



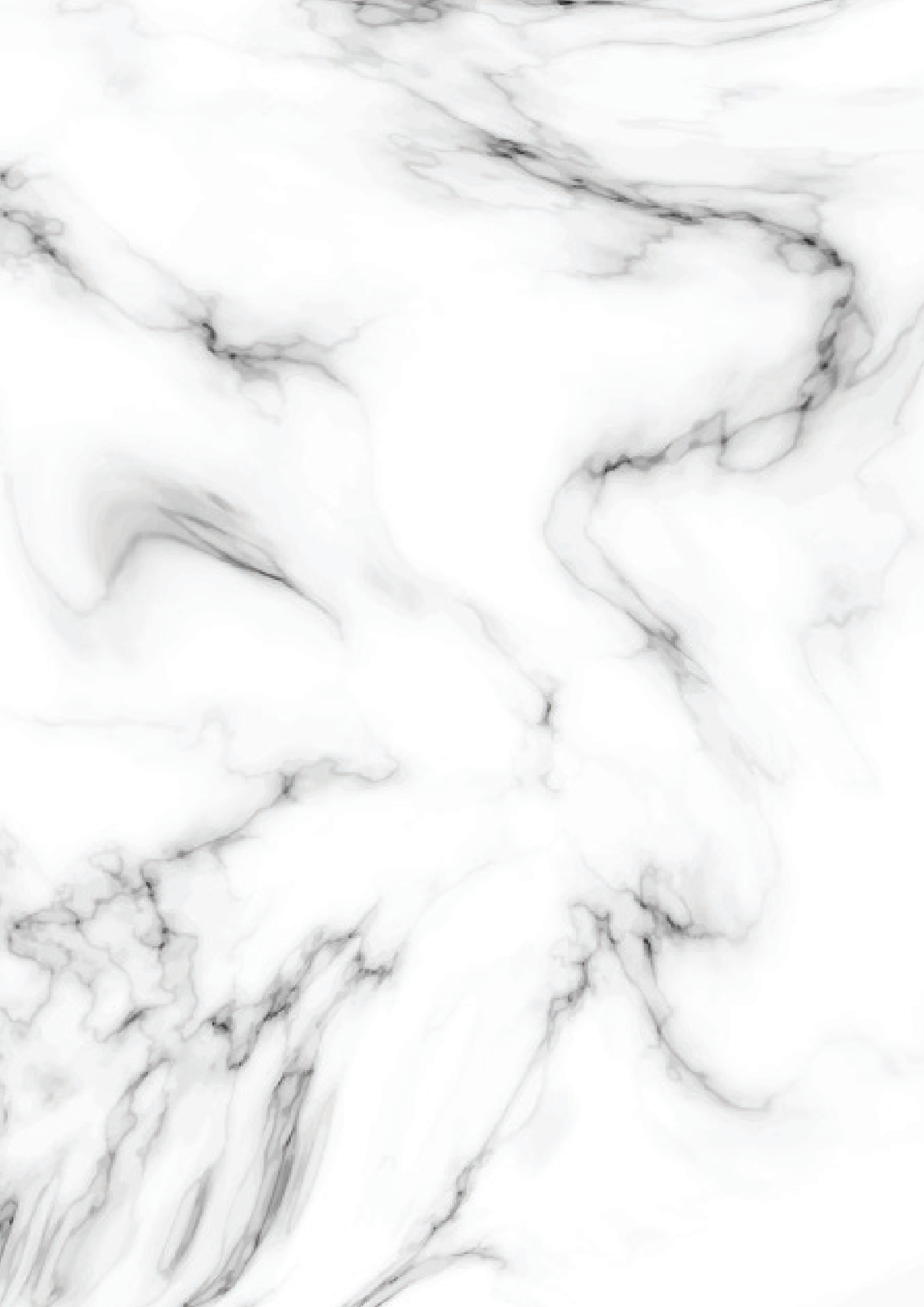
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ABOUT

Turkish Journal of Applied Social Work is an international refereed journal. The journal started its publication life in 2018. The present scientific journal is published in December and June, with two issues per year. The working languages of the journal are English and German. *Turkish Journal of Applied Social Work* is meeting the academic community with the first issue in December, 2018 and the processes

required to be screened in many indexes have already started. Our journal, which is the first academic Social Work Journal in Turkey operating in foreign languages (English and German), is planning to have a new lease on social work and expects the support of the authors.

Any publications which can contribute to the development of the social work academic field and the related areas are welcome to our journal.

AIM

Turkish Journal of Applied Social Work started its publication life in 2018. This journal has embarked on the Open Access Policy with the idea that scientific information produced by academics, professionals, and others can be accessed by anyone, both locally and internationally, without any limitation.

SCOPE

Any publications which can contribute to the development of the social work academic field and the related areas are welcome to our journal. Academic studies which were carried out by academicians from social work field, social workers, social work undergraduate and graduate students, professionals from different professions working in the field of social work, and other academic units with social work on mind are the scope of this journal.

PUBLICATION POLICIES

Turkish Journal of Applied Social Work is an international refereed journal that adopts double-blind peer-review process. Editorial board of our journal follows Editorial Policy of the Council of Scientific Committee.

PUBLICATION PERIOD

Our journal is published twice a year in June and December.

Publications are made from the following areas, which will contribute to the development of social work discipline and contribute to the literature:

Other disciplines assessed in relation to Social Work, Sociology, Medicine, Psychology, Psychological Counseling and Guidance, Human Rights, Social Policy, Philosophy, Law, Economics, Health Management, Nursing, Physiotherapy, Gerontology, Geriatrics, Child Development, Special Education.

EDİTÖRLERDEN

TR

Türk Uygulamalı Sosyal Hizmet Dergisi, Türkiye’de sosyal hizmet alanında yalnızca İngilizce ve Almanca dillerinde yayın yapan ilk akademik dergidir. Dergimiz, Editör Kurulu başta olmak üzere gönüllü pek çok akademisyen tarafından büyük emekler harcanarak yayın hayatına devam etmektedir. Dergimizin Danışma Kuruluna Türkiye’den akademisyenlerin yanı sıra İngiltere, ABD, Avustralya, İsveç, Almanya, Portekiz, Romanya, Polonya, Çekya, Bosna Hersek, Letonya ve Slovenya’dan akademisyen ve araştırmacılar katkı vermektedir. 2018 yılından beri düzenli olarak yılda 2 sayı olarak çıkmakta olan Dergimiz, istikrarlı bir şekilde gelişimini sürdürmektedir. 2020 yılına girmek üzere olduğumuz şu günlerde Dergimizin 3. sayısını siz değerli okurlarımızla buluşturuyoruz. Bu sayımızda; mevsimlik tarım işçiliği ve makro sosyal hizmet uygulaması konulu makalesi ile Prof. Dr. Zeynep Şimşek, özel eğitim gereksinimi bulunan çocuğa sahip ailelerle ilgili makaleleri ile Dr. Hülya Aksakal Kuc, Dr. Fikri Keleşoğlu ve Mehmet Atasayar, mahkeme çevirmenlerinin sınırlı yeterliliklerini konu alan çalışmasıyla Dr. Fatih Şimşek, eşi ve eski eşi tarafından öldürülen kadınları konu alan çalışmalarıyla Hülya Aksakal Kuc ve Özden Güneş, öfke ve sosyal paylaşım konusunu ilişkilendiren makaleleriyle Dr. Fikri Keleşoğlu, Dr. Hülya Aksakal Kuc ve Mehmet Atasayar, otizmlili çocuğu bulunan ailelerle ilgili çalışmalarıyla Dr. Talip Yiğit ve Dr. Aslıhan Akman Nişancı, engelli bireylere yönelik yaşam koçluğu temalı makaleleriyle Prof. Dr. Zafer Danış ve Murat Akbulut, insan hakları temelli sosyal hizmet konulu çalışmasıyla Dr. Umut Yanardağ, okul sosyal hizmeti odağındaki çalışmalarıyla Doç. Dr. Taner Artan ve Zeynep Işık, infaz koruma memurlarıyla ilgili çalışmalarıyla Dr. Özden Güneş ve Ayşe Aslan, boşanmanın kadınlar üzerindeki etkisi temalı makaleleriyle Dr. Hülya Aksakal Kuc, Dr. F. Firdevs Adam Karduz ve Tuğşat Ercan dergimize katkı vermişlerdir. Tüm yazarlarımıza ve bu sayıda görev alan hakemlerimize içtenlikle teşekkür ediyoruz. Üçüncü sayımızı dolu dolu 11 makale ile sizlere sunuyor olmanın gururunu yaşıyor ve Editör Kurulu, Yayın Kurulu ve Danışma Kurulumuz başta olmak üzere Dergimize katkı vermeyi kabul eden tüm akademisyenlere sonsuz teşekkürlerimizi sunuyoruz.

**PROF. DR. MEHMET ZAFER DANIŞ
DR. ÖĞRETİM ÜYESİ ÖZDEN GÜNEŞ**



FROM EDITOR(S)

EN

Turkish Journal of Applied Social Work is the first academic journal published in only English and German languages in Turkey in the field of social work. The journal continues its publication life with great efforts of many volunteer academicians, especially the Editorial Board. Academicians and researchers from Turkey as well as from the United Kingdom, the USA, Australia, Sweden, Germany, Portugal, Romania, Poland and the Czechia, Bosnia and Herzegovina, Latvia and Slovenia contribute to the Advisory Board of the journal. The journal has been regularly published two issues since 2018 and continues its development steadily. We present the 3rd issue of the journal to our distinguished readers as we enter the new year. In this issue, Prof. Dr. Zeynep Şimşek has authored the article on seasonal agricultural labour and macro social work application. Dr. Hülya Aksakal Kuc, Dr. Fikri Keleşoğlu and Mehmet Atasayar have written the article on the families of special needs children. Dr. Fatih Şimşek has authored the article on the limited competences of the court interpreters. Hülya Aksakal Kuc and Özden Güneş have presented their studies on the women murdered by their husbands or ex-husbands. Dr. Fikri Keleşoğlu, Dr. Hülya Aksakal Kuc and Mehmet Atasayar have authored the article associating anger with social sharing. Dr. Talip Yiğit and Dr. Aslıhan Akman Nişancı have written the article on the families of autistic children. Prof. Dr. Zafer Daniş and Murat Akbulut have presented their study on the life coaching oriented towards disabled individuals. Dr. Umut Yanardağ has contributed to this issue with the study on social work based on human rights. Assoc. Prof. Dr. Taner Artan and Zeynep Işık have authored the article focusing on the school social work. Dr. Özden Güneş and Ayşe Aslan have presented their article on the correction officers. Dr. Hülya Aksakal Kuc, Dr. F. Firdevs Adam Karduz and Tuğşat Ercan have contributed to this issue with their article on the effects of divorce on women. I would like to extend my sincere gratitude to all the authors and reviews in this issue of the journal. We are proud to present you 11 scientific articles in the third issue of the journal. We would like to extend our endless thanks to the all academicians, especially Editorial Board, Publication Board and the Advisory Board for accepting to contribute to the journal.

**PROF. DR. MEHMET ZAFER DANIŞ
ASST. PROF. DR. ÖZDEN GÜNEŞ**

ANMERKUNG DES HERAUSGEBERS

DE

Turkish Journal of Applied Social Work ist die erste wissenschaftliche Zeitschrift für Soziale Arbeit, in der wissenschaftliche Artikel auch in deutscher und englischer Sprache in der Türkei veröffentlicht werden. Die Veröffentlichung unserer Zeitschrift verdanken wir dem Einsatz der Herausgeber/-innen und insbesondere der freiwilligen Wissenschaftler/-innen ein. Der wissenschaftliche Beirat wird von Wissenschaftler/-innen und Forscher/-innen aus der Türkei, Großbritannien, den USA, Australien, Schweden, Deutschland, Portugal, Rumänien, Polen, Tschechien, Bosnien und Herzegowina, Lettland und Slowenien unterstützt. Unsere wissenschaftliche Zeitschrift wird seit 2018 zwei Mal im Jahr veröffentlicht. In den letzten Tagen vor 2020 veröffentlichen wir die dritte Ausgabe. In dieser Ausgabe erschienen die wissenschaftlichen Artikel von Prof. Dr. Zeynep Şimşek über Saisonarbeitskräfte in der Landwirtschaft und die Praxis der Makroebene der Sozialen Arbeit; von Dr. Hülya Aksakal Kuc, Dr. Fikri Keleşoğlu und Mehmet Atasayar über Familien mit Kindern mit besonderen pädagogischen Bedürfnissen; von Dr. Fatih Şimşek über die beschränkte Kompetenz der Gerichtsdolmetscher/-Übersetzer; von Dr. Hülya Aksakal Kuc und Dr. Özden Güneş über Frauenmorde, die von ihren (Ex-) Partnern begangen wurden; von Dr. Fikri Keleşoğlu, Dr. Hülya Aksakal Kuc und Mehmet Atasayar über den Zusammenhang zwischen Nervosität und Social Sharing; von Dr. Talip Yiğit und Dr. Aslihan Akman Nişancı über Familien mit autistischen Kindern; von Prof. Dr. Zafer Daniş und Murat Akbulut über Life-Coaching für Behinderte; von Dr. Umut Yanardağ über das Konzept der Sozialen Arbeit mit Menschenrechten; von Dozent Dr. Taner Artan und Zeynep Işık über die Grundschulen in Hinsicht der Sozialen Arbeit; von Dr. Özden Güneş und Ayşe Aslan über den Zusammenhang zwischen beruflicher Zufriedenheit und dem Burnout-Niveau von Justizvollzugsbeamten; von Dr. Hülya Aksakal Kuc, Dr. F. Firdevs, Adam Karduz und Tuğşat Ercan über die Auswirkungen der Scheidung auf Frauen. Wir bedanken uns herzlich bei unseren Autoren und bei unserem Beirat, für Ihre tatkräftige Mitarbeit. Wir sind sehr froh, dass wir in der dritten Ausgabe 11 Artikel veröffentlichen konnten und bedanken uns herzlich bei unserem Redaktionsbeirat, bei dem wissenschaftlichen Beirat und bei den Wissenschaftler/-innen für ihre Unterstützung.

**PROF. DR. MEHMET ZAFER DANIŞ
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THE EVALUATION OF LIFE COACHING MODEL IN THE LIFE OF DISABLED INDIVIDUALS IN TERMS OF FATHER FIGURE

ENGELLİ BİREYLERİN HAYATINDA YAŞAM KOÇLUĞU MODELİNİN BABA FİĞÜRÜ AÇISINDAN DEĞERLENDİRİLMESİ

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Review Article

ABSTRACT

The responsibilities of disabled children, such as care, education and health, are usually undertaken by the mothers. The main functions of life coaching are motivating the individual, increasing her/his self-esteem and guiding the disabled individual towards the defined targets. The involvement of the father in the development of the children contributes positively to the cognitive, emotional, educational, psychological and social development in the child. The life coaching function of the father figure helps the generalization of skills acquired during the rehabilitation process and strengthens the interaction between father and children. The life coach father figure, encouraging the disabled child to use her/his skills in the family and social life, facilitates the adaptation of the child to social life. Sharing the responsibilities of the disabled child between the parents contributes positively to the process of providing, protecting and developing the psychological and social well-being of the mother as well as the other family members. This study aims to evaluate the father figure in the development of the disabled individual within the framework of the life coaching model.

Keywords: Children with disabilities, life coaching, father involvement, parental responsibilities, interdisciplinary approach.

ÖZ

Engelli çocuğun bakım, eğitim, sağlık durumu gibi sorumlulukları genellikle anne tarafından yapılmaktadır. Yaşam koçluğunun temel işlevleri; bireyi harekete geçirmek, öz güvenini arttırmak ve belirlenen hedefe ulaşmasında rehberlik etmektir. Çocuğun gelişiminde baba katılımı; çocukta bilişsel, duygusal, eğitsel, psikolojik ve sosyal gelişim alanlarına olumlu katkı sağlamaktadır. Baba figürünün yaşam koçluğu işlevi; engelli bireyin rehabilitasyon sürecinde kazandığı becerileri yaşamının her alanına genellemesine yardımcı olmakta ve baba ile çocuk arasındaki etkileşimi güçlendirmektedir. Engelli çocuğun aile içinde ve sosyal hayatta becerilerini kullanma sürecinde onu cesaretlendiren yaşam koçu baba figürü, çocuğun sosyal hayata adaptasyonunu kolaylaştırmaktadır. Engelli çocuğun sorumluluklarının ebeveynler arasında paylaşılması anne ile birlikte diğer aile üyelerinin psikolojik ve sosyal iyilik halinin sağlanması, korunması ve geliştirilmesi sürecine pozitif katkı sağlamaktadır. Bu çalışmada; engelli bireyin gelişiminde baba figürü, yaşam koçluğu modeli açısından değerlendirilmeye çalışılacaktır.

Anahtar Sözcükler: Engelli çocuk, yaşam koçluğu, baba katılımı, ebeveyn sorumlulukları, disiplinler arası yaklaşım.

INTRODUCTION

The fundamental aim of the family institution in all cultures in the world is to provide the spiritual, physical and social needs of the individuals (Arıkan, 2011: 31). The traditional family structure in Turkey assigns the father figure the responsibility of providing for the family as the fundamental task. The mother, on the other hand, is responsible from taking care of the children and the housekeeping (Atmaca Koçak, 2004: 5) The mothers are regarded as the primarily responsible parent for the care, education, etc., of the children. The scientific studies have focused on the mother-child relationship in the development of children.

THE EVALUATION OF LIFE COACHING MODEL IN THE LIFE OF DISABLED INDIVIDUALS IN TERMS OF FATHER FIGURE

Since the 1980s, especially with the increase in the number of women participating in the labor force, the increasing number of divorce rates, the changes taking place in the social life and the increasing number of scientific studies revealing the positive effects of fathers in the development of children have led to the perception that the parenthood is not at the sole responsibility of mother (Taşkın, 2011: 43-44). Fathers have important contributions to the development of children, differently from mothers. With the active participation of the father figure to the life of children, the children are observed to have psychological compatibility, higher academic success, and development in the positive peer relations and social skills. The main elements of father participation are the direct contact with the children, accessibility and responsibility. Motivation, confidence, social support and institutional applications are the factors affecting the participation of father (Lamb, 1987; Radin, 1994; Lamb, 2002; cited in Atmaca Koçak, 2004: 6-7).

Each new individual participating in the family leads to some changes in the family system, which in turn changes the anxiety and stress levels of parents. The expectation of parents is to have a child with normal developmental progress. The inability of the new member of the family to have normal developmental progress increases the level of stress and anxiety of parents. Having a child with disabilities lays unexpected burdens on the parents related to the education, health and care of their child (Sivrikaya and Çiftçi Tekinarslan, 2013: 18). The necessity of family members to take responsibilities differently from their expectations related to the ideal children understanding of the society leads to confusion and conflict of roles (Altuğ Özsoy et al., 2006: 70). In Turkey, the care of the child with disabilities is usually regarded as the responsibility of the mother, in conformity with the traditional family model. The child needs educational, medical, social, academic and cognitive support, within the framework of her/his disability type. Father figure rather assumes the role of financially supporting the care and other support services for the child with disabilities. However, having a child with disabilities requires not only the mother but also the father to assume new responsibilities in the family. These responsibilities change depending on the type of the developmental or physical disability of the child. As in the child with normal developmental process, when the father of a child with disabilities fulfils his role and functions in the life of the child; the social, academic, cognitive, psychological and sexual development of the child increase (Ecerar, 2015: 260). However, for the father to uncover the optimal potential development of the child, he needs to assume the responsibility of life coaching. This need arises in line with the special needs of the child. This study focuses on the difficulties faced with the participation of a child with disabilities in the family, the responsibilities of the father in the development of the individual with disabilities, the life coaching model and the things fathers of children with disabilities can do as life coaches.

1. The Difficulties the Families of Children with Disabilities Face

The participation of a child with different developmental progress into the family requires the restructuring of the internal system of the family, and this, in turn, creates problems in the internal balance of the family as well as the in the relationships the family has established with the society. The type of the disability the children have and the effects of the disability on the children, the social support systems of the family, demographic and economic characteristics of the family as well as the level of communication in the family determine the magnitude of the problems family faces (Ecerar, 2015: 260). The participation of a child with disabilities in the family creates an emotional reaction in other family members. Several models are used in explaining the emotional reaction of the family members (Çetinkaya, 1997; Doğan, 2001; cited in Sarihan, 2007: 14). The stage model is usually used in explaining the emotional reactions of the family members. Stage model explains the adaptation process starting with the shock response of the parents when they learn the disability diagnosis of the child and continuing with the acceptance (Karpaz and Girli, 2012: 70). Parents show the shock response involving symptoms such as crying, feeling lonely, desperation when they learn the diagnosis of the child with disabilities. The second stage involves the denial of the diagnosis by parents due to the uncertainty in the situation of their child. They may consult to different specialists to prove that the diagnosis is wrong or non-existent (Darıca, Abdioğlu and Gümüşçü, 2005: 147). After the shock and denial stages, the family moves to the recognition of the disability type of the child and bargaining states. The parents consult to different specialists to eliminate the diagnosis of the child (Okanlı et al., 2004: 3). Depression and anger are usually observed in parents during this stage. At this stage, parents may have anger towards each other, health care personnel or transcendental power. Parents blame themselves for the diagnosis. Mothers especially feel guilty due to the diagnosis. Guilt and anger can turn into depression in time. Parents (especially the fathers) may avoid being seen together with their children with disabilities in the society and may feel ashamed when seen together (Duran, 2014: 18). At the final stage, the family accepts the diagnosis of the child and tries to find ways to include the child in their life. The family starts to research the ways of development of the child

** These Centers provide that; protective, preventive, supportive, developmental services and guidance and counseling services to children, young people, women, men, disabled people, elderly people, martyrs, veterans and their families.

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with disabilities after acceptance (Okanlı et al., 2004: 4). Educational, therapeutic and social support activities should be carried out starting as earlier as possible especially for the children with the different developmental process. The acceleration of the adaptation process starting with the shock of the family and ending with the acceptance of the diagnosis is of paramount importance for the best interests of the children with disabilities. Social work profession and social workers have important tasks at this point (Danış, 2001: 78).

Parents of the child with disabilities should plan the daily activities and leisure activities of their child. Mother usually carries out this responsibility alone. However, this situation deteriorates family relations and creates problems between parents (Özşenol et al., 2003: 157). Psychological, emotional, educational, economic, recreational and social problems are faced in the families of the individuals with disabilities. Especially the parent taking responsibility for the care of the child with disabilities face serious limitations when participating in social activities. The biggest concern of the parents is about the future of their child with disabilities, who is not self-sufficient, after the death of parents (Işıkhan, 2005: 3-4). The socialization process of the child's mother varies depending on the level of the child's dependence on the mother. The family member with disabilities causes changes in the relationships with the external system the family has established. The sociological fieldwork of Güllüpinar (2013: 60) on the individuals with mental disabilities and their family structure has revealed that the life of family members has become more difficult due to a limitedness in the social relations network of families with a member with disabilities as well as the insufficiency of the social institutions and the existing institutions. The presence of a child with disabilities in the family affects the siblings, as well. Apart from the studies revealing the negative effect of having a sibling with disabilities on the individual, there are also studies reporting no difference or positive contributions, as well. The studies reporting negative effects have focused on the negligence of parents while the studies reporting positive contributions have focused on having a playmate, as well as the development of emotions such as compassion and empathy in the individual (Gözün Kahraman and Karadayı, 2015: 2). The problems faced in the acceptance of individuals with disabilities by society is the most important factor hindering the participation of the families in social life together with their children with disabilities. The stigmatization of individuals with disabilities as well as a different treatment towards them has made the life of the individual as well as her/his family more difficult. The developmental potentials of individuals with disabilities haven't been revealed at the optimum level due to these negative perceptions (Zastrow, 2013: 735). Especially the father of the child with disabilities feels ashamed of being seen together with the child with disabilities in social settings due to this non-acceptance by society. The disability perception of society affects the relationship between the father and his child with disabilities.

1.1. Literature Review

Kaçan Softa (2013: 597) has conducted a quantitative study focusing on the depression levels of the parents of children with disabilities and has found that the depression levels of the mothers were higher than the depression levels of the fathers. Deniz et al., (2009: 964) has conducted a quantitative study focusing on the state-trait anxiety and life satisfaction of the parents of children with disabilities and has identified that the state-trait anxiety of mothers is higher than that of fathers, and the life satisfaction scores of fathers have been found to be higher than that of mothers. In Daşbaşı's (2013: 113) study conducted with the participation of 12 individuals having impaired hearing and their families, all of the mothers have stated that they took the whole responsibility of their children having impaired hearing and received no support from their spouses. Deniz et al., (2008: 550) has found the trait anxiety level in most of the 51 mothers of children with disabilities participating in the study. Danış (2006: 105) has conducted a study with the participation of mothers of 146 children with mental disabilities and has identified that mothers took more responsibility than fathers for the care of the children with disabilities. Karpat and Girli (2012: 79) has studied the mourning reaction of the parents of children with disabilities diagnosed with common development disorder and has founded that the mothers mourn more than the fathers due to the diagnosis. The child means new responsibilities for the parents. The child with disabilities changes the balance in the family and her/his situation requires that parents take more responsibility. The mothers often take alone the responsibility of their children with disabilities. Due to this responsibility, their depression and anxiety levels increase and their life satisfaction decreases. The mothers of children with disabilities have more depression and stress (Akgün and Gökçearslan Çiftçi, 2010: 32). The development of the child in the inability areas decreases when the father figure doesn't take enough responsibility in the development of a child with disabilities. This situation, in turn, negatively affects the psychological and social well-being of the mother. Parents must share the responsibility of their child with disabilities in conformity with their parental roles and increase the communication channels in the family. Parents should be made aware of this situation, if necessary by an expert, by using their internal resources.

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2. The Responsibilities of Parents in the Development of Child with Disabilities

The care and responsibilities of a child with disabilities should be shared between parents for a healthy family function. This section provides a literature review regarding the role sharing of the parents of children with disabilities, the problems families encounter, the rehabilitation of the children with disabilities in the families in which the responsibility of the children is fulfilled.

Oğultürk (2012: 143) has conducted a study focusing on the factors affecting the functionality of families of children with mental disabilities, by employing the scanning model, with the participation of 131 families. The families have scored 2 points above the average in the seven subscales in the family assessment scale. This result indicates that families don't have a healthy structure. 84.7 per cent of the mothers and 45.6 per cent of the fathers have been found to have psychological difficulties. Aslanoğlu (2004: 103) has studied the domestic relations of parents of children with disabilities with the participation of 258 parents (129 mothers and 129 fathers), and found that the family functions were healthy and this situation has been found not to differentiate depending on the disability type. The fathers were found to be healthier than the mothers in all family function dimensions (communication, role realization, behavior control, problem-solving, showing interest, ability to give an emotional reaction and general functions). This finding indicates that the mothers have taken more responsibility in raising the children with disabilities and this has affected their psychology negatively. Sarihan (2007: 152-153) has studied the relationship between the perception of family functions of married mothers of children with disabilities and their loneliness levels. The research sample included 100 mothers of children with disabilities aged 6-14 and 100 mothers of children aged 6-14 with normal developmental progress. A significant difference between the scores the mothers get in the roles subscale in the family assessment scale has been identified according to the emotions mothers have felt when they learned about the disability of their children. Kurt (2010: 61), has studied the burnout level of mothers of children with mental disabilities and has found that family support is the second most important factor predicting the burnout in the mothers. The probability of burnout in mothers of children with mental disabilities decreases if mothers receive enough social support from their spouses. The mothers become lonely in overcoming the problems when they cannot share their problems, emotions and opinions about the responsibilities of their children with disabilities.

Children with disabilities bring about care responsibility in the family. The difficulty level of care depends on the type and the severity of the disability. Coşkun (2013: 44) has identified the care burden of families of children with physical disabilities as moderate to severe levels. Caring for the individual with disabilities causes the caregiver to have depression and anxiety. Bayraktar (2015: 60) has studied the depression and anxiety situation of parents of children with physical and mental disabilities with the participation of 181 parents of children with disabilities and 181 parents of children with normal developmental progress. The levels of depression and anxiety of the parents of children with disabilities were found to be higher than the parents of children with normal developmental progress. It was found that the mothers were taking more care of the children in the families of children with disabilities while the fathers were taking more care of the children in the families with a healthy child. It was revealed that the separation rate of spouses in the families of children with normal developmental progress was 10.5 per cent while the same rate was 22.1 in the families with children with disabilities. Sungur (2002: 177) has found that the depression level of the parents of autistic children was higher than the parents with healthy children. One of the most important problems parents face is the anxiety they have for their children with disabilities. Özşenol et al. (2003: 158) has studied the family functions of the families of children with disabilities and found that the 68.8 per cent of the mothers and 65.2 per cent of the fathers in the sample group had anxiety over the care of their children after their own death. Temel (2015: 140) has analyzed the family burnout and psychological resilience of the families with or without disabled children and found that the parents of disabled children experienced more future anxiety than the parents without a child with disabilities.

The participation of a child with disabilities in the family causes an increase in the expenses in areas such as care, education, the health of the child and this, in turn, cause economic problems in the family. The mothers of children with disabilities usually leave work life. The findings of the studies on the families of children with disabilities support this situation. Özşenol et al. (2003: 158) has found that 77.6 per cent of mothers, Lüle (2008: 58) has found that 100 per cent of the mothers, Aktürk (2012: 40) has found that 84 per cent of the mothers and Canarşlan (2014:100) has found that 88.3 per cent of the mothers in their samples are housewives, inter alia. These data are supported by several studies. The non-employment of the mother creates economic problems in the family. In this case, the families with of children with severe disabilities (must be documented with a health committee report) should be given disabled child or individual care fee, if the family income status is below a level or other specified conditions are met. However, the costs depending on the disability type of the individual

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has make the disabled-care fee controversial. Another important problem families face is the health condition of their children with disabilities. Medical intervention is often required for the individual with disabilities. Bahçivanoğlu Yazıcı (2009: 122) has studied the development of individuals with severe disabilities in a qualitative study participated by 29 mothers and has found that two-thirds of the children had been operated.

Families of children with disabilities face various difficulties. Lüle (2008: 65) has investigated the problems faced by poor families of children with disabilities with the participation of 76 mothers, and has found that 68.4 per cent of the families experienced a decrease in their family income with the participation of child with disabilities, the mental health of 68.4 per cent of the families affected negatively, and 46.1 per cent of the families experienced problems in the domestic relations. Lafçı et al. (2014: 723) has investigated the problems faced by the parents of children with mental disabilities and found that 40 per cent of the families were uncomfortable with the perspective of society towards the disability, 67.3 per cent of the families were anxious about the future of their children, 52.7 per cent of the families had problems in communicating with their spouses, 49.1 per cent of the families had no social support from their circles, 63.6 of the families were unable to take enough care for their other children, and 43.6 per cent of the families faced additional costs due to their children with mental disabilities. The majority of parents of children with disabilities experience psychosocial problems. These problems affect the relationship between the father and the child with disabilities. The interaction between the father and child with disabilities is significant for the development areas of the child.

3. The Father Involvement in the Development of Child with Disabilities

Family protects the mental and physical health of the individuals. Family institution protects the mental and physical health of individuals if it functions properly. Specialization Commission Report (1994: 13) defines the fundamental functions of the family as ensuring the continuity of generations, raising children, giving the members love and discipline and providing a developmental and supportive environment. In Turkish society, the roles of mothers are determined as caring for the children, raising them and managing the housekeeping. Fathers are expected to be breadwinner, to protect the family and to build relationships between the family and other people (Zeybekoğlu, 2013: 299). However, this state of affairs is changing nowadays. The participation of women into the labour force and the prevalence of gender equality idea have caused fathers to play a more active role in raising the children. However, the majority of mothers of children with disabilities cannot participate in professional life. The children with disabilities bring new obligations in various areas such as education, health, etc. for the family. Fathers work more to meet these costs. This, in turn, limits the time fathers spend time with their children. However, what is more important than the time limitations is that the time spent in interacting with the children should be qualified (Şahin and Demiriz, 2014: 275). Fathers, especially in families of children with severe disabilities, stay away from participation by using the workload as an excuse. However, fathers should play an active role in the developmental areas of their children with disabilities.

For children to grow up healthy in both psychological and social aspects, she/he should interact with the father figure, as well as the mother. The child, having qualified interaction with both parents, receive attention, love and care from two different sources. The number of people the child takes as role model increases (Taşkın, 2011: 46). The attitude of parents is effective in her/his problem-solving skills as well in other development areas. The problem-solving skills depend on the encouragement of children by parents. Arı and Şecer (2003: 14) has found that the problem-solving skills of children raised in families with strict discipline is lower than the children raised in families with democratic attitudes. Tezel-Şahin and Özyürek (2008: 409) have studied the parental attitudes in raising the children aged 5-6, and have found that mothers have more democratic attitudes than fathers. This situation indicates that the traditional patterns of genders have been perpetuated in taking responsibility of children.

The father participation significantly contributes to the mental, emotional, social and sexual development areas of children. Besides, father participation increases the academic success of children and plays a significant role in the cognitive development of children, as well. Educational support and active participation of the father to the education processes are necessary for the development of cognitive as well as analytical skills, the verbal intelligence and academic development of children with disabilities. At this point, the participation of father in the education activities of child gains importance. Allen and Dally (2002; cited in Tezel-Şahin and Özyürek 2009: 32) have found that the children developed positive attitudes towards school when their fathers participated in their educational activities. The children were observed to make more

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effort to increase academic success and to participate in social activities. The characteristics of children with developmental disabilities influence the relationship the father establish with the children. For instance, the passive attitude of a child with down syndrome in starting an interaction may cause the father to lead the child. If the functional behaviors of the child with disabilities are below the expectations, the parents may become more controlling, more directive and more warning. The appropriate responses of fathers in interacting with their children with disabilities contribute to the development of children as much as the educational support given by specialists (Küçükler, Bakkaloğlu and Sucuoğlu, 2001: 63-64).

The social development of the child is formed in the preschool period. The quality of the interaction between child and father in the preschool period is important. The children with disabilities should be expected to meet the expectations taking the age and developmental characteristics. Children prepare for social acceptance with the trust received from the family. Children securely attached to their fathers are more social (Kandır and Alpan, 2008: 34-37). Secure attachment problems in the father-child interactions are experienced in the childhood period of children with disabilities who face insufficiency in social areas. Fathers have a disciplinary effect on their children with disabilities. Compared to mothers, the disciplinary and educational effect of the fathers comes into prominence with the growth of children (Bronstein, 1988; cited in Kuzucu, 2011: 84). The responsibility of fathers increases with the growth of children due to the disciplinary and educational effect of fathers on their children with disabilities. At this point, the father should be a "life coach" to guide the child with disabilities in her/his life.

The active participation of the father in the life and development of the child increases the psychosocial adjustment skills of the child. It increases the development of empathy, confidence and self-control (Lamb et al, 1977; Russell, 1982; Yılmazçetin, 2003; cited in Kuzucu, 2011: 83). The efficient relationship between father figure and child established since birth develops the secure attachment of the child. This attachment increases both the confidence and trust of children towards her/his surroundings. Father participation is effective in ensuring the psychological wellbeing of the child and decreasing the problem behaviors (Erdoğan, 2004: 151; Amadou and Rivera, 1999; cited in Kuzucu, 2011).

Problem behavior problems are frequently observed in children with developmental disabilities. The quality interaction between the father and children is effective in reducing problem behaviors. Father must spend quality time with his child with disabilities. Father should become a life coach for his child with disabilities as a role model to guide the child's behaviors both in family and in social relations. As indicated in the studies presented above, the efficient relationship between father and child contributes to the development in many areas. A new interaction type should be added to the relationship of the father with his child with disabilities with the life coaching model. This new type of interaction increases the development of children in psychological, social, cognitive, and various other areas.

4. The Features of Life Coaching Model in the Development of Individual with Disabilities and The Tasks of Fathers in the Life Coaching Process

Coaching aims to discover the potential of the individual at a maximum level. The life coach guides the individual to lead a peaceful life. The coach guides the individual towards a specified target. The coach ensures that the individual obtains new gains (Ünal, 2017: 494). Life coaching has emerged originally as sport and business coaching. However, it has prevailed to many different (education, health, family, etc.) areas. Life coaching is structured to be effective in all aspects of the individual (Önen, 2015: 158). Coaching is not a therapy method, it isn't concerned with the past of the individual. The coach prepares the individual for the target and doesn't make her/his presence visible in this process. The presence of life coach is transparent in the life of the individual (<http://blog.milliyet.com.tr>, access date: 01.01.2018). Both in the world and Turkey, life coaching practice is usually observed in business life. Life coach assumes the "co-pilot" task for the individual and accelerates her/his development (<http://www.kigem.com>, access date: 02.01.2018). Life coach primarily recognizes the personality structure and mental aspects of the individual as well as her/his ways of thinking. Life coach doesn't judge the individual and doesn't force her/him to do things above her/his capacity limits. Life coach motivates, encourages and gives energy to the individual. Life coach supports the development of the individual by creating positive feelings and thoughts (Aktas, 2014). The relationship between the life coach and the individual facilitates the life of the individual. Life coach works to understand the potential of the individual and to make the individual aware of her/his own potential. The life coach aims to make sure that the individual obtains both material and spiritual gains in her/his life (Aydın Sevim, 2015: 143). Coaching is a system mobilizing the individual. By increasing the confidence of the individual, life coach ensures that the individual reaches her/his life goals in a balanced and healthy way. Life coach prepares individuals to reach to the desired target (<https://www.aktl ifkocluk.co> access date: 01.01.2018). In life coaching, the life of the individual is evaluated as a whole. It is ensured that the individual believes in her/

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his development. The personal development of the individual is guided (Kulaç, 2002; cited in Karabacak, 2010: 82).

Life coaching is the process of cultivating and developing of the individual. When the relationship between the father and the child with disabilities is analyzed from the perspective of the life coaching, the child with disabilities is the active learner. The child tries to learn about the various skills such as social, academic, behavioral, etc. by performing, experimenting, guessing and making decisions. The functions of the father as the life coach are observing the child, increasing her/his confidence, giving feedback to the child, and guiding the child on how and where to use her/his potential (Koçel, 2001; cited in Karabacak, 2010: 82). Education in behavioral, academic, social and self-care areas should be started as early as possible especially with the children with different developmental progress. The child with different developmental progress need a guide, in other words, a life coach, to apply what she/he has learned to everyday life. The father figure should be the life coach of the disabled children both due to his effect on the developmental areas of the children and due to his educative and disciplinary roles in the life of children with disabilities. The father should be the guide for the children to attain the specified targets in the development period by applying what she/he has learned from the speech therapist, occupational therapist, special education teacher, sports teacher, etc. to the life. For instance, if the child with disabilities learns and applies the self-care skills, the care responsibility of the family in this aspect eases. The child with disabilities learns tooth brushing skill from the expert. However, the child doesn't use this skill at home. The father of the child should use his disciplinary and effect on the child at this point. The father should be a role model for the child in tooth brushing. The father should motivate, warn, encourage the child to make this skill regular and he should make the child feel that she/he can do this. At this point, the child should be made aware of her/his capability instead of using punishment and reward method. The child will brush her/his teeth at home if the father continues to guide the child. The motor skills of a child should be developed to obtain self-care, academic and other skills. The participation of parents is important for the development of a child's motor skills. For instance, the specialist teaches the child with writing problems on how to hold the pencil most suitably. Holding the pencil is related to fine motor skills. The father, as a life coach, should patiently guide the disabled child to apply pencil holding skill to make this skill permanent. The life coach father should ensure that the child doesn't give up, he should encourage the child and play games that will increase the motor skills of the child. The father should show the child that she/he can write and achieve writing on her/his own. The father should make the child aware of her/his own potential.

The learning process eases for children with disabilities if they receive support from their life coach fathers in daily basic tasks. For instance, if the child with disabilities shops at the market and pays, she/he gains the money spending skill in daily life. The life coach father needs to structure the environment for the child. He should go to market shopping with his child with disabilities. The father should ensure that the child with disabilities actively participates in the shopping process. Considering her/his disability, the father should encourage and instruct the child for each activity. The majority of disabled individuals have poor social skills. The generalization of behavior is a problem usually observed. For instance, "greeting" social skill is taught by the special education teacher. The life coach father should guide the child with disabilities to use this skill appropriately for different settings. He should guide and encourage the child with disabilities by acting as a role model in how to greet people in the family, in official institutions, or how to greet her/his father's friends, as a role model. The child with disabilities begins to overcome her/his social phobia with these activities. The psychosocial well-being of the individual with disabilities will increase when her/his father guides, encourages and leads her/him for the positive gains. Life coaching of a father is essential for the adaption of the child with disabilities to her/his life.

Many private institutions in Turkey offer life coaching practices for individuals with special needs. For instance, the coaching activities for individuals with autism spectrum disorder have increased considerably in recent years. The life coaching activities for children with different developmental progress are usually sport-based. Generally, the leisure time of the individual with special needs is structured with the sport and teaching is achieved in the developmental areas of the child through the disciplinary effect the coach has on the children. However, not all families can access or afford this service. The fees of this service may push the limits for families with average income. Aydın and Sarol (2013: 877) have studied the factors preventing the participation of individuals with autism spectrum disorders in the physical activity programs, and have found that the economic condition is the most important factor preventing the participation.

Children with developmental disabilities should spend each day efficiently especially before the pre-school period. The father should take the responsibility of life coaching along with his fatherhood responsibilities for the development of his child with disabilities. The father acting as a role model in the development of his child should be supported in this regard. The professional life and working conditions will determine the time the fathers spend with their children. Tezel Şahin, Akıncı

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Coşkun and Aydın Kılıç (2017: 337) have found that fathers daily spend 1-2 hours with their children, which was not enough for them. The fathers in the study stated that they couldn't spare time for their children due to their working hours (workload). The fathers should spend quality time with their children with disabilities despite the limited time during the working days. For instance, the father should encourage his child with developmental disabilities for overcoming behavioral problems in the social areas. He should guide his child to apply the gains obtained in the centre for people with disabilities or the special education institutions, etc. to the relationships both in the family or in other social settings. The father should contribute to the behavioral, social and cognitive development of his child by using the disciplining and educating roles. The generalization of behavior is a problem faced frequently in children with different developmental progress. The child doesn't apply the behavioral, social, self-care skills she/he has obtained in special education and rehabilitation centre or at school to every aspect of her/his life. Father figure should guide the child to apply what she/he has learned in life, starting from the family. It is financially difficult for families to work with a life coach for their children with disabilities. However, by establishing a life coaching relationship with the child with disabilities, the father can meet this need, considering his effect on his child with disabilities.

CONCLUSION AND RECOMMENDATIONS

The interaction between the child and father significantly contributes to the development of the child's academic, psychological, social, emotional, cognitive and various other areas. The studies on the development of children with disabilities focus on the mother-child relationship. The studies usually meant mothers when they investigated the effects of parents. However, the number of studies investigating the effect of fathers on their children with disabilities has increased in recent years.

The participation of the child with disabilities in the family increases the responsibilities of parents. The mothers usually take the care, education, physical exercise, medical monitoring and other responsibilities of their children with disabilities. Insufficient support from their spouses increases the depression and anxiety levels of mothers while decreasing the life quality. The insufficient contribution of the father figure in the development of the child with disabilities prevents the child from realizing her/his optimal potential.

The insufficiency of father participation creates problems in the functioning of the family system. The father figure should take additional responsibilities apart from father role and functions with the participation of a child with disabilities in the family. Fathers have disciplinary and educative effects on their children with disabilities. Father figure is a role model in the life of the child. He is the source of social gains for the child.

The father should be a life coach for his child with disabilities. The problem of not generalizing the learned skills in all areas of life is often observed in children with disabilities. For instance, a child with disabilities learning a new behavioral skill doesn't apply this behavior in the family or her/his social life. The father figure, as a life coach, should encourage and guide the disabled child in applying the psychological, social, behavioral, academic, motor, self-care and other skills in her/his life, starting from the family and extending to the social life.

The father should make the child realize her/his own potential and support the child in applying the skills she/he has learned. The father, acting as a life coach, should recognize the child's capabilities and personality. The expectations of the father for his child should conform with the education, therapy, sport or other activities the child attends to. He should be a role model for his child in applying various skills. The father shouldn't have a compelling attitude. Reward and punishment methods shouldn't be employed. The father should guide the child on how she/he can use the social, academic or behavioral skills she/he has learned. He should guide the child to attain the developmental objectives.

The coaching services are available for individuals with disabilities (especially for individuals with autism spectrum disorder) in Turkey. However, the high cost makes it impossible for most of the families of individuals with disabilities to afford these services. The life coaching relationship established between the father and the child with disabilities is significant for the accessibility, feasibility and father-child interaction. This interaction results in positive changes in the psychological, cognitive, social and other developmental areas of child.

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The educational, therapeutic, sportive and other activities, aiming to ensure the self-sufficiency of children by using their potential power, starting from the earlier childhood decrease the care costs (both for the state and the family) and contribute to the healthy structure of the family. The responsibility of the mother decreases when the father takes responsibility for the development of his child with disabilities. The support of father figure increases the social and psychological wellbeing of all family members.

Considering the aforementioned studies and discussions, the following suggestions have been presented for the development of the life coaching model for the father figure in the life of individuals with disabilities:

- Parents should take the life coaching education oriented towards individuals with disabilities. At this point, the life coaching training should be organized by the Ministry of Labor and Social Services towards the fathers of children with disabilities in all cities and districts in Turkey. The individuals and institutions proved themselves in the life coaching education in Turkey should give this education.
- After completing the life coaching education, education support should be continued for the fathers.
- The families of children with disabilities should be informed by the Family and Social Support Program (ASDEP) officials on the life coaching training for the fathers. House visits should be carried out to inform families of children with disabilities on this subject.
- The centres in which life coaching education is given should also be suitable for social activities. These centres should be designed as the counselling centre, and the children with disabilities should participate in social activities while their fathers attain to the life coaching education. It should be ensured that mothers spend time on their own.
- The time fathers spend with their children with disabilities is limited due to the working hours. The working hours on certain days of the week should be decreased for fathers participating in the life coaching training. Legislation should be prepared for the state support on this subject.
- The life coaching model carried out by the father figure for the attainment of development targets of both the child with disabilities and the family should be controlled by a team of specialists including life coaching instructor, special education teacher, social worker, physical education teacher (coaching teacher), psychologists and child development specialist.
- The number of studies investigating the interaction between the father and the child with disabilities within the framework of the life coaching model should increase. Courses on life coaching oriented towards the individuals with disabilities should be included in the curricula of social work, psychological counselling and guidance, psychology, special education teacher and other departments.

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UNTERSUCHUNG DES ZUSAMMENHANGS ZWISCHEN BERUFLICHER ZUFRIEDENHEIT UND DEM BURNOUT-NIVEAU VON JUSTIZVOLLZUGSBEAMTEN

İNFAZ VE KORUMA MEMURLARININ İŞ DOYUMU VE TÜKENMİŞLİK DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Research Article

ZUSAMMENFASSUNG

Einer der Faktoren, die sich negativ auf das heutige Arbeitsleben auswirken, ist das Burnout-Syndrom. Das Burnout-Syndrom wurde im Jahre 1974 erstmals vom amerikanischen Psychotherapeuten Herbert J. Freudenberger definiert. Freudenberger beschreibt hier das Burnout als "Versagen, sich verbraucht fühlen, Energie- und Kraftverlust oder Erschöpfung der internen Ressourcen einer Person infolge unbefriedigter Wünsche". In den folgenden Jahren wurde im Zusammenhang mit verschiedenen Tätigkeitsfeldern dieses Konzept recherchiert. Das Burnout-Syndrom ist ein Phänomen, das sowohl für die Person, als auch für die Gemeinschaft negative Auswirkungen verursacht. Ziel dieser Forschung ist es, das Verhältnis zwischen Arbeitszufriedenheit und dem Burnout-Niveau mit Blick auf Geschlecht, Alter, Dienstgrad, Art der Einrichtung, Arbeitsstil und Bildungsniveau von Justizvollzugsbeamten, die in einer Justizvollzugsanstalt arbeiten zu untersuchen. Methoden: Bei der Forschung wurde das Scanmodell verwendet. Die Probanden sind die Justizvollzugsbeamten der Bewährungsanstalt Sakarya. Ergebnisse: Die Forschung kam zum Ergebnis, dass die allgemeine Arbeitszufriedenheit, die internen und externen Zufriedenheit der an der Studie beteiligten Justizvollzugsbeamten gering waren. Die Analyse der Burnout-Werte ergab: das emotionale Burnout-Niveaus der Justizvollzugsbeamten war hoch, wohingegen das Niveau des Desinteresses niedrig und das Gefühl des persönlichen Erfolgs wiederum hoch waren. Ein weiteres Ergebnis der Studie ist, dass es zwischen Arbeitszufriedenheit und dem Burnout mit seinen Unterdimensionen emotionalen Erschöpfung und Desinteresse eine negative und mit der Unterdimension des Gefühls des persönlichen Erfolgs eine positive Korrelation gibt.

