



Determination of Pre-service Teachers' Sensitivity to Violence Against Children*

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ABSTRACT

Purpose: Violence against children in the world and Turkey is increasing day by day, and this alarming increase harms the development of children and the future of society. Therefore, pre-service teachers' sensitivity to violence against children is of great importance in terms of revealing the violence and conducting preventive and directive services. This study aimed to determine pre-service teachers' sensitivity to violence against children. **Research Methods:** This was a case study using a qualitative research design. The study group consisted of sixteen pre-service teachers who were studying in eight different departments, in the third and fourth grades of the Faculty of Education in a state university in Central Anatolia. The content analysis method was used for data analysis.

Findings: It was observed that pre-service teachers have moderate sensitivity to physical and cyberbullying against children; and high sensitivity to psychological, economic, and sexual violence. **Implications for Research and Practice:** In this research, it is seen that pre-service teachers show insensitivity to psychological and economic violence. Also, they stated that they could use punishment methods against violence. In this respect, training on violence and effective behavior change is recommended.

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Introduction

Violence has been perceived by individuals as a mechanism for finding solutions to problems and educating others. Despite technological and scientific developments, there is no decrease in the incidents of violence, on the contrary, it is increasing gradually. This negative trend affects the building blocks of society negatively and is interpreted as a disturbing social phenomenon.

Violence can be defined as behavior that causes physical injury, psychosocial harm, or death by applying brute force to another person, by doing or making him do something she/he does not want, hindering the development of that individual as a result (Ozcebe, Uysal, Soysal, Polat, Seker & Uner, 2005; World Health Organization, 2002). Violence is generally directed against women, children, the elderly, peers to each other, siblings to each other, partners, the disabled, the refugee, and the person herself/himself (Akbulut & Gunaydin, 2020; Polat, 2016). Among these areas, violence against children will be the focus of discussion in this study.

Physical violence is the result of neglect of the child by the caregivers, injury or death of the child because of beating and assault instead of showing care and love which the child needs (Senol & Mazman, 2014). It occurs more frequently than other types of violence and its symptoms are more easily seen (Akpolat & Inci, 2012; Tirasci & Goren, 2007). Psychological violence is a type of violence that includes negative discourse that prevents the child from perceiving, evaluating, and developing his/her self in a positive way (Senol & Mazman, 2014; Tirasci & Goren, 2007). This violence is generally not perceived as violence by adults. It is also the most difficult type of violence to detect. Economic violence is defined as the failure to meet the financial needs of the child or using child labor to support the family budget, directing him/her to beg and engage in criminal behaviors such as theft (Senol & Mazman, 2014). Sexual violence, which is another type of violence frequently encountered in recent years, is the use of a child for sexual purposes by an adult (Polat, 2016; Tirasci & Goren, 2007). Bullying is one of the most common types of violence in schools which can be defined as repetitive violent behaviors performed by strong children on others of the same age or level who do not have equal physical strength (Olweus, 2003). Cyber violence can be defined as the exposure of children to violence through information and communication technologies. Exposing the child to threatening and destructive messages through information and communication technologies, using her/his photographs for various purposes, excluding them from online networks, writing embarrassing statements on his/her photos/profile, and creating fake accounts are in the scope of cyber violence (Aslan & Onay Dogan, 2017; UNESCO, 2017).

The common point of these different types of violence against children is that they adversely affect the physiological, psychological, and social development of children as a whole (Kula & Akbulut, 2020). According to the World Health Organization, psychological and physical problems such as depression, smoking, drug use, risky sexual behaviors, and destructive school behaviors can be seen in children who are witnesses or victims of violence in their families (World Health Organization, 2014). Besides, it can be said that violence causes many psychological problems in children

such as aggression towards their environment, crime, social mismatch, loneliness, weakening of friendship, depression, somatization and, anxiety (Boxer, Gullan & Mahoney, 2009; Duru & Balkis, 2018). Furthermore, it is interesting that this violence is seen in social places expected to be reliable such as home, school, playground, and virtual environments such as television and computer games (Ogulmus, 2006; Sherr, Roberts & Gandhi, 2017). Children who are directly or indirectly exposed to violence become carriers of violence, see violence as a means towards solutions during their adulthood, and their social development is adversely affected (Cetinkaya Yildiz & Hatipoglu Sumer, 2010; Cochran, Sellers, Wiesbrock & Palacios, 2011; Gelinias, 2003; Izaguirre & Calvete, 2017; Leff, Power, Manz, Costigan & Nabors, 2001; Thornberry & Henry, 2013). Children exposed to violence tend to show violence (Gallego, Novo, Fariña & Arce, 2019).

Today, although the presence of violence in the school environment is reduced, its effects, are still seen. Children may be exposed to violence from their friends, school administrators, and even teachers in schools which are supposed to be safe places for them (Akuzum & Oral, 2015; Aygen & Acik, 2014; Gamez-Guadix & Calvete, 2012; Ozmen & Kucuk, 2013). This violence in the school includes the results of other violent situations that cause the school environment to deteriorate. Also, these violent incidents make the school environment insecure, adversely affect the academic achievement of the child, damage the learning-teaching processes and lead the child to develop aggressive behaviors and negative attitudes towards the school (Akiba, LeTendre, Baker & Goesling, 2002; Akuzum & Oral, 2015; Dixon & Browne, 2003; Furlong & Morrison, 2002; Leff, Power, Manz, Costigan & Nabors, 2001).

