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## Message from the Editor

Greetings to our colleagues from all parts of the world. As the editor of Journal of Action Qualitative & Mixed Methods Research (JAQMER), I would like to welcome you to Volume 2, Issue 2.

This edition contains of an editorial essay and three articles, one on mixed methods and the other qualitative research that we believe will assist you, the reader, in conceptualizing and solving problems related to developing research or a manuscript with mixed methods and qualitative design.

The current issue includes an editorial essay and three articles: the editorial essay, which is called 'Rigor in qualitative research' is an essay. In this editorial on rigor in qualitative research, the author tried to explain trustworthiness in qualitative research, by defining it based on the literature and his own research experiences, with examples.

The first article, which is called 'Metaphorical perceptions of nurses working in pandemic units about being a nurse during Covid-19: A mixed methods research' is a mixed methods study with data transformation type of convergent design. The aim of this study was to examine the perceptions of nurses working in pandemic units about being a nurse during the Covid-19 process using the metaphor analysis method.

The second article, which is called 'An examination of doctoral dissertations in the field of educational administration in Turkey between 2012-2022 in terms of social paradigms', is a qualitative study with systematic analysis variant of systematic review design. The aim of this study was to examine the distribution of doctoral dissertations in educational administration (supervision, planning, and economics) in the Department of Educational Sciences in Turkey between 2012 and 2022, regarding social paradigms.

The third article, which is called 'Violence against women: Definition, types and the role of men' is a qualitative study with literature review variant of systematic review design. The aim of this study was to understand and to interpret the definition of violence against women, types and the role of men in violence against women.

These articles are designed to offer thoughts, insight, suggestions, samples and ideas on mixed methods and qualitative research. According to the guidance and the results of articles in this issue, researchers could shape their future mixed methods and qualitative research.

We hope you enjoy the articles in this volume 3 issue 2 of the journal and find them informative and useful for designing and developing mixed methods and qualitative research. Please remember that articles published in JAQMER do not reflect the position of the journal's editorial staff, reviewers.

Dr. İlhan Gunbayi  
*JAQMER Editor*



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## Editorial

# Rigor in qualitative research

Ilhan Gunbayi\*

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Numerous studies have been published on the rigor of qualitative research, presenting both shared and differing concepts, definitions, and approaches. In this editorial on rigor in qualitative research, the author aims to clarify these concepts by drawing on literature, mainly from Guba (1981) and Lincoln & Guba (1985), as well as his own research experiences, providing examples to illustrate key points.

Our actions are shaped by our beliefs or philosophies. Before conducting social research, we always reflect on the philosophy or underlying nature of our study. A social paradigm based on critical theory or constructivism, which is a set of beliefs used to understand the social world, guides both our actions and our approach to social scientific research (Guba & Lincoln, 1994; Gunbayi & Sorm, 2018). Quantitative opinion surveys typically ask respondents to rate predefined opinions on a scale, whereas the qualitative approach involves eliciting participants' opinions and attitudes in their own words, emphasizing their interpretations, and the shared meanings and symbols within their life experiences. The researcher then analyzes the perspectives of social actors and interprets them to construct a new understanding, acknowledging that knowledge is always incomplete. It is also important to note that, although the qualitative researcher remains objective during the collection of subjective data, the data analysis and theme exploration are influenced by the researcher's values, personal experiences, and worldview. Additionally, the values, experiences, and worldviews of the participants interact with those of the researcher, enriching the depth of the analysis (Gunbayi, 2020a).

Validity and reliability carry distinct meanings across quantitative, qualitative, and mixed methods research. It is essential not only to clarify these differences but also to adhere faithfully to the methodology being employed and to follow the specific principles of validity and reliability required by that approach (Cohen, Mannion & Morrison, 2018).

In qualitative research, "validity" is related to the accuracy of scientific findings and "reliability" is related to the reproducibility of scientific findings. In this direction, the following practices are carried out to increase the validity and reliability of the research. To capture the interpretative nature of qualitative research guided by critical theory or constructivism (Guba & Lincoln, 1994), Guba (1981) and Lincoln & Guba (1985) suggested assessing the trustworthiness of the findings of a qualitative study instead of testing for conventional validity and reliability used in quantitative research. In place of conventional trustworthiness in a research, Guba (1981) suggested "credibility" (in place of internal validity), "transferability" (in place of external validity), "dependability" (in place of reliability), and "confirmability" (in place of objectivity) in qualitative research or naturalist inquiry.

Lincoln and Guba (1985) proposed that four key concerns related to trustworthiness have emerged, and it is these concerns that the criteria must address. The concerns are as follows:

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1. *Truth value*: How can confidence be established in the "truth" of the findings for the specific respondents and context in which the inquiry is conducted?
2. *Applicability*: How can the extent to which the findings may be relevant in other contexts or with different respondents be determined?
3. *Consistency*: How can it be determined whether the findings would be consistently replicated if the inquiry were repeated with the same (or similar) respondents in the same (or similar) context?
4. *Neutrality*: How can it be ensured that the findings stem from the respondents' characteristics and the context, rather than being influenced by the researcher's biases, motivations, interests, or perspectives?

As seen in Table 1, Guba (1981) and Lincoln & Guba (1985) proposed to consider the following criteria as indicators of the rigor of a qualitative study based on above four key concerns: *credibility* for truth value, *transferability* for applicability, *dependability* for consistency, *confirmability* for neutrality and reflexive journals.

**Table 1.**

*Trustworthiness in qualitative research*

Aspect	Scientific Term	Naturalistic Term	The quality of findings produced
Truth Value	Internal Validity	Credibility	<u><b>Contamination-proof (plausible)</b></u> <ul style="list-style-type: none"> <li>• Prolonged engagement and persistent observation</li> <li>• Triangulation</li> <li>• Negative case analysis</li> <li>• Developing interview form based on related literature</li> <li>• Checking themes and their relations in content analysis via peer debriefing</li> <li>• Member checking: participant confirmation on collected data</li> <li>• Getting the participant to sign a consent form prior to collecting data</li> <li>• Referential adequacy</li> </ul>
Applicability	External Validity Generalizability	Transferability	<u><b>Context-proof (context relevant)</b></u> <ul style="list-style-type: none"> <li>• Analytic generalization</li> <li>• A purposive sampling method based on voluntarism to get opinions and experiences</li> </ul>
Consistency	Reliability	Dependability	<u><b>Inconsistency proof (investigator-free)</b></u> <ul style="list-style-type: none"> <li>• Descriptive analysis of collected data</li> <li>• Overlap methods: assurance of consistency of research process with triangulation</li> <li>• Stepwise replication for inter-coder agreement</li> <li>• Calculating Cohen's kappa coefficient to determine inter-rater reliability of themes</li> <li>• Inquiry audit in terms of process</li> </ul>
Neutrality	Objectivity	Confirmability	<u><b>Investigator proof (stable)</b></u> <ul style="list-style-type: none"> <li>• Keeping all collected data available to prove on demand</li> <li>• Inquiry audit in terms of product</li> </ul>
All of the above			<ul style="list-style-type: none"> <li>• Reflexive journals</li> </ul>

Source: Adapted from Guba (1981: 80-83); Lincoln & Guba (1985, 328-329); Gunbayi (2019:134-135) Gunbayi (2020b: 8-9)

## Credibility

Credibility refers to the extent to which the study findings are credible and support confidence in the “qualitative reality-perspective-based view”. Credibility is one of the most important factors in trustworthiness of qualitative research because it addresses the question: How well do the findings match subjective and inter-subjective worlds?

Guba (1981) proposed certain operational techniques that the naturalist can use to establish credibility: *prolonged engagement and persistent observation, triangulation, negative case analysis, peer debriefing, member checking and consent form.*

In order to increase credibility of the research, *prolonged engagement and persistent observation* are essential as it is assumed that as the researcher becomes a more familiar presence, participants are less likely to behave in ways that are out of character. This familiarity allows the researcher to interact more effectively with the informants, facilitating the discovery and creation of analytical frameworks for understanding and portraying that which is under study due to sufficient intensity and duration and thus researcher perceives and understands the empirical realities of the informants as they do and to show their social world as accurately as possible (Gold, 1997).

Also, if the qualitative design is appropriate, more than one data collection method is used, i.e. individual interview, focus group interview, participatory observation and document analysis and sampling techniques based on purposive sampling such as maximum variation, stake holder, extreme and deviant case samplings. Besides for *negative case analysis* disconfirming and negative case sampling can be utilized, as this strategy involves the researcher seeking out cases that may challenge or contradict their analysis. This approach is valuable for testing theories and recognizing that we often learn the most from our failures (Palys, 2008); in other words, *triangulation* is used in data collection and sampling of participants.

Additionally, while developing the interview form, a conceptual framework related to the subject is created as a result of the relevant literature review. In content analysis, integrity is maintained by verifying the relationships between themes and sub-themes, as well as the connections among all themes, through *peer debriefing*. Furthermore, immediately after data collection, the results and interpretations by researcher are confirmed with the data sources to ensure *participant confirmation* via *member checking*. For instance, participant confirmation is employed to a high degree in a DACUM holistic single case study, a job or occupational analysis method that involves expert workers as panelists. These expert workers can more accurately describe and define their job, tasks, knowledge and skills, behaviors, acronyms, tools, equipment, supplies, materials, and future trends and concerns related to their job using the brainstorming method, than anyone else (Duzguncinar & Gunbayi, 2020).

On the other hand, signing a *consent form* that the information recorded in the interview will be used only for scientific purposes and confidentiality is an important factor in ensuring mutual trust. Thus, the data collected during the interview process is ensured to reflect the real situation, which increases the credibility of the data. Finally, *referential adequacy* is completed when the study results hold up against external material collected during the study so the collection of material such as additional interviews, observations, and documents that will not be used in the immediate data analysis but will be archived for use only after the study is fundamentally completed. According to Guba (1981), referential adequacy requires researcher to involve in additional data collecting during the study with the explicit purpose of checking his or her results against these after the study concluded. This adds an additional point of reference to researcher's findings, which helps to provide trustworthiness to the findings via triangulation of data. Thus, researcher guarantee that his or her interpretations accurately reflect the participants' point of views based on their perspectives in addition to researcher's referential adequacy materials. Referential adequacy is essential to maintain the credibility of qualitative research and to establish trustworthiness.

### ***Transferability***

Transferability pertains to the degree to which study findings can be applied to different contexts. Unlike the generalizability of quantitative results, transferability emphasizes identifying similarities and differences through a systematic description of the research context. Therefore, in naturalist inquiry, it is the researcher's duty to offer a comprehensive data foundation that allows potential users to assess the transferability of the findings (Lincoln & Guba, 1985). When the researcher conducts an evaluation based on analytical generalization, they analyze the findings with a focus on the contributions their research makes to the existing body of work. This involves examining how their study aligns with or differs from previous research or scientific books on the subject, considering both the similarities and differences, and determining how their findings add to the understanding of the phenomenon being studied (Gunbayi, 2023).

To enhance the transferability of the research, the research process and its steps are explained in detail. This includes a thorough description of the research model, study group, data collection tools, data collection process, and data analysis. The interpretation is then carried out by applying analytical generalization, where findings are compared with existing studies in the literature and generalized to the relevant theory (Gunbayi, 2023).

In addition, interviews are conducted with the participants on a voluntary basis with the purposive sampling method with appropriate techniques based on *voluntarism* (Lincoln & Guba, 1985; Palys, 2008) in order to reveal the events and phenomena and their varying characteristics.

### ***Dependability***

Since there can be no validity without reliability in quantitative research and thus there can be no credibility without dependability in qualitative inquiry, a demonstration of the former is sufficient to establish the latter (Lincoln & Guba, 1985). Dependability refers to the extent to which study findings are consistent and can be replicated. Dependability is essential because it considers the methodological rigor of the study and adherence to a systematic research process in the collection and analysis of data. Thus, in terms of dependability, auditor is expected to examine *the process* of the inquiry. quotation from the transcribed texts.

In order to increase the dependability of the research, all findings are presented directly without comment at the level of descriptive analysis in which it is essential to present verbatim of individual or focus group interview transcribed texts, documents and observations without interpreting with direct quotations (Gunbayi, 2023). In addition, in terms of *stepwise replication* for inter-coder agreement, the researcher and a researcher experienced in qualitative research code the data obtained in the interview separately and the coding is compared by a third person and the reliability rate as *Kappa values* (Landis, & Koch, 1977) are calculated. Thus, it is agreed whether there is a perfect harmony between the evaluators in the research and whether the coding is dependable. To increase research consistency in terms of *overlapping methods*, triangulations such as multiple data collection tools and sampling techniques can be provided, so that findings obtained from different methods can be complemented with each other for instance a finding reached as a result of interviews can be reinforced by the findings that of documents and observations.

### ***Confirmability***

Confirmability refers to the degree to which study findings are influenced by participants' perspectives rather than by the researcher's biases. In other words, confirmability assesses how well the data and interpretations are grounded in the collected data itself, rather than in the researcher's personal views (Lincoln & Guba, 1985). It helps evaluate the impartiality and objectivity of the collected data by assessing how well the research findings are supported by the data.

To enhance the confirmability of the research, the researcher provides an external expert with all data collection tools, raw data, coding performed during the analysis, and any notes, writings, and inferences that underlie the report. This process is intended to ensure *consistency* and *reproducibility*. As Lincoln & Guba (1985) noted, “the inquiry auditor also examines the product-the data, findings, interpretations, and recommendations- and confirms that it is supported by data and is internally coherent so that the 'bottom line' may be accepted.”

### **Reflexive Journals**

Researchers should use reflexive journals, as these introspective diaries reveal the investigator's thought processes, philosophical stance, and the rationale behind decisions made during the inquiry. A reflexive journal is a type of diary where the investigator records various details about themselves and their methodology daily or as needed (Lincoln & Guba, 1985). This practice helps the researcher interpret qualitative data from their own perspectives, acknowledging that subjective experiences are an inherent part of qualitative research. Reflexive journals allow for understanding the extent to which the researcher's biases may have influenced the outcomes. Information from reflexive journals is typically included under the title “*Researcher’s Position*” or “*Characteristics*” in the methodology section of research articles.

Samples of rigor based on Guba (1981) and Lincoln and Guba (1985) from the author’s own articles, with direct quotations, illustrate how trustworthiness in qualitative studies-rather than conventional validity and reliability used in quantitative research-is established through credibility, transferability, dependability, confirmability, and the use of reflexive journals in naturalist inquiry.

