

Opinions of male nursing students about violence against women: A qualitative study

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Abstract

Aim: This study aims to explore the opinions of male nursing students on violence against women in Turkey.

Introduction: The prevalence of violence against women in the world is increasing every passing day. Although women try to deal with the changes their lives bring along, they are faced with physical, sexual, psychological, and economic violence for various reasons at the same time.

Background: Inclusion of men in studies can have a strong impact on how strategies are developed and implemented. Tackling the issue of violence against women requires active engagement of men and, therefore, knowing the knowledge, attitudes, and understanding of male nursing students is important.

Methods: In this qualitative study, 18 male nursing students participated. The participants were selected through purposive sampling, and data were collected through individual semi structured interviews. The data were analyzed using the thematic analysis method designed by Clarke and Braun.

Findings: The findings of the study are presented in seven themes and these are definition of violence, causes of violence, reactions to witnessing violence, impacts of violence on society, solutions to violence, efforts regarding violence in Turkey, and being a male nurse. Among the striking results of the study were that students considered violence with its many dimensions, that they stated that violence could be prevented, that they found that efforts regarding the issue were insufficient in Turkey, and that they stated that important responsibilities for preventing violence against women lay with nurses.

Conclusion/implications for practice: Students considered violence and its various dimensions. They felt that violence could be prevented, that the efforts regarding the issue were insufficient in Turkey, and that important responsibilities for preventing violence against women lay with nurses. The views of male nursing students on violence against women are promising as it encourages the empowerment of future nurse professionals, who are expected to be the pioneers of necessary changes in the field of health in order to defend women.

KEYWORDS

male student, nursing, violence, women

INTRODUCTION

Violence, as defined by the World Health Organization (2015), refers to “the situation where physical force or power is applied to another person in the form of an intentional threat or reality, causing or likely to cause injury, death or psychological harm to the exposed person” (p. 1).

Violence against women is a universal violation of a human right, committed all around the world, at all ages, in all cultures, and affects the society in terms of economy, social life, education, and health (Doran et al., 2019; Silva et al., 2015). The World Health Organization announced approximately one in three women in the world are subjected to sexual or physical violence by their current or past partner. Most women



(55%–95%) experiencing abuse do not report their experiences to any institution or request any support. It is also emphasized that 38%–50% of women killed worldwide are killed by their partners (World Health Organisation, 2016). Low educational level, poor socioeconomic condition, living in patriarchal societies are risk factors for women to be subjected to violence (Ali et al., 2017; Eldoser & Sharps, 2017).

A legal and political analysis of women's issues in the Middle East and North African countries (Morocco, Bahrein, Egypt, Jordan, Lebanon, Palestinian, Tunisia, Yemen, the UAE) found that while there are political policies to empower women, social awareness of women's rights and violence against women was insufficient and that there is a limited understanding of gender equality (OECD, 2022). The situation is not much different in other countries. Available evidence suggests that "...3.7 million women in Europe were subjected to sexual violence in 2020" (Union, 2020). Turkey ranks 26th in the list of 129 countries for gender discrimination, and 38% of Turkish women experience physical or sexual violence by their partners (OECD, 2019).

BACKGROUND

Violence against women starts as soon as they are born or even before they are born. Women face many forms of abuse and oppression due to gender norms, patriarchal culture, and societies. For instance, girls to be born are not welcomed in the family. They are not sent to school. They are exposed to physical and even sexual assaults within or outside the family and forced to marry without their consent (Akka, 2019; Özkan, 2017). They are exposed to sexual harassment, marital rape, and honor killing. They are humiliated for not giving birth to a son. They are prevented from entering the working life. They are employed at low wages and start working life in lower positions compared with their male counterparts. Their contribution to household labor is ignored.

