

ANALYSIS OF THE LEVEL OF RESPECT FOR DIFFERENCES OF SOCIAL WORK DEPARTMENT STUDENTS SOSYAL HİZMET BÖLÜMÜ ÖĞRENCİLERİNİN FARKLILIKLARA SAYGI DÜZEYİNİN İNCELENMESİ

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ABSTRACT

In this study, it is aimed to examine the level of respect for differences of the students who are studying in the Social Work Departments.

The 192 students enrolled in the Social Work Departments of two private universities located in Istanbul constitute the sample of the study. The data of the study were collected through an online questionnaire using the Socio-demographic Information Form and the Respect of Differences Scale (RDS). Hypothesis tests and correlation analysis were used to analyze the data.

When the findings of this study were examined, it was found that (1) female students had a higher level of respect for differences. (2) Students who do not think they are prejudiced have higher levels of respect for differences. (3) No relationship was found between the ages of the participants and their level of respect for differences. (4) It was found that the participants did not differ significantly according to their department preference and sexual orientations. (5) It was observed that there was no significant difference according to the place where the participants lived for the longest time, their family types, their parents' education level and class level. (6) It was revealed that the participants who stated that they had difficulty in respecting differences in sexual orientation had lower average scores and their level of respect for differences was also lower.

According to the results obtained from the analyzes, it is thought that significant and expected results have been achieved in line with the education that the students received. It should be stated that if the content of social work education provided in universities is formed in line with an understanding that emphasizes professional ethical principles and values, then it will contribute more to the development of the profession and the maintenance of social welfare.

Keywords: Respect for differences, Social work, University student.

ÖZ

Bu çalışmada Sosyal Hizmet Bölümü'nde öğrenim görmekte olan öğrencilerin farklılıklara saygı düzeyinin incelenmesi amaçlanmaktadır.

İstanbul'da bulunan iki vakıf üniversitesinin Sosyal Hizmet Bölümü'ne kayıtlı 192 öğrenci araştırmanın örneklemini oluşturmaktadır. Araştırmanın verileri, Sosyo-demografik Bilgi Formu ve Farklılıklara Saygı Ölçeği (FSÖ) kullanılarak internet ortamında anket yoluyla toplanmıştır. Verilerin analizi için hipotez testleri ve korelasyon analizi uygulanmıştır.

Bu araştırmanın bulguları incelendiğinde; (1) Kadın öğrencilerin farklılıklara saygı düzeyinin daha yüksek olduğu ortaya çıkmıştır. (2) Önyargılı olduğunu düşünmeyen öğrencilerin farklılıklara saygı düzeyleri daha yüksek bulunmuştur. (3) Katılımcıların yaşları ile farklılıklara saygı düzeyleri arasında ilişki bulunmamıştır. (4) Katılımcıların bölüm tercih durumları ve cinsel yönelim durumlarına göre anlamlı bir şekilde farklılaşmadığı ortaya çıkmıştır. (5) Katılımcıların en uzun süre yaşadığı yer, aile tipi, anne-baba eğitim düzeyi ve sınıf düzeyine göre anlamlı bir farklılaşma olmadığı görülmüştür. (6) Cinsel yönelim farklılıklarına saygı duymakta zorlandığını ifade eden katılımcıların aldığı puan ortalamasının daha düşük olduğu ve farklılıklara saygı düzeylerinin daha az olduğu ortaya çıkmıştır. Analizlerden elde edilen sonuçlarda; öğrencilerin aldıkları eğitim doğrultusunda anlamlı ve beklenen sonuçlara ulaşıldığı düşünülmektedir. Üniversitelerde verilen sosyal hizmet eğitiminin içeriğinin mesleki etik ilke ve değerleri daha fazla önemseyen ve vurgulayan bir anlayış doğrultusunda oluşturulmasının mesleğin gelişimine ve toplumsal refahın sürdürülmesine katkı sağlayacağı ifade edilmelidir.

