

Determination of Nursing Student's Attitudes Towards Refugees and Affecting Factors

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ABSTRACT

Objective: This study was carried out in a descriptive and cross-sectional type to determine the attitudes of nursing students towards refugees and the factors affecting them.

Materials and Methods: The study consisted of 1665 nursing students studying in the three universities in Istanbul province in the 2020-2021 academic year. The sample of the study consisted of 646 students determined by power analysis. Permissions were obtained before the study data were collected. Data were collected by Students Data Form and the Attitude Scale Regarding Syrian Refugees.

Results: The average age of students was 20.07±1.68 years, and 84.8% were women. When the sub-dimension means of Attitude Scale Regarding Syrian Refugees were examined, the mean scores of the students were recognized as follows; 3.52±0.89 defended the rights of Syrian refugees, 3.45±0.96 had negative opinions about Syrian refugees, 3.32±0.96 supported finding radical solutions for Syrian refugees, 2.76±1.20 helped the Syrian refugees 2.47±0.69 agreed to find the moderate solutions for Syrian refugees. Examination of individual characteristics such as age, gender, number of siblings, education level, parents' education level and place of residence, factors such as job anxiety in the future, traveling safely, having refugee friends, presence of refugees in the family, disaster management education, the Attitude Scale Regarding Syrian Refugees sub-dimension, revealed a significant difference between the dimension mean scores ($p<0.05$).

Conclusion: It was determined that the attitudes of nursing students toward Syrian refugees were partially negative and that some individual characteristics and influencing factors were effective in their attitudes toward refugees.

Keywords: Attitude, migration, nursing students, refugee

INTRODUCTION

Migration, which occurs due to people's desire to improve their living conditions and events (such as natural events, wars, internal conflicts, etc.), makes the emergence of new problems inevitable for individuals depending on biophysiological, environmental, psychological, sociocultural, and political-economic factors (1-3). In this context, "a person who seeks asylum in another country and whose request is granted by that country" is defined as a "refugee" (4). There are many refugees in Turkey due to its significant geographical location and its sociocultural structure as a country that attracts a large number of immigrants. Especially the "migration crisis" that started due to the civil war in Syria rendered Turkey a very strategic country (emigration, migration, etc.) (4,5).

In April 2011, Syrian refugees were incorporated into Turkish society as a social group with the "open door policy" implemented by Turkey for Syrian refugees (2). The fact that refugees change the socio-demographic structure in places where they are densely settled is seen as one of the most critical social factors (6). It is seen that the negative attitude towards refugees has increased in society, especially in terms of cultural structure and the economic burden they pose (7). It is highly important to determine the attitude of society towards refugees in order to minimize the bio-physiological, psychological, socio-cultural, environmental, and political-economic effects due to the increasing number of refugees living in Turkey (4,8).

In the healthcare system, nurses, who are the healthcare professionals that refugees first encounter, need to provide

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nursing care in line with the philosophy of the profession, ethical principles, ethical codes, and professional values (3). Negative attitudes of nurses who will provide care to refugees may negatively affect the quality of healthcare services (9,10). Therefore, all members of healthcare professionals need to possess the necessary knowledge and skills to provide refugees with the healthcare they need. The curricula of nursing students, who will have a direct encounter with the positive and negative situations caused by migration and refugees, especially after graduation, need to include positive attitudes and behaviours as well as knowledge and skills to provide healthcare to individuals, families, and communities coming from different cultures. There are a limited number of studies on this subject in the literature. In this context, this study planned to determine the attitudes of nursing students toward refugees and the factors affecting them.

MATERIALS AND METHODS

Aim and type of the study

This descriptive and cross-sectional study was conducted to determine the attitudes of nursing students toward refugees and the factors affecting them.

Questions of the study

1. What are students' individual characteristics and factors affecting their attitudes towards refugees?
2. What is the level of the attitudes of the students towards refugees?
3. What are the factors affecting the attitudes of students towards refugees?
4. What are the effects of the individual characteristics of the students and the factors affecting their attitudes towards refugees on their attitudes towards refugees?

Participation of the study

The study consisted of a total of 1665 nursing students studying in the nursing faculties and nursing departments of three universities (2 state universities, and 1 foundation university) in Istanbul in the 2020-2021 academic year. As a result of the power analysis performed with the data obtained at the end of the study using the G*Power 3.0.10 program, the power of the study was found to be 97% with the effect size ($d=0.15$) and 5% margin of error for a sample size of 646. The sample size was determined as 646 students.

