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The Effect of Intercultural Sensitivity and Descriptive Characteristics on Transcultural Self-Efficacy in Nursing Students

Hemşirelik Öğrencilerinde Kültürlerarası Duyarlılık ve Tanımlayıcı Özelliklerin Kültürlerarası Öz Yeterliliğe Etkisi

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ABSTRACT

Objective: This study aimed to examine the relationship of perceived intercultural sensitivity and some descriptive characteristics with transcultural self-efficacy in nursing students.

Methods: This is a descriptive correlational study. A total of 638 students in the department of nursing in March and May 2021. Data were collected via Google Forms using a descriptive information form, the Transcultural Self-Efficacy Scale and the Intercultural Sensitivity Scale. Data were analyzed descriptive statistics and enter-stepwise methods in the multiple linear regression analysis.

Results: The nursing students' Transcultural Self-Efficacy Scale and the Intercultural Sensitivity Scale mean scores were 620.96 ± 116.992 and 93.01 ± 10.71 , indicating that they had moderate transcultural self-efficacy and intercultural sensitivity. Gender, family type, having friends from different cultures, and communicating with people from different cultures on social media had a statistically significant difference in nursing students' transcultural self-efficacy and intercultural sensitivity ($p < 0.05$). Place of residence, a willingness to choose a nursing profession, and following the mass media of different cultures had a statistically significant difference only in their transcultural self-efficacy, whereas desire to work abroad after graduation had a statistically significant difference in their intercultural sensitivity ($p < 0.05$). In addition, the level of transcultural self-efficacy was 18.42 times higher for female nursing students, 44.12 times higher for those living in nuclear families, and 23.28 times lower for those who rarely communicated with people from different cultures. Among the sub-dimensions of intercultural sensitivity; self-confidence in communication, and enjoyment of communication increased transcultural self-efficacy of nursing students by $\beta = 33.09$ and $\beta = 17.23$ times, respectively, while total intercultural sensitivity increased their transcultural self-efficacy by $\beta = 3.72$ times. All variables accounted for Adj. $R^2 = 22\%$ of the variance in transcultural self-efficacy of nursing students.

Conclusions: It was determined that the level of intercultural sensitivity and some descriptive variables in nursing students showed a significant relationship with transcultural self-efficacy

ÖZ

Amaç: Bu çalışmada, hemşirelik öğrencilerinin kültürlerarası duyarlılık ve bazı tanımlayıcı özelliklerinin kültürlerarası öz yeterlilikle ilişkisini ortaya çıkarmak amaçlandı.

Yöntem: Araştırma, tanımlayıcı korelasyonel tasarımdadır. Mart-Mayıs 2021 tarihinde 638 hemşirelik öğrencisi ile gerçekleştirilmiştir. Veriler tanımlayıcı bilgi formu, Kültürlerarası Öz-Yeterlilik Ölçeği ve Kültürlerarası Duyarlılık Ölçeği kullanılarak Google Form aracılığıyla toplanmıştır. Veriler, tanımlayıcı istatistikler ve çoklu doğrusal regresyon analizinde enter-stepwise yöntemleri ile analiz edildi.

Bulgular: Hemşirelik öğrencilerinin Kültürlerarası Öz Yeterlilik Ölçeği ve Kültürlerarası Duyarlılık Ölçeği ortalama puanları 620.96 ± 116.992 ve 93.01 ± 10.71 olup, orta düzeyde kültürlerarası öz yeterliliğe ve kültürlerarası duyarlılığa sahiptir. Cinsiyet, aile tipi, farklı kültürden arkadaşlara sahip olma ve farklı kültürden insanlarla sosyal medya üzerinden iletişim kurmanın hemşirelik öğrencilerinin kültürlerarası öz-yeterlilik ve kültürlerarası duyarlılıkları üzerinde istatistiksel olarak anlamlı farklılık gösterdiği belirlendi ($p < 0.05$). Öğrencinin yaşadığı yer, hemşirelik mesleğini isteyerek seçmesi ve farklı kültürlere ait kitle iletişim araçlarını takip etmesi sadece kültürlerarası öz-yeterlilik algısında istatistiksel olarak anlamlı farklılık gösterirken, mezuniyet sonrası yurt dışında çalışma isteği ise kültürlerarası duyarlılığında anlamlı fark gösterdi ($p < 0.05$). Ayrıca kültürlerarası öz yeterlilik düzeyi; erkeklere göre kadınlarda 18.42 kat, çekirdek ailede yaşayanlarda 44.12 kat, farklı kültürlerden insanlarla nadiren iletişim kuranlarda ise 23.28 kat daha düşük bulundu. Kültürlerarası duyarlılığın alt boyutları arasında; iletişimde kendine güven ve iletişimden keyif alma, hemşirelik öğrencilerinin kültürlerarası öz yeterliliğini sırasıyla $\beta = 33.09$ ve $\beta = 17.23$ kat artırırken, toplam kültürlerarası duyarlılık ise öz yeterliliği $\beta = 3.72$ kat artırmıştır. Tüm değişkenler, hemşirelik öğrencilerinin kültürlerarası öz yeterliliklerindeki varyansın Adj. $R^2 = 22\%$ 'sini açıklamaktadır.

Sonuç: Hemşirelik öğrencilerinde kültürlerarası duyarlılık düzeyi ve bazı tanımlayıcı değişkenlerin, kültürlerarası öz yeterlilikle anlamlı ilişki gösterdiği saptanmıştır.

