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The Relationship Between the Attitudes of Turkish University Students Towards Dating Violence with Risk-Taking Behaviors, Emotion Regulation and Emotional Autonomy

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Abstract

In this study, the relationship between the attitudes Turkish university students towards dating violence and risk-taking behaviors, emotion regulation strategies and emotional autonomy were investigated. The study was conducted on 519 Turkish university students aged 18-25 years (79% female, 21% male). In the present study, the Flirt Violence Attitude Scale, the Risk Behavior Scale - University Form, the Emotional Regulation Scale and the Emotional Autonomy Scale were used respectively in order to measure attitudes towards dating violence, risk taking behaviors, emotion regulation strategies and emotional autonomy. As a result of the calculated correlations, it turned out that there were significant relationships between Turkish university students' attitudes towards dating violence in and anti-social behaviors, smoking, school drop-out, re-evaluation strategy, hiding strategy, non-idealization of the parents, and perceiving the parents as a human. As a result of Forward Multiple Regression analysis, on the other hand, it was found that Turkish university students' attitudes towards dating violence were significantly predicted by anti-social behaviors, school drop-out, non-idealization of parents and perception of parents as a human being. As a result of the study, it was found that there are significant relationships between attitudes towards dating violence, risk taking, emotion regulation and emotional autonomy.

Keywords: Attitude towards Dating Violence, Risk-Taking Behaviors, Emotion Regulation, Emotional Autonomy, Turkish University Students

Türk Üniversite Öğrencilerinin Romantik İlişkilerde Şiddete Yönelik Tutumlarının Risk Alma Davranışları, Duygu Düzenleme ve Duygusal Özerlikleriyle İlişkisi

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Öz

Bu araştırmada Türk üniversite öğrencilerinin romantik ilişkilerde şiddete yönelik tutumları ile risk alma davranışları, duygu düzenleme stratejileri ve duygusal özerklikleri arasındaki ilişki incelenmiştir. Araştırma 18-25 yaş arası 519 (%79'u kız %21'i erkek) Türk üniversite öğrencisi üzerinde yapılmıştır. Araştırmada romantik ilişkilerde şiddete yönelik tutum, risk alma davranışları, duygu düzenleme stratejileri ve duygusal özerkliği ölçmek için sırasıyla Terzioğlu ve diğerleri (2016) tarafından geliştirilmiş Flört Şiddeti Tutum Ölçeği, Gençtanırım (2014) tarafından geliştirilmiş Riskli Davranışlar Ölçeği-Üniversite Formu, Gross ve John (2003) tarafından geliştirilmiş Eldelekliolu ve Eroğlu (2015) tarafından Türkçe'ye uyarlanmış Duygu Düzenleme Ölçeği ve Steinberg ve Silverberg (1986) tarafından geliştirilmiş Tatar, Bildik, Yektaş, Hamidi & Özmen (2016) tarafından Türkçe'ye uyarlanmış Duygusal Özerklik Ölçeği kullanılmıştır. Hesaplanan korelasyonlar sonucunda Türk üniversite öğrencilerinin romantik ilişkilerde şiddete yönelik tutumları ile anti sosyal davranışlar, sigara kullanımı, okul terki, yeniden değerlendirme stratejisi, gizleme stratejisi, ebeveyni idealleştirmeme, ebeveyni bir insan olarak algılama arasında anlamlı ilişkiler bulunmuştur. Yapılan Değişken Eklemeli Çoklu Doğrusal Regresyon analizi sonucunda ise üniversite öğrencilerinin romantik ilişkilerde şiddete yönelik tutumlarını anti sosyal davranışlar, okul terki, ebeveyni idealleştirmeme ve ebeveynin bir insan olarak algılanması değişkenlerinin anlamlı bir şekilde yordadığı bulunmuştur.

Anahtar Kelimeler: Romantik İlişkilerde Şiddete Yönelik Tutum, Risk Alma Davranışları, Duygu Düzenleme, Duygusal Özerklik, Türk Üniversite Öğrencileri

Introduction

Violence; it violates fundamental human rights and freedoms, as a phenomenon that threatens public health severely as anywhere in the world is a serious problem in Turkey. Even though dating violence, which is a form of violence that affects the healthy and happy development of an individual's life, has been discussed to a great extent in the studies in the USA and Canada, there are still questions about the emergence process of and characteristics this concept (Arriaga and Foshee, 2004; Jackson, Cram, and Seymour, 2000). Dating violence involving verbal, physical, emotional and sexual behaviors of abuse and aggression aimed at controlling the partner in a romantic is most prevalent between 16 and 24 years of age (Dating Violence Research Center /" Campus Dating Violence Fact Sheets Dating, 2002; Mihçioğur and Akın, 2015). Having romantic relationships, which is an important development task in this period, makes the youth in the university period a risky group for violence in romantic relationships (Kaukinen, 2014; Murray and Kardatzke, 2007; Tagay, Ünüvar and Çalışandemir, 2018). In this period in which they step into the adult life, as the individuals can benefit from their romantic relationships with the need to establish intimacy, they may also be adversely affected since there are violent behaviors within the relationship.

