



Analyzing the effectiveness of a program aimed at preventing partner violence among adolescents

Simel Parlak ^{a*}, Azize Nilgün Canel ^b

^a Okan University, Educational Sciences Department, İstanbul, 34959, Turkey

^b Marmara University, Educational Sciences Department, İstanbul, 34722, Turkey

Abstract

The purpose of this study was to test the effectiveness of a program aimed at preventing partner violence among adolescents. The effect of the program on perceptions and attitudes toward intimate partner violence was examined with the pretest-posttest quasi-experimental method with a control group. The study group consists of 10 volunteers at the age of 18, who had not previously participated in any group study on intimate partner violence. The program consists of eight sessions; the Acceptance of Dating Violence Scale and Attitudes Towards Dating Violence Scales were applied to the experimental and control groups as a pre-test and post-test. In addition, a rating scale and process analysis were used in each session to support quantitative data; in the last session, qualitative questions were also applied to the participants. Posttest scores of the participants in the experimental group indicated that the acceptance of dating violence decreased at all levels compared to the control group.

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Adolescent; violence; intimate partner violence; preventing partner violence

* Corresponding author: Simel Parlak.
E-mail address: simel.parlak@okan.edu.tr

1. Introduction

The individual who needs a romantic relationship in adolescence gains experience in having fun, social status, socialization, establishing a meaningful relationship with the opposite sex, sexual experience, identity formation, and spouse selection (Muuss, 1982; Santrock, 2014; Steinberg, 2007). Intimate partner violence experienced by the adolescent while establishing romantic relationships and while going through the identity development process may have negative consequences on the adolescent's romantic relationships and self-respect regarding sex. (Knox, Lomonaco & Alpert, 2009). Intimate partner violence can take many forms, such as physical, emotional, and sexual violence (Price, Byers, Belliveau, et al., 1999). A thorough review of the literature on intimate partner violence among adolescents has yielded the following studies: In a study by Bulut (2008), it was stated that the cause of partner violence among adolescents is platonic love in girl-boy relationships; in another study conducted by Camur, Uner, Cilingiroglu, and Ozcebe (2007), 11.1% of the participants stated that they engaged in emotional, physical, or sexual violence against their partners, and 12.8% were exposed to emotional, physical, or sexual violence perpetrated by their partners; also 2013 Youth Risk Behavior Survey conducted with 9900 students revealed that 20.9% and 10.4% of female and male students, respectively, were exposed to partner violence during the one year prior to the study. It was also found that female students are more exposed to physical and sexual violence than male students (Vagi, Olsen, Basile, & Vivolo-Kantor, 2015).

In terms of partner violence in adolescence, it is seen that both sexes are exposed to and engage in violence at close rates. The results, however, differ in terms of abuse types and effects. Considering the severity of the violence perpetrated, it is seen that men resort to more severe violence (Sanchez-Cesareo, 2002). Factors causing partner violence to occur during adolescence include a history of family violence, alcohol and substance abuse, gender stereotypes, the urge to prove oneself to others, poor problem-solving skills, accepting violence in romantic relationships, social norms that normalize and accept the use of violence within the family or in romantic relationships, conflicts in the romantic relationship, exposure to intimate partner violence, taking the relationship too seriously, alcohol-substance abuse, poverty, and coming from different ethnicities (Knox, Lomonaco, & Alpert, 2009; Marcus, 2007; Mihciokur and Akin, 2015).

International literature contains programs aimed at preventing partner violence in adolescents and studies conducted to measure the effectiveness of these programs (Ceballos, 2012; CDC, 2006; Cascardi & Avery-Leaf, 1998; Montoya-Miller, 2015; Wekerle & Wolfe, 1999; World Health Organization, 2012; Lucas, 2013; Davis, 2010; Sanchez-Cesareo, 2002; youth.gov, 2017). Considering these studies, it is seen that national programs have been implemented, and the effectiveness of these programs has been

measured. In this respect, the importance of developing a program in our country to prevent partner violence among adolescents is clearly obvious.

