

Effect of Social Work Students' Human Values, Social Interest, and Attitudes Towards Syrians on Xenophobia

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Abstract

The aim of this study is to determine the effect of social work students' human values, social interest levels and attitudes towards Syrians on xenophobia. The study was carried out using the relational screening model; the sample consists of the students studying in the social work undergraduate programs of different universities across Turkey. The data collection tool employed is a survey form consisting of a personal information form, An Attitude Scale Towards Syrians, The Scale of Xenophobia, Human Values Scale and Social Interest Scale. The data obtained from the research have led to the conclusion that the students who received high scores from the Human Values Scale and Social Interest Scale had positive attitudes towards foreigners and Syrians. A statistically significant difference was found in all scales in terms of the gender variable ($p<0.05$). Results of the multiple regression analysis reveal that social interest and human values significantly predict xenophobia and An Attitude Scale Towards Syrians. The study has demonstrated that trainings to be provided will ensure positive changes among social work students in terms of human values and social interest levels and help minimize negative attitudes.

Keywords: Human Values, Migration, Social Interest, Social Work Students, Xenophobia.

Sosyal Hizmet Öğrencilerinin İnsani Değer, Toplumsal İlgü Düzeyleri ve Suriyelilere Yönelik Tutumlarının Yabancı Düşmanlığına Etkisi

Öz

Bu çalışmanın amacı, sosyal hizmet öğrencilerinin insani değerlerinin, sosyal ilgi düzeylerinin ve Suriyelilere yönelik tutumlarının yabancı düşmanlığı üzerindeki etkisini belirlemektir. Çalışma ilişkisel tarama modeli kullanılarak gerçekleştirilmiş olup; örneklemini Türkiye genelinde farklı üniversitelerin sosyal hizmet lisans programlarında öğrenim gören öğrenciler oluşturmaktadır. Veri toplama aracı olarak kişisel bilgi formu, Suriyelilere Yönelik Tutum Ölçeği, Yabancı Düşmanlığı Ölçeği, İnsani Değerler Ölçeği ve Sosyal İlgü Ölçeği'nden oluşan bir anket formu kullanılmıştır. Araştırmadan elde edilen veriler, İnsani Değerler Ölçeği ve Sosyal İlgü Ölçeği'nden yüksek puan alan öğrencilerin yabancılarla ve Suriyelilere yönelik tutumlarının olumlu olduğu sonucunu ortaya çıkarmıştır. Cinsiyet değişkeni açısından tüm ölçeklerde istatistiksel olarak anlamlı bir farklılık bulunmuştur ($p<0,05$). Çoklu regresyon analizi sonuçları, sosyal ilgi ve insani değerlerin yabancı düşmanlığını ve Suriyelilere Yönelik Tutum Ölçeğini anlamlı bir şekilde yordadığını ortaya koymaktadır. Çalışma, verilecek eğitimlerin sosyal hizmet öğrencilerinde insani değerler ve sosyal ilgi düzeyleri açısından olumlu değişimler sağlayacağını ve olumsuz tutumların en aza indirilmesine yardımcı olacağını göstermiştir.

Anahtar Kelimeler: Göç, Sosyal Hizmet Öğrencileri, İnsani Değerler, Toplumsal İlgü, Yabancı Düşmanlığı

1. Introduction

This research aims to examine xenophobia and the perspective toward migrants and refugees, a sensitive and vulnerable group who are likely to be in a disadvantaged condition among the local people, based on the sample consisting of undergraduate students in the social work program. By its very nature, social work concentrates on the applicant's problems and aims at social change. Social work endeavors to positively change and improve the lives of individuals from various levels of social positions, playing a very significant role in ensuring that services for disadvantaged groups are provided with respect for human dignity. One of these disadvantaged groups is asylum seekers and refugees, who are exposed to violations of their rights (Orgen, 2017). The Syrian migration, which has been affecting Turkey since 2011, is still influential today. The number of Syrians registered under temporary protection in Turkey is 3.1 million as of February 2024.

Although the perception of migrants from Syria as oppressed Muslims who fled the war initially made it easier for them to be recognized in Turkey, both economic problems and social problems created by cultural differences have paved the way for some tensions over time (Ankarali et al., 2017). It has been concluded that even though the Turkish public sees the Syrian migration as an aid to war victims due to Turkey's geographical location and has a positive attitude, they have a negative attitude towards the entry of many Syrians into the country, the permanent settlement of refugees in the country, and the granting of citizenship to Syrians (Gozubuyuk-Tamer, 2016). The research performed so far has revealed that 64% of the local people in Turkey have a negative perception and attitude towards asylum seekers and refugees (BAREM, 2016) and practice a significant social distance towards them (Simsek, 2017) and that they support a discriminatory and exclusionary discourse in such a way that will create a negative impact on their integration and social cohesion of asylum seekers (Yildirimalp et al., 2017; Bolgun & Ucan, 2020).