Data collection tools

The data of the study were collected using the Student Information Form and the Attitude Scale Regarding Syrian Refugees.

Student Information Form: In line with the literature (2, 3, 11-13), the form consisted of two parts. The first part consisted of 12 questions regarding the age, gender, class, and marital status of the students, the number of their siblings, their employment and income status, their health insurance, the educational status of their parents, the place where they live, and the region of Turkey where they spent the most of

their lives. The second part consisted of 17 questions in total, including 7 questions related to their job anxiety towards the future, their sense of safety, and the presence of refugees in their families, in the place where they live, and as their friends.

Attitude Scale Regarding Syrian Refugees: Çimen et al. (12) developed the questionnaire in 2018 in order to evaluate the attitudes of university students towards Syrian asylum seekers. It was a five-point Likert-type scale with "Strongly agree"=5 points, "Agree"= 4 points, "Undecided"= 3 points, "Disagree"= 2 points, and "Strongly disagree"= 1 point. Fourteen of the 28 propositions (4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20, 24) in the Attitude Scale Regarding Syrian Refugees were evaluated within the scope of the reverse question and the scoring of these propositions was reversed. As a result of various analyses, items were grouped under 5 factors. Factor dimensions were as follows; Factor 1: Having a negative opinion about Syrian refugees (reverse items) consisted of items 4, 5, 6, 7, 8, 9, 10, 11, and 12 and the highest score that could be obtained was 45. Factor 2: Finding radical solutions (against) Syrian refugees consisted of items 13, 14, 15, and 24, and the highest possible score was 20. Factor 3: Finding moderate solutions for (in favour of) Syrian refugees consisted of items 20, 21, 22, 23, and 25, and the highest possible score was 25. Factor 4: Defending the rights of Syrian refugees consisted of 16, 17, 18, and 19 and the highest possible score was 25. Factor 5: Providing assistance to Syrian refugees consisted of the item, 27, and the highest possible score was 10. The Cronbach's Alpha value of the original scale was determined as 0.901 and this value indicated that the scale was a sufficiently reliable tool. Cronbach's Alpha values (0.878, 0.775, 0.691, 0.750, and 0.763) were taken into consideration in evaluating the internal consistency of the 5 factors determined by factor analysis (12). In this study, the reliability coefficients of the scale were found to be quite high with respective values of 0.938; 0.805; 0.724; 0.851; 0.804.

Procedures of the study

Data collection forms were delivered online to nursing students through nursing faculties and nursing departments of three universities. Students were informed about the study on the first page of the data collection forms. Before starting the study, students were asked to press the "I approve" button/option if they were willing to participate in the study. It took an average of 15 minutes for the students to answer the questions of the study. When the determined sample was achieved, the responsible researcher accessed these data through the "Google Form".

Ethical consideration

Institutional permissions and ethics committee approval was obtained (Date: 19/02/2020 Number: 14901). The authors who developed the Attitude Scale Regarding Syrian Refugees to be used in the study were contacted electronically and their written consent was obtained. The data were collected by paying attention to the willingness and volunteering of the students regarding participation in the study.

Statistical analysis

The findings of the study were evaluated with the SPSS 24 program. The descriptive statistical methods of mean, standard deviation, frequency, and percentage were preferred. Mann-Whitney U test and Kruskal-Wallis H methods were applied in two independent group analyses, which were within the scope of parametric methods Bonferroni correction was used for pairwise comparisons of variables with significant values in groups of three or more. Spearman's correlation coefficient was applied for values that did not exhibit a normal distribution. Significance was evaluated at 0.05 level.

RESULTS

Findings related to individual characteristics of students and factors affecting their attitudes toward refugees

It was found that the mean age of the students who were included in the study was 20.07 ± 1.68 (years), 52.8% of them were in the 19-20 age group, 84.8% of them were female, 38.8% of them had 2 siblings, 99.2% of them were single, 63.9% of their mothers and 57.1% of their fathers were graduates of primary/secondary school, 81.3% of them had health insurance, and 88.4% of them lived with their families. It was found that 69.3% of the students had job anxiety about the future, 50.2% ($n=324$) felt safe when traveling alone, 98.3% had no refugees in their families and 51.7% had refugees where they lived. It was determined that 88.1% of the students did not have refugee friends, 82.5% of them did not receive disaster management training, and 99.8% of them did not receive migration management training.