One of the factors that arise in the studies on the factors that cause violent behavior is the attitude towards violence. It has long been thought that positive attitudes toward violence are the pioneers of violent behavior (De-Wall, Anderson and Bushman, 2011) and this has long been the main focus of violence research in adolescent romantic relationships (Foshee, Bauman, Arriaga, Helms, Koch and Linder, 1998). Both Feminist Theory and Social Learning Theory stated that prior to the abuse between the partners who had close relationships, there existed perceptions, attitudes and beliefs supporting violence in the relationship (Jaffe, Sudermann, Reitzel, and Killip 1992; Markowitz, 2001; Tontodonato and Crew, 1992). De Puy, Hamby, and Lindermuth (2014) found that general attitudes towards violence were the most consistent predictors of psychological and physical aggression in romantic relationships according to other attitudinal factors (De Puy et. al., 2014). In addition to the studies on the relationship between the attitudes towards dating violence and subsequent violent behaviors (Flood and

Pease, 2009; Foshee, Bauman, Linder, Rice, and Wilcher, 2007; Schumacher and Slep, 2004; Schwartz, Kelley and Kohli, 2012; Slep, Cascardi, Avery-Leaf, and O'Leary, 2001; Stith, Smith, Penn, Ward, and Tritt, 2004), there are also a number of studies suggesting that there is a relationship between aggressive behaviors towards close partners amongst the university students and the beliefs that support violent behavior in the relationship (Archer and Graham-Kevan, 2003; Locke and Richman, 1999; Nabors, Dietz and Jasinski, 2006; Riggs and O'Leary, 1996). According to Erdem and Şahin (2017), on the other hand, individuals' attitudes towards dating violence change in terms of experiencing violence in the relationship. Therefore, the level of acceptance of dating violence in the participants who have experienced violence in their relationships is higher than those who have not experienced violence in their relationships (Erdem and Şahin, 2017). Previous studies revealed that the participants who had the experience of victims of violence in romantic relationships amongst the young people are more accepting towards dating violence than those who were non-victims of violence (De Puy et.al., 2014; Machado, Caridade, and Martins, 2010). As far as these results are concerned, as Schumacher and Slep (2004) stated, these types of attitude studies can provide information about relationship dynamics, especially in those situations where men avoid revealing their current violent behavior. In this way, violence prevention studies can be planned with studies aimed at changing the attitudes.

Risk-taking behaviors in adolescence are associated with many negative results. According to previous studies, adolescents' perceptions about what constitutes violent behavior with their attitudes towards aggression in the relationship can support the dating violence and other mental and physical health problems as well as the emotional problems (Powers and Kerman, 2006). In addition to the attitudes, exposure to domestic violence (O'Keefe, Brockopp and Chew, 1986), the factors such as the issue of power and control, self-esteem, socio-demographic characteristics, alcohol/substance use (Barnett, Miller-Perrin, and Perrin, 1997; O'Keefe, 1997; Shook, Gerrity, Jurich and Segrist, 2000), peer relations and the media influence (Linz, Donnerstein, Bross, and Chapin, 1986), low academic achievement (O'Keefe, 2005; Shook et.al., 2000) are also strongly associated with dating violence in adolescents. The studies on dating violence demonstrated that risk-taking behaviors and the violence experienced in relationships are generally inter-

related (Gover, 2004). Similar studies found that alcohol and substance use were associated with dating violence (Cleveland, Herrera and Stuewig, 2003; Chase, Treboux, and O'Leary, 2002; Coker et al., 2000; Jackson, Cram, and Seymour, 2000; Lavoie, Robitaille and Hebert, 2000; Shorey, Stuart, and Cornelius, 2011; Silverman, Raj, Mucci, and Hathaway, 2001). Furthermore, the relationship between health-related risk-taking behaviors and violence have also been revealed (Gidycz, Warkentin and Orchowski, 2007; Gover, 2004; Gover, Kaukinen and Fox, 2008; Temple, Shorey, Fite, Stuart and Le, 2013). Individuals' level of risk-taking behaviors may allow them to comment on the likelihood of violence occurring in their romantic relationships or their attitudes towards violence.

