



Original Research / Orijinal Araştırma

The Relationship Between Students' Attitudes Towards Violence Against Women And Their Depression

Öğrencilerin Kadına Yönelik Şiddete İlişkin Tutumları ve Depresyonları Arasındaki İlişki

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Abstract

Background: Violence against women, especially by an intimate partner in its various forms (sexual, physical, or stalking), and childhood violence (sexual or physical) are common and are associated with depressive symptoms.

Method: The sample of this descriptive-analytic research was consisted of 895 students attending to the Faculty of Health Sciences of a public university in the East of Turkey. Data were collected between October and November 2021 via the "Personal Description Form", "ISKEBE Attitudes Towards Violence Against Women Scale" and "Beck Depression Scale". Descriptive statistics, independent group t-test, Pearson correlation analysis, Chi-square, and ANOVA tests were used for statistical analysis.

Results: More than half of the students (56.1%) stated that they were exposed to violence. Verbal violence was reported to come from mothers (24.5%), fathers (20.0%) and sibling (20.2%). In addition, 23.2% of the students experienced emotional violence from their friends and 14.7% from their partners. The majority of participants indicated that an apology typically follows an act of violence as a means of restoring peace and order (28.3%). Attitude towards the body sub-dimension of ISKEBE was significantly related with the exposure to violence in general, experience of emotional and sexual violence, gender, grade and mother's educational level. Beck Depression Scale scores were significantly higher in students exposed to violence, were married, were in first grade and those under the 18 years of age

Conclusion: In this study, we found that as the age of the students increased, their attitudes towards violence against women became increasingly positive. The depression score of the students who had been exposed to violence at any point in their lives was found to be higher than those who had not experienced violence. Furthermore, it was observed that while students' depression scores increased, ISKEBE scores decreased. This indicates that individuals with elevated depression scores tend to adopt a positive approach to the issue of "violence against women". Nurse educators and nurses should plan interventions to protect the mental health of nursing students and to increase their awareness of violence against women.

Keywords: Violence, Women, Violence against Women, Depression, Student

Özet

Giriş: Çeşitli biçimlerdeki (cinsel, fiziksel veya taciz) yakın partner şiddeti dahil olmak üzere kadına yönelik şiddet ve çocukluk çağı şiddeti (cinsel veya fiziksel) yaygındır ve depresif belirtilerle ilişkilidir.

Yöntem: Tanımlayıcı ve ilişki arayıcı nitelikte tasarlanan bu araştırmanın örneklemini, Ekim-Kasım 2021 tarihleri arasında Türkiye'nin Doğusunda bulunan bir kamu üniversitesinin Sağlık Bilimleri Fakültesi'nde öğrenim gören 895 öğrenci oluşturdu. Veriler; "Kişisel Tanıtım Formu" "ISKEBE Kadına Yönelik Şiddet Tutum Ölçeği" ve "Beck Depresyon Ölçeği" toplandı. İstatistiksel değerlendirmede; tanımlayıcı istatistikler, bağımsız gruplar t-testi, pearson korelasyon analizi, Ki-kare ve ANOVA testleri kullanıldı.

Bulgular: Şiddet gördüğünü ifade eden öğrencilerin (%56.1) %24.5'i annesinden, %20'si babasından ve %20.2'si ise kardeşinden sözel şiddet gördüğü saptandı. Ayrıca öğrencilerin %23.2'si arkadaşından ve %14.7'si de sevgilisinden duygusal şiddet gördüğünü belirtti. Öğrencilerin şiddet durumunda verdikleri tepkinin ne olduğu sorulduğunda öğrencilerin çoğu (%28.3) kendisinden özür dilendiğini ve sonrasında barış sağlandığını ifade etti. ISKEBE bedene yönelik tutum alt boyutundan aldıkları puan ortalamasının, öğrencilerin şiddete maruz kalma durumu, duygusal ve cinsel şiddeti yaşamış olma durumu, cinsiyet, sınıf düzeyi ve anne eğitim seviyesi faktörlerinden etkilediği ve aralarında istatistiksel olarak anlamlı bir ilişki olduğu görüldü. Şiddete maruz kalan öğrencilerin, evlilerin, 1. Sınıf öğrencisi ve 18 yaş altı olanların Beck Depresyon Ölçeği puan ortalamasının anlamlı şekilde yüksek olduğu görülmüştür.

