



## Hemşirelik Öğrencilerinin Kadına Yönelik Şiddet ve Mesleki Şiddete İlişkin Rollerine İlgili Tutumları

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### Özet

Bu kesitsel çalışmanın amacı, hemşirelik öğrencilerinin kadına yönelik şiddet ve mesleki şiddete ilişkin rollerine ilişkin tutumlarını ve etkili faktörleri belirlemektir. Türkiye'nin batısında bir hemşirelik fakültesinde okuyan 306 hemşirelik öğrencisi örneklemini oluşturmaktadır. Araştırma verileri; Sosyodemografik Bilgi Formu, Şiddete İlişkin Tutum Ölçeği (ŞİTO) ve Hemşirelerin Şiddete Mesleki Rollerine İlişkin Tutum Ölçeği (ŞMRİTÖ) ile toplanmıştır. Hemşirelik öğrencilerinin ŞİTO toplam puan ortalaması 33.93±6.88 (20-62), ŞMRİTÖ toplam puan ortalaması 32.21±4.76 (23-46) olarak bulundu. ŞİTO ile ŞMRİTÖ puanları arasında pozitif yönde, orta düzeyde anlamlı korelasyon belirlendi. Doğrusal regresyon modeline göre, ŞİTO tutumu üzerinde öğrencilerin sınıfı, cinsiyeti, en uzun süre yaşadıkları yer ve ŞMRİTÖ puanının istatistiksel olarak anlamlı düzeyde bir yordayıcı olduğu belirlendi. ŞMRİTÖ tutumu üzerinde öğrencilerin hemşirelik mesleğini isteyerek seçme durumlarının istatistiksel olarak anlamlı düzeyde bir yordayıcı olduğu belirlendi.

**Anahtar kelimeler :** tutum, kadına yönelik şiddet, mesleki rol, hemşirelik öğrencisi.

## Nursing Students' Attitudes towards Violence against Women and Professional Role in Violence

### Abstract

The aim of this cross-sectional study was to determine the attitudes of nursing students towards violence against women and professional role in violence and affecting factors. The participants consisted of 306 nursing students who were studying in a nursing faculty in western Turkey. Data were collected using a socio demographic information form, the Attitude regarding Violence Scale (AVS), the Nurses' Attitudes regarding Professional Role in Violence Scale (NAPRVS). It was found out that the AVS total mean score of the nursing students was 33.93±6.88 (20-62) and the NAPRVS total mean score was 32.21±4.76 (23-46). There was a moderate, positive, and significant correlation between AVS total mean score and NAPRVS total mean score. It was found out that the nursing students' gender, grade, living place for the longest period, current place of residence and NAPRVS mean score were statistically significant predictors of the attitudes of nursing students towards violence against women. It was determined that the students' willingly choosing the nursing profession and the AVS mean score were statistically significant predictors of the attitudes of students towards their professional roles in violence.

**Keywords:** attitude, violence against women, professional role, nursing student.

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## INTRODUCTION

World Health Organization (WHO) is defined that violence against women is a gender discrimination-based violation of human rights and an important public health problem (WHO 2017). The United Nations (1993) defines VAW as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. In the world and in Turkey, the frequency of VAW is increasing with each passing day (Çelik et al. 2015; WHO 2017). According to the WHO data (2013), one out of every three women (35%) in the world and in Turkey is exposed to physical or sexual violence from their spouse or partner.

VAW affects women’s lives and health as different types of violence in every stage of their lives. VAW is among the important causes of mortality and morbidity (WHO 2017). In many studies conducted, it has been determined that VAW leads to physical health problems such as injury, mutilation, pain, unintended pregnancy, and sexually transmitted infections, psychological health problems such as deterioration of self-esteem, depression, social withdrawal, and undesired situations such as suicide. It also affects their children and leads to high social and economic cost for women, their families and societies (Güngörmüş et al. 2015; Ortabag et al. 2014; Stöckl and Penhale 2015).

