



Original Article

The relationship between attitude toward intimate partner violence and self-confidence among students of a university vocational school of health services

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Abstract

Objectives: This study was designed to determine which factors affected the self-confidence and attitude toward intimate partner violence among university students and the correlation between the level of self-confidence and attitude toward intimate partner violence.

Methods: A total of 1125 students at the vocational school for health professions of a public university were enrolled in this descriptive study. A personal information form, the Intimate Partner Violence Attitude Scale-Revised (IPVAS) and the Self-Confidence Scale (SCS) were administered to collect data. The methods of analysis used were the independent sample t-test, the Mann-Whitney U test, one-way analysis of variance, Pearson correlation analysis, and linear regression analysis.

Results: The mean age of the students 20.73 ± 1.79 years, the mean IPVAS score was 46.86 ± 8.52 , and the mean SCS score was 126.59 ± 25.70 . There was a significant negative correlation between the scale scores ($r = -0.287$; $p < 0.001$). Low self-confidence was a predictor of a more accepting attitude toward intimate partner violence. A number of sociodemographic variables were observed to have an impact on the assessment scores.

Conclusion: Students with greater self-confidence displayed a more negative attitude toward intimate partner violence, while students who had less self-confidence indicated a more accepting or condoning attitude towards intimate partner violence. Initiatives to educate students about the negative effects of violence in relationships as well as efforts to increase self-confidence can serve as preventive measures and valuable training.

Keywords: Attitude; intimate partner violence; self-confidence; student; violence.

Humans are social creatures. Evolutionarily, survival depended on group activity and cooperation, and the drive to form relationships remains fundamental. Romantic relationships, family relationships, and friendships are all forms of intimate relationships.^[1] These relationships involve a feeling of connection, trust, concern, and private shared experiences.^[2] A dating relationship is traditionally defined by an intimacy between 2 individuals that includes psychological, emotional and sexual attraction, and commitment.^[3] Dating relationships ideally provide for each individual's need to love and to

be loved and is a source of positive emotions and experiences, such as friendship, happiness, love, fulfillment, and sharing.^[4] Relationships are typically one of the means for adolescents to begin to explore their independence and form their own identity.^[5,6] Early dating experiences, typically beginning in adolescence, contribute to individual development and ideas of the self as well as understanding of social roles and the opposite sex. There can be many positive, personal growth-enhancing effects; however, they can also include violence. The greatest risk of dating violence occurs during university-age years.^[7,8]

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What is presently known on this subject?

• Intimate partner violence is a significant problem worldwide with far-reaching social effects. While it is influenced by many internal and external variables, research indicates that self-confidence is an important factor in individual attitude toward intimate partner violence.

What does this article add to the existing knowledge?

• The study findings revealed that a lower level of self-confidence was correlated with greater tolerance or acceptance of violence in intimate relationships. A number of sociodemographic variables had an effect on attitude and self-confidence scores.

What are the implications for practice?

• The data collected represent valuable additional knowledge about the contributing factors to a tolerance or rejection of intimate partner violence. Initiatives to educate students and the public about the causes and effects of interpersonal violence and to increase self-efficacy and self-esteem will help to foster a change in understanding and the social environment related to the acceptance of violence, reduce the incidence, and contribute to a healthier, more resilient, and successful society.

Intimate partner violence can include physical, sexual, or psychological violence.^[9] The incidence has been reported to be 18% to 34% in Turkey,^[10,11] and 2% to 76% in global analyses.^[12-14] Physical violence includes acts such as kicking, slapping, punching, pushing, scratching, biting, strangling, inflicting burns, and the use of weapons to cause injury; psychological violence can include threats, humiliation, intimidation, coercion, controlling or prohibiting contact with family or friends, spreading rumors, and restricting access to financial resources, employment, medical care, and other resources; sexual violence encompasses forced sexual intercourse and other abusive sexual behavior.^[15,16]

Poor communication skills, substance addiction, exposure to violence in childhood, antisocial personality characteristics, poor academic performance, and the presence of disease have been cited as risk factors for intimate partner violence.^[12,17,18] The effects on the victims can be physical, such as injury, sexually transmitted disease, unwanted pregnancy, and greater risk of cardiovascular disease and substance abuse, as well as mental health difficulties, such as post-traumatic stress disorder, depression, anxiety, suicidal ideation, anorexia, reduced self-respect, and low self-confidence.^[19-21]

