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### An Analysis of the Attitudes of Nursing Students toward Honor and Violence Committed against Women to Protect Honor

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#### ABSTRACT

**Objective:** This study aims to analyze the attitudes of nursing students toward honor and violence committed against women to protect honor. **Materials and Methods:** This cross-sectional study was conducted in Uludağ University Faculty of Health Sciences. The population of the research consisted of students studying in the Nursing Department of the Faculty of Health Sciences in the spring academic semester of the 2021-2022 academic year (N=700). The sample was calculated as 249 students (n=249) with a 95% confidence level and a 5% margin of error, using a known population sampling method. The study was completed with 317 students. **Results:** In this study, it was found that the mean Attitudes toward Honor Scale and Attitudes toward Violence against Women for Protecting Honor Scale scores of nursing students were respectively 45.26±6.68 and 43.48±5.69, and the participants exhibited moderately positive attitudes toward honor and violence committed against women to protect honor. The mean scale scores of the participants varied significantly based on the variables of gender, marital status, and family type (p<0.05). **Conclusion:** In conclusion, it is thought that there is a need for a systematic behavioral change in the perceptions of nursing students on gender, violence against women, and honor. **Keywords:** Honor, Violence, Women, Nursing, Students, Attitude.

### Hemşirelik Öğrencilerinin Namus ve Namus Adına Kadına Uygulanan Şiddete İlişkin Tutumlarının Bir Analizi

#### ÖZ

**Amaç:** Bu çalışmanın amacı hemşirelik öğrencilerinin namusa ve namus adına kadına uygulanan şiddete ilişkin tutumlarını incelemektir. **Gereç ve Yöntem:** Kesitsel nitelikteki bu çalışma, Uludağ Üniversitesi Sağlık Bilimleri Fakültesi'nde gerçekleştirildi. Araştırmanın evrenini 2021-2022 eğitim-öğretim yılı bahar döneminde Sağlık Bilimleri Fakültesi Hemşirelik Bölümünde öğrenim gören öğrenciler oluşturmuştur (N=700). Örneklemi ise evreni bilinen örnekleme yöntemi ile %95 güven aralığı ve %5 hata payında 249 öğrenci (n=249) olarak hesaplanmıştır. Çalışma 317 öğrenci ile tamamlanmıştır. **Bulgular:** Öğrencilerin namusa ilişkin tutum ölçeği ve namus adına kadına uygulanan şiddete ilişkin tutum ölçeğinden aldıkları puan ortalamalarının sırasıyla 45.26±6.68 ve 43.48±5.69 olduğu ve öğrencilerin namusa ve namus adına kadına uygulanan şiddete yönelik orta düzeyde olumlu tutuma sahip olduğu belirlenmiştir. Cinsiyet, medeni durum ve aile tipi değişkenleri ile ölçek puan ortalamaları arasında anlamlı ilişki bulunmuştur (p<0.05). **Sonuç:** Sonuç olarak hemşirelik öğrencilerinin cinsiyet, kadına yönelik şiddet ve namus algılarında sistematik bir davranış değişikliğine ihtiyaç olduğu düşünülmektedir.

**Anahtar Kelimeler:** Namus, Şiddet, Kadın, Hemşirelik, Öğrenciler, Tutum.

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## INTRODUCTION

In honor-based societies, personal moral standards are deeply shaped by the expectations of the family and society (Ne'eman-Haviv, 2021). In several developed countries across the world, honor is addressed as a concept that characterizes positive behaviors for women and men (Gürsoy and Arslan Özkan, 2014). However, in developing countries, particularly in Muslim societies, the sharp sex discrimination regarding the concept of honor catches the eye, and it is observed that the concept of honor is interpreted very differently in regard to the woman and the man (Ne'eman-Haviv, 2021). The concept of honor that is identified with attributes, which each human being needs to have as a condition of being a human, such as righteousness, honesty, and trustworthiness, is identified with the woman's sexual purity and is also equated with her virginity (Bhanbhro, Cronin de Chavez and Lusambili, 2016; Henry, Hayes, Freilich and Chermak, 2018). Such that, alongside the term, "family honor", some relevant social norms refer to the virginity of single women and the faithfulness of married women (Bhanbhro et al., 2016; Eshet and Sela, 2016).