Anahtar Kelimeler: Farklılıklara saygı, Sosyal hizmet, Üniversite öğrencisi.

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INTRODUCTION

It is a well-known fact that people are born with various differences and these differences add unique features to these people and thus create social diversity. Since the very old times Turkey has been a country where people with different social categories and values with respect to their ethnic origins, religious beliefs, races, languages and cultures are living together and each of these differences possessed by the individuals add a value into the social life.

When the concept of difference is examined in the context of national and international literature, it is known that it is defined as "the status of being different" by the Turkish Language Association in the national literature (TDK, 2020). On the other hand, in the international literature the United Nations (UN) uses this concept to mean "diversity" and "things that are different from each other" (UN, 2017), while Yuen and Pardeck (1998: 249) basically defines this concept as the human diversity including groups distinguished by race, ethnic origin, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin which is encompassing everything that describes many different categories of people.

In the document published by the UN in 2017, the differences that individuals have, are explained using the iceberg metaphor. Based on this, it is stated that there are two types of differences, which are clearly visible for the above water part of the iceberg, and not clearly visible for the part that is submerged. The actions of seeing, hearing, smelling and touching, and clearly visible differences in which four sensory organs are used, include race, ethnicity, language, hair, face and eye color, gender, age, body, physical ability, clothing, profession, nutrition, art, dance. However, beliefs, values, experiences, attitudes and behaviors such as the concept of time, business ethics, religious beliefs and the concept of justice are described as invisible differences (UN, 2017).

At this point, it can be said that there are basically two distinctions regarding differences. Apart from the individual's own choice, there are innate differences that cannot be changed, as well as differences that are acquired and can be changed in line with the individual's own choices. In this context, different race, ethnicity, language, age, gender, body appearance, sexual orientation, educational status, family status, income level, marital status, beliefs, value judgments, lives, attitudes, behaviors in any community can be evaluated under this scope.

It is very important to be able to live together while respecting differences for the establishment and maintenance of the social order. It is seen that the UN has established fundamental values regarding respect for differences. Among these values are; working efficiently with people from different backgrounds, treating all people with dignity and respect, giving importance to gender equality, respecting different perspectives by examining one's own prejudices and behaviors, and not discriminating against any person (UN, 2017).

It is observed that the concept of respect for differences is defined with different explanations in the literature. However, it is necessary to include a few definitions that form the basis of this concept. According to Yıldırımçakar (2018: 9), respect for differences is defined as making the other person feel valuable and also valuing what they say and what they do and being sensitive to their needs, while Çatlak and Yiğit (2017) expresses the respect for differences as not judging people according to their different innate qualities, being aware that everyone is living within the framework of their own rights, seeing differences as wealth and showing sympathy and respect for the differences of every single individual living in the society.

The essence of the concept of respect for differences lies in the understanding of respecting and tolerating the existence, ideas, needs, living spaces, worship, etc. of a certain individual or group despite all religious, racial, ethnic and intellectual differences.

When the differences of individuals are not respected in social life, the dignity, value and self-esteem of that individual are damaged and then discrimination and exclusion among individuals will be encountered and this will cause difficulties in maintaining the social order. At this point, respecting differences means adopting an anti-discriminatory attitude. Discrimination of a person due to his race, religion, sexual orientation, disability or ethnic origin is not an acceptable treatment, but also prevents the protection of human rights. The freedom and human rights of individuals, groups or societies who are subjected to neglect, abuse and ill-treatment because of their differences become restricted in this manner.

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At this point, Zengin and Altındağ (2016) state that the current social work approach puts emphasis on defining and supporting the fundamental rights and ensuring that each person enjoys these rights without discrimination in line with the theory, ethics, values and practices of the social work discipline.