Self-confidence influences subjective evaluations, including subjective well-being and efficacy, and has an impact on intimate relationships.^[22] A number of authors have examined the related and overlapping concepts of self-efficacy, self-esteem, and self-confidence. In general, the terms refer to a positive view of the self and belief in personal value and capacity. Bandura^[23] defined self-efficacy as belief in one's capabilities, that one can produce given levels of attainment, Kugle^[24] referred to it as a basic self-concept, and Akagündüz^[25] described self-confidence as feeling good as a result of developing positive feelings about the self and therefore being at peace with themselves and others. While there are distinctions and various influences, the common point is concerned with the confidence of the individual in their own power. Self-perception is one of the basic elements of psychology.^[26] The self-concept is complex and related to a variety of factors, including body perception, achievements,

and psychological resilience, and has tremendous influence on many aspects of life.

Individuals with a high level of self-confidence are aware of their strengths and weaknesses, open to criticism, accept responsibility, have a positive, trusting attitude toward themselves and toward life, and can navigate new social environments.^[27] On the other hand, individuals with low self-confidence are sensitive and reactive to the behavior of others as a signal about the self, tend to judge themselves harshly, and often maintain unrealistic expectations and beliefs. They tend to seek the approval of others, avoid confrontation, feel inadequate and alone, have difficulty with social relationships, and have a pessimistic attitude. The poor self-image may lead to self-protective behavior against feelings of inadequacy, inferiority, and shame by externalizing blame for problems and failures, which can include acts of aggression and violence.^[28-30]

As young adults, it is important for university students to be aware of intimate partner violence and learn about influences on attitudes and behavior in addition to the significant effects and develop their own self-confidence in order to become fully productive, confident, and mature individuals. The aim of the present study was to examine factors that affect attitudes toward violence in intimate relationships and the self-confidence of students at a vocational school for health services and any correlations between attitude and self-confidence.

Research questions:

1. What factors affect the attitudes of students toward intimate partner violence?
2. What factors affect the self-confidence of students?
3. Is there a relationship between students' attitude toward intimate partner violence and their self-confidence?

Materials and Method

Ethical Considerations

This study was conducted in accordance with the principles of the Declaration of Helsinki. The Artvin Çoruh University Scientific Research and Publication Ethics Committee granted approval for the research on April 15, 2020 (no: E.4639). The authors who conducted the validity and reliability studies of the scales used provided permission for use and the participants provided informed consent.

Study Design

The population of this descriptive study was 1200 students at the Artvin Çoruh University Vocational School of Health Services. In all, 1125 students who met the inclusion criteria were enrolled. The criteria for participation were current student status at the vocational school of health services, >18 years of age, no communication difficulties, and willingness to participate in the study.

Data Collection Instruments

A personal information form, the Intimate Partner Violence Attitude Scale-Revised (IPVAS) and the Self-confidence Scale (SCS) were used to collect the study data.

Personal Information Form

The researchers prepared a form as previously seen in the literature consisting of 14 questions to record details of personal characteristics (gender, year of study, program, employment status, childhood home/where they grew up, etc.) and social relationships (participation in social activities, interpersonal relationships and presence of a dating relationship).^[31,32]

Intimate Partner Violence Attitude Scale-Revised

The IPVAS was developed by Fincham et al.^[33] to measure the respondent's attitude toward physical and psychological violence experienced in intimate relationships. The scale consists of 17 items scored using a 5-point Likert-type scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree. The scale has a 3-factor structure: abuse, violence, and control. Items 2, 4, 5, and 8 are reverse coded, and the sum of all of the items is the total score. A higher score reflects a more accepting or condoning attitude toward psychological and physical aggression. A validity and reliability of a Turkish version of the scale was conducted by Demirtaş Toplu et al.,^[34] who reported a Cronbach alpha value of 0.72. In the present study, the Cronbach alpha value was 0.67.

Self-confidence Scale

The SCS was developed by Akin^[35] to measure the self-confidence of Turkish students. It consists of 33 items scored using a 5-point Likert-type scale: 1=Never, 2=Rarely, 3=Sometimes, 4=Usually, 5=Always. The scale has 2 factors: internal self-confidence and external self-confidence. The minimum possible score is 33 and the maximum possible score is 165. A higher score indicates a greater level of self-confidence. The Cronbach alpha value of the adapted scale was 0.83. In the present study, the Cronbach alpha value was 0.96.