In developing countries, honor is discussed in the context of not only sexual intercourse but also a large variety of behaviors, such as clothing styles, holding hands with the opposite sex, kissing, dating, not paying heed to the man's instructions, and laughing loudly, which are among the behaviors that are considered to be associated with the woman's sexual purity (Gürsoy and Arslan Özkan, 2014; Kaya and Turan, 2018). According to this view, for a woman to be an honorable person, she should pay attention to her lifestyle and control her behaviors, and accordingly, protect her honor. This, at the same time, means protecting the honor and glory of the family and the man in the family. This is because the woman's honor is viewed as the honor of the man and the family (Gürsoy and Arslan Özkan, 2014; Kaya and Turan, 2018). In this context, if a woman's behavior harms her honor or the honor of her family, it requires her punishment in a variety of ways, and thus, violence is committed against women to protect honor, and women are even killed for honor (Eshet and Sela, 2016; Henry et al., 2018). In countries adopting this concept of honor, violence committed against women to protect honor is used as a tool to serve the man in controlling the woman and establishing dominance over her in the societal and sexual sense (Bhanbhro et al., 2016; Yeşilçiçek Çalık, 2018). The gender discrimination that is upheld by the male-dominated culture from the past to the present lies at the foundation of this understanding, which is a significant public health concern (Gürsoy and Arslan Özkan, 2014). Gender discrimination is shaped by roles that society attributes to individuals based on their gender (Bulut and Yıldırım, 2018). Hence, women and men are supposed to meet the roles expected for them by society. In general,

working, assuming the care of the family, and protecting the women in the family are the man's gender roles, whilst staying a virgin until marriage, marrying a person approved by the family, not communicating with a man who is a relative, taking care of children, and doing housework are the woman's gender roles (Bulut and Yıldırım, 2018; Gürsoy and Arslan Özkan, 2014; Kaya and Turan, 2018). In the World Economic Forum's Global Gender Gap Report 2021, it was stated that Turkey, where gender discrimination is deeply felt, ranked 133<sup>rd</sup> out of 156 countries (World Economic Forum, 2021).

Honor, which is quite important in Turkey as in the case of several developing countries, is a concept that affects women's lives negatively and even results in their death (Yeşilçiçek Çalık, 2018). Remarks such as "you live and die for your honor", "in grave clothes, you return home which you left in a wedding gown", and "if unbeaten, the woman resembles an ungroomed horse" exactly highlight the sexist perception of honor and the significance of this perception in Turkey (İnci, 2013; Yeşilçiçek Çalık, 2018). Some of the most saddening and devastating outcomes of the honor culture in Turkey are, of course, violence and femicide committed against women to protect honor (Gürsoy and Arslan Özkan, 2014; Yeşilçiçek Çalık, 2018). According to the latest data released by the We Will Stop Femicide Platform, 474 women in 2019, 436 women in 2020, and a total of 3621 women in 2008-2020 became victims of femicide committed by men in the name of honor in Turkey. Of these femicides, 48.4% were committed by the spouse/partner, 30.2% were committed by the family/relative/acquaintance, 12.3% were committed by unknown individuals, and 9.1% were committed by the ex-spouse/partner (We Will Stop Woman Murder Platform, 2021). Upon the review of studies performed on attitudes toward honor in Turkey, it was seen that various studies on university students have shown that the young and educated population can have a positive attitude toward honor and honor-based violence (Gürsoy and Arslan Özkan, 2014; Kocadaş, 2016). In a study conducted with university students, it was reported that male students had positive views about violence committed against women to protect honor (Öztürk, 2019). In another study performed with male university students, it was stated that male students had a tendency to have a traditional, honor-based understanding of pre-marital sex (Çaylan Çağlayan and Topatan, 2020). In a study that analyzed the effects of learned honor perceptions on homicide, it was discerned that honor was associated with a woman's sexual purity and faithfulness (Ateş, 2020).