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Anahtar Sözcükler:

Kültürlerarası hemşirelik;
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INTRODUCTION

Globalization has changed homogeneous social structures by bringing several cultures closer together and removing their borders across the world (Bakkaloglu, 2021). Increased migration due to internal conflicts, employment, education and family reasons as well as globalization has formed multicultural structures (World Migration Report, 2020). Turkey is a transit route for immigrants who aim to cross from Asian and Middle Eastern countries to European countries. Especially in recent years, it has been a center of attraction for regular and irregular migration movements, which has significantly increased the number of foreign asylum seekers in the last decade. A report by the International Migration Organization (2020) has stated that due to the arrival of 3.7 million immigrants, Turkey has become the country with the highest number of immigrants in the world for the last five consecutive years (World Migration Report, 2020). Approximately 1,262 thousand of the immigrants have stayed in Turkey with work, family, student and short-term residence permits (The Directorate General of Migration Management, 2021).

The changing and diversifying cultural structure has led to differences in the delivery of health services. The importance of cultural care and influencing concepts has increased in the nursing profession, especially in medical treatments and health care practices (Tanriverdi, 2014). Therefore, it has become necessary to better understand and apply cultural self-efficacy in nursing profession and examine the factors affecting it. Bandura defines self-efficacy as an individual's ability to organize and perform possible actions that lead to behavioral change under the influence of motivation, thinking patterns and emotions in a certain direction (Bandura, 1982). It is a wrong attitude to assume that self-efficacy, which is explained using several concepts, is effective in behavioral change alone. Abilities, being encouraged by others, and having sufficient motivation are also determinative on self-efficacy (Bandura, 2006). Jeffreys (2016), on the other hand, argues that self-efficacy should be evaluated as an intercultural concept in the field of nursing (Jeffreys, 2016). Transcultural self-efficacy (TSE) has been conceptualized as the perceived confidence to perform or learn intercultural nursing skills. It can also be defined as the degree of an one's perceived cultural components and specific transcultural nursing skills necessary for competent care (Jeffreys, 2016).

Leininger (1991) defines culturally congruent nursing care through "cognitively based assistive, supportive, facilitative, or enabling acts or decisions that are mostly tailor-made to fit with the individual, group's, or institution's cultural values, beliefs, and lifeways" (Leininger, 1991). Accordingly, nurses' sensitivity to different cultures and their culture-specific knowledge will be effective in providing culturally appropriate care. In addition, as Bandura states, the level of difficulty that individuals believe they can overcome reflects their perceptions of self-efficacy. Moreover, Bandura emphasizes that these challenges should be ranked in terms of creativity, effort, accuracy, productivity, threat, or self-regulation (Bandura, 2006). Therefore, for one's TSE assessment, intercultural sensitivity (IS) should also be discussed in terms of its difficulty. IS refers to the awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly (American Psychological Association, 2020). IS is a dynamic concept to recognize, approve and respect different cultures (Mercan, 2016). It can be considered that IS is important in health care in nursing, which is a dynamic profession.

As it is included in the philosophy of nursing profession, holistic care is an important application of health services, aiming to evaluate the individual together with their living environment. Therefore, it emphasizes meeting the care needs of individuals from different ethnic groups or religions. In nursing education, courses on transcultural care and its predictors lay the foundations of nursing profession. However, nursing students' basic knowledge of intercultural self-efficacy, communication skills and attitudes should be evaluated in this process. In addition, providing nursing students with the necessary educational environment to improve their inadequacies and increasing their motivation in this regard should be among the goals of nursing education (Booth and Kaylor, 2018). Studies have reported that lack of experience and self-confidence in nursing students affect their development of TSE skills (Jeffreys, 2016). Therefore, it is recommended to increase the number of applications in transcultural nursing courses and care practices for individuals with cultural differences in the nursing curricula. Studies have shown that nurses who take intercultural nursing courses in undergraduate education have higher IS (Yilmaz, Yeni, Avci and Uluk 2019). Tanriverdi et al. found statistically significantly higher IS in nurses who provided care for patients from different cultures than in those who did not (Tanriverdi, Yakar Karabuga, Yalcin Gursoy and Gulyenli, 2019). In the study of Ozdisci and Tanriverdi, it was aimed to develop cultural sensitivity in nursing students through a workshop and it was determined that the applied training was effective (Ozdisci and Tanriverdi, 2020). In a longitudinal study by James et al., it was found that there was an increase in TSE levels after students were given an entry-level nursing culture course (James, Stiles and Stephens, 2021). In the study of Baksi et al. (2019), individuals who have friends from different cultures in their social environment and those who want to study or live abroad have higher IS (Baksi, Surucu and Duman, 2019). The studies show that undergraduate education and environmental conditions affect the development of IS.

There are various studies in the literature examining the level of TSE in nursing students. (Berhanu, Tesema, Deme and Kanfe, 2021; Li, et al. 2020; Tong, Tong, Wang, Li and Noji, 2021). In these studies, the TSE level of most student nurses was below-moderate. Age, sex, employment type, income level, having a stable work environment, a stable marriage, a good educational background, a high-ranked professional title, intercultural communication, cultural sensitivity, interpersonal communication, and cultural motivation were associated with increased transcultural self-efficacy. As can be understood from these studies, various variables have been effective in the TSE level.

Changing social structures and increased cultural interactions in Turkey and across the world require us to examine the relationship between IS and some descriptive variables, which are thought to have a significant relationship with TSE in nursing students, who are the caregivers of the future. This is a descriptive correlational study. This study aimed to examine the relationship of perceived IS and some descriptive characteristics with TSE in nursing students.