Data Collection

The data were collected between May 21 and June 29, 2020 using an online format (Google Forms; Google, LLC, Mountain View, CA, USA). A link to the assessment instruments was sent to students both by text message and email via the student affairs unit of the school. Repeat submissions were prevented by encrypting the survey. Access to data collection link was available for 40 days. The 3 tools used could be completed in approximately 15-20 minutes.

Data Assessment

IBM SPSS Statistics for Windows, Version 23.0 software (IBM

Corp., Armonk, NY, USA) was used to perform the statistical analysis with a 95% confidence interval. A p value of <0.05 was considered significant. The data were presented using percentage and mean±SD. Skewness and kurtosis analyses were used to evaluate the normality of distribution. An independent samples t-test was used to compare the IPVAS and the SCS scores of normally distributed paired variables, while the Mann-Whitney U test was used to compare the scores of variables that were not normally distributed. One-way analysis of variance and post hoc tests were used to compare the IPVAS and the SCS scores of >2 variables that were normally distributed. Pearson correlation and linear regression analysis were used to examine the correlation between the IPVAS and the SCS scores.

Results

Sociodemographic Characteristics

In the group, 71.3% of the students were female, the mean age was 20.73±1.79 years, 46.5% were in their second year of study, 21% were studying in the emergency services program, 14.2% were working, the family income of 53.5% was sufficient to meet expenses, and 38.4% had grown up in a city center (Table 1).

It was also observed that 30.5% of the students were smokers, 14.9% consumed alcohol, the parents of 17.1% were not together, 38% stated that their academic achievement was good, 55.7% stated that their interpersonal relationships were good, 53.6% participated in social activities, and 36.7% had a dating relationship (Table 1).

Intimate Partner Violence Attitude and the Factors Affecting Attitude

The mean IPVAS score of the students was 46.86±8.52. Male students had significantly higher score than female students ($p<0.001$). The course of study also revealed a significant difference in tolerance or acceptance of intimate partner violence ($p<0.01$). Dunnett's C test analysis indicated that students in the child development program had a higher IPVAS score than the students in the pharmacy program.

A significant difference was also seen in students' family income and the mean IPVAS score ($p<0.05$). Dunnett's C test analysis showed that students who had a low family income had a higher IPVAS score than the students whose family income was equal to expenditures.

There was a significant difference based on where students grew up and the mean IPVAS score ($p<0.01$). Tukey analysis demonstrated that students who grew up outside a city areas had a higher IPVAS score than students who grew up in a city center.

Students who smoked ($p<0.001$) and used alcohol ($p<0.05$) also had a significantly higher IPVAS score than students who did not, as did students whose parents were not togeth-

Table 1. Analysis of personal characteristics, intimate partner violence attitude, and self-confidence of students (n=1125)