In Turkey, the government has started to take precautions and important steps for combining violence against women and international developments have accelerated relevant studies. In accordance with international conventions being signed in Turkey, the provisions tolerating discrimination and violence against women in the Civil Code and the Turkish Penal code have been considerably cleaned up and replaced by provisions aimed at establishing equality (Günay 2012; Uzun and Uzunboylu, 2015). As a recent development, the “Law on the Protection of the Family and Prevention of Violence against Women” was passed on 20 March 2012 and domestic violence (Official Gazette, 2012).

Although VAW is preventable, it is a difficult situation to be diagnosed and intervened by health professionals (Beccaria et al. 2013). This is because half of the women who are subjected to violence are unable to express that they are subjected to violence for reasons such as embarrassment, fear of those who commit violence, and feeling guilty (García-Moreno et al. 2015; Republic of Turkey Ministry of Family and Social Policies 2015). In cases of VAW, health professionals such as nurses are the “first line” in providing support and initiative for women (WHO 2005). Therefore, it is necessary for nurses to be sensitive to and aware of the subject in order to detect VAW and to intervene without delay. Nurses are the key points to identify VAW and intervene due to the close relationship they establish with individuals in the working environment and being in a professional group consisting mostly of women (Celik et al. 2015; Efe and Taşkın 2012). The determination of attitudes towards and perceptions of violence is extremely important to fulfill this key role (Bozkurt et al. 2013; Bair-Merritt et al. 2014).

It is necessary for health professionals to be aware of their own feelings about VAW and their professional roles, to control these feelings, and to be objective in order to be able to help women who are exposed to violence. Therefore, it is important to determine the attitudes of nursing students, i.e. future nurses, towards VAW and their professional roles on this issue. Some studies conducted in this regard have shown that attitudes of nursing students towards VAW (physical, sexual, economic, verbal) are negative (Kanbay et al.

2012; Kaplan et al. 2014) and their attitudes towards domestic VAW and gender roles are in the direction of the traditional view present in the society. Early identification and addressing of violence that adversely affects women's health are very important in terms of the protection and improvement of health (Kelleci et al. 2009; Wathen et al. 2008). In this context, nurses, particularly in high-income countries, provide service to victims of violence within the scope of the roles of advocacy, counseling, and care (Dişsiz and Şahin, 2008; WHO 2017). Nowadays, it is aimed to inform and to raise awareness in health professionals in combating against VAW before graduation (Bozkurt et al. 2013; Sabancıoğulları et al. 2016; Silva et al. 2015). In order to achieve this goal, it is necessary for nursing students to protect women's health within a contemporary attitude, far from traditionality. In this study, it was aimed to determine the attitudes of nursing students towards violence against women and professional role in violence and influencing factors.

## METHODS

### Design and Participants

This cross-sectional study was conducted during January and March 2018 at a Nursing Faculty located in western Turkey. The study population consisted of 1493 students, including 318 first-year students, 296 second-year students, 482 third-year students and 401 fourth-year students, who were studying in the nursing faculty. As per Saunders (2011) study the level of 5% margin of error, it is adequate to include 278 individuals and 322 individuals in populations consisting of 1000 and 2000 individuals, respectively in the sample. The total of the number of students selected from each class using stratified sampling method was determined to be at least 306 students for determining the sample size. The study sample included 66 first-year students, 60 second-year students, 98 third-year students, and 82 final-year students, who were studying in the nursing faculty. The inclusion criteria was being a student in the nursing faculty and volunteering to participate in the study.

### Data Collection and Instruments

Study data were obtained using self-administered questionnaires and were collected using a personal information which consisted of 15 questions to specify the students' socio-demographic and characteristics of violence, and the Attitude regarding Violence Scale (AVS), the Nurses' Attitudes regarding Professional Role in Violence Scale (NAPRVS).