The migration of Syrian refugees, which was initially regarded as a temporary situation, has gradually turned into a permanent and long-term social reality. The topics of citizenship and resettlement for migrants (Bostan, 2018) brought to the agenda have led to public unease among certain groups, with Syrians often targeted as the leading cause of various problems such as unemployment, security problems, and poor-quality service within public institutions. Negative attitudes toward Syrians have increased among residents in parallel to the increasingly negative media coverage about Syrians (Kirlioglu & Gencer, 2020; Kirlioglu & Kalayci-Kirlioglu, 2020; Tas & Tas, 2018). Cohesion and integration activities have been started in Turkey throughout this process, revealing the need for further study on the migration problem and solutions at an institutional scale.

The concept of value is essential to human existence. Values are what people accept and desire, and they greatly impact human life, both positively and negatively. These values play a crucial role in societies as they move forward in a healthy manner. It is important for individuals within a society to not only accept but also internalize these values. Research has shown that there is a connection between value priorities and subjective well-being, with different values being associated with different well-being levels. For example, individuals with a higher sense of well-being tend to have a greater value for compassion. In the field of social work, it is expected that students have a strong social interest and value perception that align with human rights. Social workers need to be concerned about social problems and utilize their

professional skills to find solutions within a rights-based Approach (Sagiv & Schwartz, 2000; Goz, 2014; Yildirim & Aslan, 2019).

Social workers, who will provide professional services to minimize the problems experienced by migrants and refugees in destination countries and to prevent them from being exposed to problems such as social exclusion, are expected to avoid a stigmatizing and marginalizing attitude (Sheafor & Horejsi, 2016). Therefore, it is essential to review the attitudes of students admitted to social work undergraduate programs as future social workers within the scope of social cohesion, human value judgments, and xenophobia. It is known that individuals who embrace human values and positive attitudes exhibit constructive behaviors in social conflicts, respect personal rights, and develop an integrative attitude without judging others (Acar et al., 2016). The effects of social work students' human values, social interests, and attitudes toward Syrians on xenophobia were analyzed comparatively in the frame of this study. The relationship between negative attitudes with human values and social interests was brought to light, and solution offers were developed in this regard.

2. Methods

Relational screening model is used as a quantitative research method in the study. Screening method aims to measure and determine the attitudes, beliefs, opinions, behaviors, and expectations of individuals on certain topics (Gurbuz & Sahin, 2018). The research is shaped by the following main question: "Do the undergraduate social work students' social interests, value perceptions and attitudes towards Syrians predict xenophobia?"

2.1. Population and Sample Group

An online survey prepared on surveey.com was sent to all students who could be reached from the population of 13,548 students who received undergraduate social work education within the Republic of Turkey. Students' participation in the survey was aimed to be on voluntary basis. The sample size table created for the cases where the universe is known as a sample showed that the sample group of 375 people was sufficient for the population with 15,000 people (Altunisik et al., 2012). A check on the Surveey.com system has revealed that 916 students were reached; however, 525 respondents started taking the survey but left without completing it. Following a review of the response times of the 391 students who completed the survey, the students who answered the questions in a shorter time period than the expected minimum time (13 students) were excluded from the answer list in order to ensure accuracy of the research and reliability of the results, and the data of the remaining 378 (%41,2) respondents were analyzed. 318 of the respondents are female and 60 are male. 97 respondents are students in the 1st year of the program while 107 are in the 2nd year, 89 are in the 3rd year and 85 are in the 4th year.

2.2. Data Collection & Data Collection Tools

Research data were collected on surveey.com, which provides online surveys in the Fall semester of the academic year 2021-2022. One-to-one surveys were sent to online communication groups of the students in each year of study at the undergraduate level and to individual students who could be reached from 52 universities in Turkey that offer undergraduate programs in social work. In addition to demographic questions such as school,

class and gender, the survey consists of An Attitude Scale Towards Syrians, Human Values Scale, Social Interest Scale and The Scale of Xenophobia.