In the context of the relationship between social work and respect for differences, it has been stated that the principle of being sensitive to and respecting differences is important enough to form the heart of the social work profession (ASWB, 2014: 1). However, within the framework of the generalist approach, it is also stated that the social work profession, which focuses on the problems and needs of client groups from different life situations and from different segments of the society, aims to increase the quality of life by promoting human-society welfare and at the same time respecting for differences (Korkmaz and Özbesler, 2020: 1251; CSWE, 2015: 5; CSWE, 2012: 1).

Stating that the concept of ethics, which includes rights, responsibilities and welfare issues, is related to how people behave to each other and the ecosystem, Wright (2015) also expressed that social work ethics should be examined as a discipline-specific version of professional ethics, focusing on the professional behaviors, characters and responsibilities of social workers.

The code of ethics for the social work profession, which was approved by the National Association of Social Workers (NASW) Delegates in 1996 and revised in 2017, aims to guide the daily professional behavior of social workers. This document, which serves as an ethical guide for social workers, gives information on the mission and core values of the social work profession, the "Purpose of the "NASW Code of Ethics", the broad ethical principles of social work practices which are based on these core values and also contains specific ethical standards to guide the behavior of social workers and to provide a basis for judgment (NASW, 2017).

According to the definition of the International Federation of Social Workers (IFSW), one of the international organizations operating in the field of social work, social work is a practice-based profession that supports social change and development, empowers and liberates people, therefore, the social workers are known to have many fundamental values and missions such as increasing the welfare of individuals and the society and responding to the needs and contributing to the empowerment of people who are in the disadvantaged group and living in poverty (IFSW, 2014). Among these values, "service, social justice, the dignity and value of the individual, the importance of human relations, integrity and competence" constitute the basis of the unique purpose and perspective of social work (NASW, 2017).

The social justice value of social work aims to enable social workers to follow social change with and on behalf of individuals and groups in need and to be sensitive and knowledgeable against pressure, cultural and ethnic diversity, while the principle regarding the dignity and value of the individual implicates that social workers should act with care and respect, paying attention to personal differences and cultural and ethnic diversity (Reamer, 2018). It is also stated that social workers should promote policies and practices that respect for differences, support the expansion of cultural knowledge and resources, possess cultural competence and protect the rights of all people (NASW, 2015: 15; Parrott, 2010: 23). At this point, as Serpen and Hasgöl (2015) describe, it is very significant that the students of social work departments have the qualification of a professional staff that can take responsibility, respect and take into account differences, think critically and be open to criticism, use their verbal and non-verbal communication skills as well as understand and show empathy towards the emotions of their clients. Otherwise, it is thought that the lack of knowledge, consciousness and awareness of social workers on this issue will cause negative effects on their client groups (Korkmaz and Özbesler, 2020: 1251).

In a multicultural society such as Turkey, the presence and accountability of social ethics is extremely important for understanding the individuals having differences in the society and for showing respect for these differences. As Ersoy Yılmaz (2015) stated in this regard; all social workers' adhering to the same ethical rules, principles and standards in social work practices shall also constitute the basis for social work to be a profession with its own characteristics, the formation of professional identity and culture and the realization of professional functions.

The results of the research conducted on students who have received the education of respect for differences show that there is a positive effect on students' attitudes towards this issue, and these attitudes continue to be evident in students enrolled in higher grades (Yuen and Pardeck, 1998: 249; Topcubaşı, 2015; Aykut, 2019).

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The social work students, who are the participants of this study, should also have the knowledge of cultural awareness and social diversity in the society in the context of professional ethical responsibilities while still in the education phase. People receiving social work education are expected to be sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty and other forms of social injustice. For this reason, it is of great importance that courses on respect for differences are included in the lesson plans of the social work department.

Based on this, it becomes important to investigate the level of respect for differences of the students of a profession that adopts "respect for differences" as the professional ethic. When the literature is examined, it is seen that the studies on this subject are not sufficient. In this respect, it is thought that the study will contribute to the literature and create an idea for other studies to be conducted on this subject.