AVS, a scale developed by Gömbül (2000), determines the attitude of health professionals towards the domestic VAW committed by the spouse. The scale was also used in the study of Kaplan et al. (2014) that was conducted with nursing students. The purpose of using the scale in the study is to determine the attitude of students towards the VAW that is committed by anyone in the living environment. The scale consists of a total of 19 attitude expressions, including 7 questions on economic violence, 6 questions on emotional, psychological, and sexual violence, 3 questions on legitimizing myths, and 3 questions on explanatory myths. Expressions on the Likert-type scale were graded as "1" strongly disagree, "2" disagree, "3" neutral, "4" agree, and "5" strongly agree 6 of the 19 questions correspond to negatively loaded items. The average attitude score that can be obtained from the scale varies between 19 and 95. The high attitude score indicates an increase in traditionality in the attitudes of health professionals towards violence, and the

low attitude score indicates a contemporary view and withdrawal from traditionality (Gömbül 2000). It was found that AVS had 57.189 variance for the four factor structure and Cronbach alpha coefficient was 0.734 in this study.

*NAPRVS*, a scale developed by Gömbül (2000), aims at determining the attitude of nurses towards their professional role in violence. The scale was also used in other studies conducted with nursing and midwifery students (Bozkurt et al. 2013; Kaplan et al. 2014). The scale consists of a total of 15 questions including 6 questions on supporting interventions of nurses, 4 questions on maintaining marriage under all conditions, 2 questions on terminating the marriage union, and 3 questions on the negative view of nurses on their role. Expressions on the Likert-type scale were graded as "5 strongly agree, "4" agree, "3" neutral, "2" disagree, and "1" strongly disagree, and 6 of the 15 questions correspond to negatively loaded items. The attitude score that can be obtained from the scale varies between 15 and 75. The high attitude score indicates an increase in traditionality in the attitudes of nurses towards their professional role in cases of women exposed to violence and the low attitude score indicates a contemporary view and withdrawal from traditionality (Gömbül 2000). It was found that AVS had 60.005 variance for the four factor structure and Cronbach alpha coefficient was 0.821 in this study.

### **Variables of the Study**

The dependent variables of the study were the total mean scores of students obtained from the AVS and NAPRVS scales. The independent variables of the study were students' gender, income status, grade level, living place for the longest place, current place of residence, occupation of parents, educational status of parents, willingness in choosing the nursing profession, and witnessing and exposure to violence.

### **Ethical Considerations**

Before starting the study, written approval was obtained from the Scientific Ethics Committee (approval dated January 19, 2018, issue: 426-2017) and from the institution where the data were to be collected. Written permission to use the scales were obtained by email from the researchers. The participation of the nursing students was voluntary, and anonymity and confidentiality were assured. Informed consent was obtained from all individual participants included in the study.

### **Statistical Analysis**

The collected data were analyzed using SPSS version 16.0 for Windows (SPSS, Inc., Chicago IL, USA). Continuous variables were calculated as means, standard deviations, frequencies and percentages. Kolmogorov-Smirnov analysis was used to determine the suitability of data to the normal distribution. Comparisons were made using the one-way variance analysis (ANOVA) and t test were used with independent groups. In the case of statistical difference, Scheffe analysis was used to determine which group originated the difference. *Pearson's correlation* coefficient used to explain relationship between total mean score of scales. Variables that showed significant association with AVS and NAPRVS were included in the linear regression models. The level of significance in all analyses was set at  $p < 0.05$ .

## RESULTS

### Students' Socio-demographic Characteristics

The average age of nursing students in this study was  $20.90 \pm 1.57$  (19-27), 87.9% were single, 98.7% were female, and 38.6% lived in a district for the longest period. 54.6% of the students currently lived in dormitories and 81.7% had a nuclear family type. The school of graduation of 69.6% of the students was an Anatolian high school, and the income status of 76.1% was equal to expenses 60.1% of the mothers and 54.2% of the fathers of the students were primary school graduates. 79.7% of the mothers were housewives and 32.7% of the fathers were retired. 47.4% of the nursing students had chosen the nursing profession willingly, 78.1% were not exposed to violence, and 56.2% had witnessed violence.