Schlüsselwörter: Arbeitszufriedenheit, Burnout, Justizvollzugsbeamte

ÖZ

Günümüz çalışma hayatını olumsuz yönde etkileyen unsurlardan birisi de tükenmişlik sendromudur. Tükenmişlik sendromu ilk kez 1974 yılında Freudenberger tarafından tanımlanmıştır. Freudenberger (1974) tükenmişliği "başarısız olma, yıpranma, enerji ve gücün azalması veya tatmin edilemeyen istekler sonucunda bireyin iç kaynaklarında meydana gelen tükenme durumu" şeklinde ifade etmiştir. Sonraki yıllarda farklı iş alanları ile ilgili olarak bu kavram üzerine pek çok araştırma yapılmıştır. Tükenmişlik sendromu hem bireysel hem de örgütsel açıdan olumsuz etkilere yol açan bir olgudur. Amaç: Bu araştırmada amaç ceza infaz kurumlarında çalışan infaz koruma memurlarının cinsiyet, yaş, kıdem, çalışılan kurum tipi, çalışma şekli ve öğrenim düzeyi gibi bağımsız değişkenlerinin iş doyum ve tükenmişlik düzeylerine etkisini incelemektir. Yöntem: Araştırmada tarama modeli kullanılmıştır. Araştırmanın evreni Sakarya Denetimli Serbestlikte görev yapan infaz koruma memurlarıdır. Bulgular: Araştırmaya katılan infaz ve koruma memurlarının genel iş doyum düzeyleri ile beraber içsel ve dışsal doyum düzeylerinin düşük olduğu sonucuna ulaşılmıştır. Tükenmişlik düzeyleri ile ilgili yapılan analizlerde; infaz ve koruma memurlarının duygusal tükenmişlik düzeylerinin yüksek, duyarsızlaşma düzeylerinin düşük ve kişisel başarı hislerinin yüksek olduğu tespit edilmiştir. Araştırmada elde edilen bir diğer bulgu; iş doyum ile tükenmişliğin duygusal tükenme ve duyarsızlaşma alt boyutları arasında negatif, kişisel başarı hissi alt boyutu arasında pozitif bir ilişki olmasıdır.

Anahtar Kelimeler: İş doyum, tükenmişlik, infaz ve koruma memurları

UNTERSUCHUNG DES ZUSAMMENHANGS ZWISCHEN BERUFLICHER ZUFRIEDENHEIT UND DEM BURNOUT- NIVEAU VON JUSTIZVOLLZUGSBEAMTEN

EINLEITUNG

Arbeitsstress, der in vielen Studien nachweislich mit gesundheitlichen Problemen bei Arbeitnehmern in Verbindung gebracht wird, wirkt sich auf die Arbeitszufriedenheit aus und verursacht bei vielen Arbeitnehmern Erschöpfungserscheinungen. Arbeitsstress ist definiert als die Situation, in der arbeitsbedingte Faktoren einen Mitarbeiter über seine Anpassungsfähigkeit hinaus zwingen, sich psychologisch und physiologisch zu verändern (vgl. Beehr & Newmann, 1978).

In Anbetracht dieser Definition wird davon ausgegangen, dass einige Arbeitnehmer in einigen Berufsgruppen einem hohen Arbeitsstress ausgesetzt sind.

BEGRIFFLICHER RAHMEN

Arbeitszufriedenheit

Die Umschreibung der *Arbeit* hat in jeder Phase der Zivilisation je nach Anforderung und den veränderten Verhältnissen in der jeweiligen Zeit unterschiedliche Ausprägungen erfahren. Mit wiederholten Erfolgen bei der Ausübung einer Tätigkeit haben sich Spezialisten hervorgetan, über die dann Berufe entstanden sind. Beruf definiert also die Summe der Tätigkeiten, die der Mensch durch Kenntnis, Fähigkeiten oder Lernen im Austausch für einen Preis ausführt (Telman, 1987).

Faktoren, die die Arbeitszufriedenheit beeinflussen:

Die Arbeitszufriedenheit wird beeinflusst durch demografische Merkmale wie Alter, Geschlecht, Bildungsniveau sowie organisatorische Gegebenheiten und Umfeld-Faktoren wie Arbeitsinhalt, Löhne, Managementpolitik, Arbeitsbedingungen, Kollegen usw. (Sünter u.a., 2006). Personen, die nicht in der Lage sind, ihren Arbeitsplatz erträglich zu machen entwickeln unterschiedliche Reaktionen wie Fernbleiben usw.

Probleme im Zusammenhang mit der Arbeitszufriedenheit:

Die Arbeitsunzufriedenheit der Arbeitnehmer, die ihre Bedürfnisse am Arbeitsplatz nicht stillen, hat negative Auswirkungen auf ihre körperliche und geistige Gesundheit. Diese negativen Auswirkungen variieren von Person zu Person und geben Grund für Bedenken (vgl. Greenberg & Baron, 2000; Oshagbemi, 2000).

Burnout

Nach Herbert J. Freudenberger (1974) ist Burnout: "Versagen, sich verbraucht fühlen, Energie- und Kraftverlust oder Erschöpfung der internen Ressourcen einer Person infolge unbefriedigter Wünsche".

Symptome von Burnout:

Burnout ist ein chronisches Phänomen, das langsam und heimtückisch beginnt und sich ständig weiterentwickelt, unabhängig davon wie plötzlich es entstanden ist. Eine Erfahrung, die innerhalb eines Tages plötzlich Auftritt kann bereits ein Symptom für Burnout sein. Menschen mit Burnout entwickeln eine große Fähigkeit ihre Schwächen gut zu verbergen, ohne zu wissen, was in diesen ersten Phasen in Ihnen vorgeht. Auf dem Weg zum Burnout; Der Preis, den man fürs viele Arbeiten zahlt, ist Antriebslosigkeit und dass man zu einem Stressklumpen verkümmert. Dies sind die Hauptursachen für körperliche und psychische Probleme (vgl. Burnak, 2007).

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Burnout-Symptome		
Körperliche Symptome	Psychische Symptome	Verhaltenssymptome
<ul style="list-style-type: none"> • Häufige Kopfschmerzen • Schlaflosigkeit • Atembeschwerden • Schläfrigkeit • Gewichtsverlust • Allgemeine Schmerzen und Wehwehchen 	<ul style="list-style-type: none"> • Rückgang des persönlichen Erfolgs • Verlust des Selbstvertrauens • Verlust von Respekt und Vertrauen • Unzulänglichkeit 	<ul style="list-style-type: none"> • Unbeherrschtheit • Reflexion • Verspätungen auf der Arbeit • Konflikte in der Familie • Vergesslichkeit • Selbstaufgabe

Auswirkungen von Burnout auf das Arbeitsleben

Burnout zeigt sich im Arbeitsumfeld dadurch, dass die Leistung der Person abfällt, sie offensichtlich unbekümmert ist, spöttisch gegenüber Dritte auftritt, kein Schuldbewusstsein an den Tag legt, schwänzt und ständig den Wunsch äußert den Arbeitsplatz zu wechseln. Ein weiteres Problem, das durch Burnout hervorgebracht wird ist, dass die Person ständig abgelenkt ist. Wenn die Person ihre Aufmerksamkeit nicht auf einen bestimmten Punkt / Job konzentriert kann eine signifikante Abnahme der Qualität der Arbeit auftreten.

Die Folgen von Burnout

Menschen mit Burnout klagen häufig über körperliche Probleme wie Müdigkeit, Schlaflosigkeit, Appetitlosigkeit, Kopfschmerzen, Verdauungsschwierigkeiten und emotionale Probleme wie Reizbarkeit (Grid, 2001). Nicht nur das sind schädlichen Auswirkungen von Burnout, sie können Dimensionen erreichen, die die Person überragen: auf der einen Seite Kunden, die mit einer minderen Qualität, einer geringen Moral und abnormen Verhalten konfrontiert sind; und auf der anderen Seite Unternehmen, die mit geringer Leistung und hohen Kosten zu kämpfen haben; Die negativen Folgen des Burnouts verschonen auch nicht die Familien, in denen ständiger Streit und Kontroversen den Alltag bestimmen (Örmen, 1993: 27).

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Möglichkeiten, mit Burnout umzugehen

Auf individueller Ebene	Unternehmensebene
<ul style="list-style-type: none"> • Kenntnisse über Burnout erweitern • gute Selbsteinschätzung und Klärung der Bedürfnisse • realistische Erwartungen und Ziele für die Arbeit festlegen, • Teilnahme an persönlichen Fortbildungs- und Beratungsgruppen • Atem- und Entspannungstechniken erlernen, Musik hören, um zu entspannen, Sport treiben • Urlaub machen • Monotonie im Arbeits- und Privatleben reduzieren, Abwechslung einbringen 	<ul style="list-style-type: none"> • Gewährleistung einer angemessenen und qualitativ hochwertigen Kommunikation zwischen den Beteiligten • Mittags- und Ruhepausen an entspannenden und regenerierenden Orten • Gewährleistung einer gesunden zwischenmenschlichen Kommunikation • Rotation der Mitarbeiter zu neuen Aufgabenbereichen • Die Unterstützung des Managements gewährleisten • Übertragung von Befugnissen, um sicherzustellen, dass Rangniedere auch Führungsqualitäten erlernen können • Fortbildungen einplanen

FORSCHUNGSMETHODIK

Diese Studie wurde im Rahmen der beschreibenden Forschung durchgeführt. Als Datenerfassungstool wurde der Fragebogen bevorzugt. Der Fragebogen besteht aus drei Teilen. Im ersten Kapitel wurden die Teilnehmer nach demographischen Faktoren wie Alter, Geschlecht, Arbeitsstil, Dienstgrad, Art des Unternehmens in der sie arbeiten befragt. Im zweiten Teil ging es um Aussagen zur Arbeitszufriedenheit. Im dritten und letzten Teil ging es um Ausdrücke rund um Burnout. Um die Burnout-Variable zu messen entwickelte Maslach und Jackson (1981) eine Bemessungs- und Arbeitszufriedenheitsvariable, die Arbeitszufriedenheitsskala von Minnesota (MTE-GF). Die Antwortmöglichkeiten bei der Umfrage begrenzten sich auf die **Fünf-Punkte-Likert-Skala** („ich stimme überhaupt nicht zu“- bis –„ich stimme vollständig zu“). Die Probanden dieser Studie sind das Personal der Bewährungsanstalt Sakarya.

Mit der Genehmigung des Justizministeriums wurde die Studie auf diese Institution beschränkt durchgeführt. Im Rahmen der erteilten Genehmigung bildeten 100 freiwillige Mitarbeiter, den Datensatz dieser Forschung. Hiermit kann diese Arbeit als ein Pilotprojekt angesehen werden.

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4. ANALYSE DER DATEN UND BEFUNDE

Die Fragebögen, aus der Feldbefragung wurden einer Vorauswahl unterzogen, wonach 100 Fragebögen ausgewählt wurden, die im Folgenden bewertet wurden. Die erhaltenen Daten wurden mittels der Frequenzanalyse und T-Test-Analyse beurteilt. Die Ergebnisse der Analyse und Ihre Bewertung sind wie folgt:

Tabelle 1: Demografische Eigenschaften

		f			f
Geschlecht	Weiblich	39	Typ der Anstalt	Offener Vollzug	55
	Männlich	61		Geschlossenen Anstalt	45
Alter	21-30	61	Dienstjahre	10 und weniger 11-20 21 und darüber	61 11 28
	31-40	27			
	41-50	9			
	50 und darüber	3			
Bildungsgrad	Grundschule	1	Arbeitsweise	Nur Frühschicht Schichtdienst	66 34
	Weiterführende Schule	25			
	Diplom	74			
	Gesamt	100			

Bei der Untersuchung der Häufigkeitsverteilung nach Geschlecht zeigt sich, dass 39% der Justizvollzugsbeamten weiblich und 61 % männlich sind. Bei der Untersuchung der Häufigkeitsverteilung nach dem Alter stellt sich heraus, dass 61 % der Justizvollzugsbeamten, die an der Erhebung teilgenommen haben zwischen 21 und 30 Jahre alt sind, 27 % zwischen 31 und 40 Jahre, 9 % zwischen 41 und 50 Jahre, 3 % über 50 Jahre alt sind. Die Untersuchung der Arbeitsweise ergibt, dass 66 % der Justizvollzugsbeamten nur im Tag-Dienst sind und 34 % in Schicht arbeiten. Bezogen auf die Dienstjahre stellt sich heraus, dass 61 % weniger als 10 Jahre im Dienst sind, 11 % zwischen 11 und 20 Jahren im Dienst sind, 28 % 21 und mehr Jahre als Justizvollzugsbeamte arbeiten. Bei der Untersuchung des Typs der Anstalt zeigt sich, dass 55 % der Justizvollzugsbeamten in einer geschlossenen Vollzugsanstalt arbeiten und 45 % ihren Dienst im offenen Vollzug leisten. Die Analyse des Bildungsgrades der Justizvollzugsbeamten ergibt, dass 26 % einen Abschluss einer weiterführenden Schule haben und 74 % einen Universitätsabschluss.

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Tabelle 2. Arbeitszufriedenheit erklären und vorhersagen aus der Subdimension der emotionalen Erschöpfung

Variable	Beta	StandartFehler	T	p
Emotionale Erschöpfung	-0,698	3,882	20,061	0,000
R= 0,483 R ² = 0,233 F=29,505				

Abhängige Variable: Arbeitszufriedenheit

Die Untersuchung der Tabelle 2 ergibt, dass das Modell signifikant ist. ($p=0,000 < 0,005$). Es zeigt sich, dass es bei den Justizvollzugsbeamten eine schwache und signifikante negative Beziehung zwischen Arbeitszufriedenheit und der Subdimension der emotionalen Erschöpfung gibt. Der Anstieg der emotionalen Erschöpfung um eine Einheit führt zur Abnahme der Arbeitszufriedenheit um 0,698 Einheiten.

Tabelle 3. Arbeitszufriedenheit erklären und vorhersagen aus der Subdimension des Desinteresses,

Variable	Beta	StandartFehler	T	p
Desinteresse	-0,748	0,245	-3,054	0,003
R= 0,296 R ² = 0,088 F=9,329				

Abhängige Variable: Arbeitszufriedenheit

Die Untersuchung der Tabelle 3 ergibt, dass das Modell signifikant ist. ($p=0,003 < 0,005$). Es zeigt sich, dass es bei den Justizvollzugsbeamten eine schwache und signifikante negative Beziehung zwischen Arbeitszufriedenheit und der Subdimension des Desinteresses gibt. Der Anstieg des Desinteresses um eine Einheit führt zur Abnahme der Arbeitsdimension um 0,748 Einheiten. Im Forschungsmodell wurden Regressionsanalysen angewendet, um die angenommenen Beziehungen zu untersuchen und die Hypothesen zu testen. Vor der Regressionsanalyse wurden die VIF-Werte (Varianz Inflation Factor) untersucht, um zu überprüfen, ob es mehrere Korrelationsprobleme gab. Die VIF-Wertelagen zwischen 0,5 und 10 und bedeutet, dass es keine Korrelationsprobleme gibt. (Hair, 2010: 200). Der Umstand, dass die VIF-Werte zwischen 1,918 und 4,469 liegen ist eindeutig. Die Ergebnisse der Regressionsanalyse werden unten abgebildet.

Tabelle 4. Die Regressionsanalyse zwischen unabhängiger Variablen und der Arbeitszufriedenheit

R= 0,524	R ² = 0,275	angepasste R ² = 0,252	F=12,117	0,000*
	β	t	p	VIF
Emotionale Erschöpfung	-0,435	-3,965	0,000*	2,088
Desinteresse	-0,134	-1,160	0,249	3,445
Persönlicher Erfolg	0,018	196	0,845	4,469

Abhängige Variable, Arbeitszufriedenheit, * $p < 0,01$

Die gemäß dem im ersten Teil der Tabelle angegebenen F-Wert und Signifikanzniveau ermittelte Regressionsgleichung ist signifikant. Von den drei unabhängigen Variablen erklärt eine mit einem Signifikanzwert unter 0,05 etwa 25% der Veränderung der abhängigen Variablen. Emotionale Erschöpfung, eine der Unterdimensionen der Burnout-Variablen, erklärt allein die Veränderung der Arbeitszufriedenheit und wirkt sich negativ aus. Das Subskale Desinteresse und persönlicher Erfolg erklären nicht die Veränderung der Arbeitszufriedenheit.

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SCHLUSSFOLGERUNG

Den Ergebnissen zufolge korreliert Erschöpfung mit Desinteresse mit einer Koeffizienten von 0,66 **ähnlich wie** in der Literatur und die Korrelation zwischen den Subfaktoren der Verarmung und der Kompetenz sowie das Desinteresse und der Kompetenz 0,19 bzw. 0,29 ist im Vergleich zu **ähnlichen** Forschungsergebnissen deutlich geringer. Darüberhinaus wurden mit ähnlichen Forschungsergebnissen interne Konsistenzkoeffizienten von 0,82, 0,77 bzw. 0,72 für Depletion-, Desinteresse- und Kompetenz-Subfaktoren von MTE-GF im Rahmen von Zuverlässigkeitsstudien erhalten (vgl. Leiter & Schaufeli 1996; Maslach, Jackson & Leiter 1996; Taris, Schreurs & Schaufeli 1999; Schutte u.a. 2000, Bakker, Demerouti & Schaufeli 2002; Langballe u.a. 2006; Chirkowska-Smolak & Kleka 2011).

UNTERSUCHUNG DES ZUSAMMENHANGS ZWISCHEN BERUFLICHER ZUFRIEDENHEIT UND DEM BURNOUT- NIVEAU VON JUSTIZVOLLZUGSBEAMTEN

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**ANALYSE DER MEDIENBERICHTERSTATTUNG ÜBER FRAUEN,
DIE VON IHREN (EX-) PARTNERN GETÖTET WURDEN - EINE
INHALTSANALYSE-STUDIE IN DER TÜRKEI**

EŞİ VE ESKİ EŞİ TARAFINDAN ÖLDÜRÜLEN KADINLARIN MEDYADAKI
YANSIMALARININ ANALİZİ - TÜRKİYE ÖRNEĞİNDE BİR İÇERİK ANALİZ
ÇALIŞMASI

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Research Article

ABSTRACT

Es wurde ein Anstieg an Frauenmorden in der Türkei festgestellt. Insbesondere Internetmedien berichten immer häufiger über Frauenmordopfer. Da nicht nur im Internet über diese Art von Morden berichtet wird, sondern andere visuelle und schriftliche Medien darüber berichten, entsteht ein Analysebedarf. In dieser Studie wird daher untersucht, wie die Nachrichten über Frauenmorde im Internetjournalismus angegangen werden, insbesondere von Morden an Frauen, die durch den Ehepartner oder Ex-Ehepartner begangen wurden.

Der Studienzeitraum ist 01. Januar 2019 und dem 01. Dezember 2019. Alle Ergebnisse die mit der Google Suchmaschine erzielt wurden, wurden mit der Inhaltsanalysemethode analysiert. Die Nachrichten über die Ermordung von 130 Frauen, die von ihrer Ex-Ehemann oder noch offiziellen Ehepartner getötet wurden, wurden nach Alter, Grund des Mordes, dem Charakter des Täters, dem in den Nachrichten verwendeten Foto, Identitätsinformationen, vollständigen Adressinformationen, Nachrichtenüberschriften und dem Gerichtsverfahren ausgewertet. Als 130 Nachrichten einer Inhaltsanalyse unterzogen wurden, lag die Altersspanne der von Ehepartnern und ehemaligen Ehepartnern getöteten Frauen zwischen 31 und 40 Jahren (26,9%). In den Nachrichten wurde der Grund für die Ermordung von Frauen als 38,5% Konfrontation und 20% als Scheidungswunsch ermittelt. Es wurde festgestellt, dass die Mehrheit der Morde im häuslichen Umfeld begangen wurde, 88,4% der Täter waren die verheirateten Ehegatten der ermordeten Frau. Das Opfer und der Täter wurden in der Regel deutlich im Namen und / oder Nachnamen erwähnt. In den Nachrichten wurden kaum Informationen über das Gerichtsverfahren gefunden. Dieser ist elementar für die Abschreckung solcher Mordgedanken. Man konnte feststellen, dass die meisten Nachrichten Fotos, Titel und Berichte enthalten, die nicht den ethischen Grundsätzen des Journalismus widersprechen.

Schlüsselwörter: Gewalt an Frauen, Frauenmorde, Mordnachrichten, Internetjournalismus, Medien.

ÖZ

Türkiye’de son yıllarda kadın cinayetlerinde bir artış gözlenmektedir. Kadın cinayetleri medyada özellikle de internet medyasında sıkça yer almaya başlamıştır. Sadece internet haberlerinde değil aynı zamanda yazılı ve görsel medyada da kadın cinayetlerinin sıkça yer alması bu haberlerin ele alınış biçiminin araştırılması yönünde ihtiyacı doğurmaktadır. Bu yüzden bu çalışmada kadın cinayeti haberlerinin özellikle eş ve eski eş cinayetine kurban giden kadın maktullerin internet haberciliğinde nasıl ele alındığı incelenecektir. Bu çalışmada 01 Ocak 2019 ile 01 Aralık 2019 tarihleri arasında “Google Haber” arama motoru kullanılarak ulaşılan 430 kadın cinayeti haberleri arasından eş ve eski eş cinayetine kurban giden kadınlara ilişkin 130 internet haberleri içerik analizi yöntemiyle incelenmiştir. Boşanmış ve boşanma sürecinde eski eşi ve halen resmi nikâhlı eşi tarafından öldürülen 130 kadın cinayet haberi kadınların yaş, öldürülme nedeni, nerede öldürüldüğü, failin nitelendirilme şekli, haberlerde kullanılan fotoğraf, kimlik bilgisi, açık adres bilgisi, haber başlığı ve yargılama sürecine ilişkin bilgi vb. değerlendirmeye alınmıştır. İçerik analizine tabii tutulan 130 haber incelendiğinde eş ve eski eş tarafından öldürülen kadınların yaş aralığının çoğunlukla 31-40 (%26,9) arasında olduğu bulunmuştur. Haberlerde kadınların öldürülme nedeni %38,5 tartışma ve %20 boşanma talebi olarak saptanmıştır. Cinayetlerin büyük çoğunluğunun ev ortamında işlendiği, failerin %88,4’ünün öldürülen kadının birlikte yaşadığı nikahlı eşi olduğu, haberlerde maktul ve failin genellikle ad ve/veya ad-soyadının açık yazıldığı tespit edilmiştir. Haberlerde caydırıcılık unsurlarından biri olan yargılama sürecine ilişkin bilgilere hemen hemen hiç rastlanmamıştır. Haberlerin büyük çoğunluğunda habercilik etik ilkelerine uygun olmayan fotoğraf, başlık ve hikâyeleştirilmeye yer verildiği tespit edilmiştir.

Anahtar Kelimeler: Kadına yönelik şiddet, kadın cinayetleri, cinayeti haberleri, internet haberciliği, medya.

ANALYSE DER MEDIENBERICHTERSTATTUNG ÜBER FRAUEN, DIE VON IHREN (EX-) PARTNERN GETÖTET WURDEN - EINE INHALTSANALYSE-STUDIE IN DER TÜRKEI

Medien sind ein äußerst wichtiges Instrument mit dem Menschen soziale, politische und wirtschaftliche Entwicklungen verfolgen können. Menschen die Medien über das Internet verfolgen sind einer starken Massenkommunikation ausgesetzt, die in den meisten Fällen nur eine einseitige Darstellung darbietet. Auch wenn nicht jede Botschaft gedankenlos übernommen wird, spielen die Medien die größte Rolle bei Meinungsbildungen innerhalb einer Gesellschaft. Gleichzeitig involvieren Medien den Menschen in sein Umfeld und die Gesellschaft. (Ceyhan, 2014: 3-4).

Eines der Hauptziele der Medien ist es, die Menschen über die Themen zu informieren, auf die sie neugierig sind. Heute ist eines der neuen Medientools des Internets zu einem Teil des Lebens der Menschen geworden. Nachrichten aus dem Internet und traditionellen Medien wie Zeitungen und Fernsehen nutzen Tools wie den Zugang zu Nachrichten (Yurdigül und Zinderen, 2012: 81). Mithilfe von Internet-Netzwerken können viele Menschen auf der ganzen Welt kommunizieren, schnell auf Informationen zugreifen und die Informationen verbreiten, die sie erreichen. Die Entwicklung der digitalen Technologien hat den Internetjournalismus zum am leichtesten zugänglichen Nachrichtenkanal gemacht. Internetjournalismus wird zu vielen Themen veröffentlicht, um mehr Menschen zu erreichen. Wie in der traditionellen Presse veröffentlichen die Internetmedien häufig Kriminalnachrichten, insbesondere Mordnachrichten. Dies ist eines der Nachrichtenthemen, die die Aufmerksamkeit der Menschen auf sich ziehen. weiblich Mord und Nachrichten, die große Zunahme in den letzten Jahren in der Türkei zeigt, fast jeden Tag kommen sie über in den Internetmedien (Yegen, 2014: 15).

Die Repräsentation von Frauen und die Darstellung von Gewalt wird in den heutigen Internetmedien zu einem Problem und sehr heiklen Thema, das weiterhin Gestalt annimmt und sich von der Ethik des Journalismus abwendet (Güneş und Yıldırım, 2019: 940).

Ein weiterer Grund, warum die Medien das Phänomen der Gewalt häufig anwenden, ist die Beibehaltung der Einschaltquoten und der hohen Quoten. Insbesondere in den Zeitungen sind häufig Nachrichten über Gewalt gegen Frauen und Mord enthalten. Zeitungen machen die Nachrichten relevant, indem sie die Ereignisse detailliert beschreiben, einige Wörter hervorheben und auffällige Schlagzeilen verwenden. In diesem Fall sind Frauen bereits Gewalt ausgesetzt und werden erneut von den Medien schikaniert (Yakıtı Oğuz, 2010: 446).

Diese Art des Journalismus repräsentiert das Frauendasein falsch und häufig Widersprechen die Nachrichten dem journalistischen Grundsätzen. (Güneş und Yıldırım, 2019: 940).

Die Auflagenhöhe und die Anzahl der Klicks sind der Hintergrund dafür, dass Gewalt ausgestrahlt oder von Gewalt berichtet wird. Insbesondere in Zeitungen wird häufig über Gewalt gegen Frauen und über die Ermordung von Frauen berichtet. Zeitungen stellen Nachrichten zu den Ereignissen detailliert dar, betonen einige Wörter und verwenden auffällige Schlagzeilen. In diesem Fall werden auch Frauen, die ohnehin Gewalt ausgesetzt waren, ein weiteres Mal Opfer von Mediengewalt. (Yakıtı Oğuz, 2010: 446).

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In den kapitalistischen Gesellschaften hat das Verständnis der Medien für Journalismus, das den Zweck des Profits priorisiert, dazu geführt, dass sie sich von der Linie des verantwortungsvollen Publizierens entfernen. Betrachtet man die Nachrichten auf der ersten Seite, stellt man fest, dass Mord oder ähnliche Nachrichten normalerweise in den Medien mit auffälligen Fotografien und sensationellen Titeln veröffentlicht werden. Die Menschen widmen den Nachrichten über die Morde oder andere sensationelle Ereignisse, die um sie herum geschehen, mehr Aufmerksamkeit, weil sie sich Sorgen um ihre eigene Sicherheit machen. Medienjournalisten / -verleger führen dazu, dass Einzelpersonen ein sekundäres Trauma erleiden, indem sie Nachrichten veröffentlichen, die nicht den ethischen Grundsätzen von Journalismus und Medien entsprechen, um ihre Auflage und ihr Beobachtungsniveau zu erhöhen. Obwohl viele Menschen in der Gesellschaft keine direkten Opfer von Straftaten sind, werden sie indirekt Opfer von Mord oder sensationellen Nachrichten, über die in den Medien berichtet wird (Gökulu, 2013: 1838). Die Nachrichten über Gewalt sowohl in den traditionellen Medien als auch im Internet nehmen zu und die hohe Dosis dieser Nachrichten kann sich negativ auf die Gesellschaft auswirken (Köse, 2010).

Die Medien haben von Natur aus eine institutionelle Struktur, die in den heutigen kapitalistischen Gesellschaften gewinnbringend wirkt. Diese Struktur der Medien kann Journalisten manchmal von der Linie des verantwortungsvollen Publizierens ablenken. Die Missachtung des Personenwohls, durch Nennung von Namen und Adressen, kann dazu führen, dass das Opfer oder der Täter, Gefahr ausgesetzt wird. (Gökulu, 2013: 1838).

Die Geschwindigkeit und Reichweite der neuen Medien, das Niveau und die Effektivität, die Fähigkeit, jederzeit Zugriff auf Informationen zu gewähren, die Adressierbarkeit zu gewährleisten und die Möglichkeit, Informationen zu speichern, sowie das Denken, Verhalten, den Werte und die Lebenskraft der Menschen zu beeinflussen, ermöglichen eine sofortige Rückmeldung. Medien sorgen dafür, dass die Aufmerksamkeit der Gesellschaft gezielt auf Themen gelenkt wird, Informationen nur gefiltert weitergegeben werden oder gar verschwiegen werden. Dies kann durch visuelle Wertdarstellung in der Zeitung geschehen, beispielsweise durch vergrößerte Abbildungen oder aber durch Platzierung der Nachrichten (bspw. auf er 1. Seite einer Zeitung oder aber Verlagerung auf hintere Seiten) (Ceyhan, 2014: 24-25).

Gewalt ist nicht nur ein Phänomen, das der Einzelne in seiner eigenen Umgebung erlebt oder beobachtet. In den heutigen Medien sind die Menschen Zeugen von Gewalt und werden von der Art und Weise der Gewaltübertragung beeinflusst. Die Art und Weise, wie die Medien Gewalt übertragen und die Sprache, die sie in den Nachrichten verwenden hat tiefgreifende Auswirkungen, wie Menschen das Phänomen der Gewalt wahrnehmen (Ceyhan, 2014: 32). Ebenso wie die Berichterstattung der Medien in den Nachrichten über Gewalt oder Sensationen, gehört auch die Berichterstattung der Frauenmorde in den sozialen Verantwortungsbereich der Medien und sollten aber mit eben dem gleichen Verantwortungsbewusstsein gemeldet werden. Es ist jedoch zu sehen, dass die Nachrichten über die Morde an den Frauen ohne Rücksicht auf das Lebensrecht der Opfer veröffentlicht werden und in den Nachrichtentexten Zorn gegenüber die Täter enthalten sind. Daher entsteht die Annahme, dass die häufige Berichterstattung über Frauenmordnachrichten sowohl in den traditionellen als auch in den neuen Medien bei der Verbreitung und Zunahme solcher Ereignisse eine aktive Rolle spielt. Es wird angenommen, dass einige Leute, die mit Nachrichten über Gewalt und Mord überflutet wurden, auf die Häufigkeit der Ereignisse und die dichotomen Anhängen der Nachrichten mit Empörung reagieren. Darüber hinaus wird angenommen, dass die Häufigkeit gewaltsamer Ereignisse diese Vorfälle legitimiert und für einige Menschen ein negatives Beispiel ist (vgl. Yegen, 2014: 19-20).

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Zeitungsnachrichten sind oft die einzige Informationsquelle über Ereignisse, bei denen Informationen schwer zugänglich sind oder den offiziellen Stellungnahmen zu entnehmen sind, wo der Journalist durch eigene Recherchen Informationen zusammenträgt. Es liefert auch wichtige Informationen, welche die Beziehung zwischen den Opfern und den Tätern und deren Konflikt offenlegen. Insbesondere Nachrichten über häusliche Gewalt und Tötungsdelikte enthalten häufig falsche oder unvollständige Informationen (vgl. Güneş & Yildirim, 2019: 940).

Die Sprache und der Stil, die bei der Vermittlung der Inhalte von Ereignissen im Zusammenhang mit sozialen Problemen verwendet werden, sollten nach den ethischen Verantwortungsprinzipien sorgfältig ausgewählt werden. Aus diesem Grund ist es wichtig, bei der Meldung von Gewalt gegen Frauen sehr sensibel zu sein und keine Nachrichtentexte zu verfassen, um Aufmerksamkeit zu erregen, mehr zu lesen und zu klicken und die Missverständnisse zu vermeiden, die bei der Wahrnehmung der Gesellschaft entstehen können (vgl. Güneş & Yildirim, 2019: 948).

Der Inhalt von Ereignissen im Zusammenhang mit sozialen Problemen sollte als Voraussetzung ethischer Verantwortung in der Sprache und dem Stil der Kommunikation dargestellt werden. Daher ist es wichtig, bei der Meldung von Gewalt gegen Frauen sehr sensibel zu sein. Nachrichtentexte sollten nicht ausschließlich vor dem Hintergrund verfasst werden, Aufmerksamkeit zu erregen oder eine größere Lesehäufigkeit oder Klicks zu erreichen. Es bleibt wichtig, Missverständnisse zu verhindern, die in der Wahrnehmung der Gesellschaft geschaffen werden können (vgl. Güneş & Yildirim, 2019: 948).

Vertretung der Frau in den Medien

Im Rahmen von „Global Media Monitoring Project“ und „Media and Social Participation Survey“ wurden rund 13.000 Fernseh-, Radio- und Zeitungsartikel in 76 Ländern untersucht und in einer Studie zu zeigen versucht, wie und in welchem Umfang Frauen in den Medien vorkommen.

Es wurde festgestellt, dass Frauen in den Medien vor allem mit ihrem Körper und in einer Opferrolle auftauchen. Frauen sind zunächst hauptsächlich in Unterhaltungssendungen und Nachrichtenmagazinen und später in Nachrichten über Verbrechen und Gewalt. Vor allem in den Nachrichten über die Gewalttaten wurde festgestellt, dass es sich bei den Opfern erneut um Frauen handelte (vgl. Kadın ve Medya, Toplumsal Cinsiyet Eşitlikçi Haber Kılavuzu, (Frauen und Medien- Leitfaden zur Gleichstellung der Geschlechter) 2016: 40).

Seit den 1980er Jahren werden Nachrichten über Gewalt gegen Frauen in der Türkei als separate Nachrichtenkategorie in die türkische Presse aufgenommen. Seit den 1990er Jahren nimmt die Anzahl derartiger Berichterstattungen weiter zu. Bei der Untersuchung einiger Studien über die Darstellung von Gewalt in den Medien wurden Frauen im Allgemeinen in einem Abhängigkeitsverhältnis dargestellt. Das bedeutet, dass in diesen Nachrichten über Frauen der Grundsatz der Immunität der Privatsphäre eindeutig verletzt wird (Dursun, 2008: 73).

Es ist eine Tatsache, dass die Medien mit Verantwortlich dafür sind, dass die Gewalt gegen Frauen in der Gesellschaft zunimmt und nicht abnimmt. Die Nachrichtensprache der Medien über Gewalt gegen Frauen in der Gesellschaft ist alles andere als abschreckend und schürt geradezu die Ungleichheit zwischen den Geschlechtern in der Gesellschaft. In sensationellen Inhalten, die mit rein wirtschaftlichem Interesse gemacht werden, gibt der patriarchalische Diskurs dem Opfer oft die Schuld.

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Die Stereotype, die in der Sprache der Nachrichten verwendet werden, werden als die Wahrheit selbst dargestellt; Der Schwerpunkt liegt auf den Merkmalen der Opfern wie Ihre Jugend und Ihre Schönheit, womit der Versuch unternommen wird die Gewalt nachvollziehbar zu machen (Dündar & Demiray, 2016: 77; Sönmez & Harmancı, 2018: 354; Köse & Coşkun, 2018: 207).

Häusliche Gewalt wird in den Nachrichten oft als Kriminalfall oder als Boulevardnachricht diskutiert. Es wird angenommen, dass das Thema häusliche Gewalt oft auf der Grundlage persönlicher Geschichten thematisiert wird, wobei durch die Darstellung Gewalt verharmlost, das Thema sehr oft oberflächlich oder erotisierend wird, womit diese Berichte eine offensichtliche Verletzung der Menschenrechte der Frauen sind. Es wurde weiterhin festgestellt, dass die Nachrichten Einzelheiten aus dem Vergangenheit der Frauen beinhalten und des Weiteren außergewöhnliche oder sehr intime Einzelheiten aus dem Leben der Frauen beschrieben werden. Die Umschreibung der Tat lässt allgemein gängige Umgangsformen vermissen und stellt den Sachverhalt überspitzt dar. (Aziz vd, 1994; Altun, vd., 2007; Altun & Gencil Bek, 2013; Ceyhan, 2014; Serdar Tekeli, 2016; Gürses, 2017).

Nachrichteninhalte, die die Morde an Frauen enthalten, können als sexistisch bezeichnet werden. Vor allem auf Seite drei der Zeitungen, wo vermehrt über „Frauenmorde“ berichtet wird, kann man auf Nachrichten treffen, wo auf eine Provokation der Frau vor der Tat hingewiesen wird oder der Mann einem plötzlich aufgetretenen Kontrollverlust unterlegen ist, wo er ihr doch eigentlich keinen Schaden zufügen wollte. Diese Nachrichten werden durch diesen Geschlechtsorientierten Standpunkt legitimiert. Darüber hinaus sind einige Aussagen, wie „der durchgedrehte Ehemann, eine Frage der Ehre“, die im ersten Moment unschuldig erscheinen mögen, auch Spiegelungen des sexistischen Ansatzes (Sahin, 2012: 55).

Gürses (2017) fand in seiner Forschung heraus, dass Frauen, die Opfer von Gewalt wurden in Nachrichten als Objekt kommerzialisiert werden, und man sehr oft auf sexistische Rhetorik trifft. Die Nachrichteninhalte gleichen der einer Sensationspresse oder Boulevardpresse. Es ist hierbei nicht wichtig, dass Fakten dargestellt werden, es wird vielmehr versucht mit der Darstellung aus der patriarchalischen Perspektive die Tat zu verharmlosen oder zu vertuschen (Sönmez & Harmancı, 2018:325, www.hegemvakfi.org.tr).

Es ist bekannt, dass die Medien das Bild der Weiblichkeit durch Nachrichten verstärken, Frauen ignorieren, sie mehr oder weniger darstellen usw. Es ist auch bekannt, dass in einer männerdominierten Gesellschaftsstruktur die unterschiedlichen weiblichen Lebenssituationen nicht dargestellt oder nicht repräsentiert werden. Obwohl Frauen oft in männliche Rollen gedrängt werden, werden sie oft in Verbindung mit dem Haus gezeigt. Diese problematische Sprache der Medien trivialisiert oder ignoriert häusliche Gewalt, bis hin zur direkten Beschuldigung der Frau (vgl. Gül-Altındal, 2016: 171).

Das Phänomen der Gewalt gegen Frauen wird in Nachrichteninhalten hervorgehoben, ohne sich mit der Struktur, den politischen und kulturellen Aspekten des Sozialsystems zu befassen. Die Rechtfertigung von Gewalt in Nachrichteninhalten ist äußerst gefährlich, da die Täter sich bestätigt sehen können und eine Legitimation für Selbstjustiz ableiten könnten. Die Meldung von Gewalt und/oder die Hervorhebung der Gründe können dazu führen, dass das Problem der Gewalt gegen Frauen zu einem Einzelfall-Problem reduziert wird.

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Gewalt gegen Frauen

Millionen Frauen auf der ganzen Welt, egal welcher soziale Klasse, Kultur, Geographie, Rasse sie angehören erfahren oft von ihren Ehepartnern oder Verwandten Gewalt (vgl. Bhasin und Khan, 2003: 23). Gewalt ist ein soziales Phänomen, das in allen Gesellschaften auftritt und große Massen betrifft. Frauen spielen unter den Opfern von Gewalt eine wichtige Rolle. Frauen sind körperlicher, verbaler, psychologischer, sexueller, wirtschaftlicher und sozialer Gewalt ausgesetzt (vgl. Köse, 2010; Orphan and Sahin, 2008; Akkas und Awake, 2016). Die Zahl der Frauen, die durch Gewalt verletzt, verstümmelt und getötet wurden, ist auf der Welt beträchtlich.

Gewalt gegen Frauen; ist jedes Verhalten, das auf dem Geschlecht basiert, Frauen in der Gesellschaft oder in ihrem Privatleben körperlich, sexuell oder psychisch verletzt und ihre Freiheiten einzuschränkt (vgl. Eryilmaz, 2001).

Der Begriff „Frauenmord“ als Folge von Gewalt gegen Frauen wurde erstmals 1976 in der wissenschaftlichen Literatur verwendet, und die Forschung zu diesem sozialen Problem hat seitdem ständig zugenommen. Dieser Begriff, das im letzten Viertel des 20. Jahrhunderts entstand, wurde auf einer ganz anderen Grundlage als der Begriff des Mordes definiert.

Der Tod der Frau als Folge von Gewalt gegen sie wurde nicht als normaler Mord angesehen, sondern unter Berücksichtigung der Relevanz des Geschlechtes als „die Ermordung von Frauen durch Männer aufgrund von Frauenfeindlichkeit“ definiert (vgl. Ural und Kaya, 2018:361).

In der Beziehung zwischen Männern und Frauen können Konflikte von Zeit zu Zeit aus unterschiedlichen Gründen auftreten. Als Folge dieser Probleme können Männer zu Gewalt gegen Frauen neigen und derart Gewalt anwenden, dass dies zum Tod der Frau führen kann. Die Tatsache, dass ein Mann körperlich stärker ist als die Frau erhöht auch die Wahrscheinlichkeit, dass eine Frau bei einem möglichen Gewaltfall tödlich verletzt wird (vgl. Akinci und Nergiz, 2018: 927).

Die Existenz kultureller Überzeugungen, bei denen Gewalt von Männer gegen Frauen von der Gesellschaft entschuldigt wird und als ein legitimes Mittel Autorität zu schaffen angesehen wird und die negativen Auswirkungen der Medien (Verherrlichung von Macho-Männertyp in Filmen und Fernsehserien) führt zu einer Zunahme der Gewalt. Zwar gibt es viele verschiedene Faktoren, die das Entstehen von Gewalt beeinflussen, aber die Ungleichheit zwischen den Geschlechtern ist die Hauptursache. Darüber hinaus erhöht die Existenz eines Machtgefälles zwischen Männern und Frauen in patriarchalischen Gesellschaftsstrukturen das Risiko der Frauen (vgl. Mor Çati, 1996; Kutluoğlu Karayel, 2019; Akkaş & Uyanık, 2016).

Die Menschen, die Frauen Gewalt antun, sind keine Fremden für Sie. Die Untersuchungen, die Ediz und Altan (2017) durchgeführt haben kommen zum Ergebnis, dass verheiratete Frauen am häufigsten von Ihren Ehemännern misshandelt werden und Frauen, die sich wegen dieser Gewalt scheiden lassen auch nach der Scheidung diese Gewalt weiter erleben. Die zweithäufigste Gewalt erfahren geschiedene Frauen von Ihren Ex-Ehemännern. Scheidung ist demnach nur eine Folge häuslicher Gewalt. Gewalt gegen Frauen/häusliche Gewalt gegen Frauen wird als Untat fortgeführt, um die patriarchalische Ordnung in der Gesellschaft aufrechtzuerhalten, die Gehorsamkeit der Frauen zu garantieren und das Anhalten des Machtgefälles zu sichern (vgl. Arın, 1996: 305- 312).

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In einigen Gesellschaften werden Frauen verachtet, unterdrückt, ausgegrenzt, nicht wertgeschätzt, weil sie den Männern nicht ebenbürtig angesehen werden (vgl. Ulusoy, 2014). Die sich rasch verändernden Bedingungen auf der Welt haben auch eine Erosion grundlegender ideeller Werte in Gesellschaften verursacht. Die Konzentration der Bevölkerung in den Städten, die Belastungen des Alltags, die Einführung von Massenkommunikationsmitteln, die technologische Entwicklung, die Konsumkultur und die Individualisierung, tragen zur Steigerung der Gewalt innerhalb der Familie und der Scheidungsrate bei (vgl. Aktaş, 2018: 26-27).

Die Zahl der Frauen, die wegen Ihrer Absicht sich scheiden zu lassen oder wegen Eifersucht getötet werden nimmt die in der Türkei und auf der ganzen Welt von Tag zu Tag zu (vgl. Avci und Güdekli, 2018: 482). 2016 wurden in der Türkei 397 Frauen getötet. Davon wurden 85 Taten von Ehepartnern, Ex-Partnern, Liebhabern, oder Ex-Liebhabern begangen. 2017, wurden 409 Morde an Frauen verübt. 88 dieser der Frauen wurde getötet, weil sie selbst über Ihr Leben Entscheidungen treffen wollten, 30 Frauen wurden getötet, weil sie die Scheidung wollten (siehe hurriyet.com.tr und www.posta.com.tr).

Es ist bekannt, dass Frauen in der Scheidungsphase bestimmten äußeren Umständen ausgesetzt sind, die als Teil des Phänomens "häusliche Gewalt" betrachtet werden können. Obwohl die Ehe geschieden ist betrachten viele Ex-Ehemänner die Frau als Ehefrau und Teil der Familie und wachen weiterhin über die „Ehre“ der Frau. Die Zahl der Frauen, die geschieden, aber trotz Ihrer besten Bemühungen wiederholt belästigt, missbraucht und am Ende getötet wurden, ist beträchtlich.

Gewalt gegen Frauen und Frauenmorde sind nicht nur in der Türkei ein wichtiges soziales Problem. Untersuchungen in einigen Ländern der Welt (Australien, Kanada, Israel und USA) ergaben, dass zwischen 40 und 70 Prozent der ermordeten Frauen von ihren Ehepartnern oder Liebhabern getötet wurden (vgl. Krug, 2002).

In der Studie von Taştan & Küçükler Yıldız im Jahre 2019 betrug die Gesamtzahl der in der Türkei in den Jahren 2016, 2017 und 2018 getöteten Frauen 932. Davon wurden 726 polizeilich registriert und 206 von der Gendarmerie. 2016 wurden insgesamt 301 Frauenmorde dokumentiert, 2017 waren es insgesamt 350 Frauen und 2018 insgesamt 281 Frauen.

Çalışkan (2019) recherchiert über „Frauenmord“-Fälle in Istanbul; In den ersten 11 Monaten des Jahres 2018 betrug die Zahl der Frauen, die von Ihrem Ehemann getötet wurden, 24. Der Wunsch nach Scheidung wurde als wichtigster Grund für die Ermordung der Frauen angeführt. Es wurde festgestellt, dass unabhängig davon, wie die wirtschaftliche Lage ist, Frauen fast aller Einkommensstufen Gewalt ausgesetzt sind. Gewalt gegen Frauen und Frauenmorde werden begründet mit dem Scheidungswunsch, mit häuslichen Streitigkeiten und dem Verdacht auf Untreue. Bei finanziell gut situierten Familien wurde festgestellt, dass Frauen aufgrund eines Scheidungsantrages und dem Sorgerecht für Kinder nach der Scheidung Gewalt erfahren haben oder getötet wurden. Die Täter gaben häufig als Gründe für die Tötung häusliche Dispute, den Scheidungs- oder Trennungswunsch an. Es wurde festgestellt, dass bei verheirateten Paaren der Scheidungswunsch und bei unverheirateten Paaren der Trennungswunsch, vom Mann abgelehnt wurde. In den Ergebnissen wird beobachtet, dass das beharrliche Verhalten des Mannes in den Punkten Eifersucht, Verdacht auf Untreue, Scheidungswunsch und die Wahrnehmung des Mannes die Frau als Objekt und Eigentum anzusehen die wichtigsten Ursachen für Frauenmorde sind.