In the fight against intimate partner violence, the importance of young people in achieving social change and in changing social norms should be especially taken into consideration, and studies should be planned accordingly (World Health Organization, 2012). Partner violence usually goes back to adolescence. Therefore, equipping adolescents with information on how to build a healthy and safe relationship is important in preventing partner violence (Lucas, 2013). To raise awareness about partner violence in adolescents, who are in the stage of identity development and who will be the adults of tomorrow, it is important to have preventive programs or interventions specifically designed for adolescents. However, it seems that Turkey lacks such a program. Efforts to prevent partner violence, which has been increasing in the last years and has led to reactions among Turkish society, include designing preventive and protective programs as well as developing national policies. Every step taken to achieve this goal can indeed be considered as an effort to protect the future of our country. Taking these as a starting point, the present study aimed to answer the following question: "Does the program aimed at preventing partner violence among adolescents have a significant impact on the adolescents' perceptions of and attitudes towards partner violence?"

2. Method

2.1. Research design

The effects of the Program Aimed at Preventing Partner Violence among Adolescents on the adolescents' perceptions of and attitudes towards intimate partner violence were examined with the pre-test-post-test quasi-experimental method with a control group. The program was first applied to the experimental group; following the measurements, the program was also applied to the control group as per ethical principles and upon the request of the group. Include in these subsections the information essential to comprehend and replicate the study. Insufficient detail leaves the reader with questions; too much detail burdens the reader with irrelevant information. Consider using appendices and/or a supplemental website for more detailed information.

2.2. Research group

The program was announced on social media, and preliminary interviews were held with the participants, who were informed about the purpose of the study. The inclusion criteria were (1) commitment to attend the program, (2) not having previously attended a study for partner violence, (3) being 18 years old. Individuals who could not make a commitment to

attend the program on specified dates formed the control group. A total of 20 individuals were divided into two groups, with each group comprising 10 participants.

2.3. Data collection tools

Personal information form: The form contains questions to determine the demographic information of the participants.

Acceptance of dating violence scale: It was developed by Foshee Fothergill and Stuart in 1992 and adapted to Turkish by Sezer (2008). The scale contains eleven 4-point Likert type items. The Cronbach's alpha reliability coefficient of the scale was calculated as ".87". High scores from the scale indicate higher levels of acceptance of dating violence (Sezer, 2008).

Attitudes towards dating violence scales: They were developed by Price, Byers, and the Dating Violence Research Team (1999) and adapted to Turkish by Yumusak and Sahin (2014). The scales contain 5-point Likert type items, and high scores indicate higher levels of acceptance of dating violence. The Cronbach's alpha reliability coefficients of the scales were calculated as .81, .87, .75, and .82 for The Attitudes Towards Male Psychological Dating Violence Scale, The Attitudes Towards Male Physical Dating Violence Scale, The Attitudes Towards Female Psychological Dating Violence Scale, and The Attitudes Towards Female Physical Dating Violence Scale, respectively.

2.4. Group study for the program aimed at preventing partner violence among adolescents

While creating the content of the program, the researcher considered previous programs on the prevention of partner violence (Cascardi & Avery-Leaf, 1998; CDC, 2006; Montoya-Miller, 2015; Sanchez-Cesareo, 2002), the data revealed in a previous qualitative study carried out by the researcher with adolescents and emerging adults who used violence against their partners, as well as the relevant theoretical framework. In addition, due to its compliance with multicultural counseling, narrative therapy was used to question power relationships and establish alternative stories instead of dominant stories, and psychodrama was used to enable the participants to achieve behavioral change based on experiential learning. The program, with its feature of being implemented before violence occurs, can be evaluated as a social developmental program within the framework of the primary prevention programs.