The level of having risky behaviors by the partners in romantic relationships and other associated variables may be the main variables of prevention programs. However, the studies on the effectiveness of prevention programs rather than those studied on attitude change show that there is insufficient success since they do not focus on sustainable behavior (Shorey, Cornelius and Bell, 2008). Researchers argue that it is necessary to identify variables related to dating violence that prevent a person from engaging in aggressive behavior. The results of studies conducted for this purpose revealed that perpetrators of violence experienced difficulties in regulating emotions (Gratz, Paulson, Jakupcak and Tull, 2009; Harper, Austin, Cercone and Arias, 2005; Straus, 2010). Emotion regulation, understanding and recognizing emotions, accepting emotions, controlling impulsive behaviors and behaving in accordance with the necessary intentions when experiencing negative emotions is the ability to use the flexible emotion regulation strategies in order to adjust the desired emotional responses to meet the environmental demands and individual goals (Gratz and Roemer, 2004). In their studies that aimed to examine the emotion arrangements of the perpetrators of dating violence among male and female university students, Shorey et al. (2011) found that there was a significant relationship between the wide emotion regulation problems and being a perpetrator of psychological violence. Previous studies revealed that there was a significant relationship between being the perpetrator of psychological and physical violence and the difficulty in regulating emotions, especially among the male undergraduate students (Gratz and Roemer, 2004; Gratz et al., 2009; Harper et al., 2005). Shorey, Meltzer and Cornelius (2010), on the other hand, stated

that the emotion regulation problems were an important factor in women who were motivated to be the perpetrators of physical violence in romantic relationships. Emotional regulation skills can be an important field of study for focusing on sustainable behaviors in order to prevent dating violence.

The development of socio-emotional capability can be particularly critical during the period of transition to adolescence, since it is the time when the search for autonomy is high and relationships with peers are more noticeable, complex and emotionally exciting (Marusak, Thomason, Sala-Hamrick, Crespo, and Rabinak, 2018). There is a relationship between the adolescents' exhibiting autonomous motivation in experiencing and expressing their emotions, using appropriate emotion regulation strategies, and their parents' supporting the adolescents' autonomy in expressing their emotions (Roth, Assor, Niemiec, Ryan, and Deci 2009). Moreover, Roth et al. (2009) revealed that the autonomy support of parents in expressing the adolescents' emotions was related to the autonomous motivation of adolescents to express and experience emotions and use adaptive emotion regulation strategies. Emotional autonomy refers to the emotional independence of adolescents from their parents (Steinberg, 2007). Emotional autonomy is the individual's ability to stop adopting his/her childish dependence on his/her parents and their thoughts (Steinberg and Silverberg, 1986). Adolescents mature as they gain emotional autonomy, use their internal resources more and take responsibility for their behavior (Chou, 2003). Marusak et al. (2018) claimed that the perceived parental psychological overprotection during the transition to adolescence might limit the child's emotional autonomy and his/her ability to cope with difficult socio-emotional interactions. Even though it was reported that emotional autonomy had a positive relationship with healthy identity development, previous studies demonstrated that there was a positive relationship between the emotional autonomy and problem behaviors (Frank, Pirsch and Wright, 1990; Hill and Holmbeck, 1986). According to some researchers, the concept of emotional autonomy dealt with by Silverberg and Steinberg (1986) is associated to negative detachment from the parents (Ryan and Lynch, 1989; Smetana, 1995). In the studies that supported this idea, it was found that emotional autonomy was associated with negative peer pressure, more psychological distress symptoms, low self-esteem and more deviant behavior, fighting and substance addiction, depression and suicidal behavior (Chen, 1994; Chou, 2000, 2003;

Kwok-wai Chan and Chan, 2008; Steinberg and Silverberg, 1986; Turner, Irwin and Millstein, 1991; Yektaş, 2013). Even though there are no studies showing the direct relationship between adolescents' unhealthy detachment from their parents with dating violence, based on the results of studies (McBride-Chang and Chang, 1998; Yıldız and Eldeleklioğlu, 2018) on unhealthy parental attitudes, it is possible to say that there may be a relationship between them. Accordingly, it can be thought that unhealthy parent attitudes may be effective in adolescents' tendency to violence in their social relationships.