Based on the review of the relevant literature that was conducted in this study, the majority of studies on honor and violence committed against women to protect honor have been performed with the participation of students from different university

departments. Nevertheless, it was found that such a sensitive topic has not been studied extensively in relation to nursing students who will assume the role of representatives and advocates of the healthcare system in the future. Therefore, this study that is thought to contribute to the relevant literature aims to analyze the attitudes of nursing students toward honor and violence committed against women to protect honor.

## MATERIALS AND METHODS

### Study design

The aim of this cross-sectional study is to analyze the attitudes of nursing students toward honor and violence committed against women to protect honor.

### Setting and participants

The population of the study comprised students who were studying at the department of nursing of the faculty of health sciences of a public university in Turkey in the spring semester of the academic year of 2021-2022 (N=700). The sample size required for the study was calculated as 249 students with the sample size calculation formula for a known population in a 95% confidence level and at a 5% margin of error (n=249). The study was completed with a total of 317 students.

### Data collection

The data were collected online via the Google Forms platform between 1 and 10 June 2022. The Google Form that was created in the context of this study included four parts. The first part had a text with information on the research topic, the ethical aspects of the study, its ethical approval by the Ethics Committee, its aim, and the confidentiality of the data to be collected. Students were informed that participation in the study was voluntary, they were free to withdraw from the study in any phase, and they were not required to give an excuse to do so. After receiving this information, students were supposed to click a yes/no button that asked whether they agreed to participate in the study. Students who agreed to participate in the study by clicking the “yes” button could access the survey form and answer the questions in the second, third, and fourth parts. The second part of the form comprised questions designed to collect information out about the sociodemographic characteristics of the participants, while the third and fourth parts included successively the Attitudes toward Honor Scale and the Attitudes toward Violence against Women for Protecting Honor Scale.

### Instruments

A Sociodemographic Data Collection Form, the Attitudes toward Honor Scale, and the Attitudes toward Violence against Women for Protecting Honor Scale were used in the data collection process.

**The Sociodemographic Data Collection Form:** This form had questions designed to collect information about the sociodemographic characteristics of the participants such as gender, class year, perceived

economic status, marital status, and their parents' education levels.

**The Attitudes toward Honor Scale (AHS):** The AHS was developed by Işık and Sakallı-Uğurlu (2009) with the participation of university students to identify attitudes toward honor. Through e-mail conversations with one of the authors who developed the AHS, it was learned that the AHS is suitable for the adult population including students. The AHS is a six-point Likert-type scale that includes 14 items and no subscale (1: I strongly disagree, 6: I strongly agree). The AHS has no cut-off point. The calculation of the total AHS score is based on the summation of scores obtained by a respondent from each AHS item. The minimum and maximum scores to be obtained from the AHS are 14 and 84. Higher AHS scores show a higher tendency to associate a woman's honor with her virginity/sexual behaviors, approval of the control of the woman by family members, and the overall honor of the family. The Cronbach's alpha internal consistency coefficient of the scale was reported as 0.94. In this study, the Cronbach's alpha coefficient of the scale was calculated as 0.87.

**The Attitudes toward Violence against Women for Protecting Honor Scale (AVWPHS):** The AVWPHS was developed by Işık and Sakallı-Uğurlu (2009) with the participation of university students to identify attitudes toward violence committed against women to protect honor (Işık and Sakallı Uğurlu, 2009). Through e-mail conversations with one of the authors who developed the AVWPHS, it was learned that the AVWPHS is suitable for the adult population including students. The AVWPHS is a six-point Likert-type scale that is composed of 14 items and no subscale (1: I strongly disagree, 6: I strongly agree). The AVWPHS has no cut-off point. The calculation of the total AVWPHS score is based on the summation of scores obtained by a respondent from each AVWPHS item. The minimum and maximum scores to be obtained from the AVWPHS are 14 and 84. Higher AVWPHS scores reflect positive attitudes toward violence committed against women to protect honor. The Cronbach's alpha internal consistency coefficient of the scale was reported as 0.91. In this study, the Cronbach's alpha coefficient of the scale was calculated as 0.84.