METHOD

Research Design

This study is designed within the scope of the general survey model, which is one of the quantitative research methods. This model aims to define the subject, event or individuals researched under their own conditions as they were in the past or at present (Karasar, 2012: 77-79). In this study, relational scanning, one of the general survey model types, was used to examine the relationships between scale scores and socio-demographic variables.

Population and Sample

The population of this research is 400 students enrolled in the Social Work Department of two private universities in Istanbul. The purposive sampling method, which is one of the non-random sampling methods, was used as the sampling method in the study, and it is stated that a population that is thought to represent the main population in the context of the purpose of the study is selected according to the judgments of the researcher (Kurtuluş, 2010: 64). Within the scope of the study, 192 students studying at the undergraduate level of the Social Work Department who answered the questionnaire and voluntarily accepted to participate in the study constituted the sample of the study. In order to determine the sample size of this study, the sample sizes suggested by Sekaran (2003: 294) given in the literature by Coşkun et al. (2017: 144) were accepted. Based on this, it was concluded that the available sample size might be sufficient for the study.

Data Collection Tools

Socio-demographic Information Form and Respect of Differences Scale (RDS) were used as data collection tools in the study (Öksüz and Güven, 2012). The data of the study were collected between January and February 2020 by using the online questionnaire method created over "Google Forms".

Socio-Demographic Information Form: It was prepared by the researchers in line with the literature review and consists of questions about gender, age, family type and class information as well as attitude towards differences in order to reveal the socio-demographic characteristics of the participants. Respect of Differences Scale (RDS): The validity and reliability study of the scale was conducted by Öksüz and Güven in 2012, and it is known that it was prepared to determine the level of respect for differences among individuals. The scale consists of a structure of 3 factors: "Knowledge Based Differences", "Social Category Differences" and "Value Differences". Items no 4-8, 11-15, 17, 18, 21, 22, 24-29 of this 30-item scale contain negative expressions and reverse coding is required. The response levels of the items in the scale were designed as a five-point Likert type between "1-totally disagree" and "5-totally agree". The lowest score that can be obtained from the scale is 30, and the highest score is 150. High scores from the scale show that individuals have high levels of respect for differences.

Analysis of Data

IBM Statistical Package for Social Science (SPSS) 21 package program was used for the analysis of the data set collected for this study. The statistical significance limit of 0.05 was taken as the basis in the study. In the study, the analysis of socio-demographic variables is considered within the scope of descriptive statistics. Mann Whitney U, Kruskal-Wallis tests and correlation analysis were used to analyze the variables in the study.

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FINDINGS

The sample size of this study consists of 192 students, and the frequency distributions of the variables in the socio-demographic information form of the students participating in the study are shown in Table 1.

Table 1. Frequency distribution of demographic characteristics of the participants

Variable	Variable Levels	N	%
Gender	Female	170	88.5
	Male	22	11.5
Age	18	30	15.6
	19	51	26.6
	20	37	19.3
	21	38	19.8
	22	18	9.4
	23	11	5.7
	24	7	3.6

When Table 1 is examined, it is observed that 170 subjects within the sample of the study are female students (88.5%). 65.7% of these students are between the ages of 19 and 21 and their average age is 20.

The frequency distribution of the class levels of the students is included in Table 2.

Table 2. Frequency distribution of class levels of the participants

Variable	Variable Levels	N	%
Class	First	78	40.6
	Second	44	22.9
	Third	42	21.9
	Fourth	28	14.6

When Table 2 is examined, it is seen that 40.6% of these students in the research are first grade students.

The frequency distribution showing the attitude of these students to differences is presented in Table 3.

Table 3. Frequency distribution of showing attitude towards differences of the participants

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Variable	Variable Levels	N	%
Attitude towards differences	I try to understand	98	51
	I show tolerance	82	42.7
	I walk away	7	3.6
	I discuss	5	2.6

When Table 3 is examined, 51% of the students stated that they would show an attitude towards trying to understand in the face of any difference.