Attitudes and beliefs towards interpersonal relationships in the adolescence period continue to be consistent in the later stages of individuals' lives. According to Tilley and Brackley (2004), violent behaviors experienced in close relationships during adulthood can be observed with similar symptoms in adolescent flirting behaviors. Therefore, it is important to identify the variables related to the attitude towards dating violence during adolescence in order to prevent violent behaviors that may occur in the future. In addition, in the programs prepared for adolescents to develop healthy romantic relationships, variables that affect the attitudes of individuals towards dating violence are also discussed. Thanks to these variables, it is aimed to recognize the individuals who are likely to resort to violence or be victims of violence and to provide them with the necessary skills. This article aims to contribute to both preventive efforts and efforts to develop the skills necessary for healthy romantic relationships. When the related literature is analyzed, no studies addressing variables such as attitude and risk-taking, emotion regulation and emotional autonomy in romantic relationships were encountered. This study, which aims to reveal the relationship between the current changes and the attitude towards dating violence, aims to fill this gap. Furthermore, it is important to determine the attitudes of Turkish university students on the subject and the factors that may be related to these attitudes since there are differences in the cultures of the countries where studies have principally been carried out in the field. In this context, it was aimed in the present study to reveal the relationship between with attitudes of adolescents aged 18-25 studying in universities in Turkey towards dating violence and the risky behaviors, emotion regulation and emotional autonomy. In the context of this main purpose, the following questions were sought:

1. Is there a significant relationship between Turkish university students' attitudes towards dating violence and their risky behaviors, emotion regulation and emotional autonomy?
2. Do Turkish university students' attitudes towards dating violence predict risky behaviors, emotional regulation strategies and emotional autonomy?

Methodology

Research Design

This study is a descriptive study aimed at revealing the relationship between Turkish university students' attitudes towards dating violence and their risk-taking behaviors, emotion regulation and emotional autonomy. In this study which is in the relational screening model, in the relationship between the attitudes towards dating violence and risky behaviors, emotion regulation, emotional autonomy, the existence and the degree of change together were analyzed through correlation type relationship analysis.

Study Group

The study was conducted at Bursa Uludag University's Faculty of Education located in the province of Bursa with 519 students aged 18-25 studying at the departments of Guidance and Counseling, Special Education, Physical Education, Social Studies, Music, Art, Turkish, German, French, English, Preschool, Mathematics, Science and Computer Technology Teaching departments. 79% of the participants were female and 21% were male (mean age 20.86, standard deviation, 1.64).

Data Collection Tools

Flirt intensity attitude scale: The scale used in the study was developed by Terzioğlu et al. (2016) in 2016 in order to determine the attitudes of university students towards dating violence; the internal consistency coefficients was .91, and the internal consistency coefficients of the subscales was .72 - .85. In test-retest reliability test, no statistically significant difference was found between the measurements. As a result of the exploratory factor analysis conducted to reveal the construct validity of the scale, it was seen that it consisted of five sub-dimensions. It is a 5-point Likert-type scale with 28 items and five sub-dimensions under the headings of general violence,

physical violence, emotional violence, economic violence and sexual violence. Even though 23 of the attitude statements in the scale were reverse-scored, the highest score for each item was 5 and the lowest score was 1. Approaching of the mean scale score to 5 was interpreted as the fact that young person's attitudes towards dating violence were not supportive. The internal consistency coefficient of the scale for this study was .81.

Risky behaviors scale-university form: The scale used in the study was developed by Gençtanırım in 2014 in order to determine the risky behaviors of university students and the internal consistency coefficients of the subscales were .64 and .92. Test retest reliability was between .74 and .98 for the subscales. In order to determine the construct validity of this scale, in which expert opinion was taken regarding the content validity, sufficient evidence was obtained as a result of the explanatory and confirmatory factor analyses. It is a 5-point Likert-type scale with 60 items and seven sub-dimensions under the headings of antisocial behaviors, alcohol use, smoking, suicidal tendency, eating habits, school drop-out and substance use. There is no item in the scale that is scored in reverse. The high scores of each sub-factor shows that the risk level of that factor is higher. It was found that the internal consistency coefficients of this study were .73 of the anti-social behaviors subscale, .87 of the alcohol use subscale, .90 of the smoking subscale, .90 of the suicidal tendency subscale, .85 of the eating habits subscale, .50 of the school drop-out subscale and .34 of the substance use subscale.