Violence against women is the most common, but hardly preventable human rights violation. International law generally deals with state-based interventions in human rights, and states refrain from intervening in this area based on the excuse of the principle of the inviolability of the private sphere (Uygur & Gürgey, 2014). However, especially since the end of the 20th century, much work has been done to prevent violence against women by developing policies and punishment mechanisms within countries and global level. Along with these developments, in Turkey, various amendments have been made especially to the Constitution and basic laws such as the Turkish Civil Code, Turkish Penal Code, and the Law on the Protection of the Family and the Prevention of Violence Against Woman. However, despite these developments, as in many parts of the world, violence against women and domestic violence still prevails in Turkey, and 15%–65% of Turkish women are exposed to physical violence (Alan & Ilknur, 2020; Alan et al., 2016), highlighting the continued need for the protection, support, and guidance of women exposed to violence (Özkan, 2017).

Although nursing is a predominantly female profession, male nurses make an important contribution to the profession and to the care of family and communities they serve. In Turkey, in 2007 an amendment was made to the Law on Nursing to allow male coeducation of male and female nursing students (The Law on Amendment to the Nursing Law, 2007). Nurses play a key role in providing care, support, and guidance to the victims of violence (Crombie et al., 2016). Therefore, it is of great importance that the beliefs and attitudes of male healthcare professionals including nurses about violence against women should be evaluated. Some research has explored the opinions of nursing students on violence against women (Akgun & Sahin, 2017; Bahadır Yılmaz & Öz, 2018; Doran & Hutchinson, 2016; Khazaienejad et al., 2019; Rocha et al., 2015; Sabancıogulları et al., 2016; Silva et al., 2018; Sobrinho et al., 2019), but our search for studies in which the views of male nursing students about violence against women were investigated revealed a gap. However, such a study is important in terms of preserving and developing women's health and preventing the recurrence of problems through mitigating the risk factors of violence against women (Doran et al., 2019). We think that the inclusion of men in studies can have a strong impact on how strategies are developed and implemented. Tackling the issue of violence against women requires the active engagement of men and, therefore, knowing the knowledge, attitudes, and understanding of male nursing students is important. The result of the present study will provide guidance for those aiming to find practical and holistic solutions to reduce violence against women.

AIM

This qualitative study aimed to explore the opinions of male nursing students on violence against women who live in Turkey.

METHOD

Design

This study used a qualitative approach. The reason that we used the qualitative research design in this study is that qualitative research is a very powerful method preferred in revealing people's perspectives, experiences, perceptions, and emotions (Yıldırım & Simsek, 2016). The study was conducted using the semi-structured data collection technique (focus interview). In the semi-structured interview data collection technique, the interviewer uses a written form with headings covering all the areas to be questioned. The interviewer can also freely ask other questions to encourage the participants, depending on the situation, along with the questions prepared in advance. During the interview, the researcher (interviewer) avoids asking "yes"/"no" questions as much as possible. Questions that provide detailed explanations facilitate a clearer analysis of the interviewee's thoughts on the subject. This

TABLE 1 Interview questions

1.	How would you define violence against women?
2.	What do you think are the causes of violence against women?
3.	How do you react when you see a woman being subjected to violence?
4.	How does violence against women affect society? What do you think about this issue?
5.	Do you think the issue of violence against women is a problem that can be solved?
6.	What do you think about the efforts made to reduce and prevent violence against women in Turkey?
7.	As a male nurse, what do you think you can do to prevent violence against women?

TABLE 2 Sociodemographic characteristics of the participants

Participants	Age	Year at School	Mother's Level of Education	Father's Level of Education	The Number of Siblings	Place of Residence	Economic Status
P1	21	4	Primary School	Primary School	≥4	Village	Medium
P2	21	4	Primary School	Primary School	≥4	Village	Medium
P3	22	4	Primary School	Primary School	2	Metropolis	Medium
P4	19	2	Primary School	Primary School	≥4	District	Medium
P5	23	4	Primary School	Primary School	3	Village	Medium
P6	21	3	Primary School	Primary School	3	City	Medium
P7	20	3	High School	Undergraduate	3	District	Medium
P8	21	3	High School	High School	3	Metropolis	Medium
P9	20	2	Primary School	Secondary School	3	District	Medium
P10	21	3	Primary School	Primary School	3	City	Medium
P11	20	2	Primary School	Primary School	2	Metropolis	Medium
P12	18	1	Secondary School	Secondary School	3	City	Medium
P13	18	1	Primary School	High School	3	District	Low
P14	19	1	Primary School	Secondary School	3	City	Medium
P15	18	1	Secondary School	Primary School	3	City	Medium
P16	22	4	Secondary School	Secondary School	≥4	City	Low
P17	20	2	Primary School	High School	2	District	Good
P18	19	2	Primary School	Primary School	1	City	Medium

technique ensures that all questions and dimensions related to the research problem are addressed (Erdogan et al., 2014).

