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ABOUT

Turkish Journal of Applied Social Work is an international refereed journal. The journal started its publication life in 2018. This scientific journal is published in December and June, with two issues per year. The working languages of the journal are English and German. *Turkish Journal of Applied Social Work* is meeting the academic community with the first issue in December, 2018 and the processes required to be

screened in many indexes have already started. Our journal, which is the first academic social work journal in Turkey operating in foreign languages (English and German), is planning to have a new lease on social work and expects the support of the authors.

Any publications which can contribute to the development of the social work academic field and the related areas are welcomed by the journal.

AIM

Turkish Journal of Applied Social Work started its publication life in 2018. This journal has embarked on the Open Access Policy with the idea that scientific information produced by academics, professionals, and others can be accessed by anyone, both locally and internationally, without any limitation.

SCOPE

Any publications which can contribute to the development of the social work academic field and the related areas are welcomed by the Journal. Academic studies which were carried out by academicians from social work field, social workers, social work undergraduate and graduate students, professionals from different professions working in the field of social work, and other academic units with social work on mind are the scope of this journal.

PUBLICATION POLICIES

Turkish Journal of Applied Social Work is an international refereed journal that adopts double-blind peer-review process. Editorial board of the Journal follows Editorial Policy of the Council of Scientific Committee.

PUBLICATION PERIOD

The Journal is published twice a year in June and December.

Publications are made from the following areas, which will contribute to the development of social work discipline and contribute to the literature:

Other disciplines assessed in relation to Social Work, Sociology, Medicine, Psychology, Psychological Counseling and Guidance, Human Rights, Social Policy, Philosophy, Law, Economics, Health Management, Nursing, Physiotherapy, Gerontology, Geriatrics, Child Development, Special Education.

EDİTÖRDEN

TR *Türk Uygulamalı Sosyal Hizmet Dergisi*, Türkiye'de sosyal hizmet alanında İngilizce ve Almanca dillerinde yayın yapan ilk akademik dergidir. Dergimiz, Editör Kurulu başta olmak üzere gönüllü pek çok akademisyen tarafından büyük emekler harcanarak yayın hayatına başlamış olmaktan gurur duymaktadır. Dergimizin Danışma Kurulu'na Türkiye'den akademisyenlerin yanı sıra Birleşik Krallık, ABD, Avustralya, İsveç, Almanya, Portekiz, Romanya, Polonya, Çek Cumhuriyeti, Bosna Hersek, Letonya ve Slovenya'dan akademisyen ve araştırmacılar katkı vermektedir. Dergimizin yayın hayatına başlaması konusunda ilk adımlar 2018 yılı Haziran ayında atılmış olup, yaklaşık 6 aylık süre içerisinde yoğun bir tempo ile ilk sayının çıkarılması başarılmıştır. Bundan sonra her yıl Dergimizin yılda 2 sayı olarak yayınlanması ve Türkiye'den makalelerin yanı sıra sosyal hizmet alanında uluslararası düzeyde pek çok ülkeden özgün makalelerin de başvuru için kabul edilmesi planlanmaktadır. Bu sayımızda; yaşlı ayrımcılığı, yaşlıların sosyal hizmet ihtiyaçları, yaşlı kadınların boşanmaya bakışları, korunma ihtiyacı içinde olan çocuklar, Suriyeli tekstil işçisi çocuklar, sosyal hizmette süpervizyon ve sosyal hizmet eğitimi konularını içeren makalelere yer verilmiştir. Dergimizde Türkiye'de alanında ilk kez görme ve işitme engelliler için sesli ve görsel betimlemeler içeren kare kod uygulamasına da yer verilmiştir. Bu uygulama ile evrensel anlamda engellilerin sosyal hizmet alanındaki güncel akademik çalışmalardan azami derecede faydalanmalarına olanak tanınmıştır ve aynı zamanda engelli bireylerin gücünden ve sinerjisinden yararlanılması amaçlanmıştır. Ekibimizin özverili çalışmaları ve yayınları ile Dergimizi destekleyen/destekleyecek akademisyenler sayesinde Dergimizin kısa süre içerisinde uluslararası akademik çevrelerce tanınırlığının artırılması ve alandaki prestijli pek çok indeks içerisinde taranması amaçlanmaktadır. Bu amacımıza ulaşmada; Editör Kurulu, Yayın Kurulu ve Danışma Kurulumuz başta olmak üzere Dergimize katkı vermeyi kabul eden tüm akademisyenlere sonsuz teşekkürlerimi sunarım.

PROF. DR. MEHMET ZAFER DANIŞ



FROM THE EDITOR IN CHIEF

EN *Turkish Journal of Applied Social Work* is the first academic journal in Turkey publishing the papers in the field of social work in English and German languages. The journal is proud to have started its publication life with the great efforts of many voluntary academics, especially the Editorial Board. The Journal's Advisory Board includes the academics and researchers from the United Kingdom, the USA, Sweden, Germany, Portugal, Romania, Czechia, Bosnia- Herzegovina, Latvia and Slovenia, as well as Turkey. The initial attempts to start publication life of the Journal were carried out in June in 2018 and the first issue was released after six months with intensive work. The journal aims to publish two issues per year and expects to receive original research papers in the field of social work both from Turkey and other countries. This issue includes research papers dealing with the elderly discrimination (ageism), social work needs of the elderly, the attitudes of old women towards divorce, the children in need of protection, Syrian textile child workers, supervision in social work and social work education. The Journal features the QR code application, containing the visual and audial descriptions for the sight- and hearing-impaired people, a feature used for the first time in Turkey. By means of this application, the disabled people are globally provided with the opportunity to take the optimal advantage of current academic research in the social work field. In addition, it is aimed to benefit from the power and synergy of the disabled people. We strongly believe that our Journal will soon be recognized by international academic circles and it will be indexed by several prestigious databases / indexes with the devoted efforts and publications of the academics. I would like to express my endless gratitude to all academics and in particular to Editorial Board, Publication Board and Advisory Board who kindly contributed to the Journal.

PROF. DR. MEHMET ZAFER DANIŞ (Ph. D.)

ANMERKUNG DES HERAUSGEBERS

DE Die Türkische Zeitschrift der angewandten Sozialarbeit ist die erste wissenschaftliche Zeitschrift im Bereich der Sozialen Arbeit in der Türkei, die nur in deutscher und englischer Sprache veröffentlicht wird. Wir sind stolz, mit einem Team von Ehrenamtlern in der Redaktion und auch im Beirat sowie der Unterstützung von vielen Akademikern und Forschern aus der Türkei, Großbritannien, den USA, Australien, Schweden, Deutschland, Portugal, Rumänien, Polen, der Tschechischen Republik, Bosnien und Herzegowina, Lettland und Slowenien mitarbeiten zu dürfen. Im Juli 2018 entstand die Idee und etwa nach sechs Monate intensiven Arbeitstempo folgte die erste Veröffentlichung. Demnächst ist geplant, auch Beiträge auf internationaler Ebene im Bereich der Sozialen Arbeit zu akzeptieren und jährlich zwei Ausgaben dieser Zeitschrift zu publizieren. Die Beiträge dieser Ausgabe beschäftigen sich mit Themen wie Diskriminierung, soziale Bedürfnisse älterer Menschen, die Perspektive der älteren Frauen bei der Scheidung, schutzbedürftige Kinder, Syrische Kinderarbeit im Textilbereich, Supervision in der Sozialen Arbeit und das Studium von Sozialarbeit. Diese Zeitschrift ist die erste ihrer Art in der Türkei, die zudem über einen QR Code erreichbar, für Blinde und Sehbehinderte in einer Audioversion und für Gehörlose in einer Videoversion publiziert wurde. Mit dieser Praxis wird behinderten Menschen der maximale Zugang zu akademischen Texten eröffnet und Ihnen gleichzeitig die Möglichkeit gegeben an wissenschaftlichen Arbeiten teil zu haben. Unser Ziel ist es, durch die engagierte Arbeit unseres Teams und der Unterstützung von (inter-)nationalen Akademikern, unsere Zeitschrift innerhalb kurzer Zeit in internationalen Wissenschaftskreisen und in vielen angesehenen Indexen dieser Branche zu etablieren. Hierbei möchte ich mich erstmals insbesondere bei unserer Redaktion und dem Beirat und bei allen Akademikern, die sich bereit erklärt haben, unsere Zeitschrift zu unterstützen und somit zu unserem Erfolg beigetragen haben, bedanken.

PROF. DR. (Phil.) MEHMET ZAFER DANIŞ

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**TURKISH JOURNAL OF
APPLIED SOCIAL WORK**

**A STUDY ON THE CHILDREN IN NEED OF
PROTECTION AND THEIR FAMILY: A CASE EXAMPLE**
KORUNMA İHTİYACI İÇİNDE OLAN ÇOCUKLAR VE
AİLELERİYLE ÇALIŞMA: BİR VAKA ÖRNEĞİ



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A STUDY ON THE CHILDREN IN NEED OF PROTECTION AND THEIR FAMILY: A CASE EXAMPLE

KORUNMA İHTİYACI İÇİNDE OLAN ÇOCUKLAR VE AİLELERİYLE ÇALIŞMA: BİR VAKA ÖRNEĞİ

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ABSTRACT

Protecting the best interest of the child is of great importance in the organization of social benefits for the family. In order to achieve this goal, social work interventions should not merely provide social assistance to families, but also address the factors which lead to family dysfunctions and help families reach their full potential. In this article, the case of a father who has difficulties in taking care of his children for economic reasons and applies to the Provincial Directorate of Family and Social Policies* for social and economic benefits is presented. The planned change process designed in line with the ecological systems and empowerment approaches is explained in detail.

Keywords: Child in need of protection or services, the planned change process, social work intervention, social work approaches.

ÖZ

Aileye yönelik sosyal yardımların organizasyonunda çocuğun yüksek yararının korunması ve geliştirilmesi amacı büyük önem taşımaktadır. Sosyal hizmetin profesyonel müdahale sürecinde anne, baba, çocuklar ve diğer aile üyelerinin işlevselliklerini engelleyen tıkanıklıklar başarılı bir biçimde tanımlanmalı ve aileye verilecek sosyal yardıma ek olarak, ailenin mevcut potansiyelinin harekete geçirilmesi hedeflenmelidir. Bu çalışmada, ekonomik yoksunluk nedeniyle, çocuklarına bakmakta güçlük çeken, bu nedenle sosyal ve ekonomik destek hizmetinden yararlanmak için Aile ve Sosyal Politikalar İl Müdürlüğü'ne başvuran, bir baba ve ailesiyle ekolojik sistem ve güçlendirme yaklaşımları ekseninde, planlı değişim süreci takip edilerek, yürütülen mesleki müdahale süreci ayrıntılarıyla açıklanacaktır.

Anahtar Kelimeler: Korunmaya ya da hizmete gereksinim duyan çocuk, planlı değişim süreci, sosyal hizmet müdahalesi, sosyal hizmet yaklaşımları.

INTRODUCTION

In Turkey, a financial assistance program entitled Social and Economic Support Services (SED) was designed for families who could not take care of their children due to social and/or economic reasons. As a principle of the protection, development and encouragement of the child's best interest, SED program services, which are delivered by the Provincial Directorate of Family and Social Policies, target families wanting to leave their children under 18 years old to state protection due to unemployment, disability, or poverty related issues. These families' social environment, relations, and interactions are observed by the program staff through home visits, and the families are given financial assistance in order that they can sustain their functionality. With this program, the number of children who are left to nursery schools or orphanages has decreased and these children have

been supported for healthy biopsychosocial identity development in their own family environments.

The aim of this article is to present a social work intervention case, implemented to support a father who applied to Sakarya Provincial Directorate of Family and Social Policies with his wife and his three children for giving their children to institutional care because of financial problems.

Introduction of the Case

S.T. (32) and O.T. (27) have three children: Y.T. (9, male), K.T. (7, male) and M.T. (4, male). The mother is 68% disabled. The father has been living with his wife and three children. He has not got a proper occupation. He has applied for their caring and protection due to the fact that his wife is not able to take care / responsibility of their children due to her disability. With the demand of client S.T., this intervention has been implemented.

* In 2018, the "Ministry of Family and Social Policies" and the "Ministry of Labor" were combined. Currently, the name of this institution is changed as Provincial Directorate of Family, Labor and Social Services.

A STUDY ON THE CHILDREN IN NEED OF PROTECTION AND THEIR FAMILY: A CASE EXAMPLE

THE INTERVENTION PROCESS

Social work profession carries out professional practice according to the needs and problems of the client groups with the principle of "every person is unique". In this case, a seven-staged planned change process has been followed and presented below:

1. Engagement

Together with S.T., social worker made a pre-meeting to assess the problem and determine to which unit of the Social Work Center** he should be referred. As a result of this pre-meeting, official application was taken and a file about S.T. and his family was discussed. At this first encounter, it was learned that the father took the responsibility of his disabled wife and three children and he felt himself inadequate and helpless to care them so he wanted them to be taken under state protection for providing them a better future. Social workers went to client's home to assess psycho-social and environmental resources, determine the situation of the family, and make evaluation of the case. The information form of case from the first session was examined and the general profile of the client was obtained. S.T. and his family had been living in a two-floor house with garden. Social workers asked for permission to observe and meet the family members. The social worker explained to the client their aim, responsibilities and duty in order to learn their problems, desires and requests. Social worker listened to the client while observing his body language and interpersonal communication skills and he took short notes without disturbing the client.

2. Assessment

2.1. Client System: S.T. was born in 1982, Sakarya and was married and had three children. He had been working as a construction worker to earn his living after he finished primary school. In recent years he had not been in social and work life constantly due to his wife's increasing disability. S.T. had four siblings, his father had died fifteen years ago and his mother had been living with his brother. He didn't have a close relationship with his mother and siblings who were living in the same city. His mother could not undertake her grandchildren's care and responsibility because of her own health problems.

2.2. Problems and Requirements of Client System: Because S.T. did not have a proper income and he could not look after his children, he had feelings like helplessness and burnout syndrome. Also, he had been feeling alone and deserted because he didn't have enough time for social life and his friends' visits. S.T.'s financial problems had increased after his children started to go to school. Therefore, inadequate social support given to the client had negative

effects on his situation and this had prevented him to deal with his problems. Although he had devoted himself to his family, he had needed professional support and guidance to discover his strengths.

2.3. Strengths and Weaknesses of the Client: S. T. wanted to leave his children to the state care for their development and future because he thought that he could not look after them and provide them good living conditions. The client stated that he had to leave them to the state and he wanted to visit his children when they were under protection and care of state. S.T. had positive relationships with his children and he had mixed feelings about separating from them. Also he was willing to collaborate with the social worker to improve the welfare of his family.

3. Planning

3.1. Working with the Client System: After negotiating and evaluations, they agreed to collaborate to solve the problems and answer the needs and they decided the targets of the intervention together.

3.2. Problems and Needs of the Client System:

a) The client does not have a proper job and he has isolated himself from social life. He needs a proper job which provides social insurance and he also needs to be a person beneficial to the society.

b) The client does not have enough income to afford his family's expenses. Therefore, the family needs support for food, education, health aids, etc.

c) The client does not have enough psycho-social support. He needs professional psychological support and guidance.

d) The client does not have any relatives to help his wife's and his children's care. They need a full time professional home care personnel.

e) Y.T. (one of the children) has not good grades at school. The child has perception and connection problems and her/his mental development is not enough compared with child's peers. Y.T. needs child psychiatrist examination.

3.3. Purposes:

a) To find a proper job for S.T. via Turkish Employment Organization.

b) To increase social and financial welfare level of the family.

c) To provide professional psychological counseling service that focuses on family and children.

d) To provide home care personnel for the disabled wife and children.

e) To refer Y.T. to a child psychiatrist.

** These centers provide protective, preventive, supportive, developmental services and guidance and counseling services to children, young people, women, men, disabled people, elderly people, martyrs, veterans and their families.

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4. Implementation / Intervention

Problems were detected and targets and aims were decided with client S.T., the client enrolled to Turkish Employment Organization system to get a suitable job for his age, experience and other specialties. During this process, Social and Economic Support System helped him to overcome financial deficiency. S.T. got an appointment from psychological treatment department. At the same time, "Counseling Services Decision"*** was acted in the name of the children by Juvenile Court to provide S.T. the support he needed for his child's developmental issues and parenting. In order to find home care personnel for the disabled wife and children, local authority, municipality, charity foundation, neighbors and employment organization were connected and finally full time personnel were found. The client started to work in a month and when he was at work, his wife and his children were looked after by home care personnel.

5. Evaluation

Plenty of goals were achieved and client's problem solving skills increased. When the client reached necessary resources to supply his needs, he realized that his problems had been solved with collaboration and sensibility. Hence, the social welfare of family increased after financial support and the family could have access to health and education opportunities.

6. Termination

S.T. was benefited from Social and Financial Support System for his children. He found a job after he applied to the System. The economic prosperity of the family was relatively increased, care support was provided for the disabled mother, psycho-social supports were given to the children. In order to observe the effectiveness of the social work intervention, it was decided to monitor the situation of the family at certain time intervals.

7. Monitoring and Follow-Up

It has been agreed that the client S.T. and his children should be followed once every three months because of their physical, mental and emotional situation. S.T. has been contacted via telephone or was met in person. The academic statuses of his children have been regularly controlled through contacting their teachers. As of today, the father has a job, monthly financial aid has been provided for the children's care, the children attended to school regularly, and home care personnel has provided his wife's and his children's care. After this professional intervention, it is expected that the family's social functionality will increase by developing their psycho-social, cultural and financial conditions, the parent-child

relationships will get better as a result of the psychological support given to the family, the family's desire to live together will increase, the financial and emotional problems of family will disappear. The intervention will be terminated once these goals are observed to be permanently reached.

DISCUSSION

According to the empowerment approach, every person has power; this power can be developed, and both the person and the environment are full of resources. The other approach used in this intervention, the ecological systems approach, indicates that any problem at sub-elements of system will affect general functionality of system negatively. Especially, providing psycho-social support, child development counseling, and financial support simultaneously to the families having difficulties in caring their children due to economic problems has great importance in terms of protecting and developing child mental health and family structure.

Empowerment is one of the most commonly used approaches in social work practices at economic and psycho-social deficiency situations (Peled, Eisikovits, Enosh and Winstok, 2000: 10). Empowerment approach is especially preferred by social workers working with client groups social inequality and social exclusion. The biggest advantage of the empowerment approach for the practitioners is that it suggests considering personal and social dimensions of cases simultaneously. (Honold, 1997: 202). The empowerment approach, which aims to help the individual realize his full potential and overcome his problems by using his own resources and coping strategies, is defined as an effort for building, developing and increasing power via sharing and working together (Wilkinson, 1998: 1-12).

In the presented case, a fragmented family due to financial problems was saved by directing the father to the employment services and to psychological treatment, by providing social and economic support, and through the counseling decision that enabled children to take part in social life and provided parents guidance and educations. Therefore, motivation in the family was empowered and the family members found the desire to protect their union.

*** According to the Turkish Child Protection Law no. 5395, "Counseling Services Decision" is defined as guidance services towards people who have the responsibility to grow up a child. It also includes the services provided to children in order to solve problems related to her/his education and development.

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In order to enable people to overcome their problems, the empowerment approach presents a view that supports person for solving his problems by activating his present potential and strengths instead of dealing with the individual's weakness or pathologies (McWhirter, 1991: 224; Öntaş, 2001: 103). Thus, the father was supported psycho-socially and financially to activate his protective, caring functions for his family.

The focus empowerment approach is support and reveals the potential goodness in every person (Van Wormer, 1999: 51). According to Şahin (2005: 44) the importance of empowerment in social work relies on thoughts that the positive quality capacity of human is necessary to appreciate, personal and social resources can be developed and this development can be lasted. In this direction, in our case study, this family has been appreciated for their effort to increase family's functionality after participating in professional meetings. This family has also realized that they can stand on their own feet if they protect that desire and motivation about change in the near future.

Today, professionals like psychologists, pedagogues, or social workers adopt the "person in environment" perspective and evaluate clients within their ecological systems (O'Melia, Miley, DuBois 1998: 9-11). These professionals take into consideration both the mental processes and external dynamics that affect client's life (Ashman and Zastrow 1990:10). In this case study, professional intervention employed ecological systems and empowerment approaches as the guiding frameworks.

According to Ashman and Hull (1999: 14), in terms of ecological system approach, a person is in dynamic interaction with so many systems; family, friends, social services, policies, belief system, goods and services system, work life and education life. The main assumption of this approach is that person can adapt himself easier to the environmental changes by developing interactions between his/her personality and his/her environment. Therefore, in this intervention, positive interfamilial interactions, husband-wife relations, parent-children relations, communication in whole family and interaction patterns were supported. At all home visits, the positive contribution of all family members to help them get rid of problems has great importance especially for family members and family structure and the relation processes and interactions between family members have been supported.

Day by day, family structure, social institutions and other system's functions have been changing so the life has been more complicated for people. This situation has affected

the adaptation of people to social environment negatively and instability between personal desires and social resources has caused stress (Danış 2006: 46). People have to build a balance between desires and resources of environment and own opportunity and skills (Compton and Galaway 1979: 29). According to ecological system; personal, social and family problems can be prevented and overcome function deficiencies among the systems before they come true with balance between person and his environment (Payne 1979: 145-147; O'Melia, Miley and DuBois 1998: 35-36; Turan 1999: 311; Kornblum and Julian 2001: 181-182). With this point of view presented by the ecological system approach, providing protection and care needs of children firstly, a connection between family's needs, desires and expectations and social resources has been tried to build. For this purpose, the existing social assistance system has been activated and the tendency of the family to leave their children for economic reasons has fallen from family's agenda due to the strengthening of the family care option through financial support for the family.

CONCLUSION

In this article, a social work intervention with a father, who wanted to leave his children to state protection because of social and financial problems, with the hope that they would have a better future, was presented. The client's wife had disability, so she was not able to take care of the children either.

In Turkey, Social and Economic Support program was developed to return the children under state protection to their families or to support families which could not afford their children. In this way children who need protection or who are at risk of being needy stay with their parents while they are growing up. The families which benefit from Social and Economic Support Services are followed periodically and after their cultural setting and environment are examined, these parents are either directed to other agencies and resources, or are guided for the best interest of their children. These family-oriented programs and interventions have helped to reduce the number of children in need of protection and the awareness of families about their children's' care and development has been rising. Consequently, parents develop awareness about their strengths and participate in social life fully.

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**TURKISH JOURNAL OF
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**EXAMINATION OF AGEIST ATTITUDES IN TERMS OF
SOME VARIABLES AMONG SOCIAL WORK STUDENTS**
SOSYAL HİZMET ÖĞRENCİLERİ ARASINDA YAŞLI AYRIMCILIĞINA
İLİŞKİN TUTUMLARIN BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ



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EXAMINATION OF AGEIST ATTITUDES IN TERMS OF SOME VARIABLES AMONG SOCIAL WORK STUDENTS SOSYAL HİZMET ÖĞRENCİLERİ ARASINDA YAŞLI AYRIMCILIĞINA İLİŞKİN TUTUMLARIN BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

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ABSTRACT

This research aims to assess the attitudes of social work students towards ageism in terms of some variables such as gender, grade, will to work with elders in the future and having fun to spend time with old people. The research was conducted in Ankara University with the participation of social work students in the spring term of 2017. One hundred and fifty-three students participated in this research. The Ageism Attitude Scale (AAS) was employed in the study. The research was designed as a descriptive study. The average score of the participants was 91.32 (\pm 10.60; min: 46, max: 115). It was found that the attitudes of female students towards the elderly people were more positive and less discriminatory/ageist than the attitudes of male students. Similarly, the attitude of students willing to work with older people in the future was found to be better compared to the other groups. Moreover, the percentage of students who ranked a desire to work with the older people first (with a higher priority) was only 14.4%.

Keywords: Ageism, social work, social work students, older people, attitudes towards older people.

ÖZ

Bu araştırmada; cinsiyet, sınıf, gelecekte yaşlılarla çalışmayı isteme, yaşlılarla zaman geçirmekten hoşlanma gibi değişkenler açısından sosyal hizmet öğrencilerinin yaşlı ayrımcılığına ilişkin tutumlarının belirlenmesi amaçlanmıştır. Araştırma, Ankara Üniversitesi sosyal hizmet bölümü lisans öğrencileri üzerinde 2017 yılı bahar döneminde gerçekleştirilmiştir. Araştırmaya 153 öğrenci katılmıştır. Araştırmada Yaşlı Ayrımcılığı Tutum Ölçeği (YATÖ) kullanılmıştır. Araştırma betimleyici türde tasarlanmıştır. Çalışmaya katılan öğrencilerin yaşlı ayrımcılığına yönelik tutum ölçeğinden aldıkları ortalama puan 91.32 (\pm 10.60; min: 46 max: 115) olarak hesaplanmıştır. Araştırmada, kız öğrencilerin, erkek öğrencilere göre, ayrıca yaşlılarla bir arada olmaktan hoşlanan ve gelecekte yaşlılarla çalışmayı isteyen öğrencilerin de anlamlı düzeyde diğer gruplara göre yaşlılara yönelik olumlu ve ayrımcılıktan uzak bir tutum içinde oldukları tespit edilmiştir. Öğrencilerin çalışmayı istedikleri grup olarak yaşlı grubu birinci sırada (yüksek öncelik) seçenlerin oranıysa sadece %14.4'tür.