### Attitudes of Students towards Violence Against Women and Professional Role in Violence

It was found out that the AVS total mean score of the nursing students was  $33.93 \pm 6.88$  (20-62) and they scored  $10.07 \pm 3.24$  (6-20) points from the sub-dimension of AVS economic violence,  $12.32 \pm 3.04$  (5-25) points from the sub-dimension of emotional, psychological, and sexual violence,  $5.37 \pm 2.18$  (4-19) points from the sub-dimension of legitimizing myths, and  $7.89 \pm 1.09$  (5-11) points from the sub-dimension of explanatory myths (see Table 1).

It was found out that the total NAPRVS mean score of the nursing students was  $32.21 \pm 4.76$  (23-46) and that they scored  $9.21 \pm 1.30$  (7-16) points from the sub-dimension of supporting interventions of nurses,  $10.19 \pm 2.14$  (6-17) points from the sub-dimension of maintaining the marriage,  $2.73 \pm 1.20$  (2-8) points from the sub-dimension of terminating the marriage, and  $10.06 \pm 2.96$  (5-20) points from the sub-dimension of negative view on the role of the nurse (Table 1).

**Table 1.** Distribution of The AVS and NAPRVS Score of Nursing Students

(n = 306)

Scale	Items	Mean (SD)	Min-Max
<b>AVS</b>		$33.93 \pm 6.88$	20-62
Sub-dimension 1: Economic violence	9,18,15,16,17,14	$10.07 \pm 3.24$	6-20
Sub-dimension 2: Emotional, psychological, sexual violence	12,10,11,8,13	$12.32 \pm 3.04$	5-25
Sub-dimension 3: Legitimizing myths	2,1,7,3	$5.37 \pm 2.18$	4-19
Sub-dimension 4: Explanatory myths	4,5,6	$7.89 \pm 1.09$	5-11
<b>NAPRVS</b>		$32.21 \pm 4.76$	23-46
Sub-dimension 1: Supporting interventions of the nurse	15,13,12,14	$9.21 \pm 1.30$	7-16
Sub-dimension 2: Maintaining the marriage	1,4,2,6	$10.19 \pm 2.14$	6-17
Sub-dimension 3: Terminating the marriage	7,8	$2.73 \pm 1.20$	2-8
Sub-dimension 4: Negative view on the role of the nurse	3,5,10,11,9	$10.06 \pm 2.96$	5-20

### Factors Affecting the Attitudes of Students Towards Violence Against Women

It was determined that the AVS total mean score was  $39.08 \pm 8.54$  in male students and  $33.22 \pm 6.32$  in female students ( $t=5.036$ ,  $p=0.001$ ). The AVS total mean score was found to be  $36.18 \pm 6.99$  in the first year students,  $34.45 \pm 6.63$  in the second-year students,  $34.00 \pm 6.48$  in the third-year students, and  $31.67 \pm 6.89$  in the fourth-year students ( $F=5.564$ ,  $p=0.001$ ). According to the further analysis performed, it was determined that the difference was caused by fourth-year students. They have more contemporary attitudes than the students of other grades (Table 2).

The AVS total mean score was found to be  $36.90 \pm 7.71$  in nursing students living in a village/town for the longest period,  $33.50 \pm 6.62$  in students living in a district,  $33.68 \pm 6.86$  in students living in a province, and  $31.09 \pm 5.56$  in students living in a metropolis ( $F=5.553$ ,  $p=0.001$ ). According to the further analysis performed, those living in a province and metropolis had a more contemporary attitude than those living in a village and town. The AVS total mean score was found to be  $35.00 \pm 6.91$  in students currently living in a dormitory,  $31.83 \pm 5.61$  in students living with their family, and  $33.57 \pm 8.29$  in students living with their friends ( $F=3.732$ ,  $p=0.012$ ). The AVS total mean score was  $34.45 \pm 7.00$  in students whose mothers are housewives and  $31.88 \pm 6.06$  in those whose mothers work ( $t=2.646$ ,  $p=0.005$ ) (Table 2).