The research questions determined for this purpose are as follows:

- What are the TSE levels of nursing students?
- Do IS and, some independent variables on TSE of nursing students?

METHODS

Design

This is a descriptive correlational study.

Sample and Setting

The population of the study consisted of nursing students at the health sciences faculty of a state university in Turkey. There was a total of 938 nursing students enrolled in the department in the 2020-2021 academic year. We planned to reach the population by using no sampling method. Accordingly, the sample of the study consisted of a total of 638 nursing students (participation rate: 68%). Those with Turkish nationals and an active e-mail account were included in the study. Foreign nursing students (75 students) were not included in the study as they were from different cultures.

Data Collection

The study was conducted between March and May 2021. The questionnaire was sent via Google Forms as the students continued their distance education on the specified dates. Only one response was received from each student's e-mail address registered in the system. Data were collected using an personal information form prepared by the researchers, the TSE scale (TSES) and the intercultural sensitivity scale (ISS).

Data Collection Tools

Personal information form: The form was prepared by the researchers in line with the relevant literature (Tanriverdi, 2014) and consisted of a total of 16 questions about nursing students' socio-demographic characteristics such as age, gender, marital status, family type, place of residence, and personal characteristics such as grade, willingly choosing nursing profession, being abroad before, foreign relative, having friends from different beliefs, having friends from different cultures, communicating with people from different cultures on social media, following the mass media of different countries, knowing different languages other than native language, receiving intercultural nursing education, and desire to work abroad after graduation.

Transcultural Self-Efficacy Scale: The scale was developed by Jeffreys in 1998 (Jeffreys, 2000) and its Turkish validity and reliability study was conducted by Bayik Temel et al. in 2016 (Bayik Temel et al., 2016). It consists of 83 items and three sub-dimensions, namely cognitive (25 items), affective (28 items) and practical (30 items). This is a 10-point Likert type scale, scoring from 1 = no self-confidence, 10 = very confident. Total scale score ranges between 83 and 830, where a higher score refers to a greater TSE. The total Cronbach's alpha value of the scale is 0.984. In this study, this value was found as 0.991. Permission to use the scale was received from the author via e-mail.

Intercultural Sensitivity Scale: The scale was developed by Chen and Starosta in 2000 (Chen and Starosta, 2000) and its Turkish validity and reliability study was conducted by Bulduk et al. in 2011 (Bulduk, Tosun and Ardic, 2011). The scale consists of 24 items and five sub-dimensions, including responsibility in communication (items: 1,11,13,21,22,23,24), respect for cultural differences in communication (items: 2,7,8,16,18, 20), self-confidence in communication (items: 3,4,5,6,10), enjoyment of communication (items: 9,12,15) and care in communication (items: 14,17,19). This is a five-point Likert-type scale, where items of 2,4,7,9,12,15,18,20,22 are scored in reverse. Total scale score ranges between 24 and 120, where a higher score indicates a greater intercultural sensitivity. The total Cronbach's alpha value of the scale is 0.72. In this study, this value was found as 0.882. Permission to use the scale was received from the author via e-mail.

Analysis

Data analysis was performed using SPSS 22 (IBM Corp., Armonk, New York, USA). Descriptive statistics were presented as number, percentage, mean (SD), and median (min-max). In descriptive statistics, TSES and ISS were evaluated as dependent variables, and socio-demographic and descriptive characteristics were considered independent variables. The normality of the data was determined by Kolmogorov-Smirnov and Shapiro-Wilk tests. Independent samples t test was performed for pair of groups with normal distribution, and ANOVA for groups of three or more. The homogeneity of the variances was determined by Levene's test. Welch's test was used for those without homogeneous distribution. Data without normal distribution were evaluated for pair of groups by the Mann Whitney U test and for groups of three or more by the Kruskal Wallis test. Multiple comparisons were performed by Dunn's test, and adjusted significance (Adj. R^2) values were used in the study.

A multiple linear regression analysis ($y = \beta_0 + \beta_1X + \beta_2X + \dots$) was performed to determine the variables affecting TSE in nursing students. This analysis method provides a more detailed explanation of the relationship between variables. It also reduces the statistical error rate. The net effect of each independent variable on the dependent variable is revealed. A regression model was established to examine the relationship of nursing students' ISS mean scores and socio-demographic and some descriptive characteristics with their TSES mean scores. In the model, TSES score was used as dependent variable, while ISS score and socio-demographic and descriptive characteristics were considered independent variables. Categorical data were converted into dummy variables and added to the model. Dummy variable is an advantageous method that allows categorical data to be converted into continuous data and included in the regression analysis. In this way, there is no need to exclude categorical data that are thought to be related to the dependent variable from the analysis. Enter and stepwise models were used in the analysis. While all variables are analyzed in the enter model, stepwise only shows those that have a significant effect on the independent variable. First of all, the enter model is preferred because the relationship of all independent variables examined on the dependent variable is desired to be observed. A significance level of $p < 0.05$ was considered for all analyzes.

Ethical Considerations

Ethical rules and principles of the Declaration of Helsinki were followed at every stage of the study. Before starting the research, an ethical approval was obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of Kirsehir Ahi Evran University (Protocol No: 2021/1/29, Date: 04.03.2021). In addition, nursing students were asked to confirm their participation in the study via Google Forms, and the survey of nursing students who did not agree to participate in the study (47 students) was automatically terminated. The research was carried out on a voluntary basis.