Sensitivity, which is another focus of the study, foresees that individuals feel the experiences of other individuals and thus extend a helping hand (Williams, 2008). Sensitivity is a feature that enables an individual to understand the inner world of another individual in need and take action to support it (Demirci-Seyrek, Ersanli & Tunc, 2016). Increasing incidents of violence in schools and the social environment in recent years require the concept of sensitivity to be addressed in educational programs at all levels (Pommier, 2010) and in teacher training programs (Post, 2005). Training teachers with a high level of sensitivity towards various problems will enable them to become aware of the problematic situations they and their students experience and to strive to cope with these problems in a healthy way (Ozyurek, 2017). In this context, it is thought that the high sensitivity of pre-service teachers to a frequently encountered problem such as violence against children may enable them to realize this problem in their professional lives and to carry out collaborative studies to prevent it.

It is seen that studies on violence against children are about domestic violence, violence at school, violence through information and communication technologies, and their effects, causes, and research to prevent them. It is necessary to carry out prevention activities with an understanding that the whole society is involved in preventing violence against children. Within the framework of the Ecological System Theory developed by Bronfenbrenner (1994), it is necessary to plan prevention activities for violence against children. It is necessary to carry out studies involving teachers, administrators, families, legal systems, law enforcement, mental health

professionals, and all individuals in society. Because this approach considers the individual together with his social environment stating that the behavior of the individual can be affected by the closest people as well as distant ones. (Ozabaci, 2020). In this context, it was important to determine the sensitivity of pre-service teachers who will provide education and training services to children in schools, to violence against children during their undergraduate education. Thus, it can be possible to plan educational services meant for pre-service teachers. Because the sensitivity of pre-service teachers to violence against children will bring awareness to prevention or early intervention on the violence they may encounter in their professional life. Therefore, examining pre-service teachers' sensitivities to violence against children may contribute to the literature and the field. Also, determining the sensitivity of pre-service teachers to violence in their education life will help to identify the areas of violence in which they act insensitively. Thus, training plans can be made for the areas of violence that pre-service teachers are insensitive to. The study aims to determine the pre-service teachers' sensitivity to violence against children. For this purpose, answers to the following sub-problem were sought: "What is the pre-service teachers' sensitivity to physical, psychological, economic, sexual, cyber violence and bullying against children?".

Method

Research Design

This study aimed to determine pre-service teachers' sensitivity to violence against children by case study, which is one of the qualitative research designs. Case studies investigate one or more situations (event, individual, or groups) in-depth and focus on a comprehensible assessment of the investigated situation (Yin, 2017). The case study has many different classifications in the literature. Yin (1984) identified three categories, namely exploratory, descriptive and explanatory case studies. In this study, descriptive case studies defined as sets to describe the natural phenomena which occur within the data in question are used. The case examined in the study is the sensitivity of teacher candidates to violence against children.

Research Sample

The study group consisted of sixteen pre-service teachers in third and fourth grade in eight different departments in the education faculty of a state university in Central Anatolia in Turkey. Maximum variation sampling, one of the purposeful sampling methods, was used to form the study group (Patton, 1990). In this sampling method, similar but different situations were selected and investigated in-depth concerning the research problem. In this context, the study was conducted with pre-service teachers from all departments within the faculty of education. While the different departments of these pre-service teachers provide diversity, they will ultimately work with children.

Pre-service teachers have an equal distribution in terms of gender (n = 8). Similarly, there is a pre-service teacher from 3rd and 4th grades of each major disciplines, five of

the pre-service teachers read the children's rights convention, and eleven did not; half of the pre-service teachers (n = 8) perceived themselves as moderate and the other half (n = 8) perceived themselves as highly empathic; most of the pre-service teachers (n = 12) willingly chose the teaching profession, and a small number (n = 4) chose the teaching profession involuntarily.

Data Collection Tool

The data was obtained using semi-structured "Sensitivity to Violence against Children Case Study Form" (SVCCSF) developed by the researchers (Appendix 1). SVCCSF consists of two parts. In the first part, there is a personal information form that contains questions about the characteristics of pre-service teachers. In the second part, there are case studies to determine the pre-service teachers' sensitivity to violence against children. While creating case studies, the subjects of violence against children in the literature were examined and an attempt to make clear and understandable texts. In this context, the questions were grouped under six different themes: physical violence, bullying, psychological, economic, sexual, and cyber violence against children. Also, a question was determined as not including violence. To minimize social acceptance and misleading errors by pre-service teachers, they determined the title of the interview form as "Child-Teacher Relations Case Study Form" and the seventh of the sample cases in the interview form was determined as a non-violent positive case study. In each theme, pre-service teachers were asked how they would react when they saw a situation like the one given in the case study and why. Besides, if questions were not fully understood or adequately answered by pre-service teachers, extra questions were prepared at the end to enlighten them and provide more information.

Two experts in the field of Psychological Counseling and Guidance were consulted to determine the clarity of the questions and case studies in the SVCCSF and to determine whether they serve the purpose of the study. In the draft interview form, the majority of the experts agreed with the questions and case studies. The questions and case studies to be corrected were re-arranged in line with the feedback and suggestions of the experts.

To make the preliminary trial of the SVCCSF, interviews were carried out with two pre-service teachers studying Guidance and Psychological Counseling and Turkish Education programs. After the trial interviews, case studies that were difficult to understand for pre-service teachers were reviewed and corrections were made. The interview form was finalized with these corrections.