**Table 2.**

*Samples of rigor for credibility, transferability, dependability, confirmability and reflexive journals*

<p><b>Sample Article 1</b></p> <p><i>“Ethical Considerations</i>            Participants were briefed about the research aims, kept informed at all stages and be offered anonymity. A consent form was signed between researcher and each participant about the use of the data in terms of how its analysis would be reported and disseminated. It was also tried to be careful not to impose researcher’s belief on others and researcher’s beliefs were secondary and the participants thinking be what was required.</p> <p><i>Validity and Reliability</i>            In order to ensure reliability and validity of the study, some steps were followed: (i) data were collected from various sources such as interviews (individual and focus group), participant observations and documents in terms of triangulation (ii) data were used as direct quotations from the interviews without making any comments on them, (iii) a purposive sampling method based on voluntarism was used in order to get opinions and experiences of academic staff in Katholieke Hogeshool Leuven (iv) data were coded by two independent researchers and Cohen's kappa coefficient were calculated to determine inter-rater reliability of themes coded - 0.814 perfect agreement- for inner reliability (Landis &amp; Koach, 1977) and (v) records of interviews, documents and participant observations were kept for outer reliability.”(Gunbayi, 2014: 61)</p>
<p><b>Sample Article 2</b></p> <p><i>“2.3 Researcher characteristics</i>            The research team includes two mental health nurses (AÖ and DK), a Child and Adolescent Psychiatry Specialist (AÖ) and an educational scientist (İG). Interviews were conducted by mental health nurses. Both interviewees have previously published articles on the research topic. In addition, they have acquired the necessary skills and experience in qualitative research during their master's and doctoral education. The selection of adolescents suitable for the study was carried out by a Child and Adolescent Psychiatry Specialist. He made the first contact with the adolescent and their families, gave information about the research and obtained their verbal consent. The last author worked as a qualitative researcher for 20 years, gave various trainings and lectures on this subject and conducted many qualitative research projects. He contributed to the research in the design, analysis and method stages.</p> <p><i>2.7. Rigor</i>            In qualitative research, rigor is ensured by credibility, confirmability, transferability and dependability criteria. Credibility and confirmability are related to giving the research process and results in a clear and consistent</p>

manner, being verifiable by other researchers, and presenting it objectively (Cohen et al., 2007; Lincoln & Guba, 1985). Data saturation was determined by transcribing the data after each interview. Triangulation strategy was used in data analysis. Data were coded separately by all authors. Then the codes and themes were discussed in terms of similarities and differences and their final form was given. In addition, an external expert was invited during the data analysis phase to ensure objectivity. Transferability involves providing sufficient information for the reader to evaluate the similarities and differences between the research environment and his/her practice environment (Streubert & Carpenter, 2010). In this study, transferability was ensured by introducing the setting and the participants, choosing the purposive sampling method, determining the inclusion and exclusion criteria, and describing the data in detail. Reliability, on the other hand, depends on whether researchers behave consistently in their research activities from start to finish (Cohen et al., 2007; Gunbayi, 2018; Lincoln & Guba, 1985). All researchers worked collaboratively from start to finish. In addition, this paper provides detailed information about the creation of data collection tools, collection and analysis of data” (Özparlak, Karakaya, Önder, Günbayı, 2023: 735).

### Sample Article 3

#### “3.6. Ethical considerations

Ethical approval was obtained from the university (No: c54313999e4e4788, Date: 16/10/2023). Informed consent was received from all participants before data collection began and anonymity was ensured by using student ID numbers. The use of student ID numbers instead of names also helped avoid possible biases in interpretation. An analyst (IG) who was not directly connected to the participants assisted in this process, allowing the data to be analyzed more objectively. Participants were informed that the questionnaires would not affect their exam grades.

#### 3.7. Rigor

Guba and Lincoln (1985) considered criteria such as credibility, transferability, dependability and confirmability as indicators of the rigour of a qualitative study, capturing its interpretative nature. To increase the credibility of this research, while developing the questionnaire, a conceptual framework was created after reviewing the relevant literature. In content analysis, integrity was ensured by checking the relationships between the themes and sub-themes. Results and comments were confirmed from the data sources. Students’ voluntary participation was also confirmed and the signing of a statement regarding confidentiality and the fact that the information recorded during the meeting would be used only for scientific purposes helped create mutual trust. Thus, it was ensured that the data collected in this study reflected the real situation. To increase the transferability of the study, the research process and its steps were explained in detail. In this context, the model of the research, the study group, the data collection tool, the data collection process, the analysis of the data and the interpretation of the theory via generalization through comparisons with studies in the literature using the analytical generalization method were all addressed in detail. Confirmability depends on whether researchers are neutral in their research activities from the beginning (Cohen et al., 2007; Guba & Lincoln, 1985). In this study, researchers experienced in qualitative research coded the obtained data separately, coding was also done by another person and the results were compared and the reliability rate (kappa value) was calculated. A significant level of agreement was established with a kappa value of .81 (Landis & Coach, 1977). For consistency, all researchers worked in cooperation until the end of the study.

#### 3.3. Researchers’ profile

The research team consisted of two female nurse academics specialized in the Fundamentals of Nursing (G˘O˘O, PhD and NCSC, PhD) and one male educational scientist (IG, Prof.). The nurse researchers had acquired expertise in qualitative research during their master’s and doctoral degrees. They took part in the panel by inviting the participants to the panel, collecting and analyzing the data and as speakers. The last author has twenty years of experience as a qualitative researcher, has given diverse trainings and conferences on the subject and has many qualitative research projects. The author made contributions to the design, analysis and methodology of the research.” (Öz, Çakmak, & Gunbayı, 2024: 2-3).

## Conclusion

As can be understood from rigor in qualitative research tried to be explained above, validity and reliability carry distinct meanings for qualitative research and instead of testing for conventional validity and reliability used in quantitative research, trustworthiness of the findings of a qualitative study is essential.

Trustworthiness of the findings of a qualitative study comprises "credibility" (in place of internal validity) for truth value, "transferability" (in place of external validity) for applicability, "dependability"

(in place of reliability) for consistency, and "confirmability" (in place of objectivity) for neutrality and reflexive journals based on author's field notes during data collecting and analysis as well.

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## Metaphorical perceptions of nurses working in pandemic units about being a nurse during Covid-19: A mixed methods research

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**Abstract.** The aim of the research was to examine the perceptions of nurses working in pandemic units about being a nurse during the Covid-19 process using the metaphor analysis method. The sample of the research consisted of 54 nurses who worked in pandemic units. In the research, the data transformation type of convergent mixed design, which is a mixed methods design in which qualitative and quantitative data are collected, was used. 79.6% of the nurses participating in the research were between the ages of 26-35, 72.2% women, 59.3% single and 70.4% had no children. In the research, nurses created 24 different metaphors about being a nurse during the Covid-19 process. The metaphors were collected in five conceptual categories: situation, action, animal, profession and object. It was observed that metaphors generally evoked restriction of freedom, isolation, inauthenticity/meaninglessness, negative impact on the professional self-concept and worthlessness. A significant difference was detected in the object metaphors category with the variables of marital status and having children. No significant difference was detected in the variables of gender, seniority and the pandemic unit the nurses worked in. In light of these results, it was thought that nurses were very worn out during the pandemic process, experienced burnout, and their professional self-concept was damaged. In this context, it is recommended to support and strengthen nurses professionally and psychosocially during difficult processes such as pandemics.

**Keywords:** Covid-19 pandemic, nursing, metaphor analysis

### Introduction

With the emergence of the Covid-19 pandemic, all health professionals around the world have stepped into a very difficult and demanding process in every aspect. It can be said that nurses, in particular, are one of the groups most affected by the pandemic process, as they are present in all organizations that include society (Jackson et al., 2020). Studies have revealed that nurses caring for patients diagnosed with Covid-19 feel negative emotions (Liu et al., 2020; Fernandez et al., 2020; Sun et al., 2020) such as fatigue, fear of being infected and transmitting the disease to others (Coşkun Şimşek and Günay, 2021; Kaçkın et al., 2021; Deliktaş Demirci et al., 2020; Liu et al., 2020; Jiang et al., 2020) and helplessness (Fernandez et al., 2020; Sun et al., 2020) due to their heavy workload (Liu et al., 2020; Sun et al., 2020; Jiang et al., 2020) and constant use of personal protective equipment (Coşkun Şimşek and Günay, 2021; Kaçkın et al., 2021; Deliktaş Demirci et al., 2020; Liu et al., 2020; Jiang et al., 2020). Due to these negative emotions, nurses experience hopelessness (Coşkun Şimşek and Günay, 2021), apathy, fear, depression associated with sleep problems, post-traumatic stress disorder, anxiety disorder (Cheung et al., 2021; Lai et al., 2020) and burnout (Cheung et al., 2021).

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The burnout experienced by nurses causes absence of work without justification or due to illness, decreased work performance (Giorgi et al., 2016) and the intention to quit the job (Parker and Kulik, 1995). Some of the nurses have stated that they have alienated from the profession during this period, want to retire as soon as possible or will leave the profession when possible (Yıldırım et al., 2021). Nurses also stated that their job satisfaction decreased (Labrague and de Los Santos, 2021) and their organizational and individual intention to quit the profession increased due to the Covid-19 pandemic (Yiğitöl and Büyükmumcu, 2021; Labrague and de Los Santos, 2021).

Considering these difficulties, it is understood that strengthening the competencies of nurses is of great importance. Thus, nurses with increased competency levels will be able to provide better quality care (Güvendi-Oruç, 2020). Competence refers to individuals' knowledge, skills, abilities and qualities (Foss et al., 2004). Competence in nursing is defined as the basic skills required to fulfill one's role as a nurse (Fukada, 2018). It can be said that the low level of competence of nurses during the Covid-19 period is due to stressful working conditions and high patient mortality rates, as well as the need to be better equipped in terms of clinical skills (Hui et al., 2023). In this context, in order to empower nurses with low competency levels, it is important to understand what it means for them to work during the pandemic.

People resort to metaphors because they have difficulty grasping the whole or an important aspect of life (Landau, 2018). In this way, how they interpret their experiences and events is revealed (Woodside, 2018). Examining how nurses use metaphors helps to understand the way they define their work and determine their priorities (Goodman, 2001).

In the light of this information, this research discusses how nurses working in pandemic units make sense of being a nurse during the Covid-19 period through metaphors. It was thought that seeing this process from the nurses' perspective was necessary to develop solution suggestions. It is thought that the research findings will contribute to the planning of necessary interventions to empower nurses.

It is anticipated that the success rate will increase if the execution and management of nursing services are carried out by competent nurses during the Covid-19 pandemic period. However, it can be said that nurses, who are in a strategic position in the fight against the pandemic, have new roles to improve the quality of care and meet the health needs of societies (Güvendi-Oruç., 2020).

This research was produced from the data obtained from the first stage of a four-stage doctoral thesis titled "The Effect of the Role Performance Strengthening Program Based on the Roy Adaptation Model on the Adaptation Performance and Competence of Nurses Working in Pandemic Units". "RPGP Pre-Action Semi-Structured Interview Form", one of the data collection tools used in the research, was developed by the researchers conducting the thesis study in accordance with the subject.

In the first stage of the thesis study, it was aimed to understand and interpret how nurses working in pandemic units perceived being a nurse during the pandemic process. It is thought that the results obtained will not only make sense of the nurses' experiences regarding the pandemic process, but also shed light on some of the reflections of the process in the healthcare system.

In this context, the aim of the research is to examine the perceptions of nurses working in pandemic units about being a nurse during the Covid-19 period using the metaphor analysis method. For this purpose, answers were sought to the following questions:

1. What are the metaphors that nurses produce about being a nurse during the pandemic? Why are the nurses produce these metaphors?
2. Under which conceptual categories are these metaphors grouped in terms of their common features?



3. Do these conceptual categories differ significantly according to the descriptive characteristics of nurses?

### **Method and paradigm of research**

This research is a mixed methods research planned in the data transformation type of convergent mixed design. Mixed methods research is a research method in which data collected through quantitative and qualitative methods are integrated with each other, or qualitative data are collected and merged into quantitative data, quantitative data are collected and merged into qualitative data, correlated or blended with each other (Creswell and Clark, 2017). Convergent mixed design method is a research method in which data are collected simultaneously, analyzed separately and the results obtained from qualitative and quantitative databases are compared with each other. The qualitative part is in the discourse analysis pattern and shaped according to the interpretive paradigm; the quantitative part is also in a descriptive survey design and shaped according to the functional paradigm (Gunbayi, 2020).

### ***Sampling***

This research was conducted with the voluntary participation of 32 nurses who worked in the pandemic inpatient services, pandemic intensive care unit and emergency department of Akdeniz University Hospital between 28.02.2022 and 17.04.2022, based on the purposeful sampling method.

### ***Data Collection***

Nurses who volunteered to participate in the research were informed about the purpose of the research and the confidentiality of the data and their written and verbal approval was obtained. The population of the research consisted of nurses actively working in the pandemic inpatient services, pandemic intensive care unit and emergency department orange area of Akdeniz University Hospital. A total of 87 nurses who were active in the pandemic inpatient services, pandemic intensive care unit and emergency department orange area were invited to the research, and 54 of 87 people agreed to participate in the research. During the pandemic, 850 nurses worked at Akdeniz University Hospital.

Quantitative data collection forms (Sociodemographic Information Form, Nurse Competence Scale and Adaptive Performance Scale) were given and collected by the researcher to 54 nurses who volunteered to participate in the research between 28.02.2022 and 21.03.2022. After adding up the scores obtained from these forms and taking their average, it was determined that the number of participants who scored below 26 points from the Nurse Competency Scale was 42. Individual in-depth interviews were conducted with 35 of these nurses using the "RPGP Pre-Action Semi-Structured Interview Form" and qualitative data were collected between 31.03.2022-17.04.2022. During face-to-face interviews, data were recorded with a voice recorder, with permission from the nurses. Online interviews were recorded as video. Nurses were asked to create a metaphor about being a nurse during the pandemic, express their opinions verbally and provide justification for their metaphors. 32 of the 35 nurses participating in the study expressed a metaphor about being a nurse in the pandemic. The metaphors expressed by the nurses in response constituted the main data source of the research.

### ***Ethics procedures***

Institutional review board (IRB) approval for the study was obtained from Akdeniz University Faculty of Medicine Clinical Research Ethics Committee (dated 27.10.2021 and numbered KA EK-751); Institutional permission was also obtained from Akdeniz University Hospital (dated 31.12.2021), which is included in the research sample. The procedures in this study followed the tenets of the Declaration of Helsinki. Nurses who agreed to participate in the research were informed about the purpose of the research and the confidentiality of the data before applying the data collection forms, and their written and verbal permissions were obtained. Collecting and storing all information about nurses is based on

the principle of confidentiality. Codes were used instead of real names in the process of transcribing the interviews. During the interviews, audio recordings were made with the permission of the nurses. Permission was received via e-mail from the researchers who conducted the validity and reliability study of the Adaptive Performance Scale and Nurse Competence Scale, which will be used for quantitative data, to be used in the study.