Emotion regulation scale: The scale used in the study was developed by Gross and John (2003) in order to evaluate the use of two emotion regulation strategies in individuals. Internal consistency coefficients were .80 to .82. As a result of their study on criterion-related validity (2010), Balzarotti et al. (2010) negatively correlated with the "spread of emotions" sub-dimension of the Concealment Scale for the Challenged Problems ($r = -.48, p < .01$), and the re-evaluation sub-dimension was positively associated with the "positive reinterpretation" subscale of the same scale ($r = .45, p < .01$). It is a 7-point Likert-type scale consisting of 10 items and two sub-dimensions under the headings of re-evaluation and concealment. While the total score cannot be obtained from the scale, the highest score that can be obtained from the re-evaluation is 42 and the lowest score 4, and the lowest score for concealment subscale is 4 and highest score that can be obtained is 28. There is no

item in the scale that is scored in reverse. High scores obtained from each sub-factor indicate that emotion regulation strategy has been used in that factor. The scale was adapted to Turkish by Eldeleklioğlu and Eroğlu (2015). The internal consistency coefficient of each subscale was .78 for re-evaluation and .73 for concealment, respectively; test retest reliability for re-evaluation is .74 and .72 for concealment. As a result of the analyzes performed to determine the criterion-related validity, the re-evaluation sub-dimension of the Cognitive Emotional Regulation Scale with the re-evaluation sub-dimension ($r = .79, p < .01$) and the acceptance sub-dimension ($r = .16, p < .01$), with the positive refocus sub-dimension ($r = .26, p < .01$), with the planning sub-dimension ($r = .29, p < .01$), with the perspective sub-dimension ($r = .22, p < .01$) has been found to show a significant positive relationship. Concealment sub-dimension showed only a negative relationship ($r = -.73, p < .01$) with the sub-dimension of the Cognitive Emotional Regulation Scale. It was found that the internal consistency coefficient of each subscale for this study was .78 for re-evaluation and .52 for concealment respectively.

Emotional autonomy scale: This scale was developed by Steinberg and Silverberg (1986) on the importance of emotional autonomy in relationship with parents; internal consistency coefficients ranged between .75 for the whole scale and between .51 and .75 for each sub-dimension. It is a scale consisting of four sub-dimensions under the headings of independent from parent, non-idealization of parents and perceiving the parent as a human being. While 9 of the statements in the scale were scored straight and 11 reverse, high emotional autonomy scores in the scale where the General total score obtained is between 20-80, represent adolescents' unhealthy detachment efforts from the parents. The scale was adapted to Turkish by Tatar et. al. (2016). It was found that Cronbach alpha coefficient was .78, two and half test reliability was .79 and test retest reliability coefficient was .65. The internal consistency coefficients of each subscale were respectively .55 for the perception of parent as a human, .71 for non-idealization of parents, .54 for independent from parents, and .65 for individualization. As a result of the analyzes conducted to determine criterion-related validity, the overall total score of the scale was positively correlated with the Parent and Adolescent Relationship Inventory-Adolescent Form "General Conflict" subscale (r

= .55, $p < .01$), "Integrity" subscale. and negative direction ($r = -.48$ $p < .01$). With the "General Conflict" subscale and the Individual Dimensions of the Emotional Autonomy Scale ($r = .47$, $p < .01$), Not Being Parent-Dependent ($r = .34$, $p < .01$), Not Idealizing the Parent ($r = .46$, $p < .01$) and a positive relationship with the Perception of the Parent as a Human ($r = .32$, $p < .01$). The "Integrity" subscale is one of the subscales of the Emotional Autonomy Scale ($R = -.46$, $p < .01$), not being Parent Dependent ($r = -.23$, $p < .01$), and not Idealizing the Parent ($r = -.34$, $p < .01$) and the negative perception of the parent as a Human ($r = -.30$, $p < .01$). The internal consistency coefficient for the whole scale was .74; it was found that the internal consistency coefficient of each subscale was .66, for individualization, .50 for independent to the parent, .68 for non-idealization of parents, and .61 for perception of parent as a human.

Procedure

Data collection was carried out in the fall semester of 2018 and 2019 academic year for a period of two weeks. The scales used in the study were applied to the students by the researcher during the course hours. The purpose of the study was explained to the students before the application. It was stated that the purpose was to gather information from the students who currently had a romantic partner or who already had in the past and those who would be volunteers were asked to participate. Even though data were collected from 550 students, 31 scale data were filled in incompletely and were not included in the analysis. The Pearson Product Moment Correlation was used to examine the relationship between students' attitudes towards dating violence and risky behaviors, emotion regulation and emotional autonomy. Furthermore, the prediction status of attitudes towards dating violence, risky behaviors, emotion regulation strategies and emotional autonomy were examined by the Forward Multiple Regression Analysis.