Sonuç: Öğrencilerin yaşları arttıkça yaşları ile sınıfları yükseldikçe öğrencilerin kadına yönelik şiddete yönelik tutumlarının olumlu olduğu, hayatının herhangi bir döneminde şiddete maruz kalan öğrencilerin depresyon puanının, şiddete maruz kalmayanlara göre daha yüksek olduğu saptandı. Ayrıca, öğrencilerin depresyon puanları artarken ISKEBE puanlarının düştüğü ortaya çıkmakta, bu da depresyon puanı yüksek olanların "kadına yönelik şiddet" konusuna olumlu yaklaşım sergilediğini göstermektedir. Hemşire eğitimcileri ve hemşireler, hemşirelik öğrencilerinin ruh sağlığını korumaya ve kadına yönelik şiddet konusundaki farkındalıklarını artırmaya yönelik müdahaleler planlamalıdır.

Anahtar Kelimeler: Şiddet, Kadın, Kadına Yönelik Şiddet, Depresyon, Öğrenci.

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Introduction

Violence is a global phenomenon that affects many dimensions of life, and is gaining importance increasingly.¹ In particular, women have experienced various kinds of violence, such as domestic violence, rape, sexual harassment, and honor killings, for centuries. The situation of violence against women is getting worse day by day with its changing structure. Although there are national and international policies and practices against violation worldwide, it maintains its existence. Violence usually manifests itself physically, psychologically, and economically, thus it poses a significant threat to women's lives and severely impede their participation in social life.² According to the World Health Organization's 2016 Report, every one of three women worldwide suffers physical or sexual violence from her partner or someone else. The Domestic Violence Against Women in Turkey 2014 Research Report states that 44% of women suffer from emotional violence, 30% from economic violence, 36% from physical and 12% from sexual violence.³ According to the report prepared by the Federation of Women's Associations of Turkey, physical violence increased by 80%, psychological violence by 93%, and the demand for shelters increased by 78% in March 2020 when compared to the previous year.⁴

Attitude is a significant contributing factor to violence against women. The attitude concept includes cognitive, emotional, and behavioral components.⁵ Although lifestyle and cultural factors may contribute to perpetration of violence, violence against women is a pervasive phenomenon in every country and at any age, particularly in the context of gender discrimination. In order to prevent this social problem, it is crucial to carry out studies on "violence against women" and determine the attitudes of individuals towards women. However, attitudes toward violence exert influence not only at the interpersonal level but also at the social level.⁶

Depression is a significant contributing to the emergence of violence. Additionally, research indicate that individuals with depression are more likely to engage in violent behavior.^{7-9,10} Nevertheless, the relationship between violence against women and depression has yet to be investigated. It is of the utmost important to increase the knowledge, attitude, and awareness of university students regarding the matter of violence against women. A student who is aware of the indications of this violence will be better equipped to recognize women exposed to (or potentially exposed to) violence in their social environment.¹ The relationship between attitudes toward violence and depression will highlight the importance of considering the concept of depression in violence prevention planning. In particular planning this study on university students, who are predominantly young, is thought to be able to have a preventive effect in future. This study aimed to determine the relationship between attitudes toward violence against women and depression among university students.

Research question

Is there a relationship between attitudes of university students towards violence against women and their state of depression?

Methods

Study Design

The research was conducted in descriptive – analytic design.

Place and Time of the Research

The research was conducted on students attending to at Firat University Health Sciences Faculty between 4 October and 15 November 2021.

Participants

The research population consisted of 1426 students attending to faculty of health sciences at a university in eastern Turkey. According to the power analysis, the study sample comprised 895 students having a 98% statistical power at a 0.05 effect size and at a 95% confidence interval determined by a 5% margin of error (<https://avesis.akdeniz.edu.tr/caner>). However, considering possible losses, 950 students were recruited. The study was completed with 895 participants. After the students were listed and given numbers with the simple random sampling method -one of the probability sampling methods- they were included in the sample using the random numbers table. Sampling criteria in the study were voluntary participation, studying in any department of Firat University Health Sciences Faculty, and not having been diagnosed with depression before.

Data Collection Tools of the Study

Data were collected with the Personal Description Form, ISKEBE Violence Against Women Attitude Scale, and Beck Depression Scale (BDS).