### Research variables

**Dependent variables:** The dependent variables are Attitudes toward Honor Scale point and The Attitudes toward Violence against Women for Protecting Honor Scale point.

**Independent variables:** Independent variables are the gender, class, marital status, employment status, education level of parents, income level, region of residence and family type of the students in the study.

### Data analysis

The collected data were analyzed with the Statistical Package for the Social Sciences (SPSS) 23.0. Descriptive statistics including frequencies and percentages were used in the analysis. Besides, the

Kolmogorov-Smirnov test was utilized to analyze whether the data were normally distributed.

To test the suitability of the data set for normal distribution; Kolmogorov-Smirnov test, skewness and kurtosis coefficient and coefficient of variance (standard deviation/mean) values were examined. The relevant test values are as follows;

- Kolmogorov-Smirnov test:  $p > 0.05$
- Skewness coefficient: -1.133
- Kurtosis coefficient: 1.108
- Coefficient of variance: 17%

If the data were normally distributed, the t-test was used in the comparisons of two groups, and one-way analysis of variance (ANOVA) was employed in the comparison of more than two groups. The relationship between the AHS and AVWPHS scores of the participants was analyzed with Pearson's correlation coefficient and simple linear regression analysis. The level of statistical significance was accepted as  $p < 0.05$ .

### Ethical considerations

To conduct the study, ethical approval was obtained from the Social Sciences and Humanities Research and Publication Ethics Committee of the university where the study would be carried out (Date: 27.05.2022, Approval no: 2022/05-19).

### RESULTS

It was determined that 76.0% of the participants were female, 27.1% were first-year students, 2.5% were married, 82.3% were from a nuclear family, 30.3% were from a household with an income lower than expenses, 6.9% were working in an income-generating job, 5% had illiterate mothers, 0.9% had illiterate fathers, and 55.8% were from families residing in the Marmara Region of Turkey. Table 1 displays the breakdown of the sociodemographic characteristics of the participants.

**Table 1. The breakdown of students' socio-demographic characteristics.**

Characteristics		n	%
<b>Gender</b>	Female	241	76.0
	Male	76	24.0
<b>Class year</b>	First-year	86	27.1
	Second-year	86	27.1
	Third-year	80	25.2
	Fourth-year	65	20.5
<b>Marital status</b>	Married	8	2.5
	Single	309	97.5
<b>Family type</b>	Nuclear family	261	82.3
	Extended family	56	17.7
<b>Household's income level</b>	Income below expenses	96	30.3
	Income equaling expenses	197	62.1
	Income above expenses	24	7.6
<b>Employment status</b>	Working	22	6.9
	Not working	295	93.1
<b>Mother's education level</b>	Illiterate	16	5.0
	Literate	18	5.7
	Primary school	186	58.7
	High school	69	21.8
	Undergraduate program	27	8.5
	Master's program	1	0.3
<b>Father's education level</b>	Illiterate	3	0.9
	Literate	6	1.9
	Primary school	141	44.5
	High school	112	35.3
	Undergraduate program	50	15.8
	Master's program	5	1.6
<b>The geographical region of the family residence in Turkey</b>	Marmara Region	177	55.8
	Aegean Region	31	9.8
	Mediterranean Sea Region	21	6.6
	Central Anatolia Region	27	8.5
	Black Sea Region	17	5.4
	East Anatolia Region	26	8.2
	South-East Anatolia Region	18	5.7
<b>Total</b>		317	100.0

The means AHS and AVWPHS scores of the participants were respectively  $45.26 \pm 6.68$  and

$43.48 \pm 5.69$ . The mean AHS and AVWPHS scores of the participants varied significantly based on the

variables of gender, marital status, and family type ( $p < 0.05$ ). Table 2 shows the comparisons of the mean

AHS and AVWPHS scores of the participants based on their sociodemographic characteristics.