Descriptive characteristics		n (%)	IPVAS score		SCS score		
			Mean±SD	Significance	Mean±SD	Significance	
Gender	Male	323 (28.7)	48.75±8.27	t=4.760	125.25±27.61	t=-1.110	
	Female	802 (71.3)	46.10±8.51	p=0.000	127.13±24.89	p=0.267	
Year of study	1 st year	602 (53.5)	46.99±8.80	U=154,947.00	122.39±28.86	U=133,922.00	
	2 nd year	523 (46.5)	46.71±8.20	p=0.648	131.42±20.49	p=0.000	
Program	Oral and dental health	86 (7.6)	47.22±7.83		131.94±17.87		
	Child development	222 (19.7)	48.46±8.95		118.89±32.05		
	Pharmacy	215 (19.1)	45.42±8.09	F=2.890	128.99±25.01	F=7.427	
	Emergency services	236 (21.0)	46.41±8.61	df=7	122.45±21.74	df=7	
	Opticianry	77(6.8)	45.67±7.62	p=0.005	131,61±23.36	p=0.000	
	Medical documentation	63 (5.6)	48.98±9.01		130.92±23.36		
	Medical laboratory	80 (7.1)	46.12±7.03		125.46±28.97		
	Elderly care	146 (13.0)	47.02±7.44		134.40±21.79		
Employment status	Yes	160 (14.2)	46.78±8.44	U=72,240.50	132.88±20.78	U=66,658.00	
	No	965 (85.8)	47.36±9.01	p=0.192	125.54±26.29	p=0.006	
Family income	Income>expenditures	168 (14.8)	46.28±8.96	F=4.237	132.05±18.11	F=17.125	
	Income=expenditures	602 (53.5)	46.38±7.57	df=2	128.79±21.88	df=2	
	Income<expenditures	356 (31.7)	47.94±9.69	p=0.015	120.30±32.65	p=0.000	
Childhood home	City center	87 (7.7)	45.55±8.78	F=4.127	130.36±20.07	F=6.095	
	City suburbs	432 (38.4)	45.98±8.21	df=3	130.00±21.67	df=3	
	Town	335 (29.8)	47.77±9.06	p=0.006	122.97±29.21	p=0.000	
	Village/rural	271 (24.1)	47.56±8.06		124.40±27.80		
Smoker	Yes	343 (30.5)	48.89±9.60	t=-5.349	117.92±32.65	t=7.677	
	No	782 (69.5)	45.97±7.85	p=0.000	130.39±20.89	p=0.000	
Alcohol use	Yes	168 (14.9)	48.92±9.42	U=70,815.50	113.56±33.70	U=60,939.00	
	No	957 (85.1)	46.50±8.31	p=0.014	128.87±23.31	p=0.000	
Parents living together	Yes	933 (82.9)	46.34±7.69	U=79.160.50	131.14±20.33	U=52.206.50	
	No	192 (17.1)	49.39±9.39	p=0.011	104.56±35.81	p=0.000	
Academic achievement	Good	428(38.0)	45.96±8.17	F=38.140	135.74±17.95	F=24.681	
	Moderate	602 (53.5)	46.38±7.34	df=2	127.08±21.76	df=2	
	Poor	95 (8.4)	53.91±9.88	p=0.000	82.22±32.20	p=0.000	
Interpersonal relationships	Good	627 (55.7)	46.21±8.35	F=9.873	137.23±20.15	F=30.824	
	Moderate	403 (35.8)	47.04±7.64	df=2	120.20±19.54	df=2	
	Poor	95 (8.4)	50.32±9.85	p=0.000	83.44±27.43	p=0.000	
Participation in social activities	Yes	603 (53.6)	46.22±8.14	U=145,694.50	133.91±20.66	U=103.733.00	
	No	522 (46.4)	47.60±8.14	p=0.031	118.12±28.25	p=0.000	
Current dating relationship	Yes	413 (36.7)	47.42±8.13	t=-1,695	131.89±21.19	t=-5,335	
	No	712 (63.3)	46.53±8.73	p=0.090	126.51±27.54	p=0.000	
			Mean±SD	r	p	r	p
Self-confidence score (min-max: 41-165)		126.59±25.70	-0.287	0.000	---	---	---
Attitude score (min-max: 22-75)		46.86±8.52	---	---	-0.287	0.000	0.000

F: One-way analysis of variance; r: Pearson correlation; t: Independent sample t-test, U: Mann-Whitney U test. IPVAS: Intimate Partner Violence Attitude Scale-Revised; SCS: Self-Confidence Scale.

er when compared with those whose parents were together ($p < 0.05$).

The academic achievement variable was also significant ($p < 0.001$). Dunnett's C test analysis showed that students who reported poor academic achievement had a higher IPVAS score.

Furthermore, a significant difference was seen in the IPVAS score according to students' interpersonal relationships ($p < 0.001$). Dunnett's C test analysis revealed that students who defined their interpersonal relationships as poor had a higher IPVAS score. Students who did not participate in social activities also had a significantly higher IPVAS score than students who did engage in activities ($p < 0.05$).

Finally, there was a significant difference in the IPVAS score according to the students' year of study, working status, and the presence of a dating relationship ($p > 0.05$) (Table 1).

Factors Affecting Self-Confidence

The mean SCS score of the students was 126.59 ± 25.70 . The mean score of students in their first year of study was significantly lower than that of the students in their second year ($p < 0.001$). The program of study also resulted in a significant difference in the mean self-confidence score ($p < 0.001$).