Data Collection and Analysis

In the process of data collection, individual interviews were conducted face-to-face with pre-service teachers. The interviews were conducted in the spring semester of the 2018-2019 academic year. Interviews with pre-service teachers who participated in the study voluntarily were held in the student representative room on mutually determined days and hours. During the interviews, a voice recorder was used with the permission of the participants. All of the interviews were conducted by one of the

researchers. In other words, the role of the researchers in the study can also be defined as "interviewer". In this context, the researcher has tried to take an objective and multi-perspective approach in the environments where the research is conducted to be free from prejudice and personal orientations in the selection and conduction of interviews. The fact that the field of the researcher conducting the interviews was psychological counseling and guidance facilitated the interviewer to exhibit this objective approach. Each interview lasted approximately 15 minutes. The researcher's face-to-face prolonged engagement with the participants provides the credibility of the research.

The research data consisted of interview voice recordings obtained from pre-service teachers and notes taken during interviews for reconfirmation. The sound recordings obtained during the research process were transcribed by the researchers and transferred to the computer environment. Pre-service teachers who participated in the study were given codes consisting of the abbreviated names of their departments and grades. For example, for a participant in the 3rd grade of the Education program (In Turkish; "Sınıf Ogretmenligi"), a code of "SO-3" was used. Content analysis was used for data analysis. The content analysis consists of four stages: coding the data obtained, finding themes, editing codes and themes, defining and interpreting the findings (Yildirim & Simsek, 2008). In this study, pre-service teachers' sensitivity to violence against children was analyzed under the themes of physical violence, bullying, psychological, economic, sexual, and cyber violence. While determining these themes, the conceptual framework regarding violence against children was examined. The themes were created according to the types of violence in the literature. In determining the findings related to these themes, the researchers had to establish a systematic way to evaluate the data (Merriam, 2013). In this context, while determining the criteria to be used in the analysis of the data, firstly the domestic and international literature on the concept of sensitivity was examined. From the examinations, It was observed that the concept of sensitivity is related to the awareness of the individual in the face of a problem and to increase his/her awareness about it (Kandemirci & Kagnici, 2014; Ozyurek, 2017; Tanrikulu, Kinay & Aricak, 2013; Tel & Sari, 2016). In this context, individuals with a high level of sensitivity demonstrate the ability to raise awareness of the problems they encounter and to solve them healthily. It can be said that individuals with low sensitivity tend to ignore the problems. The following criteria were determined to categorize the findings in line with the descriptions of these sensitivity levels in the literature and the opinions of experts in the field of psychological counseling and child development:

Table 1

Criteria Used in Determining Sensitivity

Sensitivity to Violence Against Children	Indicators
High Sensitivity	Attempting to take future measures.
Moderate Sensitivity	Reacting to the incident and intervening towards the solution.
Low Sensitivity	Wondering, asking questions about the incident, but not intervening.
Insensitivity	Ignoring the incident, not taking the incident seriously, not caring about the incident.

In this context, the coded data was arranged as a meaningful whole. To ensure the validity and reliability of the semi-structured interview form, the clarity and comprehension of the questions and case studies included in the research, a trial interview was done and expert opinion was sought on data collection tools. Also, clearly identifying and expressing the role of the researcher in the study is another measure to increase transferability (Miles & Huberman, 1994). To increase the reliability of the research, the data, the conceptual framework used in the analysis of the data, and all the procedures followed in the research were given in detail. In all the processes from the design of the research to the reporting, the researchers constantly reviewed the integrity and consistency of the research. The opinions of the pre-service teachers who participated in the study were supported with quotations.

Results

Sensitivity to Physical Violence Against Children

The themes related to the pre-service teachers' sensitivity to physical violence against children are given in Table 2.

Table 2

Sensitivity to Physical Violence Against Children

Theme	Sensitivity Level	Codes	Participants	Total	
Level of Sensitivity to Physical Violence	High Sensitivity	Striving for a solution	Oo-3, Sin-4, Sos-3	6	
		Referral to expert support	Pdr-3, Pdr-4		
		Empathy between the parties	Mat-4		
	Moderate Sensitivity	Keeping the child away from a violent environment		Bote-3, Fen-4, Sin-3, Turkce-4	7
			Distracting	Bote-4, Turkce-3	
Police call			Oo-4		
Low Sensitivity	No intervention to the incident	Fen-3, Mat-3, Sos-4	3		
Insensitivity	-	-	0		

The pre-service teachers have a moderate level of sensitivity to physical violence against children, and a significant portion of them have a high level of sensitivity. For example, for the child named Selin who was indirectly exposed to physical violence in the given case, the pre-service teacher coded BOTE-3 expressed a moderate sensitivity saying "I would take Selin with me and ask her questions to make her forget the current situation. I would get her out there while asking questions". While pre-service teachers are at a low sensitivity level, it is noteworthy that no one can be considered insensitive in cases of physical violence against the child.

Sensitivity to Psychological Violence Against Children

The themes related to the pre-service teachers' sensitivity to psychological violence against children are given in Table 3.

Table 3

Sensitivity to Psychological Violence Against Children

Theme	Sensitivity Level	Codes	Participants	Total
Level of Sensitivity to Psychological Violence	High Sensitivity	Take measures to prevent violence	Pdr-3, Pdr-4, Sin-3, Sin-4	7
		Striving for a solution	Turkce-3, Turkce-4	
		Getting expert support	Sos-3	
	Moderate Sensitivity	Trying to instantly reduce psychological violence	Bote-3, Fen-3, Mat-3	5
		Keeping the child away from violence	Bote-4, Fen-4	
Low Sensitivity	-	-	0	
Insensitivity	Not recognizing violence	Oo-4, Oo-3, Mat-4, Sos-4	4	

It is seen that the pre-service teachers have a high level of sensitivity to psychological violence against children. It was concluded that pre-service teachers in the guidance and psychological counseling, classroom, Turkish teaching departments, and pre-service teachers in the third-grade social studies department had a high level of sensitivity to psychological violence against children. In the given case of two brothers compared to each other Pdr-3 coded participant showed a high level of sensitivity;

First of all, I would try to explain to the family that the two brothers should not be compared. Of course, I would express it in a separate environment from children. I would express that each child is different and there are individual differences. Later, I would work on Tunahan's failures or his inability to achieve things that the family wishes. I would also talk to the student. I would discuss what his life plans are, what he wants, if he is taking the extra courses just for his family. If Tunahan wants to do what he wants, I would take the obstacles into account.