**Table 2. The comparisons of students' mean AHS and AVWPHS scores as per their socio-demographic characteristics.**

Characteristics	AHS ( $\bar{X} \pm SD$ )	AVWPHS ( $\bar{X} \pm SD$ )
<b>Gender</b>		
Female	40.70 $\pm$ 6.33	42.09 $\pm$ 4.47
Male	47.88 $\pm$ 7.56	48.55 $\pm$ 8.23
<b>t; p</b>	<b>2.081; 0.038</b>	<b>3.445; 0.001</b>
<b>Class year</b>		
First-year (1)	45.59 $\pm$ 6.13	44.22 $\pm$ 4.58
Second-year (2)	45.13 $\pm$ 8.50	42.44 $\pm$ 8.66
Third-year (3)	45.36 $\pm$ 5.64	43.75 $\pm$ 3.92
Fourth-year (4)	44.87 $\pm$ 5.89	43.55 $\pm$ 5.69
<b>F; p</b>	0.157; 0.925	1.508; 0.212
<b>Marital status</b>		
Married	45.87 $\pm$ 4.55	43.37 $\pm$ 13.81
Single	41.35 $\pm$ 6.37	36.66 $\pm$ 5.25
<b>t; p</b>	<b>1.456; 0.014</b>	<b>3.643; 0.001</b>
<b>Family type</b>		
Nuclear family	45.01 $\pm$ 6.57	43.38 $\pm$ 5.65
Extended family	48.41 $\pm$ 7.12	49.94 $\pm$ 5.90
<b>t; p</b>	<b>1.416; 0.018</b>	<b>0.671; 0.031</b>
<b>Household's income level</b>		
Income below expenses (1)	46.00 $\pm$ 6.25	43.16 $\pm$ 6.77
Income equaling expenses (2)	45.12 $\pm$ 6.89	43.65 $\pm$ 4.94
Income above expenses (3)	43.45 $\pm$ 6.39	43.29 $\pm$ 5.69
<b>F; p</b>	1.505; 0.224	0.225; 0.775
<b>Employment status</b>		
Working	44.72 $\pm$ 4.92	43.00 $\pm$ 3.61
Not working	45.30 $\pm$ 6.80	43.58 $\pm$ 5.82
<b>t; p</b>	0.391; 0.610	0.411; 0.681
<b>Mother's education level</b>		
Illiterate	45.00 $\pm$ 9.38	43.06 $\pm$ 5.14
Literate	46.77 $\pm$ 5.09	43.61 $\pm$ 4.56
Primary school	45.31 $\pm$ 6.96	43.76 $\pm$ 5.23
High school	44.84 $\pm$ 5.62	43.27 $\pm$ 6.59
Undergraduate program	45.22 $\pm$ 6.71	42.22 $\pm$ 7.36
Master's program	44.00 $\pm$ 3.22	44.00 $\pm$ 3.00
<b>F; p</b>	0.251; 0.939	0.390; 0.855
<b>Father's education level</b>		
Illiterate	46.66 $\pm$ 5.68	46.66 $\pm$ 7.50
Literate	51.33 $\pm$ 3.82	44.16 $\pm$ 7.22
Primary school	45.12 $\pm$ 7.09	43.55 $\pm$ 5.97
High school	45.55 $\pm$ 6.71	43.00 $\pm$ 5.36
Undergraduate program	44.20 $\pm$ 5.72	43.82 $\pm$ 5.53
Master's program	45.00 $\pm$ 2.00	43.48 $\pm$ 5.69
<b>F; p</b>	1.323; 0.256	0.591; 0.707
<b>The geographical region of the family residence in Turkey</b>		
Marmara Region	44.81 $\pm$ 6.50	43.75 $\pm$ 5.63
Aegean Region	45.61 $\pm$ 7.29	43.61 $\pm$ 4.30
Mediterranean Sea Region	45.71 $\pm$ 8.14	42.14 $\pm$ 7.87
Central Anatolia Region	46.92 $\pm$ 5.28	41.59 $\pm$ 7.39
Black Sea Region	45.35 $\pm$ 5.26	44.29 $\pm$ 2.84
East Anatolia Region	45.11 $\pm$ 6.59	43.96 $\pm$ 5.14
South-East Anatolia Region	46.22 $\pm$ 6.68	43.50 $\pm$ 6.01
<b>F; p</b>	0.502; 0.807	0.846; 0.059
<b>Total</b>	45.26 $\pm$ 6.68	43.48 $\pm$ 5.69

$\bar{X}$ : Mean, SD: Standard Deviation, t: Independent samples t-test, F: One-way analysis of variance (ANOVA)

A statistically significant positive relationship was identified between the AHS and AVWPHS scores of the participants ( $r=0.346$ ). Table 3 presents the results of the Pearson's correlation analysis conducted to identify the correlation between the AHS and AVWPHS scores of the participants.