Anahtar Kelimeler: Yaş ayrımcılığı, sosyal hizmet, sosyal hizmet öğrencileri, yaşlılar, yaşlılara yönelik tutumlar.

INTRODUCTION

The increasing trend of enlarging older population can be seen in Turkey, similarly to global scale. The older population (65 and above) in Turkey was 7.7% in 2013. However, it increased to 8.3% in 2016. According to population projections, this rate is expected to reach 10.2% in 2023, 20.8% in 2050, and 27.7% in 2075 (Turkish Statistical Institute, 2013). According to 2016 data, there are 408 private and public nursing homes, and the services of these institutions are benefited by 30,832 older individuals. Moreover,

8,206 older individuals are waiting in the queue to be placed in one of the nursing rooms connected to the Ministry of Family and Health (Turkish Ministry of Family and Social Policies, 2016). In addition to these limited opportunities, a prejudiced and discriminatory attitude towards the elderly can sometimes be observed in society. Society generally regards old age as a decrease in physical and mental activity, loss of identity and status, loss of respect, and increase in dependency on others (Kite and Wagner, 2002).

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Because the thoughts about death are generally latent and cause stress, negative meanings associated with old age and old people can spread in society quite easily (McCoy et al., 2000).

This situation shows the need for reforms to prevent discrimination against older people and for strengthening policies for old age welfare. One of the most important disciplines for old age welfare is social work. As known, social work is a care and solidarity job based on increasing clients' social function and helping clients become self-sufficient in the long term through professional assistance. The uniqueness of social work comes from the fact that it works from a "person in environment" (PIE) perspective. Therefore, it regards its subjects, who can be individuals, groups, organizations, societies, and even bigger masses, as systems that mutually affect each other. Social work is a profession that respects the right of self-determination of individuals, families, groups, and societies and directs the clients to be empowered to find their own solutions. It aims to increase the welfare of individuals by employing a holistic approach and thus assesses and helps clients through a multifaceted approach. In this way, it utilizes the knowledge from different disciplines such as psychology, medicine, sociology, philosophy, economy, anthropology, law, and social policy (Trevithick, 2008). Naturally, there are professional practitioners of the social work profession who work according to this framework. It is essential that social work undergraduate students as social work practitioner candidates and social workers as practitioners of the social work discipline should be equipped to work with older people as well as avoid discrimination in their personal and professional attitudes. As it is known, elderly people are frequently exposed to ageist attitudes. Ageism refers to prejudices and discrimination on the grounds of a person's age. Generally elderly people are exposed to ageist attitudes by other younger groups. There are several manifestations of ageist attitudes such as "considering elderly people as in need of care and dependent persons, abusing the elderly, excluding the elderly from society and to not taking into consideration the elderly people" (Çayır, 2012; Buz, 2015).

All these views affect the elderly people negatively. We know that both professionals and social work students will directly influence the quality of service provided by adopting a manner that avoids ageist/discriminatory attitudes towards elderly individuals. For this reason, students who are still in training for their profession need to be trained from an early stage to acknowledge this issue. This study aims to research the attitudes of social work undergraduate students towards

ageism in the case of students in the Ankara University Social Work Department. The attitudes of students were evaluated based on many variables such as gender, grade, thinking of working with the old, etc. No other research has been found in the current literature that analyzes the attitudes of social work students with an emphasis on "ageism." This shows the originality of the research. There are some studies about attitudes towards elderly people on the literature. So, this study differs from the others by the "ageism" emphasis.

MATERIALS AND METHOD

Research Model and Sample Selection

The general screening model was chosen for this study, aimed at providing a description of the actuality. The universe of this descriptive study is all the undergraduate students of the Social Work Department in Health Sciences Faculty at the Ankara University during the spring semester of 2017 academic year (N=320). With the aim of reaching half of the student population, the study managed to reach the above target with 153 students. Therefore, the research sample consisted of 153 undergraduate students in Ankara University Social Work Department, during the spring semester of 2017. The main descriptive characteristics of participants are presented below in Table 1.

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Table 1. Descriptive Characteristics of Participants

<i>Descriptive Info</i>	<i>Type</i>	<i>N</i>	<i>%</i>
Gender	Female	119	77.8%
	Male	34	22.2%
Age	18-21	111	72.6%
	22 and above	42	27.4%
Grade	1 st	54	35.3%
	2 nd	37	24.2%
	3 rd	30	19.6%
	4 th	32	20.9%
Who are away from family	Yes	109	71.2%
	No	44	28.8%
Who has family member above 65 year old	Yes	94	61.4%
	No	59	38.6%
Who likes to be with old people	Likes	79	51.6%
	Sometimes	67	43.8%
	Doesn't like	7	4.6%
Who likes to work with old people	Yes	95	62.1%
	No	58	37.9%
Who has will to work with most	Children	55	35.9%
	Young or Adults	32	20.9%
	Women	13	8.5%
	Migrants	12	7.8%
	Families and Couples	11	7.2%
	Other groups	8	5.2%

Most of the participants are female students (77.8%), and most of them are students aged between 18 and 21 (72.6%), and the remaining students are older. A majority of the students have chosen the social work department consciously (81.7%), but a small minority have stated otherwise (18.3%). First graders are the largest group participants in the study (35.3%) and third graders are the smallest group of participants (19.6%). A vast majority of the students (71.2%) live away from their families. Most of the students (61.4%) have at least one person in their family who is above 65 years old, and the rest have no family member above 65 years old. Of the participants, 51.6% like to be with old people and 43.8% sometimes like and 4.6% do not like being with old people. Those who aim to work with old people constituted 62.1% and those who do not constituted 37.9% of

the sample. Only 14.4% of the students have chosen older people as the group they most wanted to work with (Table 1).

Data Collection Tools

A "Personal Information Form," which consists of 17 questions, and the AAS were employed in the research. The AAS is a scale that was developed by Vefikuluçay Yılmaz and Terzioğlu (2011), and it aims to assess ageist attitudes. It is a Likert-type scale, which consists of 23 items, and offers five different possible answers: "completely disagree," "disagree," "neither agree nor disagree," "agree," and "completely agree." The maximum score in the AAS is 115 and the minimum is 23. The positive responses score "1-2-3-4-5" and the negative ones score "5-4-3-2-1." The Cronbach's alpha coefficient of the scale is calculated as 0.80. The AAS consists of three dimensions (Vefikuluçay Yılmaz and Terzioğlu, 2011).

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The first dimension, "limiting the life of the old," contains beliefs and perceptions about limiting the social lives of the old. Questions 1, 5, 23, 22, 12, 17, 21, 19, and 14 are related to this aspect of the scale, with the maximum score for this aspect at 45 and the minimum at 9. The reliability coefficient for this dimension is calculated as 0.70. The second dimension, "positive discrimination towards the old people," contains beliefs and perceptions that are positive towards the old people. Questions 13, 8, 9, 7, 2, 6, 20, and 4 are related to this aspect of the scale, with the maximum score for this aspect at 40 and the minimum at 8. The reliability coefficient for this dimension is calculated as 0.70. The third dimension, "negative discrimination towards the old people," contains beliefs and perceptions that are negative towards the old people. Questions 16, 11, 15, 3, 18, and 10 are related to this aspect of the scale, with the maximum score for this aspect at 30 and the minimum at 6. The reliability coefficient for this dimension is calculated as 0.67. The reliability coefficient for this research is calculated as 0.89 for AAS, 0.78 for limiting the life of the old dimension, 0.83 for positive discrimination towards the old people dimension and 0.71 for negative discrimination towards the old people dimension.

Ethical Issues

Permission from the Ethics Committee of Mehmet Akif Ersoy University and the institutional permission from Social Work Department of Ankara University were granted for this research to be conducted, and all the data were collected with the consent of the students. We took special care to ensure that only students who had volunteered participated in the study.

Data Collection and Data Analysis

All of the students participated in the study voluntarily. Half of the students filled the research forms in their classroom and half of the students filled the online forms. The data were analyzed by using SPSS 24, and the Mann-Whitney U and Kruskal-Wallis tests were applied. Due to calculated kurtosis and skewness values which were not between -1.5 and +1.5, non-parametric tests were applied; furthermore, the result of Shapiro-Wilk test was not suitable to use parametric tests ($p=0.002$).

FINDINGS

The average AAS score of the participants was calculated to be 91.32 (± 10.60 ; min: 46, max: 115). The maximum possible score was 115. Therefore, it is possible to claim that the attitudes of the assessed students were mostly positive towards the old people. As the data were not normally distributed, non-parametric tests were applied for the analysis.

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Table 2. The Output of (AAS) U Test in Terms of the Relation Between Ageist Attitudes and Gender

AAS	Gender	N	Sequence average	Sequence total	U	Z	P
Limiting the Lives of the Old	Female	119	77.48	9220.0	1966.0	-,251	0.80*
	Male	34	75.32	2561.0			
Positive Discrimination towards the Old People	Female	119	78.41	9252.5	1780.5	-1,001	0.31*
	Male	34	69.87	2375.5			
Negative Discrimina- tion towards the Old People	Female	119	77.72	9248.5	137.5	-,376	0.70*
	Male	34	74.49	2532.5			
AAS Scale Total	Female	119	77.65	9162.5	1870.5	-,599	0.54*
	Male	34	72.51	2465.5			

*p>.05

Although there was no significant difference between the gender groups, female students were found to be less discriminatory against the old people in terms of average

scores on the AAS and AAS subscales (Table 2). We think that this difference can be associated with the social gender norms and the caretaker role attributed to women by the society.

Table 3. The Output of (AAS) U Test In Terms of the Relation Between Ageist Attitudes and a Desire to Work with the Old

AAS	Opinion	N	Sequence average	Sequence total	U	Z	P
Limiting the Lives of the Old	Wishes to work	95	85.79	8150.0	1920,0	-3,154	0.002**
	Wishes not to work	58	62.60	3631.0			
Positive Discrimination towards the Old People	Wishes to work	95	89.09	8463.5	1511,5	-4,570	0.000*
	Wishes not to work	58	55.52	3164.5			
Negative Discrimination towards the Old People	Wishes to work	95	91.14	8658.5	1411,5	-5,068	0.000*
	Wishes not to work	58	53.84	3122.5			
AAS Scale Total	Wishes to work	95	89.47	8500.0	1475,0	-4,693	0.000*
	Wishes not to work	34	54.88	3128.0			

*p<.001, **p<.05

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The participants who stated they did not want to work with the old scored significantly less on the AAS and AAS subscales than those who stated they did want to. This demonstrates that those who do not want to work with the old show attitudes that are more discriminatory towards them (Table 3).

Also seen in Table 4, the fourth graders' average

scores on the AAS and on the "limiting the life of the old," "positive discrimination towards the old people," and "negative discrimination towards the old people" subscales are significantly higher than students from other grades. Therefore, it can be said that they are less discriminatory against the old. However, it is concerning that the third graders had a lower average score.

Table 4. The Output of the (AAS) Kruskal-Wallis Test In Terms of Grade

AAS	Grade	N	Sequence average	Df	X ²	P	Difference**
Limiting the Lives of the Old	1.	54	74.97	3	10.328	0.01*	1-4 2-4 3-4
	2.	37	73.85				
	3.	30	62.72				
	4.	32	97.45				
Positive Discrimination towards the Old People	1.	54	69.00	3	7.894	0.04*	1-2 1-4 2-3 3-4
	2.	37	84.97				
	3.	30	65.00				
	4.	32	89.78				
Negative Discrimination towards the Old People	1.	54	77.54	3	11.267	0.01*	1-4 3-4 2-4
	2.	37	74.15				
	3.	30	58.97				
	4.	32	96.30				
AAS Scale Total	1.	54	72.74	3	11.433	0.01*	1-4 3-4
	2.	37	77.31				
	3.	30	59.91				
	4.	32	96.64				

*p<.05 **Difference founded by posthoc test

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The participants who stated they did not want to work with the old people scored significantly less on the AAS and AAS subscales than those who stated they did want to. This demonstrates that those who do not want to work with the old show attitudes that are more discriminatory towards them (Table 3).

Also seen in Table 4, the fourth graders' average

scores on the AAS and on the "limiting the life of the old," "positive discrimination towards the old people," and "negative discrimination towards the old people" subscales are significantly higher than students from other grades. Therefore, it can be said that they are less discriminatory against the old people. However, it is concerning that the third graders had a lower average score.

Table 5. The Output of the (AAS) Kruskal-Wallis Test in Terms of Students' Preference For Being with the Old

AAS	Grade	N	Sequence average	df	X ²	P	Difference
Limiting the Lives of the Old	Likes	79	90.36	2	18.897	0.000*	1-2
	Does not like	7	31.36				1-3
	Sometimes likes	67	66.01				
Positive Discrimination towards the Old People	Likes	79	91.12	2	20.850	0.000*	1-2
	Does not like	7	33.57				1-3
	Sometimes likes	67	63.97				2-3
Negative Discrimination towards the Old People	Likes	79	94.37	2	27.332	0.000*	1-2
	Does not like	7	35.50				1-3
	Sometimes likes	67	60.86				2-3
AAS Scale Total	Likes	79	93.92	2	28.786	0.000*	1-2
	Does not like	7	27.86				1-3
	Sometimes likes	67	61.30				2-3

*p<.001

Similar to the results in Table 3, the average scores on the AAS and AAS subscales of the groups indicating that they liked, sometimes liked, and disliked being together with the old people were significant ($p < .001$) between almost all groups (Table 5). In summary, the students who stated that they like to be with old people have a less discriminatory/ageist attitude towards the old people according to the average scores. Furthermore, the student group that stated they do not want to be with the old people exhibited the most ageist attitudes.

DISCUSSION AND CONCLUSION

This study, which was conducted with the participation of Ankara University Social Work Department undergraduate students in the spring semester of 2017, aimed to assess the attitudes of the students towards discrimination against the old in terms of some variables. One hundred and fifty-three students, who were from the first, second, third, and fourth grades, participated in this study, and this number amounts to nearly half of the total student population. We believe that this descriptive study is important because it is the first research assessing the ageist attitudes of social work students towards older people, especially in terms of "discrimination." The average score of the participants was calculated as 91.32 (± 10.60 ; min: 46, max: 115). The maximum possible score was 115. When this result is compared with

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the results of similar researches some differences which of the following could be seen. Altay and Aydın's study (2015), in which they examined the ageist attitudes of nursing students, found their average score as 68.82 ± 8.54 . Vefikuluçay Yılmaz and Terzioğlu (2011), in their foundational study of the AAS scale, calculated the average AAS score of 500 students from different departments and found it as 86.22 ± 9.34 . This is a lower score than the social work students' score. The fact that the average score of the social work students is found to be higher than the other student groups' score emphasizes their positive attitudes towards the old people. In the study conducted by Duru-Aşiret et al. (2015), it was found that the UCLA Geriatrics Attitude (GA) scale of the nurses was on average 48 out of 70. Bakırhan et al. (2017) found that the UCLA GA scale of 1,270 physiotherapy and rehabilitation students scored an average of 48.18 ± 5.67 out of 70 in their research. This result again emphasizes the positive attitudes. According to Zehirlioğlu, Yönt, Bayat, and Günay (2015), the attitudes of 135 nurses, all of whom work in university hospitals, were found to be marginally positive. According to the study by Duyan et al. (2015), which was conducted with the participation of 419 social work students from different universities, it was found that the average score of the students was 130.96 (out of a maximum of 238) and that they generally displayed positive attitudes toward the old. Only our research, which was conducted on Social Work Department undergraduate students of Ankara University in the spring semester of 2017, shows a relatively higher average score, which identifies a positive attitude towards the old people, than the study by Duyan et al. (2015). Social work students' positive attitudes towards the old people can be interpreted as an expected result of social work education and its nature which defends disadvantaged groups.

In the study by Zambrini et al. (2008), which was conducted with the participation of 472 university students in healthcare departments in Spain, it was found that 54% of the students had a positive attitude towards the old people, more so with female students than with male students. Moreover, it was discovered that students of psychology and physiotherapy and rehabilitation wished to specialize in geriatrics more but medical students wished to do so the least. Mandiracıoğlu and Lülecı (2015) conducted another study with the participation of 277 pharmacy students. They found that female students had less discriminatory attitudes towards the old people. According to Duyan et al.'s (2015) research, there is no relation between gender or age group and attitude towards the old people. According to Daniş et al.'s (2015) research conducted with the participation of 219

social work and 181 nursing students in Turkey, generally both departments' students attitudes towards the old people were found similar. Sözcürmaz and Mandiracıoğlu (2017) conducted a study with the participation of 236 students on their attitudes towards the old people (UCLA GA) and their aging anxiety. They found that participants had positive attitudes towards the old people but aging anxieties were found to be abundant. Mosher-Ashley and Ball conducted another study with the participation of 119 students. They were all studying in Massachusetts in the following departments: management, psychology, nursing, and occupational therapy. Researchers did not find any significant relation between age or department of the participant and their attitudes towards the old people (Mosher-Ashley and Ball, 1999). In this research, it was also found that senior class students had more positive attitudes towards the old people and they were less discriminatory towards them. Moreover, AAS scores of the female students were found to be higher than the scores of males. In other words, females have more positive attitudes towards the old people and they are less discriminatory towards them. So, in the light of result of this research, the high scores of social work students on AAS could be explained both with the social work education which is focused on vulnerable groups and their welfare and the majority of female students. Those females are considered more engaged with old people due to gender roles attributed to women by the society. Bakırhan et al.'s (2017) study, which was conducted with the participation of physiotherapy students using the UCLA GA scale, found that—similar to our study—female students had more positive and less discriminatory attitudes towards the old people. According to another result of this research fourth graders' average scores on the AAS and on each subscale are significantly higher than students from other grades. This difference can perhaps be explained again by the effects of social work education. However, it is concerning that the third graders had a lower average score. Therefore, it can be said that the third grade consists of students who are the most discriminatory. Although it is a small possibility, it can be said that more third grade students with discriminatory attitudes participated in the study by chance.

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Additionally, it is found that those who live with an old person, those who wish to live with an old person/family member, those who visit nursing homes, those who wish to work in geriatrics after graduating, and lastly, those who participated in workshops and meetings in their study period had more positive attitudes and behaviors towards the old people. According to Duru-Aşiret et al.'s (2015) study, which was conducted with the participation of 227 nursery students, it was found that those who wish to work with the old people in the future scored higher on the UCLA GA scale. Similarly, in our research, we found that those who wished to work with the old people exhibited less discriminatory attitudes towards the old people than those who did not want to work with them. Furthermore, it was determined that those who like to be with old people exhibited less discriminating attitudes towards the old people than those who do not or only sometimes like to do so.

In conclusion, our research showed that most of the undergraduate students in the Social Work Department had a non-discriminatory (non-ageist) attitude towards the old people. Nonetheless, it was also found that there were some students who scored very low according to the scale (from 46 to 115). Additionally, those who chose to work with the old as their first choice were just 14.4%. This shows that although most of the participants had positive attitudes, those who wish to work with the old are a fewer group of students in the first place (14.4%). By revealing such important outcomes, this research can contribute both to literature and social work field. It is also clear that these results can be taken into consideration when rethinking and reforming social work education policy. It is well known that Turkey does not have a large population of old people; however, it is also one of the countries with the most rapidly aging population. As Liu et al. (2013) note, those who work in the medical sector are affected by the societal attitudes, and transforming these attitudes, which are spread throughout the community, requires a structured process.

To sum up, the research shows that the vast majority of students have non-ageist attitudes. However, those who prefer to work with older people are less in number. Some reforms are needed for promotion of working with older people and for the education of discriminating students. Prejudices and beliefs which encourage ageism should be challenged through student and community education and occasionally through public service broadcastings and social campaigns. Moreover, geriatric work should be encouraged in universities with social work education. By instilling empathy in this education, the difficulties experienced in old age and the issue of empowerment of old people should be dealt with more intensively. Moreover, the number of welfare internships for older people should be increased in social work departments so as to increase possibilities for students.

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SENIOREN NACH DER PSYCHOSOZIALEN ENTWICKLUNGSTHEORIE
VON ERIKSON: AM BEISPIEL DER PROVINZ SAKARYA**

**ERİKSON'UN PSİKO-SOSYAL GELİŞİM KURAMINA GÖRE YAŞLILARIN
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ZUSAMMENFASSUNG

Alterung ist ein Prozess, dem alle Individuen ausgesetzt sind. Während dieses Prozesses erleben die Personen physiologische, psychologische und soziale Veränderungen und durchlaufen verschiedene Phasen. Erikson stellt das Leben eines Menschen in acht aufeinander folgenden Stufenmodellen dar. Dementsprechend sind die Teilnehmer und Gegenstand dieser Studie Senioren in der achten Phase -der Endphase des Lebens (Ich-Integrität vs. Verzweiflungsphase).

Der Zweck dieser Studie ist die Bewertung des zukunftsorientierten Hoffnungsstandes von Senioren, die sich nach Eriksons psychosozialen Entwicklungstheorie in der achten Phase ihres Lebens befinden. Die Auswertung des zukunftsorientierten Hoffnungsstandes erfolgt durch die Beck-Hoffnungslosigkeit-Skala und im Hinblick auf die Bewertung der sozialen Dienste. Zu diesem Zweck steht die Provinz Sakarya im Mittelpunkt. Die Strichprobe der Studie umfasst 400 Personen, die in den Bezirken Adapazarı, Hendek und Serdivan der Provinz Sakarya leben und aus denen das Ergebnis des Berechnungsverfahrens ermittelt wurde.

Die Resultate der Studie weisen darauf hin, dass

- das Geschlecht kein entscheidender Faktor für die Hoffnungslosigkeit ist,
- der Durchschnitt der Hoffnungslosigkeit bei verheirateten Personen niedriger ist,
- der Hoffnungslosigkeitsgrad der allein lebenden Personen im Gegensatz zu den anderen Gruppen höher ist und
- die älteren Personen, die mit ihrem Alter und Zustand zufrieden und glücklich sind mit mehr Hoffnung in die Zukunft blicken.

Schlüsselwörter: Verzweiflung, alt, Alterung, soziale Dienste.

ÖZ

Yaşlanma tüm bireyler için var olan bir süreçtir. Bu süreçle birlikte birey fizyolojik, psikolojik ve sosyal anlamda birçok değişim yaşamaktadır. Bireyin yaşlanmasına kadar devam eden süreçte birey birçok evreden geçmektedir. Erikson da insan hayatının birbirini takip eden sekiz evreden oluştuğunu belirtmiştir. Buna göre yaşamın son evresi olan sekizinci evre (benlik bütünlüğüne karşı umutsuzluk dönemi) içerisindeki yaşlı bireyler bu araştırmanın uygulama konusunu teşkil etmektedir.

Araştırmanın amacı Erikson'un Psiko-Sosyal Gelişim Kuramı'na göre sekizinci evrede olan yaşlı bireyin, geleceğe dair umut düzeylerinin Beck Umutsuzluk Ölçeği aracılığı ile sosyal hizmet açısından değerlendirilmesidir. Bu amaç kapsamında araştırmanın evreni Sakarya ili olup; Sakarya iline bağlı Adapazarı, Hendek ve Serdivan ilçelerinde yaşayan ve yapılan örneklem hesaplama işlemi sonucunda belirlenen 400 yaşlı birey araştırmanın örneklemine oluşturmaktadır.

Araştırmada elde edilen bulgular sonucunda; cinsiyetin umutsuzluk puanları üzerinde belirleyici bir faktör olmadığı, evli olan bireylerin umutsuzluk puan ortalamalarının daha düşük olduğu, yalnız yaşayan yaşlı bireylerin umutsuzluk düzeylerinin diğer gruplara göre daha yüksek olduğu, içinde bulunduğu zamandan ve durumdan mutlu olduğuunu belirten yaşlı bireylerin geleceğe dair daha umutlu olduğu tespit edilmiştir.

Anahtar Kelimeler: Umutsuzluk, yaşlı, yaşlanma, sosyal hizmet.

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EINLEITUNG

Die Alterung ist ein Veränderungsprozess, der mit der Geburt beginnt und mit dem Tod endet. Die physischen, sozialen und spirituellen Veränderungen und ihre Auswirkungen, die personenspezifisch zu sein scheinen, spielen bei der befindlichen Gesellschaft und der Kultur eine erhebliche Rolle. Abhängig von dieser Situation ist das Alter ein Prozess, das bei allen in verschiedenen Formen auftritt und von der Gesellschaft und der Kultur beeinflusst wird, in der die Person lebt (Grünn und Hess 2012; zitiert nach: Ahad 2016).