Each week throughout the program had specific goals: the aim of the first week was to ensure that the participants adopt the goals and rules of the group and to strengthen the sense of self among the participants; the aim of the second week was to ensure that they develop awareness about the characteristics of healthy and unhealthy romantic relationships; the aim of the third week was to ensure that they develop awareness about the symptoms of unhealthy relationships; the aim of the fourth week was to enable them

to learn about respect- and trust-based relationship and about what to do in an abusive relationship; the aim of the fifth week was to ensure that they gain anger management and conflict resolution skills; the aim of the sixth week was to ensure that they acquire skills to deal with strong emotions or conflicts constructively; the aim of the seventh week was to ensure that they develop an awareness of the role of gender stereotyping in unhealthy relationships and understand what it means to be a strong and respectful person; and the aim of the eighth week was to ensure that they develop awareness of the positive personality traits to look for in a potential girl/boyfriend.

2.5. Research process

The program was applied to the experimental group as one session (that lasted 2 to 2.5 hours) per week for eight weeks (a total of eight sessions). The first session was held on February 12, 2018, and the other sessions were held for eight successive weeks. Ten participants (two men and eight women) attended the sessions. Before the first session started, the participants were given the scales and the survey form, as a part of the pre-test. In addition, informed consent forms were obtained from the participants. In the last session, qualitative questions developed to determine the efficiency of the program, as well as the changes in the participants, were asked. Also, throughout the sessions, the participants were asked to fill out a rating scale to evaluate each session. At the end of each session, a process analysis was conducted to assess the session and to determine the needs for the next session. In order to obtain reliable and in-depth data, the data triangulation method was used. The same scales were administered to the control group participants via e-mail.

2.6. Research design Analysis and interpretation of data

For analysis of quantitative data, the Mann-Whitney U test and Wilcoxon signed-rank test were used in SPSS 15 software. In addition, the arithmetic means of the rating scale used by the participants to assess each session was presented as charts. Frequency analysis was performed for the activities of each session. Content analysis was used to analyze the qualitative data obtained from the assessment forms. Process analysis was conducted to determine the effectiveness of the program on the participants.

3. Results

The participants in the experimental group, two men and eight women, were all 18 years old. All participants had non-divorced natural parents. Five participants stated that they

had a romantic relationship in the past but not now, two stated that they have an ongoing romantic relationship, and three stated that they have never had a romantic relationship.

Table 1. Results of Mann-Whitney U test applied to both groups' scores from the Acceptance of Couple Violence questionnaire and Attitudes Towards Dating Violence scales administered as a pre-test and post-test

Scores	Groups	N	Experiment			Control			
			Post-test - Pre-test			Post-test - Pre-test			
			x rank	z	p	N	x rank	z	p
Couple Violence	Increasing	4	2.5			3	4.5		
	Decreasing	0	0	-1.841	0.066	4	3.63	-0.085	0.932
	Equal	6				3			
Psychological Violence	Increasing	8	6.25			4	3.75		
	Male Decreasing	2	2.5	-2.298	0.022	6	6.67	-1.276	0.202
	Equal	0				0			
Female	Increasing	8	6.44			1	3.5		
	Decreasing	2	1.75	-2.451	0.014	5	3.5	-1.472	0.141
	Equal	0				4			
Physical Violence	Increasing	4	2.5			1	6		
	Male Decreasing	0	0	-1.826	0.068	7	4.29	-1.68	0.093
	Equal	6				2			
Female	Increasing	7	5.79			3	5.5		
	Decreasing	2	2.25	-2.136	0.033	6	4.75	-.712	0.476
	Equal	1				1			

As can be inferred from the results of Mann Whitney-U analysis, there was no significant difference between the rank averages of the groups' pre-test scores but there was a significant difference between the rank averages of the groups' post-test scores. Based on these results, we can say that both groups scored similar scores from the scales administered as a pre-test. On the other hand, there was a significant difference between the pre-test and post-test scores of the experimental group, and the participants in the experimental group scored lower scores than those in the control group did. Therefore, the program proved to be effective in reducing violence at all levels.