Because Pdr-3 reacts and intervenes to psychological violence by immediately getting the children away from the environment and then takes initiative for the future prevention of violence by raising awareness of the family about the incident.

In the case study given to them, four pre-service teachers did not recognize the psychological violence against children. They were classified as insensitive to psychological violence against children. It is seen that pre-service teachers who are educated in the 3rd and 4th grades of the preschool teaching department and pre-service teachers who are educated in 4th grades of Mathematics and Social Studies Education departments are insensitive about psychological violence against children.

Sensitivity to Economic Violence Against Children

The themes related to the pre-service teachers' sensitivity to economic violence against children are given in Table 4.

Table 4

Sensitivity to Economic Violence Against Children

Theme	Sensitivity Level Codes	Participants	Total	
Level of Sensitivity to Economic Violence	High Sensitivity	Support from institutions and informing the family	Turkce-4, Turkce-3, Sin-3, Sin-4, Pdr-4, Oo-3, Fen-4	7
	Moderate Sensitivity	Economic assistance to students	Oo-4, Fen-3, Bote-3	4
	Low Sensitivity	Interview with family	Pdr-3	0
	Insensitivity	Not recognizing the violence	Sos-3, Sos-4, Mat-3, Mat-4, Bote-4	5

The pre-service teachers have a high level of sensitivity to economic violence against children. In the case given to them, an 11-year-old student is subjected to economic violence; being forced to work by the family after school on weekdays and full-time on weekends. In this case, pre-service teachers said that they would get support from the social welfare institutions and meet with the family to provide economic assistance and to inform the family that the children could not be legally employed. For example, Pdr-4 coded participant said;

First I would ask what they are doing. After talking to Furkan about their behavior, I leave and I invite Furkan's father to meet on the first school day. In my interview, I would like to say that Furkan's work may negatively affect the lessons and friendship relationships, so they should pay attention to this issue and take Furkan out of work. If the family needs economic support, I would give them information about social services they can benefit from. Then I would observe if Furkan continues to go to the tea shop. If he continues to work, I would notify authorities as it is a criminal offense.

Some pre-service teachers showed a moderate level of sensitivity by stating that they could only provide economic support to the student. They did not hold a view about taking measures to prevent economic violence against the child. The pre-service teachers who studied in the Social Studies and Mathematics Education departments and pre-service teachers in the 4th grade of the Computer and Instructional Technologies department did not recognize the economic violence against the child mentioned in the given case.

Sensitivity to Sexual Violence Against Children

The themes related to pre-service teachers' sensitivity to sexual violence against children are given in Table 5.

Table 5

Sensitivity to Sexual Violence Against Children

Theme	Sensitivity Level	Codes	Participants	Total
Level of Sensitivity to Sexual Violence	High Sensitivity	Legal enforcement	Fen-4, Oo-3, Pdr-3, Pdr-4, Sin-3, Sin-4, Sos-3, Turkce-3	8
	Moderate Sensitivity	Striving to convince the family	Bote-3, Turkce-4	4
		Guidance support Support from the school administration	Fen-3 Mat-4	
	Low Sensitivity	Interview with the student	Bote-4, Oo-4	2
	Insensitivity	Ignorance Covering the incident	Mat-3	2
Sos-4				

The pre-service teachers have a high level of sensitivity to sexual violence against children. Pre-service teachers who participated in the study were told a case study where a 16-year-old student got married and missed school. In this case, it is seen that some pre-service teachers tried to take permanent measures against sexual violence by informing the security units such as police and gendarmerie. On the other hand, some pre-service teachers preferred to take it to the family, the school administration, or the guidance counselor instead of taking permanent measures for the future in case of sexual violence against the children. This was an indicator of their moderate sensitivity to sexual violence against children. For example, a pre-service teacher coded Bote-3 explained the situation; "I would try to persuade Ayşe's family to let her continue her education. I would try to talk to Ayşe. I would try to explain that getting married at a young age is not a good thing." Few of the pre-service teachers preferred not to intervene in sexual violence against the child by talking only to the student. These pre-service teachers had a low level of sensitivity to sexual violence against children. Pre-service teachers gave opinions about ignoring or covering the sexual violence against the child. For example, a pre-service teacher coded Mat-3 showed insensitivity to sexual violence against the child; "I can't do anything, it's already happened and they got married. I would not interfere with the next process."

Sensitivity to Cyber Violence Against Children

The themes related to the pre-service teachers' sensitivity to cyber violence against children are given in Table 6.