Findings

The mean and standard deviations of the scores obtained from the participant university students' attitudes towards dating violence and risk behaviors, emotion regulation and emotional autonomy scales are given in Table 1.

Table 1. The mean and standard deviations of the scores of the Turkish university students' attitudes towards dating violence and risk behaviors, emotion regulation and emotional autonomy scales

	\bar{X}	Sd	N
Average Dating Violence Attitude	4.58	.29	519
Anti-social Behavior	16.49	3.67	519
Alcohol Use	12.95	5.29	519
Smoking	16.33	8.13	519
Suicidal Tendency	24.30	7.82	519
Eating Habits	21.41	6.60	519
Dropping-out	7.33	2.63	519
Substance Use	9.65	1.21	519
Re-evaluation	17.39	3.42	519
Concealment	9.54	2.46	519
Individualization	13.39	2.79	519
Independent of Parents	10.36	2.18	519
Non-idealization of Parents	14.16	2.69	519
Parents as a Human	12.94	3.10	519

The Pearson Product Moment Correlation was used to examine whether there was a statistically significant relationship between Turkish university students' attitudes towards dating violence and their risky behaviors, emotion regulation and emotional autonomy.

In the study, before analyzing whether Turkish university students' risk taking behaviors, emotional regulation and emotional autonomy predict their attitudes towards violence in romantic relationships, the data set was examined in terms of regression assumptions. The first assumption is that the multiple linear connection between the predictive variables, risk-taking behaviors, emotional regulation, and emotional autonomy, was achieved by scattering the Scatter Plots graph around zero. At the same time, since the VIF values are less than 10, the multiple linear linkage assumption is met. Mahalanobis values were calculated for multivariate normality and extreme values were examined. Finally, for the normal distribution of the differences between the estimated values and the observed values, the graph is now looked at. According to these results, it was decided that the data set meets multiple linear regression counts.

Table 2. Correlation Results of Turkish University Students' Attitudes toward Dating Violence and Risky Behaviors, Emotion Regulation and Emotional Autonomy Scales

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1.AvrgeDatingVioAtt.	1	-.26**	.01	-.14**	-.04	-.07	-.20**	-.08	.11*	-.12**	-.08	.06	.15**
2. Anti-social Behav.		1	.20**	.22**	.21**	.24**	.19**	.17**	-.17**	-.01	.22**	.01	.05
3. Alcohol Use			1	.37**	.07	.10*	-.02	.38**	-.04	-.08	.07	.02	-.03
4.Smoking				1	.06	.14**	.14**	.34**	-.09*	.02	.14**	.04	.02
5. Suicidal Tendency					1	.27**	.25**	.05	-.14**	.18**	.19**	.02	.04
6. Eating Habits						1	.15**	-.01	-.19**	.05	.12**	-.07	-.10*
7. Dropping-out							1	.06	-.08	.13**	.14**	.03	.01
8.Substance Use								1	-.04	.05	.11*	.06	.01
9.Re-evaluation									1	.06	-.05	.05	.04
10.Concealment										1	.09*	.03	-.05
11. Individualization											1	.24**	.34**
12. Independent of Parents												1	.52**
13.Non-idealization of Parents													1
14. Parents as a Human													

When Table 2 is examined, it is seen that there is a negative relationship between Turkish university students' attitudes towards dating violence and anti-social behaviors ($r=-.26, p<.01$), a negative relationship between smoking ($r=-.14, p<.01$), a negative relationship between school drop-out ($r=-.20, p<.01$), a positive relationship between re-evaluation emotion regulation strategy ($r=.11, p<.05$), a negative relationship between concealment emotion regulation strategy ($r=-.12, p<.01$), a positive relationship between non-idealization of parents subscale of emotional autonomy ($r=.15, p<.01$), a negative relationship between perception of parents as a human subscale of emotional autonomy ($r=-.20, p<.01$). Based on this result, it is possible to conclude that those who are not supportive of the attitude towards dating violence in the Turkish university students are less likely to exhibit anti-social behaviors, smoking and school drop-out intentions. While the students who are not supportive of the attitude towards dating violence are more likely to use healthy reassessment than emotion regulation strategies, they are less likely to use concealment, which is an unhealthy emotion regulation strategy. Furthermore, while they have a tendency not to idealize their parents as part of healthy emotional autonomy, they may have difficulty in perceiving their parents as a human other than their parental roles.