Findings related to the mean scores of the nursing students' Attitude Scale Regarding Syrian Refugees

According to Table 1, when the mean scores of the sub-dimension of the Attitude Scale Regarding Syrian Refugees were analyzed according to the majority groups, it was seen that the mean scores were 3.52 ± 0.89 for defending the rights of Syrian refugees, 3.45 ± 0.96 for having a negative opinion about Syrian refugees, 3.32 ± 0.96 for finding radical solutions for Syrian refugees, 2.76 ± 1.20 for helping Syrian refugees and 2.47 ± 0.69 for finding moderate solutions for Syrian refugees.

Findings related to the comparison of students' attitudes towards Syrian refugees according to their individual characteristics and factors affecting their attitudes toward refugees:

According to Table 2, the mean score of the Attitudes towards Syrian Refugees Scale sub-dimension of finding radical solutions for Syrian refugees of the students aged 23 years and older was

higher than that of the students aged 18 years and younger ($\chi^2=10.944$; $p=0.012$). There was a significant difference between the mean scores of 19-20, 23 years old, and older students on the Attitudes towards Syrian Refugees Scale and those who were 18 years old and younger ($\chi^2=8.189$; $p=0.042$). Those aged 23 years and older had a statistically significant difference in the mean score of the Attitudes towards Syrian Refugees Scale, defending the rights of Syrian refugees sub-dimension compared to those aged 18 years and younger ($\chi^2=10.234$; $p=0.017$). According to the gender variable, the mean scores of the Attitudes towards Syrian Refugees Scale sub-dimension of finding radical solutions for Syrian refugees ($Z=-3.331$; $p=0.001$), finding moderate solutions for Syrian refugees ($Z=-3.149$; $p=0.002$) and helping Syrian refugees ($Z=-2.544$; $p=0.001$) were higher. According to the number of siblings, the mean scores of those with 3, 4, and more siblings on the Attitude Scale towards Syrian Refugees sub-dimension of finding radical solutions for Syrian refugees were significantly higher than those with 2 siblings ($\chi^2=15.689$; $p=0.001$). Those with 4 or more siblings had higher mean scores in the Attitudes towards Syrian Refugees Scale and found moderate solutions for Syrian refugees than those with 2 siblings ($\chi^2=10.990$; $p=0.012$). Those whose mothers were literate or illiterate had higher mean scores in the Attitudes towards Syrian Refugees Scale sub-dimension of finding radical solutions for Syrian refugees than those with primary/secondary school, high school, and university degrees ($\chi^2=13.225$; $p=0.004$). Those whose mothers were literate or illiterate had higher mean scores in the sub-dimension of the Attitudes towards Syrian Refugees Scale, finding moderate solutions for Syrian refugees ($\chi^2=12.727$; $p=0.005$). Those whose fathers were university graduates had higher mean scores in the Attitudes towards Syrian Refugees Scale for finding moderate solutions for Syrian refugees than those whose fathers were high school graduates ($\chi^2=13.225$; $p=0.004$). Those who had health insurance had higher mean scores in the Attitudes towards Syrian Refugees Scale, defending the rights of Syrian refugees sub-dimension ($Z=-2.320$; $p=0.020$). Those who lived with friends had higher mean scores in the Attitudes towards Syrian Refugees Scale sub-dimension of finding moderate solutions for Syrian refugees ($\chi^2=10.692$; $p=0.030$). The mean score of the Attitudes towards Syrian Refugees Scale, defending the rights of Syrian refugees sub-dimension score of those living with friends was higher than those living alone ($\chi^2=9.523$; $p=0.049$). It was determined that the mean score of the Attitudes towards Syrian Refugees Scale, the sub-dimension of helping Syrian refugees of those living with friends was higher than those living with relatives and alone ($\chi^2=18.428$; $p=0.001$).