Table 2. The results of Wilcoxon analysis applied to both groups' scores from the Acceptance of Couple Violence questionnaire and Attitudes Towards Dating Violence Scales administered as a pre-test and post-test

Scores	Groups	N	Experiment			Control			
			Post-test - Pre-test			Post-test - Pre-test			
			x rank	z	p	N	x rank	z	p
Couple Violence	Increasing	4	2.5			3	4.5		
	Decreasing	0	0	-1.841	0.066	4	3.63	-0.085	0.932
	Equal	6				3			

		Increasing	8	6.25			4	3.75		
	Male	Decreasing	2	2.5	-2.298	0.022	6	6.67	-1.276	0.202
Psychological Violence		Equal	0				0			
		Increasing	8	6.44			1	3.5		
	Female	Decreasing	2	1.75	-2.451	0.014	5	3.5	-1.472	0.141
		Equal	0				4			
		Increasing	4	2.5			1	6		
	Male	Decreasing	0	0	-1.826	0.068	7	4.29	-1.68	0.093
Physical Violence		Equal	6				2			
		Increasing	7	5.79			3	5.5		
	Female	Decreasing	2	2.25	-2.136	0.033	6	4.75	-.712	0.476
		Equal	1				1			

As can be inferred from the table, the experimental group’s levels of acceptance of dating violence decreased significantly ($z=-1.841$; $p>.05$); nevertheless, the difference was not statistically significant. There was a significant difference between the pre-test and post-test mean scores from the Attitudes Towards Male Psychological Dating Violence Scale ($z=-2.298$; $p<.05$), and this difference was in favor of negative ranks, i.e. pre-test scores. The experimental group’s scores from the Attitudes Towards Male Physical Dating Violence Scale decreased significantly ($z=-1.826$; $p>.05$); nevertheless, this decrease was not statistically significant. There was a significant difference between the experimental group’s pre-test and post-test mean scores from the Attitudes Towards Female Psychological Dating Violence Scale and from the Attitudes Towards Female Physical Dating Violence Scale ($z=-2.451$; $p<.05$; $z=-2.451$; $p<.05$). The sum of difference scores suggests that this difference was in favour of negative ranks, i.e. pre-test score. On the other hand, there was no significant difference between the pre-test and post-test scores of the control group.

In the research, quantitative data were collected in addition to qualitative data. On a rating scale distributed, the participants were asked about “the effect of the activities on them, the participation of group members in group work, and satisfaction from the group leader,” and they were instructed to assign a value from 0 (lowest) to 10 (highest). The arithmetic means of the participants’ answers to each question for each session were taken, and the results are presented in a chart. The participants' feedback on the effect of the activities was illustrated on the participation of group members in group work, and on their satisfaction from the group leader remained similar throughout the eight sessions. Prior to the implementation of the program, we expected that participants' awareness levels would increase in the last session of the program, which, indeed, was confirmed by our results.

In order to evaluate the sessions, a process analysis was carried out by the group leader at the end of each session. In order to make a multi-dimensional assessment of the

effectiveness of the program, the participants were asked "What activity did you most like in the session?", and the frequency of their answers was taken.