RESULTS

The results of the study were interpreted according to nursing students' socio-demographic and descriptive characteristics and regression analysis results.

Socio-Demographic Characteristics of Nursing Students

Table 1 presents the nursing students' TSES and ISS mean scores according to socio-demographic characteristics. Gender ($p=0.035$), family type ($p<0.001$) and place of residence ($p=0.038$) created significant differences in the nursing students' TSES mean scores, where the TSES mean score was higher in female students, those with a nuclear family and those living in the Aegean region. Gender ($p=0.032$) and family type ($p<0.001$) made a significant difference in the nursing students' ISS mean scores, where the ISS mean score was higher in female students and those with a nuclear family. The total TSES and ISS mean scores of the students were 620.96 and 93.01, respectively (Table 1).

Table 1. The Nursing Students' TSES and ISS Mean Scores According to Socio-Demographic Characteristics

Socio-Demographic Characteristics	n=638 (%)	TSET Mean Scores			ISS Mean Scores		
		Mean (SD)	Median (min-max)	Test Statistics p	Mean (SD)	Median (min-max)	Test Statistics p
Age			r=-0.79			r=-0.28	
Mean of age: 20.89±2.20			p=0.047			p=0.479	
Gender							
Female	451(70.7)	627.82 (113.41)	635 (260 - 830) ^a	37.708 ¹	93.63 (10.31)	93 (54 - 118) ^a	37.618 ¹
Male	187(29.3)	604.41 (123.97)	606 (86 - 830) ^b	p=0.035	91.51 (11.51)	91 (60 - 118) ^b	p=0.032
Marital status							
Married	12(1.9)	630.33 (99.08)	613.5 (510 - 821)	3.732 ¹	92.75 (14.81)	95 (67 - 116)	3.651 ¹
Unmarried	626(98.1)	620.78 (117.37)	631 (86 - 830)	p=0.970	93.01 (10.64)	93 (54 - 118)	p=0.868
Family type							
Nuclear family	543 (85.1)	629.49 (115.40)	640 (86-830) ^a	18.245 ¹	93.48 (10.81)	93 (54-118) ^a	21.320 ¹
Extended family	95 (14.9)	572.21 (114.62)	570 (226-830) ^b	p<0.001	90.29 (9.76)	90 (65-113) ^b	p<0.001
Place of residence							
Central Anatolia	293(45.9)	614.29 (115.37)	612 (140 - 830) ^a		91.48 (10.05)	89 (67 - 109)	
Mediterranean	139(21.8)	627.74 (122.72)	646 (86 - 830) ^a		92.65 (10.07)	92 (54 - 118)	
Southeastern Anatolia	73(11.4)	593.92 (123.58)	577 (226 - 830) ^a		95.12 (12.38)	94 (61 - 117)	
Aegean	49(7.7)	656.67 (113.75)	672 (305 - 830) ^b	13.303 ²	92.12 (7.93)	92 (72 - 109)	1.1521 ²
Black Sea	33(5.2)	635 (93.63)	655 (451 - 830) ^a	p=0.038	93.94 (10.8)	94 (61 - 115)	p=0.337
Marmara	29(4.5)	646.86 (111.93)	659 (454 - 798) ^a		88.36 (12.54)	89.5 (60 - 112)	
Eastern Anatolia	22(3.4)	621.95 (107.04)	636.5 (395 - 826) ^a		93.66 (12.33)	94 (62 - 118)	
Total		620.96 (116.992)	631 (86 - 830) ^a		93.01 (10.71)	93 (54 - 118)	

¹:Mann Whitney U ; ²: Kruskal Wallis; r: Spearman Correlation

^{a-b}: There is no difference between groups with the same letter for each variable (Dunn's test)

Table 2 presents the nursing students' TSES and ISS mean scores according to descriptive characteristics. Willingly choosing nursing profession (p=0.010), having friends from different cultures (p=0.014), communicating with people from different cultures on social media (p<0.001), and following the mass media of different countries (p<0.001) created significant differences in the nursing students' TSES mean scores, where the TSES mean score was high for those who willingly chose nursing profession,

those who had friends from different cultures, those who always communicated with people from different cultures on social media, and those who always followed the mass media of different cultures. Having friends from different cultures, communicating with people from different cultures on social media, following the mass media of different countries and desire to work abroad after graduation created significant differences in the nursing students' ISS mean scores ($p < 0.001$), where the ISS mean score was higher for those who had friends from different cultures, those who always communicated with people from different cultures on social media, those who always followed the mass media of different cultures, and those who desire to work abroad after graduation (Table 2).

Table 2. The Nursing Students' TSES and ISS Mean Scores According to Descriptive Characteristics