Personal Description Form:

The Personal Description Form consisted of 17-questions about age, gender, residence place, grade, department, parent's education levels and occupations, family monthly income, working status, the location usually lived in, parent's togetherness, number of siblings, and violence. The form was prepared by the researchers in line with the literature.^{1,5,11}

ISKEBE Violence against Women Attitude Scale

The scale developed by Kanbay et al. (2017) to determine attitudes of individuals regarding violence against women. It consists of 30 items in a 5-Point Likert type (1=strongly agree, 2=Agree, 3=Undecided, 4=Disagree, 5=strongly disagree). The scale has two factors: The first factor includes attitudes toward the body (sexual and physical violence) and comprises 16 items (items 3, 4, 8, 9, 10, 12, 14, 15, 16, 17, 20, 22, 25, 26, 28, and 30). The first factor can produce scores between 16 to 80. The second factor covers attitudes toward identity (Psychological and economic violence) and includes 14 items (items 1, 2, 5, 6, 7, 11, 13, 18, 19, 21, 23, 24, 27 and 29). The 5th and 24th items are reverse coded. The second factor produces scores between 14 to 70. The adding-up of two factors' points generates the scale's total score between 30 to 150. High scores indicate a negative attitude toward violence against women, meaning the person is against violence against women. Low scores indicate a positive attitude, which means the person does not oppose violence against women. The Cronbach's α value was determined as 0.80 for the first factor, 0.83 for the second, and 0.86 for the total of the scales.⁵ The current study has found Cronbach's α value for the first factor of the ISKEBE Violence Against Women Attitude Scale as 0.93, for the second factor as 0.87, and for the scale total as 0.93.

Beck Depression Scale

Developed by Beck et al. (1961) to measure behavioral symptoms of depression in individuals. The aim of the scale is to provide comprehensive assessment of the symptoms of depression as well as an assessment of cognitive content. The Turkish validity and reliability of the scale were determined by Hisli. The scale is a 4-point Likert-type self-assessment scale consisting of 21 items, each of which scores between 0-3. Scores are interpreted as follows: 0-9 = minimal, 10-16 = mild, 17-29 = moderate, and 30-63 = severe depressive symptoms. Cronbach's alpha value is 0.80.^{12, 13} The current study has found Cronbach's alpha value on the scale as 0.90.

Data Collection

The research data were collected from the students of the Faculty of Health Sciences via face to face interviews. The participants were selected randomly by using random numbers table. Data collection took approximately 20-25 minutes for each participant when necessary, the students were given explanations about the complex/indefinite questions. In order to evaluate the understandability of the questions in the research, a preliminary survey was administered to 30 students and corrections were made in the personal information form according to this pre-test. Pre-test findings were excluded from the research data.

Data Analysis

SPSS 25.0 Windows software (SPSS, USA) was used to evaluate the collected data. Kolmogorov-Smirnov test was employed to determine the normal distribution in statistical evaluation. Later, Cronbach's Alpha reliability analysis, arithmetic mean, standard deviation, t-test in independent groups, Pearson correlation analysis, Chi-square, and ANOVA tests were performed. The results were evaluated at the 95% confidence interval and the significance level of $p < 0.05$.

Ethical Principles of Research

Ethical approval was obtained from the Social and Human Sciences Publication and Ethics Committee of Firat University (17.09.2019 /36/14), and institutional approval for the research was obtained from the Faculty of Health Sciences of Firat University. The students who volunteered to participate in the study were informed about the outlines of the study, including that their privacy would be respected and protected and that they had the right to withdraw from the study if they wished. Their verbal consent was later obtained. The study adhered to the Declaration of Helsinki Principles.

Results

Table 1. Students' Descriptive Information and Attitudes Towards Violence

Variables	M±SD	
Age (Min:17 Max:35)	20.84±1.78	
	n	%
Gender		
Female	739	82.6
Male	156	17.4
Marital status		
Married	26	2.9
Single	869	97.1
Age (years)		
18 and under	40	5.5
19-20	383	42.8
21-22	347	38.8
23 and over	125	14.0
Department		
Nursing	454	50.7
Midwifery	265	29.6
Nutrition	125	14.0
Physiotherapy	51	5.7
Grade		
1	316	35.3
2	205	22.9
3	180	20.1
4	194	21.7
Residence Place		
With Family	393	43.9
At Separate Home	60	6.7
With Relatives	15	1.7
At Student Hostels	427	47.7
Monthly Income Status		
Income less than expenses	218	24.4
Income and expenses equal	580	64.8
Income more than expenses	97	10.8
Mother's Education Level		
Illiterate	216	24.1
Primary school	407	45.8
Middle school	120	13.4
High school	87	9.7
University	65	7.3
Mother's Occupation		
State Officer	20	2.2
Worker	13	1.5
Tradesman	10	1.1
Retired	31	3.5
Self-employed	8	0.8
Housewife	813	90.9
Father's Education Level		
Illiterate	30	3.4
Primary school	295	33.0
Middle school	174	19.4
High school	216	24.1
University	180	20.1
Father's Occupation		
State Officer	177	19.7
Worker	140	15.6
Tradesman	92	10.3
Retired	162	18.2
Self-employed	324	36.2