The frequency distribution showing the differences that these students see themselves in the minority is presented in Table 4.

Table 4. Differences that participants see themselves in the minority

Variable	Variable Levels	N	%
Differences you see yourself in the minority	None	130	67.7
	Language	19	9.9
	Political belief	18	9.4
	Religious belief / sect	13	6.8
	Sexual orientation	5	2.6
	Ethnic	4	2.1
	Other	3	1.6

According to the data in Table 4, 67.7% of the students stated that they did not see themselves as a minority in any case, while 9.9% stated that they see themselves as a minority in terms of language differences.

In addition, 65.1% of the students stated that there was no difference that they had difficulty in respecting, 13% had difficulty respecting the differences related to sexual orientation and 75% did not see themselves as prejudiced. At this stage, the factor score was calculated to be used in hypothesis tests and presented in Table 5.

Table 5. Descriptive statistics for the factor

Factor	Minimum value	Maximum value	Mean	Standard deviation
Respect for Differences	84	148	126.510	10.903

When the response levels of the participants are rated between 30 and 150, the factor score of a participant who responds as '1-totally disagree' to all items is 30 while the factor score of a participant who responds as '5-I totally agree' is 150. In this case, when Table 5 is examined, it is seen that the lowest value in the series is 84 and the highest value is 148.

On the other hand, in this study, by using the response categories of the variables in the socio-demographic information form, whether there is a difference between the categories on the basis of variables was tested by ap-

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plying hypothesis tests. Since parametric test assumptions could not be provided within the scope of this study, the non-parametric tests Mann-Whitney U and Kruskal Wallis tests were used and correlation analysis was also applied.

First of all, variables related to the participants' gender, department preference, sexual orientation and prejudice status were analyzed. The results of the Mann-Whitney U test, which was applied to determine whether there is a difference in terms of respect for differences with regard to these variables are shown in Table 6.

Variable	Group	N	Mean Rank	p
Gender	Female	170	99.92	0.018*
	Male	22	70.09	
Department preference	Willing	176	98.28	0.140*
	Unwilling	16	76.88	
Sexual orientation	Heterosexual	179	97.98	0.170*
	Homosexual	13	76.08	
Being biased	Yes	48	81.58	0.032*
	No	144	101.47	

*p<0.05

When Table 6 is examined, as a result of the Mann-Whitney U test;

a) It is seen that there is a statistically significant difference of 0.05 in terms of respect for differences between the male and female groups. Therefore, it can be said that the basic hypothesis is rejected. It is observed that the average score obtained by males is lower than that of females and that males have less respect for differences than women.

b) It was revealed that the scores of the participants received from the Respect of Differences Scale did not differ significantly according to their department preference (p<0.05).

c) It was revealed that the scores of the participants received from the Respect of Differences Scale did not differ significantly according to their sexual orientation (p<0.05).

d) It is seen that there is a statistical difference of 0.05 in terms of respect for differences according to the prejudice status of the participants and it can be said that the basic hypothesis is rejected. In this case, it is seen that the level of respect for differences is lower because the average score of those who stated that they are prejudiced is lower.

The result of the correlation analysis applied to find out whether there is a relationship between the ages of the students and their level of respect for differences is given in Table 7.

Table 7. The level of respect for differences by age variable

Variable	Pearson Correlation	p
Age	-.048	0.510*

*p<0.05

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The relationship between the age variable and the score the participants received from the scale was analyzed using the Pearson coefficient. When Table 7 is examined, it is seen that there is no statistically significant difference at the level of 0.05 between the ages of the students and their level of respect for differences, and the basic hypothesis is not rejected. At this point, no relationship was found between age and the level of respect for differences. The variables related to the place where the participants lived the longest time, family type, parental education level, class level and differences that they had difficulty in respecting were analyzed. The results of the Kruskal-Wallis test applied to determine whether there is a difference in terms of respect for differences with regard to these variables are given in Table 8.