### *Analysis of data*

In order to ensure the validity and reliability of the research, internal validity (reliability), external validity (transferability), internal reliability (consistency) and external reliability (confirmability) criteria were considered (Lincoln and Guba, 1985). In ensuring the internal validity of the research, the issues specified in the research ethics processes were followed. In order to ensure the external validity of the research, participants were selected through purposeful sampling in a way that would contribute to revealing, understanding and interpreting the phenomenon in the best possible way.

Audio recordings of individual in-depth interviews, which included nurses' reasons for choosing metaphors about being a nurse in the pandemic, were transcribed and analyzed using the NVIVO qualitative data analysis program. After the themes were created, categories were created for metaphors that had common characteristics with each other. In order to ensure the internal reliability of the research, "Cohen's Kappa Analysis" was conducted to determine the consistency level of each metaphor according to the category it belongs to. While performing the Kappa analysis, stepwise multiplication was performed to ensure agreement between coders, Cohen's kappa coefficient was calculated to determine the reliability of themes between raters, and an inquiry audit was performed in terms of the process (Gunbayi, 2018). The 24 metaphors and five categories in the research were sent to two field experts for the analysis and they were asked to match them. The thematic coding made by the researcher and the matches made by the field experts were transferred to the SPSS statistical program and Cohen's Kappa Analysis was performed. As a result of the analysis, it was seen that the consistency between the researcher and expert opinions was "perfect agreement (kappa value: 0.93)". Following the theme analysis, a descriptive analysis was conducted by presenting the participants' justifications for the metaphors as direct quotations. Content analysis was conducted to interpret the participants' characteristics as independent variables in a comparative and in-depth manner. In order to ensure the external reliability of the research, all data collection tools, raw data, coding made during the analysis phase, notes and inferences forming the basis of the report were stored for later approval review by an external expert.

After a total of 24 metaphors were found and these metaphors were collected under five categories, all data were transferred to the SPSS 25.0 statistical program. The number (f) and percentage (%) of participants representing metaphors and categories were calculated. Then, Pearson Chi-Square test was applied to test whether the categories differed according to the descriptive characteristics of the nurses and the results were analyzed and interpreted.

### **Findings**

The distribution of descriptive data of the nurses participating in the research is given in Table 1. It was seen that 65.6% of the nurses were women, 68.8% were single, 78.1% had children, 46.9% had a total working experience of 4 years or less, and 81.2% worked in the emergency department.

**Table 1.**

#### *Defining Characteristics of Nurses*

<b>Defining Characteristics</b>	<b>f</b>	<b>%</b>
<b>Gender</b>		
Female	21	65.6

Male	11	34.4
<b>Marital status</b>		
Married	10	31.2
Single	22	68.8
<b>Child</b>		
There is	25	78.1
None	7	21.9
<b>Total Years of Working in the Profession</b>		
4 years and less	15	46.9
5-10 years	13	40.6
11 years and more	4	12.5
<b>Pandemic unit</b>		
Emergency department	26	81.2
Pandemic inpatient service	6	18.8

**Table 2.**

*Metaphors Expressed by Nurses*

Metafor	n (%)	Metafor	n (%)
Being a mother	1 (3.1)	Ant	2 (6.3)
Seeing a polar bear in the desert	1 (3.1)	Soldier	2 (6.3)
The story of rabbit and the turtle	1 (3.1)	Astronaut	1 (3.1)
Claustrophobia	1 (3.1)	Bank employee	1 (3.1)
A life without pleasure	1 (3.1)	Garbage man	1 (3.1)
Struggling at the bottom of the well	1 (3.1)	Frame	1 (3.1)
Like a fish out of water	1 (3.1)	Box	1 (3.1)
Being in an endless sea	1 (3.1)	Battery	1 (3.1)
Jump into fire	1 (3.1)	Visor and mask	1 (3.1)
Just run	1 (3.1)	“Mazlum” (a Turkish movie character)	1 (3.1)
Driving a taxi in heavy traffic	1 (3.1)	Fenerbahçe	1 (3.1)
Lab rat	3 (9.4)	Superhero	5 (15.6)

Table 2 includes the metaphors produced by nurses. Being a nurse during the pandemic was most likened to being a superhero (15.6%), and second to being a lab rat (9.4%). It was found that there were a total of 24 metaphors used by nurses regarding being a nurse during the pandemic. These metaphors are grouped under five categories: "situation, action, animal, profession and object metaphors" (Table 3).

**Table 3.**

*Categories*

Category	Metaphor	f	%
Situation	Being a mother (1), Seeing a polar bear in the desert (1), The story of rabbit and the turtle (1), Claustrophobia (1), A life without pleasure (1), Struggling at the bottom of the well (1), Like a fish out of water (1), Being in an endless sea (1), “Mazlum” (a Turkish movie character) (1), Fenerbahçe (1), Superhero (5)	15	%46.9
Action	Jumping into the fire (1) Just running (1) Driving a taxi in heavy traffic (1)	3	%9.4
Animal	Lab rat (3), Ant (2)	5	%15.6
Profession	Soldier (2), Astronaut (1), Bank employee (1), Garbage man (1)	5	%15.6
Object	Frame (1), Box (1), Battery (1), Visor and mask (1)	4	%12.5

According to Table 3, it was seen that nurses most frequently created a metaphor related to the "situation" category (46.9%). Animal and profession categories were expressed equally and rank second

(15.6%). These categories were followed by object (12.5%) and action categories (9.4%), respectively. The categories, the metaphors in these categories and the reasons why nurses chose these metaphors are detailed below:

#### **a. Situation metaphors**

Metaphors collected under this category were examined and it is seen that nurses compare being a nurse in the pandemic to "*being a mother, seeing a polar bear in the desert, the story of rabbit and the tortoise, claustrophobia, a life without pleasure, struggling at the bottom of the well, being in an endless sea, like a fish out of water, Mazlum: a Turkish movie character, being like Fenerbahçe and being like a superhero*". Among these metaphors, being a mother is expressed in the sense of showing the unrequited and unconditional love and devotion inherent in motherhood to patients. *Seeing a polar bear in the desert* has been used to describe being a nurse during a global pandemic, which is a rare situation. *The story of rabbit and the tortoise* metaphor is expressed in the sense that as a nurse, progress in this process is very slow, but at the end of the process, nurses will be profitable with the experience and knowledge gained. The metaphor of *claustrophobia* represents working in a closed space for a long time without being able to take a break. The metaphor of *an unpleasant life* is expressed as the disruption of daily routines and the negative impact of social life due to closures during the pandemic process. The metaphors of *struggling at the bottom of the well* and *being in an endless sea* represent the feelings of loneliness and abandonment that nurses experience during the pandemic. The metaphor of *being like a fish out of water* represents the shock experienced at the beginning of the process, the crisis that follows, and the difficulty in adapting to the process. The metaphor of *Mazlum*, a Turkish movie character, is a product of the idea that nurses are ignored, not fully compensated for their work and are oppressed. *Being like Fenerbahçe* is a metaphor used to mean bad luck and the nurse who expressed this metaphor stated that being a nurse in such a period was literally unlucky. *The superhero* metaphor represents the idea that nursing is heroic in such a difficult process that rarely occurs. Some sample expressions regarding the reasons why nurses choose these metaphors are as follows:

*"It's about sacrifice, like motherhood. You start to think if that's why the patient said something you might not care about, or if it would give them a different motivation. That's why it's like motherhood."* (Female, 30 years old, Pandemic ICU, working for 8 years)

*"It's like seeing a polar bear in the desert. I started nursing and suddenly found myself in the pandemic. Pandemic is something that rarely happens but it found me. My chance in life."* (Female, 26 years old, Emergency Department, working for 1 year)

*"Being a nurse in a pandemic... It's like being at the bottom of a well. Just struggling at the bottom of the well for me."* (Female, 25 years old, Emergency Department, working for 1 year)

*"It's like staying on a boat in an endless sea. The boat cannot go alone, it gets caught in the current and goes in the wrong direction. It would be very difficult to reach land. Defenseless, powerless, inadequate."* (Female, 25 years old, Emergency Department, working for 2 years)

*"Being a nurse in the pandemic.. Bring me Mazlum. Bring Mazlum from Yeşilçam. The nurse is everywhere, always, the oppressed. Whether material or spiritual."* (Male, 34 years old, Emergency Department, working for 12 years)

#### **b. Action metaphors**

Metaphors in this category are "*jumping into the fire, just running and driving a taxi in heavy traffic*." The metaphor of *jumping into the fire* represents taking part in the pandemic process, which was considered extremely dangerous, without having the opportunity to adapt. *Just running* means working

for hours without a break, constantly running to fulfill the tasks that await you. The metaphor of *driving a taxi in heavy traffic* also represents the density in hospitals during the pandemic period. This metaphor, which was the product of the idea of leaving people where they needed to go, was expressed in the sense of making continuous efforts for the recovery of patients in a difficult period such as a pandemic and when the number of healthcare personnel is insufficient. Some sample expressions regarding the reasons why nurses chose these metaphors are as follows:

*“It's like jumping into the fire. It's like there's a fire and you're risking your own life to save the patient. Because there (pandemic unit) you don't care about your own life. Frankly, I liken working here to this.”* (Female, 29 years old, Pandemic ICU, working for 6 years)

*“For example, there is heavy traffic. We are taxi drivers and our aim is to take the person where they want to go. We are trying to get there, we are working to do it...”* (Female, 24 years old, Emergency Department, working for 1 year)

### **c. Animal metaphors**

Nurses who used the metaphor of *being like a lab rat* thought that something was being tested on them. The metaphor of *being like an ant* represents the non-stop work of nurses. Some sample expressions regarding the reasons why nurses choose these metaphors are as follows:

*“Being a nurse in a pandemic is like... I feel like a guinea pig. So I feel like they experimented on me.”* (Male, 24 years old, Emergency Department, working for 1 year)

*“Frankly, I compare it to an ant. Because in any case, we have to work hard because our task is too much and the number of patients is high.”* (Male, 24 years old, Emergency Department, working for 1 year)

### **d. Profession metaphors**

When the metaphors collected under this category were evaluated, it was seen that *the soldier* metaphor was expressed in two ways. The first one originates from the idea that nurses protect and look after patients. In the second one, it was stated that the pandemic was like a battlefield and nurses were likened to soldiers thrown into the war on the front lines. *The astronaut* metaphor is a metaphor that refers to the difficulty of using personal protective equipment. *The bank employee* metaphor expresses that efforts are made to keep up with hundreds of people waiting for healthcare services in hospitals, similar to people waiting in line at banks. *The garbage collector* metaphor emerged from the idea that although nurses work under very difficult and bad conditions, their efforts are ignored. Some sample expressions regarding the reasons why nurses choose these metaphors are as follows:

*“There are infantrymen in the military. Infantry are the first to go in case of war. I felt like them, we were at the front. Because we were the first to make contact with the patient in the emergency department.”* (Male, 25 years old, Emergency Department, working for 3 years)

*“The first thing that comes to my mind might be an astronaut. In other words, I likened it to an astronaut on a different planet with protective equipment.”* (Male, 30 years old, Emergency Department, working for 1 year)

### **e. Object metaphors**

The metaphors collected under this category were examined, it was found that *the frame* metaphor represented the nurses not receiving the value they deserved during the pandemic process. The nurse expressing this metaphor likened the process to a framed picture and being a nurse in the pandemic was likened to the frame of this picture. He stated that during the pandemic process, people only saw the

picture and the necessary attention was not given to the frame, whereas the frame was the one that held the picture and ensured that the picture was not damaged. *The box* metaphor represents being confined to the workplace during the pandemic, not leaving it for a long time and working without meeting individual needs. *The battery* metaphor emerged from the idea that nurses are like a battery that is charged and used, and that they work constantly without rest. Finally, the metaphor of *visor and mask* was used by a nurse who stated that she would remember working in this process as a visor and mask. Here are a few sample expressions:

*“It’s like frame of a portrait. There is no painting without a portrait. Just like the healthcare system cannot function without nurses. In the media, only doctors appear unfortunately. We are not visible. People are just looking at the picture...” (Male, 34 years old, Pandemic Inpatient Service, working for 1 year)*

*“I compared it to a rechargeable battery. You put the rechargeable battery on the charger, it charges, then you drain it again, you use it again, you put it on the charger again, it charges...” (Female, 32 years old, Emergency Department, working for 1 year)*

The relationship between the descriptive characteristics and the metaphors used by nurses to compare being a nurse in the pandemic is shown in Table 4.

**Table 4.**

*Descriptive Characteristics of Nurses and the Relationship Between Categories*

Descriptive Characteristics of Nurses	Categories n (%)				
	Situation Metaphors	Action Metaphors	Animal Metaphors	Profession Metaphors	Object Metaphors
<b>Gender</b>					
Female	11 (52.4)	3 (14.3)	2 (9.5)	2 (9.5)	3 (14.3)
Male	4 (36.4)	0 (0)	3 (27.3)	3 (27.3)	1 (9.1)
p value	0.388	0.534	0.310	0.310	1
<b>Marital status</b>					
Married	5 (50.0)	0 (0)	0 (0)	1 (10.0)	4 (40.0)
Single	10 (45.5)	3 (13.6)	5 (22.7)	4 (18.2)	0 (0)
p value	1	0.534	0.155	1	<b>0.006</b>
<b>Child</b>					
There is	12 (48.0)	3 (12.0)	5 (20.0)	4 (16.0)	1 (4.0)
None	3 (42.9)	0 (0)	0 (0)	1 (14.3)	3 (42.9)
p value	1	1	0.560	1	<b>0.025</b>
<b>Total Years of Working in the Profession</b>					
4 years and less	8 (53.3)	2 (13.3)	3 (20.0)	2 (13.3)	0 (0)
5-10 years	4 (30.8)	1 (7.7)	2 (15.4)	3 (23.1)	3 (23.1)
11 years and more	3 (75.0)	0 (0)	0 (0)	0 (0)	1 (25.0)
p value	0.222	1	1	0.661	0.085
<b>Pandemic Unit</b>					
Emergency department	12 (46.2)	2 (7.7)	4 (15.4)	5 (19.2)	3 (11.5)
Pandemic inpatient service	3 (50.0)	1 (16.7)	1 (16.7)	0 (0)	1 (16.7)
p value	1	0.476	1	0.555	1

Pearson X<sup>2</sup> ; p<0,05

Table 4 shows the relationship between nurses' descriptive characteristics and the metaphors they use about being a nurse in the pandemic. The results in table was evaluated and it was seen that the metaphors of female (52.4%) and male (36.4%) nurses were mostly in the situation category, which expresses the state of being of nurses. However, no significant relationship was found between gender and categories. Marital status was examined and it was found that both married people (50.0) and single

people (45.5) mostly expressed metaphors in the situation category. On the other hand, a significant difference was detected between marital status and object metaphors reflecting the working environment of the pandemic period, such as frame, box, battery, visor and mask ( $p = 0.006$ ). When the table was evaluated according to whether or not to have children, it was found that there was a significant difference with the object metaphors category, as in the marital status variable ( $p = 0.025$ ). There was no statistically significant difference between seniority and the type of pandemic unit nurses worked in and the categories ( $p > 0.05$ ).