Sample and setting

The sample of the present study was composed of the male students in one university in the 2020–2021 academic year. Data were collected between December 2020 and January 2021. To be eligible to participate in the study, the participant had to be a male nursing student, studying at the nursing department, and volunteering to participate in the study. The participants of the study were 18 male nursing students. The ages of the participants ranged between 18 and 23 years. Only one student's father had an undergraduate degree. A brief summary of the participant's characteristics is presented in Table 2.

Data collection

The data were collected through the semi-structured in-depth interview method, one of the most common methods used in qualitative research. We also collected demographic information about the participants' age, year at school, parents' education level, family type, number of siblings, place of residence they stayed longest, perception of family relations, perception of economic situation, and education on violence against women.

A semi-structured interview guide was used for interviews. Two pilot interviews were conducted, and the learning from these was used to improve the interview guide and interview process. These interviews were not included in the analysis. The interview guide included seven open-ended questions containing these categories were included (Table 1).



The interviews were conducted online owing to the difficulties in organizing face-to-face interviews due to the COVID-19 pandemic.

The interviews were conducted by a faculty member who is an expert in psychiatric nursing and received training on motivational interviewing, data collection in research studies, etc.

The students meeting the inclusion criteria were informed about the purpose and methods of the study. The interview sessions were arranged. The demographic information was requested by e-mail. The in-depth interviews took approximately 45–60 minutes. In order to collect the data from the interviewees, a voice recorder was used, and the interviews were transcribed verbatim. Later, the transcriptions were sent to the students, and they were asked to review them.

Data analysis

The content analysis technique was used in the analysis of the research data. The data obtained from the voice recordings were transcribed, and two independent researchers determined the main themes and subthemes. The researchers comprised a faculty member in women's health and diseases nursing and a faculty member in psychiatric nursing. To be able to present qualitative data in detail, thematic analysis is a suitable and practical method in which an important part is coding of the data as this makes it possible to categorize the data and develop associations (Cresswell, 2018). For the data analysis in the present study, the six-phase process of thematic analysis stages determined by Clarke and Braun was used (Byrne, 2021; Clarke & Braun, 2012) (Figure 1).

The applications performed at each phase according to the thematic analysis method are explained below.

1. Familiarization with the data: In the initial phase, both researchers repeatedly listened to the audio recordings of the interviews and read the notes taken, independently of each other, and then made their first notes.
2. Generating the codes: Coding of the data is an important part of thematic analysis as it ensures the classification of the data and improves communication between researchers. In order to ensure validity, all the interview records were analyzed and coded by the two researchers without adding any comments in accordance with the reliability criteria. The data relevant to each code were gathered together.
3. Searching for themes: To ensure reliability, the two researchers performed the coding and determined the themes independently of each other and then compared their findings. Finally, they reached a consensus on which piece of data would belong to which code. Later, themes and subthemes were determined.
4. Reviewing the themes: In this step, the themes were simplified, then the content coded for each theme was read, and checked to determine whether the codes were consistent

with each other. For verification, the interview form and the final form of the themes were evaluated by an expert not involved in the research.

5. Defining the themes: Each written theme was revised and finalized. The names of the themes were determined clearly in line with the consensus reached by the researchers.
6. Producing the report: After the analysis, concrete and striking expressions were conveyed by direct quotations, and the expressions and themes were combined. Finally, the academic writing of the themes was undertaken.

Rigor and trustworthiness

For the reliability of the present study, the strategy of describing the methods and analyses in detail was used. In qualitative studies, validity and reliability are related to the accuracy, reproducibility, reliability, transferability, and confirmability of scientific information (Arastaman et al., 2018). To enhance the construct validity of the study, more than one data collection method (individual interview and observation notes) was used. In order to enhance the internal validity (credibility/trustworthiness) of the present study, a conceptual framework was created after a literature review for the development of the interview form. In order to enhance the external validity (transferability) of the present study, data collection tools, raw data, coding and observation notes, writings and inferences that formed the basis of the report were presented to an expert not included in the research team and her opinions were obtained. To ensure scientific rigor, this study applied the Consolidated Criteria for Reporting Qualitative Research (Tong et al., 2007).