In the first session, most of the participants were unaware of how to establish a healthy and safe relationship and communication. The activity related to the feeling of love carried out in the first session revealed that the participants identified pain with the feeling of love and that the feeling of love evoked in them the pain of separation rather than the excitement experienced when falling in love. Frequency analysis showed that the activity called "Map of My Heart" (77.8%) was found to be the most useful activity by the participants. In the second session, it was seen that the participants found social and psychological violence somewhat acceptable compared to physical violence, which they perceived as "crossing the line." Also, it was observed that they did not have any information about digital violence or stalking and did not regard acts such as throwing things at someone as violence. Frequency analysis showed that the activity called "Game of Contradictions" (44.4%) was found to be the most useful activity by the participants. In the third session, which covered both healthy and unhealthy relationships, the participants expressed emotions at two ends of the spectrum. The participants who expressed their views on maintaining an unhealthy relationship were in despair regarding the existence of healthy relationships. Frequency analysis showed that activities called "Symptoms of Healthy Relationships" (55.6%) and "A Game of Empathy" were found to be the most useful activities by the participants. In the fourth session, the participants at first adopted an unfavorable attitude or were indecisive in the scenarios of healthy and unhealthy relationships, but later, their awareness levels increased as a result of the confrontations, and they started to adopt a healthier attitude. Frequency analysis showed that the activity called "Scenarios of Healthy, Unhealthy Relationships" (100.0%) was found to be the most useful activity by the participants. In the fifth session, the participants started to question the attitudes which they previously thought to be correct and ask themselves, "Right now in this game, I am trying to resolve this conflict in the correct way, but I wonder if I will do the same in real life too." Frequency analysis showed that the activity called "Conflict Resolution-Group Game" (62.5%) was found to be the most useful activity by the participants. In the sixth session, it was observed that the participants who had problems with unhealthy relationships had difficulties saying "No" and setting boundaries. The participants stated that they could, from then on, develop different attitudes with the new skills they acquired. Frequency analysis showed that activities called "A Game of Saying No" (50.0%) and "A Game of Coping Skills" (50.0%) were found to be the most useful activities by the participants. In the seventh session, the participants shared with each other thoughts such as, "expecting people to be perfect is not a healthy expectation; I am angry but I must be understanding; I have insufficient knowledge about gender stereotyping; I am criticizing some behaviors in the scenarios, but how am I behaving in real life?" Frequency analysis showed that the activity called "Describing A Respectful and Strong Person" (62.5%) was found to be the most useful

activity by the participants. In the eighth session, the participants, who were asked to ‘market’ themselves, referred to some of the positive attitudes they developed throughout the program. Frequency analysis showed that the activity called “Market Yourself” (100%) was found to be the most useful activity by the participants.

At the end of the last session, in order to see the change that occurred in the participants, the participants were asked to evaluate the program and themselves in detail. The data obtained were subjected to content analysis. The themes that emerged and some excerpts from the participants' responses that fall under that theme are presented below.

Some excerpts related to the themes of “trust” and “transcending stereotypes” that fall under the category of “the importance of the program” are given below:

“In order for people to feel safe in a relationship, they should have a trust-based relationship. This program taught (us) how to build a relationship based on mutual trust ...”

“... I think there are few healthy relationships in our society and this program helped us realize that...”

Some excerpts related to the themes of “types of violence” and “healthy relationships” that fall under the category of “useful information obtained” are given below:

“...I became aware of the mistakes I previously made in my relationships. This program made me realize that I (inadvertently) used psychological violence or stalked too much on social media and that I was wrong to do so. I also learned how to build a trust-based relationship...”

“...I can say that I saw more clearly what most behaviors in a relationship mean ...”

Some excerpts related to the themes of “trust in the partner” and “anger management” that fall under the category of “personal characteristics desired to be developed” are given below:

“...I would love to be able to trust (the other person in a relationship). I have trust issues. I just can't overcome my doubts ...”

“... I have realized the mistakes I made in my (previous) relationships. I have decided to get over the unnecessary jealousy (in my relationships). I have decided that social media

cannot be a cause of conflicts or separation (in a relationship). I have learned the wrongness of psychological or physical violence in a relationship...”

Some excerpts related to the themes of “establishing communication,” “building trust,” and “stopping violent behaviors” that fall under the category of “achieving change in a romantic relationship” are given below:

“... I have realized that I should not obsess and be mean over a tiny mistake and that we can get rid of problems by talking.”

“... I think my jealousy has decreased a little and it started not to bother me when my partner needs some alone time.”

“... I have realized that I have the potential to use psychological violence against the other person. And I have tried to get rid of this as much as I could.”

4. Discussion

Our findings show that the experimental group's acceptance of dating violence decreased at all levels compared to the control group. In fact, this is supported by the participants' feedback on the effect of the activities on them, on the participation of group members in group work, and on their satisfaction from the group leader. On the other hand, there was no significant difference between the pre-test and post-test scores of the control group, who were not included in the program.

