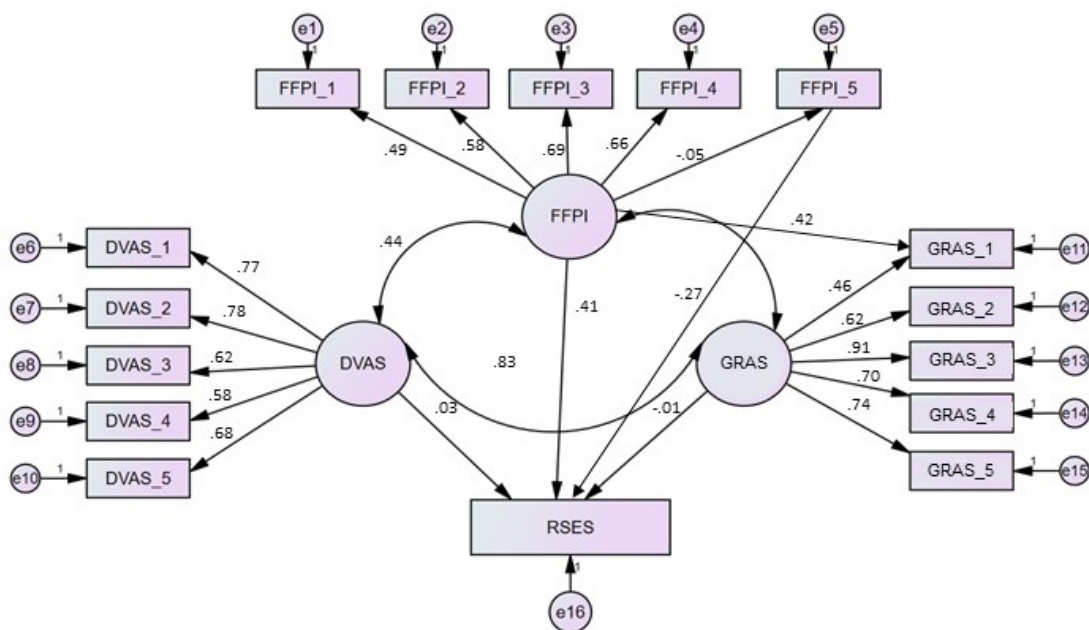
DVAS: Dating Violence Attitude Scale, DVAS_1:general violence, DVAS_2: physical violence, DVAS_3: emotional violence, DVAS_4: economic violence, DVAS_5: sexual violence, GRAS: Social Gender Roles Attitude Scale, GRAS_1: egalitarian gender roles, GRAS_2: female gender roles, GRAS_3: marriage gender roles, GRAS_4: traditional gender roles, GRAS_5: male gender roles, RSES: Rosenberg Self-esteem Scale, FFPI_1: extraversion, FFPI_2: compatibility, FFPI_3: responsibility, FFPI_4: emotional balance, FFPI_5: openness.

Figure 1. Structural equation modeling for DVAS, GRAS, RSES, FFPI

As a result of the structural equation model created to analyze the interactions between scales and sub-scales, modification indices with high adjustment coefficients were applied and FFPI "openness" sub-scale was found to affect RSES score. It was found that increasing the coefficient of fit in the "openness" sub-scale decreased the RSES coefficient of fit. In this case, it

was determined that FFPI "openness" sub-scale and RSES are factors that affect each other, as well as this effect, is not compatible. When the RMSEA value, which is one of the model fit criteria is found as 0.089 and the model was at acceptable values.

When the significance of the regression coefficients was examined, it was determined that the coefficient between RSES and DVAS (p=0.589) and GRAS (p=0.821) were not statistically significant (Table 3), (Figure 1).

Table 3. Relationship between Scales with Structural Equation Model

			Unstandardized beta (%95 CI)	Standart Deviation	C.R.	p	R^2
DVAS_5	<---	DVAS	1				0.680
DVAS_4	<---	DVAS	0.849	0.032	26.154	**<0.001**	0.584
DVAS_3	<---	DVAS	0.857	0.031	27.563	**<0.001**	0.619
DVAS_2	<---	DVAS	1.076	0.032	33.811	**<0.001**	0.784
DVAS_1	<---	DVAS	0.945	0.028	33.239	**<0.001**	0.767
FFPI_1	<---	FFPI	1				0.488
FFPI_2	<---	FFPI	0.932	0.05	18.766	**<0.001**	0.583
FFPI_3	<---	FFPI	1.236	0.061	20.255	**<0.001**	0.691
FFPI_4	<---	FFPI	1.086	0.055	19.912	**<0.001**	0.661
FFPI_5	<---	FFPI	-0.098	0.042	-2.345	**0.019**	-0.055
GRAS_1	<---	GRAS	1				0.463
GRAS_2	<---	GRAS	1.121	0.067	16.762	**<0.001**	0.619
GRAS_3	<---	GRAS	1.528	0.079	19.302	**<0.001**	0.910
GRAS_4	<---	GRAS	1.411	0.094	15.063	**<0.001**	0.698
GRAS_5	<---	GRAS	1.085	0.064	17.048	**<0.001**	0.745
RSES	<---	DVAS	0.247	0.457	0.54	0.589	0.026
RSES	<---	GRAS	-0.016	0.069	-0.226	0.821	-0.010
RSES	<---	FFPI	5.846	0.422	13.84	**<0.001**	0.413
GRAS_1	<---	FFPI	8.398	0.547	15.361	**<0.001**	0.420
RSES	<---	FFPI_5	-2.177	0.142	-15.304	**<0.001**	-0.274
GRAS_4	<---	FFPI	-2.444	0.347	-7.039	**<0.001**	-0.130