Descriptive Characteristics	n=638 (%)	TSET Mean Scores			ISS Mean Scores		
		Mean (SD)	Median (min-max)	Test Statistics p	Mean (SD)	Median (min-max)	Test Statistics p
Grade							
1nd Grade	141 (22.1)	628.48 (116.94)	645 (260 - 830)		93.64 (10.39)	93 (54 - 118)	
2nd Grade	234 (36.7)	626.86 (118.61)	619 (140 - 830)	3.616 ¹	92.83 (11.42)	94 (61 - 115)	1.577 ²
3nd Grade	130 (20.4)	607.62 (109.72)	621 (344 - 830)	p=0.306	92.32 (10.16)	91 (60 - 117)	p=0.665
4nd Grade	133 (20.8)	615.65 (120.94)	638 (86 - 830)		93.32 (10.35)	92 (70 - 116)	
Willingly Choosing Nursing Profession							
Yes	538 (84.3)	625.26 (115.75)	636.5 (86 - 830) ^a	22.556 ³	93.31 (10.69)	93 (54 - 118)	23.754 ³
No	100 (15.7)	597.83 (121.43)	574 (305 - 830) ^b	p=0.010	91.36 (10.76)	91 (61 - 118)	p=0.630
Being Abroad Before							
Yes	58 (9.1)	622.28 (133.79)	644 (86 - 830)	0.090 ⁴	90.88 (13.47)	91 (54 - 116)	18.444 ³
No	580 (90.9)	620.83 (115.31)	628.5 (140 - 830)	p=0.929	93.22 (10.39)	93 (61 - 118)	p=0.225
Foreign Relative							
Have	153 (24.0)	627.59 (108.06)	640 (226 - 830)	0.803 ⁴	93.11 (11.62)	93 (54 - 118)	36.311 ³
None	485 (76.0)	618.87 (119.7)	621 (86 - 830)	p=0.422	92.97 (10.42)	93 (61 - 118)	p=0.691
Having Friends from Different Beliefs							
Have	152 (23.8)	616.93 (130.86)	626.5 (86 - 830)	37.201 ³	93.16 (12.67)	94 (54 - 117)	35.696 ³
None	486 (76.2)	622.22 (112.42)	633 (140 - 830)	p=0.894	92.96 (10.04)	92 (61 - 118)	p=0.532
Having Friends from Different Cultures							
Have	499 (78.2)	626.86 (115.52)	638 (86 - 830) ^a	29.938 ³	94.27 (10.76)	94 (54 - 118)	23.225 ³
None	139 (21.8)	599.78 (120.17)	600 (140 - 830) ^b	p=0.014	88.46 (9.25)	89 (61 - 112)	p<0.001
Communicating with People from Different Cultures on Social Media							
Never	107 (16.8)	611.59 (129.93)	635 (86 - 830) ^a	23.585 ¹	89.9 (10.48)	91 (61 - 116) ^a	43.298 ¹
Rarely	199 (31.2)	597.11 (111.36)	602 (140 - 830) ^a	p<0.001	91.4 (9.22)	91 (62 - 113) ^a	p<0.001
Sometimes	220 (34.5)	626.85 (110.81)	630.5 (226 - 830) ^a		94.03 (10.59)	95 (54 - 114) ^a	

Descriptive Characteristics	n=638 (%)	TSET Mean Scores			ISS Mean Scores		
		Mean (SD)	Median (min-max)	Test Statistics p	Mean (SD)	Median (min-max)	Test Statistics p
Most of the time	66 (10.3)	652.18 (107.8)	672.5 (295 - 830) ^a		93.88 (11.99)	92.5 (60 - 115) ^a	
Always	46 (7.2)	673.02 (125.62)	673.5 (305 - 830) ^b		101.04 (11.45)	101 (61 - 118) ^b	
Following the Mass Media of Different Countries							
Never	117 (18.3)	601.42 (127.84)	590 (86 - 830) ^a	5.274 ⁵ p<0.001	91.67 (9.63)	91 (67 - 115) ^a	36.880 ¹ p<0.001
Rarely	206 (32.3)	613.7 (110.68)	623.5 (140 - 830) ^a		92.28 (9.94)	92 (62 - 113) ^a	
Sometimes	204 (32.0)	618.91 (117.32)	621.5 (295 - 830) ^a		92.79 (10.98)	93 (54 - 118) ^a	
Most of the time	79 (12.4)	643.28 (109.44)	656 (451 - 830) ^a		93.05 (12.19)	93 (60 - 118) ^a	
Always	32 (5.0)	697.09 (98.75)	715.5 (535 - 830) ^b		103.88 (7.91)	103 (86 - 117) ^b	
Knowing Different Languages Other Than Native Language							
Yes	266 (41.7)	624.73 (109.72)	631.5 (226 - 830)	0.687 ⁴	93.05 (11.1)	93 (54 - 118)	48.732 ³
No	372 (58.3)	618.27 (122)	623.5 (86 - 830)	p=0.492	92.97 (10.44)	92 (61 - 118)	p=0.746
Receiving Intercultural Nursing Education							
Yes	157 (24.6)	629.94 (116.57)	645 (140 - 830)	1.107 ⁴	92.32 (11.74)	93 (60 - 116)	38.653 ³
No	481 (75.4)	618.03 (117.1)	619 (86 - 830)	p=0.269	93.23 (10.36)	93 (54 - 118)	p=0.655
Desire to Work Abroad After Graduation							
Yes	453 (71.0)	623.6 (121.11)	634 (86 - 830)	39.120 ³	94.02 (10.94)	94 (54 - 118) ^a	32.929 ³
No	185 (29.0)	614.49 (106.27)	609 (295 - 830)	p=0.188	90.53 (9.74)	90 (68 - 114) ^b	p<0.001

¹: Kruskal Wallis; ²: ANOVA (Welch); ³: Mann Whitney U; ⁴:Independent Samples T Test; ⁵: ANOVA; ^{a-b}: There is no difference between groups with the same letter for each variable

Regression Analysis Results

Table 3 presents the variables affecting TSE according to the regression analysis. A multiple linear regression model was established to estimate the nursing students' TSE and IS levels according to age, gender, marital status, family type, place of residence, grade, willingly choosing nursing profession, being abroad before, having friends from different cultures/beliefs, and communicating with people from different cultures on social media. The model was first examined using the enter method and found to be statistically significant (F=6.582; p<0.001, Adj. R²=0.224).