Table 6

Sensitivity to Cyber Violence Against Children

Theme	Sensitivity Level	Codes	Participants	Total
Level of Sensitivity to Cyber Violence	High Sensitivity	Preventive guidance/expert support Social responsibility project	Pdr-4, Turkce-4 Bote-3	3
	Moderate Sensitivity	Apologizing Punishment Legal information Eliminate the violence momentarily	Bote-4, Fen-3, Pdr-3, Sin-4, Sos-3 Mat-3, Sos-4 Mat-4, Turkce-3 Oo-4, Sin-3	11
	Low Sensitivity	Interview with students	Fen-4, Oo-3	2
	Insensitivity	-	-	0

It is seen that the pre-service teachers have moderate sensitivity to cyber violence against children. A case study was given where funny pictures of one of their students were shared by other friends on several social media accounts and humiliating, derogatory comments were written about them. In this case, some of the pre-service teachers expressed their view of removing the photographs from social media and making those students apologize to the victim. Other views were punishing students, warning them that this is illegal and removing photographs from social media. In other words, the pre-service teachers react and intervene in cyber violence and exhibit moderate sensitivity. For example, Fen-3 coded pre-service teacher said; "I would tell Rumeysa and Hamit that this is not a good thing. Therefore, I would tell them they should remove those photos and apologize to Ayla." Some of the pre-service teachers advocated the idea of taking future measures to solve cyber violence against their students. This includes providing preventive guidance services to students on cyber violence or leading them to engage in social responsibility projects. Some of the pre-service teachers stated that they would only discuss the situation with the students involved in the incident. In this case, they did not choose to intervene in cyber violence against the child.

Sensitivity to Bullying Against Children

The themes related to the sensitivity of pre-service teachers' to bullying against children are given in Table 7.

Table 7

Sensitivity to Bullying Against Children

Theme	Sensitivity Level	Codes	Participants	Total
Level of Sensitivity to Bullying	High Sensitivity	Preventive guidance/expert support	Pdr-3	1
	Moderate Sensitivity	Eliminating the violence momentarily	Oo-3, Oo-4, Sos-4, Turkce-3, Turkce-4	13
		Guidance support	Fen-3, Pdr-4, Sos-3, Fen-4	
		Punishment	Bote-3, Mat-4	
	Apologizing	Mat-3, Sin-4		
Low Sensitivity	Interview with students	Bote-4, Sin-3	2	
Insensitivity	-	-	0	

It is seen that the pre-service teachers had moderate sensitivity to bullying against the child. Pre-service teachers were told a case of four students squeezing another student by the wall and saying bad words aloud. In this case, the pre-service teachers have expressed views on eliminating the violence momentarily. Some pre-service teachers chose to take students to the guidance service, punish them or have them apologize to their friends. In this case, it is possible to state that most of the pre-service teachers reacted to bullying and tried to solve the situation momentarily. Some of the pre-service teachers found it sufficient to talk to the students about peer violence. For example, a pre-service teacher coded Sin-3 showed a low sensitivity to bullying against the child; "First of all, I would call "what are you doing there?" and go to them. I would ask "I think I've seen wrongdoing from that distance, did you say bad things to your friend?" and I would explain how wrong it is." One of the participants, coded Pdr-3, stated that he/she would provide preventive guidance support after discussing bullying with the students and their families. This view, which means taking future measures, is at a high level of sensitivity to bullying against children.

Discussion, Conclusion, and Recommendations

An individual's sensitivity to violence is associated with the tendency to define herself/himself as sensitive to violence, the way she/he defines the concept of violence, and the tendency to include verbal abuse or inaction in the concept of violence (Collyer, Brell, Moster & Furey, 2011). In this context, it was seen that pre-service teachers have different sensitivities due to these individual differences. Determining the pre-service teachers' sensitivity to violence is important in terms of predicting their approach to students in their professional lives and their approach to social events in social life (Kula & Akbulut, 2020). In this context, the study aimed to determine the pre-service teachers' sensitivity to physical, psychological, economic, sexual, cyber, and peer violence.

From the results, it was concluded that the pre-service teachers had moderate sensitivity to physical violence against children and some of them had a high sensitivity. In the cases of physical violence against children, some of the pre-service teachers are at a low sensitivity level, and, remarkably, no one is insensitive to this issue. Also, it was observed in the study that the same pre-service teacher showed

different levels of sensitivity to different types of violence. This situation can be associated with the perceptions and experiences of the pre-service teachers about the types of violence. Preventing pre-service teachers from imposing physical punishment on children in educational settings is only possible through increasing their sensitivity to the issue. Physical punishment is commonly seen as a problem not only in Turkey but throughout the world. Despite evidence showing the detrimental effects of physical punishment on child development, this type of punishment has been banned in only 53 countries (Cuartas, 2018). In our age, it is known that children witness and are exposed to violence at almost every level from pre-school to higher education (Sanger, Spilker, Williams, & Belau, 2007). For example, it is known that preschool children are exposed to physical violence in the home, school, and neighborhood environment such as throwing something, shouting, pushing, chasing, slapping, and beating (Cuartas, 2018; Cetinkaya-Yildiz & Hatipoglu-Sumer, 2010), elementary school students are exposed to physical violence such as beating by parents, ear pulling, kicking, using belts, sticks or rulers (Battaloglu-Inanc, Ciftci & Deger, 2013). Also, it is stated that poor and rural children are exposed to more physical violence than children living in urban areas with better financial support (Cuartas, 2018). Therefore, it is thought that the sensitivities of pre-service teachers to physical violence that are so widespread among violence types have the potential to prevent a very important problem.