Table 8. The level of respect for differences according to some variables

Variable	Group	N	MeanRank	p
Longest lived place	Metropolis	100	100.78	0,395*
	Province	37	93.70	
	Town	41	84.95	
	Rural	14	107.14	
Family type	Nuclear family	140	97.53	0,805*
	Extended family	41	91.72	
	Separated family	11	101.27	
Mother education level	Illiterate	9	72.28	0,212*
	Literate	10	118.45	
	Primary education	118	95.36	
	Secondary education	40	106.03	
	Graduate	15	79.93	
Father education level	Literate	3	55.33	0,557*
	Primary education	107	97.42	
	Secondary education	46	100.21	
	Graduate	36	92.46	
Class	First	78	93.17	0,882*
	Second	44	96.34	
	Third	42	99.04	
	Fourth	28	102.21	
	Differences that are difficult to respect	125	105.54	
	Sexual orientation differences	25	68.30	
Differences that are difficult to respect	Political thought differences	25	84.50	0,023*
	Religious belief differences	8	90.38	
	Differences contrary to customs and traditions	7	74.93	
	Ethnic differences	2	134	

*p<0.05

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When Table 8 is examined, as a result of the Kruskal-Wallis test;

- a) It is observed that there is no statistically significant difference at the level of 0.05 in terms of respect for differences and where the participants lived the longest time.
- b) It is observed that there is no statistically significant difference at the level of 0.05 in terms of family type of the participants and respect for differences.
- c) It is observed that there is no statistically significant difference at the level of 0.05 in terms of the education level of the parents of the participants and the respect for differences.
- d) It is seen that there is no statistical difference at 0.05 level in terms of respect for differences between class levels and it can be said that the basic hypothesis is not rejected.
- e) It was found that the scores of the participants received from the Respect of Differences Scale differed significantly according to the variable namely "the differences which participants had difficulty in respecting" ($p < 0.05$). It was found that those who stated that they had difficulty in respecting differences about sexual orientation had a lower average score and their level of respect for differences was lower.

DISCUSSION AND CONCLUSION

In this study, it was aimed to examine the level of respect for differences of social work department students. In this context, it has been tried to reveal the level of respect for differences of students within the framework of some socio-demographic information and certain variables.

It is possible to come across studies on the level of respect for differences in the literature. As a result of the surveys, it was found that the researches were conducted with students at primary and higher education levels. It was determined that the most recent study, which is similar to the findings of this research, is the thesis study conducted by Korkmaz in 2020. In this section, the findings of the research are discussed within the framework of other research findings conducted using the Respect of Differences Scale.

As a result of the analyzes conducted in this study, it is seen that there is a difference in the level of respect for differences in terms of gender, and it has been determined that the level of respect for differences is higher in females than males. In studies conducted with higher education students, supporting this finding, it was concluded that the level of respect for differences differ significantly in terms of gender variable and that females were more respectful to differences than males (Korkmaz, 2020: 106; Kacar, 2018: 97; Güven, 2012: 68). However, it was found that this finding differs from the results of the research conducted by Yıldırımçakar (2018: 66). Accordingly, it was observed that the gender factor creates a significant difference in respect for knowledge-based differences. Korkmaz (2020: 106) on the other hand revealed in his study that women are exposed to more oppression and discrimination in the social structure and in this regard they develop more tolerance and empathy towards differences when compared to men and feelings such as compassion, loyalty, emotionality attributed to the female gender in the context of gender roles may be related to the higher level of respect for differences when compared to men.