The AVS total mean score was  $33.59 \pm 6.60$  in students perceiving that their income is equal to their expenses, and  $34.85 \pm 6.19$  in those perceiving that their income is more than their expenses ( $F=1.217$ ,  $p=0.298$ ). It was determined that the AVS total mean score was  $35.26 \pm 6.12$  in the nursing students whose mothers are illiterate/literate,  $34.01 \pm 7.30$  in those whose mothers are primary school graduates, and  $32.97 \pm 6.24$  in those whose mothers are high school graduates and above ( $F=1.607$ ,  $p=0.202$ ). It was determined that the AVS total mean score was  $34.47 \pm 6.10$  in nursing students whose fathers are illiterate/literate,  $33.50 \pm 7.00$  in those whose fathers are primary school graduates, and  $34.44 \pm 6.85$  in those whose fathers are high school graduates and above ( $F=0.721$ ,  $p=0.487$ ). The AVS total mean score was  $34.00 \pm 6.61$  in nursing students whose fathers are civil servants,  $34.35 \pm 7.37$  in nursing students whose fathers are workers,  $33.78 \pm 7.63$  in students whose fathers are self-employed, and  $33.75 \pm 5.93$  in students whose fathers are retired ( $F=0.125$ ,  $p=0.945$ ).

The AVS total mean score was  $33.98 \pm 6.94$  in students who have willingly chosen the nursing profession,  $34.32 \pm 7.79$  in students who have unwillingly chosen the nursing profession, and  $33.41 \pm 5.89$  in students who reported that they were neutral ( $F=0.353$ ,  $p=0.703$ ) (Table 2). The AVS total mean score was  $33.04 \pm 7.88$  in students who were exposed to any kind of violence and  $34.18 \pm 6.58$  in those who were not exposed to any kind of violence ( $t=-1.197$ ,  $p=0.232$ ). It was found out that the AVS score average was  $33.36 \pm 7.19$  in students who witnessed any kind of VAW and  $34.67 \pm 34.67$  in students who did not witness it ( $t=-1.656$ ,  $p=0.099$ ).

### Factors Affecting the Attitudes of Students Towards the Professional Role in Violence

The NAPRVS total mean score was found to be  $35.27 \pm 5.38$  in male students and  $31.79 \pm 4.52$  in female students ( $t=4.275$ ,  $p=0.001$ ). The NAPRVS total mean score was  $32.75 \pm 4.45$  in the first-year students,  $32.03 \pm 4.59$  in the second-year students,  $32.88 \pm 4.39$  in

the third-year students, and 31.10±5.39 in the fourth-year students (F=2.472, p=0.062) (Table 2).

The NAPRVS total mean score was found to be 32.21±4.38 in nursing students living in a village/town for the longest period, 32.30±5.25 in students living in a district, 32.28±4.51 in students living in a province, and 31.69±4.42 in students living in a metropolis (F=3.435, p=0.150). The NAPRVS total mean score was 32.50±4.58 in students currently living in a dormitory, 31.20±4.62 in students living with their family, and 32.13±5.26 in students living with their friends (F=2.023, p=0.111). The NAPRVS total mean score was 32.36±4.77 in students whose mothers are housewives and 31.61±4.69 in students whose mothers work (t=1.116, p=0.265) (Table 2).