Ethical considerations

The principles of the Helsinki Declaration were followed in the study. Before the study was conducted, approval was obtained from the Ethics Committee of Yozgat Bozok University (Approval number: 202095799348-050.01.04-E.27689, Approval Date: November 3, 2020). Institutional permission was obtained from the Dean of the Faculty of Health Sciences. The informed consent form all participants was obtained.

Findings

The ages of the participants ranged between 18 and 23 years. Only one student's father had an undergraduate degree. Almost all the students stated their income level as medium. A brief summary of the demographic characteristics of the students is presented in Table 2.

As a result of the content analysis, the views of the students on violence against women were coded, and seven themes were determined. The themes and codes are presented in Table 3.

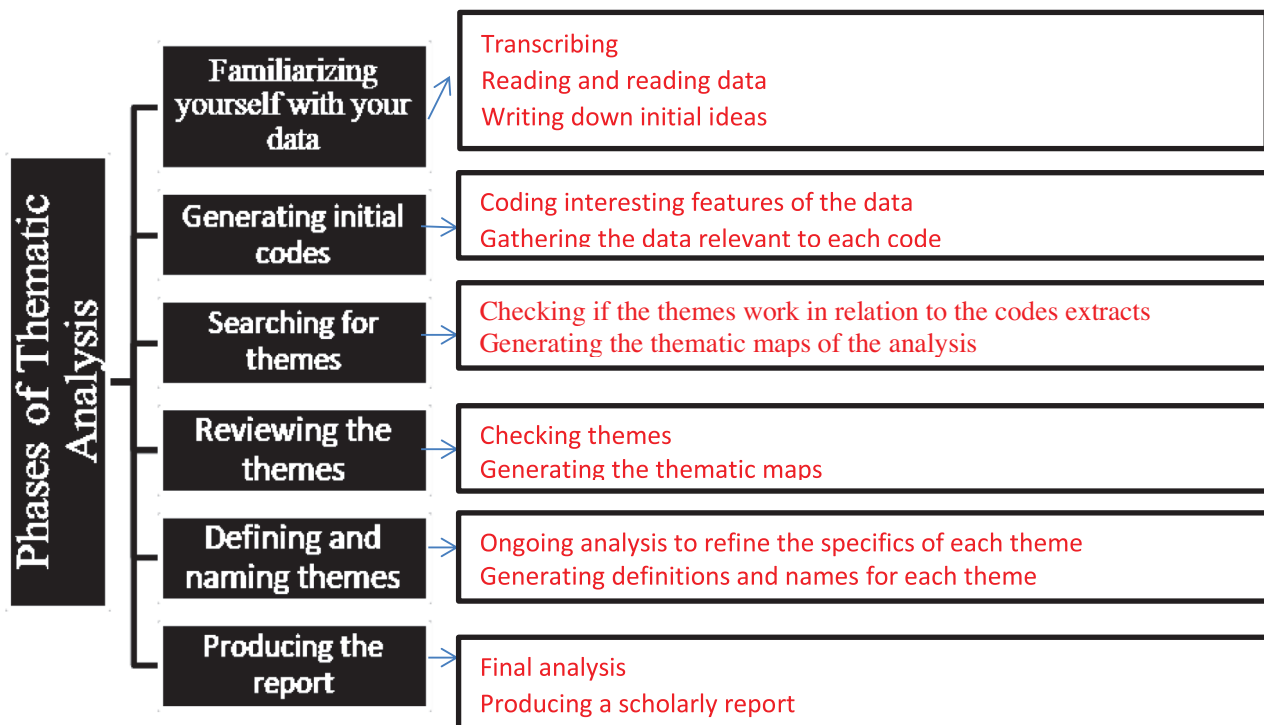


FIGURE 1 Phases of thematic analysis

TABLE 3 Themes and subthemes regarding the students' views on violence against women

Themes	Subthemes
Definitions of violence	Restriction Social gender
Causes of violence	Socioeconomic status of women The way women / children are raised Economic problems
Reactions given in case of witnessing violence	Effort to save Fear of being punished
Impacts of violence on society	Disruption of family processes
Solutions for violence	More deterrent penalties Guidance prior to marriage
Works regarding women in turkey	Legal gap
Being a male nurse	Providing training Awareness

Theme 1. Definitions of violence

After the content analysis of the students' definitions on violence against women, the following two subthemes were developed: "restriction" and "social gender" under the definitions of violence theme.