The Variance Inflation Factor (VIF) values of the independent variables were less than five (5), suggesting no multicollinearity problem. The stepwise model was used in the multiple linear regression to eliminate the variables that had no significant effect on the TSE level. This model was statistically significant (F=31,342; p<0.001; Adj. R²=0.223) The VIF values were less than five (5), ranging within the appropriate limits. The variables examined in this model explained 22% of the variance in TSE level. Being a woman (p=0.048), living in a nuclear family (p<0.001) and communicating with people from different cultures (p=0.009) had a significant effect on the TSE of nursing students. Among ISS sub-dimensions; self-confidence in communication (p=0.001) and enjoyment of communication (p=0.036) and total ISS score (p<0.001) had a significant effect on the TSE of nursing students. The TSE level was found to be 18.42 times higher in female students than in males, and 44.129 times higher in those living in a nuclear family than in those living in an extended family. However, a one-unit increase in infrequent contact with people from different cultures decreased the TSE level by 23.286 units. A one-unit increase in self-confidence in communication, enjoyment of communication (all items are reverse scored), and ISS total score increased the TSE level by 33.093, -17.233, and 3.725 units, respectively (Table 3).

Table 3. The Variables Affecting TSE According to the Regression Analysis.

Model	Predictors	β^1 (%95 CI)	SE	β^2	t	p	Zero	Partial	Part	VIF
Enter	(Constant)	163.419 (-7.123 - 333.96)	86.838		1.882	0.060				
	Age	-0.525 (-6.072 - 5.022)	2.825	-0.009	-0.186	0.853	-0.056	-0.008	-0.006	1.762
	Gender (Reference category: Male)									
	Female	19.57 (-0.129 - 39.269)	10.030	0.076	1.951	0.052	0.091	0.079	0.068	1.253
	Marital Status (Reference category: Married)									
	Unmarried	-8.867 (-74.864 - 57.13)	33.605	-0.010	-0.264	0.792	-0.011	-0.011	-0.009	1.252
	Family Type (Reference category: Extended family)									
	Nuclear family	41.895 (18.038 - 65.752)	12.148	0.128	3.449	0.001	0.174	0.139	0.120	1.124
	Place of residence									
	Central Anatolia	47.664 (4.104 - 91.223)	22.180	0.090	2.149	0.032	0.028	0.087	0.075	1.450
	Mediterranean	43.33 (4.833 - 81.827)	19.602	0.099	2.210	0.027	0.088	0.090	0.077	1.637
	Southeastern Anatolia	39.47 (-10.817 - 89.757)	25.606	0.062	1.541	0.124	0.002	0.063	0.054	1.312
	Aegean	32.4 (-15.058 - 79.859)	24.166	0.058	1.341	0.181	0.048	0.054	0.047	1.523
	Black Sea	20.019 (-10.54 - 50.579)	15.561	0.071	1.287	0.199	0.031	0.052	0.045	2.479
	Marmara	10.428 (-17.917 - 38.774)	14.433	0.044	0.723	0.470	-0.053	0.029	0.025	3.109
	Grade (Reference category: 1st Grade)									
	2nd Grade	-3.866 (-28.052 - 20.319)	12.315	-0.016	-0.314	0.754	0.038	-0.013	-0.011	2.117
	3rd Grade	-16.797 (-44.39 - 10.797)	14.050	-0.058	-1.195	0.232	-0.058	-0.049	-0.042	1.925
	4th Grade	-8.46 (-38.352 - 21.431)	15.220	-0.029	-0.556	0.579	-0.023	-0.023	-0.019	2.297
	Willingly Choosing Nursing Profession	11.027 (-11.956 - 34.009)	11.702	0.034	0.942	0.346	0.085	0.038	0.033	1.088
	Being Abroad Before	4.61 (-27.23 - 36.451)	16.213	0.011	0.284	0.776	0.004	0.012	0.010	1.305
	Foreign Relative	12.072 (-8.958 - 33.103)	10.709	0.044	1.127	0.260	0.032	0.046	0.039	1.256
	Having Friends from Different Beliefs	-18.017 (-39.277 - 3.243)	10.826	-0.066	-1.664	0.097	-0.019	-0.068	-0.058	1.278
	Having Friends from Different Cultures	-10.121 (-32.757 - 12.515)	11.526	-0.036	-0.878	0.380	0.096	-0.036	-0.031	1.360
	Communicating with People from Different Cultures on Social Media (Reference category: Never)									
	Rarely	-21.458 (-48.634 - 5.717)	13.838	-0.085	-1.551	0.121	-0.137	-0.063	-0.054	2.470
	Sometimes	0.371 (-28.537 - 29.279)	14.720	0.002	0.025	0.980	0.037	0.001	0.001	2.942
Most of the time	10.411 (-26.983 - 47.805)	19.041	0.027	0.547	0.585	0.091	0.022	0.019	2.021	