**Table 2.** Comparison of The Student Characteristics with The AVS and NAPRVS Score (n= 306)

<b>Characteristics</b>	<b>n</b>	<b>%</b>	<b>AVS</b>	<b>NAORVS</b>
Gender				
Male	37	1.3	39.08±8.54	35.27±5.38
Female	269	98.7	33.22±6.32	31.79±4.52
			t=5.036	t=4.275
			p=0.001	p=0.001
Grade				
First year <sup>a</sup>	66	21.6	36.18±6.99	32.75±4.45
Second year <sup>b</sup>	60	19.6	34.45±6.63	32.03±4.59
Third year <sup>c</sup>	98	32.0	34.00±6.48	32.88±4.39
Fourth year <sup>d</sup>	82	26.8	31.67±6.89	31.10±5.39
			F=5.564	F=2.472
			p=0.001	p=0.062
			d*<a,b,c	
Living place for the longest period				
Village/town	61	19.9	36.90±7.71	32.21±4.38
District	118	38.6	33.50±6.62	32.30±5.25
Province	94	30.7	33.68±6.86	32.28±4.51
Metropolis	33	10.8	31.09±5.56	31.69±4.42
			F=5.553	F=3.435
			p=0.001	p=0.150
Current place of residence				
Dormitory	167	54.6	35.00±6.91	32.50±4.58
With family	73	23.9	31.83±5.61	31.20±4.62
With friends	66	21.6	33.57±8.29	32.13±5.26
			F=3.732	F=2.023
			p=0.012	p=0.111
Working status of mother				
Housewife	244	79.7	34.45±7.00	32.36±4.77
Do work	62	20.3	31.88±6.06	31.61±4.69
			t= 2.646	t= 1.116
			p=0.005	p=0.265
Preference status of nursing profession				
Willingly choose	145	47.3	33.98±6.94	31.40±4.44
Unwillingly choose	84	27.5	34.32±7.79	33.51±5.28

Neutral	77	25.2	33.41±5.89 F=0.353, p=0.703	32.32±4.47 F=5.367, p=0.005
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\*Scheffe's test

It was found out that the NAPRVS total mean score was 32.90±5.20 in students perceiving their income as less than their expenses, 32.15±4.62 in students perceiving their income as equal to their expenses, and 31.19±5.20 in those perceiving their income as more than their expenses (F=1.048, p=0.352). The NAPRVS total mean score was found to be 33.11±4.59 in the nursing students whose mothers are illiterate/literate, 31.70±4.83 in those whose mothers are primary school graduates, and 32.90±4.58 in those whose mothers are high school graduates and above (F=2.690, p=0.069). The NAPRVS total mean score was 31.64±4.85 in students whose fathers are illiterate/literate, 31.71±4.37 in those whose fathers are primary school graduates, and 32.96±5.18 in those whose fathers are high school graduates and above (F=2.587, p=0.077). The NAPRVS total mean score was 34.00±6.61 in nursing students whose fathers are civil servants, 34.35±7.37 in nursing students whose fathers are workers, 33.78±7.63 in students whose fathers are self-employed, and 33.75±5.93 in students whose father are retired (F=1.785, p=0.150).

The NAPRVS total mean score was 31.40±4.44 in students who have willingly chosen the nursing profession, 33.51±5.28 in students who have unwillingly chosen the nursing profession, and 32.32±4.47 in students who reported that they were neutral (F=5.367, p=0.005) (Table 2).

The NAPRVS total mean score was 31.49±4.60 in students who were exposed to any kind of violence and 32.41 ±4.79 in those who were not exposed to any kind of violence (t=-1.408, p=0.160). The NAPRVS total mean score was 31.83±31.83 in students who witnessed any kind of VAW and 32.70±32.70 in students who did not witness it (F=-1.669, p=0.094).

### The Relationship between AVS and NAPRVS and Their Predictors

There was a moderate, positive, and significant correlation between AVS and NAPRVS (r=0.470, p=0.001).

It was determined that in the model created for determining the effect of effective independent variables on the attitudes of students towards VAW, the variance was explained at a statistically significant level of 33.0% (p=0.001). The students' grade, gender, and the place of residence for the longest period had a significant negative effect on their attitudes towards VAW, and they had a significant positive correlation with the NAPRVS score (p=0.001). The students' gender was the most important predictor of the attitudes towards VAW (B=4.289, p=0.001). The current place of residence of students and their mothers' occupation were not statistically significant predictors of their attitudes towards VAW (p>0.05) (Table 3).