## Discussion

The aim of this research is to understand and interpret the perceptions of nurses working in pandemic units about being a nurse during the Covid-19 process, through metaphors. The findings were examined and it was seen that nurses created 24 different metaphors in five different categories about being a nurse during the Covid-19 process.

The metaphors created by nurses and the categories in which these metaphors were grouped were examined; it was seen that the metaphors generally evoked restriction of freedom, abandonment, increased responsibilities and worthlessness. The pandemic have a negative impact on nurses due to reasons such as long working hours and overwhelming workload (Lai et al., 2020), being away from family and social support resources and the risk of virus transmission (Özkan et al., 2022; Cheung et al., 2021; Maben and Bridges, 2020), witnessing the loss of the patients receiving care or teammates (Akkuş et al., 2022; Cheung et al., 2021; Maben and Bridges, 2020).

The pandemic process caused nurses to experience anxiety (Kaçkın et al., 2021), increase in obsessions (Arslan et al., 2023; Kaçkın et al., 2021), feel powerless in managing patients' conditions, loneliness, and a feeling of guilt for not being able to provide adequate care due to fear of contamination (Muz and Erdoğan Yüce, 2021). In this process, nurses had difficulty in obtaining personal protective equipment (Özkan et al., 2022; Lai et al., 2020). In the study conducted by Arslan et al. (2023), it was stated that the use of personal protective equipment makes it difficult to establish therapeutic communication with patients, understand and interact with the patients. During the pandemic process, nurses experience stigma (Özkan et al., 2022; Akkuş et al., 2021; Kalateh Sadati et al., 2021; Muz and Erdoğan Yüce, 2021), social isolation, anxiety about the future (MacKay et al., 2023; Özkan et al., 2022) and fear of death due to the virus (Yiğit and Açıkgöz, 2021).

Yalom (1980) stated that the most basic concerns of humans are death, restriction of freedom, isolation and inauthenticity, and that these concerns create an existential crisis in humans. Existential crises are periods when everything becomes complicated and therefore anxiety increases; in other words, it occurs when people try to find answers to difficult situations (Bugental, 1965). Experiencing an existential crisis is one of the indicators of survival. This means that people take action to avoid what is negative (Jacobsen, 2006). Rehnsfeldt and Arman (2016) stated that people often resort to metaphors and images to understand the meaning of difficult existential situations.

In this study, the metaphors created by nurses include *being a mother*, *being like a lab rat*, *being like a soldier*, *being like an astronaut*, *being like a bank employee*, and *driving a taxi in heavy traffic* represent the increasing responsibilities and workload and therefore the "restriction of freedom" of nurses due to the role uncertainty they experience during the pandemic process. In addition, *claustrophobia* and *the box* metaphors have been evaluated as "restriction of freedom" because they were created to express staying in a closed space for hours without taking a break. Studies on the subject state that nurses express not feel free during the pandemic by the metaphors as *an octopus* (Özkan et al., 2022), *a bird in a cage* (Savsar et al., 2023) and *living in wartime* (Marey-Sarwan et al., 2022).

Although metaphors about death, one of the four most basic human concerns, were not included in this study, some studies have shown that nurses associate the Covid-19 process with death (Moran et al., 2023; Çalık et al., 2023; Çakmak et al., 2022; Durgun et al., 2022). Some studies have shown that nurses

compared being a nurse during the pandemic to a prison (Moran et al., 2023; Savsar et al., 2023; Çalık et al., 2023; Çakmak et al., 2022; Durgun et al., 2022). This metaphor has been thought to represent both restriction of freedom and isolation. Among the metaphors in this study, the metaphors of *a life without pleasure, being at the bottom of a well* and *being in an endless sea* are symbols of the "isolation". In some studies, metaphors produced by nurses were grouped under the theme of "loneliness" (Savsar et al., 2023; Çakmak et al., 2022). This theme was also thought to represent isolation.

In the study of Çalık et al. (2023), one nurse likened being a nurse during the pandemic to a knot, and another nurse likened it being a puzzle game. Along with these two metaphors, the empty mind metaphor in Savsar et al.'s study (2023) was interpreted as nurses being forced to make sense of the pandemic process. *The fish out of water metaphor* created in this study also refers to meaninglessness, similar to the metaphors above. This metaphor emphasizes "inauthenticity" or "meaninglessness" due to the reasons such as uncertainty during the pandemic, being caught unprepared for the crisis and not being able to manage the crisis effectively.

Austrian psychologist Viktor Emil Frankl, one of the pioneers of existential psychology, talks about the meaning of life in his works. The relationship that Viktor Frankl established between life and meaning has an important role in his being one of the very few people who survived the Nazi Concentration Camps (Frankl, 2022). Frankl (2022) emphasized that those who lost hope in the Concentration Camps lost their lives earlier, while those who held on to an understanding/hope for the future had a higher chance of survival. It has been observed that nurses' perception of life and the values they attribute to life were affected during the pandemic process. In the study conducted by Aydın et al. (2022), some of the nurses talked about the importance of living in the moment during the pandemic process. Nurses stated that they understood how important it is to be together and just breathing (Aydın et al., 2022; Özkan et al., 2022) and realized that death can come suddenly (Aydın et al., 2022). In the study conducted by Özkan et al. (2022), nurses stated that they understood the value of being able to move freely and their ties with life were strengthened. Similarly, other studies have reported that nurses' views on the meaning of life are affected by a rare event such as a pandemic (Deliktas Demirci et al., 2021; Villar et al., 2021; Wu et al., 2020). In our study, it was observed that nurses had difficulty making sense of the situation they were in and what they were experiencing and that they were reconsidering their perspectives on life.

Each metaphor created about being a nurse during the pandemic describes the difficulty nurses experience during this process. Each metaphor is unique to the individual, just like cognitive schemas. Piaget (2003) defined schema as the way individuals categorize and organize individual elements such as objects, events, thoughts and behavior in their environment in their minds. Schemas are structures that guide thought processes. When a person is affected by a certain stimulus, schemas related to this stimulus become active. The schemas that become active organize raw data and transform it into thought and cognition (Beck, 1964). The fact that cognitive schemas are specific to each person shows that each person's life experience and way of making sense of life are also unique. According to Viktor Frankl, one of the important elements of the philosophy of life is the subjectivity of human life and experience. Frankl stated that, each person's way of transcending/self-actualizing is different from others. Therefore, each person seeks different meaning through subjective life experience and can only make sense of life from their own perspective (Frankl, 2021).

In the study, it was observed that in addition to the nurse who emphasized the meaninglessness she experienced during the pandemic process, there was also a nurse who tried to attribute meaning to working in this process. Contrary to the metaphor of *being like a fish out of water*, it is thought that the nurse who created the metaphor as *the story of the rabbit and the turtle* tried to make sense of the pandemic process from her own perspective and with her own cognitive schemes. The nurse who created this metaphor stated that nurses are progressing slowly like a turtle during the pandemic, but it is the nurses who will benefit from this process.

It was observed that the only metaphor used in a positive sense among all metaphors was *being like a Superhero*. This metaphor made us think that nurses had a very lofty goal and went beyond their own



limits to achieve this goal. Similarly, in their research conducted by Aydın et al. (2022) it was stated that nurses compared being a nurse to being a superhero during the pandemic and experienced self-transcendence. The concept of “self-transcendence” means that a person gives more than what is expected from them (Koltko-Rivera, 2006), deals with the problems of others as well as their own problems, benefits the environment and social life (Schneider and Krug, 2010; Koltko-Rivera, 2006), and adapted to living in a community (Koltko-Rivera, 2006). During the pandemic, nurses took responsibility for both themselves and others. It can be said that nurses who act by realizing this responsibility manage the existential crisis they experience more easily. Similar to this finding in our study, Çalık et al. (2023) stated that, two nurses compared being a nurse during the pandemic to being a hero. In addition to the superhero metaphor, the metaphors of *jumping into the fire*, *just running*, *being like an ant* and *a battery* that is recharged as it runs out represent that nurses work for the patients with great devotion, leaving their own needs in the background. In the study conducted by Özkan et al. (2022), nurses stated that they worked by sacrificing their private lives, families and professional rights during the pandemic process. Despite all the difficulties they experienced in this difficult process, nurses acted selflessly for the patients and did their profession with devotion and love (Arslan et al., 2023; Kazanç and Karagözoğlu, 2023; MacKay et al., 2023; Şen Tepe and Durat, 2022; Kalateh Sadati et al., 2021).

This study also includes metaphors that suggest that nurses' professional self-concept was negatively affected during the pandemic process. These metaphors are *being like a garbage man*, *being like a frame*, *being like Mazlum*, a Turkish movie character, and *being like Fenerbahçe*. Nurses stated that they did not receive the moral and material support they expected from the management during this process, that they were forgotten and that they felt worthless. Similarly, in the study of Çalık et al. (2023), it was seen that some metaphors created by nurses were grouped under the themes of "low value/underestimation" and "worthlessness". In the study conducted by MacKay et al. (2023), nurses stated that the public did not see the negativities they experienced during the pandemic process, therefore they did not take the disease seriously and the nurses were not respected. The fact that nurses think that they are not rewarded for their efforts reduces professional satisfaction and strengthens the desire to leave the profession (Alfuqaha et al., 2023). Xia et al. (2022) stated that, nurses were alienated from the profession due to excessive workload. Differently, in the study by Luo et al. (2023), nurses mostly talked about the positive changes in their professional values and emphasized the positive changes in their sense of responsibility and professional identity. In the study of Zhang et al. (2021), it was found that nurses experienced positive changes in their professional identities as a result of the pandemic.

Finally, it can be said that, the metaphor of *seeing a polar bear in the desert* evokes the misfortune. *The visor and mask* metaphor is the only thing that comes to mind of the nurse who created the metaphor, considering the pandemic process. In the study conducted by Savsar et al. (2023), it was observed that nurses expressed working in the pandemic with metaphors of masks and oxygen tanks. It was thought that with all the metaphors created, nurses tried to make sense of working during the pandemic process and put it in their minds. Supporting this view, Arslan et al. (2023) interpreted nurses' efforts to explain caregiving using metaphors during the pandemic process by following mask, distance and hygiene rules as an effort to adapt to this challenging process.

In the study, a significant difference was detected in the object metaphors category with the variables of marital status and having children. There is no significant difference was detected in the variables of gender, seniority and the type of pandemic unit nurses worked in. This result suggested that nurses' marital status and having children may be related to the meaning they attach to working in pandemic units. Accordingly, it can be said that nurses who are married and have children have more roles than single nurses, and that they have difficulty in fulfilling these roles due to reasons such as not getting the help they need and not being able to spare enough time for themselves.

This study was conducted in the data conversion type of convergent mixed design, one of the mixed methods research methods; data collected through quantitative and qualitative methods were integrated together. In this respect, the use of mixed methods is one of the limitations of this research.

## Conclusion

This study was conducted to understand and interpret the perceptions of nurses working in pandemic units about being a nurse during the Covid-19 process by using the metaphor analysis method and to evaluate its relationship with descriptive variables. It was observed that nurses created metaphors in five different categories and the majority of their metaphors had negative meanings due to the difficulties experienced during the pandemic process. Thus, it was thought that this was a reflection of the fact that nurses were worn out during the pandemic process, experienced burnout, and their professional self-concept was damaged. It is recommended that nurses be supported and strengthened psychosocially during difficult processes such as pandemics. In this way, it will be possible to contribute to the profession through development and progress both individually and institutionally.

## Recommendations

It is recommended that nurses be supported and strengthened psychosocially during difficult processes such as pandemics. In this way, it will be possible to contribute to the profession by developing and progressing both individually and institutionally. It is also recommended to conduct interventional research that will contribute to the determination of skills that will support nurses in coping with pandemics and similar difficult periods.

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### **Conflicts of Interest**

No conflict of interest has been declared by the authors.

### **Author Contributions**

Belkıs Şimşek and Kadriye Buldukoğlu conceived the idea for this manuscript and contributed to the writing and editing of the review. Belkıs Şimşek: Data curation, Writing, Conceptualization and Methodology, Kadriye Buldukoğlu: Supervision, Writing-Reviewing and Editing.

This manuscript has not been published, it is not under consideration for publication elsewhere, its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the research was conducted, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. This manuscript did not utilize any grants.

### **Declaration of Competing Interest**

This research did not receive any specific grant from funding agencies in the public, commercial or not-for-profit sectors.

### **Ethics approval**

In the writing process of the study titled “**Metaphorical perceptions of nurses working in pandemic units about being a nurse during covid-19: A mixed methods research**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

### **Institutional review board (IRB) approval**

Institutional Review Board (IRB) approval of this research was obtained from Akdeniz University Faculty of Medicine Institutional Review Board (IRB) and numbered KAEK-751 on October 10th, 2021.

## An examination of doctoral dissertations in the field of educational administration in Turkey between 2012-2022 in terms of social paradigms

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**Abstract.** This study aimed to examine the distribution of doctoral dissertations in educational administration (supervision, planning, and economics) in the Department of Educational Sciences in Turkey between 2012 and 2022, regarding social paradigms. The systematic review design's systematic analysis type was used to search through the YÖK National Dissertation Centre database. As a result of the search, 172 doctoral dissertations were included in the scope of this study. The methodology sections of doctoral dissertations were analyzed according to research methods, research designs, data collection techniques knowledge-constitutive interests, philosophical movements, and social paradigms. In the study, it was found that the realism/modernism-based functional paradigm based on technical interest came to the fore, in this direction, the quantitative research method was the most used research method between 2012 and 2022, while idealism-based qualitative and pragmatism-based mixed method research have been used more by researchers since 2020. In addition, according to the research findings, only 10 of the researchers provided information about the philosophy and paradigm they were influenced by. In line with these results, it is recommended that researchers should follow the national and international literature, conduct their studies by following the paradigm transformation in this field, and inform the reader about the philosophy and paradigm on which the research is based in a way that reflects the world view of the researcher in their studies.