Heutzutage erfordert die Zunahme des Anteils der älteren Bevölkerung eine Verbesserung des Ansehens der älteren Menschen. Eine negative Ansehen beeinflusst die Selbstwahrnehmung der Person, sein Wohlbefinden und die gesunde Alterung negativ (Levy, 2008; zitiert nach: Ahad 2016).

Die Familienstruktur, Ereignisse in der die Familie, das Umfeld und die erhaltene Ausbildung beeinflussen Charaktereigenschaften des Individuums in sozialem und psychologischen Sinne und haben somit einen erheblichen Beitrag bei der Entwicklung der Identität. Wenn die Person nach Eriksons psychosoziale Entwicklungstheorie die ersten sieben Stufen erfolgreich abschließt, wird sie bei der achten Stufe ihre Identität vollständig aufbauen und wird keine zukunftsorientierten Zweifel und Angstgefühle haben.

Der Hauptzweck dieser Studie besteht darin, den Grad der Hoffnungslosigkeit von Menschen über 65 Jahren, die laut Literatur als alt bezeichnet werden, anhand der Beck-Hoffnungslosigkeitsskala festzustellen. Außerdem wurde ein von Wissenschaftlern vorbereiteter Fragebogen verwendet, um festzustellen, welche anderen Faktoren die Verzweiflung der älteren Menschen beeinflussen könnten.

Das Hohe Alter

Das hohe Alter bezeichnet einerseits den physischen und psychischen Regressionsprozess der Person aus dessen individuellen Sichtweise und definiert andererseits einen komplexen Prozess sowohl aus individueller als auch aus sozialer und kultureller Hinsicht. Das Wort „hohes Alter“ beschreibt die Entwicklungsfortsetzung der späteren Lebenszeit und die Veränderungen des Individuums. Gleichzeitig ist es auch ein Resultat von kulturellen, ökologischen und wirtschaftlichen Faktoren. Das „hohe Alter ist die Anpassungsfähigkeit des Individuums an den sich verändernden Umweltbedingungen abhängig von der Zeit und die Verringerung des Gleichgewichtspotentials der internen und externen Faktoren des Organismus“ (Emiroğlu,

1995: 15; zitiert nach: Daniş, 2015:24).

Das Alter ist ein relativer Begriff und ist deshalb so wichtig, weil es eine Periode von physischen, psychischen und sozialen Veränderungen des Individuums ausdrückt.

Mit der weltweiten Zunahme des Anteils der älteren Menschen an der Gesamtbevölkerung ist eine Vermehrung und Diversifizierung der existierenden Probleme einhergegangen. Die größten Probleme der älteren Menschen lassen sich wie folgt zusammenfassen: Gesundheitliche Probleme aufgrund physische Veränderungen, niedriges Einkommensniveau, Schwierigkeiten an Ressourcen zu erreichen. Zusätzlich erleben viele ältere Menschen eine Einsamkeits-, Verlassens-, Unterkunfts-, Ernährungs-, soziale Anpassungs-, Vernachlässigungs- und Missbrauchsprobleme aufgrund der Veränderungen der Gesellschaftsordnungen von einer Großfamilie zu einer Kleinfamilie.

Der Alterungsprozess, Theoreme und Theorien

Alterung heißt im Allgemeinen, dass der Organismus sich im Laufe der Zeit stufenweise an externe Auslöser nicht genügend anpassen kann und dementsprechend darauf nicht reagiert. Wenn der Organismus nicht angemessen auf die internen und externen Auslöser reagiert, entsteht ein permanenter steigender Unfähigkeitsprozess (Danişoğlu, 1988:7; zitiert nach: Daniş, 2015: 21).

Das Altern beschreibt eine Reihe von Prozessen, die mit der Geburt beginnen und sich im Laufe des gesamten Lebenszyklus fortsetzen. Es repräsentiert die abschließende Lebensphase, eine Zeit, in der das Individuum sein Leben Revue passieren lässt, von vergangenen Erfolgserlebnissen lebt und sein Leben zu beenden beginnt. Es muss sich an die Veränderungen, die das Alter mit sich bringt, anpassen, muss flexibel sein und neue Bewältigungsstrategien entwickeln, um sich an die Veränderungen der Begleitumstände anzupassen (Warnick, 1995; zit. nach: Singh und Misra, 2009).

In dieser Studie wird das ältere Individuum nach Eriksons psychosozialer Entwicklungstheorie untersucht.

Die psychosoziale Entwicklungstheorie von Erikson

Die psychosoziale Entwicklungstheorie wurde von Erik H. Erikson (1902-1994) entwickelt und besteht aus acht Stufen. In dieser Studie wird die achte Stufe, die „Ich-Integrität vs. Verzweiflung (65 Jahre und ältere)“ Stufe, behandelt. Es ist der achte und der letzten Entwicklungsphase von Erikson und die Individuen leben es im späten Erwachsenenalter. Dieser

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Abschnitt beinhaltet entweder eine positive Bewertung der Vergangenheit oder man gelangt zum Ergebnis, dass man das Leben nicht in vollen Zügen genossen hat. Es ist auch möglich, dass der ältere Erwachsene auf viele verschiedene Arten eine positive Hinsicht zu den vergangenen Prozessen entwickeln kann. Wenn dies der Fall ist, werden im Rückblick in die Vergangenheit, die Gedanken und die Erinnerungen ein wohlgelebtes Lebensbild bilden und werden dem älteren Erwachsenen eine Befriedigung verschaffen (Ich-Integrität) (Santrock, 2015:594).

Die Theorie der Altersphase

Der Anstieg der älteren Bevölkerung, und die Steigerung des Interesses an dem Altwerden, haben zur Bereicherung der Alterstheorien und zur Diskussion des Konzepts des erfolgreichen Alterns beigetragen. Die Forscher der Alterswissenschaften haben die normale Alterung in zwei Begriffe, „regulär“ und „erfolgreich“, unterteilt. Gemäß dieser Unterscheidung sind diejenigen, die „nicht pathologische“ altersbedingte Veränderungen aufzeigen, „gewöhnliche“ Senioren und diejenigen, die im Vergleich zu ihrer Altersgruppe im Durchschnitt keinen oder nur einen geringen Funktionsverlust zeigen, als „erfolgreiche“ Senioren (Bayraktar 2004; zitiert nach: Şanlı, 2012).

Das erfolgreiche Alterungsmodell von Pfeiffer

Für eine erfolgreiche Adaptierung an die Alterung werden eine absolute Kognition und eine emotionale Energie benötigt. Der Umgang mit den entstandenen Veränderungen oder die Entwicklung der Perspektive zu dem Veränderungsprozess sind abhängig von den Lebenserfahrungen (Özcan, 2010).

Das erfolgreiche Alterungsmodell von Rowe und Kahn

Rowe und Kahn (1997: 433) bearbeiten die erfolgreiche Alterung unter drei Hauptkomponenten. geringe Wahrscheinlichkeit einer Krankheit oder einer krankheitsbedingten Behinderung, hohe kognitive und physische Fähigkeiten und aktive (effektive) Interaktion mit dem Leben. Diese drei Komponenten sind hierarchisch miteinander verbunden (zitiert nach Daniş, 2015: 43).

Das erfolgreiche Alterungsmodell von Caron

Das Modell von Caron befasst sich mit dem Wohlbefinden und der Zufriedenheit im Alter. Das Modell der erfolgreichen Alterung wird in zwei Kategorien unterteilt: das Wohlbefinden des Individuums und das

kollektives Wohlbefinden. Das kollektive Wohlbefinden wird aus zwei Perspektiven, der physischen und sozialen Umgebung, untersucht. Diese nehmen die Ressourcen aus der Gesellschaft und interagieren miteinander. Die physische und soziale Umgebung sind Dienstleistungen in der Bildung, der Gesundheit und soziale Dienstleistungen in Bezug auf kulturelle Werte, der Freizeitgestaltung sowie im Kommunikations- und Interaktionsnetz. Die Funktionalität der gesellschaftlichen Ressourcen stellt somit das kollektive Wohlbefinden heraus (Caron, 2005; zitiert nach Şanlı 2012).

Die Theorie der Alterungsphase

Heute wird die Alterung nicht mehr als eine Krankheit angesehen, dennoch treten in manchen Phasen der Alterung altersspezifisch medizinische Probleme und Krankheiten auf. Während die Alterung, wie von den alten Römern und einigen anderen Völkern angenommen, eine Krankheit, müsste es eine Therapie und damit die Möglichkeit einer Heilung oder gar eines Entrinnens möglich sein. Es ist jedoch unstrittig, dass mit dem Auftauchen der Altersanzeichen im Laufe der Zeit eine Umkehr des Prozesses nicht mehr möglich ist (Özcan, 2010).

Entsprechend sind die Theorien der Alterung wie folgt

Die biologische Alterungstheorie: Die biologische Alterung ist die von der Zeit abhängige anatomische und physische Veränderung des Individuums. Die menschliche Alterung fängt eigentlich mit der Befruchtung an und wird im Laufe der Zeit schneller und gegen Ende des mittleren Alters fangen die äußeren Alterungssymptome, wie das Ergrauen der Haare, die Faltenbildung der Haut und die Schwächung der Muskeln an.

Zu den biologischen Alterungstheorien können exemplarisch folgende Theorien erwähnt werden: die Telomer Theorie, die Freie-Radikale-Theorie, die Zellalterungstheorie, die immunologische und endokrine Theorie, die Theorie der Kreuzvernetzung, die genetische Alterungstheorie.

Die kollektive Alterungstheorie

Die Alterung zeigt Unterschiede je nach Individuum und je nach Gesellschaft im gleichen Zeitraum oder Epoche auf. Die Alterung umfasst sowohl die individuellen als auch die kollektiven Werte. Aus diesem Grund ist die Alterung nicht nur ein biologisches, sondern auch ein gesellschaftliches und kulturelles Ereignis (Özcan, 2010).

Da diese Theorien mehr mit den kollektiven Theorien verbunden sind, wird diese in dieser Studie detaillierter untersucht. Einige der Theorien des kollektiven Alterns sind:

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• Die Aktivitätstheorie

Diese Theorie beschreibt Menschen im hohen Alter, bei denen das Fortbestehen der sozialen Pflichten und Verantwortungen, die Pflege und der Ausbau der sozialen Beziehungen und ein aktives, soziales Leben auch im fortgeschrittenen Alter. Bei der Aktivitätstheorie spricht man von einem Leben von hoher Qualität.

• Die Rollenverlust-Theorie

Bei dieser Theorie mindert sich aufgrund der Pensionierung und das Altern die soziale Rolle der Individuen, die unter moralischen Verlust leiden. Deshalb versuchen sie diese Lücken mit anderen Beschäftigungen zu füllen, das dazu führt das Leben effektiver und qualitativer zu führen.

• Die Kontinuitätstheorie

Dieser Theorie geht davon aus, dass die ältere Person, die ihre soziale Rolle verloren hat, diesen Verlust mit neuen Rollen ersetzt und dadurch ihr Leben in der sozialen Umgebung mit Harmonie weiterführt.

• Die Austauschtheorie

Nach diesem Ansatz, der auf dem umgekehrten Verhältnis zwischen den Neuheiten der Zeit und dem Alter beruht, nimmt der Wert des sozialen Status der älteren Menschen ab, wenn Neuheiten und Moderne zunehmen.

• Die Beziehungsbruch-Theorie

Nach dieser Theorie wird das Alter als ein Prozess des allmählichen Rückzugs aus der Gesellschaft betrachtet. Ältere Menschen verlieren gleichzeitig ihre Rolle im physischen und gesellschaftlichen Sinne und verschließen sich allmählich.

• Die Minderwertigkeitstheorie

Nach dieser Theorie entsteht die Alterung durch Minderung der Intelligenz und Lernfähigkeit der älteren Person.

DIE METHODIK

Das quantitative Erhebungsmodell wird als das angemessenste Modell für diese Studie festgelegt.

Bei diesem Modelle, werden Zusammenhänge erfasst und Urteile generiert, indem man die Studie an der gesamten Zielgruppe oder einer exemplarischen Probandengruppe durchführt. Das Modell unterteilt sich in Bezug auf den Ansatz in zwei Gruppen, die Einzelbefragung und die Korrelationsmodell (Karasar, 1991: 81 zit. nach: Daniş, 2015). In dieser Studie wurde aus dem quantitative Erhebungsmodell das Korrelationsmodell angewandt.

Die Studie basiert auf der Grundlage der Untersuchung der Beziehungen zwischen einer abhängigen mit einer Reihe unabhängigen Variablen. Im Fokus waren hierbei

die Auswirkungen der unabhängige Variable (Geschlecht, Alter, Bildungszustand, Familienstand, Wirtschaftslage, Monatseinkommen, Freizeitbeschäftigung, Wahrnehmung des Altseins, Beruf, Mitbewohner, Bedeutung des Alters, Glücksstands) und die abhängige Variablen (Verzweiflungszustand der älteren Person).

Der Zweck der Studie

Der Zweck dieser Studie ist die Bewertung des zukunftsorientierten Hoffnungsstands der älteren Erwachsenen, die sich nach der Eriksons psychosozialen Entwicklungstheorie in der achten Phase ihres Lebens befinden. Diese soll anhand der Beck'schen Hoffnungslosigkeits-Skala auf der Grundlage der sozialen Leistungen ermittelt werden.

Die Fragestellungen, die im Rahmen dieser Studie erörtert und zu beantworten versucht werden können wie folgt formuliert werden:

- Wie sind die Hoffnungslosigkeitspunkte nach Geschlecht verteilt?
- Wie sind die Hoffnungslosigkeitspunkte nach Familienstand verteilt und was hat das zu bedeuten?
- Wie sind die durchschnittlichen Hoffnungslosigkeitspunkte der älteren Menschen im Gegensatz zu den Mitbewohnern und was bedeutet das für die Gruppen?
- Wie ist die Verteilung der Hoffnungslosigkeitspunkte der Senioren, je nach Glückszustand, abhängig von ihrer Zeit und Situation?

In der Studie wurden zwei Datenerfassungsmethoden verwendet, die im Folgenden ausführlich geschildert werden.

Die Beck-Hoffnungslosigkeit-Skala

Die Beck-Hoffnungslosigkeit-Skala (BHS) ist ein Fragebogen zur Erfassung pessimistischer Zukunftserwartungen (Hoffnungslosigkeit). Es werden 20 Aussagen von den Befragten im Checklisten-Format (wahr oder falsch) eingeschätzt und es wird ein Summenscore ermittelt. Die Skala wird angesetzt und jede Übereinstimmung bedeute 1 Punkt und eine Nicht-Übereinstimmung entsprechend 0 Punkte. Die erhaltene Summe wird als "Hoffnungslosigkeits-Punkt" definiert. Die möglichen Gesamtpunktzahlen liegen zwischen 0 und 20 Punkten.

Die Fragen 1., 6., 13., 15. und 19. Beziehen sich auf Aussagen sind über zukünftige Gefühle, die Fragen 2., 3., 9., 11., 12., 16., 17., und 20. Beziehen sich auf Aussagen über den Motivationsverlust und die Fragen 4., 7., 8., 14. und 18. Beziehen sich auf Aussagen über die Zukunftserwartungen (Beck u.a., 1974; zitiert nach: Durak, A., Palabiyıkoğlu, R.).

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Je mehr Punkte auf der Skala erzielt werden, desto geringer wird das Hoffnungsniveau des Individuums. Das heißt, dass wenn die erzielte Punktzahl sinkt, das Hoffnungsniveau des Individuums entsprechend steigt und er somit positiv über die Zukunft denkt.

Die im Jahre 1987 von Beck und Steer entwickelte Beck-Hoffnungslosigkeit-Skala wurde nach Ihrer Geltung und Zuverlässigkeit von Seber im Jahr 1991 überprüft. Seber kam hierbei zum Schluss, dass diese Skala ein geeignetes Messinstrument für die türkische Gesellschaft ist.

Der Fragebogen

Der Fragebogen besteht aus insgesamt 12 Fragen, in dem die objektive Merkmale (Geschlecht, Alter, Familienstand, Bildungszustand und Beruf) und die Gedanken der älteren Menschen über das Altsein abgefragt werden.

Die Datensammlung

Der Zweck dieser Studie ist die Feststellung des Zustands und die Messung des Hoffnungsniveaus der älteren Menschen. In Anbetracht der Kosten-Zeit-Aufwand-Nutzen Relation wurde die Erhebung auf die Provinz Sakarya reduziert.

Laut Angaben des Statistischen Institutes der Republik Türkei (TÜİK) vom 2017 beträgt die Anzahl der 65-jährigen und Älteren (Studienbereich), die in Sakarya wohnhaft sind, 90.346.

Studiengegenstand N=90.346

Der Tabellenwert (t) beträgt $1,96 \cong 2$. Die folgende Berechnungsformel wurde für die Stichprobengröße verwendet:

$$n_0 = (t^2 \cdot P_x \cdot Q) / d^2 = (2^2 \times 0,5 \times 0,5) / (0,05^2)$$

$$n = (n_0) / (1 + (n_0) / N) = 400 / (1 + 400 / 90346) \cong 399$$

Die aus der Repräsentativitäts-Berechnungsformel erhaltene Zahl annähernde Zahl 399 wurde auf 400 aufgerundet, das heißt die Stichprobengröße beträgt (n) = 400.

Diese Stichprobezahl wurde nach der einfachen Strichprobenmethode bestimmt.

Die Studienwerte wurden durch die Forscher von den 132 Stichprobern aus Hendek, 135 aus Adapazari und 133 aus Serdivan, insgesamt von 400 älteren Menschen erhalten. Diese 400 alten Menschen unterscheiden sich nicht von den anderen alten Menschen und wurden zufällig ausgewählt. Jedes Gespräch dauerte etwa 20 Minuten.

Nach dem freiwilligen Teilnahmeprinzip wurden die Beteiligten informiert und haben mündliche Zustimmung erteilt. Die Daten wurden durch Befragung von den Forscher selbst gesammelt. Bei den Gesprächen wurde neben den Fragebögen auch die Beck-Hoffnungslosigkeit-Skala verwendet.

Die Datenanalyse

Die in der Studie gewonnenen Rohdaten wurden zunächst in Software "SPSS 16.0" codiert und im Computer verarbeitet und analysiert.

Aus der deskriptiven Statistik der Daten wurde der t-Test verwendet, um die Signifikanz der Differenz zwischen arithmetischen Durchschnittsergebnissen der Zahlen und Tabellen der beiden Gruppen zu analysieren, der Cronbach Alfa Reliabilitätskoeffizient Test um die interne Konsistenz der Frequenzen der unterdimensionale Skala zu analysieren, die einseitige Varianzanalyse (ANOVA) um die Signifikanz der Differenz zwischen dem Mittelwert der mehreren Gruppen zu analysieren und die ANOVA/Post-Hoc-Tests um den Unterschied zwischen den Gruppen nach der Ergebnis der Varianzanalyse zu bestimmen.

DIE BEFUNDE

In diesem Abschnitt werden die Studienergebnisse der Teilnehmer wiedergegeben und gemäß ihren demographischen Merkmalen und ihrer wirtschaftlichen Verhältnisse interpretiert.

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Tabellen 1. Die sozio-demografischen und wirtschaftlichen Daten der teilnehmenden Senioren

<i>Eigenschaften</i>	<i>Anzahl</i>	<i>Anteil</i>
Geschlecht		
Männlich	210	52,5
Weiblich	190	47,5
Alter		
65-69	236	58,9
70-74	94	23,4
75-79	36	9,1
80-84	23	5,8
85-89	11	2,8
Wohnort		
Adapazarı	135	33,8
Serdivan	133	33,2
Hendek	132	33,0
Familienstand		
Verheiratet	310	77,5
Verwitwet	75	18,8
Geschieden	11	2,8
Ledig	4	1,0
Monatseinkommen(TL)		
0-500	22	5,5
501-1000	82	20,5
1001-1500	117	29,2
1501-2000	42	10,5
2001-2500	94	23,5
2500+	43	10,8

Wirtschaftliche Verhältnisse

Sehr gut	8	2,0
Gut	94	23,5
Befriedigend	248	62,0
Schlecht	47	11,8
Sehr schlecht	3	0,8

Summe 400=100,0%

Von den 400 Teilnehmern, die 65 Jahre und älter sind und an der Umfrage teilgenommen haben, beträgt die Anzahl der Frauen 190 (47,5 %) und die Anzahl der Männer 210 (52,5 %). Die Studie erstreckte sich über 3 Stadtbezirk, wobei 132 (33,0 %) Senioren aus Hendek, 135 (33,8 %) aus Adapazarı und 133 (33,2 %) aus Serdivan an der Studie teilnahmen.

58,9 % der Senioren waren im Alter zwischen 65-69, 23,4 % im Altersbereich von 70-74, 9,1 % im Altersbereich von 75-79, 5,8 % im Altersbereich von 80-84 und 2,8 % im Alter von 85-89 Jahren.

Das Durchschnittsalter der Teilnehmer beträgt \bar{X} : 70,22 Jahre.

Die Unterteilung der Probanden nach Familienstand ergibt, dass 77,5 % der Teilnehmer verheiratet, 18,8 % verwitwet, 2,8 % geschieden und 1 % ledig sind.

Die untere Grenze des Monatseinkommens für Senioren über 65 Jahren wurde nach den Bestimmungen des Rentengesetzes Nr. 2022 sichergestellt.

Von dieser Altersrente sind diejenigen ausgeschlossen, die zusätzliche Einkommen über Sozialversicherungen, Renten, Lohnfortzahlungen etc. erhalten; die Unterhaltszahlungen beziehen oder durch ein Anspruch sonstige regelmäßige Einkünfte erzielen. Wenn die Bedingungen erfüllt sind nach denen die Bedürftigkeit, die von der „Stiftung für soziale Sozialhilfe und Solidarität“ festgelegt wird, erhält jeder türkische Staatsbürger, der das 65. Lebensjahr erreicht hat, für die Dauer seiner Bedürftigkeit eine Grundzahlung, die sich mit einem Multiplikator angelehnt an die Beamtenbesoldung errechnen lässt. (Camkurt, 2014).

Bei 5,5 % der Senioren beträgt das Monatseinkommen zwischen 0-500 türkische Lira, bei 20,5 % 501-1000 Lira, bei 29,2 % 1.001-1.500 Lira, bei 10,5 % 1.501-2.000 Lira, bei 23,5 % 2.001-2.500 Lira und bei 10,8 % bei 2.500 Lira und mehr.

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Auf die Frage nach den wirtschaftlichen Verhältnissen gaben 8 (2,0 %) Senioren an, dass diese sehr gut ist, 94 (23,5 %) Senioren bezeichneten Ihre Verhältnisse als gut, 248 (62,0 %) Senioren als befriedigend, 47 (11,8 %) Senioren als schlecht und 3 (0,8 %) Senioren als sehr schlecht.

Tabelle 2. Was assoziieren Senioren mit dem Begriffspaar "hohes Alter"

Was bedeutet das After für Sie?	Anzahl	Anteil
innerer Frieden	164	36,0
Spiritualismus	144	20,5
Freizeit	119	14,8
Einsamkeit	77	9,6
Tod	28	8,0
Ausgrenzung	24	4,0
Armut	16	3,5
Faulheit	13	1,6
Sonstige	8	2,0
Summe	593*	100,0

*Auf diese Frage waren Mehrfachnennungen möglich.
n: 400

Die Senioren wurden gefragt, was sie mit dem „hohen Alter“ assoziieren, wobei Sie mehrere optionale Empfindungen ankreuzen konnten. Demzufolge haben 36 % der Senioren „innerer Frieden“, 20,5 % „Spiritualismus“, 14,8 % Freizeit, 9,6 % „Einsamkeit“, 8,0 % „Tod“, 3,5 % „Armut“, 1,6 % „Faulheit“, 4,0 % „Ausgrenzung“ angekreuzt und 2,0 % haben die Option „Sonstiges“ gewählt. Gemäß diesen Angaben empfinden die Senioren zu mehr als die Hälfte bei dem Begriff Alterung „inneren Frieden“ und „Spiritualität“.

Spiritualismus (Geistigkeit, Seligkeit, Glauben) ist eine metaphysische Ansicht, wonach das Dasein ein vom Körper unabhängige Seele ist. Demnach hat auch das Universum eine unabhängige Seele (Akgün Kostak, 2007; zit. nach: Çınar und Eti Aksak, 2017).

Für das Wort Spiritualismus gibt es in der türkischen Sprache kein Synonym. Alternativ wird das arabisch stämmige Wort „maneviyat“ (zu Deutsch: Geistlichkeit) gebraucht. Das Wort „maneviyat“ beinhaltet immaterielle, moralische Dinge (nicht greifbar, spürbar, abstrakt, selig), oder metaphorisch die Kraft des Herzens, Moral (Aşti, Pektekin und Adana, 2005; zit. nach: Çınar und Eti Aksak, 2017).