Table 1: Distribution of mean scores of the Attitude Scale of the nursing students toward Syrian refugees (N=646)

Scale		Mean±S.D.	Median	Min.	Max.
Attitude Scale Regarding Syrian Refugees	Having a negative opinion about Syrian refugee	3.45±0.96	3.6	1.0	5.0
	Finding radical solutions for Syrian refugees	3.32±0.96	3.3	1.0	5.0
	Finding moderate solutions for (In favour of) Syrian refugees	2.47±0.69	2.4	1.0	5.0
	Defending the rights of Syrian refugees	3.52±0.89	3.8	1.0	5.0
	Helping Syrian refugees	2.76±1.20	3.0	1.0	5.0

Mean: Mean, S.D.: Standard Deviation, Min: Minimum Max: Maximum

Table 2: Comparison of the Mean Scores of the students on the Attitude Scale Regarding Syrian Refugees Based on their individual characteristics (N=646)

Variable (N=646)	n	Having a Negative Opinion about Syrian Refugees		Finding Radical Solutions for Syrian Refugees		Finding Moderate Solutions for Syrian Refugees		Defending the Rights of Syrian Refugees		Helping Syrian Refugees	
		Mean±SD	Median	\bar{X} ±S.D.	Median	Mean±SD	Median	Mean±SD	Median	Mean±SD	Median
Age groups											
≤18 ⁽¹⁾	96	3.57±1.04	3.8	3.15±0.99	3.1	2.33±0.61	2.4	3.35±0.95	3.6	2.67±1.18	2.8
19-20 ⁽²⁾	341	3.42±0.93	3.6	3.34±0.91	3.3	2.49±0.65	2.6	3.54±0.85	3.7	2.73±1.16	3.0
21-22 ⁽³⁾	167	3.54±0.93	3.6	3.29±1.04	3.3	2.47±0.79	2.5	3.52±0.91	3.7	2.83±1.23	3.0
≥23 ⁽⁴⁾	42	3.09±0.98	3.1	3.64±0.82	3.8	2.63±0.70	2.6	3.75±0.96	3.8	2.95±1.43	3.0
<i>Statistical analysis*</i>		$\chi^2=10.944$ p=0.012 [1,2,3-4]		$\chi^2=8.436$ p=0.039 [1-4]		$\chi^2=8.189$ p=0.042 [1-2,4]		$\chi^2=10.234$ p=0.017 [1-4]		$\chi^2=1.960$ p=0.581	
Gender											
Female	548	3.41±0.93	3.6	3.38±0.91	3.3	2.51±0.65	2.6	3.54±0.87	3.8	2.81±1.18	3.0
Male	98	3.68±1.08	3.9	2.99±1.11	3.0	2.27±0.79	2.2	3.39±0.99	3.6	2.49±1.29	2.3
<i>Statistical analysis</i>		Z=-3.144 p=0.002		Z=-3.331 p=0.001		Z=3.149 p=0.002		Z=-1.331 p=0.183		Z=-2.544 p=0.011	
Number of siblings											
One sibling ⁽¹⁾	30	3.44±0.91	3.7	3.33±0.95	3.4	2.47±0.64	2.5	3.52±0.69	3.7	2.70±0.95	3.0
2 siblings ⁽²⁾	250	3.58±0.90	3.7	3.15±0.92	3.2	2.38±0.63	2.4	3.52±0.85	3.8	2.68±1.16	3.0
3 siblings ⁽³⁾	172	3.34±0.98	3.4	3.41±0.95	3.5	2.45±0.67	2.5	3.48±0.94	3.8	2.77±1.24	3.0
≥4 siblings ⁽⁴⁾	194	3.39±1.00	3.4	3.48±0.98	3.5	2.61±0.76	2.6	3.56±0.94	3.8	2.87±1.24	3.0
<i>Statistical analysis</i>		$\chi^2=6.565$ p=0.087		$\chi^2=15.689$ p=0.001 [2-3,4]		$\chi^2=10.990$ p=0.012 [2-4]		$\chi^2=1.326$ p=0.723		$\chi^2=2.183$ p=0.535	
Mother's education level											
Literate/illiterate ⁽¹⁾	102	3.36±1.03	3.4	3.55±0.93	3.8	2.68±0.72	2.6	3.59±0.97	3.8	2.79±1.12	3.0
Primary/Secondary ⁽²⁾	412	3.48±0.95	3.7	3.31±0.92	3.3	2.42±0.67	2.4	3.52±0.85	3.8	2.74±1.21	3.0
High School ⁽³⁾	98	3.36±0.98	3.4	3.13±1.07	3.1	2.48±0.72	2.5	3.44±1.01	3.8	2.86±1.23	3.0
University ⁽⁴⁾	34	3.65±0.70	3.7	3.13±1.05	3.3	2.39±0.54	2.5	3.54±0.87	3.8	2.59±1.27	3.0
<i>Statistical analysis</i>		$\chi^2=3.397$ p=0.334		$\chi^2=13.225$ p=0.004 [1-2,3,4]		$\chi^2=12.727$ p=0.005 [1-2]		$\chi^2=2.757$ p=0.431		$\chi^2=1.612$ p=0.657	
Father's education level											
Literate/illiterate ⁽¹⁾	45	3.41±1.21	3.6	3.38±0.91	3.5	2.50±0.76	2.5	3.31±1.13	3.8	2.66±1.12	2.5
Primary/Secondary ⁽²⁾	369	3.43±0.97	3.6	3.36±0.95	3.3	2.50±0.66	2.5	3.53±0.86	3.8	2.78±1.20	3.0
High School ⁽³⁾	162	3.58±0.85	3.7	3.19±0.99	3.3	2.33±0.72	2.4	3.53±0.84	3.8	2.73±1.22	3.0
University ⁽⁴⁾	70	3.29±0.93	3.4	3.36±0.95	3.3	2.61±0.67	2.6	3.56±0.98	3.8	2.79±1.25	3.0
<i>Statistical analysis</i>		$\chi^2=4.320$ p=0.229		$\chi^2=2.959$ p=0.398		$\chi^2=9.854$ p=0.020 [3-4]		$\chi^2=1.344$ p=0.719		$\chi^2=0.738$ p=0.864	
Place of residence											
With family ⁽¹⁾	571	3.43±0.94	3.6	3.34±0.93	3.3	2.48±0.65	2.4	3.52±0.89	3.8	2.76±1.16	3.0
With friends ⁽²⁾	16	3.35±1.04	3.4	3.14±1.25	3.3	2.86±0.88	2.8	3.91±0.75	3.9	3.66±1.29	3.3
With relatives ⁽³⁾	12	3.90±0.77	4.1	2.85±0.99	3.0	2.02±0.63	2.1	3.43±0.74	3.6	1.83±1.01	1.5
Alone ⁽⁴⁾	8	3.81±0.77	3.9	2.91±1.29	3.3	2.15±0.54	2.4	2.65±0.96	2.5	1.88±1.09	1.5
In the dormitory ⁽⁵⁾	39	3.53±1.21	3.9	3.15±1.05	3.0	2.47±1.01	2.4	3.53±0.97	3.6	2.91±1.51	3.0
<i>Statistical analysis</i>		$\chi^2=5.503$ p=0.240		$\chi^2=6.344$ p=0.175		$\chi^2=10.692$ p=0.030 [2-3]		$\chi^2=9.523$ p=0.049 [2-4]		$\chi^2=18.428$ p=0.001 [2-3,4]	

