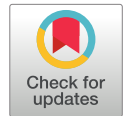


Bridging the Gaps: Nursing Education, Cultural Dynamics, and Future Research on Violence Against Women



Abdulkareem Iblasi¹   & Rahaf Rajjoub¹ 

¹ University of Buraimi, College of Health Sciences/Nursing Department, Oman

Dear Editor,

I am writing in response to the recently published study entitled: “**The Relationship Between Nursing Students’ Attitudes Towards Violence Against Women, Gender Roles, and Self-Esteem**” (Merve & Didem, 2024). By providing evidence of the relationship between attitudes towards violence and self-esteem, as well as current gender role beliefs among nursing students in Turkey, the study illuminates a crucial topic. As interested investigators studying comparable sociocultural phenomena, we thank the researchers for tackling this issue and enhancing conversations around gender-based violence in this part of the world. However, the study also encourages a more extensive discussion about any gaps and possible additions that could improve the breadth and relevance of its conclusions.

The Role of Nursing Education in Shaping Perceptions

Nursing education is essential in cultivating future nurses’ perspectives on violence prevention in all its

aspects and situations, including gender equity. The study findings indicate that the Turkish nursing students sample predominantly displayed modern views, which are promising and noteworthy. A crucial question must be addressed to properly build on these findings: *How can nurse education foster these progressive perceptions?*



The Role of Nursing Education in Shaping Perceptions

Nursing education is essential in cultivating future nurses’ perspectives on violence prevention in all its aspects and situations, including gender equity. The study findings indicate that the Turkish nursing students sample predominantly displayed modern views, which are promising and noteworthy. A crucial question must be addressed to properly build on these findings: *How can nurse education foster these progressive perceptions?*


The curriculum may promote awareness of patient needs, but it may not adequately confront the systemic origins of violence, including ingrained patriarchal



“ Citation: Iblasi A. & Rajjoub R. Bridging the gaps: nursing education, cultural dynamics, and future research on violence against women. CURARE–Journal of Nursing 2025; (7): 77-80. DOI: 10.26650/CURARE.2025.1602363

 This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License. 

© 2025. Iblasi, A. & Rajjoub, R.

 Corresponding author: Abdulkareem Iblasi Abdulkareem@uob.edu.om



norms and institutional abuse. Training future nurses should encompass interpersonal care and prepare them to advocate against systemic disparities. Incorporating advocacy modules that instruct students on addressing domestic and institutional abuse (such as the recent examples from neighboring countries -Syria) could enhance their preparedness to serve as agents of social change and help the women for suitable recovery. Moreover, incorporating viewpoints on gender diversity will facilitate a more equitable comprehension, enabling nurses to advocate for women and other oppressed genders.

On the other hand, the study presents positive attitudes among the students. This in future research needs additional explorations on how the students developed this attitude: is it related to the context of nursing education they have received or from social media or any other sources? As the study highlights, social media utilisation? There are several viewpoints and perspectives on attitude formation in such scenarios (Johnson et al., 2022). In such cases, additional explorations could be beneficial if the students perceived these attitudes from the context of the nursing curriculum or other sources.

Additionally, as the first measurement tool developed by the researcher, the expectations for future studies in their phenomenology should explore the skills of nursing students in dealing with such cases (Nesime & Belgin, 2022). Again, the general political conflicts in countries around Turkey and the role of Turkish healthcare staff around the world, such as in Syria, Gaza, and Central Asia, led us to consider not only attitudes but also preparedness to deal with such cases among healthcare staff who are dealing with refugees in Turkey or among healthcare staff from Turkey who are supporting other nations (Tengilimoğlu et al., 2021).

Addressing Gender Representation in the Study

A potential opportunity to improve future studies in this domain is the gender composition, with a predominance of female individuals in the sample. This corresponds with the demographics of numerous nursing student populations, although it prompts concerns over the representativeness of the findings across genders. Most individuals who commit violence against women are male, at least in Arabic communities (Elghossain et al., 2019), indicating the necessity for more research to investigate gender-based disparities in attitudes towards violence and self-esteem (Mojahed et al., 2022) among males in general. To comprehensively examine violence prevention, it is crucial to understand the perceptions of male nursing students on these dynamics and whether their beliefs correspond with or differ from

those of their female counterparts. A comparative comparison of genders may yield deeper insights that might guide customised treatments in nursing education (Mojahed et al., 2022).