It was determined that in the model created for determining the effect of effective variables on the attitudes of students towards their professional roles in violence, the variance was explained at a statistically significant level of 28.2% (p=0.001). The students' willingly choosing the nursing profession and the AVS total mean score were statistically significant predictors of the attitudes of students towards their professional roles in violence (p<0.05). The other variables (grade, gender, place of residence for the longest period, current place of residence) were not statistically significant predictors of the

attitudes of nursing students towards their professional roles in violence ( $p>0.05$ ) (Table 3).

**Table 3.** Predictors That Are Effective on The Attitude Towards Violence Against Women and Professional Role in Violence

Predictors	Attitude towards Violence Against Women		Attitude towards Professional Role in Violence	
	B	p	B	p
Gender	-4.289	0.001	-1.417	0.057
Grade	-1.054	.001		
Living place for the longest period	-1.213	0.001		
Current place of residence	-0.462	0.125		
Working status of mother	-1.603	0.052		
Chose <i>willingly of nursing</i>			0.605	0.034
AVS			0.292	0.001
NAPRVS	0.575	0.001		
Model R <sup>2</sup>	0.335	0.001	0.294	0.001
Model adjusted R <sup>2</sup>	0.330		0.282	
Durbin Watson	1.931		1.772	

## DISCUSSION

The fact that violence is perceived as a discipline method especially in the family environment in Turkey leads to the perception of this as legitimate in the family and social life and the continuity, concealment, or ignoring of violence (Marshall and Furr 2010; Ortabag et al. 2014). In order for nursing students, i.e. future nurses, to be able to take an active role in the care of VAW, it is necessary for them to have the knowledge and skills to help women who are exposed to violence. Furthermore, it is important that nurses are aware of their attitudes towards VAW and to raise their awareness and ensure that they gain sensitivity to the healthcare problems and care of women who have been subjected to violence in those who have negative attitudes. Therefore, it is necessary to determine the attitudes of health professionals towards VAW and to raise awareness of it. The effect of achievements through vocational training on students' perception of their professional role is great (Beccaria et al. 2013; Conor et al. 2013; Duchscher 2008). This study was conducted to determine the attitudes of nursing students towards their roles in violence against women and influencing factors. It was determined in this study that the students had a contemporary attitude that is far from traditionality towards violence. Similarly, in studies conducted using the AVS in nursing students in Turkey, it was determined that students had a contemporary attitude (Dağlar et al. 2017; Sabancıoğulları et al. 2016). In a

study conducted by Connor et al. (2013), it was determined that nursing students had a desired attitude towards violence. Contrary to the findings of the present study, there are studies that have determined that students have a traditional perspective in their attitudes towards VAW (Kanbay et al. 2012; Kaplan et al. 2014).

It was determined that the effective predictor variables in the model created for determining the effective variables on the attitudes of nursing students towards VAW were their gender, grade level, place of residence, and NAPRVS score. From these results, it was determined that the most effective predictor of the attitude towards violence was the gender of students. In this study, it was determined that female students had 4 times more contemporary attitudes than males. In many studies, it has been found out that males tend to violence more than females (Agrawal and Banerjee 2010; Gharaibeh et al. 2012; Marshall and Furr 2010; Sabancioğulları et al. 2016). Therefore, it overlaps with having a traditional role. Violence in countries such as Syria, Pakistan, Bangladesh, and India, where the Eastern culture is dominant such as Turkey, is evaluated as a well-deserved case to be emphasized and a method of men's disciplining women (Gharaibeh et al. 2012; Krishnan et al. 2010; Marshall and Furr 2010). This leads to desensitization and the normalization of violence. The positive effect of the training provided for changing this has been mentioned (Ortabag et al. 2014). The importance of employing men especially in professions such as nursing, in which the number of women is high, is understood.

The determination that the AVS total mean score decreased from first to fourth year shows that nursing vocational education is effective in attaining a contemporary attitude towards violence. It was determined from the studies conducted on the subject that vocational education provided is effective in increasing the contemporary attitude towards violence (Baccaria et al. 2013; Sabancioğulları et al. 2016). According to the AVS total mean score, students living in a metropolis had the most contemporary attitude towards AVS. It was also found out that the traditional attitude increased from the metropolis to the village. This finding is an expected result. It is known that those who live in small settlements such as villages and towns have a more traditional attitude than those living in a metropolis (Dağlar et al. 2017).