Table 1(continued). Students' Descriptive Information and Attitudes Towards Violence

The location usually lived in		
Village	123	13.7
Town	22	2.5
District	186	20.8
Province	564	63.0
Parents Togetherness		
Yes	829	92.6
No	66	7.4
Number of Siblings		
1-3	381	42.6
4-7	443	49.5
8.12	71	7.9
Exposure to violence		
Yes	502	56.1
No	393	43.9
Violence exposed		
Mother's physical violence	144	16.1
Mother's emotional violence	176	19.7
Mother's sexual violence	11	1.2
Mother's economic violence	47	5.3
Mother's verbal violence	219	24.5
Father's physical violence	86	9.6
Father's emotional violence	155	17.3
Father's sexual violence	13	1.5
Father's economic violence	69	7.7
Father's verbal violence	179	20.0
Sibling's physical violence	146	16.3
Sibling's emotional violence	143	16.0
Sibling's sexual violence	17	1.9
Sibling's economic violence	28	3.1
Sibling's verbal violence	181	20.2
Friend's physical violence	65	7.3
Friend's emotional violence	208	23.2
Friend's sexual violence	34	3.8
Friend's economic violence	28	3.1
Friend's verbal violence	173	19.3
Lover's physical violence	22	2.5
Lover's emotional violence	132	14.7
Lover's sexual violence	29	3.2
Lover's economic violence	13	1.5
Lover's verbal violence	88	9.8
Which one do you think was the most severe violence?		
Verbal violence	92	10.3
Emotional violence	188	21.0
Physical violence	188	21.0
Sexual violence	509	56.9
Reaction to violence		
I kept silent	203	22.7
Doer apologized, and we made peace	253	28.3
I went to the police station	13	1.5
I left the house	19	2.1
I broke off all my relationship	107	12.0
Other	91	10.2

Table 1 shows that 82.6% of the participants were female, 17.4% were male, and 97.1% were single. Of the participants, 50.7% were nursing students, 35.3% were in the 1st grade, and 47.7% were dormitory residents. 64.8% had income equal to their expenses. Most mothers were homemakers (90.9%), while fathers were self-employed (36.2%). The majority of mothers (45.8%) and fathers (33.0%) had completed primary school. Most students' parents were living together (92.6%). Most participants had lived in the province (63.0%) and had 4-7 siblings (49.5%). Of the students exposed to violence (56.1%), 24.5% reported verbal violence from their mothers,

20.0% from their fathers, and 20.2% from their siblings. In addition, 23.2% of students reported experiencing emotional violence from their friends and 14.7% from their partners. When asked about their reactions to violence, 28.3% said that they reconciled when the violator apologized to them. 56.9% of the students stated that the most serious type of violence was sexual violence.