In dieser Studie wurde die Internet-Nachricht über Frauenmorde, die von dem Ehemann oder Ihrem Ex-Mann verübt wurden, einer inhaltlichen Analyse unterzogen. Insgesamt 430 Frauenmorde, die zwischen dem 1. Januar 2019 und dem 1. Dezember 2019 über die Suchmaschine „Google News“ gefunden wurden, wurden gefiltert und 130 Frauen-Schicksale, wurden berücksichtigt.

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Die Nachrichten wurden unter bestimmten Überschriften zusammengefasst und kategorisiert und anschließend einer Inhaltsanalyse unterzogen. 130 Frauen, die von Ihren Ehepartnern, von Ihren Ehepartnern in der Scheidungsphase oder von Ihren Ex-Partnern getötet wurden werden nach Alter, Ursache des Mordes, Ort der Tötung, die Verhältnis zum Täter unterschieden und danach, ob der Nachricht ein Foto beigefügt ist, persönliche Daten preisgegeben werden, nach der Art der Überschrift und nach dem Informationsgehalt bezüglich des Prozesses ausgewertet. Des Weiteren werden Nachrichten nach der Art der genutzten Fotos, nach der Art der Schlagzeile und ob die verwendeten Bilder, Elemente von Gewalt beinhalten oder nicht bewertet. In der Studie wurde letztlich die Nachrichten von der Ermordung von den Frauen, im Rahmen ethischer Grundsätze ausgewertet.

Forschungsmethode

Diese Studie zielt darauf ab, die Art und Weise der Medienberichterstattung über Frauenmorde darzustellen, die von ihrem Ehemann während des Scheidungsprozesses oder ihrem Ex-Ehemann ermordet wurden. Zu diesem Zweck wurden zunächst über die Suchmaschine „Google News“ alle Nachrichten des Zeitraums 1. Januar 2019 - 1. Dezember 2019 zusammengetragen. Die Gesamtzahl der Frauenmorde, die in diese Periode fielen konnten mit 430 beziffert werden. Die Anzahl der Nachrichten über Tötungsfälle, die vom Ehemann in der Scheidungsphase oder vom Ex-Ehemann durchgeführt wurden belief sich auf 130. Somit wurde diese 130 Nachrichten einer Inhaltsanalyse unterzogen. Die Inhaltsanalyse ist eine (nicht-obtrusive) Forschungsmethode, die durchgeführt werden kann, ohne das Sozialverhalten zu beeinflussen. Die Inhaltsanalyse ist eine Untersuchungsmethode zur objektiven, systematischen und quantitativen Identifizierung des expliziten Kommunikationsinhalts (Gökçe, 2006; 34-38). Die Nachrichten über die insgesamt 130 Frauen, die von Ihren Ehemännern, von ihren Ehemännern in der Scheidungsphase oder von ihren geschiedenen Partnern getötet wurden, wurden in Kategorien wie „Tatort, Ursache des Vorfalls, Verhältnis des Täters zum Opfer, Verwendung von Fotos bei der Nachricht, Informationen zur Person, Informationen über die Wohnhaft, Auskünfte der Behörden usw. untersucht.“ Wiederholte Nachrichteninhalte wurden nicht in die Studie aufgenommen.

Ergebnisse

In diesem Teil der Studie wurden die Ergebnisse von insgesamt 130 Internetchats ausgewertet, die sich auf die Frauenmorde beziehen, die von Ihren Ehemännern, von ihren Ehemännern in der Scheidungsphase oder von ihren geschiedenen Partnern zwischen dem 1. Januar 2019 und dem 1. Dezember 2019 getötet wurden.

Internet-Nachrichteninhalten über Frauenmorde, die von Ihren Ehemännern, von ihren Ehemännern in der Scheidungsphase oder von ihren geschiedenen Partnern nach Alter der getöteten Frauen

Bei der Untersuchung der Nachrichten über die Frauenmorde nach dem Alter des Opfers wurde festgestellt, dass die Mehrheit der getöteten Frauen im Alter von 21 bis 40 Jahren waren. Der niedrigste Anteil haben Tötungsdelikte an Frauen unter 20 (5 Frauen) und über 51 (9 Frauen). Der höchste Anteil der Opfer waren zwischen 31 und 40 Jahre alt.

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Alter	Anzahl der getöteten Frauen	Anteil
18-20	5	3,9 %
21-30	29	22,3 %
31-40	35	26,9 %
41-50	23	17,7 %
51-50	6	4,6 %
60+	3	2,3 %
in der Nachrichten nicht benannt	29	22,3 %
Summe	130	

Internet-Nachrichteninhalten über Frauenmorde, die von Ihren Ehemännern, von ihren Ehemännern in der Scheidungsphase oder von ihren geschiedenen Partnern nach dem Motiv:

Insgesamt 50 (38,5 %) der Nachrichten berichteten, dass der Verdächtige/Beschuldigte die Tat mit einem Gefühl des Durchdrehens oder der Wut nach einer Auseinandersetzung begründet haben. 26 (20,0 %) der Nachrichten beinhalten das Motiv des Scheidungswunsches der Partnerin, 9 (6,9 %), Eifersucht, 6 (4,6 %) Ablehnung des Antrags auf Versöhnung, 2 (1,5 %) Ehrenmord bzw. Verdacht auf Untreue. In 34 Nachrichten (38,5 %) ist auf das Motiv nicht eingegangen worden. (Tabelle 1).

Tabelle 1: Aufteilung der Mordfälle nach dem Motiv

	Anzahl der getöteten Frauen	Anteil
Auseinandersetzung	50	38,5 %
Scheidungswunsch	26	20,0 %
Eifersucht	9	6,9 %
Ablehnung	6	4,6 %
Ehrenmord/Verdacht auf Untreue	2	1,5 %
Finanzielle Probleme	1	0,8 %
Keine Angabe	34	26,2 %
Weiteres (psychische Erkrankungen)	2	1,5 %
Summe	130	

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Internet-Nachrichteninhalten über Frauenmorde, die von Ihren Ehemännern, von ihren Ehemännern in der Scheidungsphase oder von ihren geschiedenen Partnern nach dem Tatort.

In den Nachrichten wurden 91 (70,0 %) Morde im häuslichen Umfeld begangen, den Nachrichten zufolge ereigneten sich 29 Fälle (22,3 %) auf der Straße, 6 (4,6 %) ereigneten sich im Fahrzeug und 4 (3,1 %) am Arbeitsplatz, Restaurant und andere Orte (Tabelle 2).

Tabelle 2: Aufteilung der Mordfälle nach dem Tatort

Motiv	Summe	Tatort	Anteil
Auseinandersetzung	50	zu Hause: 43 auf der Straße: 5 Fahrzeug: 1 Anderes: 1	86,0 % 10,0 % 2,0 % 2,0 %
Scheidungswunsch	26	zu Hause: 12 auf der Straße: 9 Fahrzeug: 4 Anderes: 1	46,2 % 34,6 % 15,4 % 3,8 %
Eifersucht	9	zu Hause: 7 auf der Straße: 2	77,8 % 22,2 %
Ablehnung	6	zu Hause: 4 auf der Straße: 2	67,0 % 33,0 %
Ehrenmord/Verdacht auf Untreue	2	zu Hause: 1 Diğer: 1	50,0 % 50,0 %
Finanzielle Probleme	1	zu Hause: 1	100 %
Keine Angabe	34	zu Hause: 22 auf der Strasse: 10 Fahrzeug: 1 Anderes: 1	64,7 % 29,4 % 2,9 % 2,9 %
Weiteres (psychische Erkrankungen)	2	zu Hause: 1 auf der Strasse: 1	50,0 % 50,0 %
Summe	130	zu Hause: 91 auf der Strasse: 29 Fahrzeug: 6 Anderes: 4	70,0 % 22,3 % 4,6 % 3,1 %

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Auswertung der Internetnachrichten bezogen auf das Verhältnis des Täters zum Opfer.

Die Untersuchung ergab, dass in 115 (88,4 %) Fällen das Opfer noch Ehefrau des Täters war und dass sie in 15 (11,6 %) Fällen zum Tatzeitpunkt bereits geschieden waren.

Informationen über die Täter in den Nachrichten

In 62 (47,7 %) von 130 Nachrichten wurde der Täter beim Namen genannt und in 45 (34,7 %) Fällen wurde die Person als Ehemann identifiziert. 6 (4,6 %) der Täter wurden als Mordverdächtiger, 4 (3,1 %) als Tatverdächtiger ausgewiesen. (Tabelle 3).

Tabelle 3: Beschreibung des Täters in den Nachrichten

Beschreibung des Täters	Anzahl	Anteil
Mit Vor- und Nachname	62	47,7 %
Ehemann/ Partner	45	34,7 %
Verdächtiger / Mordverdächtiger	6	4,6 %
Mörder / des Mordes angeklagter	5	3,8 %
Tatverdächtiger	4	3,1 %
Täter / Beschuldigter	2	1,5 %
Sonstiger	6	4,6 %
Summe	130	

Verwendung von Fotos, Preisgabe von Identitäten, Veröffentlichung von Adressen und die Art der Überschrift bei den Internetnachrichten.

Von 130 Nachrichten wurde bei 125 (96 %) das Foto des Täters verwendet und lediglich 5 Nachrichten beinhalteten keine Fotos (4 %). Von den 125 verwendeten Fotos wurden 8 (6,4 %) auch als gewalttätig eingestuft (Blut, Messer, Munition, Fotos aus der Leichenhalle, blaue Flecken, Narben usw.). Die Untersuchung der Schlagzeilen ergab, dass 59 (45,3 %) Titel gewalttätige Ausdrücke enthielten (Schlitze ihr die Kehle auf, erwürgte sie, stach sie ab, Schlug sie zu Tode usw.) und 71 (54,6 %) nicht gewalttätig waren. Von den 125 verwendeten Fotos war der Täter auf 52 Fotos (41,6 %) klar erkennbar. 31 von 125 (24,8 %) Fotos verwendeten die vollständige Anschrift des Opfers.

Berichterstattung der 130 Internetnachrichten über die Frauenmorde durch Ehegatten oder Ex-Ehepartner

Es wurde festgestellt, dass bei 46 (35,3 %) Nachrichten die Berichterstattung über den Mord sehr detailliert war und bei 84 (64,6 %) Nachrichten auf Einzelheiten verzichtet wurde.

Berichterstattung über den Prozessverlauf

Bei der inhaltlichen Analyse der Nachrichten über die Tötung der Frau, wurde festgestellt, dass die Mehrzahl der Nachrichten keine Informationen über den Prozessverlauf enthielt (Art der Bestrafung, das Strafmaß usw.), was zur Abschreckung oder zur Bewusstseinschaffung wichtig wäre. In fast keinem Bericht wurde darüber informiert, in welcher Form die Behörden

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Hilfestellung leisten, um in solchen Fällen die Opfer zu schützen und Gewaltprävention zu betreiben. Die Berichterstattung über die einzelnen Phasen des Prozesses wird im Folgenden dokumentiert.

Tabelle 4. Angaben über den Gerichtsprozess

Urteilsprozess	Anzahl	Anteil
Haft, Ermittlungsphase	76	58,5 %
Verhaftung/Inhaftierungsphase	28	21,6 %
Selbstmord des Täters	10	7,7 %
Krankenhaus	3	2,3 %
Es wird nach dem Täter gefahndet	7	5,4 %
Freispruch	1	0,7 %
Keine Angaben	5	3,8 %
Summe	130	

In 126 (97 %) Fällen enthielten die Nachrichten keine offizielle bzw. behördliche Stellungnahme. Lediglich 4 (3 %) der Nachrichten, beinhalteten eine Erklärung eines Offiziellen. In einem Fall war es die Erklärung des Bürgermeisters, im einem anderen die des Gouverneursamtes, die der Anwaltskammer und die einer Frauenvereinigung. Nur 10 Nachrichten (7,7 %) enthielten Aussagen von Angehörigen des Opfers. In 18 (14 %) Berichten wurde die Aussagen des Täters wiedergegeben

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A MACRO LEVEL SOCIAL WORK PRACTICE; HEALTH PROMOTION PROGRAM FOR IMPROVING THE HEALTH STATUS OF SEASONAL AGRICULTURAL WORKERS IN TURKEY MAKRO DÜZEYDE SOSYAL HİZMET UYGULAMALARI; TÜRKİYE DE MEVSİMLİK TARIM İŞÇİLERİNİN SAĞLIĞINI GELİŞTİRME PROGRAMI

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Research Article

ABSTRACT

The agriculture, which is the second largest sector of employment in the world and Turkey, will maintain its importance due to the food supply and provision of input to industry. The majority labour force of sector meets the seasonal agricultural workers (SAWs). Maternal-infant and general mortality and morbidity rates were at least 3.5 times higher in MSFWs than in general population of Turkey due to lack of access public health services. We developed a macro level social work intervention including planning and policy, community capacity development and social advocacy strategies to decrease health inequalities named Health Promotion Project of Seasonal Agricultural Workers (HPPSAWs) by using an operational epidemiological design with the objectives of (1) determining the health status and predictors of ill health in designing appropriate interventions, (2) developing new mechanism for access to public health services, and 3) integration of proven interventions into the system to protect right to life of SAWs.

Keywords: Seasonal agricultural workers, macro level social work, health promotion

ÖZ

Tarım sektörü dünyada ve Türkiye’de ikinci ana sektördür ve gıda ihtiyacının karşılanması ve endüstriye hammadde girdisi açısından önemini korumaya devam edecektir. Sektör işgücü ihtiyacının çoğunluğunu mevsimlik tarım işgücü ile karşılamaktadır. Mevsimlik tarımda çalışanların halk sağlığı hizmetlerine erişim güçlüğü nedeniyle hastalık, erken ölüm ve anne/bebek ölümleri genel nüfusa göre yaklaşık 3,5 kat daha yüksektir. Bu nedenle, sağlıkta eşitsizliği azaltmak için makro düzeyde sosyal hizmet müdahalesiyle politika belirleme ve planlama, toplumsal kapasiteyi geliştirme ve sosyal savunuculuk stratejilerinin kullanıldığı ‘Mevsimlik Tarım Çalışanlarının Sağlığını Geliştirme Projesi’ hazırlanmış ve yürütülmüştür. Operasyonel araştırma yöntemiyle yürütülen projenin amaçları; (1) sağlık durumunu ve belirleyicilerini saptayarak uygun müdahale programı geliştirme, (2) halk sağlığı hizmetlerine erişim mekanizması geliştirme, ve 3) mevsimlik tarımda çalışanların yaşama haklarını korumak için etkisi kanıtlanan müdahaleleri sisteme entegre etmedir.

Anahtar Kelimeler: Mevsimlik tarımda çalışanlar, makro düzeyde sosyal hizmet müdahalesi, sağlığı geliştirme

A MACRO LEVEL SOCIAL WORK PRACTICE; HEALTH PROMOTION PROGRAM FOR IMPROVING THE HEALTH STATUS OF SEASONAL AGRICULTURAL WORKERS IN TURKEY

INTRODUCTION

A society's health level is determined by biological factors (*age, gender, genetics and nutrition*); physical environmental factors (*air, water, housing conditions, exposure to chemicals, noise, public safety, and solid waste etc.*); social and cultural determinants (*socioeconomic status, education, early childhood experiences, lifestyle behaviours, child raising norms, unemployment, social aid, social exclusion, and social control*); working environment; services including health, education, and social services; and by the existence of health and social services, food, and transportation policies (Berkman & Kawachi, 2000). In relation to the aforementioned factors, differences in health status arise between countries, regions, and within regions (WHO, 2003). Based on human rights-based approach, the social worker uses macro-level interventions to develop programs that provide access to public health services to address health disparities and to work on relevant legal / structural regulations.

1.1 billion or 34 percent of the world's workers were employed in agriculture (ILO, 2013). An estimated three-fourths of the world's poor people live in rural areas, where most depend on agriculture for their livelihood (Martin, 2016). The agriculture sector will continue to maintain its importance due to the meeting of food need, providing input to the industrial sector, export and its employment opportunities, and its contribution to the ecological balance. However, workers in agriculture form one of the population groups in which health inequalities are most prevalent due to inadequate management of physical, chemical, biological, economic and social risks and difficulties in accessing health / social services. In the agricultural sector, women, children, elders, and seasonal agricultural workers including all three groups are a special risk group in terms of exposure time, quantity and continuous migration. (Arcury & Quandt, 2007; Donham & Thelin, 2006; Hansen & Donohoe, 2003; Hurst, Temrine, & Karl, 2005; International Labor Office, 2004; Şimşek & Koruk, 2011; Şimşek, Koruk, & Doni, 2012; Şimşek et al., 2015; Şimşek et al., 2016; Şimşek et al., 2017; Yentür et al., 2014; Yentür et al., 2015; Yentür et al., 2017a; Yentür et al., 2017b). SAWs are individuals who move from one place to another to work in agriculture, and who then return to their permanent residences at the end of the season. Although limited studies in this field suggest that pre- and postnatal care is very poor in women engaged in seasonal agricultural work, and that the cases of abortion, stillbirth, menstruation disorder, infertility, and adolescent pregnancy are rather high (Goldberg & Janssen, 2006; Lambert, 1995; Donham & Thelin, 2006; Şimşek et al., 2012). The risk of early mortality and morbidity is further aggravated by such factors as the migrant life, exposure to biological, physical, chemical sociocultural and economic factors, accidents, geographical and social isolation, lack of access to public health services including occupational health, and insufficient awareness of how to protect one's health (Priyadarshi et al., 2000; ILO, 2004; Donham & Thelin, 2006; Arcury & Quandt, 2007; Lerro et al., 2015; Stallones et al., 2016; Şimşek et al., 2012; Şimşek et al., 2016; Şimşek et al., 2017).

In Turkey, a limited number of intervention programs for accessing public health services of seasonal agricultural workers exist and these studies have been carried out for a certain period of time and in certain areas (Şimşek et al., 2012). In this study, it was aimed to provide access to qualified public health services of SAWs using macro-level social work interventions with a rights-based approach. As known, the convergence of social work and public health, helping to define the early characteristics of public health social work; willingness to investigate social factors as causes of poor health, combined use of epidemiologically informed casework, and community - level interventions, and policy advocacy and change efforts to bring about structural change (Ruth & Marshall, 2017). Knee reported that, social work, with its proven track record of leadership had an important role to play in strengthening public health (Caputi, 1978).

It is mentioned in the literature that education and opportunities that encourage macro level practices are important in order to meet the basic needs of vulnerable groups, although social work activities are mostly applied at micro level (Belcher & Tice, 2013). This study is expected to contribute also to the practices of public health social services in terms of macro level social work practices to prevent seasonal agricultural workers, which are one of the most disadvantaged groups, from disease / premature death and to access to public health services.

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Method

Macro-level social work intervention is essential in helping communities identify needs, involve organizing community efforts, design culturally responsive community-level interventions and policy advocacy to reduce health inequalities. In this macro level social work intervention, we used three strategies (Rothman, 2007). These are;

- **Planning and policy** (data driven; proposing and enacting particular solutions based on empirical facts),
- **Community capacity development** (assumes that change is best accomplished when the people affected by problems are empowered with the knowledge and skills needed to understand their problems, and then work cooperatively together to overcome them),
- **Social advocacy** (work towards institutions responsible for resolution of the problem to ensure social justice, that is, to ensure that seasonal agricultural workers have access to public health services)

The 'Project for Improving the Health of Seasonal Agricultural Workers' (TUR5R21A) was prepared by the first author using the macro-level social work strategies mentioned above with the operational epidemiological research method and managed in cooperation with the Ministry of Health in 2011-2015 having supported by the United Nations Population Fund (UNFPA).

The stages of the project;

1. Research on identification of health problems and needs for seasonal agricultural workers and their families,
2. Development of access mechanisms to public health services based on research findings and provision of cooperation discussing with related sectors,
3. Continuous monitoring and evaluation,
4. Integration of proven interventions into the system.

The effectiveness of planned intervention methods was determined by qualitative research methodology through interview forms / questionnaires using quantitative research method and in-depth individual interviews, when the effect of an intervention was proven, it was integrated into the system. To determine the effectiveness of the intervention methods, questionnaires were prepared for the Family Health Center (FHP), the Community Health Center (CHC) employees, health mediators, religious staff and district governors after an average of two years from interventions (Table 1). The main factor that reduced the response rate was rapid change of staff position. Interview forms were applied to seasonal agricultural workers and health mediators through face-to-face interviews. Through the qualitative research method, interviews were carried out with the institutions and persons who are the subject of the basic components of the intervention program. In this context, 33 in-depth interviews were conducted as shown in Table 1.

In order to determine the impact of the intervention program at community level, studies were completed in 261 households (96.6% response rate) and 270 households were scheduled to be reached (assuming a standardized effect size of 0.05 with a 0.05 error level) in neighborhoods where MTİ/2011 study was carried out with 30 cluster sampling method.

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Table 1: Total Number Attended to Intervention Programs and Number of People Reached in Impact Assessment

Working groups	T o t a l number	S a m p l e	R e s p o n s e Rate (%)	N o f i n d e p t i n t e r v i e w
District Governor	86	69	80.2	2
Head of Community Health Center	77	38	49.3	6
Nurse/midwife in Family Health Center	95	50	52.6	5
Doctors in Family Health Center	62	38	61.3	2
Nurse/midwife in Community Health Center	223	108	48.4	6
Academicians at universities	11	NA	NA	3
Health Mediators	233	184	78.9	1
Religious staff	235	121	51.5	2
Agricultural envoys	187	47	25.1	2
Journalist	90	23	25.5	2
Seasonal agricultural workers *	270	261	96.6	2

*Sample of community based cross-sectional survey using 30 cluster sampling method

1. Research on the determination of the health problems and needs of seasonal agricultural workers and their families

This cross-sectional survey was conducted using the probability cluster sampling method in 1021 selected households, and focus groups for planning and policy strategy of macro level social work. While the median age for the SAWs was 18 years, it was approximately 30 years for the general population of Turkey. Of the SAWs, 72.1% of female workers aged 15-49 did not graduate from primary school phase one, while this ratio was 16.9% for Turkey in general; 58.2% of the SAWs were under the absolute poverty threshold; and 32.9% had access to safe drinking water, while no hygienic toilets were available in the agricultural fields. In this study, we note that families from South-eastern Anatolia emigrated to 48 different provinces of Turkey as seasonal workers. Migration is the most important factor when considering the provision of public health services (such as the health education, regulation of nutrition, safe water access, reproductive health services, control of communicable and endemic diseases, and provision of essential medicines), which are required to be delivered to all individuals of a society, especially for the prevention of diseases and premature deaths. It was also determined that 40.9% of the married women become mother before the age of 18, 39.5% of them preferred to give birth in less than 2 years. Also it was determined that 43.7% of the women have miscarriage and 18.5% of them had a story of still birth. 30.5% of the women indicated that they did not take antenatal care during their last pregnancy, 18.5% of them delivered at their home or in the field area. 46.3% of women in the period of the survey is still used any contraceptive method. Maternal-infant health and general mortality and morbidity rates were at least 3.5 times higher in SAWs than in the general population of Turkey. In terms of infant mortality, prenatal maternal health and consanguineous marriages were also important factors affecting the probability of the survival of infants.

In this base-line research, approximately 1 out of 5 individuals stated that they did not access health services because of financial issues, work load, usually working in short-term jobs such as hoeing, picking, not knowing the factors that make them ill and how to control these factors, frequently changing phone numbers, language barrier, working in agricultural areas during ASM's working hours, not going to routine follow-ups because they could not get their daily wages when they went to ASM during working hours, especially having a low level of education and reasons related to gender inequality, use of medicine brought from somewhere else, 'waiting to heal', and owning a vehicle while working in the field.

According to baseline research, of them, 20.2% did not know their family physician and the majority of family physicians did not visit or call the families for public health services such as vaccination, antenatal care, or screening. In the focus group meetings conducted with family physicians, we observed that the family physicians' awareness was insufficient towards

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health issues encountered by the families, difficulties dependent on life conditions were encountered in the system, and that it would be beneficial to conduct training programs and studies to improve the system. Legally, agricultural envoys' responsibilities in Turkey include providing safe transportation, payment of workers' wages, and organizing healthy living conditions in collaboration with local authorities. In focus group meetings none of them seemed aware of the regulations on their responsibilities related to environmental and health facilities (Şimşek et al., 2015). Quantitative and qualitative data were used, and 89.5% of women were exposed to violence that included the restriction of their human rights (Şimşek et al., 2016).

2. Development of mechanisms to access public health services collaboration with the related sectors

After determining access to public health services and obstacles based on empirical facts, SAWs health promotion program including solutions was developed by the first researcher to decrease health disparities in SAWs in 2012. This program was included: (a) Meetings at national and provincial government level for sharing the research findings and for the purpose of deciding on the determined interventions; (b) Strengthening the services for SAWs; (c) Strengthening the services for SAWs training clergymen on health risks and interventions necessary to prevent ill health; (e) Strengthening workers through health mediators training program; (f) and advocacy activities including scientific meetings, media trainings and lobbying to parliamentary members and committees (Şimşek & Çelik, 2016).

2.1. Meetings at national and provincial government level

Meetings were organized at the central government level with the participation of all public institutions, non-governmental organizations and academicians in provinces having the highest seasonal agricultural labor migration, and the technical staff participated in the meetings as well as the representatives of the organizations. At these meetings, the intervention programs identified to ensure access to health services and the control of the risks causing premature death and diseases for seasonal agricultural workers based on the results of the research were described. Intervention programs based on the results of the research attracted interest from all participants and their opinions and recommendations were received on each intervention program.

Monitoring protocols used in the presentation of public health services in Turkey, which is a country of agriculture, were reviewed and cooperation with the Ministry of Health Turkey Public Health Authority was conducted for the development of training modules in which agronomic factors were involved, modules were developed by identifying experts, monitoring cards were prepared for use on the croplands, each developed module was shared on the web to provide accessibility to materials by re-auditing with experts working in the application. In addition, brochures, videos, radio spots were developed for community education and put on the web page ([www.mevsimlik tarimiscileri.com/](http://www.mevsimlik.tarimiscileri.com/)) (in Turkish).

2.2. Strengthening the services for SAWs

Developed and tested training programs for strengthening service delivery within the context of operational research can be grouped under five headings. These are as follows:

- i) Family Physician Centers (FPC) Training Program
- ii) Community Health Center (CHS) Training Program
- iii) Development of pre-graduation training module for the health professionals,
- iv) Governors training,
- v) Religious staff training.

All training programs were performed so as to enhance cognitive and emotional awareness, as the training in which seasonal agricultural workers directly participated. All subjects were structured according to health belief model based on research findings, and supported by written material.

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2.2.1. Family Physician Centers (FPC) Training Program

It is the approach that centralizes the health system and health care workers, which is the pre-requisite for ensuring access of SAWs' to public health services. Initial trainings were planned for FPC employees and the 'First Step Practice Guidelines', which includes the subjects such as the basic public health approach in the prevention of sickness and premature death, factors preventing seasonal agricultural workers from accessing public health services, the tasks of the FPCs, the importance of criminal and civil obligations in terms of seasonal agricultural labour, the management of health risks in the agricultural sector, counseling, prenatal-postnatal and during natal care, and banners and open letters have been developed to raise awareness. In 2012-2014, a total of 262 FPC employees received 2 days of trainings. When trainees were reached after an average of 2 years to assess the effect of the training, it was determined that approximately 50% of the health workers who were trained did not work in the areas where SAWs lived densely because of displacement. This finding is important in terms of indicating the provision of the continuity of training programs, taking into account the size of staff mobility. The health workers evaluated training positively with the statements such as "satisfying", "qualified", "beneficial", "informative", "stimulating". While all assessed the prepared guide as useful, 25% reported that the material was effective on its own, and 75% reported that face-to-face training was needed to be supported with materials.

2.2.2. Community Health Center (CHC) Training Program

In order to start mobile health services in agricultural areas, 300 health personnel from 48 provinces were trained starting from the provinces with the most dense seasonal labour force migration between 2012-2015. All of the trainees found face-to-face trainings of 2 days each useful and necessary and reflected on their service delivery, reporting that the training materials were useful. Trainings have facilitated empathic communication with SAWs and the management of risks related to person and environment. In impact evaluation of training, besides increasing the knowledge and skill of health workers, it was found that the motivation such as "**something can be done, and only you can do it**" was important. Strong impact of knowledge, skill and motivation was observed at all stages of service delivery. In the evaluation study performed in 2015, it was determined that the number of seasonal agricultural workers who reached public health services in agricultural areas reached to 212,245 and that they received direct public health services such as vaccination, reproductive health care services, health education and counseling, provision of clean drinking water, provision of collection of garbage, teaching of toilet building, safe pesticide applications and first aid training. Almost half of the trainees had no difficulty in service delivery; basic determinants were;

- Flexible working hours,
- Existing of health mediator in their working areas,
- Having local administrators trained.

The other important finding is that the training of the CHCs were activated other sectors. After the impact of the program was identified, on 5 February 2015, the article on services to be provided to seasonal agricultural workers by Community Health Centers was added to the Community Health Center and Subsidiaries' Regulation and the working hours, which were an important obstacle to access to the service, were rearranged by flexible work practice. Taking into consideration the mobility of health workers and the necessity of training, the topic of 'presentation of public health services to seasonal agricultural workers' was added to the Ministry of Health's standard training program. The statement of a nurse based on in-depth individual interviews is given below;

'We would see the tents in the croplands, we just call them as people from the Southeast coming to pick the product, I never thought it was about us. This training has broken down the wall between us and agricultural workers, and I learned that there is much that I can do. About 2000-3000 people are coming to our CHC district. We provide mobile service in the cropland nearly every 2 weeks. This year I met with 2 health mediators. They made our works easier and more useful. When a pregnant, a baby was unvaccinated or has a problem related to water or vector, when they are ill, they immediately call from my mobile phone. We usually go in the evening when their work is over, when it rains or on the day when they do not go to work, they wait for us. I can say that we were more successful this year' (CHS Nurse). (Şimşek et. al., 2013).

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2.2.3. Development of Pre-graduation Training Module

Awareness trainings to FPC and CHC employees resulted in a new dimension. Through these trainings and feedback, it has been decided that health workers should be trained in pre-graduation period on how to provide health services to groups who are to live and work in disadvantaged conditions such as seasonal agricultural workers in their basic occupational training. With this requirement, the "pre-graduation training module" was prepared. The improved module has been tested at the Schools of Medicine and Health of 6 different universities. The pre-graduation module was considered as 'very meaningful, useful and necessary'. When the way that the module application worked was evaluated, it was often used the statement of 'in the pre-graduation period, the telling of public health practices on a group at risk was beneficial for the students'.

2.2.4. Muhtar Awareness Trainings

Within the government system in Turkey, the elected administrator of the village/neighbourhood legal entity is the muhtar, whose duty is to ensure that the residents have access to the public services under the legal regulations. Within the scope of the project, trainings were organized for all the muhtars of the neighbourhoods where the seasonal agricultural workers were concentrated in the 2 provincial centers having given heavy seasonal agricultural labour force migration. In addition, a brochure about the services to be offered especially to the seasonal agricultural workers titled '**The Muhtar is a Bridge for the Community to Reach to the Service**' was prepared by the muhtars (www.mevsimliktarimiscileri.com). In the evaluation study, it was determined that the majority of muhtars or his family members worked as a seasonal worker. In 2012-2013, it was observed that they made an intensive study especially about population registration. They also played an important role in reaching agricultural envoys.

2.2.5. Trainings of Material Development and Awareness for District Governors

The findings of the needs identification research showed that a strong inter-sectoral co-operation at the provincial / district level is required to be provided for seasonal agricultural workers to have access to public health services. In legal regulations, with the duties of the administrators being defined, a guide on the relevant legal arrangements and practical ways of preventing disease / premature death and a brochure entitled 'Prevention of Diseases and Premature Deaths is a Legal Responsibility' were prepared, and awareness trainings were given to the administrators of the relevant public institutions, especially governors and district governors. In the scope of operational research, 201 administrators participated in the training program and 86 of them were assistant governors and district governors. It was reported that developed materials would be useful without face-to-face training, and would benefit more through face-to-face training. The guide developed for this reason was distributed to all provinces where the agricultural production was common.

87% of assistant governors and district governors reported that the training they got would be integrated into candidate district governor trainings and were integrated into the District Governor's Training Program of the Interior Ministry after the project.

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2.2.6. Training of Religious Staff

The reason for the inclusion of religious staff in this project is to ensure the participation of men upon the answers 'God knows, if it is our destiny, it happens' and 'these things are women's problem' given as the reasons for seasonal agricultural workers' diseases and premature deaths in the MTI/2011 research. Within the scope of the research, "Religious Staff Health Guide" was prepared because "the place that religion covers in the arrangement of everyday life is great and most of them go to Koran Courses outside the agriculture season" and 235 religious staff were given trainings in the neighbourhoods where seasonal agricultural workers live densely. In in-depth interviews, the guide prepared within the scope of the project was described as "well prepared, understandable, comprehensive". They stated that they learned the health dimension of the subject through the health education they took and that they learned how to fight "wrong beliefs" thanks to this knowledge. They stated that consanguineous marriage and marriage under age 18 were generally widespread in this group and that this prevalence was reinforced by the tradition that was supposed to be religious knowledge, but that it could be changed by such efforts. This finding has shown the necessity of performing training constantly at local level in cooperation with Religious Affairs Directorate and Public Health Directorates.

2.3. Strengthening Seasonal Agricultural Workers

As stated in the research findings, two different programs have been developed and implemented under this component due to the low level of education of women and men, the inability of one of two women to refer to health care without the permission of the elders of the family and the lack of information on the control of the factors leading to the illness due to the high level of external control in managing the person's life, low controls on their health, and inadequate access to preventive health services (Şimşek et al., 2015; Şimşek et al. 2016; Şimşek & Çelik, 2016).

2.3.1. Health Mediators

The findings of the research showed that a new model was necessary to ensure the dissemination of health information as a culture in daily life, increasing of demand for public health services, and learning by taking healthy behaviours as the role model. For this reason 'health mediator training program' was developed. For this purpose, a guide titled '*Healthy Living Guide*'; *The Golden Rules of Protecting from Diseases*' was prepared, and 233 people were trained as health mediators. The 4-year follow-up study showed that the education status of health mediators increased, the consanguineous marriage, the incidence of domestic violence and the frequency of illnesses decreased, and the knowledge and behaviors for prevention of illnesses increased significantly. Approximately 30,000 families of seasonal agricultural workers were informed by health mediators about prevention of diseases between 2012-2015, and these persons were provided to refer to the services of pregnancy, puerpera, baby follow-up and early diagnosis-treatment services. It has been decided to become a "job" of these studies which are done by taking into consideration the effective actions of the health mediators on the field, the collaborations they developed with the health workers and successes of all these in ensuring access to the health services of the SAWs, and it has been presented to the Ministry of Labor and Social Security by having made job descriptions. Based on the impact evaluation, it was determined that being health mediators between 30-40 years of age, having the majority to be women with some male health mediators and knowing Turkish are the main determinants of success.

2.3.2. Agricultural Business Mediator Trainings

In Turkey, the person who is legally responsible for establishing the working relationship between the employer and the seasonal agricultural worker and **making the necessary applications for the establishment of the workers' places of residence in accordance with the conditions of health and shelter and then following the process** is the agricultural business mediator (Regulation on Business Mediation in Agriculture, 2010). In the needs identification research, it was found that majority of the agricultural business mediators were not registered with İŞKUR and that they did not know legal regulations. During the registration and documentation of the agricultural business mediators, a pictorial guide to the agricultural business mediators was prepared (Agricultural Business Mediator Guide) and by performing a pilot work, 187 agricultural business mediators were trained. Especially because the training was given suitable to the daily practice, it was evaluated as 'very useful'

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and they all had their official records as agricultural mediators.

2.3.3. Development of Adult Literacy Module

Due to the high rates of illiteracy in families working in seasonal agriculture, the 'Health-Themed Adult Literacy Module' was developed in cooperation with the GAP Regional Development Administration. The module was prepared to include risk factors and their control causing seasonal agricultural workers' premature death and diseases and integrated into the system http://www.gap.gov.tr/upload/dosyalar/pdf/ler/saglik_temali_okuma_yazma2.pdf.

2.4. Advocacy Work

2.4.1. Press employees training

Press employees were trained to facilitate access to the service by ensuring that the results of the research were disseminated so as to actuate the public institutions. 'Health Journalism Guide for Accurate and Effective Health Communication' was prepared so as to provide seasonal agricultural workers to access to public health services for use in the trainings. After the program, it was observed that the news having appeared in the local media increased, and that these news were as to actuate the relevant sectors and inform the society. While programs were being developed, the need to provide detailed training related to reporting on disadvantaged groups was identified and the recommendation to integrate them into training programs was frequently notified.

2.4.2. The TBMM Research Commission Advocacy and Consulting

In 2015, the Seasonal Agricultural Workers Research Commission was established with the joint proposal of all political parties in the TBMM. The project coordinator, who was the first author, was actively involved during the commissioning of the Commission's work and also actively engaged in advocacy by consulting the commission. A comprehensive, multidimensional and participatory report was prepared by the Commission for access to all public services. The Commission's work were shared in written and visual media in detail, awareness of both the report and the topic was raised and it made a significant contribution to advocacy work. The components proven to be effective in the project and described in this article were detailed in the recommendations section of the report and they were shared by all the sectors by the TBMM and the recommendations were requested to be fulfilled (*Grand National Assembly of Turkey, 2015*).

2.4.3. Poster and Oral Statement Presentations At Scientific Meetings

The first researcher and academicians on the project team presented numerous posters and oral statements in public health and social service congresses. It was evaluated among successful studies in international congresses, especially in public health congresses. As a result, awareness increased in many faculty members, assistants and graduate students. In particular, the increase in theses also provided important information for developing evidence-based practices.

3. Impact Evaluation of the Program at the Social Level

In November 2015, a cross-sectional study was performed with 30 cluster sampling methods (211 households) to determine the social impact of the intervention program announced within the "Developing the Health of Seasonal Agricultural Workers" program. The universe of the study was formed by 11 neighbourhoods in Adiyaman and Şanlıurfa City Centers, where the seasonal agricultural workers mostly reside. The results of the research were given in Table 2 in comparison with the results of the needs identification research, which was the first step of the program. It is observed that the greatest advance is in the frequency of knowing the family physician, the frequency of the family physician's calling, access to mobile health services in agricultural areas, access to prenatal and postnatal care services, delivery in hospital, frequency of not approving short-term maternity of two years, the frequency of using withdrawal method, the frequency of learning sexually transmitted infections and the pesticide harms (Table 2).

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Table 2. Comparative Indicators According to Before and After Intervention

Variables	MTi/2011	MTi /2015
The percentage of knowing of family physicians	79.8	97.9
Percentage of being called by family physician / family health worker	14.7	41.3
Percentage of mobile health services utilization in agricultural areas	0.01	28.8
Percentage of women not paying attention to their health	32.5	18.5
Percentage of already pregnant women	13.8	11.2
Percentage of pregnant women who did not receive antenatal care in their last pregnancy	26.0	5.4
Percentage of women who did not receive postnatal care	76.9	17.8
Percentage of women who want to have children over 4	45.1	38.8
Percentage of men who want to have children over 4	53.0	40.2
Percentage of women supporting birth at short intervals than two years	38.7	9.1
Percentage of men supporting birth at short intervals than two years	53.1	10.3
Percentage of women who approve motherhood for the age of 18 and under	31.7	21.7
Percentage of men who approve motherhood for the age of 18 and under	5.3	7.9
Percentage of women who approve fatherhood under the age of 18	13.3	7.8
Percentage of women who had tetanus vaccination in their last pregnancy	46.4	81.3
The percentage of women who gave birth at home/cropland	27.2	3.2
Percentage of women who currently use contraceptive methods	46.3	59.7
Percentage of women using the withdrawal method	13.1	6.9
Percentage of women using needle method	1.5	28.7
Percentage of women who heard about sexually transmitted infections	28.3	91.0
Percentage of men who heard about sexually transmitted infections	57.7	92.7
Percentage of women knowing the harms of pesticides	9.3	18.3

In individual interviews, it was seen that, firstly, the demand for public health services increased and self-confidence on "agricultural labour" was developed in general. They also emphasized that not only their own but also the service providers (such as doctors, nurses, district governors) interests increased.

"We did not know that much 2-3 years ago. For example, the kids could randomly go to the toilet anywhere. Now there is no such thing. **We build toilets**, we build separate **bathrooms**, we pay attention when we disinfect croplands, we take the pregnant to the doctor immediately, for example. **In an emergency situation we are taught where to call**. For example, we used drugs that we took away with us more consciously"(MTI, female).

"... there are so many differences. For example, I went to my family doctor on the day I would go to Ordu. My own son was ill, I took him. Thank that doctor, he was so interested. So if a person has a son, he can not be that much. The doctor said if you have a problem there you can call. **I can direct you there** so. Thank goodness we did not have a problem" (MTI, female).

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'.. "At first, health workers would not come to croplands. Now they come to the tents. Previously they did not have water, bath, toilet or anything, they made built. They help us. They have been coming for 2-3 years. They came to the tents and drank our tea" (MTI, female).

DISCUSSION AND CONCLUSION

According to the National Association of Social Workers (NASW), social work is defined as a profession that works to enhance the well-being of all people and promote social justice and social change on behalf of client populations. To achieve social justice, social workers seek to interrupt systems of discrimination and oppression through a number of activities, such as direct practice, community organizing, social and political action, and policy development (NASW, 2015). However, the current literature suggests that the profession's focus on social justice and social action are weakening, replaced by individualism and therapeutic interventions (O'Brien, 2010). This study has used macro-level social service intervention method to ensure access to public health services for seasonal agricultural workers, who constitute the busiest labour force of the agricultural sector. This program in operational research design were contained three strategies of community intervention approach called macro social work methods; **planning and policy, community capacity development** and **social advocacy** (Rothman, 2007).

Several conclusions can be drawn from this research. Before passing on to them, if the problems can not be solved with the available resources, a social worker working in the field decides the macro-practices and proceed in line with the core strategies of macro social work intervention by setting up a team and a fund. First, the first step in the social work intervention at the macro level is to be able to identify the problem of the target group well and do research to be able to develop solutions based on the evidence. In the survey conducted to determine the health status and needs of seasonal agricultural workers, it was found that early death and disease rates were high due to low socioeconomic status, constant relocation, living in rural areas, migrating and working with family members, and uncontrolled occupational risks. The root cause was determined to be that the public health services were not structured according to the agricultural sector, taking into account such factors as geographical distance, low socio-economic level and the high level of the external control focus of the group (Şimşek et al., 2015; Şimşek et al. 2017). Similar results were obtained in different studies (Goldberg & Janssen, 2006; Donham & Thelin, 2006; Arcury & Quandt, 2007; Şimşek, Koruk, & Doni, 2012).

Second, it is important to establish intervention programs for the health system, the relevant sectors and directly for seasonal agricultural workers, to test the effectiveness of the intervention programs, and to provide inter-sectoral cooperation to integrate programs with proven effectiveness into the system, in order to access to public health services, which is the root cause. It has been seen that the training of health workers, administrators and especially district governors, religious staff, and media, training of health mediators so as to strengthen seasonal agricultural workers, and training of agricultural business mediators are essential components of a strong mechanism. After the impact evaluation; it is legally assured that the Community Health Centers located in the public health system will provide seasonal agricultural workers with mobile services in agricultural areas. Taking into account rapid staff mobility, a standardized training program for the continuity of trainings in provinces receiving and giving seasonal labour force migration has been developed and integrated into routine trainings. In addition, administrator trainings are integrated into the routine District Governor Training Program. In these trainings, the development of training materials with an interdisciplinary approach based on the needs of seasonal agricultural workers and on research findings and preparation of well-planned and feasible training modules for face-to-face training has been emphasized.

Third, their demand for public health services is low because of the low level of SAWS' education levels and disease prevention awareness. The formation of a demand to public health services is related to the level of awareness of the person, the level of control over his/her health, and the accessibility of the service. This program has shown the relevance of the model of training health care mediators in the context of community based public health services. Health care mediators have become "change agents - culture breakers" and they have begun to change from themselves. Health care mediators whose beliefs about their self-confidence, courage, and self-efficacy have increased have been regarded as the most important

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outcome of the project that is reproducible in other areas. In the literature also, health mediators called LHW's provide promising benefits in promoting immunization uptake and breastfeeding, improving TB treatment outcomes, and reducing child morbidity and mortality when compared to usual care (Lewin et al., 2010).

Fourth, the training of agricultural business mediators has been quite successful. Because the legal duty of these persons is defined as the creation of a healthy living space, transportation, access to services and regular payment of wages. Within the scope of the project, they are provided to be trained by preparing a standard module. During the certification of agricultural business mediators, it was seen that training on access to public health services and first aid is beneficial.

Fifth, seasonal agricultural workers form a group with a high external control focus. Beliefs are important in the development of healthy behaviours. Although it seems to be very beneficial to include men in the process through religious staff on issues such as early marriage, consanguineous marriage, the importance of reproductive health services, social gender inequality, mitigation of patriarchal oppression, religion staff should be trained with pre- and post-graduation training by using educational materials prepared in these issues.

Sixth, qualitative posters and verbal reports that provide for increased scientific interest have made it possible to increase scientific evidence. The cross-sectional research of this project played an important role in establishing a commission at the TBMM level and the consultancy of the first author, the project coordinator, facilitated the integration of proven intervention programs into the service delivery system and the making of legal regulations.

As a result, the macro social work intervention has been effective in accessing to public health services of seasonal agricultural workers. It is considered to be beneficial for social workers working in Community Health Centers to use macro social work practices, especially by providing disadvantaged groups to access their human rights.

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THE SOCIAL WORK PERCEPTION OF PRIMARY SCHOOL TEACHERS AND SCHOOL SOCIAL WORK

İLKÖĞRETİM ÖĞRETMENLERİNDE SOSYAL HİZMET ALGISI VE OKUL SOSYAL HİZMETİ

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Research Article

ABSTRACT

This study aims to highlight the importance of school social work oriented towards the increasing problems in the school-age children, present the views and attitudes of the primary school teachers, who have close relationships with the students, towards the social problems in the school, determine the perceptions of primary school teachers towards the social work and provide academic contributions to the sustainable school social service.

180 primary school teachers working in district schools at different socio-economic levels in the Küçükçekmece County, İstanbul participated in the study. Socio-demographic, educational and professional information of teachers, as well as their views and attitudes towards the social problems in the schools, their perception of social work, their views and solutions towards both problems and school social work are determined with the interview form developed by the researcher. The problems encountered in the schools, as well as the quantitative and qualitative insufficiency of current psycho-social support for these problems, were revealed in the study. Besides, it was detected that the knowledge of teachers about the social work profession is insufficient, considering the aim and scope of their profession. However, their perception of social work was found to be mostly positive, and they viewed school social work as a necessity for solving the problems in the schools.

Keywords: Social Work Perception, Problems of Students, School Social Work

ÖZ

Bu araştırma, okul çağı çocuklarında artan sorunlara yönelik okul sosyal hizmetinin önemini vurgulamak, öğrencilerle yakın ilişkide bulunan ilköğretim öğretmenlerinin okullarda karşılaşılan sosyal sorunlara yönelik görüş ve tutumlarını ortaya koymak, ilköğretim öğretmenlerinin sosyal hizmet algılarının nasıl olduğunu tespit etmek ve sürdürülebilir bir okul sosyal hizmetinin sunulmasına akademik katkı sağlamak amacıyla yapılmıştır.