**Keywords:** Research paradigm, educational administration, research design, doctoral dissertations

### Introduction

According to Günbayı and Sorm (2018), our activities are shaped by our beliefs or philosophies, and we always consider our work's philosophy or research nature before conducting social research. Whether the researcher realizes it or not, every research process begins with assumptions about the nature of knowledge and reality. These assumptions show that every research is shaped by certain theories. Both the ontological (what do I know) and epistemological (how do I know) assumptions of the researcher take place within a certain paradigm (Çıvak & Sezerel, 2018).

Günbayı (2020) stated that a researcher's knowledge-constitutive interests precedes research methodology and that a researcher's knowledge-constitutive interests directs a study on objective or subjective reality or both realities. Habermas' (1987) theory of knowledge-constitutive (cognitive) interests is reflected in the epistemology of social science research. According to him, technical interest is the scientific, positivist, or post-positivist method that focuses on concrete "facts" about behavior, its prediction, and control as observed by an outside observer with passive research objects and instrumental knowledge (Cooper, 2016). Most importantly, when conducting research based on reductionism and determinism, technical interest tends towards an objective approach and systematic, value-neutral, context-free generalization of inquiry (Guba & Lincoln, 2004; Hesse, 1980). If the researcher has a technical interest, he/she conducts his/her studies in line with the radical structuralist or functionalist

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paradigm with tools such as experiments and scales (Köse, Yerlisu Lapa, & Günbayı, 2021). Therefore, it can be said that this interest is very suitable for guiding quantitative research (Gunbayı, 2020).

Hermeneutic or practical interest gives direction to the subjective approach that focuses on people's interpretations and common meanings and symbols of their life worlds and aims to analyze the changing and negotiated relationships that create social reality based on experience/interaction data, interpretation of participants' realities (Gunbayı, 2018). Researchers who take this view into account should conduct their studies based on the interpretive paradigm (Köse, Yerlisu Lapa, & Günbayı, 2021). Therefore, it can be said that this interest is suitable for directing descriptive qualitative research by nature (Gunbayı, 2018). The emancipatory interest, arguing that domination and coercion have removed social freedom and the full existential understanding of the individual, guides change-oriented research to develop social justice by identifying power imbalances and empowering individuals and/or communities (Greene, 2007; Cooper, 2016). According to Bali, Wickramasinghe, and Lehaney (2009), emancipation can be defined as the ability to liberate a self from environmental constraints and the power of others, empowered through self-awareness. Researchers with emancipatory interests should conduct their studies within the scope of the radical humanist paradigm (Köse, Yerlisu Lapa, & Günbayı, 2021).

The concept of paradigm in science was first used in Thomas Samuel Kuhn's book "The Structure of Scientific Revolutions" published in 1962 (Sağlam Arı et al., 2009). Kuhn stated that there cannot be an objective language of observation independent of theory (Çev. Kuyaş 1995:25) and used an expression such as "shared by the members of the scientific community" for the concept of paradigm, while he characterized the scientific community as a community of people who share a paradigm (1995:179). Giau and Pitre (1990) defined the concept of paradigm as a general perspective and way of thinking that reflects basic beliefs and assumptions about events and phenomena. According to Kuhn (1995), a paradigm is a set of principles and assumptions that determine how individuals should look at the events and phenomena around them and what they should see in a certain field and a certain period.

Morgan (1980) considers the concept of paradigm as a way of looking at reality, the way of organizing or looking at science by the currents of thought associated with certain scientific achievements, and the tools used in the scientific solution process. Thus, he constructs a model that can handle theoretical and methodological pluralism together (Lelebici, 2008). Burrell and Morgan (1979) identified four basic social paradigms that are said to make the world analyzable in terms of four basic sets of assumptions and guide social science research. These are the Radical Structuralist, Functionalist, Interpretive, and Radical Humanist paradigms.

### ***Radical Structuralist Paradigm***

Köse, Yerlisu Lapa and Günbayı (2021) stated that Marx, Althusser, Poulantzas, and Colietti are the pioneers of the radical structuralist paradigm. The characteristics of the radical structuralist paradigm, which sees human actions as embedded in and shaped by political and economic contradictions and focuses on structural relations in the realistic social world, can be summarized as follows (Burrell and Morgan, 1988)

- The emancipation of human beings from social structures is the result of conflict and change.
- He argues that reality cannot be changed by people's consciousness.
- It focuses on concepts such as radical change, modes of domination, structural conflict, liberation, deprivation, opposition, and potential.
- Realist, positivist, determinist and nomothetic.

The radical structuralist paradigm assumes that social change will operate in revolutionary, rapid changes in social research methods, and since this paradigm asserts that reality cannot be changed by people's consciousness, it can be said to guide social researchers in experimental design, especially in quantitative research based on positivism and technical interest (Günbayı, 2019). Thus, under the guidance of the radical structuralist paradigm, reality or phenomenon can be changed through evidence because of positivist scientific experiments (Günbayı, 2020).

### ***Functional Paradigm***

The functional paradigm, whose pioneers can be considered Auguste Comte, Herbert Spencer, Emile Durkheim, and Vilfredo Pareto, assumes that the existing situation in society, which has been changed from the top, should be maintained and protected in a controlled manner from the top in search of harmony and balance for a long time as it has been changed. Its features can be summarized as follows.

- The understanding of social engineering is dominant: models and methods from the sciences are valid for understanding human relations.
- Contrast, development, and tension are dysfunctional values to be avoided.
- Harmony and integrity, status quo, social order, social cohesion, consensus, and solidarity need to be met, and reality is a functional concept that needs to be protected.
- Realist, positivist, determinist and nomothetic (Burrell & Morgan, 1979; Gunbayi, 2019).

In summary, the functional paradigm is based on the principle of preserving the top-down revolutions previously made in a society or institutions depending on the radical structuralist paradigm and avoiding possible conflicts. Günbayı (2020) stated that the functional paradigm is ontologically realist and epistemologically positivist and suitable for descriptive quantitative research.

### ***Interpretive Paradigm***

The interpretive paradigm, whose pioneers are Schultz, Kant, Hegel, Freud, Weber, Dilthey, Husserl, is an approach that tries to understand and explain the social world as it is, that is, from the point of view of individuals who are directly involved in the social process, and its characteristics can be summarized as follows:

- The basic characteristic of social life is face-to-face relationships between individuals.
- To learn how society works, we must understand individuals' situation descriptions.
- It is based on the view that the ultimate reality of the universe lies in 'spirit' and 'thought' rather than in the data perception of the senses.
- It is not declarative; it is implicit.
- It is nominalist, anti-positivist, voluntarist, and ideographic (Burrell & Morgan, 1988; Gunbayi, 2019).

The interpretive paradigm approach can be explained in two dimensions: the Phenomenological Symbolic Interaction Approach, which reflects the interpersonal (social) world that exists because of our interaction with each other, and the Ethnomethodological Approach, which reflects our subjective (individual) world that we individually exist (Habermas, 1987), and the interpretive paradigm with the Phenomenological Symbolic Interaction Approach is based on social validity. To put it more abstractly, the reality is created because of interpersonal interaction because of conversation-discussion-understanding-reconciliation (Günbayı, 2019).

The interpretive paradigm, like the functional paradigm, involves the status quo, but here the status quo is based on the democratic preservation of the status quo based on consensus and persuasion, where the individual and individuals agree with the decision rather than the authoritarian preservation of the decision about the status quo, which is determined under the guidance of the radical structural paradigm but maintained under the guidance of the functional paradigm (Günbayı, 2019). Therefore, it is very suitable for guiding qualitative research, especially in descriptive designs such as case studies, phenomenology, cultural analysis, narrative, etc. (Günbayı, 2020).

### ***Radical Humanistic Paradigm***

The characteristics of the radical humanist paradigm, which sees human thought as a phenomenon imprisoned in ideological processes dominated by the superstructure - powerful actors - and argues that



this leads to alienation and false consciousness that prevents human beings from taking correct actions, can be listed as follows:

- It concentrates on consciousness.
- A revolution or transformation can take place through consciousness. It aims at the self-realization of the individual by freeing him/her from the social pressure surrounding him/her.
- It focuses on concepts such as radical change, modes of domination, liberation, deprivation, and potential.
- It is nominalist, anti-positivist, voluntarist, and ideographic (Burrell & Morgan, 1988; Gunbayi, 2019).

Based on the radical humanistic paradigm, the ethnomethodological approach assumes that individuals' practical actions, not values-norms, constitute the social order and explain the subjective life of the person who perceives himself and the outside world uniquely (Günbayı, 2020).

In this paradigm, as in the ethnomethodological approach, it is assumed that transformation can take place through consciousness and aims to liberate the individual from the surrounding social pressure, it can be said that this paradigm guides social science research in transformative or critical discourse design, especially in qualitative research where the priority is based on post-modernism and emancipatory interest for value-based and ideological reasons rather than reasons related to methods and procedures (Greene, 2007; Creswell & Plano Clark, 2011; Günbayı, 2020b).

To summarize, in the light of Habermas' (1987) knowledge-constitutive interests, we can interpret human assumptions about the nature of reality and the nature of relations in three dimensions: technical interest in the objective world that exists outside us, practical interest in the social world that exists because of our interaction with others, and emancipatory interest in the subjective world that exists ethnomethodologically.

**Table 1.**

*Social science research model in the light of Burrell and Morgan's (1979) social paradigms and Habermas's knowledge-constitutive (cognitive) interests and framework (1987) (Günbayı & Sorm, 2018).*

Interests	Technical Interest		Hermeneutic Interest / Practical Interest	Emancipatory Interest
Philosophy & Paradigms	Realism/Modernism		Nominalism/Post-modernism	
	Positivism	Post-positivism	Constructivism	Critical Theory
	Radical Structuralist Paradigm	Functionalist Paradigm	Interpretive Paradigm	Radical Humanistic Paradigm
Methodology	Quantitative: Experimental	Quantitative: Surveys, Mixed	Qualitative	Qualitative

This study aims to examine the distribution of doctoral dissertations prepared in the field of Educational Administration in the Department of Educational Sciences in Turkey between 2012-2022 in terms of social paradigms. In this direction, the answers to the following questions were sought.

1. What is the distribution of doctoral dissertations prepared in the field of Educational Administration according to years?
2. What is the distribution of doctoral dissertations according to data collection techniques (experiment-survey-natural)?
3. Which knowledge-constitutive interests (technical-practical-emancipatory) is the doctoral dissertations based on?
4. Which philosophical movement (Realism/Modernism-Idealism/post-modernism) is under the influence of doctoral dissertations?

5. Which research methods (quantitative-qualitative-mixed) were used in the doctoral dissertations?
6. What is the distribution of research methods (quantitative, qualitative, mixed) used in doctoral dissertations according to years?
7. What are the preferred research designs and research methods used?
8. Which paradigm (radical structuralist-functional-interpretive-radical humanistic) is the doctoral dissertations based on?
9. How many of the doctoral dissertations have information about the philosophical background and paradigm of the research and which university they belong to?

## **Methodology**

### ***Method and paradigm of research***

In this study, which aims to examine the doctoral dissertations in the field of Educational Administration between 2012 and 2022, the systematic analysis type of the systematic review design, one of the qualitative research designs, was used. A systematic review is a literature review that collects and descriptively analyses more than one publication, book, or article on a topic or question (Davies, 2004). Systematic analysis is a method of making sense of a large amount of information and is also a method of determining whether the research on themes is sufficient and whether new studies are needed (Petticrew & Roberts, 2008). According to Torgerson (2003), systematic reviews are generally more objective than other studies. The paradigm of this research is the interpretive paradigm, which tries to empathise with what people feel and tries to reveal what people want in the depths of the subjectivity of human life (Gunbayi, 2018; Gunbayi & Sorm, 2020).

### ***Sampling***

The research population consists of 172 doctoral dissertations in the field of educational administration in the Department of Educational Sciences in the YÖK National Dissertation Centre database between 2012 and 2022. The criterion sampling technique, one of the purposeful sampling methods, was used as the research sample, and as a result, a complete number was reached.

### ***Data Collection and Analysis Techniques***

Document analysis was used as a data collection technique in the study. The data were obtained from the methodology sections of doctoral dissertations in the field of educational administration in the Department of Educational Sciences between 2012 and 2022 and these documents were accessed from the National Dissertation Centre. The dissertations in the field of educational administration in the Department of Educational Sciences were scanned using the "Detailed Scanning" section on the center's website. It was decided to leave the "institute" option blank since the institutes to which the doctoral programs of the Department of Educational Sciences are affiliated differ from university to university. The search was conducted by selecting the department "Department of Educational Sciences", science branch "Educational Administration, Supervision, Planning and Economics", dissertation type "Doctorate", permission status "Permitted", and language "Turkish".

### ***Data Analysis***

Descriptive analysis, one of the qualitative data analysis methods, was used in the study. Descriptive analysis is a qualitative data analysis method that involves summarizing and interpreting the data obtained through various data collection techniques according to predetermined themes (Gunbayi, 2023).

## Findings

### *Distribution of doctoral dissertations prepared in the field of educational administration according to years*

**Table 2.**

*Doctoral dissertations according to years*

Years	n	%
2012-2017	81	4.10
2018-2022	91	52.90
Total	172	100.00

It is important to evaluate the doctoral dissertations prepared in the field of Educational Administration in the Department of Educational Sciences between 2012-2022 in Turkey in two periods to show the development in this field. In this systematic review, while classifying the doctoral dissertations according to years, the first period covers 6 years, and the second period covers 5 years. When the findings of the systematic review were evaluated, it was found that the number of doctoral dissertations prepared in the second period of 5 years (2018-2022) in the field of Educational Administration in the Department of Educational Sciences in Turkey (91- 52.90%) was higher than the first period of 6 years (2012-2017) (81- 47.10%).

### *Distribution of doctoral dissertations in terms of data collection techniques*

**Table 3.**

*Doctoral dissertations in terms of data collection techniques*

Data Collection Techniques	n	%
Experimental	-	-
Questionnaire	78	45,34
Natural	47	27,33
Natural-Survey	47	27,33
Total	172	100,00

Researchers categorize studies in different ways according to data collection methods. However, in this study, the classification made by Lincoln and Guba (1985) was preferred and the studies were divided into four classes as experimental, questionnaire, natural (observation, interview, document analysis) and natural-survey in terms of data collection techniques. When the doctoral dissertations prepared between 2012-2022 in Turkey are analyzed, it is seen that the questionnaire is the most used data collection technique (78-45,34%). On the other hand, it is seen that natural data collection techniques (47- 27,33%) and natural-survey data techniques (47- 27,33%) are less used techniques, although they are equal. On the other hand, it was found that the experimental technique was not used at all.