Programs aimed at preventing intimate partner violence are usually primary and secondary prevention programs. Primary prevention programs are implemented before violent behaviors occur and are more effective in adolescents who are in the period of building romantic relationships for the first time in life (Foshee, Bauman, Ennett, Linder, Benefield, & Suchindran, 2004). Therefore, we believe that the program implemented in this research benefited the adolescents who attended the program.

According to our findings, there was a significant decrease in the participants' scores from The Attitudes Towards Male Psychological Dating Violence Scale, The Attitudes Towards Female Psychological Dating Violence Scale, and The Attitudes Towards Female Physical Dating Violence Scale. This finding is also consistent with the studies in the literature that obtained similar results from similar programs. In a study conducted by Avery-Leaf, Cascardi, O'leary, & Cano (1997), a five-session partner violence prevention program was administered to 193 male students. As a result of the program, the authors reported a significant decrease in the participants' attitudes towards justifying partner violence and regarding violence as a way of resolving relationship conflicts. In a study where Foshee, Bauman, Arriaga, Helms, Koch, & Linder (1998) investigated the effect of the "Safe Date" program on preventing partner violence in adolescents, there was a

decrease in the experimental group's levels of acceptance of psychological violence, sexual violence, and physical violence compared to the control group.

As a result of a program called Love-U2 to prevent partner violence applied by Antle, Sullivan, Dryden, Karam, & Barbee, (2011) to a high-risk group with low-socioeconomic status, the participants reported high satisfaction from the program, noting that the program helped them develop communication skills as well as conflict resolution skills. Similarly, in this study, we obtained a decrease in the participants' levels of acceptance of partner violence.

On the other hand, our findings indicate that the program failed to have desired impacts on the participants' levels of acceptance of dating violence and male physical dating violence. Considering the factors that have led to these results, we can highlight the social awareness about male violence (which is already prevalent among society) and a lack of information on the content and meaning of violence inflicted by women. It was also found that the participants had low levels of awareness towards psychological violence and social violence and that they found these types of violence somewhat acceptable compared to physical violence, which they perceived as "crossing the line." In fact, this can be supported by the finding indicating an insignificant difference between the pre-test and post-test scores from The Attitudes Towards Male Physical Dating Violence Scale. The research conducted by Jaycox, Aronoff, & Shelley (2007) also reported similar results: as a result of the "Break the Cycle Evaluation Project" program, there was no difference in the participants' attitudes towards physical violence against women but there was a change in the participants' attitudes towards women's use of violence against men.

As is stated in youth.gov, founded by Interagency Working Group on Youth Programs (IWGYP), the ultimate goal of violence prevention programs for young people is to stop partner violence before it occurs. In fact, adolescence is considered an important period for acquiring information on how to build a healthy and safe relationship and thus for preventing partner violence before it occurs (youth.gov, 2017). As a matter of fact, most of the participants that participated in the program were unaware of how to establish a healthy and safe relationship and communication.

Also, it was observed that they did not have any information about digital violence or stalking, that they inadvertently used psychological violence or stalked, that they had unhealthy relationships, that they had difficulties saying "No," and that they did not regard acts such as throwing things at someone as violence. A study conducted by the Turkish Grand National Assembly Research Commission (2007) found that young people do not perceive some violent behaviors as violence. Similarly, the study conducted by Foshee, Bauman, Linder, Rice & Wilcher (2007) with 116 female and male adolescents

reported similar results: many types of violence were not considered as indicators of violence by the participants.

Throughout the program, some of the participants said that they could maintain an unhealthy relationship, that they had no hopes for healthy relationships, and that they regarded jealousy as an indicator of love; however, at the end of the program, all participants emphasized the importance of building trust in a romantic relationship. Marcus (2007) found that violence in romantic relationships during adolescence has no role in ending the relationship due to both emotional and temporal investment in the partner and perceived low chances of finding a new partner and that despite dating violence, partners tend to maintain the relationship. Wekerle & Wolfe (1999) stated that in adolescence, the individual often confuses jealousy and controlling behavior with love and loyalty. It is, therefore, important to design violence prevention programs for individuals in adolescence, the period when romantic relationships begin, in order to ensure that future generations build healthy romantic relationships.