The Scale of Xenophobia: Prepared by Veer et al. (2011), the scale was developed and adapted to Turkish culture by Ozmete et al. (2018). There are 11 items in the Turkish version of the scale. The scale has a single dimension. The items in the form were designed on a 6-point Likert type scale. Categories of the scale were ascertained as “Strongly disagree (1)” and “Strongly agree (6)”. The minimum score to be received from the scale is 11 and the maximum score is 66. A high total score obtained from the scale indicates intense xenophobia. The 8th item of the scale is reverse coded. Cronbach Alpha value of the scale was found to be 0,87. The same result was achieved in this study with a Cronbach Alpha value of 0,87.

An Attitude Scale Towards Syrians: The scale developed by Ozudogru et al. (2018) consists of 26 items and 3 sub-dimensions. It was designed as a 5-point Likert type scale. Categories of the scale were ascertained as follows: “Strongly disagree (1)”, and “Strongly agree (5)”. A minimum of 26 and a maximum of 130 points are obtained from the scale. A high score on the scale indicates positive attitudes towards Syrians. The sub-dimensions of Threat (12-21) and rejection (22-26) in the scale consist of negative statements and are reverse scored. Cronbach Alpha value of the scale was found to be 0.96; it was revealed that the scale had a very high internal consistency. Cronbach Alpha value of the scale in this study was calculated as 0,95.

Human Values Scale: The scale developed by Dilmac (2007) consists of 42 items in total in 6 sub-dimensions. The items numbered 7, 11, 15, 18, 24, 29, 41, 42 are reverse scored. It was designed as a 5-point Likert type scale with categories ascertained as follows: 1 (never) and 5 (always). The lowest score that can be obtained from the scale is 42 points and the highest score is 210 points. As the scores increase, it is understood that there is an increase in the rate of having human values. Cronbach Alpha value was found to be 0,92 in the calculation of scale reliability and internal consistency. Cronbach Alpha value of the scale for this study was found to be 0,86.

Social Interest Scale: The scale, for which validity and reliability studies were conducted by Soyer (2001), is a one-dimensional 5-point Likert-type scale consisting of 52 items. Options are scored as 1 (strongly disagree), 5 (strongly agree). The lowest score that can be obtained is 1, and the highest score is 260. There is no reverse scored item in the scale. A high score obtained from the scale indicates a high level of social interest. Cronbach Alpha value of the scale was found to be 0,88. Cronbach Alpha value in this study was found to be 0,95.

2.3. Analysis of Data

IBM SPSS Statistics 20 package software was employed for analysis of data. Regression analysis was performed between the variables. For regression analysis, (1) linearity of variables; (2) correlation between variables; (3) tolerance and (4) VIF values were checked. These values are given particular attention to ensure that there is no multicollinearity between variables. Tabachnick & Fidel (2007) found that the correlation must be <0.7 , tolerance must be >0.02 and VIF must be <10 for the absence of multicollinearity. Cronbach Alpha values were checked for the reliability coefficients of the scales, and the results were assessed at a significance level of $p<0.05$ at a confidence interval of 95%.

2.4. Ethical Considerations

The necessary approval dated 20.10.2020 and numbered 2020/42 was obtained from the Ethics Committee for Scientific Research, Faculty of Social and Human Sciences of Necmettin Erbakan University; the students who took the survey were informed and their consent was obtained before the survey.

3. Results

Descriptive findings regarding the scales used in this part of the study were analyzed according to total scores, and correlation and regression analyses were performed to determine the predictive relationship between the scales.

Table 1. Findings related to the descriptive variables in the scales

(n=378)	Minimum Score	Maximum Score	Mean Score Obtained	Standard Deviation
The Scale of Xenophobia	11	66	42.015	11.653
An Attitude Scale Towards Syrians	26	130	84.992	19.291
Human Values Scale	42	210	165.142	23.747
Social Interest Scale	52	260	225.978	15.553

The 378 participants obtained a mean score of $42,015 \pm 11,653$ from the “The Scale of Xenophobia”, and mean score of $84,992 \pm 19,291$ from the “An Attitude Scale Towards Syrians”. The sample obtained a mean score of $165,142 \pm 23,747$ from the Human Values Scale. The sample obtained a mean score of $225,978 \pm 15,553$ from the Social Interest Scale.