	Always	1.715 (-44.719 - 48.149)	23.644	0.004	0.073	0.942	0.124	0.003	0.003	2.248
Following the Mass Media of Different Cultures (Reference category: Never)										
	Rarely	13.953 (-11.769 - 39.675)	13.097	0.056	1.065	0.287	-0.043	0.043	0.037	2.254
	Sometimes	9.112 (-17.41 - 35.633)	13.505	0.036	0.675	0.500	-0.012	0.027	0.024	2.384
	Most of the time	30.163 (-3.57 - 63.897)	17.177	0.085	1.756	0.080	0.072	0.071	0.061	1.924
	Always	40.596 (-11.468 - 92.659)	26.510	0.076	1.531	0.126	0.150	0.062	0.053	2.012
Receiving Intercultural Nursing Education										
		14.216 (-6.585 - 35.018)	10.592	0.052	1.342	0.180	0.044	0.055	0.047	1.251
Desire to Work Abroad After Graduation										
		-9.889 (-29.027 - 9.248)	9.745	-0.038	-1.015	0.311	0.035	-0.041	-0.035	1.175
ISS Sub-dimensions										
	Responsibility in communication	16.623 (-10.298 - 43.545)	13.708	0.071	1.213	0.226	0.361	0.049	0.042	2.798
	Respect for cultural differences	23.734 (3.889 - 43.58)	10.105	0.119	2.349	0.019	0.300	0.095	0.082	2.093
	Self-confidence in communication	45.506 (27.446 - 63.567)	9.196	0.249	4.948	<0.001	0.388	0.197	0.173	2.075
	Enjoyment of communication	-0.71 (-16.114 - 14.694)	7.844	-0.004	-0.091	0.928	0.266	-0.004	-0.003	1.971
	Being careful in communication	22.393 (4.674 - 40.112)	9.022	0.104	2.482	0.013	0.273	0.100	0.087	1.446
F=6.582; p<0.001; Adj. R ² =0.224; SE of Estimate=103.038; DW= 2.100										
Stepwise	(Constant)	175.348 (101.446 - 249.251)	37.634		4.659	<0.001				
Gender (Reference category: Male)										
	Female	18.42 (0.186 - 36.653)	9.285	0.072	1.984	0.048	0.091	0.079	0.069	1.071
Family Type (Reference category: Extended family)										
	Nuclear family	44.129 (21.417 - 66.84)	11.566	0.134	3.816	<0.001	0.174	0.150	0.133	1.017
Communicating with People from Different Cultures on Social Media (Reference category: Never)										
	Rarely	-23.286 (-40.752 - -5.819)	8.895	-0.092	-2.618	0.009	-0.137	-0.104	-0.091	1.018
ISS Sub-dimensions										
	Self-confidence in communication	33.093 (13.654 - 52.532)	9.899	0.181	3.343	0.001	0.388	0.132	0.117	2.399
	Enjoyment of communication	-17.233 (-33.327 - -1.139)	8.195	-0.108	-2.103	0.036	0.266	-0.083	-0.073	2.148
ISS Total Score										
		3.725 (2.355 - 5.096)	0.698	0.341	5.338	<0.001	0.428	0.208	0.186	3.347
F=31.422; p<0.001; Adj. R ² =0.223; SE of Estimate=103.143; DW= 2.108										

¹: Unstandardized Coefficient; ²: Standardized Coefficient

DISCUSSION

Discussion of Socio-Demographic Characteristics of Nursing Students

Most of the nursing students who participated in the study were female. This may be because male nurses started to work after the amendment of the nursing law in 2007 (Official Newspaper, 2007). Although the number of male nurses has increased since 2007, nursing is still considered a female profession until the last 14 years in Turkey, which is not yet at the desired level (Cinar, Sahin, Sozer, Cevahir and Akburak, 2011). In addition, the majority of the nursing students had a nuclear family. This may be because the Turkish family structure is gradually transforming from the extended family to the nuclear family (Kasapoglu, 2019). Moreover, most of them also lived in Central Anatolia. This may be because they preferred the university located in their living region.

The present study found that nursing students had moderate TSE and IS levels. The fact that the scales do not have any cut-off point, where one's TSE and IS levels increase as their score increases, can be considered as a disadvantage in terms of interpretation. However, we found results similar to those in the literature in Turkey (Aslan, Yilmaz, Kartal, Erdemir and Gulec, 2016; Baksi et al., 2019; Bayik Temel et al., 2016; Parlar Kilic and Sevinc, 2018). Studies conducted with nurses and nursing students in different countries have also shown similar results to our study (Berhanu et al., 2021; James, et. al., 2021; Li, et al., 2020; Tong et al., 2021).

Discussion of Regression Analysis Results

Female nursing students and those with a nuclear family had higher TSES and ISS mean scores. The regression analysis revealed that the TSE level was 18.42 times higher in female nursing students than in males, and 44.12 times higher in those living in a nuclear family than in those living in an extended family. Accordingly, female nursing students and those with nuclear family were considered more sensitive to cultural differences and to have more responsibility for those from different culture than males.

Like the present study, studies have reported that female nursing students (Asurakkody, 2018; Baksi et al., 2019; Bilgic and Sahin, 2019; Birimoglu Okuyan, 2019; Bulduk, Usta and Dincer, 2017) and nursing students with nuclear family (Baksi et al., 2019) had higher TSES and ISS mean scores. However, Gumus Sekerci (2021) determined higher ISS mean scores for male nursing students (Gumus Sekerci, 2021). Another remarkable study found that male gender increased the TSE by 2.034 times compared to female gender (Berhanu et al., 2021). Considering these results, it is difficult to generalize the effect of gender on TSE and IS.

There was no statistically significant relationship between the nursing students' TSE and ISS mean scores according to age. Tong et al. (2021) found a significant relationship between age and TSE (Tong et al., 2021). Birimoglu Okuyan (2019) reported higher ISS mean scores for nursing students aged between 18 and 22 years (Birimoglu Okuyan, 2019), but Bulduk et al. found no significant relationship between their age and ISS scores (Bulduk et al., 2017). The present study found higher TSE mean score for nursing students living in the Aegean region. This may be because the Aegean region is more developed socioeconomically and socioculturally than other regions in Turkey (Turkish Statistical Institute, 2020). Like this study, Asurakkody (2018) emphasized that geographical location is an important determinant of TSE (Asurakkody, 2018), while Bulduk et al. (2017) did not find a significant relationship between the place of residence and ISS scores (Bulduk et al., 2017).