Nursing students living with their families had more contemporary attitudes towards violence than those living in dormitories and with friends. The place where the study was conducted is a contemporary residential area in the west of Turkey. Therefore, it suggests that students' living with their family is influential on their having a more contemporary attitude. These findings show that the society and family structure in which individuals live are influential on their attitudes.

The working status of women is influential on being exposed to violence and acceptance of violence. The working of women makes women economically independent and ensures that they resist spousal violence (Showalter 2016). Nursing students whose mothers work had more contemporary attitudes towards violence than students whose mothers do not work. Working of women and obtaining many economic and social rights are also influential on bringing the desired attitude to their children.

No statistically significant relationship was determined between the AVS total score and educational status of parents, and father's occupation of nursing students. In the study of Kodan Çetinkaya (2013), there was no statistically significant difference between the AVS total score and educational status of parents of nursing students. In their study,

Dağlar et al. (2017) determined that as the educational level of parents increased, the attitudes of students towards VAW were withdrawn from traditionality. Education affects the attitude and approach of individuals, and the attitude change can only be achieved through education (Preston and Freinstein 2004). The research findings also support this view. The socio-demographic characteristics of students were evaluated as positive considering the fact that the father's occupation and educational level of parents are not variables affecting the attitude towards violence and considering also their nursing education achievements.

It was found out in this study that the attitudes of nursing students towards their professional roles in violence are contemporary. It was also found out that nursing students have a contemporary attitude in studies using the NAPRVS (Bozkurt et al. 2013; Sabancıoğulları et al. 2016). Unlike the findings of the present study, there are studies showing that students and nurses have a traditional view on their professional roles in VAW (Aksan et al. 2011; Gömbül 2000; Kaplan et al. 2014).

It was determined that effective predictor variables in the model created for determining effective variables on professional attitudes of nursing students towards VAW were the gender of students and whether they have willingly chosen their profession. It was found out that the professional attitudes of male students towards VAW were more traditional than those of females. Similar findings have been obtained in studies on the subject (Agrawal and Banerjee 2010; Gharaibeh et al. 2012; Marshall and Furr 2010; Sabancıoğulları et al. 2016). Although males have been involved in the nursing profession since 2007 in Turkey, it is observed that it cannot be completely purified from the traditional view in our male-dominant society. The professional attitudes of the students who willingly chose the nursing profession towards violence were more contemporary than the attitudes of those who chose their profession unwillingly. This is thought to be due to the fact that students who chose the profession willingly have higher motivation in and awareness of fulfilling their professional role.

In summary, it was determined that nursing students had a contemporary attitude towards violence and professional attitude towards violence. It was found out that the independent variables of the gender of students, the grade they studied, and the place of residence created statistically significant differences in their attitudes towards violence. It was determined that the gender of students and whether or not they have chosen the nursing profession willingly created statistically significant differences in their attitudes towards their professional roles in violence.

#### **LIMITATIONS AND FUTURE DIRECTIONS**

The possibility to generalize and make causal inferences from this study is limited because a convenience sample and a cross-sectional descriptive research design were used. Random sampling from nursing students in different areas is suggested for future studies.

In order to raise awareness of violence in the society and health professionals, it is necessary to provide education aimed at gender equality primarily in primary school and high school and to bring an egalitarian point of view in the socialization process since a young age. It is important to conduct studies to prevent the use of violence as a problem-solving tool and the transfer of it to next generations through cultural transmission. These

subjects should be included in nursing vocational programs, and positive attitudes should be developed in students. Positive discrimination should be made in policies aimed at women in the fields of health and education.

### Declaration of Conflicting Interests

The authors declares that they have no competing interests.

### Funding

The authors received no financial support for the research.

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