Table 2. Comparison of respondents' scores obtained from the scales by sex

	Sex	N	X	SS	T	p
The Scale of Xenophobia	Female	318	41,317	11,435	-2,704	0,007**
	Male	60	45,716	12,187		
An Attitude Scale Towards Syrians	Female	318	86,522	18,382	3,606	0,000**
	Male	60	76,883	21,977		
Social Interest Scale	Female	318	228,059	21,015	2,973	0,004**
	Male	60	214,950	32,918		
Human Values Scale	Female	318	166,673	14,232	4,515	0,000**
	Male	60	157,033	19,440		

**p<0,01

T-test was used for independent groups in order to test whether the respondents differ by sex in the scales used. According to Table 2, a significant difference is found when the xenophobia levels of the students were examined by sex ($p < 0,01$). While the mean score for female students was $X = 41,317$, it was found to be $X = 45,716$ for male students. The xenophobia score of male students was significantly higher than that of female students.

When the respondents' attitudes towards Syrians were examined by sex, a statistically significant difference was found between the groups ($p < 0,01$). While the mean score obtained by the female respondents from the scale is $X = 86,522$, the mean score of the male students is $X = 76,883$. The analysis revealed that the positive attitude of women towards Syrians was significantly higher than that of men.

A significant difference was found between the social interest levels of the students by sex ($p < 0,01$). While women obtained a mean score of $X = 228,059$, the mean score of men was $X = 214,950$. It was seen from the analysis that the social interest levels of women were significantly higher than those of men.

Human value scores of the respondents were seen to differ significantly by sex ($p < 0,01$). While the mean score of the scale is $X = 166,673$ for female students, it is $X = 157,033$ for male students. It was concluded from the analysis that human value levels of women were significantly higher than those of men.

Table 3. Analysis of variance of the respondents' scores from the scales by year of education

	Class	n	X	SS	F	P	Significant difference
Xenophobia	1	97	45,6598	11,01314	5,590	0,001**	1 - 3 - 4
	2	107	42,3458	10,66921			
	3	89	40,1798	11,96734			
	4	85	39,3647	12,28806			
An Attitude Towards Syrians	1	97	78,5155	21,23731	5,286	0,001**	4-1
	2	107	86,0935	15,30479			
	3	89	87,6742	20,27021			
	4	85	88,1882	18,99718			
Social Interest Scale	1	97	228,8763	19,80912	1,703	0,166	p > 0,05
	2	107	223,7850	20,49760			
	3	89	222,8202	23,81394			
	4	85	228,7412	30,40056			
Human Values Scale	1	97	166,3093	14,04261	0,706	0,549	p > 0,05
	2	107	164,4579	14,76181			
	3	89	163,5843	14,90257			
	4	85	166,3059	18,61772			

** $p < 0,01$

According to Table 3; One-way analysis of variance, which is a parametric statistical test, was employed to test whether the students' xenophobia levels differed significantly by their year of education. The analysis of variance revealed a significant difference between the students in their 1st year and those in their 3rd and 4th years of education. According to the Post Hoc Scheffe's test, which was employed to test the source of the difference, it was found out that the xenophobia levels of the students in their 1st year of education were significantly higher than the students in the 4th year of education.

It was found out that the scores of attitudes towards Syrians differed significantly by year of education. The analysis of variance revealed a significant difference between the students in their 1st year and those in their 3rd and 4th years of education. Scheffe's test, which is among the Post Hoc tests, was used to test the source of the difference. It was concluded that the levels of positive attitude towards Syrians among the students in their 4th year of education were significantly higher than those in their 1st year of education.

As a result of the one-way analysis of variance conducted to test whether the levels of social interest and human values differed significantly between the groups by year of education, no statistical difference could be detected.

Table 4. Determining the relationship between the scales

	Xenophobia	An Attitude Towards Syrians	Social Interest	Human Values
Xenophobia	1			
An Attitude Towards Syrians	-0,746**	1		
Social Interest	-0,022	0,122*	1	
Human Values	-0,128*	0,206**	0,767**	1

*p<0,01; **p<0,01

When Table 4 is examined; there is a significant relationship between the total score of xenophobia and the scores of attitudes towards Syrians. The mentioned relationship is negative and strong ($r=-0,749$). In other words, Xenophobia scores increase while attitude towards Syrians scores decrease. A significant, strong ($r=0,767$) and positive correlation is seen between the Human Values Scale and the Social Interest Scale. It is observed that there is a weak ($p=-0,128$) and significant correlation between the The Scale of Xenophobia and the Human Values Scale. There is a positive, weak ($p=0,206$) and significant ($p<0,05$) correlation between the Attitudes Towards Syrians Scale and the Human Values Scale.