Çalışma, Küçükçekmece İlçesinde farklı sosyo-ekonomik seviyedeki semt okullarında görevli 180 ilköğretim öğretmeni ile yapılmıştır. Araştırmacı tarafından geliştirilen görüşme formu ile öğretmenlerin sosyo-demografik, eğitim ve meslek bilgileri, okullardaki sosyal sorunlara yönelik görüş ve tutumları, sosyal hizmet algıları ve hem sorunların çözümü hem de okul sosyal hizmetine yönelik görüş ve önerileri saptanmaya çalışılmıştır. Araştırma sonucunda okullarda karşılaşılan sorunlar ve bu sorunlara yönelik mevcut psiko-sosyal desteğin nicelik ve nitelik bakımından yetersizliği ortaya konmuştur. Ayrıca öğretmenlerin; sosyal hizmet mesleğine yönelik bilgilerinin, mesleğin amaç ve kapsamı doğrultusunda değerlendirildiğinde yetersiz olduğu, fakat çoğunlukla sosyal hizmet algılarının olumlu yönde olduğu ve okuldaki sorunların çözümü noktasında okul sosyal hizmetini ihtiyaç olarak gördükleri saptanmıştır.

Anahtar Kelimeler: Sosyal Hizmet Algısı, Öğrenci Sorunları, Okul Sosyal Hizmeti

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INTRODUCTION

Schools, founded to provide education to the children, are organizations witnessing the daily life of children and even playing an important role in shaping their lives.

Schools are composed of different groups of people such as managers, teachers and students. The dynamics of the relationship between these groups of people maintain the presence of schools. The families and environment of the children are involved in this system as important factors, despite not being present physically in the school system. Thus, the dynamics of these relationships should be included in the framework for creating solutions to the problems of students as well as all other activities concerning students.

The studies show that various problems in the family structure cause social-cognitive impairments, behaviour disorder, academic failure, drop-out, substance abuse and turning into crime, and threatens children (Baykara Acar ve Gökçearsan Çifci, 2011: 51; Çamur Duyan, 2011; 19-24). Besides, some studies revealed that while families can be the source of the problem, they can also be the solution to problems encountered (Gökçearsan Çifci and Polat Uluocak, 2011: 97).

The solution to the problem encountered by the children can be impossible only by working with the children. Including the family to the solution process and working in an integrated system can make it possible to reach a solution.

This situation is closely related to the "individual in her/his environment" concept, which is at the focus of social work. The social environment of the child is her/his family. Therefore, within the school social work framework, the interventions to be applied to the children encountering problems and her/his environment are important for carrying out preventive activities and developing necessary policies.

School social work should be initiated as soon as possible in the schools, which are very important for reaching the children in providing and maintaining their welfare. The problems in the environment of vulnerable children can be provided with solutions and their social sufficiency can be developed by increasing their environmental support with school social work, acting with an ecological perspective (Dupper, 2003/2013: 3). The empowerment approach adopted by the school social work plays a major role at this point. The individual is provided with opportunities to develop her/his capacity by focusing on her/his strengths (İçağasıoğlu Çoban, 2011:120). The correct analysis of necessities, both quantitatively and qualitatively, and developing models for these necessities will increase the quality of social work to be provided. Thus, determining the types of problems encountered at schools, the frequency of these problems, the extent to which the intervention to these problems is applied or the if any intervention is applied, the methods applied to these problems, the perspectives of teachers to the problems, their opinions about the parents, their evaluations about the current psycho-social support, their perspectives about the social work, which acts as the provider of social justice, and their views and suggestions about the problems at schools has great importance.

The study aims to provide answers to the aforementioned questions and highlight the importance of school social work.

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Purpose of the Research

The primary objective of the study is to reveal the need for school social service through the social service perceptions of the teachers.

In addition, it is aimed to find out whether the findings obtained varies depending on environments at different socio-economic levels by conducting interviews with the teachers at district schools at different socioeconomic levels, which are determined after working with the District National Education Directorate.

The sub-objectives of the research are determining the types of problems the teachers encounter at schools, the solutions to these problems and the methods they apply in order to solve these problems, as well as providing suggestions for the solution.

The Significance of the Research

Schools are the second-closest environment for the children, after their family (Altun, 2016: 313). Children spend the majority of their daily lives in school. Considered from this aspect, the schools are one of the most effective ways to reach children and their families. Interventions for the problems encountered by the children are usually applied at a delayed pace. Determining the problem in situations such as sexual abuse is usually much harder as the child exhibit protective behaviour towards the perpetrator. The schools have great importance in raising awareness of school workers in recognizing these problems and symptoms of abuse, as well as applying necessary intervention, prevention and orientation activities by school social workers and other related professionals (Jarolmen, 2014/2017; 260).

Schools have an important mission for developing, raising as well as reintegrating the individual (Özbeşler and Duyan, 2009: 24). The most efficient professionals in the realization of this mission are undoubtedly teachers. Raising the awareness of teachers, who are close witnesses to the many problems children face, and providing the suitable school environment for applying the required social work applications are key factors for the solution to current problems and prevention for possible problems school-age children may encounter.

Two striking points are making this study important. First of all, the study will contribute to filling the gap in the academic literature by presenting the information, opinions and evaluations of teachers about the social work, revealing the interventions applied to the problems encountered in the schools, as well as determining the perception of primary school teachers about the social work.

Secondly, the study is expected to contribute to developing social policies on education by presenting the current situation, requirements as well as attitudes and opinions of teachers when they encounter problems with children.

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METHOD

The study employed a mixed research orientation. General survey model and correlational survey model, two different types of survey model, were employed as the models. The features, preferences and attitudes of the sample group were investigated with general survey model. The relationship between two or more variables and the existence of significant differentiation between the case level analyzed and variable were analyzed with the correlational survey model (Gürbüz and Şahin, 2015: 103-105). The attitudes, opinions and suggestions of the primary school teachers were descriptively analyzed with the inductive approach, as the qualitative dimension of the study (Gürbüz and Şahin, 2015: 101)

Sample Group

The population of the study is the primary school teacher. The sample group of the study consists of 180 primary school teachers, 90 of them from district schools at low socio-economic level, remaining 90 of them from district schools at high socio-economic level, in the Küçükçekmece County, İstanbul The schools included in the study were determined by employing the disproportionate stratified sampling method; the socio-economic level of the districts they operate were stratified.

Data Collection Tools

Semi-structured interview form was employed as the data collection tool in the study. The form was developed by the researcher. It consists of open-ended questions, two-choice and multiple-choice questions, which have both quantitative and qualitative character. The interview form consists of four parts and a total of 43 questions. The first part consists of 13 questions about the socio-demographic, educational and professional background of participants. The second part consists of 15 questions aiming to reveal the opinions and attitudes of participants about the social problems. The third part has 14 questions aiming to determine the participants' perception of social work. Last part consists of one question about the opinions and suggestions of the participants.

Data Collection Process

The researcher went to schools, determined based on the information received from Küçükçekmece District National Education Directorate, during the working hours. The interview form was applied to the teachers who were volunteered to participate in the study. The form was applied during the appropriate hours for teachers. The participants were introduced to the interview form, and they were given information about the subject of the study by the researcher. The questions raised during the application of the form were answered by the researcher. The names of the school included in the study were made anonymous due to the ethical considerations.

After receiving the necessary permits from Governorship of İstanbul Provincial Directorate for National Education, an interview with Küçükçekmece District National Education Directorate was held to determine the schools to be included in the study.

The researcher went to the schools included in the study during the working hours. During the recess, when the teachers gather in the teachers' lounge, the researcher gave information to teachers about the study. Approximately 25 interview forms were given and approximately 12 of them were filled on a volunteer basis in each school. Teachers participating in the study were assured that their names and the name of the school they work would be kept anonymous. Thus they were ensured to answer the interview questions sincerely and the correct data were obtained in the study.

Data Analysis

The data obtained employing the semi-structured interview form applied in the study were coded and analyzed by using IBM Research Statistics 24.0 statistics software.

Descriptive analysis was used to compile, collect and summarize the data on the variables, and the Chi-square test was used in

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order to determine if there is a significant relationship between the variables. Chi-square test is a nonparametric test widely used in the data analyses (Gürbüz and Şahin, 2015: 2011-243).

The interview forms were filled by the primary school teachers who agreed to participate in the study. All the responses of participants to the open-ended questions were read by the researcher. The semantically close responses were categorized based on their frequency and they were individually coded. The encoded data were entered and then descriptive analyses were conducted.

FINDINGS AND DISCUSSION

The study found that 69.5 per cent of the teachers are in the 20-35 **age group**. When the age groups of teachers and the social-economic level (SEL) of the schools are compared, a significant relationship ($p<0.05$) was found between two variables. According to the results, the teachers in the schools with low socioeconomic level are younger than the teachers in the schools with high socioeconomic level.

Teachers receiving **in-service training** approximately consists of four-fifths of the group (79.8 per cent). In other words, one-fifth of the teachers in the sample hasn't undergone any in-service training. Several studies have highlighted the need and importance of in-service training in training qualified teachers and providing qualified education to the students (Ergin, Akseki and Deniz, 2012; 63-64; Kayabaş, 2008: 29; Seferoğlu, 2004: 94)

A significant relationship was found between the teachers receiving in-service training and school SEL ($p<0.05$). The number of teachers receiving in-service training increases as the socio-economic level (SEL) of the school increases. In particular, private schools in the high SEL group are thought to increase this ratio. When the contribution of in-service training in training qualified teacher is considered, it is observed that there is less effort in receiving this training especially in the schools in low SEL group.

When **the topics** (children/youth, school, family, society, communication, disability, addiction, poverty, violence, abuse/neglect and others) in the in-service training of the teachers are analyzed, it is observed that teachers mostly took in-service training in children/youth, communication and school subjects. Besides, a significant relationship was found between the SEL of the school and the training topics children/youth, school, family, communication and addiction sub-groups ($p<0.05$). The number of teachers receiving training on these subjects increases as the socio-economic level of the school increases.

As the experience of teachers may not be parallel with their age, the working experience of teachers was also evaluated in the study. When the active working years of the teachers are considered, it was seen that most of them (30 per cent) had 2-6 years of work experience. A significant relationship was found between the working years of teachers and the socio-economic level of schools.

The working experience of teachers increases as the socio-economic level of the school increases. It can be inferred that the number of experienced teachers increases in the schools in high socio-economic level. In another study comparing the working experience of teachers with the socio-economic development level of provinces, a strong positive relationship was found between these two variables. It was found that in provinces with high development level, the average working experience of teachers has a tendency to be high (Eğitime Bakış 2016- İzleme ve Değerlendirme Raporu, 2016: 172) The schools in the high socio-economic level, including the private ones, choose teachers not by appointment, but by selecting in accordance with the preferences of the school management; which make it possible for experienced teachers to work in these schools.

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When the **branches** are considered, more than half of the teachers in the study are branch teachers such as Turkish and mathematics, while the rest of them are class teachers and advisor teachers. Interviews were intended to be conducted with at least one or two counsellors or advisor teachers in each school, however, no advisor teacher was found in some schools in the low SEL group (despite having more than 1000 students); thus no interviews were conducted. 11 advisor teachers were reached in schools in the high SEL group while only 5 advisor teachers were reached in schools in low SEL group. More than 70% of the teachers worked as a class teacher or coach. A significant relationship was found between the teachers working as a **coach** and the gender of teachers ($p < 0.05$). Male teachers were found to work more as class teachers/coaches than female teachers.

The number of teachers working in **social responsibility projects** is lower than half of all teachers. These teachers participated in social responsibility projects mostly related to the child, society, school, youth and poverty.

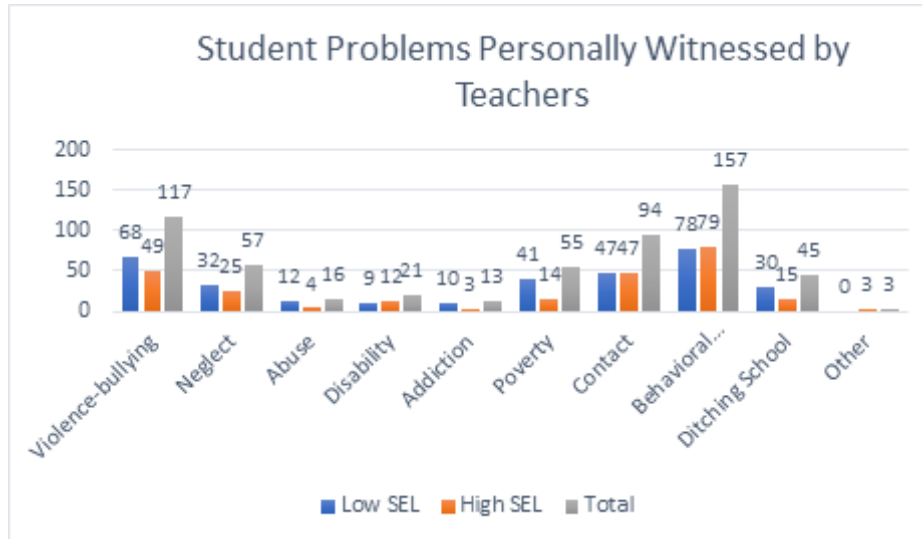
Teachers reported **having problems** between students, teachers, school management and parents within the context of school relations. Most of the problems were experienced between teacher-parents (68.3 per cent), student-student (65.6 per cent), student-teacher (55.0 per cent) and lastly teacher-school management (41.7 per cent). The high percentage of problems experienced by teachers both with parents, students and parents highlights the need of teachers for the school social work profession, acting as a bridge between school and parents. No significant relationship was found between groups experiencing problems and socio-economic level of schools. Another related research revealed that the psychological, economic and physical violence teachers face are found in schools both with low and high socioeconomic levels (Atmaca and Öntaş, 2014: 60) This fact show the need for school social work in schools both in high and low socioeconomic levels.

The problems witnessed by the teachers are listed based on their frequency as follows: behavioral problems (78.3 per cent), communication (73.3 per cent), neglect (40 per cent), mobbing (23 per cent), poverty (17 per cent), ditching school (15.6 per cent), abuse (9.4 per cent), disability (6.1 per cent) and addiction (5 per cent). Among these problems, A significant relationship was found between ditching school, poverty and school SEL ($p < 0.05$). In addition, the problems were found to be more frequent in schools especially in the low socio-economic level.

76 teachers reported **negative behaviour by their students** (disobedience to the disciplinary rules, slur, slander, threat, physical violence). When the type of negative behaviour is asked, more than half of the teachers ($n=92$) reported the disobedience to the disciplinary rules among students. The fact that the number of disobedience to the disciplinary rules is higher than the number of times the teachers were exposed to negative behaviours by their students may seem like a contradiction, it can be explained by the fact that the teachers didn't associate these attitudes with themselves.

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Figure 1: Distribution of Students Problems Personally Witnessed by Teachers Based on the School SEL



The student problems personally witnessed by 180 teachers participating in the study are listed as follows based on their frequency: behavior problems (n=157), violence-bullying (n=117), communication (n=94), neglect (n=57), poverty (n=55), ditching school (n=45), addiction (n=23), disability (n=21) and abuse (n=16). A significant relationship was found between school SEL and the sub-groups of violence-bullying, abuse, addiction, poverty and school ditching ($p < 0.05$). The number of these problems increase as the socio-economic level of the school decreases.

Almost all of the teachers (96.1 per cent) reported that they **intervened to the student problems** they witnessed. The intervention methods employed by these teachers are as follows based on their frequency: meeting with the child (n=148), guiding to the counselling service (n=137), meeting with the parents of the child (n=135), notifying the school management (n=118), visiting the house of child (n=24), guiding to the government agencies (n=13) and other (n=3). When the sub-groups are analyzed; a significant relationship was found between the method of guiding the counselling services and SEL of the school. The tendency of teachers to report the problems they encounter to the counselling services increases as the SEL of the school increases. The teachers in the schools in the low SEL group seem to abstain from reporting the problems to the school counselling services. This may be since the number of advisor teachers is low, or there is no advisor teacher in the school, the teachers may not believe that current advisor teacher may not be able to solve the problem, or the teachers may not know the intervention methods.

Teachers stated that they didn't intervene with the problem due to the following reasons: they refrain from the parents of the child, they don't know the related institutions/agencies, they don't want to be involved in the problem and they refrain from the school management.

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Chart -1: Chi-Square Test Results of Giving up Intervention Based on SEL of School

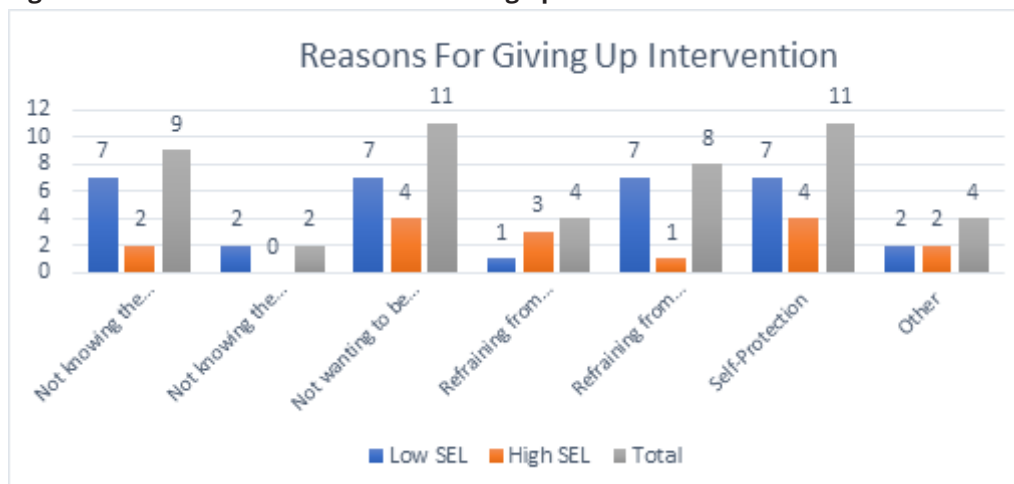
Variables	Groups	Low SEL		High SEL		Total	
		Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)
Giving up Intervention in the Student Problems	Yes	25	29.8	10	12.3	35	21.2
	No	59	70.2	71	87.7	130	78.8
Total		84	100.0	81	100.0	165	100.0

	Chi-square value	Degrees of Freedom	p
Pearson Chi-Square	7,484 ^a	1	.006

35 teachers **gave up intervention** despite feeling the need to intervene in the problem they encountered. In other words, more than one-fifth of the teachers (21 per cent) didn't intervene in the problems they encountered, despite the necessity of intervention. When the problems the teachers didn't intervene due to the unawareness of the problem are considered, it is revealed that problems encountered by children are ignored, let alone not solving them. In addition, only 3.9 per cent of the teachers reported not intervening in the problem they encountered in the previous question. 21.2 per cent of the same teachers reported not intervening in the problem in this question. It can be inferred from these results that teachers generally tend to solve the problems, but they abstain from intervention in some cases due to the different reasons.

In addition, a significant relationship was found between the teachers giving up from intervention and the SEL of school ($p < 0.05$). The teachers intervene less in the problems as the SEL of the school decreases. Considering the low quality and quantity of the counselling services in schools in the low SEL group, it can be inferred that the problems encountered by the students in the schools in the low SEL group are unsolved more than the students in the schools in the high SEL group.

Figure 2: Distribution of Reasons for Giving up Intervention Based on SEL of School



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Teachers' reasons for giving up intervention are refraining from the family of the child, not wanting to be involved in the problem, and not knowing the intervention method. When the statements of teachers are analyzed, it can be seen that they generally tend to protect themselves. Related studies in the literature revealed that teachers are exposed to violence at different types and varying extent, they are exposed to various attacks from slur to stabbing. As a result of these attacks, the teachers felt emotional exhaustion and their work and life satisfaction were negatively affected. (Aküzüm ve Oral, 2015: 20; Atmaca ve Öntaş, 2014: 49). In addition, rates of reasons for giving up intervention are generally seen in the teachers working in schools in the low SEL group, but no statistically significant relationship was found between these groups.

Likewise, no statistically significant relationship was found between the **refraining** from the family of child, not wanting to be involved in the problem, not knowing the intervention method and the **gender of teachers**; however, the difference between the percentage is significant. 90.9 per cent of the teachers giving up intervention in order to protect themselves and 81.8 per cent of the teachers giving up intervention due to not wanting to be involved in the problem are female. When we analyze the higher ratio of female teachers giving up intervention due to self-protection and not wanting to be involved in the problem within the framework of insufficient prevention services for violence against women and protection services for women, it can be inferred that female teachers don't feel secure in the system, thus abstain more from intervention compared to male teachers.

Only 3.4 per cent of teachers called **ALO 183** support service line, founded by the Ministry of Family, Labor and Social Services. While most of the teachers found the psycho-social support activities in the school insufficient and reported additional support, most of them didn't try to get this support from the ALO 183 support service line. This may be due to the fact that they don't have information about this support service line or they don't find this line as efficient in solving the problem.

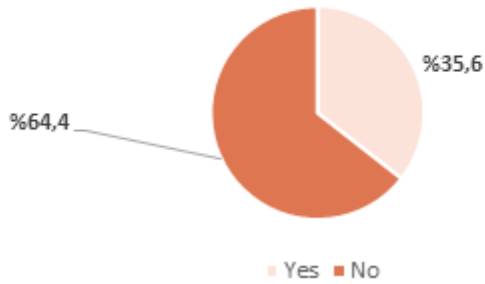
The responsible person for 180 teachers in solving the problems the students encounter are listed as advisor teacher (n=144), family (n=130), school management (n=129), class teacher (n=125), teacher (n=105), counseling research center (n=68), the student facing the problem (n=67), related government agency (n=42) and social worker (n=27). A statistically significant relationship was found between the responsible person as the advisor teacher and the SEL of the school ($p < 0.05$). The lower the socio-economic level of the school falls; the teachers less think the advisor teacher as the responsible person for solving the problem. This may be due to the insufficiency of advisor teachers in terms of both quality and quantity in the schools in the low SEL group.

Teachers think that parents have the second most responsibility in solving the problems of students. In addition, 92.2 per cent of teachers think that **families don't take enough responsibility for solving these problems**. Several related research has revealed the irresponsible and indifferent attitudes of parents and problems caused by these attitudes on students. (Kılıç, 2014: 32; Şama and Tarım, 2007: 144; Tunç, 2011: 19). At this point, the need for school social work is revealed, which will play an important role in solving the problems of students and include the families in the solution process.

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Figure 3: Teachers' Opinions About The Psycho-Social Support

Is there enough psycho-social support at
school?



64.4 per cent of teachers think that **enough psycho-social support is not provided** in the school. A significant relationship was found between these opinions and the SEL of school ($p < 0.05$). The frequency of this opinion increases as the SEL of the school decreases.

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Chart -2: Teachers' Definitions of Social Work

Variables	Groups	Number of People (n)	Percentage (%)
Activities Conducted to Solve Problems	Yes	29	16.1
	No	151	83.9
Total		180	100.0
Activities for Benefit/Advantage/Order/Welfare/Service of Society	Yes	31	17.3
	No	149	82.8
Total		180	100.0
Satisfying material and spiritual, socio-economic needs	Yes	32	17.8
	No	148	82.2
Total		180	100.0
Institution / Organization / Profession contributing/helping in social/economic/cultural/psychological aspects	Yes	44	24.4
	No	136	75.6
Total		180	100.0
Activities for developing/strengthening/liberating the individual/human/ society, increasing the quality of life, improving the social life	Yes	19	10.6
	No	161	89.4
Total		180	100.0
Services in the responsibility of state	Yes	11	6.1
	No	169	93.9
Total		180	100.0
Voluntary Service, Help/Organization	Yes	11	6.1
	No	169	93.9
Total		180	100.0
Activities conducted to prevent/detect/investigate the problems	Yes	17	9.4
	No	163	90.6
Total		80	100.0
Other	Yes	11	6.1
	No	169	93.9
Total		180	100.0

“How do you define social work?” 139 teachers among the 180 teachers in the study answered this question. Their answers were encoded in multiple ways. In other words, if the definition made by a teacher falls into two different categories, it is encoded in both of them. The teachers defined social work in the following ways based on the frequency: institution / organization / profession contributing/helping in social/economic/cultural/psychological aspects (n=44), satisfying material and spiritual, socio-economic needs (n=32), activities for benefit/advantage/order/welfare/service of society (n=31), activities conducted to solve problems (n=29), activities for developing/strengthening/liberating the individual/human/ society, increasing the quality

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of life, improving the social life (n=19), activities conducted to prevent/detect/investigate the problems (n=17), services in the responsibility of state (n=11), voluntary service / help / organization (n=11) and other (n=11).

Most of the teachers expressed social work as a touch having positive effects on human lives in different methods. When the definitions of social work concept are analyzed, the shared aspects with the definitions of teachers can be seen. At this point, most of the teachers can be said to have a positive perception of social work.

6.1 per cent of teachers defined social work as a voluntary service. This may indicate that some of the teachers view social work not as a right, but as help based on request.

The fact that macro-level features of the social work such as developing or guiding social policies weren't mentioned in the definitions of teachers is noticeable.

Chart -3: Responsibilities of Social Workers

Variables	Groups	Number of People (n)	Percentage (%)
Solves Problems	Yes	35	19.4
	No	145	80.6
Total		180	100.0
Helps/Supports	Yes	41	22.8
	No	139	77.2
Total		180	100.0
Investigates the Society/Problem, Creates Projects, Detects/ Analyzes Malfunctioning Aspects of Society	Yes	23	12.8
	No	157	87.2
Total		180	100.0
Serves the Community, Acts in order to contribute to Society/ Social Life, Improves the Quality of Life	Yes	12	6.7
	No	168	93.3
Total		180	100.0
Guides, Counsels and Refers	Yes	4	2.2
	No	176	97.8
Total		180	100.0
Works Voluntarily	Yes	6	3.3
	No	174	96.7
Total		180	100.0
Other	Yes	28	15.6
	No	152	84.4
Total		180	100.0

127 teachers responded to the question "What does a social worker do?" These data are encoded as multiple responses. Teachers gave the following responses based on the frequency: helps, supports (n=44), solves the problems (n=35), investigates the society/problem, creates projects, detects/analyzes malfunctioning aspects of society (n=23), Serves the Community, Acts

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in order to contribute to Society/Social Life, Improves the Quality of Life (n=12), works voluntarily (n=6), guides, counsels and refers (n=4) and other (n=28).

Most of the teachers defined the social workers as professionals contributing to society, helping people, investigating and solving problems. At this point, the perception towards the social worker can be said to be positive.

The fact that a small number of teachers defined the social worker as a voluntary worker indicates that social work isn't perceived as a profession. It is perceived as an activity based on helping.

Figure 4: The First Word Social Work Concept Evokes

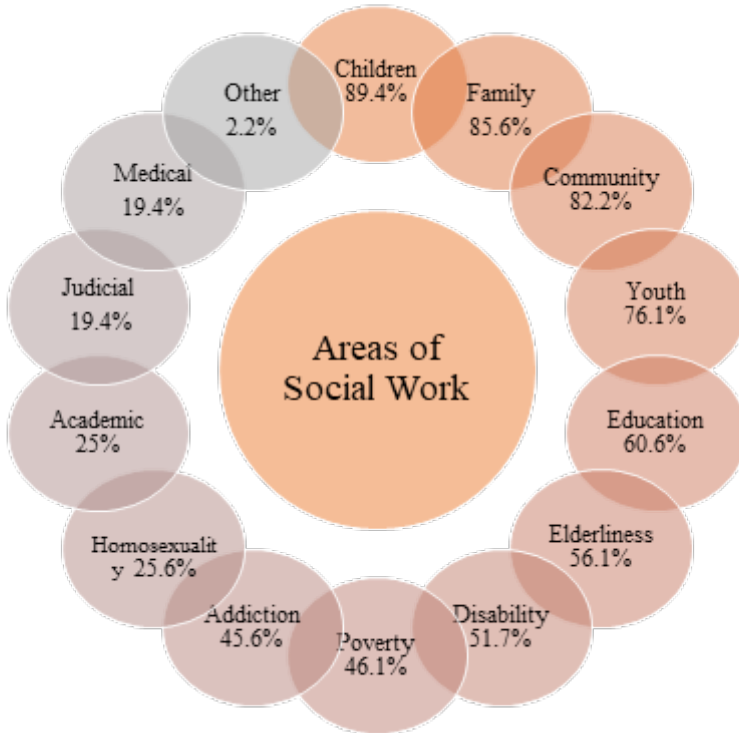


The first word the social service evokes are listed as follows based on their frequency: help / cooperation (n = 51), community (n = 14), support (n = 13), children (n = 7), solution (n = 6), volunteering (n = 3), solidarity (n = 3) and other (n = 52)

Teachers learned about social work mostly from Internet (n=74), printed media (n=51), work environment (n=50), immediate surroundings (n=50), tv/radio programs (n=47), branch training (n=35), public service ad (n=36), training out of teacher's branch (n=35), special interest (n=22) and other (n=3). When the responses are analyzed, it can be seen that printed and visual media, especially the Internet play an active role in the information transfer. However, only 24.4 per cent of the teachers learned about social work during branch training. When the curricula of education faculties, especially the counselling services departments are analyzed, courses related to social work can rarely be seen. In addition, starting from 2006-2007 academic year, Social Service Applications course has been presented to trainee teachers in order to increase the public awareness, develop social responsibility and improve efficient communication (Topluma Hizmet Uygulamaları Dersi Yönergesi, 2011: 1) . The studies about this education usually reveals positive results and successful gains in trainee teachers, (Er Nas, Şenel Çoruhlu and İpek Akbulut, 2015: 39; Küçüköğlü, 2012: 220-221) while another study on the same subject pointed out the insufficiency of the course due to being theory-driven and insufficient course hours, despite highlighting the advantages of education (Ergül, 2014: 231-232) .

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Figure 5: Application Areas of Social Work



The application field of social services teachers chose are listed as follows based on their frequency: children (n = 161), family (n = 154), community (n = 148), youth (n = 137), education (n = 109), elderliness (n = 101), disability (n = 93), poverty (n = 83), addiction (n = 82), homosexuality (n = 46), academic (n = 45), judicial (n = 35), medical (n = 35) and other (n = 4). Teachers think that social work profession mostly operates in the children and family fields. The fact that "Family" is involved in the current Ministry of Family and Social Policies, formerly entitled as "Social Services and Child Protection Agency" may provide a basis for this thought. Many of the teachers don't know the social work practices in various fields such as judicial and medical social services, although many social workers operate in these fields.

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Chart -4: Target Group of Social Work

Variables	Groups	Low SEL		High SEL		Total	
		Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)
Individual	Yes	69	76.7	59	65.6	128	71.1
	No	21	23.3	31	34.4	52	28.9
Total		90	100.0	90	100.0	180	100.0
Family	Yes	62	68.9	56	62.2	118	65.6
	No	28	31.1	34	37.8	62	34.4
Total		90	100.0	90	100.0	180	100.0
Disadvantaged groups (migrants, disabled, addicted et al.)	Yes	51	56.7	37	41.1	88	48.9
	No	39	43.3	53	58.9	92	51.1
Total		90	100.0	90	100.0	180	100.0
Society	Yes	75	83.3	70	77.8	145	80.6
	No	15	16.7	20	22.2	35	19.4
Total		90	100.0	90	100.0	180	100.0
Other	Yes	4	4.4	2	2.2	6	3.3
	No	86	95.6	88	97.8	174	96.7
Total		90	100.0	90	100.0	180	100.0

Most of the teachers view society as the target group of social work. Individual, family and disadvantaged groups follow society, respectively. A significant relationship was found between the teachers viewing the disadvantaged groups as the target group of social work and the school SEL ($p < 0.05$). The number of teachers stating the disadvantaged groups as the target group of social work increases as the SEL of the school decreases. Considering the fact that violence, abuse, addiction and poverty problems are more frequently encountered in schools in the low SEL group (See. (See. Table 4.2.5, Table: 4.2.6, Table: 4.2.7, Table: 4.2.8, Table: 4.2.9) Teachers in the schools in the low SEL group may be said to have witnessed more people encountering problems and looking for solutions. The teachers may think these people as the target group of social work. There are 50 teachers contacting with the social work institutions due to any reason. The institutions these teachers contacted are listed as follows based on their frequency: nursing home/hospice, disabled / rehabilitation centres, society for the protection of children, community center (social services center), child and youth centers, violence prevention centers and other institutions. A significant relationship was found between the teachers contacting nursing home/ hospice and school SEL ($p < 0.05$). The number of teachers contacting nursing home/hospice increases as the SEL of school increases.

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Chart-5: Responsibility to Provide Social Work

Variables	Groups	Low SEL		High SEL		Total	
		Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)
Central Government (State)	Yes	81	90.0	71	78.9	152	84.4
	No	9	10.0	19	21.1	28	15.6
Total		90	100.0	90	100.0	180	100.0
Local government	Yes	37	41.1	30	33.3	67	37.2
	No	53	58.9	60	66.7	113	62.8
Total		90	100.0	90	100.0	180	100.0
Non-governmental Organizations	Yes	46	51.1	44	48.9	90	50.0
	No	44	48.9	46	51.1	90	50.0
Total		90	100.0	90	100.0	180	100.0
Private Organization	Yes	15	16.7	15	16.7	30	16.7
	No	75	83.3	75	83.3	150	83.3
Total		90	100.0	90	100.0	180	100.0
Other	Yes	1	1.1	0	0	1	0.6
	No	89	98.9	90	100.0	179	99.4
Total		90	100.0	90	100.0	180	100.0

Most of the teachers think that the responsibility to provide social work belongs to central government (state) (84.4 per cent), non-governmental organizations (50.0 per cent), local government (37.2 per cent) and private institutions (16.7 per cent). A significant relationship was found between the SEL of the school and the opinion that the responsibility to provide social work belongs to the central government ($p < 0.05$). The opinion that the responsibility to provide social work belongs to the central government increases as the socio-economic level of the school decreases.

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Chart -6: Teachers' Opinions on Social Work

Variables	Groups	Number of People (n)	Percentage (%)
Are social work activities at a satisfying level?	Yes	14	8.0
	No	160	92.0
Total		174	100.0
Do you think that there is enough social worker?	Yes	13	7.6
	No	158	92.4
Total		171	100.0
Do you think that a social work department to be formed in the school would be helpful?	Yes	162	97.0
	No	5	3.0
Total		167	100.0
Do you think that school social work will lighten your workload?	Yes	145	90.1
	No	16	9.9
Total		161	100.0

92 per cent of the teachers think that social work activities in Turkey aren't sufficient. Again, the majority of teachers (92.4 per cent) think that the number of social workers in Turkey isn't sufficient. According to the compilation of Karakuş conducted in 2015, 4625 social workers are employed by the state while there are approximately 350 social workers employed in the private sector (Karakuş, 2016b: 186). Several social problems such as problems arising due to the socio-economic-cultural changes, increase in the elderly population (TÜİK, 2018), increase in the number of children driven to the crime despite a decline in the child population (See: Table:1.1.1), and the prevalence of violence against women (Türkiye'de Kadına Yönelik Aile İçi Şiddet Araştırması, 2015). Despite the existence of these problems, the insufficient number of social workers draws attention.

Almost all of the teachers participating in the study have positive views for the social work department to be founded in the school. 97 per cent of these teachers think that school social work department will be useful. 90.1 per cent of the teachers think that school social work will lessen their workload.

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Chart -7: Professionals that should be employed in the School Social Work Department

Variables	Groups	Low SEL		High SEL		Total	
		Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)	Number of People (n)	Percentage (%)
Social Worker	Yes	74	82.2	57	63.3	131	72.8
	No	16	17.8	33	36.7	49	27.2
Total		90	100.0	90	100.0	180	100.0
Psychologist	Yes	62	68.9	62	68.9	124	68.9
	No	28	31.1	28	31.1	56	31.1
Total		90	100.0	90	100.0	180	100.0
Psychological counsellor and guide	Yes	76	84.4	66	73.3	142	78.9
	No	14	15.6	24	26.7	38	21.1
Total		90	100.0	90	100.0	180	100.0
Voluntary Teacher	Yes	48	53.3	42	46.7	90	50.0
	No	42	46.7	48	53.3	90	50.0
Total		90	100.0	90	100.0	180	100.0
Other	Yes	6	6.7	6	6.7	12	6.7
	No	84	93.3	84	93.3	168	93.3
Total		90	100.0	90	100.0	180	100.0

The professionals that should be employed in the school social work department according to the teachers are listed as follows based on their frequency: psychological counsellor and advisor teacher, social worker, voluntary teachers who want to take part in this department and other (sociologist).

Chart -8: The Necessity of Employing Social Worker in School Social Work Department

	Chi-square value	Degrees of Freedom	p
Pearson Chi-Square	8.104 ^a	1	.004

A significant relationship was found between the SEL of the school and the opinion that social worker should be employed in the school social work department ($p < 0.05$). The opinion that the social worker should be employed in the school social work department increases as the SEL of the school decreases.

33 of the 180 teachers participating in the study out forward some recommendations for the solution of problems in the school and 43 of them gave positive opinions about the school social work. Teachers suggested that the awareness of the families should be raised with training, professionals who can spend time individually with students should be employed, and the reasons for student problems should be investigated. Most of the teachers think that school social work will provide communication between teacher-student-parents and school, the team consisting of professionals from different disciplines will be useful and thus the problems will be detected earlier and intervened with the appropriate method.

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CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the responses of the teachers show that there are many problems in schools, one-fifth of these problems are never intervened and the psycho-social support services in the schools are inadequate for the solution of problems. In addition, violence-bullying, abuse, addiction, poverty and ditching school problems are more frequently encountered in the schools in the low SEL schools. The psycho-social support is insufficient and the opinion that social worker should be employed in the school social work department is more common in these schools.

Furthermore, the opinions of teachers towards social work are generally positive, the teachers have certain information about the social work science and profession. However, they don't have enough information about the fundamentals of social work such as the aim, field and target groups. They have positive opinions about the school social work department.

Recommendations for practitioners

School social work departments, as the bridges between the student-school and parents, should be initiated as soon as possible despite the multitude of problems and insufficiency of the psycho-social support in the schools.

The problems of students should be assessed with an ecological approach and the students should be evaluated in the environment they are included in.

The family should also be included in the system in the solution process. The family should be treated both as a threat and a healing power in the life of the child (Gökçearslan Çifci and Polat Uluocak, 2011: 97).

Social responsibility and social work understanding should be developed in the undergraduate education of trainee teachers and regulations must be carried out on the system in order to maintain this understanding (Ergül, 2014: 231).

In-service training should be concentrated on to increase the qualifications of teachers in the schools. The frequency and content of these training should be shaped based on the social, economic and cultural environment of the schools.

Training should be given to the teachers and other professionals in the schools in order to make them recognize student problems. Intervention methods should be presented to teachers and they should develop emergency response skills. Teachers should not be left alone in coping with the problems. The problems should be intervened by a team of professionals, including the social worker, with the appropriate method.

The present study revealed that printed and visual media have a profound effect on the information teachers have about social work. The current media should be inspected and the number of media presenting the social work should be increased in order to raise awareness on this issue.

Crisis intervention teams should be established in the schools and the appropriate intervention should be practised in cooperation with professionals from other disciplines. The professionals and their limitations in the departments to be established should be determined clearly.

All the children should be screened by the social work department to be formed in the school, the students under risk should be determined and preventive social work intervention programs should be developed for these children, thus the potential problems should be prevented.

Social, cultural and physical conditions of the schools should be improved and a safe school environment should be provided (Aküzüm and Oral, 2015: 6; Çalık, Kurt and Çalık, 2011: 81; Özdemir, Ferudun, Karip and Erkan, 2010: 221).

The possibility of the student problems such as violence, abuse and addiction varies according to socioeconomic level of school. Thus, models and methods to be applied within the framework of school social work should be developed by considering the socio-economic level of schools.

The present study found that ditching school is a problem encountered more frequently in schools with a low level of socio-

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economic level. The reasons for absenteeism of students in the low SEL schools should be investigated and activities for promoting the education should be planned.

A system should be established in order to protect teachers, starting from the low SEL schools to all schools. A team of professionals should be established in order to intervene in the student problems, which are left untouched due to the self-protection reflex of teachers.

There are some teachers, although low in number, who think that school social work will not be useful due to the fact that it will not be properly applied. This opinion highlights the importance of considering quality as well as the quantity of the activities to be performed. At this point, employing professionals undertaking social work training in the school social work departments to be established in the schools has profound importance in the success of these departments.

Recommendations for researchers

The present research was carried out in Kucukcekmece County, İstanbul Province. The sample group can be extended both to different counties of İstanbul and to all the provinces in Turkey.

The study was conducted with teachers, psychological counsellors and advisor teachers. A similar study can be conducted with the school managers and students. Thus, the findings can be presented from a different perspective. (Acar and Acar, 2002).

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BESCHRÄNKTE KOMPETENZ DER GERICHTSDOLMETSCHER/ ÜBERSETZER IN DER TÜRKISCHEN RECHTSKULTUR TÜRK HUKUK KÜLTÜRÜNDE MAHKEME ÇEVİRMENLERİNİN SINIRLI YETERLİLİKLERİ

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Research Article

ZUSAMMENFASSUNG

Die Entwicklungen auf der Welt und in der Türkei, die in den letzten Jahren hervorkamen, beeinflussten auch die Klagen im türkischen Rechtssystem. Die Anzahl der Klagen, in der einer der Parteien keine Türkischkenntnisse hat oder den Wohnort im Ausland hat, ist stark gestiegen. Wegen den hervorkommenden Problemen bei internationalen Handlungskooperationen, bei Eheschliessungen mit Ausländern, bei Vereinen, die auch im Ausland tätig sind oder wegen den Klagen von Ausländern, die in der Türkei vor Gericht gestellt werden, entsteht eine weite Translationstätigkeit. Diese Translationstätigkeit wird von Dolmetscher und Übersetzer übernommen. Aber bei den Kompetenzen dieser Übersetzer und Dolmetscher treten auch wichtige Probleme auf.

Übersetzer und Dolmetscher, dessen Fachwissen nicht vertieft sind, dessen Sprachkenntnisse nicht ausreichend sind, die keine Kenntnisse über das Rechtssystem der Ausgangskultur und der Zielkultur haben, übernehmen diese Translationsaufträge. Darum entstehen ab und zu Mangeln, die die Klagen verzögern oder Benachteiligung der Parteien verursachen. Aber das wesentliche dabei ist, das wegen diesen Maengeln die Türkei und das türkische Rechtssystem Prestige verliert.

In der Studie wurde festgelegt, wie man Gerichtssachständige im türkischen Rechtssystem definiert. Die Anforderungen bei der Bewerbung von Gerichtsdolmetscher und -übersetzer wurde aufgefasst und dessen negativen Seiten fokussiert. Es wurde auch beigetragen über welche Kompetenzen die professionellen Übersetzer und Dometscher, besonders als Gerichtsdolmetscher und -übersetzer, verfügen müssen. Es wurde auch Vorschläge gemacht, wie man den Gerichtsdolmetscher und -übersetzerberuf verbessern kann, somit mit den europäischen Systemen konkurrenzfähig wird.

Schlüsselwörter: Gerichtsdolmetscher/-übersetzer, Rechtsübersetzung, Übersetzungswissenschaft, translatorische Kompetenz

ÖZ

Son yıllarda dünyada ve Türkiye'de yaşanan gelişmeler, Türk yargı sisteminde yürütülen davaları da etkilemektedir. Türkçeye vakıf olmayan ya da taraflardan birinin yabancı bir ülkeden olduğu davaların sayısında önemli bir artış gözlemlenmektedir. Ulus ötesi ticari işbirliklerden, yabancı ülke vatandaşlarıyla yapılan aile birleşimlerinden, faaliyetlerini yurtdışına da taşıyan sivil toplum kuruluşlarından kaynaklı problemler ya da ülkemizde yabancı vatandaşların görülen davalarından ötürü, hukuk çevirisi açısından muazzam bir iş yükü oluşmaktadır. Söz konusu bu iş yükünü karşılayacak olan çevirmenlerdir, ama onların da yeterlilikleri konusunda ciddi problemler mevcuttur.

Mesleki açıdan yetersiz, dil yetkinliği konusunda zayıf ve çevirisini yaptığı yabancı dildeki kaynak ya da erek metnin ait olduğu kültürdeki hukuk sistemi konusunda her hangi bir bilgiye vakıf olmayan çevirmenler, söz konusu bu iş yükünün tamamına yakınına karşılamaktadırlar. Zaman zaman bu durum davaların aksamasına, tarafların mağduriyetine, en önemlisi de ülkemizin ve ülkemizdeki hukuk sisteminin prestij kaybına neden olmaktadır.

Çalışmada türk hukuk sistemi içerisinde bilirkişilik kavramının nasıl tanımlandığı ortaya koyuldu. Bilirkişi çevirmenlerinin alım şartlarını incelendi ve bu durumun olumsuz yönleri üzerinde duruldu. Çeviribilimsel açıdan profesyonel bir çevirmenin, özellikle de hukuk çevirmeninin sahip olması gereken yeterlilikler ortaya konuldu. Bilirkişi çevirmen mesleğinin iyileştirilmesi ve Avrupa'daki sistemle rekabet edebilir düzeye gelinebilmesi için öncelikle yapılması gerekenler önerildi.

Anahtar Kelimeler: Bilirkişi çevirmen, hukuk çevirisi, çeviribilim, çevirmen yeterliliği.

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EINLEITUNG

Wie fast in allen Staaten, wenden sich die Richter an Gerichtssachverständiger und an Gerichtsdolmetscher/-übersetzer, wenn sie während einer Klage, eine Frage aus einem speziellen Fachgebiet stellen, um dessen Antwort zu finden. Auch im türkischen Rechtssystem wenden sich die Richter an Gerichtssachverständiger und auch an Gerichtsdolmetscher/-übersetzer. In diesem Artikel werden wir uns besonders auf die Fragen fokussieren, wie der Gerichtssachverständige in den türkischen Gesetzen und Verordnungen definiert wird; welche allgemeine Voraussetzungen man braucht, um ein Sachverständiger, besonders ein Dolmetscher/Übersetzer im Gericht zu werden, ob die Kompetenzen der türkischen Gerichtsdolmetscher/-übersetzer aus translationswissenschaftlicher Sicht erfüllen.

1. Wie wird der Gerichtssachverständiger in der türkischen Rechtskultur definiert?

Im elektronischen Wörterbuch des Instituts für die Türkische Sprache (Abkürzung TDK) wird das Wort Sachverständiger, wie im folgendem definiert: „1. Eine Person, dass sich in einem Fachgebiet gut auskennt und bei einem Streitfall beauftragt wird.“ Das türkische Wort dafür lautet *Bilirkişi*, das auch in den türkischen Gesetzen verwendet wird. Es gibt auch die veralteten Wörter *ehlihibre* oder *ehlivukuf*, die in den alten Versionen der türkischen Gesetze benutzt werden.

In der türkischen Strafprozessordnung vom 4. Dezember 2004, Artikel 63, ist ein Gerichtssachverständiger „eine Person, die auf Antrag des Staatsanwaltes, des Rechtsanwaltes, des Nebenklägers, der verdächtigten oder angeklagten Person offiziell beauftragt wird, in fachlichen oder technischen Vorhaben sein Gutachten über die Streitsache auszustellen.“ (Ceza Muhakemesi, 2004). In der türkischen Verordnung für Gerichtssachverständigen (türkisch *Bilirkişi Yönetmeliği*) vom 3. August 2017 wird Sachverständiger im Gericht als „eine natürliche oder juristische Person bezeichnet, die ihre Gutachten in Vorhaben berichten, bei denen fachlicher oder technischer Wissen benötigt werden.“ (Bilirkişi Yönetmeliği, 2017).

Bevor das Amt für Gerichtssachverständigen innerhalb des türkischen Justizministeriums im Jahre 2016 gegründet wurde, hat das Direktorium für die Entwicklung der Verwaltung (tr. *İdareyi Geliştirme Başkanlığı*), die dem ehemaligen Premierministerium der Türkischen Republik untergeordnet war, einen Bericht über den Beruf der Übersetzer und Dolmetscher in der Türkei veröffentlicht. In diesem Bericht haben sie auch eine Definition für den Gerichtssachverständiger formuliert. Laut dieser Definition des Gerichtssachverständigen, ist er oder sie „eine Person, an den sich der Richter anwendet, dessen juristischer Wissen und Erfahrung bei einer gerichtlichen Streitsache nicht ausreicht und die Streitsache ein fachliches oder technisches Wissen fordert“ (T.C. Başbakanlık, 2015, 43).