Tabelle 3. Wie gestalten Senioren Ihre Freizeit

Was bedeutet After für Sie?	Anzahl	Anteil
Reisen	199	24,8
Fernsehen	195	24,3
Beten	184	23,0
mit Freunden Zeit verbringen	87	10,8
in die Teestube gehen	49	7,6
lesen	37	4,6
Kaffeekränzchen	21	2,6
Zeitverbringen am Telefon	12	1,5
Sonstige	7	0,8
Summe	791*	100,0

*Auf diese Frage waren Mehrfachnennungen möglich.
n: 400

Die beteiligten Senioren wurden befragt, wie sie ihre Freizeit verbringen, wobei Sie auch hier mehrere Optionen ankreuzen konnten. 24,8 % der Senioren reisen, 24,3% sehen fern, 23,0 % beten, 10,8 % verbringen Ihre Zeit mit Freunden, 7,6 % gehen in die Teestube, 4,6 % lesen, 2,6 % sind Mitglied in einer Kaffeekränzchengruppe, 1,5 % verbringen Ihre Zeit mit dem Telefon und 0,8 % gaben an ihre Freizeit auf sonstige Weise zu verbringen.

Tabelle 4. Punktzahl der Senioren nach der Beck-Hoffnungslosigkeits-Skala

Gesamtpunkte	Anzahl	Anteil
0-3	91	22,5
4-8	154	38,5
9-14	93	23,4
15-20	62	15,6
Summe	400	100,0

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Die beteiligten Senioren können auf der Beck-Hoffnungslosigkeit-Skala minimal 0 und maximal 20 Punkte erreichen. Je mehr der Wert ansteigt, umso mehr nimmt das Hoffnungsniveau des Probanden ab; gleichzeitig geht mit einem niedrigen Wert ein Steigen des Hoffnungsnieaus einher und der Proband denkt positiver über seine Zukunft.

Die Ergebnisse wurden in die Intervallen 0-3, 4-8, 9-14, 15-20 für die Gesamtpunktzahl zusammengefasst. 22,5 % der Senioren erreichten 0-3 Punkte, 38,5 % 4-8 Punkte, 23,4 % 9-14 Punkte und 15,6 % 15-20 Punkte.

Tufan und andere (2018) kamen bei Ihrer Studie von über 80 Jährigen in Nazilli zum Ergebnis, dass das hohe Alter in der Türkei eine problematische Lebensphase ist. Der größte Teil der Beteiligten hatten wenig Hoffnung, dass Ihre Lebenszufriedenheit sich verbessern wird und entsprechend hatten Sie auch keine Zukunftspläne.

Tabelle 5. T-Test-Ergebnis der Hoffnungslosigkeitpunkte nach Geschlechtern

Ge- schlecht	n	\bar{x}	t	S S	p
weiblich	190	7,5368	-1,309	5,29512	0,191*
männ- lich	210	8,2429	-1,311	5,47138	1,191*

*p>0,05

Nach den Ergebnissen des t-Tests beträgt der Durchschnittswert der Hoffnungslosigkeitpunkte, der beteiligten Senioren bei 7,5368 und p = 0,191 für Frauen und 8,2429 und p = 0,191 bei Männern. Es stellte sich heraus, dass der Durchschnittswert der Hoffnungslosigkeitpunkte bei Frauen wie Männern nahezu gleich ist. Daraus resultiert, dass das Geschlecht kein ausschlaggebender Faktor ist.

Tabelle 6. Der Durchschnittswert der Hoffnungslosigkeitpunkte nach Familienstand

Familienstand	n	\bar{x}
verheiratet	310	6,8355
ledig	4	10,7500
verwitwet	75	11,1067
geschieden	11	15,2727
Summe	400	7,9075

Entsprechend der Tabelle 6 sind verheiratete Senioren hoffnungsvoller, da der Durchschnittswert der Hoffnungslosigkeitpunkte der Verheirateten niedriger ist als der Gesamtdurchschnittswert.

Tabelle 7. Die Anova-Post-Hoc-Test der Hoffnungslosigkeitpunkte nach Familienstand

Der Fami- lien stand (I)	Der Fami- lien stand (J)	Der durch- schnitt- liche Un- terschied (I-J)	Der Stan- dard Fehler	P
verheira- tet	ledig	-3,91452	2,51006	0,403
	verwitwet	-4,27118	0,64187	0,000*
	geschie- den	-8,43724	1,53040	0,000*

*p<0,05

Mit Blick auf die Anova-Post Hoc Testergebnisse wurde ein bedeutsamer Unterschied zwischen den verheirateten auf der einen Seite, den verwitweten und den geschiedenen Senioren auf der anderen Seite mit einem Wert von p<0,05 festgestellt. Jedoch ist der Unterschied zwischen den verheirateten und den noch ledigen Senioren mit einem Wert von p>0,05 unbedeutend.

Aus diesen Daten lässt sich ableiten, dass verheiratete Senioren hoffnungsvoller sind, weil der Durchschnittswert der Hoffnungslosigkeitpunkte niedriger ist als bei den anderen Gruppen.

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Tabelle 8. Der Durchschnittswert der Hoffnungslosigkeitspunkte gemäß der Frage: "Mit wem leben Sie?"

Mit wem leben Sie?	N	\bar{x}
Ehepartner	213	7,3192
Alleine	58	12,2069
Ehepartner, Kinder und Enkelkinder	95	5,4737
Kinder und Entelkinder	34	11,0588
Summe	400	7,9075

Laut der Tabelle 8 liegt der Durchschnittswert der Hoffnungslosigkeitspunkte der befragten Senioren, die auf die Frage "Mit wem leben Sie?" mit "alleine" geantwortet haben, über dem Durchschnittswert der Gesamtpunkte und liegt außerdem im Gegensatz zu den anderen Antworten an erster Stelle.

Tabelle 9. Die Anova-Post Hoc Test der Hoffnungslosigkeitspunkte gemäß der Frage: "Mit wem leben Sie?"

Mit wem leben Sie? (I)	Mit wem leben Sie? (J)	Der Durchschnittliche Unterschied (I-J)	Der Standard Fehler	P
	Ehepartner	4,88765	0,72769	0,000(*)
Allein	Ehepartner, Kinder und Enkelkinder	6,73321	0,81872	0,000(*)
	Kinder und Entelkinder	1,14807	1,06123	0,701

*p<0,05

Nach der Anova-Post Hoc Testergebnisse wurde ein bedeutsamer Unterschied zwischen einerseits den Alleinlebenden und andererseits den mit dem Ehepartner und den mit Ehepartner, Kinder und Enkelkinder lebenden Gruppen mit der Wert $p<0,05$ festgestellt. Jedoch befindet sich zwischen den Senioren, die alleine leben und denen, die mit den Kindern und Enkelkindern leben kein bedeutsamer Unterschied mit der Wert $p<0,05$ befindet sich.

Die Ergebnisse bestätigen die Vorstellung, dass die Hoffnungslosigkeitsebenen und die Punktzahlen, die auf der Skala angezeigt werden, bei den allein lebenden Senioren höher sind.

Pfeiffer sagt hierzu, dass für eine erfolgreiche Adaptation an die Alterung eine absolute Kognition und eine emotionale Energie notwendig sind. Das Zurechtfinden bei Veränderungen oder das Entwickeln neuer Blickwinkel zu Veränderungsprozessen ist abhängig von Lebenserfahrungen (Özcan, 2010).

Folgt man der erfolgreichen Alterungstheorie von Pfeiffer, so können Senioren erfolgreich altern, solange sie Verluste im Leben durch neue Inhalte ersetzen können. Auch die Studienergebnisse weisen darauf hin, dass Senioren, die Ihre Verluste im Leben nicht durch neue Inhalte ersetzen, durch Ihre Einsamkeit hohe Hoffnungslosigkeitspunkte haben und entsprechend Ihre Hoffnungs-niveaus niedrig sind.

Tabelle 10. Der Mittelwert der Hoffnungslosigkeitspunkte nach dem inneren Frieden als Synonym für das Altsein

innerer Frieden	n	\bar{x}	t	S	p
ja	164	5,5366	-7,869	4,06600	0,000*
nein	236	9,5551	-8,320	5,59190	0,000*

*p<0,05

Die Ergebnisse des T-Testes zeigen bei den Senioren, die das Altsein als eine Phase mit „innerem Frieden“ bewerten der Mittelwert der Hoffnungslosigkeitspunkte bei 5,5366 liegt, wohingegen der Mittelwert bei denen die dies verneinen bei 9,5551 ist. Daraus lässt sich ableiten, dass je mehr die Ansicht vorherrscht, dass das Altern eine angenehme Seite hat, die Mittelwerte der Hoffnungslosigkeitspunkte entsprechend sinken. Zudem ist $p<0,05$, welches darauf hinweist, dass zwischen dem inneren Frieden und den Hoffnungslosigkeitspunkten eine signifikante Differenz besteht.

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Die Annahme, dass die Hoffnungslosigkeitsskizzenpunkte bei den Senioren, die mit dem Alter „inneren Frieden“ assoziieren niedriger sein muss, wird bestätigt. Menschen mit der Grundannahme: Altsein = innerer Frieden, sind hoffnungsvoller.

Tabelle 11. Der Mittelwert der Hoffnungslosigkeitsskizzenpunkte nach monatlichem Einkommen

MonatL Einkommen	N	\bar{x}
0-500	22	9,6364
501-1.000	82	9,8049
1.001-1.500	117	8,7009
1.501-2.000	42	7,5000
2.001-2.500	94	6,2447
2.500+	43	5,2791
Summe	400	7,9075

Betrachtet man die durchschnittlichen Hoffnungslosigkeitsskizzenpunkte in Anlehnung an das monatliche Einkommen, kommt die Studie zum Ergebnis, dass die Senioren, die monatlich 0-500 TL Einkommen haben, einen Mittelwert von 9,6364 Punkten erzielen, wohingegen die Senior en mit 501-1.000 TL 9,8049 Punkte, die mit 1.001-

1.500 TL 8,7009 Punkte, die mit 1.501-2.000 TL 7,5000 Punkte und schließlich die mit 2.001-2.500 TL monatlich 6,2447 Punkte erreichen.

Tabelle 12. Anova Post Hoc Test der Hoffnungslosigkeitsskizzenpunktenach monatlichem Einkommen

monatL Einkommen (I)	monatL Einkommen (J)	Der Durchschnittliche Unterschied (I-J)	Standardabweichung	P
	0-500	-4,35729	1,36007	0,018(*)
	501-1.000	-4,52581	0,97693	0,000(*)
2.500+	1.001-1.500	-3,42178	0,92530	0,003(*)
	1.501-2.000	-2,22093	1,12564	0,360
	2.001-2.500	-0,96561	0,95524	0,914

*p<0,05

Nach dem Anova Post Hoc-Test besteht zwischen einerseits den Senioren, die monatlich 2.500 TL und mehr zur Verfügung haben und andererseits denen, die monatlich 1.501-2.000 TL oder 2.001-2.500 TL zur Verfügung haben mit einem Wert $p>0,05$ kein signifikanter Unterschied. Wohingegen zwischen den Senioren, die monatlich 2.500 TL und mehr zur Verfügung haben und den Senioren, die monatlich 0-500 TL oder 501-1.000 TL oder 1.001-1.500 TL Einkommen haben, ein bemerkenswerter Unterschied mit $p<0,05$ besteht.

De Rollenverlusttheorie unterstreicht, dass die Senioren mit dem Altern und der Pensionierung einen Verlust Ihrer sozialen Rollen und Ihrer Motivation erleben, bzw. empfinden und nur durch deren Kompensierung und verschiedenen Hobbys und Ersatzbeschäftigungen Ihre Zeit sinnvoll nutzen und somit eine höhere Lebensqualität erreichen. Die Senioren, die geringe finanzielle Spielräume haben, haben entsprechend hohe mittlere Hoffnungslosigkeitsskizzenpunkte, da Ihre Möglichkeiten den Ruhestands- und Alterungsbedingten Verlust ihres Status zu kompensieren oft auch mit finanziellen Möglichkeiten zusammenhängt und somit begrenzt ist.

Tabelle 13. T-Test-Ergebnis der Hoffnungslosigkeitsskizzenpunkte nach Fernsehkonsum

TV-Konsum	n	\bar{x}	t	SS	P
ja	195	8,5487	2,332	6,08543	0,020*
nein	205	7,2976	2,316	4,57232	0,021*

*p<0,05

Nachdem Ergebnis des T-Test's haben die Senioren, die in ihrer Freizeit fernsehen, einen Hoffnungslosigkeitsskizzenmittelwert von 8,5487, wohingegen die Senioren, die nicht fernsehen bei 7,2976 bleiben. Daraus lässt sich folgern, dass Senioren, die in Ihrer Freizeit fernsehen, im Durchschnitt hoffnungsloser sind als diejenigen, die nicht fernsehen. Darüber hinaus zeigt sich, dass der Durchschnittswert der Hoffnungslosigkeitsskizzenpunkte bei Senioren mit und ohne Fernsehkonsum nahezu gleich und $p<0,05$ ist. Daraus resultiert, dass zwischen dem Fernsehkonsum und den Hoffnungslosigkeitsskizzenpunkten kein entscheidender Unterschied besteht.

Nach der Aktivitätstheorie bleibt die Lebensqualität bei den Senioren, die Ihre sozialen Pflichten und Verantwortungen beibehalten, ihre sozialen Beziehungen fortführen oder gar ausbauen und aktiv am Leben teilhaben, ungebrochen hoch.

Nur Individuen, die bestrebt sind der Dynamik des

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sozialen Lebens zu folgen und versuchen nach Möglichkeit ihren Alltag selbständig zu meistern, sind in der Lage, mit den altersbedingten Rückläufen und möglicher Identitätskrisen aufzufangen. (Tufan 2007; zit. nach: Yadav)

Das Ergebnis dieser Studie, nach der Senioren, die nicht aktiv am gesellschaftlichen Leben teilnehmen und den Großteil Ihrer Zeit vor dem Fernseher verbringen und dadurch einen hohen, Hoffnungslosigkeitspunkt haben, kann auch durch die Aktivitätstheorie erklärt werden.

Tabelle 14. T-Test-Ergebnis der Hoffnungslosigkeitspunkte nach der Antwort auf die Frage "sind Sie mit Ihrem Seniorendasein" zufrieden?

<i>sind Sie mit Ihrem Seniorendasein zufrieden</i>	<i>N</i>	<i>\bar{X}</i>	<i>t</i>	<i>S</i>	<i>p</i>
ja	274	5,7044	-15,086	3,89639	0,000*
nein	126	12,6984	-13,499	5,20503	0,000*

* $p < 0,05$

Nach dem Ergebnis des T-Tests haben die Senioren, die in auf die Frage nach ihrer Zufriedenheit mit dem Seniorendasein mit "Ja" geantwortet haben einen Hoffnungslosigkeitsmittelwert von 5,7044 wohingegen die Senioren, die mit "Nein" geantwortet haben, auf einen Wert von 12,6984 kommen. Daraus resultiert, dass die Senioren, die auf die Frage nach ihrer Zufriedenheit mit Ihrem Umstand positiv geantwortet haben, auch einen niedrigeren Hoffnungslosigkeitswert haben und entsprechend hoffnungsvoller sind. Zudem sind die jeweiligen Werte $p < 0,05$ ein Indiz dafür, dass zwischen der Zufriedenheit mit dem Seniorendasein und der Hoffnungslosigkeitspunkte ein signifikanter Unterschied vorherrscht.

Es kann zusätzlich festgehalten werden, dass die Hoffnungslosigkeitspunkte bei Senioren, die mit ihrem Zustand und den Verhältnissen zufrieden sind, niedrig sind.

Das Modell von Caron befasst sich mit dem Wohlbefinden im Seniorenalter. In diesem Modell wird das erfolgreiche Altern in zwei Kategorien, und zwar die des „persönlichen Wohlbefindens“ und dem „sozialen Wohlergehen“, diskutiert. Das soziale Wohlergehen

wiederum wird aus der physischen Perspektive und aus dem Blickwinkel der sozialen Umwelt bearbeitet. Diese haben ihren Ursprung in der Gesellschaft und interagieren miteinander. Das physische und soziale Umfeld umfasst neben den Gesundheitsdiensten, den Bildungseinrichtungen auch die Sozialarbeit, die Freizeit- und Kulturarbeit und das Kommunikations- und Interaktionsnetzwerk. Die reibungslose Erreichbarkeit an diesen gesellschaftlichen Ressourcen steigert das Wohlbefinden und die Zufriedenheit der Gesellschaft und in diesem Fall der Senioren (Caron, 2005, zit. nach Şanlı 2012).

Es gibt mehrere Gründe aus dem Senioren aufgrund ihres Zustandes und Umstandes glücklich sind. Die Ergebnisse dieser Studie zeigen, dass bei glücklichen Senioren auch der Mittelwert der Hoffnungslosigkeitspunkte niedrig ist, womit Carons Modell des erfolgreichen Alters erklärt wird.

Tabelle 15. Hoffnungslosigkeitspunkte je nach Stadtteil

<i>Stadtteil</i>	<i>n</i>	<i>\bar{X}</i>
Hender	132	6,6439
Adapazarı	135	8,0074
Serdivan	133	9,0602
Summe	400	7,9075

Gemäß der Tabelle 15 haben die Teilnehmer in Hendek einen Hoffnungslosigkeitsmittelwert von 6,6439; in Adapazarı einen von 8,0074; und in Serdivan von 9,0602.

Tablo 16. AnovaPostHoc Test der Hoffnungslosigkeitspunkte nach Stadtteil

<i>Wohnort Bezirk (I)</i>	<i>Wohnort Stadtteil (J)</i>	<i>Der durchschnittliche Unterschied (I-J)</i>	<i>Der Standardabweichung</i>	<i>p</i>
Hendek	Adapazarı	-0,95859	0,65285	0,307*
	Serdivan	-2,16644	0,65527	0,003*

* $p < 0,05$

Mit Blick auf die Anova-Post Hoc Testergebnisse wurde ein bedeutsamer Unterschied zwischen den in Hendek Wohnenden auf der einen Seite, den Senioren aus

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Adapazari und Serdivan auf der anderen Seite einem Wert von $p < 0,05$ festgestellt. Das deutet darauf hin, dass zwischen dem Wohnort und den Hoffnungslosigkeitspunkten kein Zusammenhang zu sehen ist.

FAZIT UND EMPFEHLUNGEN

Das Ziel dieser Forschung ist es, anhand des kognitiven Modells der Depression nach Beck, das Hilflosigkeit Niveau älterer Menschen festzustellen und mit Erik Eriksons 8. Stufe der psychosozialen Entwicklungstheorie auszuwerten.

Befragt wurden 400 Personen in der Provinz Sakarya (Hendek, Adapazari und Serdivan). Die Ergebnisse wurden durch Fragebogen ermittelt.

Dieser Abschnitt enthält die Ergebnisse der im Rahmen der Forschungsziele gewonnenen Erkenntnisse.

Insgesamt ergab die Auswertung nach Becks Hoffnungslosigkeitsskala:

91 Personen erlangten 0-3 Punkte. 154 Teilnehmer erhielten 4-8 Punkte. 93 Teilnehmer kamen zu 9-14 Punkten und 62 Teilnehmer erreichten 15-20 Punkte in der Auswertung.

Teilgenommen haben 190 Frauen, die 47,5 % der gesamten Befragten ausmachen. 52,5 % der Teilnehmer waren somit Männer und ergaben insgesamt 210 Personen. Das Alter der Teilnehmer lag zwischen 65-89, wobei das Durchschnittsalter bei 70,22 lag. Die Zufriedenheit in Zusammenhang mit dem Einkommen:

Die Ergebnisse belegen, dass Senioren mit einer Mindestaltersrente eher ein Gefühl der Unsicherheit empfinden, wogegen Teilnehmer, die nur etwas mehr Einkommen als die Mindestaltersrente beziehen, der Zukunft durchaus hoffnungsvoll entgegenblicken. Es ist eine Parallele zwischen dem Einkommen und der Zufriedenheit der Teilnehmer festzustellen. Um dem Gefühl der Unsicherheit und der Unzufriedenheit der "Mindestrente-Bezieher" vorzubeugen oder entgegen zu arbeiten, sollten Maßnahmen oder auch Regelungen zu entwickelt werden, die die Existenzsicherheit gewährleistet.

Teilnehmer aufgeteilt nach Lokationen:

Hendek: 132 Personen/ 33% der Gesamtteilnehmerzahl
Adapazari: 135 Personen/ 33,8 % der Gesamtteilnehmerzahl
Serdivan: 133 Personen/ 33,2 % der Gesamtteilnehmerzahl

Wie teilt sich das Ergebnis auf die Geschlechter auf? Die Punktzahl der teilnehmenden Frauen lag bei 7,5368, die der Männer bei 8,2429.

Das Ergebnis des T-Tests ergab, dass die erreichten Punkte der Hoffnungslosigkeitsskala keine gravierenden Unterschiede zwischen den beiden Geschlechtern aufzeigen ($p > 0,05$).

Welche Auswirkung hat der Familienstand auf die Ergebnisse?

Teilnehmer, welche mit ihrem Partner leben haben, einen Durchschnittswert von 6,8355 Punkten erreicht. Senioren ohne Partner (Witwen, Alleinstehende, Geschiedene) machen die Teilnehmergruppe aus, die den niedrigsten Punktestand erreichen. Da die Senkung der Punktzahl einen höheren Hoffnungsfaktor darstellt, ist es möglich zu sagen, dass verheiratete Personen, hoffnungsvoller in die Zukunft sehen, als Senioren ohne einen Partner. Auch das Ergebnis des Anova Post Hoc Tests ergab keine erwähnenswerte Differenz zwischen den einzelnen Gruppe ($p > 0,05$).

Wie wirkt sich das Ergebnis darauf aus, mit wem der Teilnehmer lebt und welche Differenzen gibt es innerhalb verschiedener Gruppen?

Alleinlebende erzielen eine Punktzahl von 12,2069.

Je höher die Ergebnispunktzahl, desto niedriger ist die Hoffnung des Teilnehmers. Demnach sind Teilnehmer, die mit ihrem Partner, Kindern oder Enkelkindern leben, am hoffnungsvollsten. Laut dem Anova Post Hoc Test spielt keine große Rolle, ob der Teilnehmer mit dem Partner, seinen Kindern oder Enkelkindern lebt. Die Teilnehmer wurden gefragt, ob sie mit der Zeit und der Situation, in der sie leben, zufrieden sind. Die Teilnehmer, die zufrieden sind, mit der Zeit und der Situation, in welcher sie leben, erlangen 5,7044 Punkte. Dem gegenüber erlangen andere Teilnehmer einen Wert von 12,6984. Der Anova Post Hoc Test ergibt keine nennenswerten Differenzen ($p > 0,05$).

Anhand der Ergebnisse, ist man zur Erkenntnis gekommen, dass man im Rahmen des Alterns präventive Maßnahmen eingeleitet werden sollte. Die alternde Person sollte noch vor dem Altern, darauf vorbereitet werden und sich mit diesem Prozess vertraut machen.

Es wird empfohlen,

- dass öffentliche und auch nicht-öffentliche Einrichtungen und Organisationen, -insbesondere in der sozialen Arbeit-, leitende Programme entwickeln; die die alternden Personen positiv auf das Alternstimmen;

- ihre Bedürftigkeit und Bedürfnisse ernst nehmen und Ressourcen in Bewegung setzen, die diese Bedürfnisse abdecken;

- auch sollte evtl. durch die Medien oder politische Programme in der Gesamtgesellschaft eine Sensibilisierung geschaffen werden, in denen die Würdigung der Alternden in den Vordergrund rückt und das Alt-Sein nicht als „Last“ oder „lästig“, sondern ebenso als „schön“ betrachtet wird;

- durch die Abkoppelung von der Arbeitswelt und der zur Verfügung stehenden Freizeit entsteht eine „große Lücke“, die mit „extra für Senioren entwickelten Freizeit-Angeboten“ sinnvoll genutzt werden können. Darunter könnten beispielsweise sportliche Aktivitäten sein, die „Senioren-Krankheiten“ vorbeugen könnten.