Other findings obtained from the research are related to the department preference and sexual orientation of the participants. It was revealed that there was no difference in terms of respect for differences for both findings. At this point, it is seen that the result reached by Korkmaz (2020: 113) regarding department preference is also the same. When the scores obtained from the Respect of Differences Scale with regard to the participants' preference for the social work department are evaluated, the scale average of those who willingly have chosen the social work department is higher than the ones who did not voluntarily choose this department, but no significant difference was detected between the groups. However, there is no study in the literature about sexual orientation finding.

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On the other hand, another finding reached in this study was the prejudice status of the participants and their level of respect for differences. No study has been found in the literature regarding this finding. However, in this study, it was observed that there was a statistically significant difference, and it was stated that those who stated that they were prejudiced had lower levels of respect for differences and thus their average score was lower.

As a result of this study, which examined the relationship between the age of the participants and their level of respect for differences, it was found that there was no relationship between age and the level of respect for differences. However, in the study conducted by Güven (2012: 71), it was stated that the level of respect for differences among classroom teacher candidates showed a significant difference according to the age variable. Accordingly, it was found that the participants between the ages of 21-24 and over 25 had lower respect for differences than those between 18-20.

Another finding included in the study is that there was no statistically significant difference between the place where the participants lived for the longest time and the level of respect for differences. At this point, a result that supports this finding has been reached in the research of Korkmaz (2020: 106). There was no statistically significant difference between the family type of the participants and the level of respect for differences. In the research conducted by Korkmaz (2020: 111), a result that supports this finding was reached and it was stated that there was no significant difference between the scores of the participants received from the Respect of Differences Scale according to family size.

It was concluded that there was no statistically significant difference in terms of the education level of the participants' parents and respect for differences. In the study conducted by Korkmaz (2020: 109-110), it was determined that the scores of the participants received from the Respect of Differences Scale did not differ significantly according to the education level of the mother and father. However, it is known that there are studies with different results in the literature. In the study conducted by Kacar (2018: 100), it is stated that while the average scores of respect for differences of the students studying in primary school teaching department do not show statistically significant differences according to mother's education level, the average scores of knowledge-based differences and social category differences, which are the sub-dimensions of respect for differences, are found to differ statistically significantly according to the mother's education level. According to this, while the level of respect for differences among students with mothers who are primary school graduates was calculated high, the level of respect for differences among students whose mothers were university graduates was found to be low. There were no statistically significant differences according to the educational level of the father.

As a result of this research, it can be said that there is no statistical difference between the class level of the participants and the level of respect for differences. When the studies in the literature were examined, it was found that a result supporting this finding was reached before (Korkmaz, 2020: 106; Kacar, 2018: 99). In the last finding of the study, it was found that the scores of the participants received from the Respect of Differences Scale differed significantly according to the variable namely the differences that participants had difficulty in respecting. It was found that those who stated that they had difficulty in respecting differences in sexual orientation had a lower average score and their level of respect for differences was lower. It should be noted that there is no study that includes similar findings in the literature.

In the light of the information obtained from these findings, it is expected that students who receive social work education and training and social workers who engage in social work intervention have a high level of respect for differences. In this respect, this research, in which the level of respect for differences of social work students is tried to be examined, is important for the development of both social work education and social work profession.

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As a matter of fact, it is necessary to include Zastrow's thoughts on social work education in order to support the purpose of the study. Claiming that one of the main goals of social work education is to prepare students for the practice of cultural sensitivity, Zastrow (2013) considers it important that students develop approaches and have the ability to work together with individuals from different religious and cultural backgrounds. At the same time, Zastrow (2013) argues that expanding the scope of the social work curriculum to create a knowledge base for social category and value differences will contribute to the understanding and sensitivity of students on this issue.

As a result, since the ethical principles and core values of the profession play a key role in social work practice, the social work education programs must have a qualification that put an emphasis on respecting differences, helping students clarify their own values, ensuring the development of values compatible with professional social work practice and increasing the knowledge, skills and values that care about a social service focused on respecting differences. Students should be encouraged to be more sensitive about human rights awareness and policy development and implementation.

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