"Restriction"

Some of the students defined violence against women as suppression of women in terms of physical, emotional, and economic aspects, and restriction of their freedom.

When violence is referred to, we directly think of physical violence, but violence does not occur

only as physical violence. Our women are subjected to material, spiritual, emotional and physical violence. The definition to me means not viewing women as individuals and restricting all their opportunities and freedoms. (P5)

I believe that violence against women exists everywhere that negativities are experienced, and it means violating the rights of the other individual and offending her value judgement and character. (P2)

"Social gender"

The students who created this theme defined violence against women as behavior of harming women that develops through the perspective of social gender.

It is gender-based violence that is directed towards a woman just because she is a woman or which affects women unfairly. It is sexual, physical, and social damage to a woman perpetrated by a man in order to establish dominance over her. (P1)

Violence is a method to which individuals who cannot express themselves resort. It is a kind of dominant behaviour passed from father to son. It is a method used by men when they want to feel like a man and when women trespass the limits



defined by the men in order to have domination over women. (P10)

Violence against women is an act perpetrated by men who are devoid of character when they want to prove themselves in the environment, to feel superior, and to relieve their own stress. (P18)

Theme 2: Causes of violence

The responses of the students to the question of the causes of violence against women were categorized under the theme of the causes of violence by creating the following subthemes: “socioeconomic status of women,” “the way women / children are raised,” and “economic problems.”

“Socioeconomic status of women”

Some students stated that the point they considered most important among the causes of violence against women was that women were not economically independent.

Women’s educational level is lower than that of men, and they do not know how to protect themselves. As they have a low level of education, they do not have economic freedom either. (P13)

Mostly it is the men who work for a living in our society, and they experience problems at work and relieve themselves at home by reflecting it as violence on their children and wife, who are weak and helpless. (P2)

“The way women/children are raised.”

Some of the students stated that the parental attitude toward raising children is an effective factor on the causes of violence against women.

Women do not stand against violence as they have learned not to do so from their mothers. They do not raise their voice against the violence committed by their partners as they are afraid of social pressure, and they do not get divorced either. Divorced women are not respected in our society. They do not resist their violent husbands so as not to get divorced. (P14)

In our society, men are raised with the perception of being the stronger ones. In accordance with this role in society, men commit violence in order to prove their strength to women. (P16)

“Economic problems”

Some students were of the opinion that due to their concerns about economic difficulties, men reflect their anger onto women.

“I think violence results from the poor economic condition of the country and widespread difficulties across the country in making ends meet. People become enraged due to nervousness, stress, something bad that happened in the workplace and financial inadequacy due to economic difficulties, and they take it out on their partners. I believe that the higher the financial welfare level of the people in a country is, the fewer the financial difficulties are, and thus less violence will be perpetrated against women.” (P8)

Theme 3: Reactions given in case of witnessing violence

When asked what their reaction would be if they witnessed a woman being exposed to violence, some of the students stated that they would try to save the woman from the situation, whereas others expressed that they would not intervene due to fear of being punished, as has been reported to have happened to people trying to help such women in distress. This theme included the subthemes of “effort to save” and “the fear of being punished.”