*"Mann-Whitney U" test (Z-table value) was used to compare the measurement values of two independent groups in data that did not have a normal distribution, and "Kruskall-Wallis H" test (χ^2 -table value) statistics were used to compare three or more independent groups.

According to Table 3, it was found that the mean score of the Attitude Scale towards Syrian Refugees sub-dimension of finding a moderate solution for Syrian refugees was higher among the students who did not have job anxiety about the future (Z=-2.894; p=0.004). Those who felt safe when traveling alone had higher mean scores in the Attitude Scale towards Syrian Refugees sub-dimension of defending the rights of Syrian refugees (Z=-2.469; p=0.014). Similarly, it was found that the mean score of the Attitudes towards Syrian Refugees Scale sub-dimension of defending the rights of Syrian refugees of those who felt safe traveling alone was higher than those

who did not feel alone (Z=-2.469; p=0.014). Those who had refugees in their families had higher mean scores in the sub-dimension of finding moderate solutions for Syrian refugees in the Attitudes towards Syrian Refugees Scale (Z=-2.349; p=0.019). Those who had refugees in their families had higher mean scores in the sub-dimension of helping Syrian refugees in the Attitude towards Syrian Refugees Scale (Z=-3.200; p=0.001). It was determined that the mean score of the sub-dimension of defending the rights of Syrian refugees in the Attitudes towards Syrian Refugees Scale was higher for those who had refugees in their place of residence (Z=-2.078; p=0.038). Those who had