According to the results of the simple linear regression analysis, every one-unit change in AHS scores would correspond to a 0.38 change in AVWPHS scores. The explanatory power of the regression model was 0.250, suggesting that 25.0 %

of the variance of AVWPHS can be explained by AHS. Table 4 exhibits the results of the simple linear regression analysis conducted on the AHS and AVWPHS scores of the participants.

**Table 3. The results of Pearson's correlation analysis on the correlation between students' AHS and AVWPHS scores**

Pearson's correlation coefficient	AVWPHS scores
AHS scores	0.346*

\* $p<0.01$

**Table 4. The results of the simple linear regression analysis conducted on students' AHS and AVWPHS scores.**

Regression Model	Unstandardized		Standardized	t	p
	$\beta$	SH	$\beta$		
AVWPHS AHS	0.383	0.047	0.250	4.587	0.001
$R^2=0.250$ ; $DW=1.966$ ; $F=21.037$					

$R^2$ : Adjusted R-Squared,  $DW$ : Durbin-Watson,  $F$ : Analysis of variance

## DISCUSSION

In traditionalist cultures, overseeing the woman's behaviors and drawing her boundaries in society to protect the honor of the family is accepted as the man's conventional and primary duty, and violence/femicide committed against women by men to protect the honor of the family is portrayed as legitimate (Demirel, Kaya, Ertekin Pınar, Değerli and Gökmen 2019; Henry et al., 2018). It is known that university-level nursing students who will assume the representation and advocacy of the field of healthcare in society in the future are likely to have difficulty providing health services, particularly in traditionalist cultures where the concept of honor is still perceived as a taboo (Kızılırmak and Çakıcı, 2021). Therefore, analyzing the perceptions of individuals, especially nursing students, regarding honor is of importance. In this respect, this study aimed to analyze the attitudes of nursing students toward honor and violence committed against women to protect honor.

First, in this study, it was found that the AHS and AVWPHS scores of the participants were successively  $45.26\pm 6.68$  and  $43.48\pm 5.69$ , and the participants exhibited moderately positive attitudes toward honor and violence committed against women to protect honor. Besides, it was discerned that the male students had more positive attitudes toward the concept of honor. In the relevant literature, in a similar vein to our study, numerous studies have

shown that male students have a more traditionalist approach and more positive attitudes toward honor than female students (Aktaş and Polat Kürcü, 2020; Demirel et al., 2019; Er Güneri and Şen, 2018; Gürsoy and Arslan Özkan, 2014; Kaya and Turan, 2018; Kızılırmak and Çakıcı, 2021; Kömürcü, Yıldız, Toker, Karaman, Koyucu and Durmaz, 2016; Yeşilçiçek Çalık, 2018). In contrast to the finding of our study, the study conducted by Yağbasan and Kolyiğit (2016) revealed that traditionalism was more dominant in female students (Yağbasan and Kolyiğit, 2016). Moreover, as in our study, studies analyzing attitudes toward violence committed against women to protect honor have reported that male students exhibit such attitudes at higher levels (Baysan Arabacı, Büyükbayram Arslan, Taş Soylu, Kurt and Kurt, 2021; Demirel et al., 2019; Gürsoy, McCool, Sahinoglu and Yavuz Genc, 2016; Haviv, 2021; Kaya and Turan, 2018; Yeşilçiçek Çalık, 2018). These results reflect the effects of the patriarchal structure on women and family dynamics in Turkey. Especially the imposition of the concept of honor on the woman, also by nursing students, who will practice a profession with a philosophy based on loving and helping people, and the exhibition of a more positive attitude toward honor by male students, bring the dominant effect of traditional culture to light. Considering particularly the growing need for intercultural nursing care as a consequence of the