“Effort to Save”

I would try to save the woman being exposed to violence regardless of the consequences. I would use the same language as the man who was committing violence. A man who is violating his spouse would not be affected by sweet talk. Therefore, I would also commit violence against him if needed. Such men murder mothers in front of their children. Violence is the language they would understand the best. (P7)

“Fear of being punished”

Previously, I would not have hesitated to try to save the woman, but now, my thoughts are a bit different, I mean, I am undecided. After a young man of my age helped a woman being exposed to violence, he was arrested and imprisoned. This worries me. (P11)

Theme 4: Impacts of violence on society

Almost all the students stated that violence against women has a negative effect on all family processes, especially on the children being raised in that family, and on the wider society. “Disrupting family processes”

It would be the children and the victimized women who would be affected the most. Children would never forget the trauma they experienced and would also be likely to perpetrate the same violence in the future (P5).

Family is the core of the society. Every human being is born and raised by a mother, and the

happier the mother, the happier the children they raise. Happy women = happy family = happy society. It is impossible to raise healthy individuals in a society where women are exposed to violence (P9).

In our culture, it is the mothers who are responsible for raising children. You cannot expect a woman subjected to violence to bring up healthy children. This situation would negatively affect the society mentally, economically, and socially. This would cause the future generations to be unhealthy (P16).

Theme 5: Solutions for violence

Suggestions offered by the students to prevent violence against women were gathered under the subthemes of “stronger deterrent penalties” and “guidance prior to marriage” in the theme of solutions for violence.

“Stronger deterrent penalties”

Students who formed this group indicated that stronger deterrent penalties should be applied to those committing violence.

Legal regulation is necessary. Laws protecting women should be clearer. I think sentencing someone to prison is not enough by itself. I even believe that imprisonment would be a reward for such people. There should be additional penalties as well as imprisonment. For example, they may be sentenced to work in institutions where they would serve women. In addition, men should be provided with education on the harms of violence. (P1)

This problem can be solved through stronger deterrent penalties, more emphasis on this situation, and more planning. I believe that violence against women can be prevented through public service announcements and more attention being paid to women who have familial problems, who are addicted to alcohol and drugs, who were previously subjected to violence or have the potential to be victims of violence. (P14)

“Guidance prior to marriage”

Students in this group argued that providing a compulsory educational program for couples before marriage would be effective in preventing violence.

This issue can be solved by increasing the quality of marriages in the society and supporting the position of women in the society by laws. The minimum age of marriage must definitely be 18

years; a compulsory educational program must be prepared for men and women by the state in marriage offices before the marriage, and the team that would provide this education should include a relationship therapist, a religious consultant, and an official appointed by the Ministry of Family and Social Policies. The rights and freedom of individuals are clearly stated in law, but the position of women in each article should be clarified by law. There should be penalties in our law of criminal procedure that deter violence against women. (P9)

Theme 6: Efforts Regarding Women in Turkey

All the students argued that efforts related to preventing violence against women were insufficient and that there were serious gaps in the laws in this regard. In this theme, only the “legal gap” subtheme was determined.

“Legal gap”

All the students stated that legal regulations regarding preventing violence against women were not sufficient, and that women were not sufficiently protected by the laws.

Efforts made in this context in Turkey are far from being sufficient. We do not have practices that legally protect women who are exposed to violence. There are legal gaps in our country in this aspect. Women are subjected to violence again when they want to defend their rights or to get divorced. Practices that protect women who defend their rights are not available. Penalties given to those committing violence against women are “not sufficiently deterrent.” (P15)

Theme 7: Being a male nurse

At the end of the analysis, it was asked what a male nurse could do to prevent violence against women. Some of the students stated that they first had to have some information about the issue and then they could be involved in activities of providing training and raising awareness.

“Providing training”

First of all, we can provide training in societies to raise awareness on issues such as the importance of women, and preventing violence against women. We can especially give training on anger management to men who commit violence. (P6)

I can plan training for patients and their relatives, I can inform young children about the issue, I can organize meetings such as conferences, seminars, etc., but I still believe that the training received at an early age is the most important factor in this issue. (P13)



“Awareness”

I can join associations related to preventing violence against women, and I can encourage most of my colleagues to join as well. I can get involved in research aimed at making the voice of violated women be heard, and I can get this voice heard by larger groups. I would try to raise awareness of what organizations and institutions women can apply to when they are exposed to violence. (P7)

DISCUSSION

In the present study, the views of male nursing students and their experiences about violence against women were investigated. The discussion of the study was carried out in line with the themes.