Table 3: Comparison of the students' mean scores on the Attitude Scale Regarding Refugees Based on the Factors affecting the attitudes of the students towards Syrian refugees (N=646)

Variable (N=646)	N	Having a Negative Opinion about Syrian Refugees		Finding Radical Solutions for Syrian Refugees		Finding Moderate Solutions for Syrian Refugees		Defending the Rights of Syrian Refugees		Helping Syrian Refugees	
		Mean±SD	Median	Mean±SD	Median	Mean±SD	Median	Mean±SD	Median	Mean±SD	Median
Work anxiety in the future											
Yes											
No	448	3.45±0.98	3.6	3.32±0.97	3.3	2.41±0.67	2.4	3.47±0.94	3.8	2.71±1.19	3.0
	198	3.47±0.89	3.6	3.31±0.93	3.3	2.60±0.71	2.6	3.62±0.78	3.8	2.87±1.22	3.0
<i>Statistical analysis*</i>		Z=-0.142 p=0.887		Z=-0.007 p=0.994		Z=-2.894 p=0.004		Z=-1.079 p=0.281		Z=-1.494 p=0.135	
Travelling alone safely											
Yes											
No	324	3.43±0.85	3.5	3.27±0.93	3.3	2.48±0.69	2.4	3.62±0.81	3.8	2.81±1.17	3.0
	322	3.48±1.05	3.7	3.36±0.98	3.3	2.46±0.69	2.4	3.42±0.96	3.6	2.71±1.23	3.0
<i>Statistical analysis</i>		Z=-1.418 p=0.156		Z=-1.052 p=0.293		Z=-0.523 p=0.601		Z=-2.469 p=0.014		Z=-0.995 p=0.320	
Refugee in the family											
Yes											
No	11	3.01±1.02	2.8	3.25±1.39	3.5	2.96±1.04	3.4	3.93±1.26	4.6	4.00±1.26	4.0
	635	3.46±0.95	3.6	3.32±0.95	3.3	2.46±0.68	2.4	3.51±0.88	3.8	2.73±1.19	3.0
<i>Statistical analysis</i>		Z=-1.760 p=0.078		Z=-0.086 p=0.932		Z=-2.349 p=0.019		Z=-1.957 p=0.051		Z=-3.200 p=0.001	
Refugee in the place of residence											
Yes											
No	334	3.51±0.97	3.7	3.29±0.99	3.3	2.49±0.72	2.6	3.59±0.90	3.8	2.90±1.26	3.0
	312	3.40±0.93	3.6	3.35±0.91	3.3	2.45±0.65	2.4	3.45±0.87	3.7	2.61±1.12	2.5
<i>Statistical analysis</i>		Z=-1.668 p=0.095		Z=-0.722 p=0.470		Z=-0.703 p=0.482		Z=-2.078 p=0.038		Z=-2.974 p=0.003	
Refugee friend											
Yes											
No	77	3.30±1.00	3.3	3.48±1.02	3.5	2.68±0.75	2.6	3.75±0.94	3.8	3.25±1.29	3.0
	569	3.47±0.95	3.6	3.29±0.94	3.3	2.44±0.68	2.4	3.49±0.88	3.5	2.69±1.17	2.7
<i>Statistical analysis</i>		Z=-1.237 p=0.216		Z=-1.433 p=0.152		Z=-2.737 p=0.006		Z=-2.570 p=0.010		Z=-3.651 p=0.000	

*"Mann-Whitney U" test (Z-table value) was used to compare the measurement values of two independent groups in data that did not have a normal distribution, and "Kruskall-Wallis H" test (χ^2 -table value) statistics were used to compare three or more independent groups.

refugees in their place of residence had higher mean scores in the sub-dimension of helping Syrian refugees in the Attitudes towards Syrian Refugees Scale (Z=-2.974; p=0.003). Those who had refugee friends had higher mean scores (p<0.05) in the Attitudes towards Syrian Asylum Seekers Scale sub-dimensions of finding moderate solutions for Syrian refugees (Z=-2.737; p=0.006), defending the rights of Syrian refugees (Z=-2.570; p=0.010), and helping Syrian refugees (Z=-3.651; p=0.000).

DISCUSSION

Turkey has been hosting refugees due to ongoing migration and as a result, various problems arise (11,14). In this context, the aim of the study was to determine whether university students, especially those studying in the field of healthcare, have a different attitude towards emerging problems.