### *Distribution of doctoral dissertations in terms of knowledge constitutive interests*

In the classification according to knowledge constitutive interests, Habermas' (1987) classification was preferred, and the doctoral dissertations were classified as technical interest, practical interest, technical+ practical interest, and emancipatory interest. Let us evaluate the study's findings in the context of knowledge constitutive interests. It is possible to say that the number of studies based on technical interest (78- 45.34%) is higher than other interests, the number of doctoral dissertations based on practical interest (47- 27.33%), and the number of doctoral dissertations based on technical + practical interest (46- 26.75%) are close to each other. The number of doctoral dissertations based on emancipatory interest (1- 0.58) was found to be the lowest.

**Table 4.**

*Doctoral dissertations in terms of knowledge constitutive interests*

<b>Knowledge constitutive interests</b>	<b>n</b>	<b>%</b>
Technical Interest	78	45.34
Practical Interest	47	27.33
Technical+ Practical Interest	46	26.75
Emancipatory Interest	1	0.58
Total	172	100.00

*Distribution of doctoral dissertations in terms of influenced philosophical movements*

**Table 5.**

*Doctoral dissertations in terms of influenced philosophical movements*

<b>Influenced philosophical movements</b>	<b>n</b>	<b>%</b>
Realizm-Modernizm	78	45,34
İdealizm-Post Modernizm	47	27,33
Realizm + İdealizm	47	27,33
Total	172	100,00

While classifying the doctoral dissertations according to the philosophical movements influenced by them, Gunbayı (2019)'s classification was used, and the dissertations were classified as Realism-Modernism, Idealism-Post Modernism, and Realism+ Idealism. When the findings of the systematic review were evaluated, it was found that the number of doctoral dissertations affected by Realism-Modernism (78- 45.34%) was higher than the number of doctoral dissertations affected by Idealism-Post Modernism (47- 27.33%), and the number of doctoral dissertations affected by Realism+ Idealism (47- 27.33%).

*Distribution of doctoral dissertations in terms of research methods*

**Table 6.**

*Distribution of doctoral dissertations in terms of research methods.*

<b>Research Method</b>	<b>n</b>	<b>%</b>
Quantitative	78	45.34
Qualitative	47	27.33
Mixed	47	27,33
Total	172	100.00

The classification made by Lincoln and Guba (1985) was preferred in the classification according to research methods. If we evaluate the findings of the study according to research methods, it was found that the number of doctoral dissertations prepared with quantitative methods (78- 45.34%) was higher than the number of qualitative research methods (47- 27.33%) and mixed method research (47- 27.33%).

*Distribution of research methods used in doctoral dissertations over the years.*

Looking at the distribution of research methods according to years, it was found that the number of doctoral dissertations prepared in the field of Educational Administration in the Department of Educational Sciences between 2012-2020 was 121, the number of dissertations using quantitative method (67- 55.38%) was higher than the number of dissertations using qualitative method (27-

22.31%) and the number of dissertations using mixed method (27- 22.31%), and 51 doctoral dissertations were prepared in the relevant field in 2020-2022, the number of dissertations using qualitative method (20- 39.22%) and the number of dissertations using mixed method (20-39,22%) were higher than the number of dissertations using quantitative method (11-21,56%).

**Table 7.**

*Research methods used in doctoral dissertations over the years*

Years	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Sum
Quan	1	5	10	10	7	10	10	14	3	4	4	78
Qual	1	2	-	7	7	4	4	2	11	5	4	47
Mixed	2	2	-	3	7	3	3	7	5	9	6	45
Total	4	9	10	20	21	17	17	23	19	18	14	172

### *Distribution of research designs*

**Table 8.**

*Research designs.*

Research Design	n	%
<b>Quantitative</b>		
Relational Screening	61	35,46
Scanning	9	5,23
Meta Analysis	4	2,33
Causal Desing	3	1,74
Data Mining	1	0,58
<b>Qualitative</b>		
Case Study	22	12,79
Phenomenology	14	8,13
Systematic Screening	3	1,74
Grounded Theory	2	1,17
Culture Analysis	2	1,17
Descriptive Qualitative Research	2	1,17
Discourse Analysis	1	0,58
Case Study Case Study	1	0,58
<b>Mixed</b>		
Explanatory Sequential	14	8,13
Discoverer Sequential	12	6,98
Convergent Parallel	11	6,40
Case Study	5	2,91
Intertwined Mixed Design	4	2,33
Emancipatory (Action Research	1	0,58
<b>Total</b>	172	100,00

In the analysis of the designs used in the doctoral dissertations prepared in the field of Educational Administration in the Department of Educational Sciences between 2012-2022, it was found that the relational survey design was the most used among quantitative designs (61-78,20%) and data mining was the least used (1- 0,58%). In addition, it was found that the relational survey model was the most used design among all designs (61-35,46%). Among the dissertations conducted with the qualitative method, it was found that the case study design was the most used design (22- 46,80%), the rate of use of the case study design among all designs was 12,79%, and the discourse analysis and case study designs were the least used (1- 0,58%). In the studies conducted with mixed methods, it was found that the explanatory sequential design was the most used (14- 29,79%), the rate of use of the

explanatory sequential design among all designs was 8,13% and the emancipatory action research was the least used design (0,58).

***Distribution of doctoral dissertations in terms of underlying social paradigms***

**Table 9.**

*Distribution of doctoral dissertations in terms of underlying social paradigms*

<b>In terms of underlying social paradigms</b>	<b>n</b>	<b>%</b>
Radical Structuralist	-	-
Functional	78	45,34
Interpretive	47	27,33
Functional + Interpretive	46	26,75
Radical Humanistic	1	0,58
Total	172	100,00

In the classification according to the social paradigms, doctoral dissertations prepared based on the social paradigms defined by Burrell and Morgan (1979) for management theories and adapted to social sciences research by Gunbayı (2018) were classified as radical structuralist, functional, interpretive, functional + interpretive and radical humanistic. Let us evaluate the study's findings in the context of the social paradigms taken as a basis. It is possible to say that the number of studies based on the functional paradigm (78- 45.34%) is higher than the other paradigms, the number of doctoral dissertations based on the interpretive paradigm (47- 27.32%) and the number of doctoral dissertations based on the functional + interpretive paradigm (46-26.75%) are close to each other. The number of doctoral dissertations based on the radical humanist paradigm (1-0.58) was found to be the lowest. On the other hand, it was found that no doctoral dissertations based on a radical structuralist paradigm was prepared.

***Doctoral dissertations having information about the philosophy and paradigm of the research and university***

**Table 10.**

*Doctoral dissertations in terms of having information about the philosophy and paradigm of the research and university*

<b>n</b>	<b>Year</b>	<b>Research Methodology</b>	<b>Philosophy / Paradigm</b>	<b>University</b>
1	2016	Qualitative	Idealism / Interpretive Paradigm	Akdeniz University
2	2017	Quantitative	Realism / Functional Paradigm	Hacettepe University
3	2017	Qualitative	Idealism / Interpretive Paradigm	Akdeniz University
4	2018	Mixed	Radical Humanist Paradigm	Akdeniz University
5	2019	Mixed	Pragmatism	Akdeniz University
6	2020	Qualitative	Idealism / Interpretive Paradigm	Hacettepe University
7	2021	Mixed	Pragmatism	Hacettepe University
8	2021	Mixed	Pragmatism	Kocaeli University
9	2022	Mixed	Pragmatism	Akdeniz University
10	2022	Mixed	Pragmatism	Kocaeli University

In the examination of how many of the doctoral dissertations provided information about the philosophical background and paradigm of the research, it was found that only 10 studies provided information about the influenced philosophical current or paradigm. It was found that the information about the influenced philosophical current in the research has started since 2016, mixed method is the most used research method in these studies and pragmatism is the most influenced philosophical

current. According to the research findings, it was found that the philosophical background and paradigm of the research were mentioned in the dissertations of only 3 universities (Akdeniz University, Hacettepe University, and Kocaeli University), 5 studies were conducted at Akdeniz University, 3 studies at Hacettepe University and 2 studies at Kocaeli University.

## Discussion and Conclusion

According to Nieminen et al. (2007), doctoral dissertations, which are one of the important outputs of the scientific research process, have an effective role in the production of new and original academic knowledge that will contribute to the development of the field of science and in revealing the dissemination process of the produced knowledge. In this study, 172 doctoral dissertations in the field of Educational Administration in the Department of Educational Sciences in Turkey between 2012-2022, which were accessed from the official website of the National Dissertation Centre of the Council of Higher Education, were examined. The dissertations were analyzed according to 9 different criteria in terms of distribution according to years, distribution according to data collection techniques, interest in knowledge creation and philosophical trend, research method used and distribution according to years, preferred research designs, paradigm taken as basis and how many of the dissertations were informed about the philosophical background and paradigm.

In this context, the first research question is: How will doctoral studies in the field of Educational Administration in the Department of Educational Sciences in Turkey be distributed over the years? The doctoral dissertations were evaluated in 2 periods based on the years 2012-2017 and 2018-2022, and it was found that the number of doctoral dissertations prepared between 2018-2022 was higher than the first period, and the highest number of doctoral dissertations was prepared in 2019. These findings also reveal that educational administration is a field open to development in Turkey. The reason for the increase in the number of doctoral dissertations in the relevant years can be seen as the increase in the number of doctoral programs opened in the field and the number of academic staff in universities.

Another research question is the distribution of dissertations according to data collection techniques. According to the results of the research, it was found that the questionnaire was the most used data collection technique, while natural data collection techniques such as interview, observation, and document analysis were used less frequently. Karadağ (2014) examined the postgraduate dissertations on reading interests, attitudes, and habits and found that questionnaires or scales were mostly used. Similarly, Aydın, Selvitopu, and Kaya (2018) concluded that questionnaires were mostly used in postgraduate dissertations in the field of classroom management. Since doctoral dissertations in the field of educational sciences are mostly in the survey type, it can be said that questionnaires are mostly used as data collection tools. Sert et al. (2012) showed that the main reason why questionnaires are mostly preferred in research is that more people can be reached with this technique and the data collection process with this method is more economical in terms of implementation time and implementation costs. In addition, according to the results of the research, it was concluded that there were no experimental studies in the related field. It can be stated that experimental studies are not used because they are not suitable for the nature of educational sciences, which is a field of social sciences (Guba & Lincoln, 2004).

In the distribution according to knowledge creation interests, it was found that dissertations based on technical interest came to the forefront.

According to another result of the study, realism-modernism is the most influential philosophical movement. Yüce et al. (2014) found that the positivist paradigm was highly preferred in their analysis of doctoral dissertations written in the field of linguistics. Çıvık and Sezerel (2018) found that the positivist paradigm was frequently preferred in 326 articles published in refereed journals to examine the paradigms used in tourism research. Similarly, Yayla and Ergün (2020) found that the positivist paradigm was highly preferred in their analysis of postgraduate dissertations written in the field of

tourism. It can be stated that the results obtained in the literature are in parallel with the results of the current study.

In the study, the distribution of dissertations in Educational Administration between 2012-2022 according to the research method used was examined and it was concluded that quantitative method was used in the preparation of the highest number of dissertations, followed by qualitative and mixed method dissertations. There are also studies in the literature that conclude that quantitative method is mostly adopted in scientific studies (Küçüköğlü & Ozan, 2013; Ergun & Çilingir, 2013; Yaşar & Papatğa, 2015). However, looking at the distribution of research methods used in doctoral dissertations according to years, it was concluded that qualitative research methods and mixed research methods were behind quantitative research methods between 2012 and 2022, while qualitative and mixed methods were used more than quantitative methods since 2020. For this reason, it can be stated that qualitative research methods are still new and open to development in terms of educational sciences in Turkey. Qualitative research methods, which are associated with idealist philosophy, are gaining importance in the relevant field, and the increase in their number supports this finding. In addition, it was found that mixed method studies are also increasing in the field of educational sciences like qualitative studies.

In this study, it was concluded that the relational survey design is the most used design in dissertations prepared with quantitative methods. The study conducted by Elmas, Açıköz, and Aşçı (2018) in the field of sports sciences also confirms this result. The relational survey design is used to examine the presence and degree of change between two or more variables. In this direction, relational analysis can be done in two types. These types are expressed as correlation-type relationships and relationships obtained by comparison (Creswell, 2017). For this reason, it can be stated that it is preferred in the field of educational sciences because it enables the determination of attitudes and tendencies. In dissertations prepared with qualitative methods, it was found that the case study design was the prominent design. According to Yin (2013), case study is the examination, investigation, and description of a phenomenon in its reality. In the field of education, case study is a preferred research method especially in answering "why" and "how" questions (Yin, 2017) and has an important function in the implementation of the theories produced in the field of educational sciences and the development of practices (Leymun, Odabaşı, & Yurdakul, 2017). It can be stated that the case study design enables the causes of the problems experienced in educational environments to be revealed by examining them in the real environment and for this reason, it is a frequently used design in qualitative studies in this field. In a dissertations conducted with mixed methods, it was found that the most used design was the explanatory sequential design. Şan (2020) analyzed the articles based on mixed methods published in the field of education between 2015 and 2019 in Turkey and concluded that explanatory sequential design and convergent parallel design are the most used designs in the field of educational sciences.

One of the important results obtained in the research is the high number of dissertations based on the functional paradigm. According to Günbayı (2020), the functional paradigm is ontologically realist, epistemologically positivist, and suitable for descriptive quantitative research. The fact that the quantitative method is the most used method, and the questionnaire stands out as the most widely used data collection tool supports this finding. It is concluded that the number of dissertations based on the interpretive paradigm (Günbayı, 2020), which is based on anti-positivist philosophy (Burrell & Morgan, 1988; Gunbayı, 2019) and is stated to be suitable for guiding qualitative research in descriptive designs such as case studies, phenomenology, cultural analysis, narrative, etc., has increased in recent years. Fazlıoğulları and Kurul (2012) examined the characteristics of doctoral dissertations in educational sciences in Turkey and concluded that the dominant paradigm adopted in the dissertations was positivism (90.4%), and that non-positivist tendencies (or qualitative research) did not penetrate the field of education and educational sciences in a Khunian form (revolutionarity, incommensurability), but only in the context of enriching research techniques. Similarly, the interpretive paradigm, which tries to understand what people feel by empathizing and tries to reveal what people want in depth within the subjectivity of human life, and the functional paradigm, which considers that behavior emerges in the context of the conditions in the concrete social relations of the real world, that facts are empirically usable knowledge producing and objective, and that the social world outside the consciousness of the



individual is relatively unchanging (Gunbayi, 2018; Gunbayi & Sorm, 2020), which combines both the philosophy of realism and idealism, the number of pragmatism-based dissertations has also increased since 2019. According to the results of the research, it was also found that only one dissertations based on the radical humanistic paradigm (Burrell & Morgan, 1979, p.32; Günbayı, 2019,) which puts forward the ways of raising one's consciousness, getting rid of social pressure, making decisions with one's own will and realizing oneself freely (Burrell & Morgan, 1979, p.32; Günbayı, 2019,) by countering the perception management that is maintained in a status quo manner.