Another result of the study is that the pre-service teachers have a high level of sensitivity to psychological violence against children. It was concluded that the pre-service teachers in the Guidance and Psychological Counseling, Classroom, and Turkish Education departments and the pre-service teachers in third grade of Social Studies Education had a high level of sensitivity to psychological violence against children. This high sensitivity is very important in terms of study results. Because studies show that a significant percentage of children in elementary schools in Turkey are exposed to physical, psychological, and sexual violence (Kapci, 2004). Also, psychological violence can pose a significant threat to children's mental health even when it does not occur with other types of violence (Greenfield & Marks, 2010). Therefore, teachers have great responsibilities in recognizing, reacting, intervening, and taking preventive measures for the future in the context of psychological violence against children. Some pre-service teachers who participated in the study did not recognize the psychological violence against children. It is thought that individuals' unconscious use of psychological violence in daily life, and their unawareness that it is violence, caused participants not to show sensitivity to the psychological violence situations in the case studies. People who are sensitive to violence describe psychological violence to be as dangerous as physical violence (Brell, 2007). As awareness of pre-service teachers about violence types increase their sensitivity to them, it is necessary to carry out sensitivity studies with pre-service teachers on violence against children.

In the study, it was found that the pre-service teachers had a high level of sensitivity to economic violence against children. However, some pre-service teachers were found to be insensitive to economic violence against children. Children were seen

as a tool for economic gain and earning money through them is economic violence. According to the statistics of children published by TUIK (Turkish Statistical Institute) in 2018; While the labor force participation rate of children between the ages of 15-17 was 20.3% in 2017, this rate increased in 2018 to 21.1% (TUIK, 2018). According to Article 71 of Labor Law No. 4857, individuals who have reached the age of 14 are allowed to work. In this respect, the statistics from TUIK show the labor force participation rates of children aged 15-17, who can officially work. There are thousands of children who are forced to work by their parents or people around them before the age of 15. The work of these children is not recorded in official records. In this respect, it can be said that the labor force participation rate of children may be higher than the numerical data from TUIK. In the "Working Children" report published by TUIK (2012) and "National Program on the Elimination of Child Labor" conducted by the Ministry of Labor and Social Security (MoLSS), the rate of child labor has decreased from the 2000s to the present day, indicating that a significant proportion of children are still working (MoLSS, 2017). Many individuals, environmental and cultural factors can be effective in the realization, perception, and raising sensitivity to violent behaviors (Ozyurek, 2017). In terms of Turkey's children, contributing to the family economy when the socio-economic status of the family is low is seen as appreciative and good behavior. In this context, some of the interviewed pre-service teachers are thought to be insensitive to the situation of child labor due to being affected by these cultural factors. It is thought that the insensitivity of pre-service teachers to economic violence is because they do not see child labor as violence.

In the study, it was concluded that the pre-service teachers had high and moderate sensitivity to sexual violence against children. It is thought that this is due to the execution of social projects, public spotlights, news and awareness programs in Turkey. Projects carried out in Turkey like: "Dad, Send Me to School" aimed at encouraging girls to be sent to school, "Child Brides" to prevent child marriages, "Children Tell, You Listen" to prevent sexual abuse and raise awareness of individuals, "1in5" (one of every five children in Europe is exposed to sexual violence) which creates awareness of the sexual violence against children in Turkey, can be considered as initiatives to create awareness and sensitivity. Apart from these, it can be said that seminars and conferences on the prevention of sexual violence with students, teachers in educational institutions, and adults in various places help to create sensitivity to sexual violence. Similar sensitivity initiatives are thought to be effective in other areas of violence against children.

From the results, it was observed that the pre-service teachers had a moderate and high sensitivity to cyber violence against children. Developing electronic communication networks not only facilitate human life but also bring new problems. Thus, as a result of the abuse of information and communication technologies, the concept of cyber violence has emerged (Aricak, 2011). Because of the recent widespread cyber violence in schools, teachers and pre-service teachers are expected to be sensitive to cyber violence and take measures against this situation. In the studies, it was seen that teachers and pre-service teachers were sensitive to cyber violence (Ayas & Horzum, 2011; Gezgin & Cuhadar, 2012; Inam & Ozturk, 2018; Uysal, Duman,

Yazici & Sahin; Yilmaz, 2010). It is known that with the widespread use of the internet and social media, there has been an increase in the sensitivity to cyber violence. Also, the recent increase of public service ads against violence on the internet in media tools may affect the sensitivity to violence in this area. This situation is thought to increase the sensitivity of pre-service teachers to cyber violence against children.

In the study, it was concluded that the majority of pre-service teachers had moderate sensitivity to bullying against the child. Bullying is known to be a common problem in many countries around the world. According to a survey conducted by UNICEF (2014) involving 190 countries, approximately one in three students aged between 13 and 15 are exposed to peer violence. They are subjected to verbal, physical, or psychological violence by their peers. When preschool children are exposed to violence against each other, that is to say, peer bullying, teachers recommend that families, society, children, and teachers participate in awareness-raising training to prevent violence. The teachers share the view that the most important reason for the violence observed in children is their parents' attitudes and children's unsupervised television watching. Also, the most important issue in preventing violence is the education of the family (Aydogan & Ozyurek, 2013).

When all the results of the study are taken into consideration, it is seen that participants studying in the field of Guidance and Psychological Counseling have a high level of sensitivity to almost all types of violence against children. When the course contents of Guidance and Psychological Counseling undergraduate program of the university where the study was carried out were examined; It can be said that the courses specific to the field of Guidance and Psychological Counseling, such as Developmental Psychology 1, Special Education, Developmental Psychology 2, Non-Test Techniques, Human Relations and Communication, Social Psychology, Learning Psychology, Life Periods and Adaptation Problems, Personality Theories, Behavioral Disorders, Psychological Tests, Guidance and Psychological Counseling Seminar, Adult and Old Age Psychology, and Classroom Guidance Practices positively affect the students' sensitivity to violence against children. It is thought that students have gained awareness in this direction through the courses taken during the undergraduate process, school observations, and internship practices. In short, it can be said that participants in the field of Guidance and Psychological Counseling increase their sensitivity to violence against children during their undergraduate education. Because nonviolence education can increase individuals' awareness and sensitivity about violence (Collyer, 2010).