In the study, it was determined that the mean score of the sub-dimension of having negative opinions about Syrian refugees in the Attitudes towards Syrian Refugees Scale was 3.45±0.96 (Table 1). The negative opinions and attitudes towards Syrian refugees mentioned in the study scale were due to the fact that some of the refugees violated the laws of the country, triggered terrorist incidents, and negatively affected the peace and security of the local people by being involved in various crimes

(violence, theft, smuggling, etc.), and that this numerically large group posed a great risk to the socio-cultural and political-economic structure of the society (11,15,16). This findings of the study were consistent with the literature and were similar to other studies (2,12). It was determined that the mean score of the students in the sub-dimension of finding radical solutions for Syrian refugees was 3.32±0.96 in the Attitude Scale Regarding Syrian Refugees (Table 1). Among the radical methods mentioned in the study scale regarding refugees, it was stated that it was not right for refugees to leave their countries due to the problems in their own countries, that refugees need to go back there even though the problems in their own countries were still ongoing, that countries should not accept refugees and that each country should solve its own problems within itself, that refugees should be hosted only in camps and should not be allowed to disperse to other cities. In study (12), the fact that the sample remained undecided in finding radical solutions for Syrian refugees did not support the findings of the study. According to the study conducted by Sumer (16), it was observed that graduate program students did not agree with finding radical solutions for refugees. In almost every province of Turkey, Syrian refugees receive material and moral support while maintaining their lives. In this context, it can be stated that students who are engaged in migration studies do

not agree with radical solutions because they know first-hand the difficulties faced by refugees in their own studies.

In the study, it was seen that the mean score of the sub-dimension of finding moderate solutions for Syrian refugees in the Attitudes towards Syrian Refugees Scale was 2.47 ± 0.69 (Table 1). The moderate solutions mentioned in the scale of the study regarding Syrian refugees were stated as developing policies for refugees to work and adapt to society by placing them throughout the country, granting citizenship rights, wanting to have a refugee neighbor, thinking that refugees could form a young labor force in the countries where they lived, and thinking that refugees needed to be sent back after the problem in their country were resolved (12). When this finding was compared with previous studies, in a similar study conducted in Istanbul, university students were undecided about the moderate solution suggestions that could be developed for Syrian refugees (2,12). According to the study conducted by Sumer (16), it was observed that students were able to develop solutions for refugees. Unlike other studies, this finding of the study could be explained by the difference between the views depending on the experiences related to refugees according to the geography of residence and the dimensions of the persons. It was found that the mean score of the sub-dimension of defending the rights of Syrian refugees in the Attitude Scale Regarding Syrian Refugees was 3.52 ± 0.89 (Table 1). Those who defended the rights of Syrian refugees in the scale of the study stated that they needed to be regarded as guests in Turkey, that they were people escaping from persecution, and that they could stay as refugees as long as they wanted until the crisis in their country was resolved, that it was a requirement of human rights to accept them into the country and that refugees needed to be given educational opportunities (12). It could be stated that the political instability, unlimited rights granted to refugees, the increase in the duration of their stay, and the uncertainty about the future led to this finding of the study. It was seen that the mean score of the sub-dimension of helping Syrian refugees in the Attitude Scale Regarding Syrian Refugees was 2.76 ± 1.20 (Table 1). In the study, the statements related to helping Syrian refugees were as follows: in-kind (food, clothing, etc.), cash (money) aid to the migrant himself/herself, or to any institution/organization to be delivered to the migrants. It was thought that this finding of the study stemmed from the pursuit of misguided policies in the long term and the privilege granted to refugees.

Students aged 23 years and older had a higher level of finding radical solutions for Syrian refugees in the Attitude Scale Regarding Syrian Refugees (Table 2). According to the study of Sumer (16), a significant relationship was observed between the factor of helping Syrian refugees and the age of the students. It could be stated that this finding of the study was related to the positive attitudes of the older participants and that it was related to their experience in life.