Finally in the study, the Forward Multiple Regression Analysis was conducted to determine whether risk taking behaviors, emotion regulation and emotional autonomy of Turkish university students predicted their attitudes towards dating violence.

Table 3. Regression results of the prediction of Turkish university students' attitudes towards dating violence according to their risk-taking behaviors, emotion regulation and emotional autonomy

Model	Predicted Values	β Coefficient *	Std. Error	Std. β Coefficient	R	R ²	Change Statistics			
							R ² Change	F	df	p
4	Anti-social Behavior	-.02	.00	-.22	.26	.07	.07	36.16	517	0.00
	Parents as a Human	-.01	.00	-.15	.31	.10	.03	17.16	516	0.00
	Non-idealization of Parents	.02	.00	.15	.34	.12	.02	12.80	515	0.00
	Dropping-out	-.02	.01	-.13	.37	.13	.02	10.13	514	0.002
	Constant	4.93	.10							

* Non-standardized β Coefficient

When the analysis results in Table 3 are examined, it is seen that the regression equation has four predictive variables and this analysis has been completed in four stages. Anti-social behaviors were included as the first important predictor variable, perception of the parent as a human as the second variable, non-idealization of the parent as the third variable and school drop-out as the fourth variable in the regression equation. Since there was no significant relationship between alcohol use, smoking, suicidal tendency, eating habits, substance use which are the subscales of risky behaviors and concealment which is the subscales of the emotion regulation scale, individualization and independent from parents which are the subscales of the emotional autonomy scale, and attitude towards dating violence, they were not included in the regression equation.

The corrected R^2 value of all variables in the analysis is 0.128: In other words, the four variables in Table 3 explain only 12.8% of the variance in the dependent variable. The fact that 13% of Turkish university students' attitudes towards dating violence are explained by the independent variables indicates that 87% of them are explained by other variables. At the same time, this regression analysis has a moderate effect size index ($f^2=0.16$). The fact that the variance explained was low or the effect size index was moderate indicated that the predictors of this analysis were not very effective on the attitudes of university students towards dating violence.

As shown in Table 3, it is the anti-social behavior variable which has the highest standardized β coefficient and the attitude towards dating violence ($\beta = -0.22$). When the signs of regression coefficients are examined, it is seen that there is a negative relationship between all predictors and the attitude towards dating violence except the variable of non-idealization of parents. The fact that non-idealization of parents that has entered the analysis in the third stage has a positive sign demonstrates that the individuals who do not have supportive attitude towards dating violence are the individuals who do not idealize their parents and can achieve a healthy detachment with them. Furthermore, it is possible to say that university students, who have a supportive attitude towards dating violence, have a higher tendency to show anti-social behaviors and intention of dropping out of school, and do not have difficulty in perceiving their parents as a human other than their parenting roles.

Discussion and Conclusion

In the present study, the relationship between Turkish university students' attitudes towards dating violence and their risky behaviors, emotion regulation and emotional autonomy were investigated. Correlation findings revealed that there was a significant negative relationship between Turkish university students' attitudes towards dating violence and anti-social behaviors, smoking and school drop-out; a positive relationship between the re-evaluation emotion regulation strategy; a negative relationship between the concealment emotion regulation strategy; and a positive relationship between the non-idealization of parents of the emotional autonomy subscale. When the results of regression analysis were examined, it was found that the Turkish university students' attitudes towards dating violence were significantly predicted by the variables of anti-social behaviors, school drop-out, non-idealization of parents and perceiving the parents as a human.

Even though there is no study on school dropout, Pradubmook-Sherer's (2011) study shows that the adolescents who do not go to school have more negative attitudes towards women than the adolescents attending vocational or high school. Since the attitudes towards women and violence are individual characteristics associated with aggressive behavior in romantic relationships (Reitzel-Jaffe and Wolfe, 2001; Schumacher and Slep, 2004), it is possible to say that school dropout is a factor that supports the positive attitudes towards dating violence. As far as the findings that supports the risk-taking behavior are concerned, on the other hand, Gover (2004) stated that risky lifestyle is associated with dating violence in adolescents. Smoking is a risk factor for being a perpetrator of violence, especially in men (Champion, Foley, Sigmon-Smith, Sutfin, and Du Rant, 2008). Concerning the anti-social behavior, on the other hand, in support of the findings, Straus (2010) stated that anti-social personality and violence were the supportive attitude among the fourteen risk factors in romantic relationships that increased the likelihood of serious attacks such as punching or strangling. Based on the results of the studies in the relevant literature, the fact that anti-social behaviors and intention of dropping out of school were effective in the Turkish university students attitudes towards dating violence can be explained in relation to low academic achievement and low socio-economic level.