Table 2: The Factors Affecting Students' ISKEBE and Beck Depression Scores

Variables	ISKEBE Body Mean±SD	ISKEBE Identity Mean±SD	ISKEBE total Mean±SD	Beck Depression Mean±SD
Exposure to violence				
Yes	72.05±12.55	51.05±12.70	123.11±22.92	13.04±10.33
No	74.71±10.31	53.50±11.53	128.21±19.13	10.07±8.94
t-test/p	-3.398/.000	-2.977/.018	-3.553/.000	4.519/.008
The most severe violence Verbal				
Yes	73.58±11.21	51.68±12.63	125.27±21.31	11.43±10.63
No	73.18±11.75	52.18±12.21	125.36±21.51	11.77±9.76
t-test/p	.316/.752	-.369/.712	-.039/.969	-.314/.893
Emotional				
Yes	71.70±12.17	50.13±13.12	121.83±22.77	13.02±10.36
No	73.62±11.53	52.66±11.96	126.29±21.04	11.39±9.69
t-test/p	-2.009/.045	-2.524/.012	-2.535/.011	2.016/.044
Physically				
Yes	71.93 ±13.87	52.10±13.40	124.03±24.62	12.06±10.90
No	73.56±11.02	52.14±11.93	125.70±120.57	11.65±9.56
t-test/p	-1.698/.090	-.039/.696	-.946/.345	.505/.613
Sexual				
Yes	74.65±9.62	53.89±11.15	128.55±18.46	11.56±9.35
No	71.32±13.75	49.80±13.22	121.13±24.29	11.97±10.48
t-test/p	4.258/.000	5.017/.000	5.194/.000	-.622/.533
Gender				
Female	75.02±9.87	54.91±10.24	129.94±17.88	11.30±9.42
Male	64.66±15.33	38.96±12.43	103.62±23.73	13.82±11.49
t-test/p	10.680/.000	16.981/.000	15.699/.000	-2.922/.000
Marital Status				
Married	69.19±13.60	50.46±13.19	119.65±24.04	13.11±12.52
Single	73.34±11.62	52.18±12.22	125.52±21.39	11.69±9.77
t-test/p	-1.785/.159	.705/.599	1.354/.254	7.722/.010
Age				
18 and under	76.35±6.00	54.4±13.44	130.75±18.53	12.47±9.4
19-20	74.73±9.87	52.8±11.44	127.53±18.89	12.46±9.21
21-22	27.57±12.45	52.55±12.0	125.12±22.06	10.71±9.77
23 and over	49.39±14.68	48.18±14.17	117.57±26.09	12.14±11.79
F/p	8.11/.000	5.37/.001	7.81/.000	2.101/.099
Grade				
1st	74.06±10.54	52.49±12.22	126.56±20.29	12.75±9.367
2nd	75.48±9.26	53.19±12.22	128.68±18.89	11.00±8.36
3rd	72.28±12.69	52.67±11.52	124.96±21.94	10.00±10.72
4th	70.31±13.99	49.91±12.78	120.22±24.50	12.47±10.97
F/p	7.664/.000	2.864/.036	5.772/.001	3.757/.011

* t-test: independent group's t-test, **F: One-Way Anova Test , ***p<0.05

As seen in Table 2, "exposure to violence," "experience of emotional and sexual violence," "gender," "grade," and "mother's educational level" showed statistically significant relationship with the "mean score of attitudes toward the body sub-dimension of ISKEBE". The factors affecting the "mean scores of attitudes towards the identity sub-dimension of ISKEBE" and "ISKEBE total score" were "exposure to violence," "experience of emotional and sexual violence," "gender," and "grade". Besides, there were statistically significant relationships between the BDS mean score and the students' "exposure to violence," "emotional and sexual violence experiences," "marital status," and "grade." It was observed that those who were exposed to violence, those who experienced emotional violence, those who were married and those who were first grade students had higher BDI scores.

Table 3: The Relationship between BDS Mean Score and ISKEBE Sub-Dimensions and Total Score Averages

Variables	M	SD	1	2	3	4
1. ISKEBE Body p	73.22	11.69		.000	.892**	.000
2. ISKEBE Identity p	52.13	12.25	.609**		.000	.000
3. ISKEBE Total p	125.35	21.48	.000	.902**		.000
4. BDS p	11.74	9.85	-.174**	-.154**	-.183**	

*M±SD: mean±standard deviation, * Pearson correlation analysis

** Correlation is significant at the 0.01 level (2-tailed).

BDS scores of students showed significant negative correlation with the total and all sub-dimension scores of ISKEBE ($p = .000$). This finding revealed that, while the students' depression scores increased, their ISKEBE scores decreased, which shows a positive attitude towards the "violence against women" (Table 3). This finding suggests that as the level of depression increases, the violence became more acceptable to the students.

Discussion

The research found that the majority of the students had experienced some form of violence in their lives. In their studies, Ho et al. (2013) and Daglar et al. (2017) found that more than half of the students had experienced violence, which is similar to the findings of this study.^{14,15} However, there are also studies in the literature that found less than half of the students have had experienced violence.¹⁶⁻¹⁸ The reason for this difference may be that Aktaş et al.'s study included only female students; Sabancıogullari et al. (2016) included only 1st, 2nd, and 3rd-grade students in their research, and Assari and Lenkarani's (2018) research only asked about psychological, physical and sexual violence.¹⁶⁻¹⁸ In the literature, some studies have similar findings to the present study, while some have different findings. It has been found that exposure to family violence increases the likelihood of perpetrating violence.¹⁹ This information leads us to believe that violence is more or less common in every society and in every time period. Therefore, studies aimed at understanding violence are important.