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QUELLENANGABE

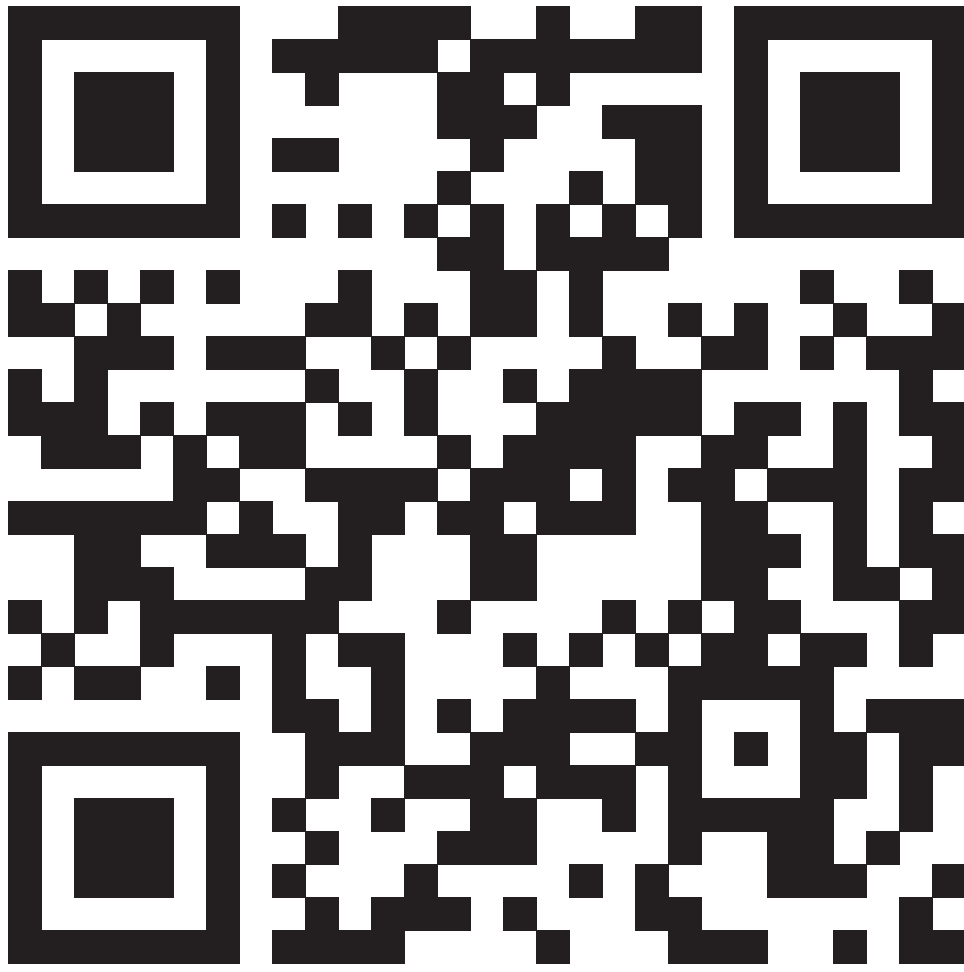
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**SYRIAN CHILD WORKERS WORKING IN TEXTILE
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TEKSTİL ATÖLYELERİNDE ÇALIŞAN SURİYELİ ÇOCUK İŞÇİLER:
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SYRIAN CHILD WORKERS WORKING IN TEXTILE WORKSHOPS: A FIELD RESEARCH IN BAĞCILAR, ISTANBUL TEKSTİL ATÖLYELERİNDE ÇALIŞAN SURIYELİ ÇOCUK İŞÇİLER: İSTANBUL BAĞCILAR'DA BİR SAHA ARAŞTIRMASI ÖRNEĞİ

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ABSTRACT

The aim of this research is to examine the working and living conditions of Syrian children aged 15 and younger, working in textile workshops in Bağcılar region, from the perspective of social work. The research process is six months in total, from November 1, 2017 to April 30, 2018. The research is based on qualitative research method with in depth-interview. During the research, 32 people were individually interviewed, and one focus group discussion was held in which a total of 35 people, were interviewed. The interviews were conducted in Turkish, Arabic and Kurdish. The data were recorded with tape recorder and then analyzed with descriptive analysis method. The observation notes for the field were also included in the study. According to the findings of the research, child workers work on average 11 hours a day, 60 hours a week. The wages of participants vary between 500-1,200 TL. Long working hours, difficulties in working conditions and malnutrition have led to many illnesses such as developmental disorders (height, weight), asthma, arthralgia (pain in the joints), fainting fit, and etc. in the participants. Some participants also reported exposure to physical and verbal violence. Male and younger participants were found to be exposed to more physical violence. The participants stated that they had to share the economic burden of their families and thus felt compelled to work. There is a greater sense of responsibility in the families in which the father is absent or sick. According to the research data, most of the participants feel nostalgia (longing for the past) and feel despair for the future. The participants sometimes felt that they were being excluded and alienated. Almost all of the participants expressed that they want to go to school, to get a profession and to integrate with the local culture.

Keywords: Child labor, immigration, social work, Syrian child workers, textile.

ÖZ

Bu araştırma, Bağcılar bölgesindeki tekstil atölyelerinde çalışan 15 yaş ve altı Suriyeli çocuk işçilerin çalışma ve yaşam şartlarını sosyal hizmet perspektifinden ele almayı amaçlamaktadır. Araştırma süresi 1 Kasım 2017-30 Nisan 2018 olmak üzere toplam 6 aydır. Araştırmada nitel araştırma yöntemlerinden derinlemesine görüşme tekniğinden yararlanılmış, araştırma kapsamında 32 bireysel, 1 odak grup görüşmesi olmak üzere toplam 35 katılımcı ile görüşülmüştür. Görüşmeler Türkçe, Arapça ve Kürtçe dillerinde gerçekleştirilmiştir. Ses kayıt cihazı ile kayıt altına alınan veriler betimsel analiz yöntemi ile analiz edilmiştir. Alana ilişkin gözlem notları da çalışmaya dahil edilmiştir. Araştırma bulgularına göre çocuk işçiler günde ortalama 11 saat, haftada ortalama 60 saat çalışmaktadır. Katılımcı ücretleri 500 ile 1200 TL arasında değişmektedir. Çalışma sürelerinin uzunluğu, çalışma şartlarının zorlukları ve yetersiz beslenme katılımcılarda birçok hastalığın (gelişim bozuklukları (boy, kilo), astım, eklem ağrıları, baygınlık nöbetleri vb) oluşmasına sebep olmuştur. Bazı katılımcılar ayrıca fiziksel ve sözel şiddete maruz kaldıklarını bildirmişlerdir. Erkek ve yaşı küçük olan katılımcıların daha fazla fiziksel şiddete maruz kaldığı tespit edilmiştir. Katılımcılar ailelerinin ekonomik yükünü paylaşmak zorunda olduklarını, bu sebeple kendilerini çalışmaya mecbur hissettiklerini belirtmişlerdir. Babanın olmadığı ya da hasta olduğu ailelerde hissedilen sorumluluk daha yüksektir. Araştırma verilerine göre katılımcıların çoğu geçmişe yönelik özlem, geleceğe yönelik "umutsuzluk" duygusu içindedir. Katılımcıların zaman zaman kendilerini dışlanmış ve yabancı hissettikleri görülmüştür. Katılımcıların tamamına yakını okula gitmek, meslek edinmek, yerel kültürle kaynaşmak istediklerini dile getirmişlerdir.

Anahtar Kelimeler: Çocuk işçiliği, göç, sosyal hizmet, Suriyeli çocuk işçiler, tekstil.

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INTRODUCTION

"Globally, 218 million children between 5 and 17 year-old are in work life. Among them, 152 million are the victims of child labor. 73 million of these children work in hazardous child labor. Almost half of child labor, 72.1 million, is to be found in Africa; 62.1 million in the Asia and the Pacific; 10.7 million in the America; 1.2 million in the Arab countries and 5.5 million in Europe and Central Asia. One of every five children in Africa is thought to be in child labor. Almost half of all children victims (152 million) of child labor are aged 5-11 years. 42 million (28%) are 12-14 years old; and 37 million (24%) are 15-17 years old (ILO, 2012-2016). There are 88 million boys and 64 million girls in the child labor. 62% of all children in hazardous work are boys. Boys appear to face a greater risk of child labor than girls, but this may also be a reflection of an under-reporting of girls' work, particularly in domestic child labor. Child labor is globally employed 71% in agriculture, 17% in services; and 12% in the industrial sector. The number of children workers in the industrial sector appears to increase with the age of children. According to ILO data, 26.2% of the workers aged between 5-11, 22.6% of the workers aged between 12-14, 51.2% of the workers aged between 15-17 are employed in hazardous works" (ILO, 2012-2016).

According to Turkish Statistical Institute data (2012), 5.9% of the 15 million 247 thousand children in the 6-17 age group work in an economic job; in other words, they are employed (893 thousand people). This rate was also the same (5.9% / 890 thousand people) in 2006. The number of working children increased by 3 thousand people in 2012. In Turkey, 44.8% of employed children in this age group live in urban areas, while 55.2% of them live in rural areas. 68.8% of the employed children are boys and 31.2% of them are girls. The rate of employed children was 2.5% in 2006, the rate of employed children in the 6-14 age group was 2.6% in 2012. According to the 2012 report, 44.7% of the employed children work in agriculture, 24.3% in industry and 31% in service. Regarding the weekly working hours of children, in the 6-17 age group, it is 40 hours. Boys work 43.2 hours while girls work 33 hours averagely. The weekly working hours of children dropping out of school is found to be 54.3 hours. According to the 2016 data of Turkish Statistical Institute, the rate of working children in the 15-17 age group was 20.8%. The rate was 20.3% in 2017 (TÜİK, 2017). The data obtained show that child labor continues to be a great concern all over the world. When the reasons for this situation are examined, it is seen that child labor is a phenomena arising from the combination of many factors. Surveys show that poverty is

the biggest problem in child labor. Poverty is influenced by many variables such as income inequality, unemployment, inefficient use of resources, rapid population growth, and the informal economy. Apart from poverty, other factors causing child labor are immigration, the inadequacy and inefficient use of educational opportunities, traditional viewpoint, unemployment, lack of legislation and supervision (Kulaksız, 2014: 98). The low education level of parents and parents' lack of responsibility towards their children are among the reasons of child labor (Yüksel et al. 2015: 26).

In this study, child labor will be discussed by putting more emphasis on immigration, which is one of the leading factors of child labor on the basis of "Rights of the Child" and "Human Rights". Rights of the Child are protected by many national and international legal arrangements. One of them is the United Nations Convention on the Rights of the Child, adopted in 1989 by majority vote. The Convention on the Rights of the Child consists of 54 articles and includes the rights to survival, protection, development and participation. The right to protection also includes the right to protection from all exploitation, neglect and abuse. Special protection for refugee children, security for working children, protection of children who have been subjected to abuse or exploitation, and their rehabilitation are also discussed within this context (Çobaner, 2015: 29).

Regarding the rights of asylum-seeker and refugee children under general titles, these are the access right to education, the access right to health service, the right to social services and social assistance, and the right to respect for private life. The right to education is protected with the 26th article of Universal Declaration of Human Rights dated 1948, Article 13th of the United Nations Convention on Economic and Cultural Rights, Article 28th of the Convention on the Rights of the Child, Article 22nd of the Convention Relating to the Status of Refugees dated 1951, (Güneş, 2012: 45-46). In addition, 2nd article of Education and Training Law numbered 222 states as follows: "Primary education shall be given in primary education institutions. Education is compulsory for all girls and boys at educational age, education is free of charge in public schools". According to the 27th article of Asylum and Refuge Regulation dated 1994, "Refugees and asylum-seekers are subjected to general provisions related to their education and working, limited to the period of their stay in our country". This article states the right and freedom of education and working, though not as a compulsion.

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The right to health is guaranteed with the 1st clause of the 25th article of Universal Declaration of Human Rights, 12th article of The International Convention on Economic, Social and Cultural Rights, and 24th article of the UN Convention on the Rights of the Child and the UN Committee on Economic, Social and Cultural Rights (Güneş, 2012: 47-48). According to the amendment made in Social Insurance and General Health Insurance Law no. 5510 on April 4, 2013, "People who have applied for the international protection, or who have the international protection status, and people who are recognized as stateless" are also under the coverage of general health insurance. In addition, foreign citizens have the right to apply to the Social Assistance and Solidarity Foundation for health expenditures exceeding their budget. Child asylum seekers have the right to benefit from social services and social assistance.

This study is a field research aiming to address the problems of child workers employed in textile workshops in Bağcılar region (İstanbul) and to contribute to remedy this problem. The original value of study lays its in-depth analysis of a single sector. The trust relationship established with interviewers, the length of study time in the field, observation notes and family interviews increased the reliability of research data. Participants all know Turkish, but interviews were held in their own languages (Kurdish, Arabic) when they had difficulties expressing themselves, thus the problems were stated more clearly.

MATERIAL AND METHOD

Research Method

In-depth interview method from qualitative research methods was employed in this study. The main purpose of the interview is to try to understand the inner world of the individual. In this technique, it is aimed to reach embedded information such as attitudes, experiences, thoughts, intentions, mental perceptions, interpretations and reactions of the individual. Interview techniques have different techniques as structured, semi-structured, and unstructured and focus group techniques (Karataş, 2015, 71).

In this study, semi-structured interview form was used. Interview form covers topics relevant to the research content. This form allows the researcher to ask questions prepared beforehand as well as to add new questions at the points she/he wants to get detailed information.

During the interview, it is important to allow the participant to express herself/himself as she/he wants. At the end of the research, 211 pages of data were obtained

and these data were analyzed with descriptive analysis method. Findings were coded according to certain themes, relationships were established between them, the data were summarized and interpreted. Direct quotation is used when more striking information is desired to be presented. Observation notes were also included in the findings.

The population and sample of research

The research process has lasted for six months in total, from November 1, 2017 to April 30, 2018. The research population consists of the children aged 15 years and younger working in textile workshops in Bağcılar region, İstanbul. Bağcılar region was selected due to the fact that it is one of the counties with the highest number of textile workshops (Erol et al 2017). This region was preferred due to the high number of immigrant population and workshops. Snowball sampling was used in the research and 35 participants were reached. 12 of the participants were female and 23 of participants were male. The research was carried out in the following six neighborhoods, Mahmutbey Neighborhood, Fevzi Çakmak Neighborhood, Çiftlik Neighborhood, Göztepe Neighborhood, Demirkapı Neighborhood and Fatih Neighborhood.

Research Ethics

Research was conducted by the researchers who can speak Turkish, Kurdish and Arabic. Before the research, detailed information related to the subject was given to participants in their own languages, their families were contacted and they were required to sign a voluntary consent form. The interviews lasted for 45 minutes on average, and the conversations were recorded with the tape recorder. The tape recorder was turned off when participants felt uncomfortable, and interviews were continued by taking notes. Conversation data was coded as Participant (Participant abbreviated as P), (1,2,...), Age. During the research, a maximum of 3 working children from the same family were interviewed.

Limitations

Some participants (four families), who had been interviewed before, decided not to participate in the study as they were below the legal age limit and their families didn't have identity cards. One other obstacle in reaching to the participants is their long working hours.

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FINDINGS

Demographic Data

Table 1. Age, Gender and Status of Record

Variable	Response	N	%
Gender	Female	12	34
	Male	23	66
Age	10	1	3
	11	3	9
	12	4	11
	13	10	29
	14	7	20
	15	10	29
Status of Record	(Recorded) Female	9	26
	(Recorded) Male	19	54
	(Unrecorded) Female	2	6
	(Unrecorded) Male	5	14

Within the scope of research, 32 people were individually interviewed, and one focus group discussion was held, thus a total of 35 people were interviewed. As indicated in Table 1, 12 of the participants (34%) were female and 23 of the participants (66%) were male. The distribution according to age groups is presented in Table 2 as follows. In the study, there is one individual aged 10 (3%), three individuals aged 11 (9%), four individuals aged 12 (11%), 10 individuals aged 13 (29%), seven individuals aged 14 (20%), 10 individuals aged 15 (29%). Nine of female participants in the study are recorded (26%) while two of them are unrecorded (6%). 19 of male participants in the study are recorded (54%) while five of them are unrecorded (14%).

Table 2. Family Structures

Variable	Response	N	%
Family	Mother is alive	35	100
	Mother is dead	0	0
	Father is alive	29	83
	Father is dead	6	17
Parents are separated	Yes	3	9
	No	32	91
No parents	(Recorded) Female	9	26
	(Recorded) Male	19	54
Father is not working (ill)	Yes	5	14
	No	30	86
Number of siblings	1	1	3
	2	5	14
	3	5	14
	4	9	26
	5	3	9
	6	3	9
	7	1	3
	9	3	9
	11	4	11
	12	1	3

While the mothers of all participants are alive, the fathers of the six participants (17%) died during the war. Three (9%) participant's parents are separated. One participant (3%) lives separated from her/his parents. Fathers of the five participants (14%) cannot work due to illness. The number of siblings of the participants is as follows: one participant has no sibling (3%) (parents have one child), five participants have one sibling (parents have two children) (14%), five participants have two siblings (parents have three children)

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(14%), nine participants have three siblings (parents have four children) (26%), three participants have four siblings (parents have five children) (9%), three participants have five siblings (parents have six children) (9%), one participant has six siblings (parents have seven children) (3%), three participants have eighth siblings (parents have nine children) (9%), four participants have 10 siblings (parents have 11 children) (11%), one participant has 11 siblings (parents have 12 children) (3%).

Table 3. General Data on Pre-Migration and Post-Migration

Variable	Response	N	%
Pre-migration Residence	Afrin	16	46
	Aleppo	9	26
	Idlib	2	6
	Damascus	2	6
	Participant didn't specify	6	17
Province where the participant first migrated	Kayseri	4	11
	Bursa	1	3
	Şanlıurfa	1	3
	Gaziantep	1	3
	Istanbul (Esenyurt)	2	6
	Istanbul (Bağcılar)	26	74
Length of residence in Turkey	Less than 1 year	1	3
	2 year	3	9
	3 year	4	11
	4 year	4	11
	5 year	14	40
	6 year	2	6
	7 year	1	3
	Participant didn't specify	6	17

Participants receiving help	Yes	6	17
(Kızılay (Red Crescent), municipality, etc.)	No	29	83

When asked about their residences before the migration, 16 participants (46%) stated Afrin, nine participants (26%) stated Aleppo, two participants (6%) stated Idlib, two participants (6%) stated Damascus. six participants (17%) didn't specify their previous residences.

All of the participants were residing in Bağcılar region county (İstanbul) during the research. When asked about the province where they first migrated, 26 participants (74%) stated İstanbul-Bağcılar, where they were currently residing. Four of the participants (11%) first migrated to Kayseri, one participant (3%) first migrated to Bursa, one participant (3%) first migrated to Şanlıurfa, one participant (3%) first migrated to Gaziantep and two participants (6%) first migrated to İstanbul-Esenyurt. Those who migrated to Bağcılar region from other cities or counties stated that they migrated in order to find a job and get a better salary.

The length of the participants' residence in Turkey varies. One participant (3%) has been in Turkey for 8 months, three participants (9%) have been in Turkey for 2 years, four participants (11%) have been in Turkey 3 years, four participants (11%) have been in Turkey for 4 years, 14 participants (40%) have been in Turkey for five years, two participants (6%) have been in Turkey for 6 years, one participant (3%) has been in Turkey for 7 years. Six of the participants (17%) didn't give information about their length of residence. The participants were asked "Are you receiving help from any institution in Turkey?". Six of the participants (17%) stated that they were receiving education support, meal card, etc. from Kızılay (Red Crescent) or municipality. 29 of the participants (83%) stated that they did not receive help or had no idea about the situation.

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Qualitative Data Analysis Evaluations about the Situation before the Pre-Migration

Concerning their evaluations about the situation pre-migration, many participants expressed longing for the past. Participants expressed that they missed the pre-war period and missed family and relatives. One participant (P13, 15) expressed her/his desire to return as follows: "I was very happy. Because everyone was with me. I had friends. My grandfather was with me. My uncle was with me... Everyone was with me... I was very happy. But we came here, and we are like strangers here.". Another participant (P3, 14) mentioned that the economic situation of her/his family was well in Syria and expressed that she/he missed her/his house. Another participant (P8, 13) also stated that their economic situation was well "It was beautiful, we were going to school, we could go outside. Only my father was working there. We had a house. We had our store. We had everything. But here, all of us working and we cannot still make ends meet.". Another participant (P11, 12) expressed her/his longing for days when she/he did not have to work. It was observed that participants longed for the days they attended the school and they could be together with their families and the social circles (P6, 15-P7, 13- P12, 15).

Concerning their views related to the pre-migration process, some participants smiled, some participants shared their memories. In addition, some participants closely witnessed the war. It was observed that participants who closely witnessed war expressed no longing or less longing for their country (P6, 15). A participant (P13, 15) expressed her/his experiences as follows: "They were murdering people. We were looking at it from window just like that. For example, they shot her/him, and then grabbed her/him from her/his feet and threw into the building. We couldn't stand it; we were so young. I was 9 years old, my brother was 7 years old. My mother couldn't do anything, there were just three of us: me, my mother, my brother.". The same participant stated that her/his father had been missing at that time, then they were informed about his death.

Evaluations about the Work

Participants in the survey reported that they were working as sewing machine users and errand boys/girls in textile workshops. These workshops usually produce sweaters, pants, shirts and socks. The number of employees in the workshops varies between and 14-15 and 50 persons. None of the children working in the workshops has insurance. The lowest working age at the workshops is 9 (P2, 12). The

participants expressed that they did not like the lunches served at the workshop, and that they mostly went their houses to eat lunch. When asked about their reasons to work, majority of the participants mentioned that they worked as they felt compelled to, their mother or father was ill, they took all the responsibility of the house, they took care of their younger siblings, and they had no other choice. Boys were observed to feel this pressure more (P20, 15). One participant (P1, 11) stated that she/he started to work as she/he couldn't be enrolled to the school when her/his family first migrated to Turkey.

Wages: According to the research data, wages vary between a minimum of 500 TL and a maximum of 1,200 TL* per month. One participant (P27,13) had previously worked for 400 TL in Esenyurt, which is another district of Istanbul. A participant working with her/his brother (P15,12) said that she/he would get 300-350 TL if she/he worked alone. A participant (P31,13) who stated that she/he earned 500 TL attributed the low wage to the fact that she/he was Syrian. Sewing machine users earned more than errand boys/girls. It was determined that the wage increases with the age. Some participants working on Saturdays (P4, 15 -P23, 11) stated that they could get partial overtime fee or couldn't get at all. Some participants (P20, 15- P14, 13- P17, 15) stated that they could get overtime fee 5 TL per hour. Some of the participants (P31, 13- P1, 11) said they had wage deduction for 2 or 3 days when they couldn't go to work for 1 day.

Working Hours: It was found that participants worked 11 hours on average during the week. Working hours were generally reported as 08.30-19.30. During the working hours, apart from lunch break (45-60 minutes), participants had 2 breaks at 10.00 and 15.00 for 5 minutes. Working hours and durations can vary. There were participants who worked 10.30 hours apart from their working hours, while some participants (P16, 13- P4, 15- P1, 11) stated that they worked 12.00 or 12.30 hours including their working hours. Some participants stated that they worked till 13.00 or 15.00 on Saturdays, and they sometimes worked overtime till 17.00.

Violence: Some participants stated that they were exposed to verbal and physical violence.

According to the research data, male workers were exposed to more physical violence than female workers. According to research data, as the age increases, the physical violence towards boys gives way to verbal violence. It was observed that many of the participants had to often change jobs for reasons such as physical, verbal violence and low wages in the workplace.

* 1 dolar = 5,32 TL

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When participants were asked about their social relations at work, they stated that they often did not get along with headworkers and bosses but they had good relationships with their colleagues.

Evaluations about other Problems

Recording: The fact that families who were unrecorded or recorded in other provinces revealed that the recording problem still continues. There was a participant (P17,15) who couldn't apply for family reunification due to lack of identification.

Education: Participants expressed their desire and longing for school during the interviews. Some participants said they were late for school. For example, a participant expressed this situation as follows: (P6, 15) "When we first arrived here, I would go to the school, 4-5 years ago ... that is to say, I used to love school ... The school didn't accept Syrian children ... I could not go to school ... 3 or 4 years passed then they called us to school ... I did not want to go to school because I was working, and I was older ... I couldn't go to school, I was helping my father, I was working". Another participant (P8, 13) said, "I tried to get enrolled to school but the school refused. Then, after 3 years, the school started to accept Syrians but I couldn't go". One participant (P27, 13) stated that they went to local authority so her/his 7 years old sibling could go to school, but they couldn't get an answer. Another participant (P1, 11) said that her/his sister (10 years old) was afraid of going to school, as she was afraid of fights in the school. Some of the participants reported that their siblings could go to school with Turkish Red Crescent support, even though they couldn't go to school themselves. The working participants (P3, 14) stated that they saw their friends who went to school as lucky and wanted to be in their place.

When asked in what language they would like to be instructed if they could go to school, participants usually chose Turkish as instruction language. Apart from participants who wanted to be instructed in Turkish and Arabic, there was one participant (P18, 14) who preferred Arabic as she/he couldn't learn Turkish.

Health, Sheltering and Security Problems:

Participants expressed they suffered from waist pain, back pain, foot and leg pain, asthma (due to dust) and suffered from problems in their eyes. One participant (P21, 14) mentioned that her/his sibling had a hole in her/his heart, and they couldn't go to hospital as their records were in Kayseri. Another participant (P24, 13) stated that sometimes she/he trembled and fainted. The same participant told that she/he constantly woke up crying, she/he didn't want to return to Syria as there were war and dead people. Participants stated

they couldn't get a day off due to illness, they (those who were not recorded or were recorded in another city) couldn't go to hospital, and most often they recovered by buying medications from pharmacy. It was expressed that children got frequently sick during winter due to the heating problems in the houses. There was one participant who exhibited signs of trauma and she/he was in need of physical treatment for her/his foot. This participant (P32, 14) stated that she/he did not apply to any health facility. When discussing health problems, it would be appropriate to explain the sheltering conditions. Participants are known to reside usually in basement houses with poor heating system. The fact that too many people live in the same house makes it easier to spread infectious diseases.