According to Baker and Stih's (2008) study, which supports the correlation findings related to emotion regulation, low anger control skills for men, the use of physical violence against the partner, high relationship satisfaction are the determining factors related to the physical violence against their partners in their relationships. Furthermore, according to the study results of Shorey et al. (2011), extensive emotion regulation problems had a significant relationship with being a perpetrator of psychological violence. Gratz et al. (2009) found significant relationships with the Difficulty of Response Control emotion regulation sub-dimension in women who were perpetrators of physical violence. According to Stappenbeck and Fromme (2014), people with less emotional suppression and more emotional arousal expressed more intention of verbal and physical aggression than those with less emotional arousal. According to one study, low anger control and supportive attitude were among the fourteen risk factors that emerged in violent behaviors that might cause serious injuries in romantic relationships (Straus, 2010). Based on the study results in the relevant literature, the fact that the emotion regulation strategies do not explain the attitude of Turkish university students towards dating violence may be due to the lack of knowledge about emotion regulation stemming from the fact that the students come from a culture that avoids expressing their feelings.

Even though there is no study on the relationship between emotional autonomy and attitude towards dating violence, there are studies indicating that emotional autonomy positively correlates with problem behaviors and sensitivity to peer pressure (Kwok-wai Chan and Chan, 2008; R. Jessor and Jessor, 1978; Steinberg and Silverberg, 1986; Turner et al., 1991). Moreover, it was found that the lack of parental attention and support was related to substance abuse and crime in adolescents and thus related to dating violence (Simons, Lin and Gordon, 1998; Tyler, Brownridge and Melander, 2011). According to Johnson, Giordano, Longmore and Manning (2014), on the other hand, parental attitudes and behaviors, including support, control, and violent behavior of parents themselves, are important in their children's approach to the romantic world. Accordingly, previous studies have revealed that there has been an increase in aggressive behaviors of adolescents who are emotionally neglected in the family, unable to establish healthy social relationships and exposed to an inconsistent disciplinary approach, and poor parenting plays a key role, especially in the boy's subsequent aggres-

sion towards his girlfriend in his romantic relationships and mediates for the adolescent to develop anti-social behaviors (Capaldi and Clark, 1998; Doğan, 2001). Based on the results of the studies in the relevant literature, it was found that university students' tendency towards non-idealization of the parents and perception of parents as a human being, their low tendency not to idealize their parents as a part of unhealthy emotional autonomy, and the difficulty in perceiving them as a person other than their parental roles were effective in their attitudes towards dating violence. While protective and authoritarian parental attitudes are prominent in the Turkish family structure, these parental attitudes also impede the healthy formation of individuals' emotional autonomy. For this reason, they try to break their ties on their way to adulthood as they idealize their parents and find it difficult to see them outside of an authority figure and their emotional development is dependent on them. The fact that their emotional autonomy as well as their emotional regulation skills have not develop in a healthy way, may have been influential in the support of university students for violence.

Recommendations for researchers based on the findings of this study are; it is possible to study of attitudes towards dating violence in different age groups and educational levels, and determine different variables with which the concept of attitudes towards dating violence are related. Furthermore, investigating the interventions to change the attitudes towards dating violence in university students, attention can be paid to the risk-taking behaviors and emotional autonomy in the programs aimed at preventing dating violence, and emphasis can be given to improving emotion regulation skills. For the practitioners working in the relevant field; it is possible to say that seminars on this subject can be organized within the youth counseling centers working on the university campuses, and the surveys to be completed at the end of the seminar can aim to reach out to the individuals with tendencies towards dating violence. The content of support services can be improved by focusing on reducing the risk-taking behaviors, healthy individualization and improving their emotion regulation skills in group counseling or individual counseling sessions for the identified individuals.

Even though the results of the study have showed that there are significant relationships between Turkish university students' attitudes towards dating violence, risk taking, emotion regulation and emotional autonomy,

there are some important limitations regarding the study group. The Female university students who participated in the study were more than the male students, only risk taking, emotion regulation and emotional autonomy were considered as the variables predicting the attitude towards dating violence, and the study included only the individuals who were educated in a faculty at a university in the Marmara Region (Bursa Uludag University) can be regarded as these limitations. Even though this university and the faculty concerned have students who actually come from different socio-economic levels from the different regions of Turkey, the generalizability of the results of this study are still limited.

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