In terms of the gender variable, women had higher levels of finding radical solutions for Syrian refugees, finding moderate solutions for Syrian refugees, and helping Syrian refugees in

the Attitude Scale Regarding Syrian Refugees. As was seen in the study of Afyonoğlu and Sema (17), a significant relationship was found between the gender of the students and the scores they obtained on the scale. This finding of the study could be explained by the fact that women were more willing than men with regard to helping refugees and this situation could be explained by the characteristics of being a woman. Those who had more than 3 siblings had higher levels of finding radical solutions for Syrian refugees in the Attitude Scale Regarding Syrian Refugees. Those who had four or more siblings had higher levels of the sub-dimensions of finding moderate solutions for Syrian refugees in the Attitude Scale Regarding Syrian Refugees (Table 2). In the study conducted on this subject, the fact that the increase in the number of people in their households negatively affected the amount of income per capita had an effect on the negative attitudes towards refugees due to the worsening of the conditions. Those whose mothers were literate or illiterate had higher levels of finding radical solutions for Syrian refugees and finding moderate solutions for Syrian refugees in the Attitudes Scale Regarding Syrian Refugees. Those whose fathers were university graduates had higher levels of finding moderate solutions for Syrian refugees in the Attitudes Scale Regarding Syrian Refugees (Table 2). This finding of the study could be evaluated as a reflection of the sociocultural characteristics of women and men in our country. Those who had health insurance had a higher level of defending the rights of Syrian refugees. This finding of the study indicated that students perceived how important it was to defend the rights of the refugees. In terms of the place of residence, students living with their friends had higher levels of finding moderate solutions for Syrian refugees, defending the rights of Syrian refugees, and helping Syrian refugees in the Attitude Scale Regarding Syrian Refugees. This finding of the study stemmed from the characteristics of the sample.

The students who did not have job anxiety about the future had higher mean scores in the sub-dimension of finding moderate solutions for Syrian refugees in the Attitude Scale Regarding Syrian Refugees (Table 3). In Gülhan, Şen, and Keskin's (18) study, no difference was found between the presence of the job anxiety of the students and their attitude scores towards refugees. In addition, it was determined that the job anxiety of the students had no effect on their attitudes toward refugees. Although this finding of the study differed from that of the said study, it was thought that in addition to the refugee problem, the COVID-19 pandemic and the economic policies of the countries were also effective in this attitude. Those who felt safe while traveling alone had higher levels of defending the rights of Syrian refugees in the Attitude Scale Regarding Syrian Refugees. Similarly, those who felt safe while traveling alone had higher mean scores in the sub-dimension of defending the rights of Syrian refugees in the Attitude Scale Regarding Syrian Refugees. In the study of Şen and Şimşek (18), it was determined that feeling safe directly affected their attitudes toward refugees. In Gülhan, Şen, and Keskin's (18) study, it was observed that the attitude scores of the students who felt less safe were high, i.e. negative. This findings of the study could be explained by the effects of the peace and harmony

of refugees with the local people. It was seen that those who had refugees in the family had higher mean scores in the sub-dimensions of finding moderate solutions for Syrian refugees and helping Syrian refugees in the Attitude Scale Regarding Syrian Refugees. In the study conducted by Afyonoğlu and Buz (17), no difference was found between the scale scores of the students in terms of the presence of refugees. This finding of the study could be explained by the experiences of the students. In terms of the presence of refugees in the place of residence, the mean scores of the sub-dimensions of defending the rights of Syrian refugees and helping Syrian refugees in the Attitude Scale Regarding Syrian Refugees were higher. In a study, there was no significant difference between the presence of refugees in the region where students lived and the sub-dimensions of the scale (18). This finding of the study indicated that it had a direct effect on the attitudes of the students.

In terms of having refugee friends, the levels of finding moderate solutions for Syrian refugees, defending the rights of Syrian refugees, and helping Syrian refugees were significantly higher (Table 3). In this regard, Kaya (19) found a significant difference in terms of negative perception between those who have a refugee friend and those who do not. Şen and Şimşek determined that having Syrian friends affected attitude scores in the context of attitude and approach towards Syrians. In Şen and Keskin's (18) study, the mean attitude scores of students who did not have Syrian friends were found to be more negative than those who did. This finding of the study suggested that it was due to the characteristics of the refugee friend.

CONCLUSION

It was found that the attitudes of nursing students toward Syrian refugees were partially negative and some individual characteristics and influencing factors were effective on their attitudes toward refugees. In line with the results obtained from the study, it can be recommended that students need to be supported to determine their attitudes towards refugees and the factors affecting them and to develop positive attitudes in this context and that courses related to migration and refugees be added to the undergraduate curriculum.

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