Participants were asked "Do you have a fear?" Some of them (P30, 14- P25, 13) were afraid of getting lost and were afraid of their family members', especially their younger siblings' being kidnapped. During interviews, it has been observed that these types of incidents have been experienced in the neighborhood, so that the participants do not feel safe, especially the families with no identities are at greater risk. It has been determined that some participants witnessed the theft and the extortion, and thus they fear. Another participant (P20, 15) expressed that she/he felt safe in Turkey: "I become happy after we came here, because there is peace and safety here, I feel safe. Nobody shot us, or threw us out of our house."

Future Expectation: When asked "Do you have any plans/dreams for future?" most of the participants answered "I don't have any, that's fine". When participants were given some time to consider on the question, they gave the following answers. Some participants dreamed to return their own country. One participant (P13, 15) said she/he dreamed setting up her/his own business as people got constantly angry at her/him at workshop. One participant (P33, 15) dreamed of seeing her/his mother living in Beirut. Some participants dreamed of going to Europe. Some participants dreamed of bicycles, motorcycles and cars. One of the participants (P18, 14) said that she/he dreamed of being a doctor, playing the piano, and being loved by everybody.

When asked "What would you like to do if you have a magic wand in your hand?", the participants firstly stated that they would want to go to the school. House, car, mobile phone, tablet computer, being rich and dressing beautifully were among the things participants dreamed of. Some participants (P24, 13- P28, 12- P21, 14) stated that they did not want anything except the comfort and happiness of their families.

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It was observed that some participants were in despair for the future. For example, a participant (P25, 13) said that if she/he had a magic wand she/he would change her/his life altogether. In a similar way, another participant (P6, 15) said, "Everything. I do not want such a life ". Another participant (P26, 13) expressed that she/he no longer believes in miracles as follows: "I think I would sleep again, it would be a dream".

When asked "If you were going to the school, what profession would you choose?" most of the participants stated that they would be doctor, police, footballers and teachers. Engineer, lawyer, soldier, hairdresser was among the answers; one participant chose shoemaking as it was the profession of her/his father.

DISCUSSION

Child labor is not a new problem in Turkey and in the world. But immigration is known to increase this problem. The war that started in Syria in March 2011 led to an immigration wave. Turkey have also suffered severely from this condition as the country hosting most Syrian refugees in "temporary protection" status. Informal employment and child labor increased during this period. This study was conducted with the participation of child workers under the age of 15, in İstanbul-Bağcılar region; it was observed that children have been working as they feel they are obliged to and should support their families financially. Their parents said they wanted to send their children to the school, but for economic reasons it was not possible. According to a study conducted in Kilis the child's work is welcomed by the parents. Families think that children are being prepared for the future as they cannot continue their education due to poverty (Harunoğulları, 2016: 48).

It has been found that the wages of the children working in the workshops vary between 450 TL and 1,200 TL per month. It is observed that there is an increase in the wage of the children with older ages and good command of Turkish. According to a survey conducted by Lordoğlu and Aslan with 165 Syrian children in 3 cities, 15-17-year-old sisters working in textile industry earn 750 TL per month. In the same research, it was observed that a participant working in a textile workshop in İstanbul worked for 12 hours a day and earned 800 TL. No difference was found with regards to girls and boys in this study. According to the research, Turkish workers who do the same job have insurance and earn 1,250 TL per month (Lordoğlu, Aslan, 2018:727-730). In this survey conducted in Bağcılar, some participants also said that they were paid less because they were Syrian. According to the

observation notes, the reasons such as being below the legal age limit, having no identity, not knowing the language results in wage inequality. In another research conducted in Antakya, a textile workshop owner expressed that she/he had previously paid 200 TL per week to the over locker while paying 50 TL per week for the same job; and stated that every workshop owner decreased the wages (Kireçdağ, 2017:34).

The fact that participants cannot fully fulfill the physical development required by their age is among the other findings of the study. Duyar and Özener also stated that children who started early to work cannot show "normal" development in terms of height and weight (Duyar-Özener, 2003:194). According to the survey data, the participants do not eat well although they work very long hours. Participants stated that they did not like the food in the workshops and went to their houses during lunch break. Some participants were observed to suffer from waist and back pain due to the workload; some participant suffered from asthma due to the dust in the workshop. Also, the families mentioned that their children had some psychological problems. According to the study conducted by Harunoğulları in Kilis, some of the children were working in unhealthy and bad working conditions harmful for human dignity and they were exposed to physical, psychological and social pressure. This situation creates an obstacle to the psychosocial development of children. The children, who cannot do the same things with their peers, who cannot get education, who cannot play, who are separated from their friends, develop inferiority complex; which negatively affects child psychology (Harunoğulları, 2016: 47).

Another important finding of the study is physical and verbal violence that children were exposed to. Girls stated that they were exposed to verbal violence rather than physical violence; and that boys were exposed to violence more than girls. Boys stated that they often did not get along with headworkers and bosses but they had a good relationship with their colleagues.

Regarding their social relations, some of the participants stated that they are mostly with the Syrians, and some participants mentioned that there have a few Turkish friends. Some participants indicated that they were subject to exclusion from time to time. One participant stated that if she/he had an opportunity, she/he would like to do the same things Turkish people do. This statement reveals the alienation felt by the participant. According to the research conducted by Harunoğulları in Kilis, Syrian immigrant children are faced with various problems such as identity problems in society, otherness, social and cultural incompatibility,

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falling into contempt, exclusion, working in low wage jobs, unemployment, etc. It has been observed that children want to spend time with their own people rather than local people in order to cope with such problems, to protect their identity, culture and language (Harunoğulları, 2016: 48). It has been observed that the boys participating to the study are more socialized than the girls, and boys spend more time with Turkish people. Girls spend more time in the house and with their families.

When asked "What would you like to do if you have a magic wand in your hand?" the participants gave answers often related to the family. These answers indicate that children assumed a parental role in the family and felt more responsibility. This responsibility increases especially when the father is absent or cannot work due to sickness. It was observed that a lot of participants were in despair for the future. One participant stated how she/he lost hope for beautiful days with the following sentence: "I would think that it was a dream, and I would sleep again." While the vast majority of participants mentioned the desire to go back to school, some participants said they wanted it, but they thought they were too late for the school. When asked "If you had the chance to go to the school, did you want to be instructed in Turkish or Arabic?" the majority of the participants stated that they wanted to be instructed in Turkish or in two languages; which indicates that participants care about social harmony.

The vast majority of participants expressed their longing for the past, especially for the days when they could go to school; they expressed their desire to return to their country and see their relatives and friends. It was found that the participants who witnessed the war, who lost close relatives less wanted to return to their country. A participant (P32, 14), who was abandoned by her/his parents and was found to show traumatic symptoms, stated that she/he had erased Syria from her/his memory, changed her/his name, and only befriended Turkish people.

CONCLUSION AND SUGGESTIONS

This study is a field research aiming to address the problems of child workers employed in textile workshops and to contribute a remedy for this problem. According to the research data, participants work in workshops in jobs that are not suitable for their age, work for long hours and for low wages, and they cannot benefit from many rights although guaranteed by laws such as education, health, nutrition, etc. New regulations should be made to stop violations of Rights of Child for working children. According to Snoubar,

it is extremely important to fully identify and restructure the deficiencies in the child protection law in countries accepting refugee children (Snoubar, 2016: 539). In addition, supervision on working age and working condition should be increased. Inspections in accordance with Article 71 of Labor Law No. 4857 should be conducted. According to this article, the employment of children under the age of 15 is prohibited. Even if the problem is not solved completely, it is very important that problems faced should be put forward to produce solutions. In order to minimize the problem, child labor should be discussed together with poverty, unemployment, inequality, failure of the education system, age discrimination and other reasons. While the development plans and programs are being made, the factors such as fair income distribution and the development of human resources should be considered together with economic development (Çöpoğlu, 2018: 682). The development of macro policies to prevent poverty is extremely important.

It should be kept on mind that the right to education is one of the basic rights of a child, and that supporting education plays an important role in preventing child labor. According to SETA data (2017), among the school-age children, the schooling rate is 59% while remaining 41% of children don't go to school. The schooling rate is 51% for boys and 49% for girls. These data show that education should be supported. The recording problem has been found to continue in the fieldwork. Informing families about recording is necessary for the access of all family members' to services. In addition, it is necessary to increase the number of Turkish reading and writing courses, to support the children who couldn't attend to school when they first came to country and now feel late, by providing them with compensation programs. It should not be also forgotten that important support activities were carried out by Republic of Turkey in the Social Service/Work Centers for the 3.6 million Syrian immigrants in spite of the great immigration wave and concomitant problems.

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**DETERMINATION OF ELDERLY WOMEN'S VIEWS ON
DIVORCE: A QUALITATIVE RESEARCH**
**YAŞLI KADINLARIN BOŞANMAYA İLİŞKİN DÜŞÜNCELERİNİN
BELİRLENMESİ: NİTEL BİR ARAŞTIRMA**



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DETERMINATION OF ELDERLY WOMEN'S VIEWS ON DIVORCE: A QUALITATIVE RESEARCH YAŞLI KADINLARIN BOŞANMAYA İLİŞKİN DÜŞÜNCELERİNİN BELİRLENMESİ: NİTEL BİR ARAŞTIRMA

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ABSTRACT

This research was carried out to determine the thoughts of individuals, who are aged 65 and over, on divorce. It's a descriptive type of research. The data were collected from the study group with a questionnaire consisting of semi-structured questions in addition to the demographic questions prepared by the researchers. Interviews were performed with 8 women aged 65 and over living in the center of Giresun province. Descriptive and content analysis methods were used for qualitative data analysis. Among the elderly women, who participated in the survey, were those who indicated the financial difficulties (4 elderly) as the leading reason for divorce, those who affirmed the divorce of the couples who cannot get along well (5 elderly), those who indicated that the biggest problem in the divorce process was the situation of children (6 elderly) and those who indicated that the reason for the increase in divorce in our country is the financial issues (4 elderly).

Keywords: Marriage, divorce, woman, elderly.

ÖZ

Bu araştırma, 65 yaş ve üstü bireylerin boşanmaya ilişkin düşüncelerinin belirlenmesi amacıyla yapılmıştır. Tanımlayıcı tipte bir araştırmadır. Çalışma grubundan veriler, araştırmacılar tarafından hazırlanan demografik sorulara ek olarak yarı yapılandırılmış sorulardan oluşan soru cetveli ile ayrı ayrı yüz yüze derinlemesine görüşmeler yapılarak toplanmıştır. Görüşmeler Giresun ili merkezinde yaşayan sekiz 65 yaş ve üzeri kadın ile yapılmıştır. Verilerin analizinde nitel veri analizlerinden betimsel ve içerik analizi yöntemi kullanılmıştır. Araştırmaya alınan yaşlılar arasında çiftlerin boşanma nedeni olarak maddi sıkıntıları belirtenler (4 yaşlı), anlaşamayan çiftlerin boşanmasını onaylayanlar (5 yaşlı), boşanma sürecinde en büyük sorunun çocukların durumu olduğunu belirtenler (6 yaşlı) ve ülkemizde boşanmaların artma nedeninin maddi sorunlar olduğunu belirtenler (4 yaşlı) önde gelmektedir.

Anahtar Kelimeler: Evlenme, boşanma, kadın, yaşlı.

INTRODUCTION

In the developmental classification of individuals, the stages of infancy, childhood, adulthood and old age are taken into consideration. The main point in classifying or separating developmental stages is the age ranges. However, the main criterion for the inclusion of women over age 65 in the research is their experience in life, marriage and divorce, rather than their ages. In order to understand the current situation of women over age of 65 in the study group better, it will be useful to give general information about the old age and its characteristics based on literature. Age can be expressed as a period having social, psychological and physical aspects; in addition, the loss of certain functions

is experienced. The aging process also describes a situation that is expressed more chronologically and described as getting older. In general, knowing these concepts will contribute to understanding the elderly people, which is the main element of the study.

Before explaining the concept of divorce, a brief introduction to the definition of the concept of marriage can be made. Marriage can be defined as combining the lives of a woman and a man in the light of general social values through laws and official means. The Turkish Civil Code is referenced in the definition of marriage, which is used in sharing the statistics of the Turkish Statistical Institute on marriage

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and divorce (Turkish Civil Code, Article 185). According to this, the bilateral agreement between men and women who are competent to marry is described as marriage. Marriage, which is an institutionalized type of relationship, is a type of legal relationship in which there is a system of relationships, a state which provides a certain status to the children to be born by linking individuals as a wife and a husband (Özguven, 2000). The reasons for the individuals to take the decision of marriage and to enter into a new relationship period are elements such as love, sexuality, desire to have children. According to Özügurlu (1990), marriage is defined as the relationship system in which two individuals with different interests, expectations and needs form together a union with goals such as living together, sharing their lives, having children and raising children, at the same time, it is described as a fusion in which the sexual needs excluded from all prohibitions by being placed on a legal ground are mutually resolved.

Divorce, in the most general sense, can be defined as the termination of marriage association and separation of men and women living together. It is described as a divorce when marriage, which is described as a lifelong union between man and woman, does not have the atmosphere of reconciliation where marriage has lost all its meaning for each one of the couple (Uçan, 2007). Divorce, in terms of spouses, in the most inclusive form, can be expressed in these forms. In the case of the divorce being realized, there are cases where the divorce can be legally carried out in our country, and these cases are explained by the Articles 161-165 of the Turkish Civil Code. These cases are as follows: adultery, the attempt on life, very bad and degrading treatment, committing a crime and having an inglorious lifestyle, abandonment and mental illness (Turkish Civil Code, Articles 161-165).

Although divorce can be considered as a risk for married couples, according to Kalmijn and Monden (2006), it is a new process coming along with hope for couples who define their marriage as bad, and it is considered a crisis for the couples who define their marriage as a decent one. Based on this view, it would not be wrong to say that the divorce is regarded as crisis and opportunity according to the individuals. However, the question of why divorces have increased worldwide and in our country comes to the minds of people. In the context of the recent increases in divorce, some situations have emerged as the important causes of divorce. As the main reason for divorce, the collapse of the general taboos, changes in the status of women and the general social change can be listed. In studies on marriage and divorce in the literature, the reasons for divorce are primarily stated as

follows: domestic violence, economic inadequacy, cheating of spouses, change in the status of women, couples' not fulfilling their responsibilities. (Doğan, 2016; Aydın and Baran, 2010).

According to the results of the Turkish divorce causes survey conducted by the Ministry of Family and Social Policies (Former, 2014), "The most common causes of divorce are emotional relationship (40%) and the intervention of the close environment to marriage (38%). These causes are followed by cheating (35%), economic problems (34%) and violence (34%). The ratio of the individuals stating that their marriage ended because of their former spouses' or their own habits, (31%), lifestyle (25%) or values (20%) is also at an alarming level. One of the spouses' not fulfilling their duties and responsibilities (29%) or not being sufficiently concerned with child care (18%) are also other issues that lead to divorce. Other reasons for divorce are sexual life (20%), working life/unemployment (15%), and not having enough familiarity with the spouse during the pre-marital period (14%)".

In the 'Research on Families' Life Style and Value Judgments', conducted by the Turkish Statistical Institute (TURKSTAT) in 2016, the results indicated that irresponsible and indifferent acts of the spouses (50.9%) as the most important reason for divorce throughout the country. It was concluded that 30.2% of the households were not able to make a living and that 24.3% of them were complaining about the fact that their spouses treated their families disrespectfully. As the most important reasons for the divorce according to gender, 61.5% of women expressed irresponsible and indifferent behavior, while 2.5% of men expressed the beating and ill-treatment issues.

Finally, it is stated in the publication of the Turkish Statistical Institute, entitled "Marriage and Divorce Statistics (2017)" that:

"the number of married couples decreased by 4.2% from 594 thousand 493 in 2016 to 569 thousand 549 in 2017, whereas the rough marriage rate was 7.09 per thousand. The number of divorced couples rose 1.8% in 2017 to 128 thousand 411, while it was 126 thousand 164 in 2016. Rough divorce rate took place as 1.6 per thousand".

This study was based on the idea that the opinions of the elderly women, who has high life experiences, on divorce are taken in addition to all these general information and statistical data. In the study, elderly women's ideas on divorce were intended to be taken.

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MATERIALS AND METHOD

Phenomenology approach, which is one of the qualitative research patterns, was employed in the study. This approach aims to reveal the perceptions, descriptions, feelings and views of individuals about a concept (Patton, 2014). As a result of the interviews, it was tried to share the views of elderly women on divorce through direct excerpt. The most striking findings are presented.

Data Collection Tools

Interviewing data were collected by asking questions included in the socio-demographic characteristics form and semi-structured interview form. Questions other than the ones regarding the demographic characteristics are as follows: Why do you think couples get divorced? Do you approve the divorce of couples who cannot get along well? What kind of problems do you think couples have in the divorce process? Why do you think the divorces have increased in our country?

Data Collection and Data Analysis

The data were collected between July 9 and July 16, 2018 and the research was conducted at the houses of women aged 65 and over. "Individual in-depth interviewing" method was employed in the study. Prior to the interview with elderly women, they were informed regarding the purpose of the study, and that the interviews were to be recorded, and the oral and written consent from the elderly who agreed to participate in the study were taken. Interviews were conducted in a room where elderly women and the researcher collecting data were alone. In order to prevent the interview to be interrupted, a quiet and calm atmosphere was provided. The interviews lasted between 45 minutes and 60 minutes, and each individual was interviewed once.

Descriptive and content analysis methods, which are qualitative data analysis methods, were administrated in the analysis of data. In the descriptive analysis, the answers given to the questions in the interview form were read and reported separately by the researchers and classified by grouping common expressions. Classified statements reviewed according to expert opinions from the social work area. The opinions obtained were encoded separately and common phrases are combined. The statements of the participants were presented in their pure form without adding comments. Respecting the privacy of individuals, elderly women's expressions are only expressed as Y1, Y2, ...

Tablo 1. Themes and Codes of the Research

<i>Themes</i>	<i>Codes</i>
Causes of Divorce of Couples	Conflict
	End of love
	Financial problems
Problems in the Process of Divorce	Cheating
	The status of the children
Reasons for Increasing Divorces in Turkey	Division of property
	Economic problems
	Media
	Intolerance

FINDINGS

Demographic Findings

The study was conducted with the participation of 8 elderly women in the central of Giresun Province. The average age of elderly women was 68.9 ± 3.9 years. Half of the elderly women surveyed (50.0%) are secondary school graduates and have a middle income level. Among the women, the primary social security type was the one provided by Social Security Institution (SSI) (62.5%), the majority had 2-3 children (62.5%), the majority of the women were living with children (50.08%), and lived with an extended family (62.5%). Half of the elderly women were married while other half were widowed (due to death). (Table 2).

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Tablo 2. Demographic Characteristics of Elderly Women

Variables	Group	N	%
Mean Age	(Mean ± SD) 68.9 ± 3.9		
Income Level	Low	2	25.0
	Medium	4	50.0
	High	2	25.0
Education Level	Primary School	1	12.5
	Secondary School	4	50.0
	High School	3	37.5
Social Security	SSI (Social Insurance Institution)	5	62.5
	Government Retirement Fund	3	37.5
Marital Status	Married	4	50.0
	Widowed (death of spouse)	4	50.0
Household	With spouse	3	37.5
	With spouse and children	1	12.5
	With children	1	12.5
Family Type of Marriage Life	Nuclear family	3	37.5
	Extended Family	5	62.5
Total		8	100.0

The Findings on the Views Regarding the Divorce

The reasons for divorce according to the elderly women at and over the age of 65 are presented in Table 3.

Tablo 3. Causes of Divorce of Couples According to Elderly Women

Codes	N	%
Conflict	2	25.0
End of love	1	12.5
Financial problems	4	50.0
Cheating	1	12.5
Total	8	100.0

According to Table 3, four (50%) of the elderly women stated that the reason for the divorce of a couple was financial problems, while 2 (25.0%) of them stated that the problem was conflict, and one of them stated that it was the end of the love (12.5%) and cheating (12.5%).

Statements of the elderly who express financial problems as the cause of divorce are as follows:

Y3- *Everything today is based on the economy. In the past, it was love in a cottage (we used to bear the poverty). Now there is no such thing. When people run out of money, the love and the respect and the marriage end.*

Y2- *When the money is over, the fighting starts at home. And a divorce follows it.*

Y6- *If the husband does not bring money home, the woman does not want to take him as husband anymore. And especially if she is standing on her own feet, if she works. In our time, there was the habit of doing with less. Now, they are always looking for more.*

Y7- *Life conditions are very difficult. Needs are met very difficultly now. Life is very expensive. If the husband cannot meet the needs, the unrest begins at that house. Continuous fights emerge between spouses. Then, the marriages come to a breaking point.*

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Statements of the elderly who emphasize dispute as the cause of divorce are as follows:

Y1 - Marriage is the effort of two separate people to live in a house. No matter how good you deal with it, you don't know it until you live in the same house. You get married, you start living in the same house, you get to understand her/his temper. If you can get along, it is well. But if you can't get along, you're getting divorced. So no one has to tolerate anybody else.

Y4 - Two people who love each other marry to be happy. But when it comes to living together, you stop there. Two people can't keep up with each other. They don't get along. Then they're getting divorced.

The statement of the elderly who emphasized the end of love as the cause of divorce is as follows:

Y5- Love is very important in marriage. People who love each other can carry on for years. Without love, that marriage won't work. The current generation immediately consumes love. You're looking at someone today, someone else tomorrow. When love ends, marriage ends naturally. Because couples don't tolerate each other.

The statement of the elderly who emphasized cheating as the cause of divorce is as follows:

Y8- The cheating cases have increased a lot now. In the past, women couldn't get divorced even if they were cheated because they couldn't stand on their own feet. Now they have economic freedom. They get divorced at once now.

Within the scope of the research, the elderly women's, who are aged 65 and over, approval status for the divorce of the couples having dispute are given in Table 4.

Table 4. Elderly Women's Approving the Divorce of the Couples That Cannot Get Along

Codes	N	%
I approve	5	62.5
I don't approve	3	37.5
Total	8	100.0

According to Table 4, five (62.5%) of elderly women stated that they approved the divorce of couples having disputes, while 3 (37.5%) of them disapproved.

The statements of some of the elderly who stated that she "approves" the divorce of the couples who cannot get along well:

Y1- Yes, I approve. If they don't get along, forcing it doesn't make any sense.

Y4- I approve of course. The current generation is intellectual. When you see that it does not fit you, you are not happy, you can't get along well with your husband, you can get a divorce. The longer you stay married, the unhappier you will be.

Y8- I approve. Especially if they have children, it is better to get a divorce when the husband and the wife continuously argue. Children become unhappier when they grow up in unhappy families.

The statements of some of the elderly who stated that she "doesn't approve" the divorce of the couples who cannot get along well:

Y5- I do not approve much. If there are children, divorce is not the solution. They become torn between parents. We need mutual understanding for them.

Y2- Spouses need a little patience. If you want to be happy in marriage, you will be patient. Patience is the cure for everything. Over time, even disagreements dissolve. That's why we cannot tell that "we do not get along well with each other and we are getting a divorce".

According to elderly women aged 65 years and over, the problems experienced in the divorce process are given in Table 5.

Table 5. Problems in the Divorce Process According to Elderly Women

Codes	N	%
The status of the children	6	75.0
Division of property	2	25.0
Total	8	100.0

According to Table 5, six (75.0%) of the elderly women stated that the biggest problem in the divorce process is the situation of children and 2 (25.0%) of them expressed the share of property.

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The statements of the elderly women who emphasized the status of the children are as follows:

Y4- An important problem is that children will live with whom after the divorce? It's best if the child stays with the mother, of course. But sometimes husbands use their children to get revenge on their ex-wives. The man who loves his wife when he's married suddenly changes when it comes to divorce. He does everything possible to hurt his wife. That's why he uses his kids.

Y3- When it comes to divorce between husband and wife, both sides do not want to give their children to each other. In my opinion, mother doesn't want to give the child because she really wants to take care of him/her, while the father doesn't want to give the children just to hurt the mother.

Y8- If they have children, divorce is the best thing for a husband and wife who can't get along. They should do this most to raise their children in a more peaceful environment. But what happens in the end? Divorce turns into a custody fight. What's important is that on which side the children will be happier. I think this is more important.

The statements of the elderly women who emphasized the property sharing are as follows:

Y1- After the divorce case has been filed, as far as I know, the property acquired during the marriage is shared. But people transfer the estate properties or other valuables to others so they don't share them with their spouses. They declare their income to be lower than their actual income. I call these deceit as a pity.