In der türkischen rechtswissenschaftlichen Disziplin definiert Köroğlu (2001, 31) den Gerichtssachverständigen als „eine Person, der die Tatsachen und Ereignisse einer Streitsache feststellt, aufklärt und bewertet und durch seine Tätigkeit dem Richter hilft“. Dönmez (2007, 1145) definiert es als „eine Person, der in einem gerichtlichen Verfahren ausgetragene Auseinandersetzung, in denen fachliches oder technisches Wissen benötigt wird, dem Gericht und dem Richter hilft.“ In türkischen wissenschaftlichen Arbeiten und besonders in der türkischen Rechtskultur gibt es eine weitverbreitete Auffassung, dass ein Gerichtssachverständiger -wie ein Vizepräsident- ein ‚*Vizerichter*‘ ist. Gegen diese folgewidrige Formulierung widerspricht Köroğlu sachlich und behauptet, dass „ein Gerichtssachverständiger kein ‚*Vizerichter*‘ ist, sondern ein Helfer des Richters“ (Köroğlu, 2001, 31). Köroğlu verwendet die Formulierung ‚Helfer des Richters‘ genauso wie es in der europäischen Rechtskultur bekannt und gängig ist.

Bis zur Gründung des Amtes für Gerichtssachverständigen, hatten die beeideten Dolmetscher und die Übersetzer, die jedes Jahr von der Justizkommission der provinziellen Justizpalästen ausgewählt wurden, keinen Status als Gerichtssachverständigter. Man konnte diesen Unterschied auch in den verschiedenen türkischen Gesetzartikeln feststellen, die Sachen über Gerichtssachverständiger und Gerichtsdolmetscher/-übersetzer regeln. Es gab auch keine Definition darüber,

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was eigentlich ein Gerichtsdolmetscher/-übersetzer ist. Aber nach der Gründung des Amtes für Gerichtssachverständigen hat sich nicht nur der Status der Gerichtsdolmetscher/-übersetzer geändert, sondern auch ihre Anforderungen. Seitdem werden sie im Status von Gerichtssachverständiger behandelt.

2. Anforderungen bei der Bewerbung als Gerichtsdolmetschern/-übersetzern von Gestern und von Heute

Bis 2016 gab es im türkischen Rechtssystem nur eine Möglichkeit für die Bewerbung als Gerichtsdolmetscher/-übersetzer, dessen Anforderungen ich im folgenden aufzeigen werde. Seit 2016, mit der Gründung des Amtes für Gerichtssachverständigen gibt es im türkischen Rechtssystem zwei verschiedene Bewerbungsmöglichkeiten für Dolmetscher und Übersetzer, die sich als Gerichtssachverständigen beschäftigen möchten. Man kann sich an die Justizkommission der provinziellen Strafkammern oder an das Amt für Gerichtssachverständigen bewerben, wessen Anforderungen erheblich voneinander divergieren.

2.1. Anforderungen der Justizkommissionen der Strafkammern

Die Anforderungen, Bewerbung, erforderlichen Unterlagen und Bewertungen werden nach der türkischen Verordnung über die ‚Austellung der Dolmetscher/Übersetzer Listen nach dem türkischen Strafprozessordnung‘ (tr. *Ceza Muhakemesi Kanununa Göre Tercüman Listelerinin Düzenlenmesi Hakkında Yönetmelik*) geregelt. Die Anforderungen von Gerichtsdolmetschern/-übersetzern werden gemäss dem Artikel 6 der betreffenden Verordnung geregelt und diese, die das Interesse dieser Artikel betreffen, sind wie im Folgenden:

- die türkische Staatsbürgerschaft besitzen,
- mindestens einen Grundschulabschluss haben,
- volljährig sein,
- Wohnhaft oder Tätigkeitbereich innerhalb der Grenzen der zuständigen Justizkommission der provinziellen Justizpalasten, usw. (Ceza Muhakemesi Kanununa Göre Tercüman Listelerinin Düzenlenmesi, 2013)

Wer sich als Gerichtsdolmetscher/-übersetzer an der Justizkommission bewerben möchte, muss laut der oben angegebenen Verordnung Artikel 6 ein Diplom, Zertifikate oder Sprachzeugnisse einreichen. Wenn man solche Dokumente nicht besitzt, genügt ein formloser Schriftsatz, in der schriftlich erklärt wird, dass man die Sprache(n) in der man übersetzen und dolmetschen will, beherrscht.

Jede Person, der die oben angegebenen Anforderungen erfüllt, kann sich als Gerichtsdolmetscher/-bersetzer an die zuständige Justizkommission bewerben, in dem er/sie laut der Verordnung für Regelung der Gerichtssachverständigenlisten durch Justizkommissionen der ordentlichen Landesgerichten (tr. *Bölge Adliye Mahkemesi Adli Yargı Adalet Komisyonlarının Bilirkişi Listelerinin Düzenlenmesi Hakkında Yönetmelik*) „mindestens eine 3 jährige Erfahrung im Bereich der beworbenen Gerichtssachverständigen besitzt.“ (Bölge Adliye Mahkemesi Adli Yargı Adalet Komisyonlarının Bilirkişi Listelerinin Düzenlenmesi, 2012). Dies gilt auch für die Gerichtsdolmetscher/-übersetzer.

Man benötigt keinen mittleren Bildungsabschluss, keine Berufsausbildung, keine Fachhochschulreife und auch kein translationswissenschaftliches oder philologisches Studiumabschluss, um sich als Dolmetscher oder Übersetzer an einer Justizkommission zu bewerben. Einen Sprachdiplom mit einem Mindestniveau zu überreichen ist auch nicht obligatorisch.

Auch die von den Bewerbern angeforderte 3-jährige Mindesterfahrung ist in der Logik keine Berufsausbildung. Zum Beispiel, bei einer Gründung eines Übersetzerbüros werden keine fachspezifische Diplome, Unterlagen, Sprachzertifikate, Ausbildung oder ähnliches verlangt. „Es gibt auch keine gesetzlichen Regelungen dazu“ (T.C. Başbakanlık, 2015, 45). Auch diejenigen, die im Ausland einen Auslandsarbeitsaufenthalt hatten, können bei einem Notariat als beeidigter Dolmetscher oder Übersetzer anerkannt werden. Dabei spielt wiederum ein Mindestniveau der Fremdsprachkenntnisse keine Rolle.

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2.2. Anforderungen des Amtes für Gerichtssachverständigen

Am 3. November 2016 trat das Gesetz für Sachverständigen (tr. *Bilirkişi Kanunu*) in Kraft, um die Methoden und Prinzipien über Kompetenz, Bildung, Auswahl und Kontrolle der Sachverständigen im Justizbereich zu bestimmen und ein funktionsfähiges Amt für Gerichtssachverständigen aufzubauen (Bilirkişi Kanunu, 2016). Danach wurde das Amt für Gerichtssachverständigen gegründet, das dem türkischen Justizministeriums untergeordnet ist. Dieses Amt hat in 11 Provinzen der Türkei Landesausschüsse, die von den Sachverständigen in ihrer Stadt und in ihren Nachbarstädten zuständig sind.

Die Verordnung für Sachverständigen (tr. *Bilirkişilik Yönetmeliği*) trat am 3. August 2017 in Kraft. Die Anforderungen für die Bewerbung als Sachverständiger bei dem Amt für Sachverständigen werden nach dem Gesetz für Sachverständigen, Artikel 10, und nach der Verordnung für Sachverständigen, Artikel 38, geregelt. Laut diesen Artikeln müssen die Bewerber mindestens über eine 5-jährige Erfahrung in ihrem beworbenen Tätigkeitsbereich haben (Bilirkişilik Kanunu, 2016; Bilirkişilik Yönetmeliği, 2017). In den gleichen Artikeln sind auch die Dokumente angegeben, wie die Bewerber ihren Fachbereich nachweisen können. Laut diesen Artikeln müssen die Bewerber ihre Fachkenntnisse mit einem Diplom, einen Berufsabschluss, Ausbildungsnachweis oder mit ähnlichen Dokumenten nachweisen. Ausserdem müssen sie auch die Bedingungen ihres Faches erfüllen, die in den gesetzlichen Bestimmungen festgelegt wurden (Bilirkişilik Kanunu, 2016; Bilirkişilik Yönetmeliği, 2017).

Das Amt für Gerichtssachverständigen hat auch veröffentlicht, welchen Abschluss man für einen Gerichtsdolmetscher/-übersetzer machen muss. Dies wurde in einer Liste bekanntgegeben, die die Fachbereiche der Sachverständigen gestaltet. Personen, die sich als Gerichtsdolmetscher/-übersetzer bewerben möchten, müssen einen Bachelorabschluss oder einen Abschluss des Associate Degree von den Abteilungen Dolmetschen und Übersetzen, Translationswissenschaft, Philologie, Sprache und Literatur, Sprache und Kultur oder von einem Lehramt für Sprachen haben oder in der Türkei dessen Studiumsprache eine Fremdsprache ist oder im Ausland einen Bachelorabschluss/Abschluss des Associate Degree, (T.C. Adalet Bakanlığı, 50). Sie müssen auch ihre Fremdsprachkenntnisse nachweisen. Dafür können sie die Prüfungsergebnisse YDS (Fremdsprachprüfung der ÖSYM- Zentrale Vergabestelle für Studienplätze in der Türkei), mit einer Mindestleistungspunkt in Höhe von 80 oder von einer anerkannten Prüfung, die den Common European Framework Kriterien stimmen, Niveau B, nachweisen (T.C. Adalet Bakanlığı, 51). Die Anforderungen zeigen uns, dass ein Bewerber, der in der Türkei an der Marmara Universität BWL auf Deutsch studiert oder in Deutschland Ingenieurwissenschaft studiert, im türkischen Rechtssystem sich als Gerichtsdolmetscher/-übersetzer bewerben kann, ohne dabei Kenntnisse über Rechtssystemen der Ausgangs- und Zielkultur und über juristische Terminologie zu verfügen.

3. Die Situation der Gerichtsdolmetscher/-übersetzer in der türkischen Rechtskultur

Mit der Unterstützung der Weltbank wurde am 1. November 2010 in der Türkei ein Workshop organisiert, in dem das Gerichtssachverständigen-System im türkischen Rechtssystem diskutiert wurde. Seitdem gibt es mehrere Berichte, akademische Arbeiten darüber, wie man das Gerichtssachverständigen-System in der Türkei verbessern kann. Laut der Studie von Meriç, Erkuş und Kaygusuzoğlu entstehen die folgenden Probleme im Gerichtssachverständigen-System (Meriç, Erkuş und Kaygusuzoğlu, 2016, 26). Es steht fest, dass es bei fachlicher Kompetenz der Gerichtsdolmetscher immer noch Mangeln gibt. Das Fehlen eines Verbandes für Übersetzer und Dolmetschen, die die Regelungen des Berufszuganges, Verbesserungen der fachlichen Spezialisierungen organisieren, bei Verordnungen oder Gesetzen einwirken können, ist ein anderer Faktor, warum es keine normierende Standardisierung in diesem Berufsfeld nicht gibt.

In der türkischen Rechtskultur wird während der Bewerbung der Gerichtsdolmetschern/-übersetzern ein fundamentales Rechtswissen nicht verlangt. Es gibt keine Prüfungen für Gerichtsdolmetscher/-übersetzer, mit der sie ihre

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rechtswissenschaftlichen Kenntnisse nachweisen können. Es gibt neben dem auch die Möglichkeit den Auftrag für das Übersetzen des Gerichtsurteils an ein Übersetzungsbüro zu erteilen, welche von inkompetenten Personen gegründet werden oder bei der nicht sachverständige Personen als Übersetzer oder Dolmetscher arbeiten. Laut dem Bericht über den Beruf der Übersetzer und Dolmetscher in der Türkei „kamen in der Vergangenheit wegen mangelhaften juristischen Übersetzungen von inkompetenten Übersetzern ernste Probleme im Rechtssystem der Türkei und auch im Rechtssystem des Auslandes zustande“ (T.C. Başbakanlık, 2015, 57).

Juristische Texte, wie Gerichtsurteile, Anordnungen, Vorladungen, Anklagesaetzen usw., die in der türkischen Rechtskultur verfasst werden, werden grammatikalisch nicht korrekt verfasst. Dies beeinflusst das Verstehensprozess des Übersetzers bei dem Übersetzungprozess. Zuerst muss der Übersetzer diese Texte erstmals grammatikalisch analysieren, bevor er sie in die Zielsprache übersetzen kann. Man muss über ein Rechtswissen verfügen und das Rechtssystem der Ausgangskultur gut kennen, um diese nicht korrekt geschriebenen Texte in der Ausgangssprache zu analysieren und zu verstehen. Aber die Studie von Özer Erdoğan und Tarakçıoğlu (2019), die die Befriedigung von 27 Gerichtsdolmetscher/-übersetzer in Ankara nachforschten, zeigt uns, dass 21 davon ein philologisches Studium abgeschlossen haben, 6 davon vorher Erfahrungen mit juristischen Übersetzungen haben, aber keine von denen an einer Ausbildung oder Weiterbildung teilgenommen hat, um über ein Rechtswissen zu verfügen.

Das nicht nur ein übersetzungswissenschaftliches Studium, sondern ein philologisches Studium auch kein Muss für eine Bewerbung als Gerichtsdolmetscher/-übersetzer ist, wurde bereits erwähnt. Bei den Gerichtsdolmetscher/-übersetzerlisten des Amtes für Gerichtssachverständigen wurden im Jahre 2019 ganz genau 440 Gerichtsdolmetscher/-übersetzer aufgenommen. Davon arbeiten 222 Gerichtsdolmetscher/-übersetzer auch ausserhalb des Justizpalastes als Übersetzer oder Dolmetscher. Die anderen 218 Gerichtsdolmetscher sind aus verschiedenen Berufsbranchen wie Ingenieur, Bankangestellte, Polizist oder Juwelierladenbesitzer.

4. Kompetenzen der Gerichtsdolmetscher/-übersetzer

Leider ist es in der türkischen Gesellschaft allgemein verbreitet, dass jede Person, die eine Fremdsprache spricht, ohne in einem bestimmten Bereich Fachwissen zu besitzen, übersetzen und dolmetschen kann. Wegen des Klischees ‚jeder der Fremdsprachkenntnisse hat kann übersetzen‘ ist es laut Kadric, Kaindl und Kaiser-Cooke (2007, s. 21) „nicht verwunderlich, wenn Negativeleistungen entstehen oder beklagt werden.“ Die nachteiligen Konsequenzen von mangelhaften Übersetzungen beeinflusst seit langem mehrere Bereiche der Gesellschaft. In der türkischen Gesellschaft muss man dafür noch vieles tun, um den Gedanken zu verbreiten, dass Translation eine Tätigkeit von Experten ist, die über translations- und fachspezifische Kenntnisse verfügen. In manchen translationswissenschaftlichen Abteilungen, wie zum Beispiel an der Bosphorus Universität oder an der Istanbul Universität werden die Studierenden schon darauf aufmerksam gemacht, dass professionelle Übersetzer und Dolmetscher sich „ihrer Translationsfähigkeit bewusst sind, zielorientiert die Texte übersetzen und dolmetschen“ (Kaiser-Cooke, 2007, 71).

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Um als ein professioneller Übersetzer oder Dolmetscher bezeichnet zu werden, den wir auch in translationswissenschaftlicher Hinsicht als einen Experten anerkennen, muss man folgende speziellen Fähigkeiten und Fertigkeiten besitzen:

- Weltwissen und Fachwissen
- Grundsprachliche Kompetenz
- Fremdsprachliche Kompetenz
- Übersetzungswissenschaftliches Theorie- und Methodenwissen
- Kenntnisse über die Berufspraxis (Kautz, 2002, 20).

Laut Wiesmann (2004, 167) „zählt zur Kompetenz des Übersetzers traditionellerweise das Sprach-, Kultur und Sach- bzw. Fachwissen.“ Um die negativen Konsequenzen wegen mangelhaften Übersetzungen in der türkischen Rechtskultur zu beseitigen, müssen auch die Gerichtsdolmetscher/-übersetzer diese Kompetenzen erwerben. Dazu benötigen sie „eine jahrelange Berufserfahrung und ein vielseitiges Ausbildungsprozess“ (Özer Erdoğan und Tarakçıoğlu, 2019, 102).

Hacımehmetoğlu und Özbay (2011, 234) schieben sogar vor, „das ein Übersetzer oder Dolmetscher, der juristische Texte übersetzt, Kenntnisse über das Rechtssystem und über die juristische Terminologie wissen muss“. Für den Gerichtsdolmetscher/-übersetzer ist nicht nur ein „rechtssprachliches Wissen zur Rechtsübersetzungen“ (Wiesmann, 2004, 178) ausreichend, man muss auch „über ein gegenstandsbezogenes Sachwissen verfügen“ (Wiesmann, 2004, 175)“.

FAZIT UND EMPFEHLUNGEN

Mit dieser Untersuchung wurde vorgelegt, dass es für die Professionalisierung der Gerichtsdolmetscher/-übersetzer aus wissenschaftlicher und behördlichen Sicht noch vieles zu tun gibt. Zuerst muss man dafür sorgen, dass das Klischee, wer Fremdsprachenkenntnisse hat, kann auch übersetzen, weggeräumt wird. Es müssen mehrere Workshops, Tagungen, Konferenzen organisiert werden, an denen Wissenschaftler, Juristen, professionelle Übersetzer, Behörden, Berufsverbände teilnehmen und die sich auf das Thema ‚Kompetenzen von Gerichtsdolmetscher/-übersetzer‘ fokussieren. Auch weitere wissenschaftliche Arbeiten sollten einbezogen werden, die das System für Gerichtsdolmetscher/-übersetzer der europäischen Staaten recherchieren.

Gesetze und Verordnungen für den allgemeinen Beruf von Dolmetscher/Übersetzer gibt es in der Türkei leider nicht. Es gibt auch keine Prüfung, mit der sich die Gerichtsdolmetscher/-übersetzer, ihr Rechtswissen nachweisen können. Für Dolmetscher und Übersetzer, die im Gericht arbeiten werden, ist es notwendig und zu empfehlen, eine Weiterbildung zu planen, mit der sie Kenntnisse über das Rechtssystem und über die juristische Terminologie erwerben.

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PREDICTOR RELATIONSHIPS BETWEEN THE ANGER LEVEL, ANGER STYLES AND SOCIAL SHARING

ÖFKE DÜZEYİ, ÖFKE TARZLARI İLE SOSYAL PAYLAŞIM ARASINDA YORDAYICI İLİŞKİLER

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Research Article

ABSTRACT

Anger and anger expression style consists of a fundamental emotion and the behaviour of the component varying between individuals. Social sharing is a basic need inherent in human beings. Determining the effect of social sharing in anger and anger expression styles will make it possible to observe the dynamic relationship in this regard. The present study aims to analyze the predictor relations between the anger expression styles of undergraduate students of Sakarya University and their social sharing. The population of the study is the undergraduate students of Sakarya University in the 2019-2020 academic year. The sample of the study is 310 students selected through random sampling method. Personal Information Form, State-Trait Anxiety Inventory and Social Sharing Scale were used as the data-gathering instruments. SPSS Version 22.0 program was used in the data analysis. Apart from descriptive statistical parameters (arithmetic average, standard deviation as well as maximum and minimum frequencies), Independent Sample t-test and the one-way variance analysis (ANOVA) were conducted and Simple Regression analysis was implemented. The analysis revealed a significant difference between gender variance and social sharing, state anger and anger-out subscales, parental attitudes and state anger and anger-out subscales. According to the regression analysis results, social sharing level is explained significantly in the anger-in and state anger subscales. The results obtained were evaluated in the context of social work practices, psychology, sociology and psychological counselling and guidance services and recommendations were presented.

Keywords: Gerichtsdolmetscher/-übersetzer, Rechtsübersetzung, Übersetzungswissenschaft, translatorische Kompetenz

ÖZ

Öfke ve öfke ifade tarzı bireylerarası farklılık gösteren temel bir duygu ve davranış bileşenini oluşturur. Sosyal paylaşım ise insan doğasında var olan temel bir ihtiyaçtır. Öfke ve öfke ifade şekillerinde sosyal paylaşımın etkisinin bilinmesi, bu konudaki dinamik ilişkiyi görmeyi de sağlayacaktır. Bu bağlamda yürütülen araştırmanın amacı, Sakarya Üniversitesi'nde öğrenim gören lisans öğrencilerinin öfke ifade tarzları ile sosyal paylaşım arasındaki yordayıcı ilişkileri analiz edilmektir. Araştırmanın evrenini 2019-2020 eğitim-öğretim yılında öğrenimini Sakarya Üniversitesi'nde sürdüren lisans öğrencileri oluştururken, örnekleme ise random yöntemiyle seçilen 310 öğrenci oluşturmaktadır. Çalışma verileri için Kişisel Bilgi Formu, Durumluk ve Süreklilik Öfke Ölçeği ile Sosyal Paylaşım Ölçeği kullanılmıştır. Verilerin değerlendirilmesinde SPSS (Statistical Package for the Social Sciences) Version 22.0 programı kullanılmıştır. Tanımlayıcı istatistiksel parametrelerin (aritmetik ortalama, standart sapma, minimum, maksimum ve frekanslar) yanı sıra, Bağımsız Örneklem t-testi, Tek yönlü varyans analizi (ANOVA) ve Basit regresyon analizi kullanılmıştır. Araştırma sonuçlarına göre, cinsiyet değişkeni sosyal paylaşım, sürekli öfke ve öfke dışta alt boyutlarında; anne baba tutumlarıyla sürekli öfke ve öfke dışta alt boyutlarında anlamlı farklılık bulunmuştur. Bunun dışında yapılan regresyon analizi sonuçlarına göre sosyal paylaşım düzeyi öfke içte ve sürekli öfke alt boyutlarını anlamlı biçimde açıklamaktadır. Elde edilen sonuçlar sosyal hizmet uygulamaları, psikoloji, sosyoloji ve psikolojik danışma ve rehberlik hizmetleri bağlamında değerlendirilmiş ve önerilere yer verilmiştir.

Anahtar Kelimeler: Öfke, öfke kontrolü, öfke ifade tarzı, sosyal paylaşım

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INTRODUCTION

Emotions, ranging from joy to sorrow, are the fundamental dynamics affecting both the individuals and their surroundings (Köknel, 1999). Recognizing, knowing and canalizing these dynamic elements in the right way will make the human, having a sensitive structure, more powerful and more effective in her/his life. The fundamental characteristic of human beings differentiating them from other creatures is the control they have on their emotions, opinions and behaviours as well as canalizing them to the fields according to the needs (Elkin and Karadağı, 2016; Yanık et al, 2017). However, the reflections of different emotions such as sorrow, joy and anger vary between humans. The control of emotions and opinions according to the place, time and situation is necessary for the individual to find inner peace as well as a determining factor for the having compatible relationships between both with family and social surroundings (Duran and Eldeleklioğlu, 2005).

Although it is hard to classify the emotions, the fundamental emotions can be listed as fear, anger, joy, hope, sorrow, intimacy, wonder and hatred. It is possible to categorize the emotions as strong-weak and positive-negative emotions (Cüceloğlu, 1991). Anger is usually considered as a negative emotion. It is generally related with concepts such as violence, bullying and aggression (Yöndem and Bıçak, 2008). Yazgan-İnanç et al. (2004) classified the emotions into three groups. *Positive emotions* such as love, happiness and affection were classified into the first group. The second group consists of *restrictive/hindering emotions* such as concern, anxiety and guilt. The third group consists of *hostility emotions* such as anger, jealousy and hatred.

Anger level and its expression style affect the individual as well as the people the individual communicates with. Anger style may also cause communication mistakes and problems. Anger can be analyzed in physiological, cognitive and behavioural dimensions (Kısaç, 1997; Temel et al., 2015). In the *physiological dimension*, anger is characterized by the acceleration in the heartbeat and an increase in the bloodstream after the adrenaline secretion, which is described as the general stimulation state, usually observed in the excited state (Balkaya, 2004). In the *cognitive dimension*, anger is usually associated with thoughts and perceptions; it is revealed with anger reactions when a situation that threatens, inhibits, belittles, hurts or harm the self is detected (Nelson-Jones, 1982, Veysel vd. 2015). In the *behavioural dimension*, anger can be expressed or suppressed. The expressed anger usually causes destructive and negative consequences for interpersonal relationships (Kısaç, 1999). Despite accepted as a normal emotion, gaining skills for the recognition and expression of anger is vital for the relationships (Firestone et al., 2003).

Psychoanalysis approach considers the *furiosness and aggression* states, associated with the anger, as inherent impulses. In addition, the psychoanalytic approach gives importance to the childhood years within this context. Apart from various theoretical frameworks put forward in order to explain states and styles of anger, it is generally accepted that the expression style of anger is a learned behaviour. Social learning theory and experimental studies conducted within this context revealed that taking someone as a model is the determining factor in the possible behavioural results of anger as well as violence and aggression (Burger, 2006). In addition, Avcı's (2006) study on the violent behaviours of the teenagers revealed the significant relationship between the state anger of their families and their anger styles. Significantly higher levels of anger-in and anger-out, as well as state anger, were found in the families of teenagers who were observed to have frequent violence behaviour. There are various definitions of anger as a positive and negative mood. Köknel (1999) defines anger as a constructive and promotive emotion having protective and developing functions for continuing one's existence and earning respect. According to Spielberger (1991), anger is a mood varying between furiousness, irritability and intense rage (Spielberger, cited in Bridewell and Chang, 1997). Hankins and Hankins (1988) have chosen to start from explaining the features of the anger when defining this emotion and listed these features as follows: 1) Anger is an unplanned behaviour. It arises automatically due to the experience and mood. 2) It is universal. 3) Anger arises as a result of criticism and hindering; and afterwards, the individual becomes open to criticism and attack. 4) The expression style of anger varies in different individuals and societies. Individual differences observed in many areas are also seen in the moods. The determining cause of anger type and level varies from person to person. However, *hindering* is one of the most basic causes of anger. In addition, provocation, disrespect to the individual rights and self-integrity and the punishment of anger behaviours are among the causes of anger (Morgan, 2000; Averil, 1983; Baltaş and Baltaş, 1999). Anger, as a mood, is reflected in the relationships and shapes the behaviour. Although the behaviour is accepted as the expression of emotion and thoughts, in fact, this constitutes the visible part of the iceberg for the behaviour of the individual.

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The invisible part of the iceberg consists of past experiences, environmental conditions and personality traits of the individual. A behaviour shaped through the relationships of these components with other systems arises. Therefore, when looking for solutions to the problems individuals face in their professional relations, not considering the problem only from individual pathology or personality is a significant point for a solution (Danış, 2006). When anger is considered with its results, the studies conducted revealed that intensive anger constitutes a risk for maladaptive behaviours such as crimes, substance abuse and problems in interpersonal relationships (Deffenbacher et al., 1994; Averil, 1983). All these risks face the individual as disturbing the harmony of life and restricting social sharing. Professions trying to produce services in social life such as social work approach human as a value and make sharing worthy of this value. Analysis of human as a social being is a focus of interest for the profession (Yıldırım and Yıldırım, 2008). Social sharing and response levels of angry individuals towards their surroundings are affected by social and psychological barriers. Social work profession works for the liberation and removal of exactly these barriers (Thompson, 2016). Social sharing can be evaluated as a result of emotional experience, and individuals need to share with other people despite its re-stimulation of emotions and even renewing the same emotions (Zech et al., 2003). However, this sharing becomes difficult in emotions such as fear, anger and sorrow while it is easier for emotions such as happiness and joy. People usually prefer not to share their emotions when they feel guilt or shame (Finkenauer and Rime, 1998). The determining factor in sharing is not the existence of a partner for an individual to share with, but the existence of someone sincere and supportive of emotions. Sharing the intense emotions increases the intimacy between people and facilitates the sustainability of the relationships (Pennebaker et al., 2001). However social sharing is affected by the environmental dynamics of the individual. Each individual has cultural and social environments, which constitutes two levels. While norms and values consist of the cultural environment, interpersonal relationships constitute the social environment (Danış, 2006). This aspect of human may make it necessary for the multiple application roles for the professional and interventions at different levels in the professional relationship process (Sheafor and Horejsi, 2015). The study is significant in revealing and analyzing the predictive relationship between the anger of individuals, anger expression styles and social sharing, as well as shaping the professional support relationships based on the findings.

METHODOLOGY

Research Model

The study analyzed the predictivity between the state-trait anger and anger styles as well as social sharing of undergraduate students. In addition, the data obtained from data collection tools were analyzed for the difference in reference to the demographic data. As a descriptive research aiming to determine the status, the study employed the survey method. The study was conducted through the obtained data and interpreted in accordance with the literature.

Sample Group

The population of the research is the undergraduate students of Sakarya University in the 2019-2020 academic year. The sample of the research is 310 students of the same university selected through random sampling method.

Data Collection Tools

"Personal Information Form" prepared by the researchers for gathering demographic data, "State-Trait Anger Inventory" developed by Spielberg (1988) for measuring the state anger and anger styles, and "Social Sharing Scale" developed by Demirci Danişık (2005) for measuring the level of social sharing were used as the data-gathering instruments.

Personal information form

Information form was prepared by the researchers of the study in order to determine certain characteristics of undergraduate students involved in the sample of the study. The form included various questions such as gender, grade, parental attitudes, number of siblings, the residential area where the participant was raised, etc.

State-Trait Anger Inventory

State-Trait Anger Inventory was prepared by Spielberger in 1983. It was adapted into Turkish by Özer (1994). Points are

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calculated based on the subscales in the inventory; in other words, total points are not calculated. The inventory was developed as a Likert-type scale and anger emotion and expression are scored between 1 and 4. The inventory consists of 34 items. First ten items measure the state/trait anger, 24 items aim to measure "suppressed, external and internal" anger expression styles. A high point of state anger (10 items), one of the subscales, indicates the high level of anger. A high point of anger control (8 items) indicates the easy control of anger. A high point of anger-out (8 items) indicates the easy expression of anger. A high level of anger-in (8 items) indicates suppressed anger (Savaşır and Şahin, 1997).

Social Sharing Scale

Social sharing scale was developed by Demirci Danişık in 2005. It is a Likert-type scale. It consists of 11 items. The items in the scale are scored between 1 to 4 as never, sometimes, frequently and always.

Data Analysis

In order to determine whether the points the students received changed according to the structures with two variables (gender), *Independent Sample T-test* was conducted. In addition, *One-way ANOVA - F test* was conducted in the groups with more than two variables (*grade, parental attitudes, number of siblings and residential area where the participant was raised*). Simple regression analysis was conducted to define the predictivity between the dependent and independent variables.

FINDINGS

This chapter presents findings as to whether a significant relationship was found between demographic information of the sample group and the findings obtained from the data collection tools.

Table 1 The Comparison of Demographic Characteristics of Sample Group with the Points They Received from the Social Sharing Scale and Subscales of State-Trait Anxiety Inventory

Dimensions	Gender	N	\bar{x}	SD	t.	p
Social Sharing	Female	241	31.9378	5.01584	5.024	.000
	Male	68	28.5735	4.34111		
Trait-Anger	Female	242	21.6281	5.18157	-2.313	.021
	Male	68	23.3529	6.25518		
Anger Control	Female	242	21.0413	4.47936	-.698	.486
	Male	68	21.4853	5.16444		
Anger-in	Female	241	16.8838	3.92362	-1.186	.236
	Male	68	17.5147	3.68738		
Anger-out	Female	241	16.4108	4.04780	-2.162	.031
	Male	68	17.6471	4.56059		

Table 1 presents N numbers according to the gender variable of the sample group, the arithmetic average of the scores they obtained as well as the standard deviations. In addition, the difference in the scores they obtained in the subscales of the Social Sharing Scale and State-Trait Anger Inventory were analyzed with Independent Sample T-Test based on the gender variable.

According to the table, the arithmetic average of the scores the female students obtained from Social Sharing Scale was 31.93 while the arithmetic average of the scores the male students obtained from Social Sharing Scale was 28.57. A significant difference was observed between the groups ($t_{(307)}=5.024$; $p=.000$; $p<0.05$). According to the obtained data, the social sharing level of the female students was significantly higher than the male students.

According to the table, the arithmetic average of the scores the female students obtained from State Anger was 21.62 while the arithmetic average of the scores the male students obtained from State Anger was 23.35. A significant difference was observed between the groups ($t_{(308)}=-2.313$; $p=.021$; $p<0.05$). According to the obtained data, the state anger level of the male

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students was significantly higher than the female students.

According to the table, the arithmetic average of the scores the female students obtained from Anger Control was 21.04 while the arithmetic average of the scores the male students obtained from Anger Control was 21.48. A significant difference was not observed between the groups ($t_{(308)}=-.698$; $p=.486$; $p>0.05$). When the obtained data are analyzed based on the arithmetic average, the anger control level of male students was observed to be higher than the anger control level of female students.

According to the table, the arithmetic average of the scores the female students obtained from Anger-in was 16.88 while the arithmetic average of the scores the male students obtained from Anger-in was 17.51. A significant difference was not observed between the groups ($t_{(307)}=-1.186$; $p=.236$; $p<0.05$). When the obtained data are analyzed based on the arithmetic average, the anger-in level of male students was observed to be higher than the anger-in level of female students.

According to the table, the arithmetic average of the scores the female students obtained from Anger-out was 16.41 while the arithmetic average of the scores the male students obtained from Anger-out was 17.64. A significant difference was observed between the groups ($t_{(307)}=-2.162$; $p=.031$; $p<0.05$). According to the obtained data, the anger-out level of male students was found to be significantly different from the anger-out level of female students.

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Table 2 The Evaluation of Social Sharing Levels of Students in the Sample Group and Their Levels of State and Trait Anger Scale Subscales in terms of Grade Variable

Dimensions	Grade	N	\bar{x}	Sd	f	p	Significant Difference
Social Sharing	Freshman	27	31.0741	4 304	.250	.910	-
	Sophomore	33	32.0000				
	Junior	46	31.0000				
	Senior	193	31.1088				
	Other	10	31.5000				
Trait-Anger	Freshman	27	22.3704	4 305	.583	.675	-
	Sophomore	33	21.8788				
	Junior	46	21.9130				
	Senior	194	22.1289				
	Other	10	19.5000				
Anger Control	Freshman	27	21.8519	4 304	.681	.606	-
	Sophomore	33	20.9697				
	Junior	46	21.6522				
	Senior	194	20.8763				
	Other	10	22.5000				
Anger-in	Freshman	27	17.8148	4 304	.626	.645	-
	Sophomore	33	16.5758				
	Junior	46	17.3913				
	Senior	193	16.9430				
	Other	10	16.2000				
Anger-out	Freshman	27	16.8889	4 304	.275	.894	-
	Sophomore	32	16.3438				
	Junior	46	17.1087				
	Senior	194	16.6495				
	Other	10	15.9000				

Table 2 presents the results of variance analysis related to the general average of Social Sharing Scale the students in the sample group received and their levels of State-Trait Anxiety Inventory based on their grade variable.

According to the results of the data analysis, the levels of Social Sharing Scale of the sample groups don't differ significantly based on their grade ($f_{(0,05;4-304)} = 250$; $p > 0.05$). When the values of arithmetic averages are considered, the highest level of social sharing was seen in sophomore students while the lowest level of social sharing was observed in junior students.

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According to the results of the data analysis, the levels of State Anger don't differ significantly based on their grade ($f_{(0,05;4-305)}; 583$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of state anger was seen in freshman students while the lowest level of state anger was observed in other students.

According to the results of the analysis, the levels of Anger Control of the sample groups don't differ significantly based on their grade levels ($f_{(0,05;4-305)}; 681$; $p>0.05$). When the values of arithmetic averages are considered, the lowest level of anger control was seen in senior students while the highest level of anger control was observed in other students.

According to the results of the data analysis, the levels of Anger-in don't differ significantly based on their grade ($f_{(0,05;4-305)}; 626$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of anger-in was seen in freshman students while the lowest level of anger-in was observed in other students.

According to the results of the analysis, the levels of Anger-out of the sample groups don't differ significantly based on their grade levels ($f_{(0,05;4-305)}; 275$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of anger-out was seen in junior students while the lowest level of anger-out was observed in other students.

Table 3 The Evaluation of Social Sharing Levels of Students in the Sample Group and Their Levels of State and Trait Anger Scale Subscales in terms of Parental Attitudes

Dimensions	Grade Level	N	\bar{x}	Sd	f	p	Significant Difference
Social Sharing	Authoritarian	64	31.0625	305	1.103	.348	-
	Democratic	117	31.6410				
	Indifferent	13	29.0769				
	Protective	115	31.0609				
Trait-Anger	Authoritarian	64	23.1406	306	2.788	.041	Authoritarian - democratic, indifferent-democratic, indifferent - protective
	Democracy	118	21.4746				
	Indifferent	13	24.9231				
	Protective	115	21.5913				
Anger Control	Authoritarian	64	20.2188	306	1.633	.182	-
	Democracy	118	21.7712				
	Indifferent	13	21.3077				
	Protective	115	20.9826				
Anger-in	Authoritarian	63	17.3175	305	.729	.535	-
	Democracy	118	16.7203				
	Indifferent	13	18.1538				
	Protective	115	17.0435				
Anger-out	Authoritarian	63	18.0635	305	3.140	.026	Authoritarian - democratic, Authoritarian - protective,
	Democracy	118	16.2712				
	Indifferent	13	17.2308				
	Protective	115	16.2870				

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Table 3 presents the results of variance analysis related to the general average of Social Sharing Scale the students in the sample group received and their levels of State-Trait Anxiety Inventory based on their parental attitude variable.

According to the results of the analysis, the levels of Social Sharing Scale of the sample groups don't differ significantly based on the parental attitudes ($f_{(0.05;3-305)}: 1,103$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of social sharing was seen in democratic parental attitude while the lowest level of social sharing was observed in indifferent parental attitude.

According to the results of the data analysis, the levels of State Anger of the students in the sample group differ significantly based on the parental attitude ($f_{(0.05;3-306)}: 2.788$; $p>0.05$). LSD multiple comparison test was conducted in order to understand from which subscales the difference arises. According to these results, differentiation was observed between authoritarian - democratic parental attitudes ($p=.049$), indifferent - democratic parental attitudes ($p=.030$) and indifferent-protective parental attitudes ($p=.037$).

According to the results of the data analysis, the levels Anger Control Anger of the students in the sample group don't differ significantly based on the parental attitude ($f_{(0.05;3-306)}: 1.633$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of social sharing was seen in democratic parental attitude while the lowest level of social sharing was observed in indifferent parental attitude.

According to the results of the analysis, the levels of Anger-in of the sample groups don't differ significantly based on the parental attitudes ($f_{(0.05;3-305)}: 729$; $p>0.05$). When the values of arithmetic averages are considered, the highest level of anger-in was seen in authoritarian parental attitude while the lowest level of anger-in was observed in democratic parental attitude.

According to the results of the data analysis, the levels Anger-out of the students in the sample group don't differ significantly based on the parental attitude ($f_{(0.05;3-305)}: 3.140$; $p>0.05$). LSD multiple comparison test was conducted in order to understand from which subscales the difference arises. According to these results, differentiation was observed between authoritarian - democratic parental attitudes ($p=.006$) and authoritarian-protective parental attitudes ($p=.007$).

Table 4 The Evaluation of Social Sharing Levels of Students in the Sample Group and Their Levels of State and Trait Anger Scale Subscales in terms of the Residential Area where They were raised

Dimensions	Grade Level	N	\bar{x}	Sd	f	p	Significant Difference
Social Sharing	Village - Town	62	30.5000	2 306	1.202	.309	-
	District	86	30.8372				
	City Center / Metropolitan	158	31.6139				
Trait-Anger	Village - Town	62	21.5806	2 307	.330	.804	-
	District	87	22.0115				
	City Center / Metropolitan	158	22.2089				
Anger Control	Village - Town	62	21.7097	2 307	.719	.541	-
	District	87	20.6207				
	City Center / Metropolitan	158	21.2152				

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Anger-in	Village - Town	62	16.7742	2 306	.577	.631	-
	District	87	16.7471				
	City Center / Metropolitan	157	17.2420				
Anger-out	Village - Town	62	16.6452	2 306	.229	.876	-
	District	86	16.4186				
	City Center / Metropolitan	158	16.8544				

Table 4 presents the results of variance analysis related to the general average of Social Sharing Scale the students in the sample group received and their levels of State-Trait Anxiety Inventory based on the residential area the participants were raised.

According to the results of the analysis, the levels of Social Sharing Scale of the sample groups don't differ significantly based on the residential area the participants were raised ($f_{(0,05;2-306)}: 1.202; p>0.05$). When the values of arithmetic averages are considered, the highest level of social sharing was seen in students raised in city center/metropolitan while the lowest level of social sharing was observed in students raised in village/town.

According to the results of the data analysis, the levels of State Anger don't differ significantly based on the residential area the participants were raised. ($f_{(0,05;2-307)}: 330; p>0.05$). When the values of arithmetic averages are considered, the highest level of state anger was seen in students raised in city center /metropolitan while the lowest level of state anger was observed in students raised in village/town.

According to the results of the analysis, the levels of Anger Control of the sample groups don't differ significantly based on the residential area the participants were raised. ($f_{(0,05;2-307)}: 719; p>0.05$). When the values of arithmetic averages are considered, the highest level of anger control was seen in students raised in village/town while the lowest level of anger control was observed in students raised in the district.

According to the results of the data analysis, the levels of Anger-in don't differ significantly based on the residential area the participants were raised ($f_{(0,05;2-306)}: 577; p>0.05$). When the values of arithmetic averages are considered, the highest level of anger-in was seen in students raised in city center /metropolitan while the lowest level of anger-in was observed in students raised in the district.

According to the results of the analysis, the levels of Anger-out of the sample groups don't differ significantly based on the residential area the participants were raised ($f_{(0,05;2-306)}: 229; p>0.05$). When the values of arithmetic averages are considered, the highest level of anger-out was seen in students raised in city center/metropolitan while the lowest level of anger-out was observed in students raised in the district.

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Table 5 The Evaluation of Social Sharing Levels of Students in the Sample Group and Their Levels of State and Trait Anger Scale Subscales in terms of Number of Siblings Variable

Dimensions	Grade Level	N	\bar{x}	Sd	f	p	Significant Difference
Social Sharing	1	16	29.6250	4 304	.656	.623	-
	2	104	31.4135				
	3	112	31.2054				
	4	36	31.8056				
	5 and more	41	30.7073				
Trait-Anger	1	16	22.8125	4 305	.501	.735	-
	2	104	22.4038				
	3	112	21.8839				
	4	36	21.8889				
	5 and more	42	21.1429				
Anger Control	1	16	20.6875	4 305	1.090	.362	-
	2	104	20.9135				
	3	112	20.7768				
	4	36	22.3333				
	5 and more	42	21.8095				
Anger-in	1	16	16.3750	4 304	1.343	.254	-
	2	104	17.6923				
	3	111	16.7477				
	4	36	17.0000				
	5 and more	42	16.3571				
Anger-out	1	16	16.1875	4 304	.601	.662	-
	2	104	17.1154				
	3	111	16.6036				
	4	36	15.9722				
	5 and more	42	16.6190				

Table 5 presents the results of variance analysis related to the general average of Social Sharing Scale the students in the sample group received and their levels of State-Trait Anxiety Inventory based on the number of siblings variable.

According to the results of the analysis, the levels of Social Sharing Scale of the sample groups don't differ significantly based on the number of siblings ($f_{(0.05;4-304)}: .656; p>0.05$). When the values of arithmetic averages are considered, the highest level of social sharing was seen in students who have 4 siblings while the lowest level of social sharing was observed in students who are the only child.

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According to the results of the data analysis, the levels of State Anger don't differ significantly based on the number of siblings ($f_{(0,05;4-305)} = 501$; $p > 0.05$). When the values of arithmetic averages are considered, the highest level of state anger was seen in students who are the only child while the lowest level of state anger was observed in students with 5 or more siblings. In addition, when the data are analyzed, an inverse proportion can be observed between the state anger status and the number of siblings.

According to the results of the data analysis, the levels Anger Control Anger don't differ significantly based on the number of siblings ($f_{(0,05;4-305)} = 1.090$; $p > 0.05$). When the values of arithmetic averages are considered, the lowest level of anger control was seen in students who are the only child while the highest level of anger control was observed in students with 4 siblings.

According to the results of the data analysis, the levels of Anger-in don't differ significantly based on the number of siblings ($f_{(0,05;4-305)} = 1.343$; $p > 0.05$). When the values of arithmetic averages are considered, the highest level of anger-in was seen in students who have 2 siblings while the lowest level of anger-in was observed in students who have 5 or more siblings.

According to the results of the analysis, the levels of Anger-out of the sample groups don't differ significantly based on the number of siblings ($f_{(0,05;4-305)} = 601$; $p > 0.05$). When the values of arithmetic averages are considered, the highest level of anger-out was seen in students who have 2 siblings while the lowest level of anger-out was observed in students who have 4 siblings.

Table 6 Simple Regression Analysis Results of Social Sharing Level of Sample Group towards the State Anger Stat

Dependent variable	Independent Variable	β	T	P	F	Model (p)	R ²
Trait-Anger	Fixed	34.194	28.902	.000	6.810	.010	.022
	Social Sharing	-.136	-2.610	.010			

As shown in the table, a significant relationship was found in the regression analysis conducted to determine the predictivity between state anger and social sharing point ($F=6.810$; $p < 0.05$). The predictivity between the state anger levels and the social sharing levels as the determinant of state anger were found to be weak ($R^2 = 0.022$). The state anger levels of the individuals decrease the total score of social sharing ($r = -.147$).

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Table 7 Simple Regression Analysis Results of Social Sharing Level of Sample Group towards the Anger Control State

Dependent variable	Independent Variable	β	T	P	F	Model (p)	R ²
Anger Control	Fixed	29.296	21.793	.000	2.097	.149	.007
	Social Sharing	.090	1.448	.149			

As shown in the table, a significant relationship wasn't found in the regression analysis conducted to determine the predictivity between anger control and social sharing point ($F=2.097$; $p>0.05$). The predictivity between the anger control levels and the social sharing levels as the determinant of anger control level were found to be weak ($R^2=0.007$). The anger control levels of the individuals increase the total score of social sharing ($r=.082$).

Table 8 Simple Regression Analysis Results of Social Sharing Level of Sample Group towards the Anger-in State

Dependent variable	Independent Variable	β	T	P	F	Model (p)	R ²
Anger-in	Fixed	33.995	26.181	.000	4.879	.028	.016
	Social Sharing	-.164	-2.209	.028			

As shown in the table, a significant relationship was found in the regression analysis conducted to determine the predictivity between anger-in and social sharing point ($F=4.897$; $p>0.05$). The predictivity between the anger-in and the social sharing levels as the determinant of the anger-in level were found to be weak ($R^2=0.016$). The anger-in levels of the individuals decrease the total score of social sharing ($r=-.125$).

Table 9 Simple Regression Analysis Results of Social Sharing Level of Sample Group towards the Anger-out

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State

Dependent variable	Independent Variable	β	T	P	F	Model (p)	R ²
Anger-out	Fixed	29.779	25.104	.000	1.486	.224	.005
	Social Sharing	.084	1.219	.224			

As shown in the table, a significant relationship wasn't found in the regression analysis conducted to determine the predictivity between anger-out and social sharing point ($F=1.486$; $p>0.05$). The predictivity between the anger-out and the social sharing levels as the determinant of the anger-in level were found to be weak ($R^2= 0.005$). The social sharing total score increases as the anger-out levels of the individuals increase ($r=. 070$).

DISCUSSION and CONCLUSION

This study analyzed the predictive relationships between the anger level, anger styles and social sharing of the undergraduate students.

The social sharing levels of female students participating in the study were observed to be significantly higher than the social sharing levels of male students. Kahramanol (2016) found that the search of females for social support, when faced with stressful situations, is higher than males.