The mean self-confidence score of students who were not working was significantly lower than that of students who were employed ($p < 0.01$). A significant difference was also seen associated with family income ($p < 0.001$). Dunnett's C test analysis showed that students whose families had an income that was insufficient to meet expenditures had a lower self-confidence score when compared with students whose families had an income that was equal to or greater than expenses.

The location of the childhood home of the participants also yielded a significant difference in the SCS score ($p < 0.001$). Dunnett's C test analysis showed that students who grew up outside a city center had a lower score than students who grew up in a city center.

The students who were smokers ($p < 0.001$) and consumed alcohol ($p < 0.001$) had a significantly lower SCS score than the students who did not. Students whose parents were not together also had a significantly lower self-confidence score ($p < 0.001$).

Academic achievement also revealed a significant difference ($p < 0.001$). Dunnett's C test analysis showed that students who had poor academic achievement had a lower SCS score. Interpersonal relationships were also an indicator of a significant difference in self-confidence ($p < 0.001$). Dunnett's C test analysis revealed that students who defined their interpersonal relationships as poor had a lower self-confidence score. In addition, students who did not participate in social activities had a significantly lower SCS score ($p < 0.001$). The absence of a dating relationship was also associated with a significantly lower level of self-confidence ($p < 0.001$).

No significant difference was found between the students' gender and the mean SCS score ($p > 0.05$) (Table 1).

Correlation Between Intimate Partner Violence Attitude and Self-Confidence

Correlation analysis demonstrated a significant negative correlation between the IPVAS and SCS scores ($r = -0.287$; $p < 0.001$). The linear regression model established between the attitude score and the self-confidence score was found to be significant ($R = .287$, $R^2 = .082$; $p < 0.001$). Self-confidence explained 8% of the IPVAS variance. According to the standardized regression coefficient (β), the self-confidence variable was a significant predictor of intimate partner violence attitude variable at a low level ($B = -.095$; $\beta = -.287$; $p < 0.001$).

Discussion

The results of this study provide additional insight on the factors affecting the attitude toward intimate partner violence and the self-confidence among students at a university vocational school of health services and the relationship between these variables.

Violence in intimate relationships is a recognized public health problem that affects a significant part of society worldwide. It can include psychological/emotional, physical, and sexual abuse.^[9] Self-confidence affects behavior.^[25,26] In our study, it was observed that students who had a negative attitude toward intimate partner violence had a higher level of self-confidence, and that the converse was also true. It was noted in another study of university students in Türkiye that self-esteem was a significant predictor of the perception of abuse in a romantic relationship.^[36] A Greek study also noted a correlation between low self-esteem and physical violence.^[37] It has been stated that adolescents' views of the future may influence aggressive behavior and attitudes toward violence.^[38]

In our study, the male students had a more positive attitude toward intimate partner violence. In another Turkish study of university students, it was found that male students did not view various acts as violent and were more tolerant of intimate partner violence than female students.^[39] Karatay et al.^[40] noted that acts such as neglect, mocking, stalking, restricting social life, cheating, and jealousy were perceived as less violent behaviors by men. Male adolescents from Qatar were found to have a 1.4 times higher possibility of violence than female adolescents.^[41] Dikmen et al.^[42] observed in a study of university students that 88% of the women stated that they had been exposed to emotional stress by their partners. Our results appear to be consistent with the literature.

In this study, students in their first year had a lower level of self-confidence than students in their second year. Similarly, it has been reported in some other research that self-confidence differed according to year of study among university students and that students in their third year had greater self-confidence.^[43] However, other researchers have found different re-

sults: self-confidence did not differ in nursing students^[44] and prospective teachers^[45] in terms of year of study.

Our findings also revealed a difference based on the students' program of study and their attitude toward intimate partner violence and their self-confidence. Previous research conducted with midwives and nurses has recorded differences in attitude toward violence according to field of study.^[46] Güneş^[47] also observed a difference in attitude between departments. In contrast, other studies have recorded no significant difference in the self-esteem of students studying in different programs.^[48,49]

We found that students whose family income was not sufficient to meet their expenses demonstrated a more accepting attitude toward intimate partner violence and lower self-confidence. It has previously been reported that dating violence was more common in young people from a low socioeconomic background.^[50] In a study of Ethiopian women, it was reported that poor women were more likely to experience emotional violence compared with wealthy women.^[51] A study of medical students in Kuwait noted that students with a higher monthly income had greater self-confidence.^[52] In contrast, it was also reported that family monthly income did not have an effect on the self-confidence of midwifery students in Türkiye.^[43]