In the program implemented in this research, myths and anger management were also included to increase the participants' awareness of anger. The participants, as a result, emphasized anger management as a skill that they desired themselves and their future partners to develop. Similarly, previous programs aimed at preventing partner violence too covered myths and anger management (Wekerle & Wolfe, 1999; Davis, 2010; Ceballos, 2012).

The process analysis performed at the end of each session revealed that the participants started to question the attitudes which they previously thought to be correct, that they developed an awareness of the role of gender stereotyping in unhealthy relationships, and that they were concerned about whether they could use in their real life the skills they gained in the program, all of which can be considered as positive contributions of the program. As a matter of fact, one of the themes that emerged related to the importance of the program was "transcending stereotypes." The psychoeducational intervention for partner violence implemented in the research by Schwartz, Griffin, Russell, & Frontaura - Duck (2006) in order to raise awareness of partner violence and develop skills and behaviors aimed primarily to question gender stereotypes and misogyny.

With regard to the effects of the program on achieving changes in romantic relationships, the themes of "establishing communication," "building trust," and "stopping violent behaviors" emerged. Similarly, as a result of a program implemented by Antle, Sullivan, Dryden, Karam, & Barbee (2011), the participants obtained sufficient information on how to develop communication skills and conflict resolution skills, and there was a significant decrease in the participants' levels of acceptance of partner violence. Furthermore, in a study conducted by Avery-Leaf, Cascardi, O'leary, & Cano (1997), the authors reported a

significant decrease in the participants' attitudes towards justifying partner violence and regarding violence as a way of resolving relationship conflicts.

5. Conclusions

In conclusion, the present study aimed to enable the participants to have information on the characteristics of healthy and unhealthy relationships, as well as types of dating abuse, and to gain the ability to deal with dating violence and establish a healthy and safe relationship. Expectedly, data obtained from the process analysis and scales indicate a significant decrease in the participants' levels of acceptance of dating violence. Future studies can focus on designing programs to increase males' awareness levels as well as to equip females with the ability to deal with domestic violence. Also, such programs can be included in curricula and administered in a systematic way. Through programs to be administered at schools within the scope of certain lessons, we can ensure that adolescents develop conflict resolution skills, communication skills, and anger management, and thus be able to build healthy relationships all through their lives.

References

- Antle, B. F., Sullivan, D. J., Dryden, A., Karam, E. A., & Barbee, A. P. (2011). Healthy relationship education for dating violence prevention among high-risk youth. *Children and Youth Services Review, 33*(1), 173-179.
- Avery-Leaf, S., Cascardi, M., O'leary, K. D., & Cano, A. (1997). Efficacy of a dating violence prevention program on attitudes justifying aggression. *Journal of Adolescent Health, 21*(1), 11-17.
- Bulut, S. (2008). Examination of violent bullying incidents seen at schools in terms of certain variables by use of archive research method. *Abant Izzet Baysal University, Faculty of Education Journal, 8* (2), 23-38.
- Cascardi, M., & Avery-Leaf, S. (1998). Building relationships in greater harmony together: School-based dating violence prevention curriculum. Dating Violence Prevention Project. Philadelphia, PA.
- Ceballos, V. (2012). A program for preventing adolescent dating violence: a grant proposal. The Degree Master of Social Work, California State University, Los Angeles. UMI Number: 1517598
- Centers for Disease Control and Prevention. (CDC). (2006). Choose Respect Annual Report: 2006-2007. Retrieved on April 29, 2010.
- Camur, D., Uner, S., Cilingiroglu, N., & Ozcebe, H. (2007). Certain risk-taking behavior in some young people attending certain faculties and schools of a university. *Community Medicine Bulletin, 26* (3), 32-38.
- Davis, N. C. (2010). Date smart: A program for preventing adolescent dating violence: A grant proposal (Order No. 1486328). Available from ProQuest Dissertations & Theses Global. (756907462). Retrieved from <http://search.proquest.com/docview/756907462?accountid=12251>
- World Health Organization (2012). World Report on Violence and Health: Abstract. Geneva: World Health Organization.
- Foshee, V. A., Bauman, K. E., Arriaga, X. B., Helms, R. W., Koch, G. G., & Linder, G. F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health, 88* (1), 45-50.
- Foshee, V. A., Bauman, K. E., Ennett, S. T., Linder, G. F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the Safe Dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health, 94*(4), 619-624.
- Foshee, V. A., Bauman, K. E., Linder, F., Rice, J., & Wilcher, R. (2007). Typologies of adolescent dating violence identifying typologies of Adolescent Dating Violence Perpetration. *Journal of Interpersonal Violence, 22*(5), 498-519.
- Jaycox, L. H., Aronoff, J., & Shelley, G. A. (2007). The Break the Cycle Evaluation Project. RAND Corporation.
- Jeong, H. & Othman, J. (2016). Using Interpretative Phenomenological Analysis from a Realist Perspective. *The Qualitative Report, 21*(3), 558.
- Knox, L., Lomonaco, C., & Alpert, E. (2009). Adolescent relationship violence. In D., Anglin, & C. Mitchell (Eds.), *Intimate partner violence a health-based perspective*. New York, Oxford University Press.
- Lucas, Q. A. R. (2013). Teen Dating Violence Prevention Program Assessment. The Degree Doctor of Education in Innovation and Leadership, Wilmington University, USA. UMI Number: 3590983