The arithmetic averages anger control levels of female and male students were found to be close to each other (female students = 21.04; male students=21.48). This result shows no significant difference between groups in anger control. The arithmetic average of the scores the female students obtained from anger-in levels was 16.88 while the arithmetic average of the scores the male students obtained from anger-in levels was 17.51. No significant difference between groups was observed. As a result, it can be said that female and male students have similar anger control and anger-in level styles. Arman (2009) found no significant difference between anger-in and anger control point averages based on the gender variable of teachers working in primary and secondary schools.

The state anger level of the male students was found to be significantly higher than the female students. A significant difference was observed between female and male students when their points of anger-out levels were analyzed. According to the obtained data, the anger-out of male students was higher than the anger-out of female students.

Some differences were found between the genders on the anger reactions. It was found that males express their anger more directly while females express anger in indirect ways. Females were found to get angrier when they aren't taken seriously, when they face injustice, when the things don't go as they planned, when they are criticized or behaved selfishly. The anger thoughts of males were found to increase with negative self / self-perception (Keskin et al., 2011).

Savaşan (2009) analyzed the relationship between the anger of patients diagnosed with hypertension and their power of taking care of themselves. The study was conducted with the participation of 305 patients. According to the results, the suppression of anger was observed to be significantly higher in female patients than males patients. The expression of anger was found to be significantly higher in male patients than in female patients (Ekinci, 2013. Kaya et al. (2007) found that males expressed their anger more than females. Yöndem and Bıçak (2008) found no difference between genders in anger control. They found that the anger levels and anger expressions as well as experiencing the anger inside is higher in males than females. Arman (2009) found a significant differentiation in expressed anger based on the gender variable of teachers working in primary and secondary schools. Male teachers' arithmetic averages of expressed anger were higher than female teachers' arithmetic averages. Akgün Şahin (2009) found that the anger-out subscale points of male caregivers of chemotherapy patients were higher. Albayrak and Kutlu (2009) observed significant relationships between gender and anger

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expression. Keskin et al. (2011) revealed that anger state points of males obtained from Anger State and Style Inventory was high enough to make a significant difference. Ekinci (2013) found significantly higher points of state anger, expressed anger and average points of total anger in male teachers than that of female teachers. Bal et al. (2018) found that the internal and anger-out of males were higher than that of females and the anger levels of males displayed more continuity. The high levels of state-trait anger of men may be associated with socio-cultural structure and the elements of male-dominant society. The audacious, fierce and aggressive characteristics of boys are considered reasonable in Turkish culture while girls are expected to be meek, obedient, and not speaking much and expressing their feelings (Keskin et al., 2011)

No significant relationship was found between the social sharing scale levels, state anger, anger control, anger-in and anger-out levels of undergraduate students in the sample group and their grade. In addition, no significant relationship was found between social sharing scale levels, anger control and anger-in levels and the parental attitudes. No significant relationship was found between social sharing scale levels, state anger, anger control, anger-in, anger-out and the residential area where the participants were raised and the number of siblings. Yöndem and Bıçak (2008) studied the anger levels and anger styles of trainee teachers based on the department, gender, age, grade, the residential area and income level variables. The study was conducted with the participation of 713 trainee teachers. Significant differences were observed in anger levels and anger styles based on the department and gender variables. No significant differences were found in grade, age, the residential area where participants spent their lives and income level (Cited in Diril, 2011; Ekinci, 2013).

The present study revealed a significant relationship between State Anger levels and parental attitudes ($f(0.05:3-306):2,788$; $p<0.05$). A differentiation was observed between authoritarian - democratic parental attitudes ($p=.049$), indifferent - democratic parental attitudes ($p=.030$) and indifferent-protective parental attitudes ($p=.037$). In addition, a significant relationship was observed between Anger-out levels and parental attitudes ($f(0.05:3-305):3,140$; $p<0.05$). A differentiation was observed between authoritarian - democratic parental attitudes ($p=.006$) and authoritarian-protective parental attitudes ($p=.007$). Parents with democratic attitudes allow their children to explain their ideas respect these ideas. These parents give their children the freedom to express themselves. The children raised with democratic parental attitudes become more successful in controlling their anger in social environments. On the other hand, parents with authoritarian attitudes don't reflect their love to their children. They want their children to do always what they want, and they don't have effective communication with their children. Most of the time, they give punishment to their children when they make mistakes. They don't ask the opinion of children in the decisions related to them. All of these and similar attitudes may cause state anger. The democratic attitudes of parents have a positive effect on various areas such as development, personality structure, academic achievements, social communication, interpersonal interaction, etc. Thus these attitudes decrease the anger and affect the expression style in a positive direction. Furthermore, the authoritarian parental attitudes were observed to have negative effects on development, personality structure, academic achievement, social communication, interpersonal interaction, etc. Hatunoğlu (1994) found a relationship between authoritarian and indifferent parental attitudes and aggressive behaviour of the 328 subjects, who were final year high students in Erzurum. The adolescents raised with authoritarian parental attitudes were found to have a higher level of aggressive tendencies than adolescents raised with democratic and indifferent parental attitudes. Yıldız and Erci (2011) analyzed the relationship between parental attitudes and adolescent aggression. They found a relationship between attitudes of parents and aggression of adolescents. A positively weak relationship was found between democratic attitude and adolescent aggression while a negatively weak relationship was found between authoritarian and indifferent parental attitudes and adolescent aggression ($p<0.01$). The adolescent aggression decreases as the perception of democratic attitude increases while the aggression increases as the perception of authoritarian and indifferent attitude increase. Yavuzer (1996) found that the majority of children committing crimes suffered from parental oppression and they were raised in environments exposed to physical violence. The nature of the relationship between parents and child was found to be associated with aggressive behaviour of the children. The intolerant behaviour of parents towards each other and their children result in intolerant behaviour in children (Cited in Adana and Arslantaş, 2011).

A limited number of studies investigated the anger expression styles of adolescent and parents together. Wolf and Foshee (2003) studied domestic violence, anger expression and violent crime by adolescents. A significant relationship was found between exposure to domestic violence and violent crime by adolescents. The study propounds that the adolescents learned the anger expression styles of their parents by being exposed or witnessing the violence and thus they are at risk for committing violent crimes. This description is based on the fundamentals of social learning theory. According to World Health Organization, there is a strong relationship between the violence in adolescence and a weak relationship between

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parents and child, a high number of children in the family and lastly weak bonding between family members. A high number of these factors may adversely affect the social and emotional development of adolescents and their behaviours in the lack of social support. The adolescents may feel anger, curse their fates and become prone to violence when they don't get love and attention from their families and teachers, they are excluded by friends and they feel lonely (Haskan Avcı and Yıldırım, 2014).

Savi (2008) determined that as the problem-solving function of the family decreases, the number of behavioural problems the adolescents face increases. Social learning theory emphasizes that parents teach violence behaviour by being a model to children and they fail to teach conflict resolution skills without violence (Okan İbiloğlu, 2012).

The aggression levels of students perceiving the attitudes of their parents as authoritarian were observed to be significantly higher than the aggression levels of students perceiving the attitudes of their parents as democratic and protective (Avcı, 2006). Albayrak and Kutlu (2009) found that the levels of state anger and anger expressions of students describing their families as oppressive was higher than other students. In addition, the levels of state anger and anger expressions of students describing their families as understanding/interested was lower than other students (Taşçı Eser and Üstün, 2011). This result indicates that the authoritarian and repressive parents put strict rules while raising their children, don't let the children express themselves. In addition, the parents limit the relationship of children with their friend groups and put some strict and unreasonable rules increasing their anger levels (Albayrak and Kutlu, 2009)

In this study, a significant relationship was found in the regression analysis conducted to determine the predictivity between state anger and social sharing point. It was found that the social sharing of individuals decrease as their state anger levels increase.

This study has also found a significant relationship in the regression analysis conducted to identify the predictivity between anger-in and social sharing point. It was found that the social sharing of individuals decrease as their anger-in levels increase. Anger results mostly due to the interpersonal relationships and interactions while it may be felt outside of social interactions (Guerrero & Andersen, 2000). When the differences in the family environments of students with high and low levels of anger are analyzed, it was detected that the family members of students with high levels of anger are less keen on each other. In addition, it was found that family members don't express their emotions, they have more intense conflict in the family and the structure of their families is very irregular (Topbaş, 2018)

State anger level is a point of anger indicating the low threshold of anger and the individual get angry easily (Spielberger et al., 1988). The expression or suppression of anger are two unsuitable anger expression styles (Özmen, 2006; Spielberger et al., 1988). Individuals are found to have difficulty in using social skills to express them and to solve problems when they are angry (Davila & Beck, 2002). The individuals with quick temper are found to have difficulty in maintaining their social relationships (Monnier et al., 1988). The increase in the aggressive behaviour related to anger was found to be in association with negative interpersonal relationship style (Şahin and et al., 2011). The findings of the studies related to this subject revealed that high level of anger and inappropriate anger expression styles are factors increasing the problems in interpersonal relationships (Cited in Sepetçi, 2019: 46).

Some suggestions can be presented within the light of the findings obtained in this study as follows: The undergraduate students consisted the sample of current study. Considering that anger, anger expression styles and social sharing (thus the interpersonal relationship dimension) concern individuals of all ages, research can be replicated with participants from different age groups and professions.

Recognizing and noticing the anger, controlling and expressing it in suitable ways is an important skill that should be taught to all individuals, from different ages and different professions. Thus, in order to disseminate the studies concerning this subject, various training programs can be prepared under different titles. These programs can be planned as group works and thus can be applied to raise awareness of larger groups.

Parents' child-rearing style has an undeniable importance in the personality and development of certain skills in children. Thus, not only the parents but also students of all ages, especially the university students should be prompt to take part in these training programs, as they will be parents in the future. Education programs are needed to support and empower the students' personal development within the scope of university or department elective courses (Coping with stress, empathy, etc.).

Social and sports activities supporting the common lives of students can be given more importance in universities.

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**THE CONCEPT OF HUMAN DIGNITY AS A HINDRANCE TO UNDERSTANDING THE LINK
BETWEEN HUMAN RIGHTS AND THE PROFESSION OF SOCIAL WORK: THE POSSIBILITY OF
A SOCIAL WORK PROFESSION BASED ON HUMAN RIGHTS**
SOSYAL HİZMET MESLEĞİ VE İNSAN HAKLARI ARASINDAKİ BAĞI
ANLAMAKTA BİR GÜÇLÜK OLARAK İNSAN ONURU KAVRAMI: İNSAN
HAKLARI TEMELLİ SOSYAL HİZMET MESLEĞİNİN OLANAĞI

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Review Article

ABSTRACT

The aim of this study was to determine the relationship between social work and human rights in the context of human rights. In this framework, how the concept of human dignity, which is a requirement of the idea of human rights, has been defined since the day it emerged will be stated and what the concept of human dignity means in the context of human rights. It will be explained how human rights are defined in the USA, where it is not accepted as a professional value for workers, and in countries where it is accepted as a social work professional value. The possibility of a social work profession based on human rights will be discussed in the context of the current situation in Turkey.

Key Words: human dignity, human rights, social work

ÖZ

Bu çalışma, sosyal çalışma ve insan hakları arasında kurulan ilişkinin bağlamını insan onuru kavramı üzerinden ortaya koymak amacıyla olup bu çerçevede insan hakları fikrinin bir gereği olan insan onuru kavramının, kavramın ortaya çıktığı günden bu yana nasıl tanımlandığı ve insan hakları bağlamında insan onuru kavramının ne ifade ettiği ortaya konulacak, insan haklarının sosyal çalışma mesleği için mesleki bir değer olarak kabul edilmediği Amerika Birleşik Devletleri'nde ve insan haklarının sosyal çalışma mesleği için bir değer olarak kabul edildiği ülkelerde insan onuru kavramının nasıl tanımlandığı açıklanacak, Türkiye'de mevcut durum çerçevesinde insan hakları temelli sosyal çalışma mesleğinin olanağı tartışılacaktır.

Anahtar Kelimeler: İnsan onuru, insan hakları, sosyal çalışma

Introduction

Although respecting human rights is one of the central principles of the social work profession according to the global definition made by international social work organizations, there may be difficulties in meeting the requirements of human rights which is one of the principles defining the professional relationship between the social worker and the client and providing guidance in professional activities by informing the specialist of the nature of the moral activity" (Özateş, 2010: 88), thus social work practices may not always be based on human rights.

To be able to understand the relationship between human rights and social work profession, the concept of human dignity must be properly explained. Although it is necessary to accurately describe the concept of human dignity, there are difficulties in explaining the concept of human dignity in the context of the social work profession. One of these difficulties is the improper definition of human dignity as in the USA. In countries where the social work profession is developing the knowledge, skills and value of the social work profession produced from the USA has been taken as reference. Therefore the concept of human dignity may be misidentified not only in the USA but also in the countries where the social work profession is developing. In this context, in this study, first the development of the concept of human dignity and the relationship between social work profession and the idea of human rights in the USA will be explained. Then, current situation in Turkey and how human right- based social work may be implemented will be discussed.

THE CONCEPT OF HUMAN DIGNITY AS A HINDRANCE TO UNDERSTANDING THE LINK BETWEEN HUMAN RIGHTS AND THE PROFESSION OF SOCIAL WORK: THE POSSIBILITY OF A SOCIAL WORK PROFESSION BASED ON HUMAN RIGHTS

1. Concept of Human Dignity

With the Universal Declaration of Human Rights, the concept of human dignity has become as well-known a concept as that of human rights. The concept of human dignity was derived from the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights (McCrudden, 2008, .655-656). Before the publication of the Universal Declaration of Human Rights, the concept of human dignity was included in the constitution of only five countries, and in 2012 it was included in the constitutions of 83% of the countries constituting the United Nations. Thus the concept of human dignity became a subject of study in many disciplines including legal studies, psychology, political science, political studies, bioethics, human rights and international legal studies (Shultziner & Carmi, 2014: 460-461).

Although the concept of human dignity became as well known as the Universal Declaration of Human Rights, the definition of human dignity, or in Latin, human dignitas, is explained in different ways at different times. According to Schulman (2008:6), the concept of human dignity can be explained under four headings as the "classical antiquity, biblical religion, Kantian moral philosophy, and 20th century constitutions and international declarations".

1.1. Classical Antiquity

The word "dignity" was used in this period by the Roman philosophers, Cicero and Seneca (Sulmasy, 2007, s. 11). Continuing the views of the Stoics, Marcus Tullius Cicero (106-43 BC) stated the need for man to see himself as a citizen of the world and explained the concept of human dignity in the work entitled, "De Officiis":

"in every investigation into the nature of duty, it is vitally necessary for us to remember always how vastly superior is man's nature to that of cattle and other animals: their only thought is for bodily satisfactions. . . . Man's mind, on the contrary, is developed by study and reflection. . . . From this we may learn that sensual pleasure is wholly unworthy of the dignity of the human race." (cite in Rosen, 2014: 12).

1.2 Biblical Religion

When the historical development of human rights is considered, it can be said that human rights did not emerge on the basis of a specific religion. On the contrary, human rights are an achievement of the secular autonomous mind which was completely freed from the tutelage of religion during the European Enlightenment. For a long time, the Christian church, especially the Catholic church, rudely rejected the idea of human rights, especially the idea of freedom of religion, and even struggled with these ideas (Thurner, 2005)

Although human rights seems to be a concept which may be struggled with in respect of religion, there are statements related to human dignity in both Christianity and Judaism (Rosen, 2014:4). The concept of human dignity, which developed in the Roman period, has been accepted as a high value in Christianity, and in this context, demands for human dignity have increased (Stoecker, 2011:8). According to Christian belief, man is a reflection of God (Schulman, 2008:6). Rather than merely existing, a single person is intended to have individuality by God, and therefore carries the meaning of existence within himself. In Christian understanding, man has not come from a philosophical assumption, but is the basis of the explanation of God himself in Revelation (Heiznman, 2005:30).

The view of human dignity expressed as the Christian Bible view above is seen in all the sacred texts of the major religions¹². In this context, it is possible to define the concept of human dignity from a religious perspective as man being of value, having been created by God.

¹This is also valid for Islam. Article 1 of the Cairo Declaration of Human Rights in Islam, which was published by the Islam Conference on 5 August 1990, states that all people come from the lineage of Adam and constitute a family with allegiance to Allah. All people are equal in respect of basic liabilities and responsibilities without any discrimination on the basis of race, colour, language, beliefs, gender, religion, politics, opinions, social status and other points. It is said that real religion guarantees an increase in this true path of dignity, each person is Allah's subject, the most useful subjects are greatly loved by Allah, and nobody is superior to others except in religion and good works. Thoughts related to human worth can be seen in the Koran. Verse 70 of the Isra chapter states, "We have honoured the Children of Adam and carried them on land and sea, and provided them with good things, and preferred them greatly over many of those We created", and in Verse 4 of Tin chapter, "We indeed created Man in the fairest stature". In the Alak chapter it states, "read in the name of the Lord! He created man from a clot." In Verse 13 of the Hucurat chapter, "O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)" (Islam City, n.d)

²In the Torah, the Hebrew term 'Kavod Habriyot' refers to God having created man in his own image, showing that the source of human dignity is God (Düzgün, 2013:24)

³The task is an obligation to act because of respect for the law (Kant 2013:15, cite in Kılıç, 2009, s.95).

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1.3. Kantian Moral Philosophy

Kuçuradi (2003: 85) explained the concept of Kant as “to comply unconditionally with a good moral law, or it is good to comply unconditionally with the moral law”. In other words, for a statement to be good, it must come from an unconditional task, but free will determined by the task is good (Gökberk,1998:361).

According to Kant, for morality to provide goodness, it must be stated in the form of rules, “the absolute imperative is that there is a single God, at the same time, live by the maxim that you would wish to be the universal law” (Kant, 1995; cite in Özateş, 2010:89)

According to Kant, there is no unconditional good other than goodwill. The single motif of goodwill is to undertake a task simply to do the task. Whatever is intended to be done, goodwill is the intention for the task to be done (MacIntyre, 2001, cite in Özateş, 2010:89). It can be said that Kant shaped human dignity in the above framework. As stated by Öktem (2007:4), “according to Kant, each person has a sacred asset as a carrier of humanity. Therefore, we should see each person as the final aim of humanity, as an aim in their own right, and never as the means to an end, and thus it is a categorical imperative to show respect to the dignity of each person.

1.4. 20th Century Constitutions and International Declarations

The political change following atrocities experienced in the 20th century such as the First and Second World War, brought about documentation of human rights and institutionalisation based on documentation.

Immediately after the Second World War, the concept of human dignity provides the foundation of the idea of human rights in national laws and international agreements. In the post-war period, many human rights documents were drawn up to respect many people. Several documents emerged in the post-war period that demanded respect be shown to human rights by compliance with the basic area of human dignity (Misztal, 2012:104).

Of the international agreements, the most important document passed on the concept of human dignity was the Universal Declaration of Human Rights. Article 1 of the Declaration states, “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” Kuçuradi (2013: 101) explains this as:

Human dignity consist of the philosophical/anthropological knowledge of the value of the human species, i.e., the knowledge of certain of its specificities and of the achievements of the human species in history resulting from them and which secure its special of the human species in history resulting from them and which see its special place in Single human rights are practical implication of human dignity. They demand from all individuals a kind of treatment for all individuals, which protects the value of the human being.”

In the framework of the definition of human dignity and human rights by Kuçuradi (2013), it can be said that it was necessary to take the concept of human dignity as the reference in a form which defined the 20th century Constitutions and Agreements, when implementing human rights, which could be defined as regulations for the protection of and requirements for human dignity and human rights and the things that man possesses just because he is a man in the Universal Declaration of Human Rights, which was used as reference for the creation of Constitutions and International Agreements.

However, as stated by Kuçuradi (2013: 100),above all when explaining the idea of human rights, the concept of human dignity may be defined differently from the definition in 20th century constitutions and international agreements. Although this provides the opportunity of relating an idea to human rights, rather than understanding the whole idea of human rights, the explanation with a concept referencing the idea of human rights can make it difficult to implement the requirements of the idea of human rights, which was defined by Kuçuradi (1982:3) as “the confusion of thoughts related to the criteria of a single human right results in confusion on the subject of the content of various single rights just as much as the content of this concept” and thus it could lead to concept confusion.

2.Social Work Profession Ethics and the Idea of Human Rights in the USA

The concept of human dignity applied by the NASW can be seen as follows: although a connection has been established between the social work profession and human rights, if the basic notion of the profession is accepted, it is most certainly not possible that the relationship was formed since the emergence of the profession. By assuming that the idea of human rights started with the publication of the Universal Declaration of Human Rights in 1945, it is necessary to say that the relationship established between the social work profession and human rights was established in 1945.

In researching the history of the relationship between the social work profession and the idea of human rights, Healy (2018:744) stated that the idea of human rights emerged in the social work profession after the 1980s. In this context, the policy document published in 1988 by the International Federation of Social Workers (IFSW) reported that the social work profession had developed with the relationship with human rights.

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Although it can be seen that the concepts of human rights and human dignity were included in the ethics documents of some countries and specific professional rules were determined according to these concepts, the social work profession and associated ethical principles and values in the USA are not based on human rights.

This can be seen in the historical classification of Reamer related to the development of professional ethics and in ethics documents published in the USA. According to the Reamer (2014: 166-167) classification, the historical development of professional ethics in the USA can be discussed as the moral period and values period, ethics theory and the decision-making period, and the digital period.

In the period starting from the end of the 19th century, the concerns of many clients related to morals were predominant rather than the practitioners and professional ethics or moral values. In the values period, concerns about the future of the profession replaced the concerns of the clients related to morals (Reamer, 2014: 166), and human rights in these two periods encompassing the time before the publication of the Universal Declaration of Human Rights did not play a role in determining social work ethical principles and values.

On the other hand, in the ethics theory and decision-making period, which was shaped by discussions related to bioethics and professional ethics, ethical standards were implemented with regulations. In the risk-management period and digital period (Reamer, 2014: 167) no regulations were made related to human rights.

In the USA, where human rights are not accepted as a professional principle, the NASW defines social work professional values as service, social justice, dignity and worth of person, the importance of human relationships, integrity and competence (NASW, 1999, cite in Barksy, 2009:21). However, in 2008, with the revision in the Concil on Social Work Education, Educational Policy and Accreditation document, although human rights and scientific research values were added to the six values published by the NASW, these two values are not in the ethics documents (Barksy, 2009:26). Thus, when the social work profession values accepted in the USA are examined, it can be seen that human rights are not accepted whereas the concept of human dignity is accepted as a value. This can be seen in the definition of dignity and worth of the person

“Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession” (NASW,2017).

As seen in the NASW definition of dignity and worth of the person, human dignity is related to individual differences and helping to meet the needs of the individual with respect to cultural diversity. Protecting and meeting the requirements of human dignity entails increasing opportunities for change and the capacity of clients to determine their own destiny, while also meeting their needs. However, with the concept of human dignity, a process emerges which could cause conflict between the client and society, and social workers take responsibility for resolving this conflict.

The primary target of social workers is to help those in need and to deal with social problems in the framework of the service principles, and human dignity and values specified. When the social work ethics of the USA are considered, a utilitarian ethical approach is thought to be predominant in social work ethics. When the social work profession is examined with a utilitarian approach, it can be seen to be necessary to establish a balance between client welfare and societal outcomes, while providing benefit with equal distribution of resources, as a necessity of human respect, and this is a result of compromise with societal freedoms.

The necessity to establish a balance between societal outcomes and client welfare entails professional practices directed to the client who is defenceless and/or under pressure. These practices are implemented in accordance with the principle of social justice, explained by the NASW as:

“Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people. (NASW,2017).

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In this context, although there is a pathway for social workers, such as implementing professional practices directed at providing social justice to meet the needs to fulfill the requirements of human rights of individuals, when social work ethics are examined with a utilitarian principle, as stated by Öztürk (2009:110), there can be a dilemma in terms of the priority of individual or societal benefit, and when social justice principles are not implemented, clients remain weak.

In this framework, when the social work profession in the USA is examined, it can be said that the professional focus is on achieving a state of well-being, there is no professional focus on the idea of human rights, and although human dignity and worth is emphasized in the regulations related to ethical principles and values, this emphasis defines the utilitarian relationship rather than the basis of human rights.

This situation related to ethical principles and values is not specific to the USA. According to a 2014 study of ethical guidelines of different countries, there was found to be no emphasis on human rights in the USA, Israel, Singapore and Iceland, whereas there was seen to be emphasis on human rights in the social work professional guidelines published in Australia, Canada, Finland, the Republic of Ireland, Japan, Russia, North Korea, Sweden, Switzerland, the UK, Denmark, France, Germany, Italy, Norway, Portugal and Spain (Keeney et al. 2014). In the documents where this was emphasized, human rights were defined as a professional principle. This can be seen in the Code of Ethics published by the British Association of Social Workers (BASW). The Code states, "respect for human rights and a commitment to promoting social justice are at the core of social work practice throughout the world..... Human rights and social justice serve as the motivation and justification for social work action" (BASW,2014). In the same document:

"Social workers should be prepared to challenge discriminatory, ineffective and unjust policies, procedures and practice. They should challenge the abuse of power and the exclusion of people from decisions that affect them. Social workers should not collude with erosion of human rights or allow their skills to be used for inhumane purpose such as systematic abuse, detention of child asylum seekers and threats to family life of those in vulnerable positions" (BASW,2014).

Switzerland is another country that has defined human rights as a professional principle. In the section related to human rights in the Code of Ethics published by the Swiss Association of Social Workers, social work practices are stated to be based on human dignity and rights based on human dignity (Avernir Social, 2010).

The Code of Ethics of the Canadian Association of Social Workers states, "Social workers are committed to human rights as enshrined in Canadian law, as well as in international conventions on human rights created or supported by the United Nations". Thus, the social work profession is committed to protecting the human rights of individuals and groups as stated in the Canadian Charter of Rights and the Declaration of Human Rights, by stating that this is a long-standing commitment to human dignity and the values of people (CASW, 2015).

In countries that have accepted human rights as a principle, the concept of human dignity taken as the foundation of the relationship between the social work profession and human rights, is seen to be a concept related to all people and to the protection and supervision of all human rights.

3.The Current Situation in Turkey

Regulations related to professional ethics in Turkey are defined in the Ethical Principles and Responsibilities document published by Turkish Association of Social Workers. The concept of human dignity is defined as "every person has their own specific worth and this worth must be shown respect" in this document (SHUDER,2014). In relation to human rights, there is also the statement, "respect must be shown to the basic human rights of individuals and groups, as stated in the Universal Declaration of Human Rights and other international documents which have taken this Declaration as the source" (SHUDER,2014).

Although it is stated that respect must be shown to human rights in the Social Work Professional Ethics and Values document, which was drawn up from examination of the ethics documents of the IFSW, NASW and the Czech Republic Association of Social Workers (Çilga, 2004:74), taking into consideration the conditions for professional practices, the social structure and cultural characteristics of Turkey, there is a conflict of the individual and societal responsibilities of social workers in the Turkish Social Work Professional Ethics and Values document, similar to that of the social work ethical principles and values document published in the USA. This can be seen under the heading of ethical responsibilities to clients in the article of commitment to clients. The article states:

The basic responsibility of social worker is to develop the well-being of clients based on their needs, without neglecting societal responsibilities. Recommendations should be presented to clients when there is a conflict of responsibilities towards the client and society (SHUDER,2014).

In professional practice based on human rights, it is not possible for there to be a conflict of individual and societal responsibilities

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of social workers. In this context, even if a regulation is recommended related to compatibility with societal outcomes in client-society outcomes conflict, in the Turkish social work professional ethical principles and values document, as in the ethical principles and values document published in the USA, it can be assumed that there could be a conflict of individual and societal responsibilities of social workers, and this causes concept confusion related to human rights.

In addition to this concept confusion, another difficulty in establishing a connection between human rights and social work in Turkey, is that as in other countries where specific social work information has not been produced, the social work professional ethics information of the USA is taken as the reference for the development of the social work discipline in Turkey.

Taking the social work professional ethics information of the USA as the reference in Turkey means that in contrast to accepting human rights as a principle for the social work profession, the professional ethics information produced in the USA is accepted, which is not based on human rights and does not accept human rights as a central principle. This can be seen in studies related to professional ethics which have been conducted in Turkey. In the article entitled, "Ethical Decision Making Process in Social Work Practices" by Gökeaslan-Çifti and Gönen (2011), no statement was found related to human rights in the explanations of social work professional values with reference to the study by Reamer (2006) which evaluated the American National Social Work Principles. In the book, "Social Work: Foundations and Intervention Methods", Duyan (2016) explained the social work professional ethical principles with reference to the professional ethical principles in the USA. Moreover, the book published by Reamer (2018) on the subject of social work ethics has been translated into Turkish and the social work ethics in this book are explained taking the USA as reference.

4. Conclusion: How Can the Social Work Profession be Based on Human Rights?

For the social work profession to be implemented based on human rights, there is a need for professional practices to provide justice in the individual freedoms and rights of all people, primarily the clients (Banks, 1995:40). This makes it necessary for there to be professional focus on fulfilling the requirements of the concept of human dignity. In addition to implementing professional practices related to the protection and development of human rights, this provides the benefit of questioning whether or not the social workers meet the requirements of human rights. In this context, this removes the discrimination between micro and macro for social workers, as stated by Işık (2011). However, when evaluating the profession of social work to be able to base it on human rights, behaviors must be demonstrated in the form of value attribution as defined by Kuçuradi (2006:18) as, "the evaluator considers the action to be valuable or worthless (good-bad) because of his own random specific interest, and his own special circumstances" and value behaviors defined as "the predominant group membership of the evaluator and the action of the opposing person are psychological reasons on one side in respect of conforming to the general value judgements of the moral to which 'yes' is said, as behavior only contributing as natural behavior" in a single situation or to allow a universal professional view of the event.

While this enables practitioners to behave in the same way in the same situations, it overlooks the fact that every client does not behave in the same way. Despite being members of the same group (women, children, the elderly etc), preventing the generally valid behavior of clients with a greater need for protection and development of human rights allows the needs of clients to be met. In this context, the relationship between social justice and social work is seen in the professional practices of the social worker to fulfill the requirements of human rights in a single situation of many clients rather than attempting to benefit the client in the conflict that emerges between client and society, and the professional practices of the social worker implemented not only at the macro level but also at the micro level also provide social justice.

To be able to remove the concept confusion related to the concept of human dignity and human rights taken as reference in the social work profession, there is a need for correct understanding of the idea of human rights in the field of social work. This requires a definition of the idea of human rights as a principle of professional ethics (it is used as professional morality) which can be defined as a judgement system (Kuçuradi, 2003:21) of the various values required which are generally valid or at a specific time in a group related to behaviors in interpersonal relationships. This need is thought to be met in the Declaration of Ethical Principles and Values of the IFSW. Under the heading of inherent human dignity:

"Social workers recognize and respect the inherent dignity and worth of all human beings in attitude, word, and deed. We respect all persons, but we challenge beliefs and actions of those persons who devalue or stigmatize themselves or other persons"(IFSW, 2018)

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In the same Declaration under the heading of Promoting Human Rights:

“Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social /civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights.”(IFSW, 2018).

Thus, while regulating ethical principles and values, by taking the professional ethical principles of the IFSW as reference, similar to the acceptance of the social work definition by social work associations at the international level, it is possible to prevent the concept confusion related to the relationship between the social work profession and human rights. However, even if the concept confusion in ethical principles and values documentation allows the connection to be seen between human rights and the profession of social work, it is not sufficient to determine the value of the idea of human rights in social work. For a social work profession based on human rights there must be professional elements which can evaluate human rights other than the ethical principles and values mechanism. Social workers need to have an awareness of human rights to be able to make evaluations with human rights, and thus there is a need for knowledge, skills and values to be acquired at degree level. Therefore, changes should be made to the social work degree curriculum, and further professional training courses should be organized for social workers who have not undergone training according to the new curriculum.

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- Universal Declaration of Human Rights

A QUALITATIVE STUDY ON THE EXPERIENCES OF FAMILIES WITH SPECIAL NEEDS CHILDREN BETWEEN THE AGES OF 3 AND 6

3-6 YAŞ ARASINDA ÖZEL EĞİTİM GEREKSİNİMLİ ÇOCUĞU BULUNAN AİLELERİN
İLK DENEYİMLERİ VE YAŞADIKLARI ÜZERİNDE NİTEL BİR ARAŞTIRMA

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Research Article

ABSTRACT

The lives of special needs children and their families significantly differ from the lives of children with no special needs and their families. Many variables are affecting the quality of life and processes related to the inability field, starting from the first years of life. *The study* aims to reveal the experiences and needs of families with special needs children from birth to age 6, starting from the early childhood period and to contribute to the structuring of special needs education processes with the suggestions put forward. The data obtained in the study were analyzed qualitatively, employing the inductive approach. 13 mothers of special needs children between the ages of 3 and 6 participated in the study. According to the findings, the first response of mothers when they first learned the special needs of their children is usually traumatic reactions. The study found that the pillar of strength for them was their spouses, they experienced social exclusion as well as social integration, most of them needed psychological support but didn't have the opportunity to start to receive this support. Besides, most of them had regrets about the past and anxiety for the future. It was found that these families usually know their legal rights. In addition, the mothers participating in the study suggested that other families should accept their special needs children and immediately provide education opportunities. Suggestions have been developed based on the experience of the special education processes and experiences of families.

Keywords: Special education, early childhood, special needs children.

ÖZ

Özel gereksinimli çocukların ve ailelerin yaşamları, özel gereksinimli olmayan diğer çocuk ve ailelerin yaşamlarından oldukça farklılık göstermektedir. Yaşamın ilk yıllarından başlayarak yetersizlik alanına dair yaşam kalitesini ve süreçlerini etkileyen birçok değişken bulunmaktadır. Bu çalışmanın amacı, özel gereksinimli çocuğu bulunan ailelerin, erken çocukluk döneminden başlayarak 0-6 yaş aralığında yaşadıklarını ve gereksinimlerini ortaya koymak ve geliştirilen önerilerle özel eğitim süreçlerinin daha istendik şekilde yapılandırılmasına katkı sunmaktır. Çalışmada elde edilen veriler, tümevarım yaklaşımı kullanılarak, nitel olarak analiz edilmiştir. Çalışmaya yaşları 3 ile 6 arasında değişen özel gereksinimli çocuğu bulunan 13 anne katılmıştır. Araştırmada elde edilen bulgulara göre, annelerin özel gereksinimli çocuğa sahip olduğunu öğrendiklerindeki ilk tepkileri genellikle travmatik tepkiler olmuştur. Annelerin en büyük destekçilerinin eşleri olduğu, sosyal dışlanma yaşamının yanında sosyal bütünleşmeye dönük yaşantılarının da olduğu, çoğunun psikolojik desteğe ihtiyaç duysa da başlama fırsatı veya şansları olmadığı, yine çoğu ailenin keşkeleri olduğu, gelecek kaygılarının bulunduğu görülmüştür. Bunun yanında ailelerin yasal haklarını genellikle bildikleri anlaşılmıştır. Ayrıca katılımcı anneler diğer ailelere özellikle çocuklarını çabuk kabul etme, eğitim imkanlarını acilen sunma gibi öneriler sunmuşlardır. Araştırmanın sonunda ailelerin özel eğitim süreçleri ve yaşantıları göz önünde bulundurularak öneriler geliştirilmiştir.

Anahtar Sözcükler: Özel eğitim, erken çocukluk, özel gereksinimli çocuk

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INTRODUCTION

Child, the most important common value between mother and father, facilitating the formation of a common view of life, is also the primary and most precious common value in their lives. Thus, anything causing of loss of this value can be a cause of mourning for parents. Special needs child is, basically, the loss of an *ideal child* in the minds of parents (Gören, 2016). Thus, when the families face this loss of ideal and afterwards, quality support from both in the family and outside of the family is a necessary and expected service for the treatment (Sardohan Yıldırım and Akçamete, 2014). The birth of a special needs child isn't a normal routine for families. Facing the loss of "normal child" expectation arises as a process. The expectations and reactions of families usually follow similar steps. This process, starting with the rejection of the situation, is an experience, out of the routine, accompanied by the reactions including the confusions in understanding the situation and controlling it (Howard et al., 2010). Families of special needs children experience the mourning process classified by Kübler-Ross (1997) as the five-stage as *denial, anger, bargaining, depression and acceptance* (Gören, 2016). Various stages such as guilt, shame, seeking for a miracle, going from door to door, rationalization can be added to these steps. While most parents experience similar stages, not all parents necessarily follow the same stages. The length and depth of stages differ in their experiences (Varol, 2005). There are different meanings for families and individuals shaped by different experiences and perceptions for even *time* concept. This reveals the existence of subjective sides and subjective meanings in the lives of parents and children (Yıldız and Özgedey, 2018).

The effect of the inability of the child, regardless of the type, is usually the despair and the increase of anxiety level in family members. The anxiety may change depending on the age of parent (Danış, 2006). Apart from these, conflict may arise in the family, the family may become estranged from neighbours and relatives, and lastly, spouses and family elders may blame each other. All these experiences and changes affect the development of the child as well the relationship, solidarity and functions of family members (Özekes et al. 1998; Özşenol et al, 2003; Hatton et al., 2010; Köksal and Kabasakal, 2012). While their reactions may be similar, *the anxiety levels and life quality* may vary in the families of special needs children. Yıldırım Doğu et al. (2006) found that this difference was significant in their study on the families of children with hearing impairment and mental deficiencies.

Starting from the early childhood, special education of special needs children is a support service process including the critical applications for increasing the life quality of families, decreasing the negative effects and some developmental delays (Howard et al., 2010). It may take many years for the families to recover from the trauma they experience when they learned about the special condition of their children (Yaman and Atasayar, 2014). The difficulties the parents face especially in the education years of their children make life more difficult for them. The perceptions and qualifications of the experts, taking the responsibility for the special education of the children, about the special education directly affect the educational experience of these children. Aksakal Kuc et al. (2019) revealed the significant relationship between the perceptions and qualifications of special education teachers and their professional experience. It is known that the academic life of a healthy student, who takes education in more favourable conditions compared to the special needs children, is affected by some variables such as the marital status of parents, the number of siblings, the grade, etc. (Abay and Keleşoğlu, 2016). The effect of these variables cannot be ignored in the special education processes of special needs children.

The *appropriate behaviour perceptions* of family and surrounding people about the behaviours of special needs children may differ. In addition, the approaches may also differ from each other (Mermer, 1993). It is observed that most of the time mothers experience the harsh living conditions in the families with special needs children. Mothers are alone in many subjects requiring continuity such as daily living skills and organizing the life of children (Crnic et al., 1983; Kazak and Marvin, 1984). The mothers of children with mental disabilities experience the most difficulty and have the highest stress level among the mothers of special needs children. Mothers, taking the responsibility of the care for their children, experience more burn out compared to the mothers with healthy children (Cummings et al., 1976; Kazak and Marvin, 1984; Hayden and Goldman, 1996; Rodriguez and Murphy, 1997). Therefore, the fact that the sample of the study is composed of mothers increases the importance of the study.

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The reactions of the family members, especially the mothers, give when they first learned about the special needs of the children and the emotional upheaval periods directly affect the trauma the children experience (Erkan, 1991). Besides the support services presented to the families for overcoming the adaptation problems they experience with the birth of their children with special needs, the presentation support in other subjects such as care, treatment and education is a necessity for these families due to the special needs of their children (Özşenol et al., 2003). The studies have shown that divorce or separation in these families is more common compared to other families. Besides, the risk of suicide and alcohol addiction increase in parents of special needs children (Eripek, 1993). This study describes the needs, difficulties and demands of families directly with the qualitative methods, enabling a deeper investigation and systematic analysis of the experiences of families. It is expected that the outcomes of the study will contribute to the professionals who serve or will serve the families with special needs children.

METHODOLOGY

Research Model

This research is a descriptive study employing the qualitative design to put forward the difficulties of the parents of children with special needs between the ages of 3 and 6 experience as well as their needs. The semi-structured interview technique was employed in the data collection process. The fundamental aim of the qualitative study is to investigate the sample in a more detailed way and to reach the emotional depth of the participants' inner world (Bogdan and Biklen, 2003; Yıldırım and Şimşek, 2006). The interviews were conducted towards this aim.

Sample Group

This study was conducted with 13 parents of children with special needs in the Sakarya province. The researchers gave information about the aim and content of the study to the parents participating in the study. All of the parents (100%) were women, and the average age was 35.5. Their children suffer from down syndrome, delayed milestone or autism spectrum disorder. Only 1 parent works, the remaining 12 participants are housewives.

Data Collection Tools

Semi-Structured Interview Form, developed by the researchers based on the views of the field experts, was used for data collection.

Data Collection

10 questions, aiming to reveal the first reactions of mothers when they learned about the special condition of their children as well as the difficulties, obstacles and needs they experience afterwards, were posed to the 13 mothers of children with special needs. The interviews lasted between approximately 40-50 minutes and they took place in the educational institution of the children.

Data Analysis

Semi-structured interviews were conducted with the permission of parents. The obtained data were coded line by line to a special form. Main concepts were inferred from the form by reading line by line and then transferred to the analysis pages (Cohen and Manion, 2007). Considering the reliability of the study, "direct quotations" were used in the opinions of mothers. In this way, the concepts and relations were obtained, which are necessary for the explanation of the obtained data. The first letters in the parentheses denote the initials of the children, the numbers denote the age of mothers, the following letters denotes the occupation of mothers (HW: Housewife, FW: Factory Worker), and the last letters denote the education level of mothers PS: Primary School Graduate, SS: Secondary School Graduate, HS: High School Graduate).

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FINDINGS

Qualitative data obtained from the analysis of the interviews are presented below with codes, themes and categories by directly quoting the mothers.

Findings about the time and emotions when they learned about the special condition of their children

All of the parents learned about the present condition of their children when their children were between the ages of 0 and 3. They went to the doctor with the information acquired from the people in their environment. Some parents had limited financial possibilities but still managed to go to the doctor. Besides, while some of the parents try to be strong regarding the condition of their children, they have felt uneasiness, sorrow and depressive. "I learned about the condition when I was 4.5 months pregnant. I was a little upset. They said the baby wouldn't live. My husband was inevitably upset. He lived his sorrow on his own, he tried to conceal. I cried a lot for nine months, I felt so sad (MD, 31, HW, SS). "I learned about the condition when my baby was nine months old and I cried a lot. I felt so alone. I said my child couldn't get better. When the doctors said "genetics", I said 'My baby would never recover'" (ÖD, 36, HW, SS). "When we learned about the condition, my child was 1 month old. The results of the genetics test came in 35 days. When I came home, my husband explained the results. But God gave me such strength and power at that moment like I knew the results and I got prepared, even my husband was surprised (AÇÜ, 27, HW, SS). "I was losing sleep over the crying crises of my baby when the baby was two months old. I was upset as I didn't understand the reason for my child's crying. The crying crises lasted until T's (the child) first birthday. We got T vaccinated when T was two years old. The nurse asked me if the baby had started talking. I said T couldn't speak but T was able to call people on the phone and said "hello". T couldn't speak even when T was two and a half years old. They said that T should be speaking until that age under normal conditions. I had a golden bracelet, I sold it and took my child to a private clinic. They run lots of tests. They diagnosed my child with atypical autism at the end (TG, 29, HW, HS). "My baby was diagnosed with down syndrome during delivery in the 39th week. I cannot say I wasn't very sad, but I tried to conceal my sorrow. But what made me sad was the questions of "Will I be sufficient for my child?" And "What will happen to my child after my death?" Only these two questions worried me to a great extent. Subjects such as how to take care of my baby and how to educate didn't affect me a lot. I didn't reveal my emotions to my husband at all (ABV, 49, HW, SS). "Approximately 40 days after the birth of my baby, the seizures started. The doctors here referred us to the İzmit province. The doctors in İzmit province said that my baby had seizures. We were admitted to the hospital as an inpatient for three months. Lots of treatments were administered, and the baby had MR tests. In short, everything happened after the fortieth day (AA, 39, HW, HS). "The pregnancy period was normal, we had a normal delivery. Everything was normal until the baby was six months old. B (the baby) couldn't hold his head. B was very inactive. We took the baby to the child neurology department in İzmit. The doctor said that the baby suffered from the cerebellar degeneration. After that diagnosis of the doctor, I cried a lot that day, I was so scared. I suddenly let myself go. But then I said to myself "I have to be strong" (BB, 37, HW, SS). "After the one-year vaccination, I observed some changes in my child. Because my other three children were normal" (DD, 46, HW, PS). "I didn't work and took care of my baby until K (the child) was one year old. K was one year old when I realized that K was different. K wasn't interested in toys I bought, K did not look at the toys. K didn't establish eye contact with me. But I act like nothing. Then one day my sister said "Sister, your baby doesn't establish eye contact with us... K doesn't react to the toys. Is there something wrong with your baby? I took some videos of your baby without your notice. I showed the videos to a friend of mine, who is a special education teacher in İstanbul. My friend said he couldn't tell exactly the problem. However, he said the baby might be autistic. My sister urged me to see a doctor. It was the first time I heard the word "autism" from my sister. Then my sister and husband took my baby to a doctor without my notice. The doctor diagnosed my baby with autism. They returned home and told me the situation in tears. We cried all together" (KD, 35, FW, SS). "My child was born, and there was a change. I took the child to the child neurology department of Marmara University in İstanbul. They investigated the development of the child. They administered the Denver test. This happened when my baby was between ten to eleven months old. They did the genetics tests and other similar tests. It wasn't down syndrome. My child was diagnosed with delayed cognitive development. I was upset, I cried all the time (SH, 28, HW, HS). I went to the doctor seven times for routine checks during my pregnancy. I went into hospital one or two days before the delivery. I learned that my baby had Down

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Syndrome during delivery. I was lying in the delivery table when I heard it. The doctor said "This baby had down syndrome. You didn't know it?" I could not understand what was "down". "Will my baby die?" I remember asking. I was so scared. They briefly explained that the baby was healthy but had down syndrome (YEK, 37, HW, PS). "When my maternity leave was over, I started to work again. It was after I went to work when everything started to happen. When I went to work, something change in my baby. My baby was nine months old at the time. It was like, something happened and a break from the world happened. I realized that something was wrong when YM (the baby) was ten months old. A decline happened in the child" (YMO, 28, HW, HS). "We learned about the condition when my child was eleven months old. I felt so bad. It is an unexplainable and different emotion. That moment, I asked myself "Why did this happen to me?". May God forgive me. I feel very sorry for those thoughts. I didn't rebel against God, but I thought "Why me?" (ZK, 40, HW, PS).

Findings about the first reactions of themselves and the people in their environment when they learned about the special condition of their children

According to the information obtained from the mothers in the sample of the study, especially the elder siblings (elder sisters and elder brothers) positively met their sibling with special needs, they didn't exclude the sibling and tried to help. In addition, the family elders accepted and adopted the child with special needs, despite not understanding the condition of the child. Parents of the special needs child accepted the condition of their child while at the same time experienced a shock. However, in the aftermath, they recovered from the shock and focused on treatment opportunities. "When my sister learned about the condition of her sibling, she was eight years old. Since then, both her and my son try to protect their sibling, they are always anxious" (MD, 31, HW, SS). "The siblings of my husband came to our house. They told me that they wouldn't leave me alone, they would give me moral and material support. And they did as they had told. They always gave me support. My in-laws always supported me. They even said "You deliver the baby, we will support you. Don't worry when we are with you". My parents never considered my baby as disabled. They prepared their house considering my child's needs. They still don't consider my child as disabled (ÖD, 36, HW, SS). "My child is still treated with great respect. My husband always feared that the child wouldn't be loved. He feared our child's exclusion in society and school. He feared that people wouldn't want our child in the school (AÇÜ, 27, HW, SS). "Not all of our relatives know about the condition of our child. Only my father-in-law and mother-in-law know. They accepted my child" (TG, 29, HW, HS). "Our relatives learned after the report came back. We said that there was a possibility. I didn't hide it from anyone. Some of our relatives didn't come to congratulate the birth of our baby. Because they didn't know what to say. When my son learned about the condition of his sibling he said: "This baby is the key to heaven for you". He was just seventeen years old" (ABV, 49, HW, SS). "Our family elders were very upset when they learned about the condition. But then they accepted it as normal" (AA, 39, HW, HS). "Everybody was confused, especially my family. They were upset. They asked, "What will you do, how will you take care of the baby?". Right now everything is fine. They accepted my child. They said "There is nothing to do. This is God's willing. God gave you this child" (BB, 37, HW, SS). "When I learned about the condition of my child, I cried. It was difficult for me to accept the child. My husband wasn't with me. I had difficulty in accepting the child. I cannot lie, I even attempted suicide. I was left alone in life. The psychiatrist I went gave me medication. I accepted the situation in time. There is currently progress, at least. Even the people in our circle see that I pulled myself back" (DD, 46, HW, PS). "I fought very hard to accept the difference in my child. I didn't go to the doctor because I didn't want my child to be stigmatized. My mother in law said "Your husband also spoke late. Your husband and your brother-in-law both spoke when they were nearly five years old. There is nothing wrong with your child" (KD, 35, FW, SS). "My husband didn't even react in any way. We said "God gave us the baby. Even we had known about the condition, we wouldn't have done anything". Our families took the situation normally. My family, relatives and neighbours supported us. I only cried when the doctor said: "Your baby has down syndrome" (YEK, 37, HW, PS). "I didn't want to associate my baby with any illness. We experienced various emotions. We felt sorrow. We felt stress. I cried a lot. What we will do if the baby has autism? What will happen in the future? These questions run through our minds. My husband still cannot accept it. He feels great sorrow but he doesn't realize" (YMO, 28, HW, HS).