DVAS: Dating Violence Attitude Scale, DVAS_1:general violence, DVAS_2: physical violence, DVAS_3: emotional violence, DVAS_4: economic violence, DVAS_5: sexual violence, GRAS: Social Gender Roles Attitude Scale, GRAS_1: egalitarian gender roles, GRAS_2: female gender roles, GRAS_3: marriage gender roles, GRAS_4: traditional gender roles, GRAS_5: male gender roles, RSES: Rosenberg Self-esteem Scale,

FFPI_1: extraversion, FFPI_2: compatibility, FFPI_3: responsibility, FFPI_4: emotional balance, FFPI_5: openness.

Discussion

This study was conducted to evaluate the relationship between the dating violence attitudes, gender attitudes, self-esteem and personality traits of university students in two different regions of Türkiye. There are many factors such as age, gender, educational status, income status, place of residence, education levels and working status of parents, gender role attitude, self-esteem, personality traits that affect attitudes of individuals towards dating violence and exposure to dating violence.[2,6]

According to the recent studies on dating violence among youth, it is emphasized that gender has an important role determining dating violence attitudes, and the stated in their study that men accept violence more than women.[8,9] Supportively in this study, it was found that female students had more desired dating violence attitudes and more egalitarian gender role attitudes than male students (p<0.001). A different study found similar results (Z=-9.423; p=0.001).[6] Attitudes towards the gender roles of society are affected by culture, norms, and values.[26] The dominance and protection of the patriarchal structure, which might be an effect of the traditional Islamic cultural features that prevailed in Turkish society, causes the traditional gender roles in men to be supported.[17] In this study, it has been determined that male and female students at university A have a less supportive attitude towards dating violence and more egalitarian attitude towards gender roles than male and female students at university B.

In this study, it was found that female students had higher self-esteem than males (p=0.034). In a study conductued which 809 adolescents were compared in terms of self-esteem and socioeconomic status, there was a statistically significant and but a weak relationship between gender and self-esteem (r=.11; p<.01).[15] In this study, when the personality traits of the students are examined, it is determined that men have a more harmonious, responsible, open to innovations and a balanced emotional state compared to women. It is thought that the reason for this may be related to factors such as patriarchal structure, men's desire to leave the family, changes in friendship relations and personal decision making.

It was determined that students in university A have a less supportive attitude towards dating violence, more egalitarian attitude towards gender (p<0.001), higher self-esteem (p=0.001)

and more extroverted personality trait (p<0.001) than those in B. This situation may have a direct relationship with the cultural, socio-economic structure and norms of the society. 51.8% of the students in B and 18.8% of those in A stated that their income is less than their expenses. It has been stated in a study that low socioeconomic status and the fact that women mostly work in unpaid jobs can lead to unequal attitudes towards gender roles that support dating violence, low self-esteem and more negative personality traits.[2,6,27] This suggests that this difference concerning the provinces may be related to the cultural structure as well as the socio-economic status.

In this study, physical violence was found to be the most effective factor in DVAS's total score. Among other types of violence in society, "physical violence" is perceived as violence the most and there is low awareness of emotional, economic or sexual violence, which is one of the other types of violence.[9] In this study, the most influential sub-scale on GRAS total score was determined as the "egalitarian" sub-scale. This result also supports that young people generally adopt the necessity of their attitudes towards gender, the roles imposed by women and men on society should be egalitarian roles rather than traditional roles.[12]

In this study, although a weak correlation was found between RSES and DVAS scores, no statistically significant relationship was found (r=0.03). However, in the study of Sezer and Sumbas (2018), it was found that the violence acceptance levels ($\bar{X} = 16.50$) of students with moderate self-esteem levels were significantly higher than those of the youth with high self-esteem levels ($\bar{X} = 15.33$).[8] Individuals with low self-esteem can accept and continue to live with this situation instead of preventing violence, stopping or resolving the violence experienced and because they have difficulty in controlling emotions, they can also see violence as a solution in the face of problems.[28] In the study conducted with university students, a weak relationship (r=0.015) was found between female self-esteem and gender attitudes, while no significant relationship was found in men (r = -0.096).[6] In this study, no significant relation was found between FFPI and DVAS, GRAS (r =-0.01).

Conclusion and Recommendations

It was determined that female students in both universities had a more positive attitude towards dating violence and gender roles and had a higher self-esteem than males. It has been determined that men have a more harmonious, responsible, open and balanced mood than women. In this study, it was determined that students who stated that they were exposed to dating violence

did not support dating violence and had an egalitarian gender role. It is recommended to develop educational programs in order to reduce dating violence, increase self-confidence, and develop egalitarian gender attitudes and positive personality traits in university students. Furthermore, it is recommended to compare the factors that may be related to these variables between cities and universities and to make international comparisons with meta-analyzes.

Conflict of Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Contrubution of Author(s)

FT, DG, RTD: Conceptualization and desing, Data collection, Data analysis, Methodology, Visualization, Writing- Reviewing and Editing.

EÖ, CA, CY: Data collection, Data analysis, Writing- Reviewing and Editing.

Limitations

This research was conducted with women who married at an early and adult age living in Ankara and Kars. It can only be generalized to Ankara and Kars province.

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