Table 5. An Attitude Scale Towards Syrians, Social Interest Scale, and Human Values Scale by their levels to predict The Scale of Xenophobia

R	R2	Revised R2	F	p
0.750	0.562	0.559	160.236	0,000**

**p<0,01

Table 6. B and Beta Values of An Attitude Scale Towards Syrians (ASTS), Social Interest Scale (SIS), and Human Values Scale (HVS)

Predictive	B	SH	β	t	p
Fixed (a)	75.306	4.439		16.695	0,000**
ASTS	-0.451	0.021	-0.747	-21.322	0,000**
SIS	-0.058	0.026	-0.119	-2.224	0,027*
HVS	-,049	0.041	-,066	-1.214	0.225

*p<0,05; **p<0,01

As observed in Table 5 and Table 6, multiple linear regression analysis was conducted to determine to what extent attitudes towards Syrians, social interest and human values predict xenophobia. The results revealed that attitudes towards Syrians, social interest and human values significantly predict the The Scale of Xenophobia ($F=160,236$; $p<0,01$). In other words, it can be said that the regression coefficient is different from zero with a 99% confidence interval, and the regression coefficient found is statistically significant.

The individual predictive effects of the attitudes towards Syrians ($t=-21,322$, $p<0,01$) and social interest ($t=-2,224$, $p<0,05$) were statistically significant, while the individual predictive effects of human values ($t=-1,214$, $p>0,05$) were statistically insignificant. According to the model, it is seen that the scores obtained from the The Scale of Xenophobia decrease by 0,451 units on average when the scores obtained from the An Attitude Scale Towards Syrians increase by 1 unit. The scores obtained from the The Scale of Xenophobia decrease by 0,058 points on average when the scores obtained from the Social Interest Scale increase by 1 unit. In view of

An Attitude Scale Towards Syrians, Social Interest Scale, and Human Values Scale scores at a 99% confidence interval.

We can say that the model we found to estimate the scores of The Scale of Xenophobia is valid, and 56% (R^2) of the change in The Scale of Xenophobia scores can be explained by the scores of An Attitude Scale Towards Syrians, Social Interest Scale and Human Values Scale.

4. Discussion, Conclusion, and Suggestions

The civil war experienced in Syria in 2011 and the consequent migration of Syrians towards Turkey have led to the emergence of varying perspectives and attitudes in the society. Studies have been carried out on Syrian migration and the attitude of local people, with efforts to find solutions in response to the problems caused by migration (Yildirimalp & Erdogan, 2019; Ciftci, 2018; Pinar et al., 2016). This study has examined university students' attitudes towards Syrians and xenophobia within the context of human values and social interest levels.

An analysis of the respondent students' xenophobia and negative perspectives towards Syrians by sex has revealed that the negative attitudes and perceptions of the sample were higher than expected. An evaluation by sex has shown that the hostility and negative attitudes of male students were higher than those of female students. The fact that the number of male students participating in the study is less than that of female students is likely a limitation in the research. On the other hand, it can be suggested based on the data obtained that the high level of negative attitudes of male students is since their human values and social interest levels are lower than those of female students. This finding is consistent with the literature. The study conducted by Ankarali et al. (2017) with university students also revealed similar findings. It is known that individuals with high levels of human value tend to show respect toward other people and choose peace over conflict in problem-solving processes. Individuals with values can create positive changes in the social structure and change their personality traits to create positive perspectives of people (Ozen, 2012). Within this context, high levels of human values and social interest will change social work students' attitudes towards their future clients in their professional lives, and they will acquire the capability of assuming active roles in solving problems with a high level of empathy by acknowledging the rights they possess as human beings and avoid negative perspectives towards people.

The analysis of the respondent students' xenophobia and negative perspectives towards Syrians by year of education has revealed that the negative attitudes of the 1st year students were higher than those of the 4th year students. The main factor at this point is the very nature of social work education. The social worker, making a difference in the lives of individuals and society in a world of diversity, is expected to respect such diversity. Social work education is to be provided from a multicultural perspective. Instead of a mindset dominated by rigidity towards different cultures and cultural structures, social work education should foster cultural innovations, focusing on such quality of differences that enrich the culture. Social work education in Turkey needs to address the current issues related to social change and mobility. To effectively intervene in problem areas with diverse cultures, social work education should prioritize specific issues. This can be achieved by making courses on cultural competence compulsory instead of electives. Additionally, field practice should be integrated into the curriculum to help students better understand and follow intervention plans in different cultural contexts. Cultural awareness is essential for service providers and professionals working with

diverse populations, as they need to recognize cultural biases in communities and how they can influence practice and policy. By adopting an approach that is sensitive to cultural differences and avoids judgment, culturally competent service delivery can positively impact individuals and groups from different cultures (Ulutaş et al., 2019; Uzunaslın & Gökçearsın, 2019).