Findings about their biggest supporter

According to the information obtained from the parents in the study sample, eleven of them showed their husbands as their biggest supporters while one of them said her children were her greatest supporters. "My husband gave me so much

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support" (MD, 31, HW, SS). "My biggest supporter on this subject was my husband. He was always with me" (YEK, 37, HW, PS). "My husband and I sat on a park bench. We cried together. Then, he looked at me. He said, "Don't cry". I will be at your side for my whole life. If you think about it, we will have a very favourable and obedient child. Because the child will never harm us. We have to support our child all the time. We have to do kindness and I will not be a bad father. I promise you, I will be with you for my whole life. So we are the biggest supporters of our child. Never expect anything from my parents. I don't expect anything from your parents, either". (ÖD, 36, HW, SS). "I am grateful for my husband. He gives full support in anything. My husband never leaves our child, as well" (AÇÜ, 27, HW, SS). "My biggest supporter is undoubtedly my husband. He's always with me. We both have large families. But only my husband experience the same feelings with me. My elder sister feels sad, my elder brother tries to consolidate me. They offer financial support but what I need most is spirituality. My husband gives that spiritual support in the best way because he understands me. Because he experiences the same feelings with me" (TG, 29, HW, HS). "My husband was very supportive. We always doubted whether our child had down syndrome or not, because our child didn't look like a child with down syndrome. We didn't hurt each other on these issues. My husband is very religious, he never forced me and accepted the child very insightfully" (ABV, 49, HW, SS). "You get used to the situation in time. My husband gave so much support during this process" (AA, 39, HW, HS). "My husband gave me support. Sometimes, I suddenly fell into pessimism. I feel so sorry when the head of the baby feel to the side, when the baby cannot control the neck, or in similar situations. My husband said "Why you feel sad? This is our child. Whether our child can or cannot walk or talk, this is our child" (BB, 37, HW, SS). "My biggest supporters were my children. My daughters have accepted their sibling, thus we accepted our child as well" (DD, 46, HW, PS).

Findings about the Attitude of Social Circle and the experiences the mother had

According to the results of interviews conducted with the parents participating in the study, while nearly half of them gave negative answers, the other half of them gave positive answers. Some of the people in the social circles of participants supported and accepted the condition of children while some of them were confused, looked askance at the situation and found it strange. "I am not obsessive in that subject. In other words, I don't care. Sometimes I see faces looking at us strangely or like we are desperate" (MD, 31, HW, SS). "I felt social exclusion. I felt social exclusion from my neighbours and relatives. I sometimes felt exclusion from my father-in-law and mother-in-law. I don't know. I don't know if it was real or I felt it psychologically?". Such as if a neighbour came to our house, or if someone in the house had influenza, my mother-in-law said: "You can take the child downstairs, or else the child may catch the flu", I got her wrong. Doctors say the same thing. My child has a delicate condition. But when my mother-in-law said like that, I understood it like "Take your child downstairs, so nobody sees your child". But now I overcame this problem" (ÖD, 36, HW, SS). "They like my child very much, and my child also loves them" (AÇÜ, 27, HW, SS). "I haven't received any negative verbal reaction so far. Maybe people saw us differently but I don't care much about these types of situations" (ABV, 49, HW, SS). "I received positive support from the people in my environment. They said the child would get better. People didn't leave me alone. My friends, my family and my neighbours gave me so much support" (AA, 39, HW, HS). "I didn't feel anything negative for my child from the people in my environment. We walk in the streets in downtown. One day a woman in the downtown came and caress my daughter, and asked: "What does she suffer from?" How much you accept the condition of your child, this question reminds you of the reality. I felt sorry for a moment" (BB, 37, HW, SS). "Apart from this, I feel excluded from my social circles because of my child. We have great difficulty especially in parks, neighbourhood and shopping centres" (DD, 36, HW, PS). "People say "So strange, so gull, so pitiful". Now my child understands everything" (SH, 28, HW, HS). "All the people in our social circle loves our child very much. Our child is the most beautiful part of our home, our family. We didn't feel any exclusion from our social circle" (YEK, 37, HW, PS). "I lose my nerves when people give pitiful reactions when I say "My child cannot talk". I cannot imagine what will they say when I explain the whole situation (autism)" (YMO, 28, HW, HS). "I have not received any negative reactions. People love our child. We don't have large circles. But we go together with our child when we go to weddings or similar social gatherings" (ZK, 40, HW, PS).

Findings about Whether They Received Psychological Support

Half of the parents participating in the study stated that they received psychological support after the delivery while remaining half stated that they didn't receive any support. "We couldn't receive support. We waited for our child to start school. If nothing goes wrong, we will take support as the whole family. My husband, my daughter, my son. We want to

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consult for ourselves, for our special child, and our children" (MD, 31, HW, SS). "I went twice to the hospital in Bursa to see a psychiatrist. The psychiatrist there referred me to a psychologist here.

When I went to the psychologist, I explained my experiences with my husband, my mother-in-law, and my siblings with all the details. When I look back now, I see that so much weight was lifted off my shoulders. As the psychologist doesn't know me, I was able to explain my problems easily. I didn't get in bad with anybody. These sessions were actually beneficial for me" (ÖD, 36, HW, SS). "Yes I took medication but I did not want to be addicted to the pills. I used pills for one month then discontinue. I said, "Medicines will not work for this issue". But, unfortunately, I went to the doctor again a week ago "(TG, 29, HW, HS). "I didn't receive psychological support regarding the condition of my child" (ABV, 49, HW, SS). "I didn't receive psychological support at that time, I didn't feel the need. I had to stay strong and not collapse. I adhered to my husband and overcame this process with him" (AA, 39, HW, HS). "I thought about suicide, and then I went to the psychiatry department. Psychiatric support felt good. Watching videos about autism and starting the special education made it easier for me to accept" (DD, 46, HW, PS). "A that time my fainting seizures started. I went to the hospital. Doctors diagnosed me with the panic attack. I started to take medication" (KD, 35, FW, SS). "No, I didn't receive psychological support. We thought everything as God-given, so we didn't do anything" (YEK, 37, HW, PS).

Findings About the Future Concerns of Parents

Some of the participants in the sample mentioned their future concerns while some of them stated they didn't have any concern for the future. The future concerns of parents took form of social rights and contents such as financial aspects, speaking ability of their children, whether their children could go to school, whether their children could make friends, etc. "I only had one question: Will my child be able to talk? Are there children with this condition who cannot speak at all? I don't know. I wonder if my child can talk? I pray for my child's good health, but this is a concern for me. Will we be able to talk with each other?" (MD, 31, HW, SS). "No, I want to live the moment. I don't have any future concern as to what will happen to my child when something bad happens to me. I used to fear that my child would be sick if someone coughed in the same room with us" (ÖD, 36, HW, SS). "In fact, I have financial concerns. For example, school is very limited in Sakarya province. How will the families with no financial means afford the education" (AÇÜ, 27, HW, SS). "Of course. "Will my child be able to go to school?", "Will my child have friends?", "Will my child be able to adapt?". I fear that my child will be considered an idiot. I fear that people will treat my child as "T (the child) has autism, T will not understand whatever we say". I fear that T will not be able to get married when the right person comes. The future is what I fear most" (TG, 29, HW, HS). "After school started, my concerns about my child decreased. We felt relief after early education" (ABV, 49, HW, SS). "I have no future concerns for my child" (AA, 39, HW, HS). "I don't think about that question. I want to live in the moment. I try to think about the things that make me happy. Sometimes these questions suddenly come to my mind. I think about what will happen. Will my child be able to walk or talk in time? But when we do things together, I think about my child's smile while doing things. I try to live the days thinking about the good things my child does. When I don't do this, I become depressed, I cry and my head hurts. I feel bad and cannot take care of my child" (BB, 37, HW, SS). "I used to have concerns about the future but I felt relieved after watching TV serial "Mucize Doctor (Miracle Doctor)", depicting the life of a medical doctor with autism. My only concern is if my husband will take care of my child after my death. But at least my son will take care of his sibling" (DD, 46, HW, PS). "At first, I had intense anxiety. Now I still have concerns. Will my child will continue in the inclusive education? Will my child be able to talk? I still have concerns. But not as intense as it used to be. But I think I started to accept the situation" (KD, 35, FW, SS). "All rivers fall into the sea. I think that our child's only problem is talking. I think that when the child talks, we will communicate and overcome problems. We will share something" (SH, 28, HW, HS). "I have concerns for the future. I wonder what will happen to my child after my death. I have older children to take care of my child, but I am mother, I wonder what will happen after me" (YEK, 37, HW, PS). "Will my child be able to talk? Will Z (the child) be able to go to school? Will Z be able to learn something? Will Z be able to fend? What will Z do if I die? Who will take care of Z? These are my concerns" (ZK, 40, HW, PP).

Findings about the parents' knowledge of their legal rights

All of the parents participating in the study are aware of the legal rights of children. They all know their legal rights. "For instance, my child has a report stating "Severely Disabled". We can get a certain salary, we can get discounts for the bus fare, we can get free diapers, etc. We know that but didn't need until now. I did not want to get diapers for free. We have one

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child, we can afford right now. But if I need in the future, I can apply for these free/discounted services. I don't oppose at all. But if there is no need, then I oppose benefiting from these services" (ÖD, 36, HW, SS).

"Yes, I know my rights. We just applied for the salary" (AÇÜ, 27, HW, SS). "I know our legal rights; our state always gives us strength" (ABV, 49, HW, SS).

"I know my legal rights and I benefit from them. I know about the discounted fares, discounted telephone services, etc." (AA, 39, HW, HS). "I am the legal guardian, and I know my legal rights. My legal rights include special education, social rights, guardian's fee. I have a salary through my father" (DD, 46, HW, PS). "We know my legal rights and we receive a salary. If "special needs" is written in the report, it is sufficient" (YEK, 37, HW, PS).

Findings about the Parents' Pieces of Advice to the Other Parents First Learning about the Special Condition of Their Children

The parents participating in the study especially recommended that children should be loved and paid attention, and their education should be definitely given importance. "I saw that peace in the family has great effect on the child. I was a cleaning freak. I even abandoned it. I wish I hadn't given mobile phone to my child till that age. Let me put it this way. M (the child) was always on the phone or tablet pc until M was 1.5-2 years old. I wish I hadn't given M these electronics. M watched TV a lot. Especially when we were inpatients in the hospital. Two or three vascular access changes were made during this process. M didn't eat, I couldn't make M eat the food. M only ate a little when I gave the child phone. I asked the nurses about the phone, and they saw no problem. I wish I did not. I could take care of my child by playing more" (MD, 31, HW, SS): "The parents should first love their children. They can even be seen as freaks by the outsiders, but in fact, they are very beautiful. They are dependent on their mothers no matter their condition or their minds. If we harm them then they will never develop in their lives. We should first be calm. We should ask "What does my child suffer from?". "What can I do best for my child?". Stand firm besides your child. The parents should accept and recognize their children. They shouldn't fear about getting the disability report or the education process. Because there are many disabled people in Turkey. We are not alone. Nothing is like what it used to be. We should take our children to the streets. You shouldn't lock them in the house. They cannot be locked" (ÖD, 36, HW, SS). "They should love their children very much. It is that simple. Because the children need love" (AÇÜ, 27, HW, SS). I would not do anything. I left the child and always cleaned the house. I neglected my child because of cleaning. I was not such an extrovert person. I was an introvert. I wish I had been more extrovert. I wish I contacted people while weeping. I made a mistake. I took my child to the playground when my child was one year old. You should take your child to the playground even if she/he doesn't play. My father-in-law, sister-in-law, everybody said something. They said the child looked after that person or another person, and I believed them. I shouldn't have believed them. I shouldn't have believed hearsay information. I should have gone to an expert doctor. If I could go back, I would change a lot of things. But when I told the midwife and doctor that my child couldn't speak, they said: "you did everything". They never mentioned autism. All mothers should be informed. I get most angry on this issue. I wished doctors gave information about this subject. Because I went to the paediatrician. She said, "Nothing is wrong with your child". She gave no information to me. She didn't warn me against the symptoms. Midwives only do what they have to do, they sign and send you back home. I especially want to bring the vaccines to the agenda. I suspect the side effect of vaccines because my child became like this after one and a half year vaccine. If there is something like that, who should be held responsible? This is the major question in my mind" (TG, 29, HW, HS). "Parents get confused as to what to do when they have a child with special needs. Parents should be educated first. Families should first love their children so much. Because love can open all doors. The second point is the education process. Parents should research for education and support their child. Apart from these, the people in their circle are important, there should be people around them. Families shouldn't upset themselves in vain. They should love their children so much. People should behave families with disabled children with tolerance" (ABV, 49, HW, SS). "Mothers learning about the special condition of their children should stand strong and do whatever they can. When they are strong, everything becomes better in time. I did like that, I didn't let myself go. I considered this special condition as God-given. I have done whatever it takes and will continue to do so" (AA, 39, HW, HS). They should think positively. This will give them strength. My child will become good as long as I feel good" (BB, 37, HW, SS): "I had many regrets. I could have recognized the child's behaviours earlier. If I could have travelled to one year earlier, I wouldn't have vaccinated my child. I would search for the diseases I heard about. My advice to the parents learning about the autism of their children is that they should accept the condition. We should trust the teachers. We should search and give importance to special education. We should accept the situation. We should never think about suicide, etc." (DD, 46, HW, PS). "They should accept them normally. They should make

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sure that the children get intensive training. They should love their children" (KD, 35, FW, SS). "They shouldn't neglect their children. They should go to the doctor. They should send their children to rehabilitation, Earlier Childhood Education Center, Education Center for Autistic Children, etc. They should also work for the children in the house. They should take their children to the gatherings. They should talk to their children. They should communicate" (SH, 28, HW, HS). "They shouldn't get upset because it is a God-given thing. They should hug them and give more attention to them" (YEK, 37, HW, PS). "Firstly, parents shouldn't worry in any way. This is a situation that can be improved with education, so parents should give importance to education. I wish I had taken the special need report at the very early stages. I wish I hadn't waited" (YMO, 28, HW, HS). "They should love their children. The children should be given special education. Parents should also try to educate their children at home" (ZK, 40, HW, PS).

DISCUSSION and CONCLUSION

This study investigated the first physiological, cognitive, emotional, behavioural and psychological reactions of mothers of children with special needs between the ages three to six, their husbands and families when they first learned about the special condition of their children, whether the mothers received social support from their spouses and families, whether they experienced social exclusion, whether they have future concerns about their children, whether they know their legal rights, whether they received psychological support in this process, and their suggestions to other parents learning about the special condition of their children.

Most of the mothers learned about the special needs of their child when the child was between the ages of 0 to three. The majority of mothers of children diagnosed with down syndrome or cognitive milestone learned about the special condition of their child during the delivery or in the first few months after delivery. Some of the mothers learned about the specific diagnosis about the special need within the first year. The mothers of children diagnosed with autism learned about this condition between the first and third ages of their children.

During the interviews conducted with mothers, the feelings, opinions and reactions (shock, denial, blame, rejection, etc.) they had or felt during the acceptance process were focused. It can be inferred from the statements of mothers that a mourning period started for them when they learned about the special needs of their children. As the family members face a problem that they cannot overcome, they react differently during the acceptance process. While the difficulties the families experience are similar, the resilience and coping methods they employed during this process can be different. Some families overcome this process more easily, take constructive steps both for their children and themselves, and try to organize their life by making plans while some families don't accept this situation and cannot overcome a long period of sorrow and mourning (Sarı, 2007).

Most of the mothers reported their first reactions as crying, inability to sleep, inability to eat, losing weight, thinking constantly about the situation, etc. Apart from anxiety, cognitive processes such as inattentiveness, forgetfulness, excessive dreaming as well as emotional reactions such as rage, crying for no apparent reason, inconsistent behaviours, violence and depression can be observed in families with special needs children (Aslan, 2010).

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Most of the mothers participating in the study stated that the reactions of their husbands were calmer compared to their reactions. In addition, the husbands used supportive statements and accepted the children as they were. This, in turn, gave power and energy to the mothers. Most of the mothers participating in the study stated that they received the biggest support from their husband and they shared the problems of their children with their husbands. Various studies have found that the reaction of father towards having a disabled child directly affects the emotions of mother and can make the mother anxious and hopeless (Metin and San, 1992; Ceylan, 2004; Staub and Hunt, 1993; Yıldız, 2009; Eripek, 1996; Yıldırım Doğru and Aslan, 2008; Coşkun, 2013).

The majority of mothers participating in the study stated that both their families and their husbands' families exhibited accepting behaviours towards their children with special needs.

In Turkey, especially as a characteristic of eastern culture, the families with special needs children are given support by their families and relatives, they aren't left alone in terms of spiritual and financial needs. The whole family try to overcome difficulties together (Ciğerli et al., 2014: 78). While having a child with special needs cause a mourning period initially, it was observed that in such a situation, considered as a negative one, family bonds become stronger in some families due to the stress and anxiety. In addition, having a disabled child has been observed to have a positive effect on some marriages, strengthening the marital bonds (Kazak and Marvin, 1984; Sarısoy, 2000; Çetin, 2018).

The mothers participating in the study were found to describe their children with special needs as "bringing me and my husband together, our sharings increase, my child is the joy of our home, etc.". It was revealed that children with special needs didn't have a negative effect on the marriage of parents. Özekes et al. (1998) found that spouses in marriages evaluated each other based on the child, and there wasn't any negativity due to this situation in the families with mentally handicapped children and with autistic children. Şen (2014) found that spouses understanding each other and respecting the difficulties have more quickly accepted the situation and found solutions.

Some of the mothers participating in the study stated that they needed and received psychological support after learning about the special condition of their children, some of them received psychiatric support while some of them didn't feel the need to receive support. Vural Batık (2012) conducted an experimental study on the families with special needs children and found that the psychological support decreases the hopelessness levels and increased the optimism levels of mothers of children with the low level of mental disability. In other words, psychological support was found to be effective. Yukay Yüksel and Bostancı Eren (2007) implemented a psychological counselling program lasting for 10 weeks, having a pre-test and post-test pattern with control-group, to decrease the depression levels and increase the problem-solving skills of families with autistic children. As a result, a significant difference was observed in decreasing the depression levels and increasing the problem-solving skills of families.

Almost all of the mothers participating in the study expressed that they experienced intense anxiety about the future of their children starting from the first moment they learned about the special condition of their children. Most of the mothers interviewed were observed to be anxious about the social exclusion of their children, as well as about various subjects such as having their own family, continuing their education and their caretaker after the death of mothers. It was found that the anxiety levels of mothers decreased over time after accepting the special condition of their children. After accepting the children with special needs and organizing daily life in some way, future concerns constitute the basic anxiety. Parents wonder what will happen to their child, who is likely to live longer than themselves, without their support and protection, and fear that situation (Ciğerli et al. 2014).

It was found that almost all of the mothers participating in the study were informed about their legal rights due to the special needs of their children.

Almost all of the mothers suggested the other families with special needs children that the parents should love their children, they shouldn't get upset about the special condition of their children, they should start the special education early, they should find specialist teachers for their children, they should be involved in the education process and make intensive efforts in this direction. Mothers especially emphasized the importance of professional support during early childhood.

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Suggestions

It is of great importance that families of children with special needs are given information and directed accordingly before, during and after the delivery by the specialists (doctors, nurses, physiotherapists, psychologists, social workers, other health care professionals, child development specialists, special needs teachers, etc.). It is possible to decrease their disappointment and intensive anxiety situation about the future with the information given by specialists.

Long term psychological support should be provided to the families of children with special needs starting from the moment they learn about the special condition of their children (before, during or after the delivery). It is of great importance that parents accept the fact that their children with special needs have differences from the other healthy children. In addition, parents should understand that it is possible to help their children, but their children can't recover completely.

The fact that the close relatives (grandparents, uncles, aunts, etc.) and social circles (friends, neighbours, seniors in the workplace, colleagues) are informed about the condition of the children with special needs and give social support to the parents of the child will facilitate the acceptance process of parents.

Different activities (such as public spots, social media information, hand brochure, etc.) should be conducted on a local and national level to raise awareness towards changing the negative perception of society about the children with special needs. It is significant that the schooling for special need children increases nationally so the children with special needs can benefit from the early childhood education departments (0-36 months old) and special education preschools (37-78 months). Improvements should be implemented for the special education rights (monthly 8 hours of course or monthly 8+4 hours of course) of children with special needs.

Parents of children with special needs should be encouraged to benefit from professional help, such as conscious psychological support services, coping skills programs, motivational interviewing applications, etc.

Considering that the communication between the parents of children with special needs with other parents facing the same challenges facilitates the acceptance process, public resources, non-governmental organizations and volunteers sensitive about this subject should be mobilized.

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SAKARYA PROVINCE
BOŞANMANIN KADINLAR ÜZERİNDEKİ ETKİSİ: SAKARYA ÖRNEĞİ

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Case Study

ABSTRACT

This study aims to describe the effects of divorce on women and their perspectives on the concepts of marriage and divorce after their divorce. In-depth interview technique was used as data collection technique. Twelve women (12) who were divorced agreed to participate in the study. After conducting in-depth interviews with women, the data were evaluated using descriptive analysis. Besides the demographic information of these women, marriage and divorce process and causes of these, the problems that they faced after divorce and their intentions of getting married again were determined. It was found that women who participated in the study had psychological mood disorders caused by divorce such as crying alone, being introverted, feeling guilty, suffering from weight loss, inability to focus, distractions, lack of motivation. In this study it is concluded that the processes during and after the divorce process are hard for women and the women need psychological support as well as familial and social support in order to overcome these processes in a healthy way.

Keywords: Divorce, Marriage, Women, Family.

ÖZ

Bu araştırma, boşanmanın kadınlar üzerindeki etkilerini, boşanma sonrası evlilik ve boşanma kavramlarına bakış açılarını betimlemek amacıyla yapılmıştır. Veri toplama tekniği olarak derinlemesine mülakat tekniği kullanılmıştır. Araştırmaya boşanmış 12 (oniki) kadın katılmayı kabul etmiştir. Kadınlarla derinlemesine mülakat yapıldıktan sonra elde edilen veriler betimsel analiz kullanılarak değerlendirilmiştir. Kadınların demografik bilgileri, evlilik ve boşanma süreci ile bunların nedenleri, boşanmadan sonra karşılaştıkları sorunlar ve tekrar evlenme niyetleri tespit edilmiştir. Araştırmaya katılan boşanmış kadınların boşanma süreci ve boşanma sonrası birtakım hayal kırıklıkları yaşadıkları gözlemlenmiştir. Çalışmaya katılan kadınlarda boşanmanın neden olduğu yalnızken ağlama, içe kapanma, suçluluk hissetme, kilo kaybı, odaklanamama, dalıp gitme, motivasyon eksikliği gibi psikolojik duygu durum bozukluklarının görüldüğü tespit edilmiştir. Araştırma sonucunda boşanma süreci ve sonrasında kadınlar için kolay geçen bir süreç olmadığı, bu süreci sağlıklı atlatabilmeleri için kadınların psikolojik destek, aile ve sosyal desteğine ihtiyaç duydukları sonucuna ulaşılmıştır.

Anahtar Kelimeler: Boşanma, Evlilik, Kadınlar, Aile.

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INTRODUCTION

Marriage is one of the most important social systems for the legal structure of the family. Marriage is based on strong bases such as love, harmony and friendship. The unity in the emotions and attitudes of the members in the family, as well as their efforts to maintain the family, makes it possible for the family to protect its unity, survive and reach its goals and roles (Nassar, 2015). The family, established with the marriage contract, transforms in coordination with the changes in the social structure of the modern period. The definition of family has changed with the modernity, transforming the society from one state to another in a fast way, in terms of the origin family of spouses, the structural, formal and functional dynamics of the family institution as well as the relationship in the family (between the parents and children) (Beck and Beck-Gernsheim, 2012).

The pressure for the unity and continuity of family decreases in marriages nowadays, as the individual wishes become more apparent. On the contrary, modern societies present individuals with various ways to overcome the problems when the marriage enters into a bottleneck. Divorce is one of these ways (Uğur, 2014). Divorce is the termination of the marriage institution by applying legal means when the marriage doesn't meet the expectations of the married couple (Yücel and Aksu, 2016). However, divorce is a social problem; and it is accepted as an important factor in the disintegration and the fall of the family (Al Qaisi and Al Majali, 2003). The women are more affected before, during and after the divorce in economic, social and psychological terms compared to men (Yücel and Aksu, 2016).

Although the termination of marriage is allowed within the belief system of Turkish society due to compelling reasons such as the impossibility of common life, the irresponsibility of the spouse, the lack of mutual understanding, the lack of reconciliation between the spouses, failure of spouses to fulfill their duties, the chronic diseases, the inability to have child, etc., the divorce is generally not approved in the society (Amato, 2000).

1. The Conceptual and Theoretical Framework of the Study

1.1. Family

Family is a social institution with biological, psychological, economic, social, legal, etc. aspects, providing the continuity of humankind with biological relations. The family is the institution in which the socialization process first starts and by which the material and spiritual wealth created by the society transfer from generation to generation. The concept of family plays the greatest role in the development of the child's socio-cultural personality through the conservation and intergenerational transfer of cultural values of society such as our beliefs, customs, traditions and morals (Salman and Uzunboylu, 2011).

Family is the basic social institution formed by the people having kinship relations; it provides their various (psychological, sexual, social and economic) needs. The individual fits in and participates in the society through the family. Family is the smallest unit of the society and among the most important institutions forming the social structure. The family concept plays the most important role in the development of the socio-cultural personality of the child through the protection and transfer of our beliefs as well as the cultural values of the society such as customs and habits, tradition and moral values between the generations (Kurt, 2013).

According to another definition; family is the smallest unit in the society formed by the relationships between the spouses, children, siblings, etc., based on the bonds of matrimony and kinship (Ağdemir, 1991). In conclusion, we can initially define the family as the smallest living unit of society.

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1.2. Marriage

Marriage is the most important one in processes, know as "passing stages" in human life, which starts with birth and ends with death (Sezen, 2005).

Giddens (2000) defines marriage as follows. "Marriage can be defined as a sexual union between two adults, accepted and approved by the society". Marriage is one of the most important social systems for the legal structure of the family. Marriage is based on strong bases such as love, harmony and friendship. The unity in the emotions and attitudes of the members in the family, as well as their efforts to maintain the family, makes it possible for the family to maintain its unity, survive and reach its goals and roles (Nassar, 2015).

The marriage constitutes the core of the family, the institution in which the most of the people lives starting from birth. Marriage is one of the main forms of social life and it is formed through bonds of the marriage of one woman and one man. Marriage has physical, emotional, social, moral, economic and social dimensions. It means more than sharing of common living space by a woman and man defined as husband and wife (Salman and Uzunboylu, 2011). Marriage is a legal contract between two adults.

1.3. Divorce

Marriage is defined as the unity of life between two adults. However, when no consensus can be reached and the marriage loses its meaning for spouses, the termination of marriage may come up as a solution. Divorce has many dimensions. It has legal dimensions related to the legal problems; emotional dimensions due to the estrangement between spouses; economic dimensions in respect to the common budget and assets; social dimensions due to the changes occurring in the relationships between friends and in the social events; psychological dimensions due to the problems related to the spouses' finding themselves after their newly gained independence (Bohannon, 1970). Divorce can be characterized as a transition process since both spouses and children need changes in their lives (Sayil, 1996).

Divorce, above all, is a social behaviour. Indeed, space, where the divorce happens and is experienced, is the verification space of it. In addition, every phenomenon is shaped as the interlocked rings of a chain within the context it occurs. From this assumption, the reasons of the divorce can be various such as industrialization, urbanization, modernization, the employment of women, women's movements, domestic violence, cheating, economic problems, the effects of mass communication tools on the relationship between the family members, the increase of institutional and social support for the divorced people, the routine of married life, the increase of individualization, different life expectations, the differentiation of gender roles, etc. (Adak, 2012). In particular, the increase of domestic violence seriously affects the divorce rate, which is a social trauma (Ghazwi, 2007).

1.3.1. The Forms and Reasons for Divorce

According to the Civil Code numbered 4721, a divorce case can be opened in two ways:

- The uncontested divorce case,
- The contested divorce case.

In an uncontested divorce case, both woman and man agree to all the consequences of the divorce and terminate the marital union.

In a contested divorce case, certain disputes arise in terms of various topics such as the faulty part, pecuniary and non-pecuniary damages, alimony, parental rights, the sharing of household assets, etc. Contested divorce cases can be classified based on their causes as the general or specific causes of divorce:

General causes of divorce: Unlimited number of causes such as conflict, conflict arising due to the mismatch between the moods of spouses, insults, violence, behaviours damaging the trust, inability to fulfil the marital obligations, etc. are accepted as the general causes of divorce.

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Specific causes of divorce: The divorce cases based on the specific causes of divorce accepted by the Code are as follows: *the adultery (cheating) (Civil Code Article Numbered 161), the intent of harming the life of spouse as well as awful or degrading treatment (Civil Code Article Numbered 162), the perpetration and dishonourable living (Civil Code Article Numbered 163), the leaving (Civil Code Article Numbered 164), the mental illness (Civil Code Article 165).*

The legal results of divorce cases caused by general causes and specific causes are different. If the cause of divorce is specific, the plaintiff doesn't have to prove the fault of the adversary. The plaintiff only needs the existence of a specific cause of divorce. However, if the divorce is caused by the general causes, both the plaintiff and the adversary have to prove the fault of each other.

The privacy concept, characterized as the nature of the family concept, is damaged by the divorce, causing an imbalance in individual and social relationships of both sides. This situation also affects society (Nassar, 2015). Divorce has recently become a serious problem in Turkish society. Divorce radically affects social life, instigates the conflict between family members, damages the texture of the social life, and leaves significant traumatic effects in the lives of individuals.

1.4. The Damages of Divorce on Individuals

Divorce is a crisis developing within the life cycle of family, causing significant changes in the roles of family members and disturbing their psychological balances (Erdim and Ergün, 2016: 79). When the divorce is considered from the perspective of the parents, it brings up new problems to overcome such as building a new life, developing new forms of relationship both with children and with the ex-spouse, financial difficulties, changes in the social relations, etc. (Öngider Gregory, 2016: 126).

Divorce can be considered as a failure for both man and woman, they have failed in one of the most important stages in their lives due to one reason or other. Thus their skills to cope with problems can decrease. Parents may be too busy with the changes occurring in their emotions, needs and lives and may fail to give sufficient support to their children. Their parental skills such as caring, disciplining, giving emotional support for other crises may decrease. The parents with whom the children live (usually the mothers live with their children after divorce) may start working. They may start to spend more time outside and thus their children may have to spend time with a caregiver in unfamiliar places or maybe left alone after the school (Erdim and Ergün, 2016).

Divorce, a stressful event, can leave the traumatic effects on women and cause problems in different areas. The problems that may occur as a result of divorce can be assessed as material and spiritual problems: Material problems include economic problems, the problem in finding a new house, the problems with alimony as well as the practical issues such as doing repairs in the house. Spiritual problems generally include psychological/emotional problems, as well as missing the children. Family and peer pressure, as well as the harassment of men, are problems with both material and spiritual dimensions (Arıkan, 1996).

Depression is a problem observed in women after divorce. While the symptoms in women are more pronounced compared to men, men can suffer from implicit depression with harmful habits such as alcohol consumption, smoking, nightlife. Depression is an unhappiness disease. People feel sad, pessimistic and unwilling. Easily performed activities may loom large and may become difficult for people. The people with depression suffer from low self-confidence and may find it difficult to focus on things, watch a movie completely or read an article in the newspaper. They suffer from forgetfulness, thoughtfulness and inability to make simple decisions. Patients report a decrease in their strength, as well as feeling lifeless and without energy. They suffer from sleep problems. The sleep problems can be various such as the inability fall asleep, waking up at night, waking up early in the morning, waking up without having rest or oversleeping (Aktaş, 2018).

The appetite of the patients usually decreases, they may loss weight, or they may excessively eat. They may think about

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death, their dead relatives, they may have anxiety about the diseases or they may fear from death. Physical problems also increase during the depression. Previously regular blood pressure may become uncontrollable, spikes can be seen in the blood sugar tests. Chronic diseases usually originate during the depression. Various studies revealed that when the patients suffering from a heart attack have depression, their risks for a second attack, as well as their coronary problems, increase (Mete, 2008).

This study aims to investigate the structure and dynamics of modern family and marriage institutions, as well as the emergence, development and results of divorce phenomenon from the perspective of divorced women. The data of the study were obtained from the in-depth interviews conducted with the divorced women in Sakarya province. The causes underlying their divorces as well as the effects of their divorces were determined with the data regarding their marriage and divorce processes.

METHODOLOGY

The Subject and Aim of the Study

This study aims to determine the changes in the lives of the women after the divorce as well as the positive and negative effects of it. Another aim of the study is to determine the perspectives of divorced women on marriage and divorce concepts.

The following research questions were asked to obtain answers for the topic.

- Does divorce cause negative problems for women?
- Did the divorce change with the woman's social environment?
- Did women experience psychological problems after the divorce?
- Did women get psychological help before and after the divorce?
- Did the family pressure adversely affect the divorce process?
- Is there any idea of women remarrying after the divorce?

Research Model, Target Population and Sample of the Study

Designed as qualitative research, this study takes divorced women as the subject. The data were obtained through the depth interview method, which is a qualitative data collection technique. The study was conducted in the form of individual interviews. The interviews were semi-structured.

In a field study, the data are obtained on-site. Field study requires on-site data collection process; the obtained data are then analyzed and interpreted. After determining the topic and research questions, a literature review was conducted within this framework. Afterwards, the data were obtained and analyzed, and the theoretical framework of the study was formed. After forming the theoretical framework, the application phase started.

During the application phase, the interview form, including the demographic questions, were prepared. The research data were obtained in Serdivan district, one of the central districts of Sakarya Province. 12 (twelve) divorced women constituted the sample of the study. The interviews were recorded with a recording device and then transcribed. Then, the results obtained from the interviews were interpreted with the descriptive analysis method. The target population of the study were divorced women living in Sakarya Province. Random sampling method was used to determine the sample. The sample of the study consisted of 12 (twelve) divorced women, with whom the interviews were conducted.

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Limitations of the Study

The sample of the study investigating the effect of divorce on women was limited with 12 (twelve) divorced women selected through random sampling method. There are many divorced women in the target population. Some divorced women refused to participate in the study by saying "I don't want to express my thoughts", "I don't want to remember my divorce", "I don't want to talk about my divorce", etc. As this would lead to serious time loss, the sample was limited to 12 (twelve) people. When the interviews were conducted, the divorced women were observed to take a dim view of interviews and to evade by giving short answers in the beginning. When the statements used in the interview about the purpose and confidentiality of the research were repeated in order to ease the participants before the interview, the place of their hesitation was replaced by an environment in which they could easily and sincerely respond in the following minutes of the interview.

Sample Group

The study was conducted with divorced women living in Sakarya. Participants were coded as F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 in the analysis process. The demographic information of the participants is below presented in Table 1. The voice records of the interviews were transcribed. The data obtained within the framework of qualitative research were then interpreted with descriptive analysis.

Table 1. Demographic information of Divorced Women Participating in the Study

Codes	Age	Number of Children	Civil Status	Education Status	Occupation	Revenue (TL)	The Duration of Marriage	How many years did she divorce?
F1	46	1	Single	High school	Housewife	1900	8 years	4 years
F2	49	1	Single	Primary school	Housewife	1950	7 years	17 years
F3	33	1	Single	Middle school	Housewife	1900	3 years	4 years
F4	31	2	Married	High school	Hostess in School Bus	2200	2 years	5 years
F5	53	1	Single	Bachelor's Degree	Civil Servant	5000	6 years	4 years
F6	39	1	Single	High school	Hostess in School Bus	2200	11 years	4 years
F7	38	1	Single	High school	Housewife	1750	10 years	1.5 years
F8	33	1	Single	Bachelor's Degree	Teacher	6000	10 years	15 years
F9	26	-	Single	Associate Degree	Unemployed	350	2.3 years	6 months
F10	29	1	Single	High school	Hostess in School Bus	2200	5 years	9 years
F11	39	1	Single	Bachelor's Degree	Civil Servant	6000	7 years	8 years
F12	44	-	Single	Associate	Private Sector	2200	4 years	4 years

Due to the privacy policy of the study, the names of the divorced women participating in the interview were not asked.

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When the frequency and the percentage distribution of the demographic information of women participating in the study are analyzed, the lowest age range is determined as 25-30 and the highest age range is determined as 51-55. 2 participants are in 25-30 age range, 6 participants are in 31-40 age range, 3 participants are in 41-50 age range and 1 participant is in 51-55 age range. When their education statuses are analyzed, it can be seen that 1 participant is primary school graduate, 1 participant is secondary school graduate, 5 participants are high school graduates, 2 participants have associate degrees and 3 participants have bachelor degrees. When their current marital statuses are analyzed, only 1 of the 12 participants is married while the remaining 11 of them are single.

Most of the divorced women participating in the study are employed. 7 of the participants are employed. When their income levels are analyzed, the lowest income level was found as 0-350 Turkish Liras and the highest income level was found as 5000-6000 Turkish Liras. When the number of children they have is analyzed, 2 of the participants were found to have no children while 9 of them were found to have 1 child. When the time of their divorce is analyzed, it can be seen that the lowest rate was found in the women separated between 6 months-1.5 years ago (2 participants). The highest rate was found in the women separated between 4-5 years ago (6 participants). When the places the participants were brought up are analyzed, it was found that 3 participants were brought up in a village, 1 participant was brought up in the district, and 8 participants were brought up in the city. The rate of participants brought up in the city was found higher compared to the participants brought up in the village.

Findings

This chapter presents the findings and interpretations related to the negative and positive effects of divorce on divorced women, based on the interviews conducted. The questions asked to the participants and the findings obtained are presented below:

Theme 1 - The Cause of Deciding on Marrying and Feeling of Regret about this Cause after Divorce

The participants were first asked questions about how they decided on marrying. These questions are about the nature of their marriage, such as love marriage, arranged marriage or convenience marriage. F3, F4, F5, F7, F8 and F9 stated that they decided to marry because they were in love. It was found that they didn't regret marrying after divorce, as it was a love marriage.

F3: "We married after eloping. We loved each other so much. We risked everything."

F4: "We met in our friend circle. We loved each other, of course. You don't think about the end then."

F5: "Ours was a love marriage. We loved each other."

F7: "My marriage was a love marriage at the beginning. Although it ended as a disaster, it was a love marriage at the beginning."

F8: "We saw each other and loved each other. Ours was a love marriage."

F9: "We were in love, we married in love."

F1, F2, F6, F10, F11 and F12 stated that their marriages were arranged. They stated this situation simply with a single sentence: "it was an arranged marriage".

F10: "Our families introduced us to each other. It was an arranged marriage but we liked each other, then we married".

F11: "We can call it an arranged marriage. Our families introduced us to each other. My ex-husband was an acquaintance of my aunt".

50 per cent of the women participating in the study were observed to prefer arranged marriages, a common and accepted method of marriage in the past. Most of the women describing their marriage as arranged also stated that they didn't have time to get to know their husbands, and they weren't allowed by their families to flirt with their husbands after being introduced. 50 per cent of women participants met their husbands, instead of opting for arranged marriages.

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They married after getting to know their husband. However, their marriages also ended in divorce. After the divorce of love marriage participants did not feel regret. It was concluded that the women whose marriages were arranged did not feel responsibility during the divorce process because they did not take the initiative.

Theme 2 - The Effect of Monthly Income During the Marriage on Divorce

The contemporary life changes in time and results in competition. The finance may cause families to live independently while it may also cause the dissolution of the families (Aktaş, 2011). The low-income level of family is a significant problem negatively affecting the marriage and causing different problems in the family. Low-income level emerges as one of the leading causes of divorce in all societies. 2 of the women participating in the study stated that the economic status of their husbands was low and economic problems negatively affected their marriages, which resulted in their divorces.

F4: *"Our financial status could have been better, but my ex-husband used to spend all his money in just one week. Then we had so much financial difficulty. This, of course, damaged our relationship."*

F10: *"My ex-husband did not work. He had no income. This was the way he was brought up. We can say that he also enjoyed it. He didn't have a regular job with insurance but he still wasn't idle. He worked in the village. He gained income from the village or used the pension of his father. We couldn't stay married due to financial problems."*

Remaining 10 participants stated that the finance wasn't a cause of divorce, and there were other problems in their marriages leading to the divorce. In particular, participant coded as F2 stated that their economic conditions were bad during her marriage, but it wasn't effective at all in her divorce.

F2: *"We had economic problems, I was able to endure these problems. But when my parents saw my situation, they said: "you cannot stay with your husband, you have to come with us. When my husband and his family opened the divorce case, we accepted it."*

As a result, for the majority of the participants, financial status was not an important factor in their marriage and it had no effect on divorce.

Theme 3 - Who first wanted to divorce and What was the cause

According to the results of the interviews, it was found that 7 of the women participating in the study wanted to divorce. The husbands of the other 5 women wanted to divorce. Many different reasons were stated as the cause of divorces such as the intervention of the in-laws, conflict, gambling, cheating and financial difficulties mentioned above.

F1: *I wanted to divorce There were many economic difficulties, and my mother-in-law mingled a lot in our marriage. The marriage deteriorated when the outsiders mingled.*

F3: *"My husband cheated. His family was too indifferent. He was also very uninterested and undisciplined. Maybe he cheated because we didn't have a child. Cheating, in the end, ended our marriage."*

F5: *"I wanted to divorce. Our marriage ended because there were intellectual and spiritual problems we couldn't overcome. We had different points of view on our lives."*

F7: *"I wanted to divorce. The most chronic problem in our house was gambling and economic problems. It had no end."*

F10: *"Actually we both wanted but it was me who wanted first. After a while, I gave up divorcing as I didn't want my child to raise without a father. We had already had broken our ties afterwards. We were unable to get well. I was the one who first wanted to divorce. I left him and moved in with my parents. During that period, my husband opened the divorce case. The financial problems were a factor, he also limited my freedom, we can say that both factors were effective."*

F11: *"I already wanted to divorce. My child is 1.5 years old. He wasn't interested in me at all. I wasn't concerned about that, I only wanted my child to be raised with him, I wanted my child to know him as the father. But I saw that he came and spent only 10-15 minutes with our child, he gave so little attention to the child. He didn't help me at all."*

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I feel like when I was married, I had more burden on my shoulders. After the divorce, I started to make my own decisions. That felt great. I couldn't withdraw my salary since I got married. I gave my pay card to my husband so he felt better as the family man. We were already in debt for the furniture we bought for our home, so I felt responsible and gave my card to him. I gave it myself as when I grew up with my parents, I had seen this way (husband holds the money, not wife). When we started to have serious problems I wanted my card back, and he gave me. This happens regardless of your education or your status. My mother-in-law used to complain about me to my husband all the time. He once said to me 'I would divorce you if I listened to my mother'. He was the good cop, throwing me in front of his mother (playing the bad cop). I used to rebel to that situation."

Only 1 of the women stated that they were the first to bring up the divorce while they emphasized in their interviews that their decision was taken together with their husbands.

F8: *"I was the one who first offered to divorce, but we had a very smooth and unproblematic divorce. If we consider the society in which we live in, I can say that the way we divorced was very modern. I wish everyone wanting to divorce experience an unproblematic time during and after the divorce like us. Of course, it depends on the causes of divorce. In our case, these were the unhappiness of my husband, his pessimistic mood, the lack of a common pleasure and hobbies and sexual negligence of my husband; which are quite substantial causes."*

In the cases of F2, F4, F6, F9 and F12, it was their husbands who first wanted to divorce. The husbands wanted to divorce due to the conflict the women had with the husbands' parents, the intervention of families to the marriage, financial difficulties, conflicts and the inability to get rid of gambling addiction.

F2: *"We had economic difficulties. He cheated on me. My father-in-law was a good man but my mother-in-law and my sisters-in-law used to get angry at me, blaming me for his inability to get rid of bad habits. This is why they wanted us to divorce."*

F4: *"My husband wanted to divorce. He had many irresponsible behaviours. We used to have difficulties as he spent all his money in a week. The main problem was economic. He couldn't continue our marriage as he couldn't manage this problem."*

F6: *"My husband wanted to divorce but I opened the case. The problem was his irresponsibility, his indifference towards the house, his unemployment. We used to stay at my father's house, which made him offended in time. I didn't want to move to another house as I didn't trust him. He didn't work, after all. He drifted apart from the house."*

F9: *"It was my husband who first wanted to divorce but then he denied. He called my sister's husband and told him that he wanted to divorce me, instead of talking to me. He said, "I don't want my wife anymore, come and take her". I cried and grieved, he subjected me to psychological violence during that process. After a short time, this become mutual. He acted angry at me, he was cold and uninterested towards me for the last two months before leaving. He didn't turn to my phones or messages before I left home. Then I left home and moved in with my parents. He didn't even call me. He didn't bother himself to ask if I needed anything. I called him several times, I sent him messages but he didn't return to them. He was online even at nights but he didn't answer me. The cause of our divorce is lack of communication, psychological violence. My husband searched for new ways to get away from our marriage as he got bored with marital responsibilities, especially financial responsibility. He tried to get away from responsibilities by ruining our marriage."*

F12: *"My husband wanted to divorce. The causes are various, such as his mother and elder sister, his learned helplessness, comparison with the ex-spouse, the women regretting marrying, etc. He said 'Even I cannot bear my mother, how can I ask someone else to do so?' He had regrets about his mother, I tried to convince him about our happiness but failed. He had an inferiority complex. 'You are bourgeois (you are rich), I am a peasant. My mother is peasant..."*

Based on the statements presented above, it can be inferred that 6 of the women stated that they wanted the divorce and listed the causes. 1 woman stated that she took the divorce decision together with her husband while the remaining 5 women stated that their husbands first wanted to divorce.

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Theme 3 - The Form of Divorce Case (Contested or Uncontested) and Problems During the Divorce Process

F2, F3, F5, F6, F7, F8, F9, F11 and F12 stated that they didn't have any problems in the termination process. These participants defined their divorces as uncontested cases. Remaining 3 participants coded as F1, F4 and F10 defined their divorces as contested cases. They indicated alimony and the status of children as the problems they faced during the divorce process.

F1: "Our divorce was a contested case. We had problems with compensation and alimony. The adverse party created problems when it came to money."

F4: "It was naturally a contested divorce. It was problematic. Because we had conflicts. He took away my daughter. He didn't want me to see my daughter. He then regretted and called all the time".

F9: "We had no problems apart from the unfounded petitions and false witnesses in the court during our divorce process. Their falseness was proved in the end. Due to the false witnesses claiming that I was the reason for conflict, it was a contested divorce."