One of the results of the research is that only 10 of the 172 dissertations analyzed in the field of Educational Administration in the Department of Educational Sciences, philosophical background and social paradigms of the studies were mentioned, and 10 dissertations were conducted at Akdeniz University, Hacettepe University, and Kocaeli University. In addition, it was found that information about the philosophical background and paradigm was included for the first time in a dissertations prepared at Akdeniz University in 2016. According to Maxwell (2018), explaining which paradigm research is based on shows that the study has a philosophical and methodological stance and makes important contributions to the theoretical grounding of the research design. In research, sharing with the reader how the researcher makes sense of the social world and how he/she presents it contributes to the interaction between the researcher and the reader (Miles and Huberman 2016). In this sense, it can be considered as one of the shortcomings of the studies in this field that the philosophical background on which the research is based and the worldview of the researcher are given in a limited number of doctoral dissertations in the field of Educational Management in Turkey.

Based on the results of this study, the following recommendations can be made to researchers working in the field of Educational Administration in the Department of Educational Sciences in Turkey.

### ***Recommendations***

Based on the results of this study, the following recommendations can be made to researchers working in the field of Educational Administration in the Department of Educational Sciences in Turkey.

- It is recommended that researchers follow the international literature in the field of educational administration, inspection, planning, and economics and thus carry out their studies by recognizing the paradigm shift in this field.
- It is suggested that researchers should obtain complementary information on the paradigm transformation in Turkey by analyzing articles, papers, etc. in the national literature.
- It is recommended that researchers should diversify data collection methods and techniques and use qualitative and mixed method techniques.
- It is recommended that researchers inform the reader about the philosophy and paradigm on which the research is based in a way that reflects the researcher's worldview in their studies.

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## Ethics Approval

In the writing process of the study titled “**An examination of doctoral dissertations in the field of educational administration in Turkey between 2012-2022 in terms of social paradigms**”, the rules of scientific, ethical and citation were followed; it was undertaken by the author of this study that no falsification was made on the collected data. “Journal of Action Qualitative & Mixed Methods Research and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the author and that the study was not submitted for evaluation to any other academic publishing environment.

## Institutional review board (IRB) approval

Institutional Review Board (IRB) approval of this research is not required.

## Violence against women: Definition, types and the role of men

Mesut Görücü\*

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**Abstract.** Violence against women is still a social problem that needs to be solved in almost all societies because women have been more delicate, weak or more sensitive than men from past to present. In addition to business and social life, violence experienced especially in the marriage union, which is the basis of society, causes severe damage to family life. In this study, qualitative systematic review design with literature review variant were used to understand and to interpret the definition of violence against women, types and the role of men in violence against women. As a result, it can be said that violence, which is a social problem, cannot be solved only by legal regulations for women who are victims of violence, men who perpetrate violence should also be a part of this solution and it is important for women to have economic independence at every stage of their lives.

**Keywords:** Violence, woman, men, law, practice

### Introduction

Violence against women remains a pervasive social issue that requires urgent resolution in nearly all societies. Historically, women have often been perceived as more delicate, vulnerable, or sensitive compared to men. This perception, combined with violence experienced in various spheres of life particularly within marriage, the foundational unit of society-inflicts significant harm on family life.

Violence against women is a violation of human rights and a form of discrimination against women. It can take many forms, including physical violence, sexual abuse, female genital mutilation or forced marriage. (Chapman, 1990). The phenomenon of violence is seen as the biggest problem that damages, harms and even disrupts the quality of life of individuals and societies, social peace, success and family unity, creates negative effects in every field, and is seen as a problem in all societies from past to present. When the act of violence is examined in detail, it is seen that individuals who are considered weak in terms of self-defense, women, children, the elderly and disabled individuals are subjected to violence.

The fight against violence against women started in 1987 with the “March against Battering” (T.C. Ministry of Family and Social Policies, 2015), which was the result of the women's movement against violence and the protests against violence as women were more frequently harmed by the violent incidents in which they were involved. Law No. 4320 on the Protection of the Family and Law No. 6284 on the Protection of the Family and Prevention of Violence against Women were expanded in line with the problems, deficiencies and needs experienced in practice. Although the laws have been revised, the incidents of violence against women are increasing in frequency every day and the consequences are more complex and severe.

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In this article it was aimed to define violence against women, the types of violence against women, the role of men in violence against women. Thus, following research questions were sought to answer based on literature on violence against women:

1. What is the definition of violence against women?
2. What are the types of violence against women?
3. What is the role of men in violence against women?

## **Methodology**

### ***Method and paradigm of research***

This study is a qualitative descriptive analysis grounded in a literature review, a variation of the systematic review design. A literature review is typically defined as a systematic approach to collecting and synthesizing prior research (Günbayi, 2020; Baumeister & Leary, 1997; Cooper, 1998). The research paradigm guiding this study is interpretive, which seeks to empathize with individuals' experiences and uncover the deeper desires and meanings within the subjectivity of human life (Günbayi, 2018; Günbayi & Sorm, 2020).

### ***Sampling***

The research population comprises articles, books, and reports on violence against women published over the past 35 years. The study utilized criterion sampling, a type of purposive sampling technique, to select the research sample.

### ***Data collection and analysis techniques***

Document analysis was employed as the data collection technique. Data were gathered from articles, books, and reports related to violence against women, published within the last 35 years. A keyword search using terms such as "violence against women," "types of violence against women," and "the role of men in violence against women" was conducted on Google Scholar to identify relevant literature.

### ***Data analysis***

Descriptive analysis, a qualitative data analysis method, was applied in this study. Descriptive analysis involves summarizing and interpreting the collected data according to pre-established or emerging themes (Gunbayi, 2023).

## **Findings**

Based on literature review on violence against women, this section covers the definition, the types, the role of men in violence against women.

### **Definition of violence against women**

It is difficult and complex to define violence because it is interpreted differently in different disciplines. Analyses of violence by different disciplines show that violence has a multidimensional and complex nature (Aktürk & Doğan, 2013). Violence has become a frequently encountered situation in both public and private life. According to the Turkish Language Association, violence is defined as: "The degree of a movement, a force, intensity, harshness. The use of brute force against those with opposing views.

Brute force. Excessiveness in emotion or behavior” (TDK, 2024). As can be understood from the definition, violence is a harsh, rude and unwanted situation by the other party.

When we look at the meanings of the word; the word violence has the meanings of “strictness”, “hardness”, “excessiveness”, “tightness” (TDK, 2024). When we examine the Greek Latin-English languages, we see that the word has the meanings of “violating, violating, disrupting” as well as “force” and “power” (Dursun, 2011). Violence against women is defined as “perhaps the most shameful and widespread violation of human rights” (Özkan, 2017).

From past to present, violence is a dangerous behavior that causes unrest, uneasiness and sometimes death (Zara & İnci, 2008). The aim of violence is to establish a hegemony in the physical or psychological field or to ensure the continuity of the existing hegemony. This hegemony is manifested and perpetuated through physical or psychological violence against women. The violence used by men in order to achieve the dominance they try to achieve over women is used as a means of establishing, proving and maintaining authority (Aktürk & Doğan, 2013).

The World Health Organization's 2002 “World Report on Violence and Health” defines violence as “the intentional use of physical force or coercion against oneself, another person or a group or community that is likely to cause, or has a high probability of causing, actual injury, death, psychological harm, maldevelopment or deprivation” (WHO, 2002).

Gender-based violence takes many forms: physical, sexual, emotional, and psychological. Examples include female genital mutilation, killing in the name of so-called ‘honor’, murder, forced and early marriage, and sex trafficking. Two of the most prevalent types of violence that women experience are intimate partner violence (IPV) and non-partner sexual violence (NPSV) (World Bank, 2022).

### **Types of violence against women**

Violence against women, which is one of the forms of human rights violation and discrimination against women due to gender inequality, is inflicted on women because they are women. Violence against women is directed against women by men they know and men they do not know, especially men in their immediate environment (T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015).

All women around the world, regardless of country, ethnicity, class, religion, economic and/or social status, face the risk of being subjected to gender-based violence ( T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015). The emergence of violence against women usually occurs at the beginning of family life (Hatunoğlu, Hatunoğlu, & Avcı, 2014). In patriarchal societies dominated by men, women are given responsibilities above their capacity, and when they cannot fulfill their responsibilities, they face violence (Şenol & Yıldız, 2013). Violence takes place not only on the street or in work life, but also within or outside the family. In addition, the perpetrator of violence against women is not always only the spouse, but it can also occur between relatives who share the same house (Ünlü, 2013).

The 2015 surveys conducted by the Ministry of Family and Social Policies show similar results, although there are some differences. In a study conducted in collaboration with Hacettepe University, 36% of women stated that they had been subjected to physical violence and 12% to sexual violence at some point in their lives, while 38% of women had been subjected to at least one of the two forms of violence, indicating that sexual violence is often combined with physical violence. Increasing education level decreases the percentage of exposure to physical or sexual violence (T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015).

Instead of considering violence against women as a simple crime, it should also be evaluated in terms of its impact on public resources. In addition to human resources, research shows that violence has huge economic costs, including direct costs to health, legal, police and other services, and undermines efforts to reduce girls' school enrolment and improve women's access to education. The World Health Organization discussed violence against women in detail at the 69th World Health Assembly meeting

and stated that women are affected by different forms of gender-based violence at different stages of their lives and that women are subjected to violence through domestic violence, sexual violence, human trafficking, femicide and sexual harassment (WHO, 2016).

When we look at violence against women, we see that it is divided into various types. It is seen in many research and published reports that violence is subjected to discrimination. Violence is firstly considered as intense physical impact and pressure on the other party all over the world. Even if various types of violence are known, it is generally considered as physical violence in daily life. There are many reasons for violence in our country and in the world. Economic difficulties, psychological reasons, cultural roles, social relations, the aim of establishing superiority, etc. can be counted.

### ***Domestic violence***

The applicability of human rights machinery to the abuse of and violence against women was first seriously addressed internationally at the U.N. Mid-Decade Conference on Women held in Copenhagen in 1980. The conference found that "domestic violence was a complex problem and constituted an intolerable offense to the dignity of human beings (Chapman, 1990). In order for violence to be considered as domestic violence, it is not necessary for the perpetrator and the victim to share the same residence; violence that occurs between couples who are living together even if they do not have an ongoing or previous family relationship (divorced spouses) or even if there is no formal union (marriage) is meant.

Domestic violence is defined as aggressive behavior and threats against one's spouse, children and relatives (Öztürk, 2014). Domestic violence against women is generally seen to stem from the fact that women live economically and culturally dependent on men and are subjected to social discrimination. Research shows that domestic violence against women is most frequently directed against women by their husbands or intimate partners (T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015).

Although there are times when men are also subjected to violence, children are also subjected to violence in most of the domestic violence incidents in which the leading role is played by women, but the ways in which men and women cope with violence differ (Kuzu, 2013). Apart from the roles previously assigned to women by Turkish society, women's desire to change their place in society or to acquire new roles is effective in the formation and development of self-confidence, and unfortunately, attempts to prevent behaviors that patriarchal society cannot adopt unfortunately end with violence (Gülpinar & Kandemirci, 2013). Some problems occur in the self-identity of women who are subjected to violence, and it affects women deeply mentally and physically. Women's being subjected to violence destroys their self-confidence and leads to the fear that they may face violence again at every moment of their lives.

Similarly in most societies, men's violent behaviors aimed at establishing superiority over their wives can be explained by their desire to establish dominant authority in the family. Considering that men are socially supported in patriarchal societies such as our country, it is possible to come across violent behaviors to seize and maintain authority quite commonly. The most painful fact about domestic violence against women is that it is repeated over and over again, and that the violence is not perpetrated by a stranger, but by a spouse, relative or friend. Most of the time, women are subjected to violence by their husbands or intimate partners whom they have married out of love and trust and with whom they have children. Domestic violence against women, which is a widespread problem, is also related to individual and social aspects. Regardless of the cause, many people are affected by domestic violence. Both the perpetrator, the victim and the witnesses of this violence are negatively affected separately (Kandemirci & Kağnıcı, 2014).

Women's lack of self-confidence, lack of economic freedom and having a traditional perspective can be considered among the general characteristics of women who are subjected to domestic violence. Physical, emotional, sexual and economic violence may vary according to geographical or spatial

location, as well as the age, education, employment status, marital status and economic level of the victims.

### *Physical violence*

All aggressive behaviors based on the use of physical force and aimed at physically harming living beings are considered as physical violence (Atman, 2003). It is defined as the most common type of violence against women (Yetim & Şahin, 2008) and the type of violence that women are most exposed to, which consists of actions that start with minor injuries and continue to increase until the end of murder (Şener, 2011). The fact that men are physically stronger and more durable than women leads to the emergence of violence in the resolution of disputes (Şenol & Yıldız, 2013). The power and physical actions applied with the use of physical muscle power can be characterized as the state of being physically attacked. These can be graded as follows:

- Moderate physical violence:
  - Slapping or throwing something
  - Pushing, shoving, or pulling hair
- Severe physical violence:
  - Hitting with a fist or an object
  - Kicking, dragging or beating
  - Squeezing the throat or burning apart of the body
  - Threatening or using tools such as knives and guns

In Turkey 19% of married women have been subjected to moderate physical violence and 16% to severe physical violence at some point in their lives. As the level of damage caused by violent behavior increases, its prevalence decreases (T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015).

Violence is the actions and behaviors that men, who have a stronger structure in terms of body muscle structure compared to women, exhibit in order to make women accept their demands, to prevent the behaviors they do not want, to wear the woman down, and to harm the woman's body. Such behaviors can sometimes be seen even by the woman's own family as behaviors that her husband can do.

### *Psychological violence*

Although this type of violence does not physically harm women, it causes great psychological damage. It is the type of violence that causes the most damage to women's self-realization and development in society (İlkkaracan & Gülçür 1996). Emotional violence/abuse against women by their husband(s) or intimate partner(s) (T.C. Aile ve Sosyal Politikalar Bakanlığı, 2015):

- Insult or swearing,
- Humiliation or humiliation in front of others,
- Intimidation or threats,
- Threatening to harm women or those around them.

Making accusations that a woman cannot do a job, that she cannot succeed, disregarding her personality and ideas, insulting her, shouting at her, ignoring her, calling her unpleasant nicknames, constantly criticizing her actions and thoughts in order to humiliate her in society, to keep her away from work life, to reduce her dignity, to harm her personality by belittling her, making demands in the form of orders to do what they want, keeping their behaviors and actions under constant control like an employer or owner, preventing women from opportunities that come their way in order to keep them away from business life or humiliate them, and keeping them unaware (Uluocak, et al, 2014).