Y7- The husband and wife want to keep everything in their own hands when they're getting divorced. The woman thinks that the man should take care of her anyway, and the man wants to come down hard on the woman. There's no couple who don't get into a fight for the goods/possessions when they were getting divorced, in this era.

According to the elderly women aged 65 years and older, the reasons for increasing divorce in our country are given in Table 6.

Table 5. Problems in the Divorce Process According to Elderly Women

Codes	N	%
Financial Problems	4	50.0
Media	2	25.0
Intolerance	2	25.0
Total	8	100.0

According to Table 6, four (50.0%) of the elderly women stated that the reason for the divorces in our country was due to financial problems, while 2 of them (25.0%) stated that it was the media, and 2 (25.0%) said that it was the lack of tolerance in the couples.

The statements of the elderly women who emphasized the financial problems are as follows:

Y3- Now everything is about economy. If you have money, you are happy, if you do not have money, you are unhappy. He/she marries you for the money, and when the money is finished, the spouse says goodbye. The current generation of young people are intolerant. They cannot endure problems. They do not want to support each other in difficult times.

Y7- Everything is bought with money. It is common for young people to indulge in luxury, and they don't want to wear anything twice (they are lavish). If these expectations are not met in marriage, divorces become common.

The statements of the elderly women who emphasized the media are as follows:

Y2- The divorces on the television series are so common. Young people, too, inevitably, become a wannabe on the divorce issue.

Y5- Divorce is often shown as a good thing on TV shows that are watched every day. Our young children are, unavoidably, also influenced by these series.

The statements of the elderly women who emphasized the intolerance are as follows:

Y6- Happy marriage is based on mutual understanding. If you understand your spouse, then he/she will tolerate you, too. Divorces will also increase when you treat the other person intolerantly.

Y1- The most important reason for the increase in divorce is that couples do not understand each other. When you are understanding, marriage is carried out and you are happy. Otherwise, if there is no understanding, the other side will be disturbed with any mistake that the other party makes. Thus, divorces occur.

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DISCUSSION, CONCLUSION AND SUGGESTIONS

In order to determine the 'elderly women's thoughts on divorce' with the participation of eight elderly women over 65 years of age living in the Central district of Giresun province, face-to-face interviews were held between 9-16 July 2018. In the study carried out by qualitative research method, the data gathered using the data collection tools were broken down and analyzed.

Based on the findings of the study, it is shown that couples' having financial problems was the main reason for divorce according to elderly women. The dispute has also been expressed as another important reason for divorce. In the literature, also in the studies on the causes of divorce, financial problems appear to be frequently cited as the reason for divorce.

More than half of the elderly women have declared that they approve that if there is any dispute, the marriage should not be continued and that the divorce should take place, regarding the couples who cannot get along well. The social change experienced, the different family structures and the change in the social status of women is thought to be related to this result. The main problem in the divorce process is the situation of children (custody, care, etc.), and the second most important factor comes to the forefront as the division of the property. As a matter of fact, it is determined that the problems in marriages are caused by communication conflicts, economic problems, jealousy, disloyalty, selfishness or insecurity (Canel, 2012).

According to another result obtained from the research, it was determined that the biggest problem experienced in the divorce process is the status of children. The couples who do not have any relationship in the meaning of marriage after divorce must establish a relationship as parents (Sönmez, 2012).

According to the elderly women, the most important reason for the increase of divorces in our country is the financial problems. The literature on divorce is very limited in our country number of studies. There is not any study investigating the views of older women on divorce. Further research is needed in this area. In this way, it is possible to make a more detailed understanding of the situation in our country and to facilitate the services.

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**TURKISH JOURNAL OF
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**EVALUATION OF SUPERVISION NEEDS OF SOCIAL
WORKERS WORKING IN DIFFERENT PROFESSIONAL FIELDS**

**FARKLI MESLEKİ ALANLARDA ÇALIŞAN SOSYAL HİZMET UZMANLARININ
SÜPERVİZYON GEREKSİNİMLERİNİN DEĞERLENDİRİLMESİ**



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EVALUATION OF SUPERVISION NEEDS OF SOCIAL WORKERS WORKING IN DIFFERENT PROFESSIONAL FIELDS FARKLI MESLEKİ ALANLARDA ÇALIŞAN SOSYAL HİZMET UZMANLARININ SÜPERVİZYON GEREKSİNİMLERİNİN DEĞERLENDİRİLMESİ

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ABSTRACT

The aim of this research is to assess the supervision needs of social workers. Within the scope of the research, 10 different fields where social workers work were determined. These areas are as follows: medical social work, forensic social work, social work in local governments, disability and social work, old age and social work, addiction and social work, social work with families, women and social work, children and social work and social work centers. The interviews were conducted with a total of 20 social workers, there were two people in each field indicated above - one experienced and one relatively inexperienced- by using a semi-structured interview technique. Open-ended interview questions were addressed to the participants and asked to share their thoughts about supervision, their experience in the areas of occupational competence and ethical dilemma, case management process and evaluations of anxiety dimension and their comments were assessed in accordance with the supervision need of social workers. In the light of the obtained data, it was observed that social workers need supervision support in the fields such as perception of professional competence, problems occurring in case management, difficulty in determining appropriate method of intervention, feeling anxiety, producing solutions for ethical dilemmas and need of someone whose advice they can ask regularly, especially in the period when they first entered the profession. The importance of this study lies on the fact that it reveals the supervision need of the professionals who work as social workers in Turkey.

Keywords: Social work, social worker, social work supervision, supervision.

ÖZ

Bu araştırmanın amacı sosyal hizmet uzmanlarının süpervizyon gereksinimlerinin değerlendirilmesidir. Araştırma kapsamında, sosyal hizmet uzmanlarının çalıştığı 10 farklı alan; tıbbi sosyal hizmet, adli sosyal hizmet, yerel yönetimlerde sosyal hizmet, engellilik ve sosyal hizmet, yaşlılık ve sosyal hizmet, bağımlılık ve sosyal hizmet, ailelerle sosyal hizmet, kadın ve sosyal hizmet, çocuk ve sosyal hizmet, sosyal hizmet merkezleri belirlenmiştir. Her bir alandan biri deneyimli biri diğerine göre nispeten deneyimsiz 2 kişi olmak üzere toplam 20 sosyal hizmet uzmanı ile yarı yapılandırılmış görüşme tekniği kullanılarak görüşmeler gerçekleştirilmiştir. Katılımcılara açık uçlu mülakat soruları yönlendirilerek; kendilerinden süpervizyon hakkındaki düşünceleri, mesleki yeterlilik ve etik ikilem alanlarına dair yaşamış oldukları tecrübeler, vaka yönetimi süreci ve kaygı boyutuyla ilgili değerlendirmeler bağlamında paylaşımda bulunmaları istenmiş, gerçekleştirilen paylaşımlar sosyal hizmet uzmanlarının süpervizyon ihtiyacı doğrultusunda değerlendirilmiştir. Elde edilen veriler ışığında, sosyal hizmet uzmanlarının özellikle mesleğe ilk başladıkları dönemde; mesleki yeterlilik hissi, vaka yönetiminde yaşanan sorunlar, uygun müdahale yöntemini belirleme noktasında zorlanma ve kaygı hissetme, etik ikilemlere çözüm üretme ve düzenli danışma ihtiyacını karşılayabilecekleri birilerine gereksinim duyma gibi konularda süpervizyon desteğine gereksinim duydukları görülmüştür. Çalışma, Türkiye’de sosyal hizmet uzmanı olarak görev yapmakta olan meslek elemanlarının, süpervizyona duydukları ihtiyacı ortaya koyması açısından önem taşımaktadır.

Anahtar Kelimeler: Sosyal hizmet, sosyal hizmet uzmanı, sosyal hizmet süpervizyonu, süpervizyon.

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INTRODUCTION

When human factor is in question, the need for using the most appropriate helping skills and taking professional decisions arises for each case, and this situation leads to a very diverse and complex structure. In such a case, the need for support in the form of advice, ideas or suggestions, both practically and theoretically, arises and the need for a supervision mechanism is created (Sandu and Unguru, 2013). Supervision is defined as a process in which an experienced person (supervisor) with experience prepares a subordinate for the profession under her/his supervision and supporting subordinate for the enrichment of their practical experiences, shortly "training under supervision" (Bradley and Boyd, 1989). Despite not being exclusive to social work, supervision is very important in terms of providing professional devotion and confidence in social workers, regular and informal consultation on complex cases and problems (Kadushin and Harkness, 2002; Kimberley, 2000, cited in Turner, 2005). As a matter of fact, when the traditional and professional history of the social work is considered, it can be clearly seen that the supervision is a priority and an integral part of the profession; it is an important component of social work practice (Hughes, 2010; Munson, 2002; Hardcastle, 1992).

Social work supervision can be defined as an interactive process which is learned through practice; it includes basic functions such as emotional support, mediation and professional development. It also includes the case management (Marc, Makai-Dimeny and Oşvat, 2014). Social work supervision is provided under the supervision of a supervisor who has necessary professional experience and competence. It aims to ensure that social work is delivered efficiently within the framework of professionalism. It is carried out within the framework of educational, supportive and executive functions, based on different theories, models and perspectives. Social work supervision is away from discriminatory practices; it aims to ensure continuous learning and performance improving (DSD and SACSSP, 2012). Social work supervision aims to increase the life quality of individuals and the efficiency of the services they provide. It is considered as a part of more comprehensive specialties in the social work system. Social work supervision aims to gradually develop the professional and personal development of the social worker via supervising and monitoring activities (Sandu and Unguru, 2013). Supervision is a professional process coordinated by the social work supervisor, which also contributes to the social workers to get the emotional support. Supervisor is an institution personnel responsible for directing and coordinating the professionals under her/his supervision,

contributing to their professional development and evaluating the supervision process. While fulfilling this responsibility, she/he performs some administrative, educational and supportive functions in the context of positive relations with the subordinates under the supervision. The ultimate goal of the supervisor is to contribute to the best possible service, both qualitatively and quantitatively, in accordance with the procedure related to how the service politics and service should be conducted (Kadushin and Harkness, 2002; Munson, 1993, cited in Turner, 2005).

The social work supervision is ideally provided by the supervisor in the institution where the social worker is employed, but if this is not possible, the supervision need of the social worker is expected to be met by the supervisors out of office, appointed by the institution (where the social worker is employed). A change in the supervision contact may result in differentiation of the supervision process (Beddoe, 2010; Bradley and Höjer, 2009). Supervision can be presented in two different contexts, internal and external. Internal supervision refers to the supervision process in which the social worker gives individual and group supervision in the institution where she/he currently works. Differently from the internal supervision, in the external supervision, the supervisors outside of the institution are assigned to organize the supervision process. External supervision can be carried out individually or as a group, as in the internal supervision. As external supervision is carried out by a supervisor outside of the institution, this process is considerably objective and it can reveal different aspects, as well. However, the conducted studies indicate that internal supervision is the most common form of social work supervision (Liz, 2012).

Supervision can also be provided individually or in a group. In the individual supervision, supervision process is conducted on one-to-one basis between the supervisor and the supervisee. In this process, the supervisor providing the supervision is at a higher level than the supervisee, supervisor can be an institution manager, an experienced and senior professional than the supervisee (Hawkins and Shohet, 2006). The group supervision, unlike the individual supervision, includes peer or facilitator group supervision (Bernard and Goodyear, 2014, Barretta-Herman, 1994, Armstrong, Gordon and Hobbs, 1991). The concept of peer supervision refers to the supervision process carried out by social workers working in the same institution and forming a group (DSD and SACSSP, 2012; Armstrong, Gordon and Hobbs, 1991). In the facilitator group supervision, there is a facilitator individual playing the role of group facilitator, unlike the peer supervision, and she/

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he is at a higher level compared to the other members of the group (Proctor, 2000).

When the related literature is reviewed, the studies reveal that the group supervision is more functional than the individual supervision. Group supervision has many advantages, which prove that it is more functional compared to individual supervision. Some of these advantages are as follows: the possibility to provide supervision support to more than one person in the group and thus the efficient use of time, the possibility to evaluate the dissatisfaction from the works under the light of many different views, the possibility to have freedom to discuss ideas, a more positive progress of professional development through different feedbacks from other group members, greater encouragement of creativity in the workplace, and increased collective strength of the team spirit, etc. (Bernard and Goodyear, 2014; Field, 2009; Hair and O'Donoghue, 2009; Hawkins and Shohet, 2006; Bogo and McKnight, 2006; Sulman, Savage, Vrooman and McGillivray, 2005; Christensen and Kline, 2001; Gillig and Barr, 1999; Bradley and Boyd, 1989). However, there are some disadvantages of group therapy which should not be forgotten such as the limited time allocated to speak about personal problems and situations, the difficulty to establish trust among the members of the group, the extra time and effort required to preparation and organization integrity, the required sensitivity for different learning levels of the group members and the difficulties in giving the feedback related to the supervision process (Bernard and Goodyear, 2014; Munson, 2002; Kadushin and Harkness, 2002; Ellis, 2001).

Social work supervision is considered within the context of three functions in the literature: educational (clinical), executive and supportive. The educational (clinical) function of the social work supervision focuses on increasing the self-confidence and competence of social workers. Educational (clinical) supervision contributes to the social workers on how to apply the social work values and ethical rules while working in cases; at the same time, it contributes to a better understanding of how the practice knowledge, skills and attitudes develop. This aspect of supervision allows for the assessment of learning and training needs of social workers (SWAAB, 2017). Educational (clinical) supervision provides the supervision opportunity to social workers to understand the social work philosophy better, to have professional awareness and to develop their professional knowledge and skills by focusing on the professional concerns. Generally, the educational supervision includes the guidance and counselling activities presented to the supervisee social workers about the case evaluation, treatment and intervention, identification

and resolution of ethical issues, evaluation and termination of services (NASW and ASWB, 2013).

Executive supervision refers to a process which includes specific objectives such as workload management, supervising and evaluating the work of supervisees, and ensuring that service standards are met (SWAAB, 2017). Executive supervision, an area related to the current policies and public accountability in an institution and organization, contributes to the functional structure of the institution and organization by transforming the determined objectives in to the tasks to be completed by the social workers. In the process of executive supervision, the main responsibility of the supervisor in the executive position is to ensure that the necessary work is carried out (Kadushin and Harkness, 2002). This process involves the implementation of administrative methods to ensure that social workers are able to provide effective service to the client (NASW and ASWB, 2013). In general, the executive supervision is an executive function including various criteria such as the determination of supervisee's service objectives and priorities, clarification of supervisee's roles, the planning of the necessary work and distribution of the tasks, the evaluation and review of the works and providing the accountability related to the taken responsibilities.

Supportive supervision aims to decrease the stress factor affecting the job performance of the supervisee and thus increase her/his job performance, and the supervisor is responsible for improving the work environment and increasing the motivation of social workers (Kadushin and Harkness, 2002). Supportive supervision, which aims to improve the professional satisfaction and quality of service of the social worker, is also very important in terms of the increased productivity at the workplace (DSD and SACSSP, 2012). Considering the workload of the social workers and the negative feelings they have experienced with the cases, problems such as burnout feeling and decrease in service delivery quality can be overcome with the supportive supervision.

As can be seen, the social work supervision is an interactive process which is comprehensive in the context of educational, executive and supportive functions which can be carried out individually or as a group. Social work supervision aims to increase the service delivery quality and professional satisfaction by means of individual and professional development of social worker. Social work supervision can be carried out by a staff from inside or outside of the institution. It is a planned and effective process which provides regular counseling opportunity to the social worker about the

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personal or professional problems. Especially, when the working conditions and problems of the social workers are taken into consideration in Turkey, the significance of the social work supervision comes to the light.

MATERIALS AND METHOD

The supervision need of the social workers was investigated in this study. Within the scope of the research, 10 different areas where social workers work; medical social work, forensic social work, social work in local governments, disability and social work, old age and social work, addiction and social work, social work with families, women and social work, children and social work and social work centers (generalist social work practice) were determined and interviews were conducted with two social workers from each field, being two people of each area- one experienced and one relatively inexperienced; and in total 20 participants were interviewed. The interviews were conducted in face-to-face interviews and telephone interviews. Eight of the participants were female, 12 of the participants were male. The ages of the participants varied between 22 and 50. The median age was 32. Five of the participants are married and 15 of the participants are single. Four of the participants were graduated from graduate schools while 16 of the participants were graduated from undergraduate schools. 40% of the participants have a duty term between 1-10 years, 25% of them have a duty term less than 1 year, 20% of them have a duty term between 11-20 years, and 15% of them have a duty term more than 21 years. 75% of the social workers participating in the survey live in Istanbul, while the rest of them live in different cities such as Bursa, Hatay, Izmir, Manisa and Yalova. 11 of the participants were graduated from Hacettepe University and nine of them were graduated from Istanbul University. One of the participants defined her/his economic status as very low, four of them defined their economic status as low and 15 of them defined their economic status as middle.

The interviews were conducted with semi-structured interview technique with pre-prepared open-ended questions for the study. The interviews were conducted during February-March-April of 2018, and after the data were collected, the data were analyzed and the study took its final form.

Qualitative Data Analysis

General Evaluations about the Supervision Need

When the definitions related to the supervision concept made by the participants are examined, it is seen that the concept is defined as the counseling provided by the more experienced staff, the guidance provided by more

experienced and more informed staff to the relatively less experiences staff, the support given to the social workers in the situations such as burnout, psychological depression, which may burn the member of the profession out. A participant (Participant-10, 24 years old) defined supervision as "the supervision of an experienced social workers to the supervisee about how to overcome the problems supervisee faces; the supervisor help the supervisee to gain knowledge and experience as well as improve herself/himself. Social workers need supervision when they feel inadequate in some aspects/issues or when they feel burnout after a certain duty time."

13 of the participants (65%) stated that they had never been involved in any supervision process, seven of the participant (35%) stated that they had participated in the supervision process but members of different occupational groups provided this support. One participant (Participant-17, 41 years old) stated that she/he took supervision support from a member of different occupational group: "I was involved in the supervision process while I was working in kindergarten. I got support from the same supervisor when I was transferred to the girls' dormitory during 2004-2005. Back then, I was working in orphanage for girls. I owe my professional development to that supervision. My supervisor was a psychologist and she/he gave me support in terms of psychoanalysis. The support provided by the supervisor is important in terms of bringing you to a certain level and the psychological support she/he provides. As far as I know, there are two or three institutions providing this service in Turkey.

While 16 of the participants (80%) indicated that they did not receive in-service training related to supervision before, four of the participants (20%) said they received in-service training related to supervision. Most of the participants stated that they had received informal in-service training in the first years of their careers from the other members of profession working in the same institutions. One participant (Interviewee-5, 38 years) explained this situation as follows: "Each institution has various in-service trainings under different titles according to its own structure. But I received in-service training related to the field experience from my colleagues during my service and it was informal."

All participants indicated that they needed supervision starting from the first day they started to work. They also emphasized the significance of ensuring that this support is provided not only to the social work profession but also to all professional groups working with people. One participant (Interviewee-7, 50 years old) expressed her/his ideas as follows: "As each case is unique in itself, you need

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a different eye (opinion) for every field. In other words, you may need supervision for each case.". Another interviewee (Interviewee-10, 24 years old) expressed her/his supervision need as follows: "Yes, sometimes I needed supervision because I am new (inexperienced) and sometimes I feel inadequate in some issues. Dealing with people constantly can be wearing and people may need support.". Another participant (Interviewee-15, 32 years old) highlighted the significance of supervision as follows: "I needed supervision from beginning to end, and I still need supervision. Supervision does not mean you are good or bad, but I think everyone needs to get education from someone better than herself/himself. I would like to receive supervision from someone better than me. I am in need of that."

All participants think that social workers need supervision. For example, a participant (Interviewee-6, 22) said, "Social work is a profession that requires a discipline to work with many different disciplines but needs to work with a more disadvantaged audience. I think it is necessary to have a supervision in order to avoid misbehaving in situations such as having a professional to get an idea in situations where the professions are inexperienced and not knowing what to do, experiencing professional deformation during experienced / inexperienced periods, difficulty in empathy. I think that supervision is a must not only for social work but also for all occupations dealing with people."

Professional Competence and Ethical Dilemmas

While 19 of the participants (95%) indicated that they did not find themselves professionally adequate when they first started the profession, only one of them stated that she/he found herself/himself professionally adequate when she/he first started the profession, but realized in time that she/he was inadequate. One participant (Interviewee-7, 50 years old) explained her/his views on the professional competence as follow: "I never find myself adequate. Each case is unique and you have no knowledge about the case before you. If you act like you do not know, you can grab the case and provide necessary intervention. If you act like you know everything and approach the case with such an approach, you lose the case. That's tough.". Another participant (interviewee-10, 24 years old) expressed her/his concerns about the professional competence as follows: "Like other professionals, I didn't find myself professionally adequate when I first started my job as the training I had received in the undergraduate level was general training. No field-specific education was given. For this reason, I had a few shortcomings in various subjects

at the beginning.". One of the participants (Interviewee-5, 38 years old) expressed her/his ideas related to the provision of supervision as follows: "If the administration board required me to supervise a newcomer for three months and to be responsible from her/him, and to introduce the field to her/him, and paid me ten percent difference in the wage, it would be fair."

A participant (Interviewee-4, 22 years old) expresses her/his concerns about professional incompetency feeling and highlights the importance of professional experience as follows: "It requires long years of work for me to find myself professionally competent. I think that no member of profession should find herself/himself professionally competent. Knowledge and experience are always needed.". Another participant (Interviewee-11, 45 years old) states that "I want to use up-to-date information and act professionally in this manner. I frequently review international resources and studies; and I frequently question and study about a possibly missed criteria or situation, as we work with people. You can encounter with a case which has nothing to do with all your information, and you may be quite surprised. In such situations, I will go to the consultation with my colleagues and experienced coaches.". Thus, the participant stated that she/he tries to maintain the supervision in a non-systematic way with her/his own means. The evaluations of participants related to the feelings of inadequacy are as follows: One of the participants (Interviewee-18, 25 years old) stated that "The arguments in our hand may not always be enough. I take my colleagues' opinions. Our branch manager is also our colleague; I take her/his opinion. If I cannot solve the problem, I go to the provincial vice-principal and ask her/his opinion.". Another participant (Interviewee-20, 25 years old) stated that "I received support from my colleagues who are more experienced than me in the field. I called institutions I could contact and I got information from members of different professions on how to conduct collaborative work.". The dominant view of the participants about the feeling of inadequacy is revealed to be getting help from the members of profession they view as competent or getting help from authorized organizations or institutions.

13 of the participants (65%) have someone to whom they can regularly consult for any problems they encounter. On the contrary, seven of the participants (35%) stated that they are deprived of this opportunity. The dominant view of the participants is revealed to be getting supervision from informal or non-systematic ways. One of the participants expressed her/his opinions about the supervision opportunity as follows: "There is no one we

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can regularly consult, of course. As I said before, we have a group of friends. Our colleagues. When we periodically come together, there are points on which we discuss within the group by expressing what we have done and what are the consequences, and asking for opinions from the members of the group.". Another participant (Interviewee-5, 38 years old) expressed her/his opinions as follows: "There was no one to consult where I worked. I called the General Directorate and discussed the social workers working in this field. I expressed my case, my decisions and I asked about their opinions as to the appropriateness of my decisions."

13 of the participants (65%) stated that they had experienced at least one ethical dilemma in their intervention to cases. Seven of the participants (35%) stated that they had never experienced ethical dilemmas before. One of the participants (Interviewee-11, 45 years old) described one of her/his interventions, which was due to her/his professional inexperience: "I dismissed my first case coming from the court. I dismissed her/him from my hospital office as she/he threatened me. Then I regretted doing so. If I knew then what I know now, I would consult to my lecturers about the situation.". Another interviewee (Interviewee-10, 24) expressed the importance of professional counseling at decision stage as follows: "In a guardianship case, the mother said that her spouse would not divorce her if she didn't give custody to him, and she said she was afraid of her spouse would harm her; although she wanted the custody, she required us to write the opposite in the report and she demanded that what she had said to be confidential. I told her that I had to write what she said during the interview to report, and if I hadn't written these, the correct decision wouldn't be taken. I asked the opinion of my colleagues on this situation, I asked the opinion of the judge; after taking necessary precautions I wrote what she had said in the report; and I decided that parental rights should be given to mother.". 11 of the participants (55%) stated that if they experience ethical dilemma in their cases, they will prefer to refer the case. Only 2 of the participants (18%) stating that they will prefer to refer the case also stated that they may feel the need to consult to others. One participant (Interviewee-8, 23 years old) explained that her/his experiences during the case process as follows: "I prefer to refer the case. I feel the need to consult to someone, if I cannot find a solution, I refer the case.". Another participant (Interviewee-6, 22 years old) expressed a situation in which she/he faced ethical dilemma and felt the need to refer as follows: "As I work in private sector and I am the only social worker in the institution, I cannot refer the cases. For that reason, I primarily consult to the physicians and healthcare

personnel in the institution, then I consult to social worker colleagues, if I cannot find a solution, I contact to my lecturers in the university from which I graduated. I frequently ask for help from the Elderly Services Department of the Family and Social Policy Provincial Directorate in the province I live in, and I always receive the necessary support from all the social workers and the branch manager."