The findings have revealed a statistically significant relationship between xenophobia and negative attitudes towards Syrians among the respondent students. The established regression model has demonstrated that 56% of the change in The Scale of Xenophobia scores (R^2) could be explained by the scores of the Social Interest Scale, An Attitude Scale Towards Syrians, and the Human Values Scale. This indicates that the concepts of xenophobia and the concepts of social interest, human values, and attitudes toward Syrians should not only be examined separately but also collectively to be able to explain the change in xenophobia scores better. On the other hand, a decline of 0,5 units will be achieved in the xenophobia score for each unit of study on the attitude towards Syrians. Furthermore, a decline of 0,1 units will be achieved in xenophobia score for each unit of study to be conducted on social interest. This will help bring the concepts to be studied to the fore to combat xenophobia.

Social work is a discipline that touches people's lives in social and human sciences. With the theoretical and practical training received, social work students are expected to become professionals with due respect to human rights and differences, believing in the uniqueness of human beings, refuse labeling and stigmatization, and possess the competence to analyze problems with the social functionality of the respondents and perform practices at micro, meso and macro levels. Particularly in multicultural societies shaped by migration, social workers need to approach the needs of every individual with different ethnic, cultural, and political identities from a different and holistic perspective (Duyan, 2016).

This research conducted with social work students shows a similarity with the results of previous studies in terms of students' negative attitudes towards Syrians and foreigners (Simsek, 2017; Ciftci, 2018); these levels are seen to be higher than expected.

It has been concluded that students with negative attitudes have low human value perceptions and social interests. It is observed that the students with positive attitudes towards Syrians and foreigners have high perceptions of human values and social interests. Given the findings mentioned above, it is crucial to focus more on the topics related to the value acquisition in the courses on migrants and refugees, which are provided in the scope of social work education, and to increase the sensitivity of the students, as future social workers, towards social problems.

In addition to the theoretical training given during the education process, students should be allowed to interact with migrants and refugees as disadvantaged groups within society. They should be assisted in receiving qualified courses on subjects that can better address and eliminate prejudices during their undergraduate education. Students, as future social workers, should view the client by acknowledging the individual's uniqueness as a human being and believe that it is natural for the individual to join a group like everyone else and that such an individual should not be exposed to discrimination due to their unique characteristics (Ozgun, 2010).

It has been concluded from the research that human values education has a positive effect on the students' viewpoints. As a result of this research conducted with social work students, it was concluded that social work students have negative attitudes towards Syrians and foreigners and that students with negative attitudes have low perceptions of human values and social interest. On the other hand, students with positive attitudes towards Syrians and foreigners have high perceptions of human values and social interest. In conclusion, it is recommended that values education be provided for social work students who will professionally provide social work in the future to help them gain a positive perspective towards foreigners and migrants.

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EKLER

Ek-1: Etik Kurul İzni



NECMETTİN ERBAKAN
ÜNİVERSİTESİ
ETİK KURULLAR

**NECMETTİN ERBAKAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU
BAŞKANLIĞI
ETİK KURUL KARARI**

Etik Kurul Toplantı Tarihi/Sayısı ve Karar No	Tarih :16/04/2021 Toplantı Sayısı :04 Karar No :2021/261
Araştırmanın Başlığı	Sosyal Hizmet Bölümü Öğrencilerinin İnsani Değerleri ve Toplumsal İlgileri: Yabancı Düşmanlığı ve Suriyeliler
Sorumlu Araştırmacı	Doç. Dr. Kübra KÜÇÜKŞEN
Yardımcı Araştırmacılar	Doç. Dr. Mehmet KIRLIOĞLU Ayşegül SUNGUR KOÇ
Etik Kurul Kararı	Başvurunuz değerlendirilmiş olup Doç. Dr. Mehmet KIRLIOĞLU'nun araştırmaya dâhil edilmesi ile ilgili talebiniz Etik Kurul tarafından uygun görülmüştür.
Uygun Değil ise gerekçeleri	

ASLI GİBİDİR
22/04/2021

Doç. Dr. Ahmet KURNAZ
Etik Kurul Başkanı