Our study found that grade and cross-cultural nursing education did not make a significant difference in the nursing students' TSES and ISS mean scores. But in James et al., study, there was a significant relationship between graduate and TSE (James et al., 2021). This result of our study showed that nursing students had similar cultural knowledge, regardless of their grades. This may be because a transcultural nursing course was added to their curriculum as a 2nd year elective course in 2019.

Intercultural relationships of the nursing students affected their TSES and ISS scores, whereby those who had friends from different cultures, those who always communicated with people from different cultures on social media, and those who always followed the mass media of different cultures had higher TSES and ISS mean scores. Our regression analysis results also supported this result, revealing a 23.286 decrease in the TSE level of nursing students who rarely communicated with people from different cultures. Similarly, in another study variables such as intercultural communication, cultural sensitivity, interpersonal communication, and cultural motivation had a significant effect on TSE (Berhanu et al., 2021). This situation suggests that students' interaction with various cultures and their cultural sensitivity will have a positive effect on TSE. The statement of one of the participants in the study "As nurses are more and more culturally sensitive, they tend to have higher confidence in giving care to patients coming from different cultures," supports our idea (Berhanu et al., 2021).

Studies reported that nursing students who communicated with people from different cultures (Bulduk et al., 2017), those who communicated with people from different countries on social media (Baksi et al., 2019), those who experienced different cultural environments (Roh, 2014; Chen et al., 2018), those who visited another country through student exchange programs such as Erasmus and Mevlana (Birimoglu Okuyan, 2019) and those who had friends from other cultures (Bilgic and Sahin, 2019) had higher ISS levels as these activities increased their cultural knowledge, communication skills, desire to work abroad and awareness to cultural differences. Asurakkody (2018) emphasized that interpersonal communication skills are an important determinant of TSE in nursing students (Asurakkody, 2018). One study of nurses determined that intercultural communication, interpersonal communication, and cultural sensitivity were significantly related to intercultural self-efficacy (Berhanu et al., 2021). In fact, in our study, a one-unit increase in self-confidence in communication and enjoyment of communication, two distinct sub-dimensions of ISS, increased the TSE of nursing students by 33 and by 17 units, respectively. However, total ISS increased the TSE by 3.725 units. In recent years, with the development of internet technologies all over the world, social media has become an extremely important tool for communication. Social media brings different audiences and groups of people together, increasing their interaction (Ardic Cobaner and Isik, 2014). Therefore, it is inevitable for nursing students to communicate with individuals from different cultures on social media and to follow the mass media of different cultures, which has a positive effect on their TSES and ISS scores.

In the present study, nursing students who willingly chose nursing profession had higher TSES mean score, and those who wanted to work abroad after graduation had higher ISS mean score. Studies of nursing students at universities in different regions of Turkey found higher total ISS mean scores for those who wanted to work abroad (Baksi et al., 2019; Birimoglu Okuyan, 2019; Parlar Kilic and Sevinc, 2018). Individuals with a desire to live in another country are open to interaction with people from different cultures and lifestyles. This is an important determinant for IS development. In parallel with our study, one study has determined that students who willingly choose the nursing profession and have a positive attitude towards nursing have higher intercultural sensitivity levels (Aslan et al., 2016; Baksi et al., 2019).

Independent roles of the nursing profession necessitate nurses to plan and perform several care activities at the same time. Therefore, in order for nurses to achieve the desired patient care results, they should perform nursing practices willingly, which becomes possible with the increase in TSE. Nursing students' willingness to choose nursing profession is an important determinant that increases their professional satisfaction and leads to more positive and sensitive communication towards patients, thus increasing their TSE and IS levels.

As another remarkable result of our study, the TSES and ISS mean scores did not significantly differ in nursing students who lived abroad, knew a foreign language, and had a foreign friend or a relative with different belief. Because these situations will lead to cultural interactions and offer them an opportunity to get to know cultural differences closely. Studies have reported that as students' language skills increase, their cultural competencies increase (Repo, Vahlberg, Salminen, Papadopoulou and Leino-Kilpi, 2017), whereby the ability to speak a foreign language affects IS (Bulduk et al., 2017). Different results were obtained in our study, suggesting that nursing students did not consider their activities other than those related to the purpose of patient care to affect their professional practice. Like our study, one study has found that going abroad and foreign language proficiency do not affect IS level in nursing students (Baksi et al., 2019). However, the ability to speak a foreign language and to have the opportunity to know different cultures are considered to increase interpersonal communication and enable individuals to understand each other more clearly, which are important variables that can affect TSE and IS.

CONCLUSION

The nursing students had moderate perceived TSE and IS. The ISS's sub-dimensions of self-confidence in communication and enjoyment of communication had an impact on TSE in female nursing students, those living in nuclear family, and those who communicated with people from different cultures, explaining significantly the variance in TSE. Although it is very important to determine the output of a multidimensional being like a human about a concept at this level, there is a need for more explanatory results to base the nursing profession on scientific foundations. To obtain these foundations, nursing students' perceptions of TSE and IS should be examined comparatively using samples from different cultures. Further qualitative studies are also recommended to gain an in-depth understanding of the TSE.

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