Another interesting result of the study is how pre-service teachers intervene in violence against children. General tendencies are punishing students, warning them by sending them to the disciplinary board, making the student apologize to the victim, or eliminating violence momentarily. In this case, there is still the matter of solving violence with violence or ignoring the source of the violence. This was probably due to the lack of knowledge and skills of pre-service teachers about behavior and classroom management. Because of ineffective behavior and classroom management, the first thing to do is trying to understand the causes of problematic behaviors. Depending on these reasons, the restructuring of the education process should be

ensured (Girmen, Anilan, Senturk & Ozturk, 2006). After revealing the underlying cause of problematic behavior, intervention and prevention studies can be conducted (Ozer, Bozkurt & Tuncay, 2014). In the literature, the study by Özer, Bozkurt & Tuncay (2014); it was seen that teachers were resorting to strategies such as depriving of things they like, giving physical punishment, getting students out of class, and giving low marks in dealing with violent behavior by students in the school environment. In a study conducted by Atici (2002), it was concluded that Turkish teachers exhibit an authoritarian attitude by screaming, criticizing, and giving physical punishment when they encounter unwanted behaviors in the school environment. In another study conducted by Alkan (2007), it was seen that teachers used strategies such as removing students from the lesson, not taking them to recess, keeping students standing up at the board, giving physical punishment, giving homework, ignoring the student in the classroom and not giving the right to speak. In similar studies, albeit partially, it was observed that teachers used strategies such as punishment and exclusion from the class, in the face of unwanted student behaviors (Akgun, Yarar & Dincer, 2011; Ari, Tuncer & Demir, 2016; Sadik & Arslan, 2015).

In this study conducted to determine the pre-service teachers' sensitivity to physical, psychological, economic, sexual, cyber, and physical bullying against children, the opinions of pre-service teachers were included. It is thought that new studies are needed with different working groups and different methods. As awareness programs about violence against children are known to have positive effects on the sensitivities and awareness of individuals (Coskun, Senturan, Cayir & Yakit, 2016), it is thought that it will be beneficial to provide teacher-oriented training on violence against children. In this research, it is seen that pre-service teachers show insensitivity to psychological and economic violence. Also, they stated that they could use punishment methods against some violence. In this respect, organizing training on violence and effective behavior change is recommended.

Limitations and Future Research

One of the limitations of the research is the determination of pre-service teachers as the study group. It is thought that the sensitivities possessed today have the power to predict the future. For future studies, it is recommended to compare the results with teachers of this study. In this study, the case studies presented in Appendix 1 were explained to the pre-service teachers and their sensitivities were categorized based on their reactions to these events. It is thought that the reactions that pre-service teachers expressed are not their real reactions to events. This may be another limitation of the research. In the future, studies can be designed by observing real reactions to violence against children. Categorization was made with the sensitivity determination criteria used in this study. For future studies, in-depth results could be obtained without using the sensitivity determination criteria.

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Özet

Problem Durumu ve Amaç: Dünyada ve Türkiye’de şiddet olayları bireyler tarafından bir çözüm ve eğitim mekanizması olarak kullanılmaya devam etmekte ve yaşanan şiddet olayları giderek artmaktadır. Yaşanan bu olumsuz gelişim toplumun yapı taşlarını da olumsuz yönde etkileyebilmekte ve endişe verici bir toplumsal olgu olarak yorumlanmaktadır. Şiddet; bireyin bir başkasına kaba kuvvet göstererek, onun istemediği bir şeyi yaparak veya yaptırarak; maruz kalan kişide fiziksel yaralanma, ölüm ve psiko-sosyal zarara yol açması ve bunlar sonucunda bireyin gelişimini engelleyen davranış olarak tanımlanabilmektedir (Başbakanlık Aile Araştırma Kurumu, 1998; Özcebe, Uysal, Soysal, Polat, Şeker ve Üner, 2005; World Health Organization, 2002). Şiddet genel olarak kadına, çocuğa, yaşlıya, akranların birbirlerine, kardeşlerin birbirlerine, flörtlere, engelliye, mülteciye ve kişinin kendisine yönelik olarak gerçekleşmektedir (Polat, 2016). Bu alanlar arasında, çocuklara karşı gerçekleştirilen şiddet bu çalışmada üzerinde durulacak olan şiddet alanıdır. Çocuğa yönelik gerçekleştirilen psikolojik, fiziksel, ekonomik, siber ve cinsel şiddet türlerinin ortak noktası; gerçekleşen bu şiddetin çocukların fizyolojik, psikolojik ve sosyal olarak bir bütün halinde gelişimini olumsuz yönde etkilemesidir. Çocuğun okulla tanışmasıyla birlikte günlük vaktinin önemli bir bölümünü geçirdiği okul ortamı çağdaş eğitimle birlikte çocuğun zihinsel, sosyal ve psikolojik gelişimini destekleyeceği gibi birçok probleminin belirtilerinin belirleneceği ve gerekli yardım hizmetlerinin sunulacağı bir ortam olarak görülmektedir. Bu açıdan şiddet olguları

içerisinde çocuk için büyük bir zarar yaratan, uzun süre gizli kalabilen ve hatta ortaya çıkmayan olgu olan çocuğa yönelik şiddetin belirtileri çocuğun okul ortamında gözlenebilir ve gerekli yardım hizmetleri hızlı bir şekilde sunulabilir. Bu açıdan öğretmen adaylarının çocuğa yönelik şiddete karşı duyarlı olmaları bu belirtilerin ortaya konulması, gerekli önleyici ve yönlendirici hizmetlerin yürütülmesi açısından büyük önem taşımaktadır.