formation of multi-cultural structures due to the expansion of health tourism, wars, migrations, and ethnic conflicts, it is thought that this attitude will negatively affect the quality of patient care. Second, in our study, it was found that the married participants had higher mean AHS and AVWPHS scores than the single participants. Various studies have reported similar results (Demirel et al., 2019; Ne'eman-Haviv, 2021; Yeşilçiçek Çalık, 2018). On the other hand, there are also studies stating that marital status has no statistically significant relationship to attitudes toward honor and violence committed against women to protect honor (Kaya and Turan, 2018; Kızılırmak and Çakıcı, 2021). In the context of the relevant literature, it is seen that studies about honor-related perceptions regarding women and honor-related violence were performed generally in patriarchal cultures and particularly in Middle Eastern and Mediterranean countries where the majority of the population is Muslim (Hamzaoğlu and Konuralp, 2019). Considering the dominant effect of religion on cultural structures, it is known that a married woman is obliged to serve her spouse and show obedience and be faithful to him, these are her primary duties, and she is raised under this effect, especially in Muslim societies. Thus, it is thought that married men's attitudes toward honor and violence committed against women to protect honor are transformed into a phenomenon that could be based on a just cause and would even be sanctified on account of being upheld with the support of religious beliefs. The finding of our study that the married female students had highly positive attitudes toward honor and violence committed against women to protect honor showed the degree of influence of traditional beliefs which are dominant in the culture. Third, in this study, it was discerned that the participants from extended families had higher mean AHS and AVWPHS scores and exhibited more positive attitudes toward honor and violence committed against women to protect honor in comparison to the participants from nuclear families. While some studies have reported results similar to the result of this study (Aktaş, Ertuğ and Öztürk, 2015; Demirel et al., 2019; Ilic, 2016; Kaya and Turan, 2018), there are also studies stating that family type is not a variable affecting attitudes toward honor and violence committed against women to protect honor (Çaylan Çağlayan and Topatan, 2020; Kızılırmak and Çakıcı, 2021; Yeşilçiçek Çalık, 2018). The extended family structure is generally known to have had a larger effect on attitudes toward honor in traditionalist cultures. On the other hand, it is supposed that the differences in findings in the relevant literature have stemmed from whether students have developed a different perspective or an awareness outside the family culture in the context of their individual development processes. In our study, a statistically significant positive correlation was

found between the AHS and AVWPHS scores of the participants, and the participants who had more positive attitudes towards honor also had more positive attitudes towards violence against women in the name of honor. According to the results of the simple linear regression analysis, attitude towards honor was a significant predictor of attitude towards violence against women in the name of honor. According to this result, it is thought that attitudes toward honor restrict women's rights and freedoms, and violence against women is justified in the name of honor.

## CONCLUSION

In this study, it was discerned that nursing students exhibited moderately positive attitudes toward honor and violence committed against women to protect honor. Besides, it was found that the students who were male, those who were married, and those who had extended families had more positive attitudes toward honor and violence committed against women to protect honor. It is thought that there is a need for a systematic behavioral change in the perceptions of nursing students regarding gender, violence against women, and honor. It is also considered that courses and training programs aimed at this behavioral change should be integrated into the entire nursing curriculum to ensure the permanence of the behavioral change and raise awareness about it. Seeing the differences (if any) between university students in different regions may contribute to obtaining more meaningful results. For this reason, it is recommended that the research be conducted in larger populations with different nursing students.

## Limitations and Strengths

This study was conducted Bursa Uludağ University Faculty of Health Sciences nursing students and cannot be generalized to all other nursing students. This study is striking in that it reports that nursing students have moderately positive attitudes towards violence committed in the name of honour. In addition, this study is also important in that it reports that nursing students need a serious behavioral change in their perceptions of gender, violence against women and honor. This study was conducted among nursing students of a university's health sciences faculty. A sample calculation was made in the research, but probability sampling methods were not used to determine the students to be sampled. A survey was sent to students online. Therefore, it is possible that the students who answered the survey were more sensitive to the issue. This situation constitutes the limitation of the research.

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The author reports that there are no competing interests to declare.

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