Organisational and Sociopolitical Dimensions of Violence

In the last few days, there has been strong evidence that violence against women extends beyond personal relationships and into the social and institutional spheres (Sahin, 2022). Historical examples, such as abuses committed by authoritarian governments such as Nazi Germany, as well as recent incidents in Syria (Sednaya Prison) (Loveluck & Zakaria, 2018) and Iraq, demonstrate how organisations can adopt policies that legitimise violence against women. Several examples illustrate how this provides better opportunities for male employees to gain authority and make decisions. For instance, gender discrimination between males and females is an antecedent of violence against female nurses in adopting leadership positions in nursing (Younas et al., 2022). The same meta-synthesis study by (Younas et al., 2022) you can conclude that the perception of researchers that the presence of male nurses increases the visibility of the dominant profession, which, even in not a clear statement, replies on the fact that women in nursing are unable to add the required visibility (even if this not said clearly in this way). Therefore, nursing education must consider these systemic variables, preparing students to recognise and correct organisational abuses against women and make a new generation of nurses aware and able to deal with such challenges.

Cultural and Parental Dynamics

Another intriguing feature worth investigating further is the study's cultural context. In many civilisations, women are frequently viewed as primary caregivers, yet they also serve as champions for societal change (Mojahed et al., 2022). This setting complicates their understanding of violence. The fact that many of the study's participants were already mothers highlights the need for a more culturally nuanced understanding of women's roles as caretakers. In contrast, the influence of fathers in developing attitudes towards violence has received less attention. What is their take on violence against women? How do their attitudes affect family dynamics and societal norms? Future studies on both mothers and fathers, particularly from a multicultural perspective, would provide important insights into how parental roles interact with attitudes towards violence in Turkey and in other Middle Eastern communities.



On the other hand, I would like to highlight a “dilemma” within our cultural context (Turkish and Arabic) in describing the unwanted attitude as a “traditional attitude”. We understand that this description originated from the literature, generally from a Western perspective, which presents aggressive examples of negative attitudes. However, in our context, we do not encounter such examples. At the same time, Turkish history (both new and old) provides numerous instances in laws and regulations that demonstrate the predominant role of women, not only in politics but also in economic impact (Karta, 2016). This also emphasises the presentation of this role and the traditional acceptance within the community regarding this role. Therefore, in our upcoming research, we can consider different descriptions for the term “traditional attitude” to reflect our context, labelling it as an unwanted attitude or something else that does not place blame on traditional practices, which are much more favourable than Western practices that originate from the measurement tools we use.

Advocating for Multicultural and Intersectional Approaches

Finally, this study opens the door to investigating the intercultural features of gender-based violence and self-esteem. Societies have different cultural values and historical narratives about gender roles. Comparing nursing students’ attitudes from different cultural backgrounds can reveal the impact of cultural norms on perceptions of violence. Furthermore, intersectionality—the study of how gender interacts with other identification variables such as race, ethnicity, and socioeconomic status—can help us understand how attitudes towards violence and gender roles develop.

Observing the violence

The study highlights critical issues related to observing violence against others. However, the study should be more critical in the future and ask questions about the sources of these observations with much more exploration. For instance, these observations could be accurate in their eyes or influenced by their social media usage. In the second case, the participants might respond to the question of observing violence on social media, stating that they see it, but in this scenario, the same video could be seen or observed by many students, which might reflect the fact of seeing rather than expanding the problem within the community. Thus, the same students are referring to the same incidents, not each student referencing different incidents, which might lead to an overestimation of the problem (Aloudat et al., 2019). This issue should also be considered in the context of the social

desirability aspects of measurements, which reflect the fact that students might perceive the researcher as looking to overestimate the issue (Brenner, 2011; Kreuter et al., 2008; Van de Mortel, 2008).