There are many types of violence, including physical, sexual, psychological, economic, deprivation, and neglect.²⁰ The current study found that one-quarter of the students experienced verbal violence from their mothers. There are similar research findings in the literature. For example, Tektas et al. (2020) and Daglar et al. (2017) found in their studies that a one-fourth of the students were exposed to violence from their mothers. Our findings are in line with the literature.^{15,21} It has been found that experiencing family violence increases the likelihood of perpetrating violence. In this context, it is important to highlight the significant impact of family dynamics and parenting practices in the community on violence and emphasize the need for further research on this issue.

Today there is a general idea that violence breeds violence. Violence is a learned behavior. Individuals who have experienced or witnessed violence may exhibit violent behaviors or emotions in their own lives.²² Similarly, the study found that the attitudes of students who were not exposed to violence against women were more negative than those who were exposed to violence, and, they ultimately viewed violence as a negative situation. Contrary to our findings, the literature review showed that exposure to violence did not affect students' attitudes toward violence.^{17, 23-24} Our findings differ from the literature. The difference between findings may be due to the study of Sahin et al. which consisted only of midwifery students and the different measurement tools used by Sabancıogullari et al. and Kaynar et al.^{17, 23-24}

Previous studies have found that male students are more likely to be violent than female students.^{26,27} Similarly, the current study revealed that male students' attitudes toward violence against women were more positive than female students' attitudes. They were found not to be against violence. Studies conducted with university students have shown that male students are more supportive of violence than female students.^{28,29} Our findings are similar to the literature.

The research found that the students' marital statuses did not affect their attitudes towards violence (Table 2). Similar to the research finding, Ucar et al. (2017) found that the students' marital statuses did not affect their attitudes towards violence.³⁰ Different from the research findings, Adibelli and Ozkan (2020) found in their study on university students that the students' marital statuses affected their attitudes towards violence.²⁸ While the research finding is similar to the study finding of Ucar et al., it differs from Adibelli and Ozkan. This difference may be due to different measurement tools.

The current study has found a significant relationship between the age of the students and their attitudes toward violence. Students in higher grades are generally older students. The study has found that there is a significant relationship between the student's grade and attitudes toward violence, and that higher grade and older-age students' attitudes towards violence against women are positive. However, there are some studies in that show no

significant difference between the age of the students and their attitudes toward violence, in contrast to our research findings.^{23,31} The research finding differs from the literature. It is believed that this is due to the fact that the scales used are different as well as the university cities and curriculums.

Mild depression was observed in the students who participated in the study. At the same time, the depression score of the students exposed to violence was found to be higher than that of students not exposed to violence, and the difference between them was statistically significant. The literature reports that individuals exposed to violence experience more anxiety and depression.^{2,16,32-34} Our findings are similar to the literature.

Turkish Language Institution defines "attitude" as "the way a person deals with a problem; the situation a person takes in the face of a problem; the way; the behavior". Attitude is a concept with cognitive, emotional, and behavioral components and can indicate an individual's tendency towards something or some situation. At the same time, attitudes toward violence against women may be an important reason for the individual's violence against women.⁵ There is no research examining the relationship between violent attitudes and depression. But there are research findings on depression and depressive symptoms are. Some studies showed that psychological disorders, such as depression, are among the factors that increase the individual tendency to engaged in violent behaviors.³⁵ Individuals who engaged in violence had depressive personality traits, high levels of depression, and depressive disorders.³⁶ The current study found that as students' attitudes toward violence against women increased, that is, as they viewed violence positively, their levels of depression also increased. A review of literature—to discuss this finding—revealed no studies that examined the relationship between attitudes toward violence and depression. The relationship between attitudes toward violence and depression is important in the fight against violence. In this regard, it is important to conduct research on the relationship between violent attitudes and depression in different designs.

Conclusion

The current study which was conducted to determine the relationship between "university students' attitudes towards violence against women" and "depression levels" has found that older and more senior students' attitudes toward "violence against women" are positive; the depression levels of students exposed to violence are higher than those not exposed to violence, and higher the students' attitudes towards "violence against women," higher their depression levels. The study has also found that as positive attitudes towards violence increase, depression levels also increase. More studies are needed to determine the relationship between university students' attitudes towards "violence against women" and depression.

Conflicts of Interest

The authors have no conflicts of interest to disclose.

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