The first theme of the study was the “definitions of violence” made by the participants. A subtheme of this theme was “restriction.” The students participating in the study defined violence against women as the “restriction” of all their opportunities and freedom. For students, the meaning of violence was the infringement of the rights of the other and offending his or her values and character. Similarly, in several studies, students have been reported to perceive violence as a restriction on a woman’s life. (Jiao et al., 2016; Özgür et al., 2011; Rusyidi et al., 2017). In studies in which views on violence were investigated (Doran & Hutchinson, 2016; Silva et al., 2015), violence was addressed as a violation of human rights and considered as depriving a person of his or her birth-rights. Another subtheme of the definition of violence in the present study was the “concept of gender.” The students in this study stated that women were exposed to gender-based violence just because they were women. The beliefs, culture, and traditions of the society sometimes work in a way to feed violence, which was described by the students as a kind of dominant behavior passed from father to son. In societies where traditional gender roles prevail, violence against women is accepted as normal and supported. (Darj et al., 2017) Therefore, the most fundamental step in the fight against violence will be to encourage individuals to adopt egalitarian gender roles from childhood.

The second theme of the study was the “causes of violence.” The subtheme of this theme was the “socio-economic status of women.” The students’ experiences clearly revealed that it is the man’s responsibility to earn a living for the family in Turkish society and when men experience problems at work, they vent these problems on their children and wives, who they tyrannize.

As indicated in several studies (Açıkgöz & Yusufoglu, 2012; Arıkan, 2016), a woman who is subjected to violence by her husband attributes this situation to poverty and unemployment and accepts the domestic violence they experience as “normal,” and the husband considers unemployment and poverty are excuses for him to perpetrate violence against his wife. The second subtheme of the causes of violence in the

study was the “way women/children are raised.” As stated by the students, a male-dominated perspective prevails in the Turkish family structure in general, and the way children are brought up is affected by this perspective. According to previous studies (İbiloglu, 2020; Laaeheem & Boonprakarn, 2016), parents who beat their children excessively, even torture them and cause them to die are people who were exposed to violence in their own childhood, which suggests that “children learn violence through watching their violent parents” The other subtheme of this theme was “economic problems.” Although stress caused by unemployment in Turkey has declined compared with the past, a woman not having a regular paid job is also considered among the causes of violence against women. The results of many studies investigating the causes of violence against women support this theme (Büyükyılmaz & Demir, 2016; Kaufman et al., 2019; Owusu & Agbemafle, 2016; Paul, 2016; Syed et al., 2013). In a study conducted by Paul (2016) in India where women’s status is low as in Turkey, women who do not have economic freedom because they have no regular jobs are more exposed to violence.

Another theme was the “impacts of violence on society.” The subtheme determined under this theme was the “disruption of the family process.” The students expressed that in a house where violence is committed, the parents may separate and children grow up without forgetting the trauma. In studies by Öztürk et al. (2016) and Tathioğlu and Küçüköse (2015), it was emphasized that those who are most affected by domestic violence are children and that not allowing women to work due to a sexist perspective impoverishes not only the women but also the whole of society.

Two other themes in the present study were related to punishment and sanctions. Almost all the students who participated in the study emphasized that the efforts made to prevent violence against women in Turkey are inadequate and that a policy that truly protects women has not been adopted. Sabancıoğulları et al. (2016) stated that according to nursing students, the number of studies conducted on the prevention of violence against women was inadequate. In a study by Kaya and Gölbaşı (2016), nursing and midwifery students stated that insufficient education on domestic violence was provided during professional training. In the Istanbul Convention, which was signed by Turkey in 2011, and came into force on August 1, 2014, the fight against violence against women is viewed as a human right and gender inequality issue in the international arena, and policies to empower women are highlighted. Currently, in Turkey, it is still unclear who will manage the prevention of violence against women, and how it will be achieved in a model that will protect women’s individual and human rights in favor of women. The increasing number of femicides in Turkey suggests that the students’ views on this issue are justified (Şen, 2018).