Conclusion

The study lays a solid framework for understanding the link between nursing students’ attitudes towards violence, gender roles, and self-esteem in Turkey. However, including gender-based comparisons, systemic issues, and ethnic views will lead to a more thorough knowledge of this vital topic. Enhancing nursing education with advocacy-focused modules and investigating cultural and parental influences are critical steps in educating nurses to effectively challenge violence at the individual and institutional levels. By broadening the debate beyond the individual and into the broader sociocultural and organisational framework, we can stimulate additional research and educational change that corresponds with the ultimate objective of preventing violence and empowering nurses to advocate for social justice.

Thank you for the opportunity to participate in this topic. I hope this viewpoint encourages additional discussion and research on this critical issue in the context of nursing education.

Sincerely,



Peer Review Externally peer-reviewed.

Author Contributions Conception/Design of Study- A.I., R.A.R; Data Acquisition- A.I., R.A.R; Data Analysis/Interpretation- A.I., R.A.R; Drafting Manuscript- A.I., R.A.R; Critical Revision of Manuscript- A.I., R.A.R; Final Approval and Accountability- A.I., R.A.R.

Conflict of Interest Authors declared no conflict of interest.

Grant Support Authors declared no financial support.

Author Details

Abdulkareem Iblasi (Assistant Professor)

¹ University of Buraimi, College of Health Sciences/Nursing Department, Oman

0000-0003-3360-1462 Abdulkareem@uob.edu.om

Rahaf Rajjoub (Assistant Professor)

¹ University of Buraimi, College of Health Sciences/Nursing Department, Oman

0000-0003-2669-7654

REFERENCES

- Aloudat A, Al-Shamaileh O, Michael K. Why some people do not use Facebook? Social Network Analysis and Mining 2019;9(1):19.
- Brenner PS. Investigating the biasing effect of identity in self-reports of socially desirable behavior. Sociological Focus 2011;44(1):55-75.



- 3 Elghossain T, Bott S, Akik C, Obermeyer CM. Prevalence of intimate partner violence against women in the Arab world: A systematic review. *BMC International Health and Human Rights*. 2019;19:1-16.
- 4 Johnson BT, Martinez-Berman L, Curley CM. Formation of attitudes: How people (wittingly or unwittingly) develop their viewpoints. In *Oxford Research Encyclopedia of Psychology*. 2022.
- 5 Karta N. The economic activities of women in ottoman empire. *Journal of Economics Finance and Accounting*. 2016;3(2):142-155.
- 6 Kreuter F, Presser S, Tourangeau R. Social desirability bias in CATI, IVR, and web surveys the effects of mode and question sensitivity. *Public Opinion Quarterly*. 2008;72(5):847-865.
- 7 Loveluck L, Zakaria Z. Syria's once-teeming prison cells being emptied by mass murder. *The Washington Post*. 2018.
- 8 Merve T, Didem A. The relationship between nursing students' attitudes towards violence against women, gender roles and self-esteem. *CURARE Journal of Nursing*. 2024;(6):9-14.
- 9 Mojahed A, Alaidarous N, Shabta H, Hegewald J, Garthus-Niegel S. Intimate partner violence against women in the Arab countries: A systematic review of risk factors. *Trauma, Violence, & Abuse*. 2022;23(2):390-407.
- 10 Nesime D, Belgin A. Impact of education on student nurses' advocacy and ethical sensitivity. *Nursing Ethics*. 2022;29(4):899-914.
- 11 Sahin SB. Combatting violence against women in Turkey: Structural obstacles. *Contemporary Politics*. 2022;28(2):204-224.
- 12 Tengilimoğlu D, Zekioğlu A, Budak F, Eriş H, Younis M. Refugees' Opinions about Healthcare Services: A Case of Turkey. *Healthcare*, 2021.
- 13 Van de Mortel, TF. Faking it: Social desirability response bias in self-report research. *Australian Journal of Advanced Nursing*. 2008;25(4):40-48.
- 14 Younas A, Ali N, Sundus A, Sommer J. Approaches of male nurses for degendering nursing and becoming visible: A meta-synthesis. *Journal of Clinical Nursing*. 2022;31(5-6):467-482.