Yöntem: Öğretmen adaylarının çocuğa yönelik şiddete duyarlıklarını belirlemenin amaçlandığı bu çalışmada, nitel araştırma desenlerinden biri olan durum çalışması kullanılmıştır. Araştırmanın çalışma grubunu İç Anadolu bölgesinde bulunan bir devlet üniversitesinin eğitim fakültesinde, sekiz farklı anabilim dalında üçüncü ve dördüncü sınıfta öğrenim gören on altı öğretmen adayı oluşturmuştur. Çalışma grubunun oluşturulmasında amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılmıştır (Patton, 1990). Araştırmanın verileri araştırmacılar tarafından geliştirilen yarı yapılandırılmış “Çocuğa Yönelik Şiddete Duyarlık Örnek Olay Görüşme Formu” (ÇYŞDÖGF) kullanılarak elde edilmiştir. ÇYŞDÖGF, iki bölümden oluşmaktadır. İlk bölümde öğretmen adaylarının özelliklerini belirlemeye yönelik soruların yer aldığı kişisel bilgi formu yer almaktadır. İkinci bölümde ise, öğretmen adaylarının çocuğa yönelik şiddete duyarlıklarını belirlemeye yönelik örnek olaylar yer almaktadır. Örnek olaylar oluşturulurken alanyazındaki çocuğa şiddet konuları incelenmiştir. Bu çerçevede sorular, çocuğa yönelik fiziksel şiddet, akran şiddeti, psikolojik, ekonomik, cinsel ve siber şiddete ilişkin olmak üzere altı farklı tema altında gruplandırılmıştır. Ayrıca bir soru da şiddet içermeyen bir soru olarak belirlenmiştir. Öğretmen adayları tarafından sosyal kabul ve yanıtma hatalarını en az düzeye indirebilmek için görüşme formunun başlığı “Çocuk-Öğretmen İlişkisi Örnek Olay Formu” olarak belirlenmiş ve görüşme formu içerisinde bulunan örnek olaylardan yedincisi şiddet içermeyen olumlu bir örnek olay olarak belirlenmiştir. Her temada öğretmen adaylarına, örnek olayda verilen gibi bir durum gördüklerinde ne tepki verecekleri ve nedenleri sorulmuştur. Verilerin toplanması sürecinde öğretmen adayları ile yüz yüze, bireysel görüşmeler yapılmıştır. Görüşmeler 2018-2019 akademik yılı bahar döneminde gerçekleştirilmiştir. Görüşmeler sırasında katılımcıların izni alınarak ses kayıt cihazı kullanılmıştır. Her bir görüşme yaklaşık olarak 25 dakika sürmüştür. Araştırma verileri, öğretmen adaylarından elde edilen görüşme ses kayıtları ve görüşmelerde kaydedilen notlardan oluşmaktadır. Tüm veriler bilgisayar ortamına aktarılarak yazılı hale getirilmiştir. Verilerin analizinde betimsel analiz kullanılmıştır. Araştırmanın geçerliğini ve güvenilirliğini sağlamaya yönelik olarak çalışmada yer alan soruların ve örnek olayların açık ve anlaşılır olması, deneme uygulaması yapılarak ve veri toplama araçlarına ilişkin olarak uzman görüşleri alınarak sağlanmıştır.

Bulgular: Araştırma sonucunda; öğretmen adaylarının çocuğa yönelik fiziksel, siber ve akran şiddetine orta; psikolojik, ekonomik ve cinsel şiddete duyarlıklarının yüksek düzeyde olduğu ortaya konulmuştur. Araştırmanın dikkat çeken sonuçlarından biri, çocuğa yönelik şiddet türlerinin hemen hemen tamamında Rehberlik ve Psikolojik Danışmanlık alanında öğrenim gören katılımcıların yüksek düzeyde duyarlıklarının

olmasıdır. Öğretmen adaylarının verdikleri cevaplar incelendiğinde şiddet durumlarına müdahale yöntemi olarak cezaya başvurabilecekleri görülmüştür.

İleriye Dönük Araştırmalar ve Uygulama İçin Öneriler: Konu ile ilgili farklı çalışma grupları ile farklı yöntemlerde yeni çalışmalar yapılması önerilmektedir. Birçok öğretmen adayının psikolojik ve ekonomik şiddete yönelik duyarsızlık gösterdikleri görülmüştür. Çocuğa şiddete yönelik farkındalık programlarının bireylerin duyarlıklarında ve farkındalıklarında olumlu etkileri olduğu bilinmesi sebebiyle öğretmen adaylarına da çocuğa şiddete yönelik eğitimler verilmesinin yararlı olacağı düşünülmektedir. Ayrıca araştırmada, öğretmen adaylarının şiddet durumlarına karşı cezayı bir davranış değiştirme metodu olarak kullandıkları görülmüştür. Bu açıdan öğretmen adaylarına yönelik etkili davranış değiştirme eğitimleri yürütülebilir.

Anahtar Kelimeler: Çocuğa şiddet, çocuğa şiddete duyarlık, öğretmen adayı duyarlıkları.