In our study, students who grew up outside a city center showed a more accepting attitude toward intimate partner violence and had lower self-confidence when compared with students who grew up in a city center. The results of a study of midwifery and nursing students also indicated that students in rural areas had a more tolerant attitude about violence towards women.^[53] In another study conducted with students of a university vocational school of health services, no significant difference was found between urban/rural residence and exposure to violence or committing violence.^[54] Self-confidence was higher among midwifery students living in cities in other research, which was similar to our findings.^[43] It was reported in another study conducted with university students that students whose families lived in rural areas had lower self-confidence.^[55]

Our findings indicated that students who smoked and used alcohol had a more lenient attitude towards intimate partner violence and had a lower level of self-confidence. Studies in the literature have shown that alcohol use was associated with dating violence in young adults.^[56,57] Alcohol use has also been examined in other contexts related to violent behavior.^[58] It was reported that adolescents in Mexico with high self-esteem had a lower risk of using alcohol.^[59] Primary school education department students who did not use cigarettes or alcohol had higher self-esteem when compared with students in another Turkish study.^[60] Unlike our findings, no correlation was seen between smoking and alcohol use and the self-confidence of university students in a study conducted by Turhan et al.^[61]

We found that students whose parents were not living together had a more tolerant attitude toward intimate partner vio-

lence and that they had a lower level of self-confidence. It has been reported in another study that children whose parents were divorced demonstrated a more positive attitude towards violence, though the difference was not significant.^[62] Some research has found a correlation between severed family relationships and the risk of children committing crime in the future.^[63] It has been reported that the state of parental union affected violence in romantic relationships of university students.^[64] Karademir et al.^[65] found that students from broken families had lower self-esteem, and a study of university students found that those who had a united family had higher self-esteem.^[66]

In our study, students who defined their academic achievement as poor demonstrated a more accepting attitude toward intimate partner violence and had less self-confidence. Low academic achievement has been associated with violence in adolescents.^[67] Doğru^[68] and Yalman and Özkaynak^[69] found a correlation between academic achievement and self-confidence, similar to the results of our study.

In our study, the students who reported that they did not participate in social activities and those who reported that they had poor interpersonal relationships had a more positive attitude toward intimate partner violence and had less self-confidence. Students who were not working were also found to have a lower level of self-confidence. Yağın and Ayhan^[70] observed that individuals who participated in sports or other recreational activities had greater self-confidence. Özbek et al.^[71] also found that students who were engaged in team sports had a higher self-confidence level than students who were not. Furthermore, Hošková-Mayerová^[72] reported that students with effective communication skills had high self-confidence levels.

Employment may offer the greater disposable income to allow for additional engagement in social activities, support interpersonal relationships, and thereby contribute to self-confidence. In this study, students who did not currently have a dating relationship had lower self-confidence scores. An examination of the relationship between moral values and self-confidence in university students suggested that being in love contributes to personal mental development, which in turn increases self-confidence.^[73] However, it has also been observed that having a dating relationship did not cause any change in self-confidence among university students.^[74]

Limitations

The primary limitation of this study is that it was conducted in a single unit of a single university. The results cannot be generalized to all university students.

Conclusion

Our findings indicated that attitude towards intimate partner violence differed in terms of gender, program of study, family income status, where the student grew up, cigarette and al-

cohol use, status of parents' union, academic achievement, interpersonal relationships, and participation in social activities. Self-confidence differed in the variables of year of study and program, working status, family income, where they grew up, cigarette and alcohol use, status of parents' union, academic achievement, interpersonal relationships, participation in social activities, and the presence of a dating relationship.

Students who had a high level of self-confidence demonstrated a negative attitude toward intimate partner violence. Similarly, the converse was observed: students who showed a more tolerant attitude toward violence in intimate relationships had less self-confidence.

Interpersonal violence is a significant social problem that has effects beyond the primary victims. Initiatives to educate and support the personal development of students, increase awareness, and provide tools for healthcare professionals to address the issue can help to reduce the climate of acceptance and foster prevention. Students should be instructed on contributing causes and how to recognize intimate partner violence so that they can both protect themselves and also to guide others. Greater individual self-efficacy has a broad beneficial effect on society.

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