F10: "Initially, the case was uncontested, but we had conflict over the child's custody. I didn't want any financial support from him. We couldn't share the child. In the end, I took custody. We had conflicts about the child's custody after the divorce. My husband opened a custody case. But I won that case. Currently, I have custody of my daughter".

Participant coded as F6 had problems due to her ex-husband's inability to accept the divorce, even though they didn't have problems during the divorce process and they had an uncontested divorce case.

F6: "Although we had an uncontested divorce, we had many fights during the divorce process as he has an angry nature. He didn't want to divorce at first."

When the aforementioned answers are assessed in general, it can be seen that the majority of participants had uncontested divorces without experiencing any major problems. The participants experiencing problems are low in number, they stated the alimony and the custody of the child as the causes of the conflict.

Theme 5 - The First Person with whom the Divorce Decision was shared and The Opinion of Family and Circles about the Decision

The participants were asked about the person with whom they first shared their decision to divorce. 3 of the participants (F2, F3, F4) first shared this decision with their mother, 3 of them (F9, F10, 12) shared with their parents, 3 of them (F1, F5, F7) shared with their siblings while 2 of them (F6, F11) stated that they didn't share this decision with anyone. One of the participants (F8) shared this decision with a close friend.

3 participants (F1, F7 and F10) stated that their family didn't support their divorce decision, and they didn't support divorced women during this process.

F1: "My family initially didn't accept my decision. They left me alone. I had to cope with many things on my own. Later, they thought I was right, but it was much later."

F7: "My father did not speak to me for a year. My father is from Karadeniz (Northern Turkey). He is very conservative and divorce is not acceptable for him no matter what. He opposed my divorce despite knowing my pain, and he didn't support me."

F10: "I shared the decision with my family. They didn't let us divorce, so I consulted an attorney. According to their perspective on life or culture, you cannot divorce your spouse. According to their family values and upbringing style, I shouldn't divorce. I consulted an attorney without their notice."

2 of the participants (F11 and F12) stated that their families were neutral about their decision to divorce.

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F11: "They were aware of the process from the beginning. They were aware of what I was going through. But they didn't want to comment not to affect my thoughts. They expected me to continue my marriage if I was able to do so."

F12: "I was expecting more opposition. They didn't dwell on it. Afterwards, they looked at me with pitiful eyes".
Remaining 7 participants stated that their families supported their decision unconditionally.

F9: "My family went into a big shock with me. Of course, they were sad. But they gave full support stating that they were with me no matter what. They said it was the right for my life. My father even wanted to speak with me and my husband as a senior. He spoke to us in a room, and then left us alone thinking that we would want to make up with each other. But he insulted me during that alone time. I called my father back into the room and said 'I don't want to talk with that man anymore.'"

The people in the social circles of the participants had given different reactions and had different views on the divorce decision. Most of the women stated their best efforts to avoid the sexual intentions of men after learning that the participants were widows. Some of the participants stated that they tried to isolate themselves from their circles to the utmost to protect themselves from these intentions.

The views of the participants objected to the sexual intentions of men are as follows:

F7: "There wasn't any pressure from my circles. My mother wants me to marry again. But I cannot trust men as they have sexual intentions when approaching me, and since I have a disabled son. His father doesn't take care of him, I have concerns about a stranger's approach to my son. It makes me feel bad when men call me "sister", and suddenly change their glance and speaking style with me after learning that I am a widow. I feel guilty, I think "What I have done to make them think that I am an easy woman?"

F8: "No, but the approach and attention of men have differentiated. You understand what I mean to say..."

F10: "You can be regarded as a problematic and difficult person. Everything negative can happen. Some men approach me thinking "She is a widow, I can flirt with her easily". Of course, I understand the intentions of men approaching me like that but these intentions make me feel bad. This way of approaching isn't pleasant. This kind of approach hurts me. I had a bad experience when I was working in a factory. One of our male neighbours used to work in the same factory, too. We were commuting with the shuttle vehicle. One day, the neighbour said the driver of shuttle vehicle: "You don't have to drive us to the village. I can take her (me), we can drive to the village in my car." I was surprised and said, "The shuttle has to drive us to our houses." But I still didn't have any negative thoughts and we got off the shuttle together. I got in his car. After I got into his car, he said "I am abducting you. Call your family and tell this". I understood that he had sexual intentions. I didn't understand if he was joking or not. I was on the front of the car, and I reclined as far as possible from him. "What do you mean?" I asked. "I will call the police right now. You are such a shameless man, how dare you?" But I was so scared. I said, "Drive me to my house or you will see the consequences of your action." Fortunately, he left me at my house. I lost all my faith for men with that event. I went home but I couldn't tell even my family anything about that event. Even to my mother. I never wanted the wife of that man to hear about that event. Because they would blame me. There is a saying "If the female dog doesn't wag her tail, the male dog won't follow her." The woman would have divorced her husband due to that situation, and I didn't want it. I was scared of the gossiping about me in the village. But I think that the man tested me on that day. He couldn't advance as I gave a harsh and strong reaction. After that day I never talked with him. But I was scared to death when he drove me to my house. That 1 or 2 kilometres of the road was hell for me".

F12: "You become pitiful when you divorced. They say 'She is so poor. She married and suddenly divorced'. We are all conditioned to think that divorce is a really bad phenomenon. It is a learned thing. And when you divorce, you are made to feel that guilt. 'Everyone endured more horrible things. You should have endured instead of divorce'. These thoughts are always forced to you. When I started working, people investigated my divorce instead of focusing on my job. Once, my boss explained that I was a widow to a group of people, which offended me. It was such a dishonourable behaviour that opened wounds so deep. I even thought to quit the job due to that event.

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The participants preferring to isolate themselves from their circles are presented below:

F1: *"There were doubts. I first isolated myself from my relatives. I never took my child to a relative visit. I don't live in the village because I cannot stand being seen as a widow".*

F3: *"Some of the people in my environment asked questions. I didn't need to answer. You shouldn't explain anything to everybody."*

2 participants stated that they resisted the pressure of people in their circles.

F11: *"I was the director of an institution when I got divorced. The employees didn't talk to me but they were talking about me when they were together. They were talking about me seeing some men. My family wanted me to return to our hometown after my divorce. I did not accept. If I had accepted it, I wouldn't be a strong woman fulfilling my own needs in the eyes of my daughter. I would become dependent on my parents."*

F12: *"There wasn't any reaction as I stood strong after my divorce. I thought it on my own and solved my problems in my head. I stayed far away from everything until everything became clear. As I moved in with my parents and my parents also moved to another place, there was no pressure from society. I started my life in an environment where they didn't know me. I didn't ask about the private lives of my colleagues as long as they didn't talk about it. No one asked me anything personal and they didn't know about my divorce for long years. I didn't reflect my divorce to my job. And it was a peaceful process..."*

The remaining participants stated that they didn't experience any serious problem.

When the person with whom divorce decision is shared and the reaction of family and social circles are analyzed, a differentiation can be seen based on the education level of participants. Participants with an associate or bachelor degrees shared their decisions with their families and didn't give importance to the reactions of people in their social circles or show resistance to their reactions. Participants who are primary, secondary or high school graduates shared their decisions individually with their mothers, siblings or friends. It was also found that they received less support from their families and they were objected to more pressure from their circles.

Theme 6 - Receiving Psychological Support During or After the Marriage

Participants were asked whether they had received psychological support for the problems during the marriage. The question was about the participants themselves while 3 participants gave responses covering the status of their ex-husbands. F8 and F12 gave responses covering their ex-husbands and stated that they consulted to family therapy.

Here the answer of F12 is considerable.

F12: *"Yes, I have received support. We received together with my husband. A specialist told us 'You are very different from your husband. You husband is perfectionist while you are a natural person. This marriage will never work'. And his power to continue the unity of marriage was destroyed. We couldn't work it out as we thought about the specialist's diagnosis of our marriage. I received support which I considered beneficial for myself".*

Participant coded as F9 stated that she couldn't persuade her husband for going to the family therapy. One participant stated that she received psychopharmacologic support. Other participants didn't apply for any psychological support during this process.

Participants were asked if they received psychological support after Their divorce. 4 participants (F1, F2, F4, F7) stated that they received psychopharmacologic support. 2 participants (F9 and F12) stated that they only received psychotherapeutic support. 1 participant (F10) stated that she received both psychopharmacological and psychotherapeutic support.

F12: *"Yes I received support and it was very beneficial. It is a great support to change your perspective. These therapies and*

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other supports develop your point of view in life and facilitate acceptance.”

F10: *“In fact, I didn’t know about it during our divorce, but I understood that he had an affair with another woman. Seeing him choosing another woman over me was emotionally devastating for me. This hurt me a lot. I cried a lot. I suffered from depression. I sometimes went to the psychiatry clinic in the hospital, sometimes to a private clinic, sometimes I consulted to the psychologist in the municipality. I used the medicine. The psychologist at the private clinic told me that I didn’t need using the medicine, I needed talking”.*

Theme 7 - Individual Problems Women Faced After Their Divorce

Process after the divorce brings many new challenges for women. Women need a certain period to adapt to this new situation. The problems and their effect on people different from person to person, but the initial depressed state is usually common for all of them. The views of the participants on this subject are presented below.

As is known, children are the most affected victims of divorce. After winning the custody of the child, adapting to the new situation is a major problem for parents.

For participants coded as F1, F2, F3 and F4, the child was one of the most important factors affecting them apart from the individual problems they experienced during their divorce process. Their views are presented below.

F1: *“My father rejected my mentally retarded daughter, he wanted me to give her back to my ex-husband. We weren’t on good terms for 5 years. I had to endure all the problems with my child. I had serious problems. I was left alone”.*

F2: *“I spent a lot of effort for my son. As he has mental disabilities, I tried to get a disability report and education possibilities. I committed suicide. I couldn’t endure the fall of my marriage. I took lots of pills once. But I never committed again.*

F3: *“There are problems at the moment. My ex-husband wants us to be together again. He was in a relationship with another woman. When their relationship was over, he wanted us to come together but I don’t want him. I don’t want him to see our child. Our child has mental disabilities, I don’t know how he treats our child”.*

F4: *He opened custody case three times for our daughter. All these processes wore me down.*

For the participants coded as F5, F7, F8, F9, F10, F11 and F12, it can be inferred that loneliness and depression were the only problems.

F5: *“I felt loneliness. I felt emptiness for a time. It took time to get accustomed to the new situation. I had reluctance, distrust and resentment towards life for a time. However, as my child was with me, I had to recover as soon as possible. I didn’t have the luxury to be depressed for a long time. I sometimes ask myself if I had suffered completely, but my answer is no, you don’t have such a luxury. I guess becoming a mother is something like that. You put your child above all.”*

F7: *“I cannot live with my parents. I am currently living in a rented house. My main income is the money I received due to the child. Loneliness hit me hard. Because I have a disabled son and I need material and spiritual support. My ex-husband is very indifferent and negligent towards his son, this burns me out. If my child weren’t disabled, maybe I could overcome divorce more comfortably.*

F8: *“Emotional emptiness and loneliness make you take wrong decisions.”*

F9: *“No one bothered me, I didn’t have that kind of problems after divorce. I have experienced problems, of course. People bring you news of your ex-husband like ‘he was having fun there, there was a lady with him’ etc. You feel betrayed, more so if your divorce is new. Apart from these, a new life and a new order are hard to adapt to. You don’t feel good no matter how good you are treated. You feel like that for a while. You are incomplete in a sense, and you feel empty inside all the time. You miss your old armchair, your old cup of coffee, you miss your old house and old living. No matter how good your parents treat you, this doesn’t change. I had many sleep problems at the beginning, I couldn’t eat, I lost weight. I cried a lot. My day and night were mixed. I had that dullness, my thoughts wandered a lot. I didn’t even hear when someone called me. I was depressed.”*

F10: *“After my divorce, I had financial troubles. I sometimes experienced them, not all the time. The current minimum wage I earn isn’t enough sometimes. I cried a lot during that period. I couldn’t eat. Sometimes all consumed was a glass of water for the whole day. I lost a lot of weight. I was skin and bones.”*

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F11: "I cried a lot after my divorce. Not for me, but my child. Then I realized that it was better for my child to live with a good family instead of living with such a father."

F12: "Of course I had problems. I turned into myself and didn't want to talk to anyone. I suffered from fibromyalgia during my marriage, by the way. The disease decreases my life quality a lot. I had to live in a body constantly aching to which no one could touch at the beginning. I couldn't tell anyone that we divorced. I hoped for coming together again. It was like a routine process for us. I didn't even remove my stuff from the suitcase for a year, as I hoped for marrying him again. I didn't want to talk with anyone. I didn't want anyone to hear that I failed again in my marriage. Meanwhile, my ex-husband called me after some time and begged me in tears to forgive him. I softened and gave him another chance. But he blew it again. We spent one year separately and faced the same end. I don't even bother to explain my condition to people anymore. Anyone can think whatever she/he wants to think about me. I got over myself on this issue. But I am still so sorry. Why we still have the same ending? This caused me to hurt myself emotionally. Nobody can do anything for anyone else. I gave this emotional value to him and chose to feel sad and be affected negatively during this process. I understand it now. We were the ones nurturing every emotion."

The only difficulty of divorce has been depression. The participants described the symptoms of major depression. Apart from one participant (F2, committing suicide) none of the participants exhibited advanced symptoms of depression.

Theme 8 - The Opinions of Participants on Getting Married Again and Their Definitions of Marriage and Divorce After Their Divorce

When asked whether they wanted to get married again after their divorce, 2 participants (F2 and F3) said absolutely no. F1 and F7 said they had disabled children and it would be not appropriate to get married again. Their statements can be interpreted as situational; they weren't completely against marriage, they took the responsibility of their children, which created an obstacle according to them. 4 participants were wary of the idea of marrying again. Their statements are as follows:

F5: "Perhaps, I need to consider the situation and the potential husband. You need to approach cautiously. You need to blow on cold water..."

F9: "I am away from that idea currently, maybe I will stay away from it forever. I couldn't overcome my fears. Marriage has beautiful sites but it is still a major trauma for me. But if, one day, I meet with someone who will make me forget this trauma, and most important of all, if I think it is the right person and the right time, then I can marry again. I am not clear on this issue, and I don't want to talk large."

F10: "I may get married again. People are wanting to marry me. My family sometimes introduce me to other people. Sometimes people in my circles trying to introduce me to people they see suitable for me. But I evaluated them all. I didn't get married because they weren't suitable for me."

F11: "My daughter is so young in my eyes, I cannot hurt her. There are many pros of marriage for me. I can get married after I raise my daughter and see that she can stand on her own feet. Only after that, I can think of marrying again if I find someone with whom I can chat for long hours, who can understand me, who can compromise when we have opposing views. But not now. I don't want my daughter to be affected. I care about her sensitivity."

The remaining participants coded as F4, F6, F8 and F12 gave an affirmative answer to the question.

The view of participants about getting married again and their descriptions of marriage and divorce have many parallels with each other. In other words, participants looking positively to marrying again also have more moderate descriptions of marriage and divorce while the participants who are away from marrying again have more pessimistic descriptions.

F1: "If you have asked me about marriage when I was single, I would say 'it is not for me'. Marriage is a good thing if you can manage it, otherwise, it is a hell. There is no divorce. Two people separate on paper. If your child has a love for the father, you face your ex-husband. It is the meeting of two different people at two different points again."

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F2: "Marriage. I cannot say anything because my marriage was bad. If I had 1 beautiful day, I cried 10 days after that. I was even hungry during my pregnancy. I don't know. Divorce: When two people cannot agree and they have unrest in their marriage, they divorce."

F3: "There is a saying 'Marriage is a sacred institution'. When you behave very respectfully but the spouse act very differently, the marriage fails. You may also make mistakes in marriage. During my marriage, I may have made mistakes, I cannot describe it. In the end, we have an uncontested divorce, which makes me think that the adverse party acknowledged that I was right."

F4: "Marriage is a happy home while the divorce is a catastrophe."

F5: "What is marriage? I thought for a long time on this question but I couldn't find an answer. Divorce? If I think about our divorce, I can say that it is getting rid of your troubles."

F6: "Marriage in a peaceful home. Divorce is loneliness and emptiness feeling. It is living in separate houses."

F7: "Marriage is a problem. I wish there wasn't any divorce but you may get a divorce due to the obligations. I have no regrets. But it was very hard. I would prefer to get divorced instead of staying married."

F8: "In marriage, two people share the stress of life and decrease it, they share their happiness and increase it. Divorce is the separation of two people who cannot make each other happy, who cannot fulfil the needs and demands of each other."

F9: "Marriage is an institution in which two people who have no kinship relations, miraculously share their lives, with all the bad and good things, within the framework of respect and love. It is sacred. Although I was devastated at the end of my marriage, the good times we spent together was precious and special for me, which is due to my self-respect. Divorce is either the rebirth of one man and one woman or the point at which they see the lowest and get ready to jump again. Divorce is the situation in which you see the highest in the sky and start to fall, between which you get to your senses. It is really difficult but a solid experience. It is like you are reborn, you are made to born again. You open your eyes wide. It can change from person to person. Its definition is different for everyone. It is difficult for me to express it. I left so many things behind but it was not easy. In my view, divorce is a situation which has various definitions differently for everyone."

F10: "Marriage is briefly a family, it is a commitment. Divorce is a collapse".

F11: "Marriage is living together with someone with whom you can share beautiful things, you can communicate, you can talk with, you can spend an enjoyable time. I think that a woman should stand on her own feet before marriage. This is true for both genders. We become selfish when we see someone with a weak character. This, in turn, hurts the other party. This leads to the breaking up in relationships. Then the woman becomes the victim".

F12: "Marriage is belonging, a regular life, trust and loyalty. It is making every moment precious with someone you love. Everyone has so much to learn from each other... Divorce... It is sailing to unknown waters, to a new life, to face yourself again... You ask yourself so many questions... What I did wrong? What should I have done better... Where I stand in life? How much of me is left inside me? I also have feelings and I cannot force anyone to anything they don't want to do".

Theme 9 - The Opinions of Divorced Women on the Basic Elements of Continuing Marriage

F10: "There may be no love or respect at the beginning but respect, and then love is very important for the process following. Loyalty, apart from respect. When there is respect, everything works in one way or another. You don't do undesirable things such as thinking evil of or gossiping about someone. This is disrespectful. I consider respect as very important". Woman and man should know each other well. When they argue about problems during the flirting and engagement periods, they should break the ties. They shouldn't continue their relationship for the sake of their families. They should know each other very well. They should spend time together to know each other. They should do various things together such as eating, drinking coffee, having fun, working in the same environment, etc. It is of course not possible for everyone to work in the same place with the people they marry, but you need to see the workplace of your significant other. You need to have fun, spend more time together. You will know your significant other in this way".

F11: "Respect, following the processes, sharing. The more sharing, the better the marriage is. When the marriage turns into a competition, everything comes to a deadlock. The husband and wife shouldn't exercise influence on each other. They shouldn't patronize each other. People should stand on their feet before getting married".

The divorced women participating in the research were stated that the most important elements for the marriage are respect, loyalty, spending time together, knowing each other, getting along with each other and loving each other.

THE EFFECT OF DIVORCE ON WOMEN:
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12 divorced women between the ages of 26-53 participated in this study. 10 participants were either high school graduate or hold a higher degree. 7 participants were employed. 9 of the participants had 1 child, 1 of the participants has 2 children, and 2 of the participants had no children. The majority of mothers (10 participants) in the study took the custody of their children after the divorce, 3 of them had problems with their ex-husbands about alimony and custody, the majority of them (9 participants) didn't move in with their parents and started a new life with their children.

50 per cent of the women in the study had arranged marriages and the remaining 50 per cent had love marriages. The women married for love stated that their marriage lasted between 2-11 years, they divorced 6 months-17 years ago. 9 of them had a smooth divorce process. Only 1 of the 12 women married again after her divorce. It was found that the majority of the women (8 participants) don't lean up to marrying again. It was found that parents of some of the participants told them to continue their marriage during with they faced problems.

6 of the participants stated that they decided to divorce, 1 participant took that decision mutually with her husband. The husbands of 5 participants decided to divorce. 3 of the participants first shared their decision to divorce with their mothers, 3 of them explained it first to their parents and 2 of the participants shared it with their siblings. 2 participants stated that they didn't share it with anyone, 1 participant shared the decision with a friend. 3 of the participants stated that their families considered their decision to divorce unfavourable and didn't want them to divorce, 2 of them stated that their families were neutral about their divorce, and 7 of them stated that their families supported their decision to divorce. Another important problem is society's perspective on divorce and divorced women. Both family and the environment can put stress on women (Yazicioğlu and Kayhan, 2007, 322).

RESULT

In addition to experiencing economic, emotional and psychological problems, divorced women face problems such as family and environmental pressure, restriction of their freedom and more responsibility.

Some of the participants used negative phases when defining marriage, while some of them didn't define marriage. Some of the participants used words such as loyalty, sharing, happiness and peaceful home, which can be expected to be in a marriage. The view of participants about getting married again and their descriptions of marriage and divorce have many parallels with each other. It was found that participants looking positively to marrying again also have more moderate descriptions of marriage and divorce while the participants who are away from marrying again have more pessimistic descriptions.

The women who married for love after a divorce with her husband has been found to experience less regret. Their marital adjustment problems were the main problem of their divorce. During the divorce process, most of them stated that they received family support.

With the divorce, the burden of women increased. In particular, the custody of their children leads them to assume all responsibility for their own children and to devote more time to their children's education, health and care. It seems that divorced women who have an income want to live alone. It was found that divorced women who had to return to their families had problems with their families in terms of family pressure and restriction of their freedom. Almost all the women who have children took the responsibility of their children. It was found that the women didn't want to be under the guardianship of their parents. Participants moving in with their parents (3 participants) stated economic problems as the reason for this situation. One of these participants has an associate degree but isn't employed. Other two participants work in minimum wage jobs but couldn't make ends on their own in the big city. One of them has 1 child and has to move in with her parents as she cannot afford the care of her child and due to other economic reasons. The rate of moving in with parents after a divorce is lower among women who are actively employed.

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The economic troubles after the divorce are the leading problem women face. The women who don't work outside the house and who share the income of their husbands face serious economic crisis after the divorce (Yazıcıoğlu and Kayhan, 2007: 322). Women who have work experience before the marriage can become more powerful in making the divorce decision as well as they can continue their activities in the work-life after their divorce (Uğur, 2014: 297).

Some of the participants in the study stated the intervention of their parents to everything, the angry mood of their parents, the impatient behaviours of their families towards the children, etc. as the reasons of their unwillingness to return to their parents' home. The mutual agreement problem occurring when a woman establishing her life in her way and adopted a lifestyle different from her family move in with her parents due to various reasons (Can and Aksu, 2016: 895). The divorced women preferred living on their own with their children instead of moving in with their parents, as living on their own gave them more freedom compared to both living with their husbands before the divorce and living with their family before their marriage. Single-parent families, in this sense, empowers women (Uğur, 2014: 309). Some participants in this study also stated that they felt stronger when they lived their own, compared to their married life.

It was found that the majority of women participating in the study experienced many different moods such as crying, loss of appetite, weight loss, loneliness, feeling bad, guilt, helplessness, indecision, feeling of unworthy, etc. during and after their divorce. Women may experience many different emotions after their divorce. The main emotions can be listed as follows: Lovelessness, loneliness, helplessness, indecision, insecurity, feeling empty, feeling heavy responsibilities, feeling unworthy, negative feelings about the men, feeling guilty towards themselves and their child, feeling lame, feeling rebellions, etc. (Oğurtan, 2011, 50).

It was found that 7 of the participants received psychological support after the divorce while 5 of the participants overcame the problems with the support from family and friends. It is known that women experience many psychological problems after the divorce. Thus, receiving psychological support after their divorce is very important for women to overcome this event. Can and Aksu (2016) found that most of the divorced women tried to overcome the problems of divorce with the support of their family, children and people in their circles instead of receiving professional psychological support.

It was found that some of the women participating in the study felt pressure from their environment, they isolated themselves from their environment, they limited their communication with their colleagues, some participants kept communication with their relatives at a minimum level, some participants felt the malignant intentions of men in their environment. Pressure from family and environment is among the biggest problems the divorced women face. Divorce isn't accepted and approved as natural as marriage in cities where the traditional values are still valid. Variety of prejudices nurture the negative attitudes that can lead to the stigmatization of divorced women (Arıkan, 1996: 217).

When asked about their opinions of marrying again, 2 of the participants gave negative (absolutely no) answers, 4 of them gave positive answers. 2 of the participants stated that they cannot marry again due to their children. 4 of the participants stated that they considered the idea of marrying again very cautiously, and they did not consider it favourably. Some of the participants were found to feel relieved after their divorce and they described themselves as more peaceful compared to their situation during their marriage. This feeling of relaxation was found to emerge right after the divorce in some participants while it emerged following a deep depression process, arising in the first step after divorce in some participants.

When the participants were asked their opinions about marrying the same person if they had gone back in time, the majority of them had negative answers, while 1 of them answered "maybe". 1 of the participant stated that she had never thought about it. When all of the answers are considered, it was found that they wouldn't have married the same person with their knowledge today.

Many economic, psychological and social factors can cause divorce. Divorce, in turn, may cause various problems for women such as financial problems, social pressure, stigmatization, violence, etc. After their divorce, women can be injuriously perceived as easy. In addition, the responsibility of child as a single parent can overwhelm women. Loneliness and emotional emptiness, together with other problems, can cause psychological problems.

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Some suggestions can be presented within the light of the findings obtained in this study. The decision to get married should be taken after thoroughly knowing the potential spouse. In addition, compulsory education should be given to the spouses before the marriage for problems that can arise in marriage. The potential spouses should obtain problem-solving skills as well as compromising skills in order to maintain the family unity. The psychological support as well as family counseling should be encouraged in order to decrease the number of divorces. The women should be encouraged to participate in the labour market in order for them to gain their economic independence.

In the cases where the unity of family cannot be maintained, the divorce can be seen as a solution. Divorce has many negative effects on spouses as well as the children. Psychological support should be provided during and after the divorce process in order to eliminate its traumatic effects. The ex-spouses should maintain a healthy relationship with each other for the sake of their children. In addition, the legal regulations on divorce should be reviewed. The local and international counseling for divorced people should increase. Experts specialized in the problems of divorce should be employed in social work departments.

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OTİZMLİ VE KÜLTÜREL FARKLILIKLARA SAHİP AİLELERİN
DENEYİMLERİ

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ABSTRACT

Autism Spectrum Disorders (ASD) are considered to be the fastest-growing developmental disability in the United States. ASD are neurodevelopmental disorders that are characterized by difficulties in verbal and nonverbal communication, social relations, and restrictive and repetitive behaviors. Although the prevalence of ASD stays the same regardless of race, ethnicity, or culture; culturally diverse families may have different experiences. In this article, the term "culturally diverse" refers to immigrants and minorities. This literature review aims to explore culturally diverse families' experiences with having children with ASD. The review of nine relevant articles suggests that families demonstrate differences between concerning treatment and diagnosis, service utilization, beliefs, and coping mechanisms. There is a need for further research that investigates differences between different cultural groups and contexts.

Keywords: *Autism, culturally diverse, immigrant, refugee*

ÖZ

Otizm Spektrum Bozukluğu (OSB), Amerika Birleşik Devletleri'nde en hızlı artan gelişimsel engel grubudur. OSB'nin belirgin özelliği, sözlü ya da sözsüz iletişimde ve sosyal etkileşimde zorluklar ile kısıtlayıcı ve tekrarlayıcı davranışlardır. OSB'nin prevalansı ırk, etnik köken ya da kültüre göre farklılaşmamakla birlikte, kültürel farklılıklar ailelerin deneyimlerini etkilemektedir. Bu literatür taramasının amacı, farklı kültürlere mensup ve çocuğu OSB teşhisi almış ailelerin deneyimlerini anlamaktır. Farklı kültürlere mensup terimi bu makalede göçmen ve azınlık anlamına gelmektedir. Konu ile ilgili tespit edilen dokuz makalenin analizine göre aileler tedavi ve teşhis, hizmet kullanımı, inançlar ve baş etme mekanizmalarında farklılıklar sergilemektedir. Farklı kültürel gruplar ve farklı bağlamların etkisini anlamak için yeni çalışmalara ihtiyaç duyulmaktadır.

Anahtar Kelimeler: *Otizm, kültürel farklılık, göçmen, mülteci*

The Experiences of Culturally Diverse Families with Autism: A Literature Review

The prevalence of Autism Spectrum Disorders (ASD) has displayed a dramatic increase since the 1980s (Tincani, Travers, & Boutot, 2009) and ASD is considered to be the fastest-growing developmental disability with a 109.2% increase in cases from 2000 to 2001 in the United States (Luong, Yoder, & Canham, 2009). ASD is one of the neurodevelopmental disorders characterized by difficulties in verbal and nonverbal communication, social relations, and restrictive and repetitive behaviors (American Psychiatric Association, 2013). In the previous version of the Diagnostic and statistical manual of mental disorders (DSM IV), the major types of the disorder included Autistic Disorder, Aspergers Syndrom, Rett Syndrom, Childhood Disintegrative Syndrom, and Pervasive Developmental Disorder NOS. In the fifth edition of DSM, these distinct diagnoses are merged under "autism spectrum disorder." Although the current evidence suggests that the prevalence of ASD remains the same regardless of race or ethnicity, ASD is under-identified and/or diagnosed late in minority children or children from culturally diverse families (Montes & Halterman, 2011; Tek & Landa, 2012; Tincani et al., 2009). Moreover, the reports of the National Early Intervention Longitudinal Study acknowledge that minority children are overrepresented in special education and underrepresented within the population of families receiving early intervention services (Hebbeler, Spiker, & Mallik, 2003). Therefore, children with ASD

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from culturally diverse families might be dealing with unique problems.

The population trends also indicate the importance of addressing the needs of culturally diverse families. Immigrant children, who constitute a large subpopulation within the category of culturally diverse families, are the fastest-growing part of the U.S. population. Children of immigrants are “the fastest-growing part of the U.S. population” (Migration Policy Institute, 2018). While immigrants are 13.5% of the total population, children of immigrants make up 25.2% of the population of children under the age of 6 (Migration Policy Institute, 2018). African American families, which constitute another subpopulation of the category of culturally diverse families, also have unprecedented challenges in experiencing ASD and accessing services. The study by Montes and Halterman (2011) highlighted a racial disparity in the receipt of family-centered care between parents of white and black children with ASD: among parents with a child with ASD, being African American was associated with lower reporting of family-care.

Considering that family-centered care has different components such as a collaboration with parents, the sensitivity to parents’ ideas and providing information on ASD to the parents, African American parents may lack the support they need in dealing with ASD. Delayed diagnosis of autism in black children compared to white children may also pose challenges for African American parents, who may be deprived of the facilities of services. Therefore, they may be experiencing problems in both understanding their children’s issues and in developing appropriate coping skills. It is also known that African American parents have difficulties not only in interacting with professionals about their children but also in being able to involve in their children’s education in both general and special education (Brandon & Brown, 2009).

There are studies on families’ experiences related to autism in general, and the condition is reported to cause feelings of frustration, uncertainty about expectations for their child, anxiety about their child’s future well-being, poor social relations and a financial burden (Sofronoff & Farbotko, 2002). On the other hand, there is a limited number of studies on the unique experiences of culturally diverse families since there are not enough researchers interested in the topic. Besides, the recruitment of culturally diverse families continues to be a challenge in research. Several factors such as geographical, cultural and language barriers, mistrust, fear and a misunderstanding of research agendas, participants’ uncertainties about the risks, benefits, and protection of confidentiality might have been playing a significant role in the low research participation rate (Welterlin & LaRue, 2007).

The primary aim of this review is to perceive the experiences of culturally diverse families which include the minority and immigrant families with ASD.

Research Method

The main purpose of this study is to determine how the Autism Spectrum Disorders (ASD) phenomenon in our study affects the lives of families from different cultures and to present the relationship between this situation and the salient cultural characteristics of the families. To present the studies carried out from this perspective in a holistic way, this study was carried out with the meta-analysis method. A meta-analysis, which can be defined as evaluating the results obtained from independent researches on a specific subject and analyzing those results together with statistical methods for achieving a more reliable finding, is a method to obtain more generalized and reliable results. (Çarkungöz, 2009, p.33).

The meta-analysis method, which was first used by Karl Pearson in 1904 for vaccine studies, began to be applied after the 1970s with the works of Rosenthal, Rubin, Schmidt, and Hunter (Dinçer, 2014.s.7) in the field of social sciences. While meta-analysis is generally implemented in quantitative studies, it also undertakes the task of explaining the studies having a causal relation between them, as well as the studies with no causal relation. (Akgöz, Ercan, et al., 2004, p.108). Meta-analysis application is known as a reliable application for researchers in reaching more generally accepted results and leading effects of results obtained from studies to a more meaningful level by facilitating the researchers to evaluate those results objectively and observing the findings with a holistic view.

The meta-analysis, which can be summarized generally as above as the method of our study has emerged from a need. More than one large scale researches are needed to understand how families with children with Autism Spectrum Disorders (ASD) examined in our study, coming from different cultures and beliefs are effected and to interpret the extent of the relationship between these effects and cultures.

The meta-analysis method, which was first used by Karl Pearson in 1904 for vaccine studies, began to be applied in the field of social sciences after the 1970s with the work of Rosenthal, Rubin, Schmidt, and Hunter (Dinçer, 2014.s.7). While meta-

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analysis generally finds application in quantitative studies, it also undertakes the task of explaining the studies with causal links among them, as well as the studies that do not have any causal link between them (Akgöz, Ercan, et al., 2004, p.108). Meta-analysis application; It is known that the results of the studies obtained from the researches reach a more meaningful level, provide the researchers with ease in attaining the more general-valid results by facilitating the researchers to objectively evaluate the results and integrating the findings.

The meta-analysis, which can be summarized in this way, in general, emerged from a need to determine the method of our study. More than one large scale research is needed to understand and interpret the effects of families from different cultures and beliefs with children with Autism Spectrum Disorders (ASD) examined in our study and the extent of their relationship with their cultures. Thus suggesting how a single run in will be held a certain sample group for measurement and evaluation of the evaluation the typical characteristics of families from different cultures holistic particularly the situation of refugee families in Turkey and children in the future will provide an important methodological point of view to improve predictions for that impressed. By considering the aspects mentioned above, it is aimed to comprehend the adversities of the families having children with the diagnosis of Autism Spectrum Disorders (ASD), to present and interpret the studies that have been carried out so far — in the context of the current situation and the results — in a fictional framework.

Research Strategies

A search was conducted to investigate the experiences of culturally diverse families with ASD. Key search words were autism, culturally diverse, minority, immigrant, refugee, African American, Black, Latino, Hispanic, Asian, and Native American. Searches were conducted in the Multiple Resources Database, Psych Info, and Medline databases. As a result, fifteen journal articles were identified in seven journals including the Journal of Autism and Developmental Disorders, Pediatrics, The Journal of School Nursing, Journal of Family Social Work, Research & Practice for Persons with Severe Disabilities, Disability & Society, Focus on Autism and Other Developmental Disabilities. The content of these articles was reviewed, and nine of them were found relevant for the review. Six of these articles were research studies and three of them were conceptual articles.

Results

Table 1: Experiences of culturally diverse families with a child with ASD.

Study	Article type and Journal title	Study Design	Sample	Findings
Burkett, Morris, Manning-Courtney, Anthony, & Shambley-Ebron (2015)	Research article Journal of Autism and Developmental Disorders	Qualitative study	28 African American family members caring for their child with autism and 28 ASD professionals	Families practiced "culture care" through the means of (1) protecting their children through promoting independence in self-care and being watchful over child's safety, (2) Taking action for the child and the family; and addressing lack of knowledge and lack of acceptance within African American community.

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Dyches, Wilder, S u d w e e k s , Obiakor, & Algozzine (2004)	Conceptual article Journal of Autism and Developmental Disorders			The majority of current literature reports a higher prevalence of autism among immigrants. Little information is known regarding how multicultural families adapt to raising a child with autism (family appraisal/ perception of the stressor- different beliefs on etiology-, social support – family and organizational/ service access/ fear of stigma -). Future research is warranted.
Lin, Yu, & Harwood (2012)	Research articles Pediatrics	Quantitative study	2007 National Survey of Children's Health data	Comparison of children with ASD and select DDs from immigrant and nonimmigrant families on measures of a medical home and insurance coverage. Compared with nonimmigrant families, children with ASD and select DD from immigrant families were more than twice as likely to lack the usual source of care and report physicians not spending enough time with family. Insurance coverage is an important factor in mitigating health care barriers for immigrant families.
Luong, Yoder, & Canham (2009)	Research article The Journal of School Nursing	Qualitative study	Nine first-generation Southeast Asian parents with children with ASD (ages 3-10). – California	Nine coping style patterns: denial/ passive coping, empowerment, redirecting energy, shifting of focus, rearranging life and relationships, changed expectations, social withdrawal, spiritual coping, acceptance.
Magana & Ghosh (2010)	Research article Journal of Family Social Work	Quantitative and qualitative study	Latina maternal caregivers of persons with autism (n=29) and schizophrenia (n=33). (Children with autism eight years or older, mean= 16.7).	The mothers of youth/adults with autism reported higher levels of psychological well-being compared to mothers of children with schizophrenia. Co-residing with their young or adult child was significantly related to lower levels of depressive symptoms.

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<p>Tek & Landa (2012)</p>	<p>Research article Journal of Autism and Developmental Disorders</p>	<p>Quantitative study</p>	<p>19 minority (African American, Asian, Hispanic) and 65 Caucasian toddlers and their parents (majority upper class) - Pretreatment data from an ongoing early intervention study.</p>	<p>Early symptom presentation may differ in toddlers with ASD from ethnic minority backgrounds: minority children with ASD had scores that were indicative of more delayed or atypical language and communication scores on standardized tests. Early detection of ASD is more likely to occur in highly educated families possibly due to better financial and educational resources. The communication gap between parents and health care providers: respecting doctor's comments and decisions, not expressing concerns.</p>
<p>Tincani, Travers, & Boutot (2009)</p>	<p>Conceptual article Research & Practice for Persons with Severe Disabilities</p>			<p>Current evidence indicates that the prevalence of ASD is the same regardless of race, ethnicity, or country of origin. However, ASD is under-identified in racially and ethnically diverse children. Culture plays a role in how parents perceive disability. African American mothers reported lower levels of the negative impact of having a child with ASD than did Caucasian mothers.</p>
<p>Welterlin & LaRue (2007)</p>	<p>Conceptual article Disability & Society</p>			<p>Culture affects how disability is interpreted. Families challenge the medical model. Need for an "Ecocultural theory." Beliefs about the etiology of disability differ. Understanding what is normal may be different in immigrant families.</p>

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Jegatheesan (2010)	Research article Focus on Autism and Other Developmental Disabilities	Qualitative study	3 South Asian Muslim families	Beliefs about having a child with ASD: a blessing from God. Full inclusion of the child in life. Challenging medical definition of deficiency.
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Themes

Theme I: Diagnosis and Symptoms.

There are respectively conflicting research findings on the prevalence rates of ASD across different races (Dyches, Wilder, Sudweeks, Obiakor, & Algozzine, 2004). While earlier studies claimed that ASD was more frequent in Western countries, there have also been academic studies indicating a higher prevalence among immigrants. According to the most current evidence, the determined frequency of ASD does not show a difference across race, ethnicity or country of origin (Tincani et al., 2009). On the other hand, ASD is reported to be under-identified in racially and ethnically diverse children (Tek & Landa, 2012; Tincani et al., 2009). The literature reported that African American children received the diagnosis a year and a half later than White children on average (Tincani et al., 2009). African American families were surprised to see that ASD was as common in African Americans as Caucasian children (Burkett, Morris, Manning-Courtney, Anthony, & Shambley-Ebron, 2015). The study by Luong, Yoder, and Canham (2009) on Southeast Asian parents also showed that parents experienced late referral to services, delayed diagnosis and false reassurance from knowledgeable professionals. Besides, among the students receiving special education services, racially diverse students are underrepresented in the autism category. Children who were African American, Hispanic, or of other race or ethnicity are less likely to have been documented as having an ASD than are White children and minority children with ASD are more likely to receive a proper diagnosis other than autism such as ADHD, conduct disorder, or adjustment disorder (Tincani et al., 2009).

The typical symptoms of ASD may also vary across children from different cultural groups. The study by Tek and Landa (2012) showed that early detection of ASD was more likely to occur in highly educated families possibly due to better financial and academic status. The authors discussed the communication gap between parents and health care providers as a potential factor behind delayed diagnosis such that parents might be too withdrawn to voice their concerns and to challenge the provider's reassurance about the child's development. According to the authors, cultural barriers could be another consideration and clinicians needed awareness training. It should also be considered that some symptoms of autism such as avoiding eye contact or aggressive behaviors may not be considered as problematic and this may contribute to delayed diagnosis (Dyches et al., 2004). To support this argument, it has been noted that making direct eye contact with adults or imitating the behaviors of parents may be considered disrespectful in some Asian cultures (Tek & Landa, 2012). Moreover, parents of children with disabilities from diverse ethnic backgrounds have been reported to regard early developmental difficulties as temporary (Tek & Landa, 2012). The study by Tek and Landa (2012) also pointed out the difference in the way symptoms were presented in toddlers, despite the lack of socioeconomic status differences between Caucasian and minority families, the clinical presentation of symptoms differed. The minority children with ASD had scores that were indicative of more delayed or atypical language and communication on standardized tests.

Theme II: Barriers to Service Utilization.

Only two articles mentioned the barriers that culturally diverse families encounter in their access to services. Using the data from the 2007 National Survey in Children's Health, Lin, Yu, and Harwood (2012) compared children with ASD and other developmental disabilities from immigrant and nonimmigrant families on measures of the medical home and insurance coverage. It should take into account that the study does not establish any distinction between nonimmigrant white families and nonimmigrant minority families and uses immigration status as the sole criterion. The authors found out that compared with nonimmigrant families, children with ASD and select developmental disabilities from immigrant families were more than twice as likely to lack an established source of care and reported physicians not spending enough time with family.

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Furthermore, insurance coverage found to represent a critical factor in mitigating health care barriers for immigrant families.

Dyches et al. (2004) implied that the fear of stigma, which reported to be important for African American families, could be a determinant that hinders the families' access to the services provided by professional organizations.

Theme III: Beliefs about autism and coping mechanisms.

Six of the eight articles focused on culturally diverse families' beliefs on autism and their coping mechanisms. The following sub-themes identified:

Non-organizational sources of support. It was noted that African Americans seek professional services only after relying on other sources of support such as family, friends, religion, and church support (Burkett et al., 2015; Dyches et al., 2004). This situation highlights the importance of the community for African American families and of incorporating the social support systems in preventive and rehabilitative services.

Various beliefs about etiology. The families' beliefs about the etiology of autism portray a crucial role in whether families perceive disability as a positive or negative condition (Dyches et al., 2004). Dyches et al. (2004) and Welterlin and LaRue (2007) cite several examples of distinct cultural perceptions on the etiology of autism. Some Native Americans, Latinos, and Asians are reported to believe that family members are accountable for their children's disability or the child's disability is considered as a form of punishment on the family for past sins (Welterlin & LaRue, 2007). Navajos supposed that the child's autism may be the fault of the parents or the result of witchcraft (Dyches et al., 2004). In addition, they thought that the mother may have seen a dead animal while pregnant or that the child was conceived by a man other than the mother's husband.

Coping mechanisms.

The coping mechanisms the families use are closely related to their beliefs about their children's condition. As indicated by Dyches et al. (2004), perceiving the child as a blessing from God is a prominent factor in managing the stress that stems from the disability. The literature reveals that the family's culture and religious beliefs play a pivotal role in the way the families deal with their children's autism. For example, some Latino and African American families accept the child as a blessing or gift from God and feel that they have been found worthy of such a child (Dyches et al., 2004; Welterlin & LaRue, 2007). Similarly, the study by Jegatheesan (2010) revealed that South Asian Muslim parents perceived their children with autism as a blessing from God and felt that their family was selected by God to raise "His special child." The families thought that they were chosen because of their resilience or perceived the situation as a test for their spiritual and moral qualities. Because culturally diverse families may possess various insights of disability in general and autism in particular, their level of stress may differ as well. For example, Tincani et al. (2009) reported that African American families' caregiver burden and level of stress were less than those of Whites and their satisfaction was greater while caring for children with developmental disabilities. In their comparison of the well-being of the mothers of children with autism and children with schizophrenia, Magana, and Gosh (2010) found that the mothers of youth or adults with autism had more superior levels of psychological well-being compared with the mothers with children with schizophrenia. The authors attribute this difference to the fact that the mothers of children with autism learn about their children's condition earlier in life and as a result, may be more accepting of their child as someone special in their lives that can contribute to their purpose of life, accepting of themselves and feeling like they have grown independently.

In their qualitative study, Luong, Yoder, and Canham (2009) found out nine Southeast Asian parents' coping styles on raising children aged from three to ten years old and came up with nine major coping mechanisms that the parents used in common: denial/passive coping, empowerment, redirecting energy, shifting of focus, rearranging life and relationships, altered expectations, social withdrawal, spiritual coping and acceptance. While there is a need for further research and comparison to see whether these coping styles are common to other parents in a similar situation or not, the parents in the study attributed some of their strengths and weaknesses to their cultural and minority status. For example, when parents were in the phase of redirecting their energy towards being more involved in their children's treatment, they tried alternative methods such as herbal medications, particular nutrition, dietary supplements, or sound therapy. The parents also reported that they had experienced social withdrawal and were left out in social circles. They attributed this exclusion to the fact that autism was perceived as a stigma in Southeast Asian culture. The belief that the child's autism was the result of the sins in their past lives was also found to be a stress factor for the parents. On the other hand, some parents were happy they were paying these past debts in a form of love and would enter their next lives debt-free. Spiritual coping was a key coping mechanism for most of the parents.

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It was also reported that African American parents empower their children to promote their independence and preserve them from discrimination due to their minority status (Burkett et al., 2015). Similar to Asian parents, African American parents emphasized the lack of acceptance and the disability stigma within their communities and actively challenged this stigma through educating the family members, friends and the community (Burkett et al., 2015).

Another theme that emerged from the review was the fact that families challenge the medical model, which emphasized the deficiencies of the children instead of the strengths and potential (Jegatheesan, Miller, & Fowler, 2010; Tincani et al, 2009). In the study by Jegatheesan et al. (2010), South Asian Muslim families emphasized the potential of their children instead of deficiencies and indicated the children's full inclusion in family and community life was their goal. The definition of success in therapy may also be different for culturally diverse families. For instance, minority families may not expect their child to be as independent as Western norms suggest Welterlin & LaRue, 2007). On the other hand, African American parents reported to actively promote their children's independence through teaching self-care (Burkett et al., 2015). Promoting independence was the families' way to protect their children from discrimination.

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CONCLUSION

The reviewed literature suggests that culturally diverse families have unique circumstances while they cope with their children's ASD. These families have their challenges and strengths, risks and resilience factors that need further investigation. There is still a need for further in-depth and large scales studies that will consider factors such as culture, language, immigration status and socioeconomic status of the families.

The researchers also need being cautious about the difficulties of exploring issues of culture. One of the potential pitfalls in investigating the experiences of culturally diverse families is one can easily fall into the trap of essentialism and can conclude that those experiences are unique to minority families. To avoid this, the experiences of culturally diverse families should be compared with those of non-minority families to disguise which common features those families share and which differences they experience. Moreover, the way the families experience ASD should be unattributed solely to their ethnicity, race, country of origin, religion, immigration or socioeconomic status. Consequently, there is a need for research that will include more of these variables and investigate the experiences of families across a larger spectrum.

The context is also very crucial in analyzing families' experiences with ASD. The current review solely includes the studies conducted in the United States, where the terms "immigrant" and "minority" have specific connotations. The definitions and meanings of these terms differ in different contexts. Therefore, studies on the families' experiences with ASD in other countries will enrich our understanding of the cultural influences. Studies on the experiences of refugees are of particular importance in today's world due to the global refugee crisis. Further studies on the experiences of immigrant and refugee families experiencing ASD in Turkey and other refugee-hosting countries will be of particular importance.

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