The General Directorate on the Status of Women recognizes emotional violence as “any act of systematic psychological pressure, emotional exploitation and humiliation against someone, and any action taken to isolate them from society in order to control or punish them.”( KSGM, 2009).



Psychological violence: “Shouting, insulting, swearing, threatening, intimidating, humiliating, ridiculing, not allowing her to make decisions, comparing her with other women and men, not allowing her to improve herself, not allowing her to meet with her family, friends, neighbors, not allowing her to go out of the house, checking her whereabouts at any time, belittling her beliefs - her origin - her job - her salary, constantly interrupting her in front of others, etc.” are behaviors of psychological violence against women. (KSGM, 2009).

Since male hegemony is dominant in *Turkey*, women are often seen as weak and to be managed in the family or in business life. Due to culture, traditions or regional customs, even if they do not want to accept it, men may see women as a weak being, a person to be dominated and managed. Even if there are differences between regions, in general, in our country, which still has a social structure dominated by male domination, if the woman does not fulfill the wishes of the man, the man inflicts various types of violence on her.

The psychological tendencies he will exhibit in order to put pressure, subjugate, make her do what he wants, make her dependent on him, isolate her, and prevent her progress and development lead to psychological violence. Psychological violence is mostly perpetrated by men who are insecure, rude, have personality disorders, have been raised in the wrong family environment and have been subjected to violence in their childhood.

### ***Sexual violence***

Sexual violence is a form of violence that occurs all over the world. Although little research has been done on the problem in most countries, available data shows that in some countries, about one in four women are victims of intimate partner sexual violence and about one-third of adolescent girls are victims of sexual violence. Sexual violence has a profound impact on physical and mental health. In addition to causing physical injury, it is associated with a range of risks of sexual and reproductive health problems, with both short and long-term consequences. Its impact on mental health can be as serious as its physical impact and equally long-lasting. Deaths following sexual violence can occur as a result of suicide, HIV infection or homicide. Sometimes violence changes direction with “honor killings” after sexual violence. Sexual violence can also profoundly affect the social well-being of victims; individuals may be stigmatized and ostracized by their families and others (WHO, 2002).

The World Health Organization defines sexual violence as “behaviors such as forcing sexual intercourse, engaging in unwanted sexual behaviors, harassment, making criticisms and words emphasizing sexuality, and making unwanted sexual conversations” (WHO, 2010). Accordingly, pressure and coercion can be physical as well as psychological. In the phenomenon of sexual violence against women, it continues to exist as a type of violence in societies where sexuality is seen as a taboo and concepts such as honor and honor, especially for women, are defined through women's sexuality.

Sexual violence, mostly against women, is a type of violence related to sexual activity. Acts and practices such as forcing a person to have sexual intercourse against their will, causing them to contract sexually transmitted infectious diseases, forcing them against their will during sexual intercourse, hurting them, raping them, hurting them, damaging their body, forcing them to have sex with other people, having intercourse at times against the woman's will, causing them to become pregnant by refusing contraceptives despite the woman's wishes, damaging their genitals, accusing them of being a prostitute, etc., which is not welcomed in the society, oppressing them due to the sense of honor and tradition of the region where they live, and resorting to physical violence. Actions and practices such as accusing the woman of being a prostitute, etc., putting pressure on her due to her region's understanding of honor and tradition, and resorting to physical violence can be grouped under this heading (Akkaş, 2016).

Sexual violence practiced under the habits, culture or traditions of the region in which the women live is usually accompanied by physical violence. Traditional roles of femininity and masculinity can form the basis of this violence. Sexual violence, which is seen as an intimate area or taboo that is not wanted

to be heard, preferred to remain hidden and considered shameful, is also a very difficult phenomenon to detect. It would not be wrong to say that sexual violence is the type of violence that women have difficulty in complaining, explaining and hesitating (Adak, 2000). Sexual violence against women perpetrated by husband(s) or intimate partner(s) (T.C. Aile ve Sosyal Politikalar Bakanlığı):

- Forced sexual intercourse,
- A woman has sexual intercourse out of fear, even though she does not want to,
- Being forced to perform sexually degrading or humiliating acts,

can be briefly explained as “sexual violence”. In closed societies, sexual violence against women remains hidden, and women who do not want their names to be associated with this type of violence cannot file a complaint, and there are problems in conducting clear research on how often it occurs.

### ***Economic violence***

Economic violence against women encompasses acts of preventing women from working or forcing them to work without their knowledge or control. The reasons and types of women's exposure to economic violence may vary (Uluocak, et al, 2014);

- Controlling the woman's money, not making her spend it, taking her money from her,
- Giving insufficient money for the will of the house,
- Confiscating your credit card,
- Forced labor,
- Taking property rights by force,
- Preventing, obstructing, canceling education.

Economic violence includes actions such as taking women's money, not employing them, forcing them to work, preventing them from spending money, preventing them from education, rendering them unable to work, preventing them from buying movable or immovable property or converting existing ones into their own name, spending/investing or changing family savings in different places without the woman's knowledge or consent.( KSGM, 2009). The Ministry of Family and Social Policies also cites similar reasons for economic violence against women: “Economic violence/abuse against women by husband(s) or intimate partner(s) (T.C. Ministry of Family and Social Policies):

- Preventing a woman from working or causing her to quit her job,
- Not giving money for household expenses,
- Taking away a woman's income” as economic violence.

It is known that women, who constitute about half of the population in the world and in our country, do not have the opportunity to be represented at the same rate in their participation in economic activities. According to 2022 data, the labor force participation rate of women in the world is 47.4%, lagging behind that of men (72.3%) (ILO, 2023). Similarly, in Turkey, the labor force participation rate of women is 36.6%, lower than that of men (71.9%) (TÜİK, 2022).

Since a woman deprived of economic freedom will be dependent on her man/husband, she will be silent about other forms of violence perpetrated by him, and he will be able to further consolidate his dominance over her. In order to prevent all forms of violence against women, it is necessary to ensure that women are well educated, taught their rights and have enough income to survive economically on their own. A woman who is freed from economic dependence will feel stronger, will not be dependent on the man/husband and submit to his/her wishes, and when she is subjected to violence, she will be able to make the necessary complaints to get rid of this violence or to separate the union if the violence still continues.

## *Social Violence*

Although violence against women has been seen as a women's problem for years, this act is a global human problem that transcends cultural, geographical, religious, social and economic boundaries (Körükçü, Kayır & Kukulu, 2012). The way violence is practiced, its frequency and consequences may vary from society to society according to social cultures.

Violence against women is not an individual problem, but rather a multidimensional problem that needs to be investigated in every aspect from the family to the society. It may stem from gender inequality or the predetermined role of women in gender perception. The Turkish Language Association defines the word gender with a biologically based approach as “the characteristic of creation that gives the individual a separate role in reproduction and at the same time distinguishes between male and female, sexuality, sex” (TDK, 2024). Biological gender, which defines the physical differences between individuals, should be distinguished from social gender.

Restriction or prevention of rights such as the right to life, health and nutrition, education, self-development, participation in social and economic life, which are stated as fundamental human rights and freedoms, is an important social problem. In our country, as in many parts of the world, gender-based violence occurs in order to keep women under their control, to maintain their superiority and to exert pressure to force them to do what they want under the influence of the male-dominated social structure and may be considered reasonable by some societies. Some social conditions and assumptions render women powerless in the face of men and position men as strong and powerful. In societies where men are seen as superior to women, violence against women can be used to ensure and maintain the power of men over women (Acar, 2013).

Violence is directed against everyone, but it especially targets women and girls as they are more vulnerable and weaker. It can take place in physical, sexual, psychological, economic and other forms. Anyone can commit violence, but the perpetrator needs to be stronger. In general, violence in society can become more widespread when the authorities do not fully implement the laws or ignore them (Uluocak, et al, 2014).

In order to ensure that women do not fall behind in social life and assume a more active role, they should be provided with the necessary facilities for their training and even encouraged with positive discrimination. When literacy rates are analyzed in general, illiteracy rates are higher among women than men, and this rate remains relatively high in rural areas and among older women (TUİK, 2024). Women who are illiterate enough to express themselves will continue to be under the influence of men and will be one of the biggest obstacles to their active participation in social and community life.

Violence against women continues to be an ongoing problem in our country as in many other countries. It is also one of the most important social problems in Turkey. When violence against women is examined, it is an extremely common problem in all cultures, regardless of the places where societies live, geographical borders, the level of development of the country and the level of education

## **Role of men in violence against women**

The United Nations has predicted that the inclusion of men in the issue will lead to a significant improvement in achieving gender equality. Studies show that men are a major part of the solution in preventing violence against women and focus on giving them roles and responsibilities. There are many innovative studies on gender equality and violence against women, especially for men (Körükçü, Kayır & Kukulu, 2012).

The most well-known of these efforts and the largest men's movement in the world is the “White Ribbon” campaign, which has taken place in more than 60 countries. This campaign started in 1991 with the aim of bringing a new perspective to men and raised awareness about preventing gender inequality, ending violence against women and building healthy relationships in society. The campaign aimed to

identify the reasons why men resort to violence and what needs to be done together with the perpetrators to prevent violence. Over the past years, the role of men in preventing violence against women has increased considerably and joint efforts have been made with men to make them an important factor in ending violence. The most prominent of these is the white ribbon campaign around the world. In this way, there has been an increase in the arguments used to prevent violence. Since men are at the top of the power and decision-making units of many committees around the world, their role and power in economic, political and social fields are seen as important for the elimination of violence (National Community of Practice, 2015).

It is assumed that low self-confidence, the culture, traditions and habits of the family and environment in which they were raised are effective in men who resort to violence. As seen in some regions of our country, violence is more common in family structures where men are dominant in society (Delice, 2013). This situation affects the process of transferring gender roles from generation to generation in the definition of gender. In determining the position of women in society, changing the perception of men about violence against women is of great importance in ensuring gender equality. Studies have shown that men in Turkey adopt traditional roles more than women (KSGM, 2009).

Society's perspective on women should be changed and it should be recognized that they have an important place in the social structure. Violence against women must be eliminated. In order to prevent this violence, women's perspective on their own status and rights should be changed rather than only educating men, informing the society or imposing sanctions on men. The active participation of women in social life and the successful overcoming of the problems they face in this process require the participation and support of men (KSGM, 2009). With a holistic approach, the problem can be solved more easily with the participation of both men and women.

## **Conclusion**

As a result of the literature review and academic research on violence against women, it was concluded that violence against women is seen in all races, languages, religions or societies without discrimination. In interviews with women victims of violence, it was concluded that women's level of education, country of origin, whether they are married or single, whether they are employed or not, cannot be accepted as a single or collective reason for experiencing violence or staying away from violence.

As a result, women can be subjected to violence in our country and in any part of the world, and new laws, practices and protection measures are on the agenda in order to prevent this. The planned new legal changes and measures should be evaluated within the framework of the unique characteristics of societies. It is clear that the establishment of a separate unit, institution or ministry specialized in the protection of women in our country, determining new policies in line with the expectations of women who are subjected to violence, and establishing different assistance centers (such as psychological, economic, health, educational support) will make important contributions to the solution of the problem. However, in view of the fact that this problem is not a problem specific to our country, in order to prevent violence, it is seen as the most important solution tool to increase the level of social awareness by placing the problem in the curricula of courses starting from primary education, which is the first level of education.

## **Recommendations**

Under this heading, suggestions that women victims of violence can do in the face of violence and that are likely to be implemented to prevent violence at the individual level and to eliminate the problems encountered in the security units and that are thought to contribute to the prevention of violence are included.

### ***Recommendations on victims' behavior against violence***

Violence is a crime against humanity that is unworthy of humanity and must be eliminated by all societies, regardless of who it comes from and who it is directed against. Regardless of whether the victim is a woman or a child, or regardless of the motive of the perpetrator, violence should be recognized as a fundamental problem that must be prevented.

It is clear that the behavior and thoughts of women who are subjected to violence against this problem are the primary issue in eliminating the crime. Therefore, in order to eliminate violence against women, first of all, the idea that violence is a crime against society and humanity should be instilled in the individual within the family. For this reason, the social idea of inequality between men and women, which is the accumulation of centuries, should be eliminated by using belief systems within the family. It should not be forgotten that it is ultimately a woman who raises the man who perpetrates violence and the task of preventing violence is primarily based on the education to be provided by mothers. For this reason, all public institutions and organizations should act in cooperation and ensure the implementation of the laws to prevent the exclusion of girls from education, which is still a serious problem in our society.

Regardless of the source and cause of violence against women, it should be recognized that the understanding that violence against women is a misguided belief and the social understanding that women should accept it with resignation should be eliminated.

Within the education process, the equality of women and men and the fact that the family is the cornerstone of society and that spouses build this foundation together should be taught to young people in citizenship lessons and other courses. Case studies and literary works that will ensure this should be recommended as source books and made available for reading.

#### ***Recommendations for police departments***

In order to overcome these problems, first of all, it would be appropriate for police centers, which are the place of application for victims of violence, to be handled by separate units in accordance with the importance of the situation, for example within the children's branch directorate.

It is necessary to expand the powers of the law enforcement units that carry out the investigation process with legal regulations to take different measures for the victims and the perpetrators of violence, taking into account the developing conditions and situations, provided that the fear and anxiety of women who have been subjected to violence in any period of their lives and who have complained to the relevant authorities do not end after the complaint.

One of the most important issues is to revise the existing practices by the relevant institutions and organizations in order to fulfill the demands of women victims of violence regarding shelter, asylum, etc. by law enforcement units and to provide services to women victims of violence in good environments and conditions even on a (24) hour basis. In particular, it is considered that the uncompromising application of sanctions to be imposed on the perpetrator of violence, especially compulsory imprisonment, will partially reduce the fear and anxiety on women and create an element of pressure on the perpetrator of violence.

The staff to be assigned to the women's desks established in law enforcement units should be formed by trained female personnel, the presence of expert personnel to be assigned by the Provincial Directorate of Family, Social and Policies during the statement stages of women victims of violence, and the presence of lawyers specialized in violence against women during all these procedures may be an indication that women are cared for and valued.

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**Ethics Approval**

In the writing process of the study titled “Violence against women: Definition, types and the role of men”, the rules of scientific, ethical and citation were followed; it was undertaken by the author of this study that no falsification was made on the collected data “Journal of Action Qualitative & Mixed Methods Research and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the author and that the study was not submitted for evaluation to any other academic publishing environment.

**Institutional review board (IRB) approval**

Institutional Review Board (IRB) approval of this research is not required.