The other themes of the present study were about providing education and raising awareness. Since it is attempted to resolve violence against women by supporting the family, the traditional patriarchal structure is reproduced and reinforced. In the current study, according to the analysis of the solutions proposed by the students to prevent violence, a prison



sentence is insufficient, deterrent punishments should be given to individuals who commit violence, and the whole of society should be educated about the harms of violence from an early age. The results obtained from the very few studies in the literature, in which the recommendations made by individuals to prevent violence are discussed, are consistent with those of the current study. In a study of Iranian women, Shams et al. (2017) argued that women should be empowered by education if violence against them is to be prevented. In studies of nursing students by Sabancıogulları et al. (2016) and Karabulutlu (2015), it was stated that of the precautions taken to prevent violence against women, the most recommended were education and raising the awareness of society, followed by more effective sanctions and punishments.

Domestic violence is a multifaceted and complex phenomenon that requires the coordination of various institutions such as community organizations, courts, police, health professionals, and social service providers. When the current study students were asked what they could do as a nurse to prevent violence against women, it was noticed that although they lacked knowledge about what they could do, they thought that their educational and supportive roles could be effective. Although it is pleasing that the students have a modern view in their professional roles, their lack of knowledge about what they can do suggests that the education policies on this subject should be reviewed. In a study of nursing and midwifery students, Kaya and Gölbaşı (2016) stated that according to the students, it was the responsibility of nurses and midwives to identify and support women who have been subjected to violence. In a study by Iwanski in which the views of nursing students on domestic violence were investigated (2019), 10% of the students thought that they had no role in this issue. Those who thought that they had a role had the following views: the nurse should support a woman who has been subjected to violence, perform physical examination and care, and report the situation to the police.

Given the results obtained in this study, it can be said that students have limited knowledge about the role of nurses in violence against women and that appropriate policies for their education should be determined and they should be supported with specific training.

CONCLUSION

Strong aspects of this study were that there is no previous study that has evaluated the views of male nursing students on violence against women, and that the issue of violence against women is addressed from a male perspective in this study. The in-depth analysis in this study of the views of male nursing students regarding violence against women, their suggestions for prevention, and their needs in this matter can be considered to provide guidance and source for future researchers. The most striking results of the study were that students considered the many dimensions of violence, they stated that violence could be prevented but found efforts to do so to be insufficient in Turkey and they stated that nurses assumed

important responsibilities for preventing violence against women.

Implications for nursing and health policy

The findings obtained should be evaluated as the views of the male nursing students participating in the interview. The fact that there is no previous study in the literature examining the views of male nursing students on violence against women increases the importance of this research. Therefore, this study can be considered to make a valuable contribution to the literature. In addition, it is thought that it will increase the awareness of healthcare professionals on this subject by revealing the thoughts of male nursing students about preventing violence against women. The present study is expected to have the potential to present the viewpoints of student nurses on violence against women and their professional roles in this regard, to raise the awareness of students in assuming responsibility for violence against women in their professional lives, and to provide ideas for the development of health policies aimed at preventing violence against women. The views of male nursing students on violence against women are pleasing as these encourage the empowerment of future nursing professionals, who are expected to be the pioneers of the necessary changes in the field of healthcare in order to defend women. It is an inevitable fact that there continues to be a need for studies to be conducted on nursing and violence against women with different samples to further contribute to confronting this important societal problem of violence against women.

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CONFLICT OF INTEREST

The authors report no actual or potential conflicts of interest.

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ETHICAL CONSIDERATIONS

The study protocol was designed in compliance with the principles of the Declaration of Helsinki. Prior to data collection, necessary approvals and permissions were obtained from Yozgat Bozok University Ethics Committee (Approval Date: 03.11.2020, Approval number: 202095799348-050.01.04-E.27689). Written and verbal consent of the participants was obtained. Before the interview, students were informed that the interview would be recorded with a voice recorder. They were also informed that they were free to end the interview whenever they wished, and that the data collected would not be used in any other media. The study posed no risks on the part of the students participating in the study.

AUTHOR CONTRIBUTIONS

Study conception and design: Esin CERİT; data collection: Esin CERİT; data analysis and interpretation: Esin CERİT,



Figen ALP YILMAZ; drafting of the article: Esin CERİT, Figen ALP YILMAZ; critical revision of the article: Esin CERİT, Figen ALP YILMAZ.

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