- Marcus, R. F. (2007). *Aggression and violence in adolescence*. New York: Cambridge University Press.
- Mihciokur, S. and Akin, A. (2015). Dating violence - “Violent love”. *Health and Society*, 25 (2), 9-15
- Montoya-Miller, R. (2015). *Development and Evaluation of a Supplemental Curriculum For Working With Female Domestic Violence Offenders: A Narrative Approach*. Alliant International University.
- Muuss, R. E. (1982). *Theories of adolescence*. Random House, NewYork
- Price, E.L., Byers, E.S., Belliveau, N. et al. (1999). The Attitudes Towards Dating Violence Scales: Development and Initial Validation. *Journal of Family Violence* 14, 351–375
<https://doi.org/10.1023/A:1022830114772>
- Sanchez-Cesareo, M. (2002). *Outcome Evaluation of the Youth Project: A School Based Teen Dating Violence Prevention Program*. The Degree Doctor of Philosophy, Department of Psychology College of Liberal Arts and Sciences, DePaul University, Chicago, Illinois. UMI Number: 3076224
- Santrock, J. W. (2014). *Adolescence: Peers, Romantic Relationships, and Lifestyles* (translated into Turkish by Ozer). Ankara: Nobel
- Schwartz, J. P., Griffin, L. D., Russell, M. M., & Frontaura-Duck, S. (2006). Prevention of dating violence on college campuses: An innovative program. *Journal of College Counseling*, 9(1), 90-96.
- Steinberg, L. (2007). *Adolescence* (Translated by Ed. F. Cok). *Adolescent Development in Multiple Contexts* (Translated by F. Cok) (p. 21-40). Ankara: Imge
- Vagi, K. J., Olsen, E. O. M., Basile, K. C., & Vivolo-Kantor, A. M. (2015). Teen dating violence (physical and sexual) among US high school students: Findings from the 2013 National Youth Risk Behavior Survey. *JAMA pediatrics*, 169(5), 474-482.
- Wekerle, C., & Wolfe, D. A. (1999). Dating violence in mid-adolescence: Theory, significance, and emerging prevention initiatives. *Clinical psychology review*, 19(4), 435-456.
- youth.gov, (2017). *Prevention Programs*. <http://youth.gov/youth-topics/teen-dating-violence/prevention>. Retrieved on January 15, 2017.
- Yumusak, A. and Sahin, R. (2014). Study for the Reliability and Validity of Scales for Attitudes Towards Violence in Dating *Electronic Journal of Social Sciences*, 49 (49), 233-252. ISSN:1304-0278

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).