Personal Experiences about the Case Process

15 of the participants (75%) stated that they had problems in finding the appropriate intervention method. Six of the 15 participants (40%) who had problems finding the appropriate intervention method indicated that they needed the support of others in this process. One participant (Interviewee-15, 32 years old) explained the process of finding the appropriate intervention method as follows: "There were situations for which we did not know what to do. But ultimately we find a solution in some way. We need to do this for our job. In these processes, I get support from experienced colleagues from unofficial ways.". 5 of the participants (25%) stated that they had problems in finding the appropriate intervention method. One participant (Interviewee-12, 26 years old) expressed her/his ideas on the subject as follows: "In general, intervention idea arises in the first or second interview. If the person accepts this intervention, there is no problem. I usually haven't experienced any problems.". Another participant (Interviewee-7, 50 years old) expressed her/his ideas as follows: "I evaluate each case as special in itself, and thus I think that I should consider appropriate intervention method separately for each case. Thus, I experience less problems by doing so."

16 of the participants (80%) stated that they had concerns about failing in the cases they encountered when they first started their jobs. However, 4 of participants (20%) stated that they did not have such a concern. For example, a participant (Interviewee-8, 23 years old) said, "Yes, I had concerns. I shared my concerns with a colleague of mine and learnt that she/he also had such concerns. Learning this relieved me that I was not alone. I got support from my institution's manager - not a social worker - on the points I had difficulties.". Thus she/he explained how she/he overcame her/his concerns. Another participant (Interviewee-13, 25 years old) expressed how she/he overcame her/his concerns by getting help from the colleagues follows: "I experienced failure concern in many cases. I received support from my more competent colleagues in the field or from a competent professional in a different profession group, because I

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found myself lacking knowledge and inadequate.". Of the 16 participants who stated that they had experienced concerns, 14 of them (87.5%) stated that they got support from others for overcoming the concerns and they needed that support. One of participants (Interviewee-20, 25 years old) expressed the effectiveness of the support she/he received to overcome the concerns she/he experienced when she/he intervened in the cases as follows: "Of course I have experienced such concerns. The field is so large and the practitioners should always keep themselves up-to-date. At the institution we receive weekly supervision from a psychiatric on the addiction field. Here we have the opportunity to consult. But of course, there are situations in which this is not enough."

15 of the participants (75%) stated that they didn't experience client resistance in any of their cases, the rest of the participant stated that they experienced client resistance but they didn't share anything related to the need of supervision about breaking that resistance. One participant (Interviewee-1, 36 years old) expressed her/his experiences about the client resistance as follows: "Yes, it happened. It was important for us to make the client felt that the intervention we tried to make was for her/his own well, as a member of profession and a representative of the institution. In solving the problem, holding the client as responsible and creating awareness with our guidance was an appropriate method.". 5 (25%) of the participants stated that they did not encounter the client resistance while working with any case. One participant (Interviewee-7, 50 years old) expressed her/his views on this issue as follows: "While we were receiving the therapy education, our lecturer used to say "There is no resistant case/client. There is unskilled interviewee (social worker)." So the concept of resistance is an open concept. "

As for the resistance developed by the members of the profession, six of the participants (30%) stated that they didn't develop any resistance for the client in any of their cases. One participant (Interviewee-19, 49 years old) said, "Resistance, of course, developed. But we have to do our job. We have to work on our own resistance.". 14 of the participants (70%) stated that they did not develop resistance to the client while working with any case. One participant (Interviewee-2, 25 years old) expressed her/his professional intervention approach as follows: "... the choices belong to people. Furthermore, people cannot choice some things, and I cannot develop resistance for serving anybody due to these things (race, religion, language, sexual orientation, etc.). Maybe that is what makes me different from other people on the streets, such as grocer, headman and imam. Because there are already enough people to label other people. I

cannot exhibit a different approach to anyone at the point of providing services for my occupation.". Another participant (Interviewee-11, 45 years old) highlighted the importance of supervision on this issue as follows: "I didn't have any case in which I developed resistance. I didn't develop resistance against the phenomena (cases) and families as I have always felt the supervision support and I have always had such an opportunity."

DISCUSSION AND CONCLUSION

When the general evaluations of participants about the supervision process are examined by considering that their expressions are mostly similar on the subject, it is revealed that some of the participants perceive supervision as a short term intervention, as the supervision doesn't exist systematically for the social work profession. The majority of participants indicated that they had not previously participated in a professional supervision process. The participants who stated they had participated in the supervision process noted that different professional groups provided the supervision. The majority of the participants expressed that they had not received in-service training related to supervision before. All participants indicated that they needed supervision from the first day they started to work. Furthermore, participants all think that social workers need supervision. The vast majority of the participants stated that they did not find themselves professionally adequate when they first started the profession. Only one participant found herself/himself professionally adequate but in time she/he realized that she/he was inadequate. The participants expressed that the undergraduate education was inadequate in many situations. This situation is considered to be the greatest indication of the need for supervision of the participants. Some of the participants uttered that they were not able to consult regularly while they were providing professional intervention. Those who had the opportunity of regular consultation stated that they consulted to their colleagues in informal and unsystematic ways, as a palliative method. 80% of the participants stated that they had concerns about failing in the cases they encountered when they first started their jobs. In the process of overcoming this concern, they stated that they got support from others for overcoming the concerns and they needed that support from time to time. During the interviews, it was uttered that social workers faced various ethical dilemmas while making decisions during the case owing to the nature of the social work profession, and in such situations, the need to consult to someone more experienced was expressed.

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The members of profession stated that they tried to overcome these dilemmas in their own ways, they needed the support of others to find the appropriate intervention methods and there was no supervision mechanism to which they could consult.

For these reasons, a professional supervision mechanism should be established by related institutions for the workers in the field; the working conditions of the social workers should be improved; their professional satisfaction should be achieved by providing their general well-being; the quality of the service they deliver should be increased; the case losses should be prevented; the cases should be approached in the right place and right time in a manner that minimizes the ethical dilemmas. This view is unanimously shared by all members of the profession participating to this study. At the same time, when the related literature is reviewed, there is only one study related to the social work supervision in Turkey. From this point of view, the originality of the present study is clear. In addition, carrying out academic studies on this issue and bringing the need of social work supervision into view would be appropriate approaches.

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**TURKISH JOURNAL OF
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**RETHINKING SOCIAL WORK UNDERGRADUATE EDUCATION
THROUGH KNOWLEDGE-SKILL-VALUE-BASIS OF SOCIAL WORK
SOSYAL HİZMET LİSANS EĞİTİMİNİ BİLGİ-BECERİ-DEĞER
TEMELLERİ İLE YENİDEN DÜŞÜNMEK**



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RETHINKING SOCIAL WORK UNDERGRADUATE EDUCATION THROUGH KNOWLEDGE-SKILL-VALUE-BASIS OF SOCIAL WORK SOSYAL HİZMET LİSANS EĞİTİMİNİ BİLGİ-BECERİ-DEĞER TEMELLERİ İLE YENİDEN DÜŞÜNMEK

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ABSTRACT

Many of the studies on social work undergraduate education approaches social undergraduate work education as a whole with social work field practice. On the one hand, such kind of approach signifies on which knowledge-skill-value basis social work undergraduate education needs to be structured, on the other hand it describes the process how these bases can be transferred to social work practices. It is the focus of this review work to educate social workers with different pedagogical approaches and social work undergraduate education that can respond to today's individual and community needs and besides to think about how this process can be improved. Therefore, the aim of this study is to discuss how knowledge-skill-value basis of social work can be applied as a pedagogical tool in social work education. Based on this, this study primarily dwells on the general features of social work education. Later, it is emphasised the arguments seeking to apply knowledge-skill-value basis of social work to the learning process. These discussions are dealt within the context of five components of the learning process; the purpose and scope of social work education, the student dimension, the instructive (facilitator) dimension, the student-lecturer interaction in the learning process and learning environment.

Keywords: Social work, social work education, knowledge, skill, value.

ÖZ

Sosyal hizmet lisans eğitimini konu edinen çalışmaların birçoğu sosyal hizmet eğitimini, sosyal hizmet saha uygulaması ile bir bütün olarak ele alır.

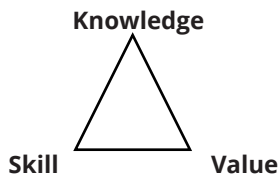
Böyle bir yaklaşım öncelikle sosyal hizmet lisans eğitiminin hangi bilgi-beceri-değer temelleri üzerine yapılandırılması gerektiğini ortaya koyarken, diğer yandan bu temellerin sosyal hizmet uygulamalarına nasıl aktarılacağına ilişkin süreci ifade eder. Farklı pedagojik yaklaşımlarla sosyal hizmet lisans eğitiminin günümüz birey ve toplum ihtiyaçlarına cevap verebilecek nitelikte sosyal hizmet uzmanlarını yetiştirmek ve bunu nasıl gerçekleştirileceği konusu üzerine düşünmek bu derleme çalışmasının odağını oluşturur. Dolayısıyla bu çalışmanın amacı, sosyal hizmet bilgi-beceri-değer temellerinin pedagojik bir araç olarak sosyal hizmet lisans eğitiminde nasıl uygulanabileceğini tartışmaktır. Bu doğrultuda çalışmada öncelikle sosyal hizmet lisans eğitiminin genel özellikleri üzerinde durulmuştur. Daha sonra sosyal hizmet bilgi-beceri ve değer temellerini öğrenme sürecine uygulamayı amaçlayan tartışmalara yer verilmiştir. Bu tartışmalar öğrenme sürecinin beş bileşeni; sosyal hizmet lisans eğitiminin amacı ve kapsamı, öğrenci boyutu, eğitici (kolaylaştırıcı) boyutu, öğrenme süresinde öğrenci-eğitici etkileşimi ve öğrenme ortamı bağlamında ele alınmıştır.

Anahtar Kelimeler: Sosyal hizmet, sosyal hizmet eğitimi, bilgi, beceri, değer.

RETHINKING SOCIAL WORK UNDERGRADUATE EDUCATION THROUGH KNOWLEDGE-SKILL-VALUE-BASIS OF SOCIAL WORK

INTRODUCTION

Social work education is an educational process carried out with a **four-year undergraduate** program aims students to become qualified professionals in the professional interventions towards the client systems (individual, family, group, society). In other words, social work undergraduate education is a process carried out with effective learning methods and techniques based on the trinomas required in field practice (Aktaş, 2011).



It is seen that social work undergraduate education in literature is contextualised in connection with the working areas such as; approached used in teaching process, the dimensions of the learning process, how the education process is structured (Beverly and Worsley, 2007), how sociopolitical-economic and cultural structure shapes social work undergraduate education, how changes in global, national and local levels affect social work education (Payne and Askeland, 2008).

This multidimensionality of social work undergraduate education is seen in various forms of social work definitions. Some of these definitions focus activities carried out by a social worker, while others focus directly on the knowledge-skills-value base of social work. For example, Thompson (2005) treats social work as a profession based on humanitarian assistance in a broad sense and also emphasizes its shared and distinctive features with other humanitarian work. Duyan (2010) describes social work as a profession, based on the principles of human rights and social justice, which supports social change, aims to solve, strengthen and emancipate problems in human relations for the development of people's well-being, and intervenes in people's interactions with their surroundings by exploiting theories about human behavior and social systems.

Social work is based on a humanistic approach like other humanitarian professions. The presentation of social work in social welfare systems distinguishes social work from other humanitarian professions. The factors distinguishing social work profession from other humanitarian professions are as follows: being problem-oriented, focusing of well-being of the individual and the community, trying to keep the

balance between protective-preventive care and rehabilitation approaches, prioritizing social justice and human rights. Kongar (1972: 4-5) speaks of two fundamental reasons for the emergence of the social work profession. The first one is the effort of countries who adopted the liberal development method to solve the social problems faced in this process and the other is the humanitarian aid willingness which is an abstract conceptualization. According to the International Federation of Social Workers' (IFSW, 2014) social work is *"an applied profession and academic discipline that supports, strengthens and liberates social change, development and social loyalty. Social justice, human rights, collective responsibility and respect for diversity are at the center of social work. Social work theories are supported by social sciences, human sciences and local knowledge; social work is being carried out with institutional structures and people in coping with the difficulties of life and improving the state of well being"*.

It is important at this point seeking for the answer to the question of what kind of training process a practitioner of the profession and discipline that aims to achieve the aforementioned goals (empowerment and emancipation), to perceive and intervene in so many different dimensions of human beings and other interrelated facts.

Duyan (2010: 31) defines social work undergraduate education as an active process requiring a series of scientific knowledge and skill. Likewise, Gray and Lovat (2008: 160) assert that social work undergraduate education is based on the education of theory and practice and on the idea of 'praxis' which indicates the integration of theory and practice. On the other hand, that the existence of international definition of social work discipline and profession does not mean that social work undergraduate education and its' practices may not differ in social norms and policy preferences at national, regional, and local levels. For instance, when the standards for social work education in the "International Association of Social Work Schools" (IASSW, 2004) are examined, in the section of objectives and outputs of social work education undergraduate programs it is noticed that it provides a framework for how the training program meets the requirements for professional purposes defined at national and/or regional/international levels and how the program should deal with local, national and / or regional / international developmental needs and priorities. It is indicated in the curriculum section as *'the program is developed in consideration of local, national and international needs and priorities'*. Payne (1997) mentions about this situation in three different approaches which formalizing social work practices.

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These approaches can be summarized in terms of social work education as follows:

1) *Reflexive-Therapeutic Approach*: Reviews and acceptances towards this approach forming social work practice underlie the other two approaches. According to this approach; social work aims at well-being of the individual, self-realization and having power over her/his own life (enabling individuals to do something independently, to control and influence others) and revaling her/his potential. The approach is reflective as it emphasizes the interaction process (Payne, 1997). In terms of social work education, it is crucial with regards to setting the purpose of education on the one hand, and on the other hand, to revealing the potential of the student and the interaction between student and tutor in the educational process. The Reflexive-Therapeutic Approach supports an existential and humanitarian educational program.

2) *Socialist-Collectivist Approach*: This approach points out that strengthening of the disadvantaged individual (that people, organizations or societies have control over their own lives) can be achieved through social solidarity, mutual support and cooperation. Strengthening refers to the process of helping and request for helping individuals, groups, families and society to discover and use sources in their environment. In this process, community involvement is achieved by the bottom up organizational structure (Payne, 1997). The social work education process also promotes student participation, learning environment, and engagement with mutual support, solidarity and cooperation (Beverley and Worsley, 2007). In addition, the emphasis on struggle with inequalities arising from class differences refers to another dimension to be considered in the learning environment in the context of social work education. This approach in social work education supports the radical social work approach, anti-oppressive practices and strengthening-based education program.

3) *Individualist-Reformist approach*: This approach argues that individuals may be able to achieve self-fulfillment individually and socially by developing equitable conditions. However, trying to explain that the meeting of these equitable conditions can be provided mostly with an individual change causes to ignore the emphasis of a fundamental social change. The approach therefore focuses more on the balance between the individual and society (Payne, 1997). This approach in social work undergraduate education refers to the process of how curriculum design, teaching methods and techniques in the learning process, teacher-student interaction, learning environment and institutional structure

should be harmonized and balanced. The emphasis on creating constant change is another important emphasis of the individualist-reformist approach. This approach supports a training program based on task-oriented and system theory.

In many countries the approaches mentioned above can be used in conjunction with social work practices but differentiate according to the priorities of countries. In what kind of socio-economic-political and cultural context social education is given can determine the form and content of the education. The fact that social work education is affected by the conditions of countries does not mean that it will be compromised on the bases of knowledge, skills and value of social work, but on the contrary, these factors are instrumental in guiding to reach the international competence of social work education.

There are many aspects that determine the learning process in social work undergraduate education. These aspects include the following points: whether or not the students and lecturer meet the needs in the learning environment, the method and techniques used by the lecturer, the role and function of the lecturer, the student-lecturer relationship and interaction style, and the measurement-assessment criteria (Payne, 1997). These can also include the quality assurance of the institutional structure in which the social work school is located and a sense of continuous improvement approach.

Integrating practice wisdom with theoretical knowledge through certain values requires a significant skills education in social work. This will lead to a never-ending educational process. Thus, improvement of learning opportunities providing lifelong learning except for basic social work undergraduate education (in-service training programs organization level of post-graduate social workers, transferring of current professional and scientific developments to field experts, etc.) are the integral parts of social work undergraduate education (Beverley and Worsley, 2007: 6-8).

These approaches provide a general pedagogical framework for the content and focus of social work undergraduate education and for social work knowledge-skill-value bases. In the following sections of the study, these triple bases (knowledge-skill-value) that constitute the focus of social work are discussed under separate titles taking the other components that influence the learning process into account.

RETHINKING SOCIAL WORK UNDERGRADUATE EDUCATION THROUGH KNOWLEDGE-SKILL-VALUE-BASIS OF SOCIAL WORK

INTEGRATING SOCIAL WORK KNOWLEDGE BASE WITH LEARNING PROCESS

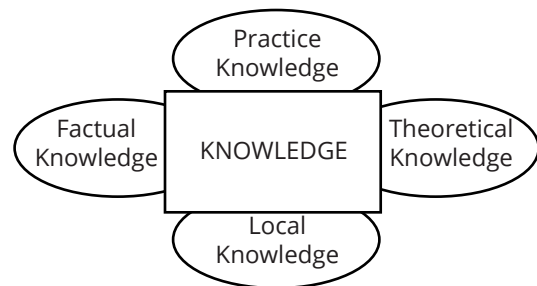
In recent years, the scope of the knowledge base of social work has been tried to be analysed in various frameworks some of which has been put more emphasis on particular field of practice (ed. Trevithick, 2008; Connolly, 2006; Gould, 2006). The knowledge base of social work states the importance and necessity of local knowledge in social work undergraduate education. Taking into consideration the dynamic structure of society, it comes out the need of revising local knowledge in certain periods in social work undergraduate education

Knowledge is defined in Oxford Dictionary as 'facts, information, and skills acquired through experience or education; the theoretical and practical understanding of a subject' and theory as 'a supposition or a system of ideas intended to explain something'. The notion of 'theory as explanation' places theories and theorizing at one end of a spectrum as something accessible—something that we all do. Yet in social work, knowledge needs to incorporate 'both practical and theoretical knowledge' (ed. Trevithick, 2008; Polanyi, 1967: 7). Knowledge and theory are sometimes used interchangeably in social work undergraduate education.

This study describes a knowledge framework that is conceptualized in terms of three interwoven and overlapping features: 1) theoretical knowledge or theories; 2) factual knowledge (including research); and 3) practice knowledge (Trevithick, 2008). It is suggested that the social work undergraduate education should be given with the perspective of local knowledge on the three basis of knowledge base of social work. Local knowledge refers to social, cultural, economic, political and spiritual aspects of local communities. However, in some studies and researches on community practice of social work undergraduate education especially in developing countries show that the local communities have been largely neglected (Pawar, 2014).

It is offered that the local knowledge should be included in the figure developed by Trevithick (2008) classifying knowledge into three groups as practice knowledge, theoretical knowledge and factual knowledge as in below.

Figure 1. The framework of social work's knowledge base in social work undergraduate education



In general terms, the knowledge base of social work is defined as the knowledge that a social worker needs in an effective social work practice (Duyan, 2010: 31). Social work undergraduate education consists of classroom activities and field practice (Beverley and Worsley, 2007, Thompson, 2005, Payne, 1997). The knowledge base is a comprehensive and complex structure. The knowledge base has a dynamic characteristic which is constantly changing and developing depending on socio-economic, cultural and political conditions includes social work theories, social work intervention methods and techniques, scientific research and social work practice knowledge. In addition, it also includes the information on behavioral and social sciences from a social work perspective (CSWE, 2015).

Knowledge of social work intervention methods and techniques requires reinterpretation of social work undergraduate education as a pedagogical tool. Social work education is not a process including not only sharing and transfer of knowledge (Thompson, 2005; Payne, 1997). Social work undergraduate education aims to apply knowledge, skills, ethical principles and values to learning process as in professional practices. These goals and objectives can only be achieved with an adequate learning environment. Then it proceeds with a continuous improvement approach, a learning process, planning and evaluation prepared by considering the needs of students and lecturers. Furthermore, knowledge-base in social work education is introduced taking account of the developmental characteristics and diversities of student groups. Students can integrate knowledge of theory and practice in a learning environment that puts emphasis on critical thinking (Skrade, 2004: 3). Such a learning environment can only be achieved by establishing a non-hierarchical horizontal relationship between the student and the educator and by intergrating a student-centered approach in social work undergraduate education.

RETHINKING SOCIAL WORK UNDERGRADUATE EDUCATION THROUGH KNOWLEDGE-SKILL-VALUE-BASIS OF SOCIAL WORK

Social work (CSWE, 2015; IFSW, 2014; IASSW, 2001) is a discipline and profession that aims at social change based on the principles of social justice and human rights. In accordance with this purpose social work undergraduate education provides a learning process in which students can take an active role. Thus, students gain experience and knowledge about the methods and techniques of social work interventions and issues such as inequality and social injustice (Higham, 2006: 122-125). Correspondingly, Harvey et al. (2009) emphasize that education has an important role to play in solving inequalities arising from differences such as class, gender, race, ethnicity or belief. This can be solved by fostering a change-oriented student identity in social work undergraduate education. Therefore, knowledge-base in social work education provides an insight into the self-development (bio-psycho-social, economic and cultural) of students. Lay and McGuire (2010: 539-542) indicate that the role of lecturer is to support this process through appropriate learning methods.

According to Gibb (2002: 235), students and lecturers should be critical, reflective and productive in social work education. Additionally, the organizational structure, corporate culture, administrative mentality of the educational institution and laws are expected to support a critical and reflective learning environment. Indeed, many studies show that social work undergraduate education is shaped by countries' social policy and social welfare (Beverley and Worsley, 2007, Thompson, 2005, Guzetta, 1998, Payne, 1997). Just as social work practices are influenced by politics, social work undergraduate education is also directly influenced by a general higher education policy. However, it is expected that strong cooperations among lecturer, student and school administration in social work education should be built on an open and horizontal plane.

General social work education policy affects, the learning environment, the learning process, the educational activities and the relationship between the student and the lecturer. Such an understanding of social work undergraduate education can only be obtained through reflective practice (Thompson, 2005). Reflective practice is an approach that ensures all steps in social work interventions are carried out in a planned, systematic and interactive way (Scrader, 2004: 4-5). In this approach, the client is evaluated at every stage, and at the same time the expert examines himself and the practice environment in a holistic way (Lay and Mc Guire, 2010). Thompson (2005) points out reflective practice approach in social work education in terms of student-lecturer context as follows:

- Assessing the creativity and knowledge together,
- Evaluating the results of pre- and post-implementation process,
- Avoiding answering questions without thinking carefully,
- Taking into account that each problem may have a different solution,
- Accepting that there is not a one solution regarded as "the right answer",
- Combating with complex conditions, being creative and visionary,
- Identifying and assessing the problem with its' dimensions,
- Updating and improving information constantly,
- Being open to different and new ideas and views,
- Being aware of the risks and drawbacks that can arise without professional values and ethical principles.

Reflective practice in social work undergraduate education allows the lecturer and students to remain committed to skills and value bases in self-assessment process. This is stated as a process of learning in a mutual interaction, developing a fair and honest identity in Lay and McGuire's (2010) emphasis on change. Similarly, 'praxis' thought (Gray and Lovat, 2008) in social work undergraduate education, the use of theoretical knowledge in the learning process, is used to mean the integration of the theoretical knowledge students acquire through their own skills and value systems.

Historically, medical model, social welfare approaches, radical social work practices, social self-study, group work, community work and generalist approach in social work education have been applied from the beginning of 2000's (Duyan, 2010). Furthermore, problem-focused learning developed to adapt to changing global world conditions, or a competency-based approach which has been developed based on this approach, has begun to be discussed more frequently in the social work education (Gregory and Hallaway, 2005: 618-621). Competency-based education in social work education has been carried into practice in the United States and Europe in the mid-2000s and in Turkey from the beginning of 2011 with the effect of Bologna process on the higher education system of Turkey (Yigit, 2017; Alptekin, 2016).

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The Council of Social Work Education (CSWE, 2015) in the United States adopted a 'competence-based training' framework for Education Policy and Accreditation Standards (EPAS) in 2008. A model focusing on the impact of learning outcomes on students within the content of education policy (which should be taught to students) and curriculum design (creation and organization of educational components) of the profession related with health and humanitarian aid is adopted. Competence-based training is based on a student-centered education model which takes into account the performance and performance of the student in practice. This approach provides a model for social work education that measures and evaluates performance of the student both in-class and field practice.

Competence-based education supports a conscious, professional and holistic approach towards the purpose of raising social well-being of human and society through knowledge, skills and values. Curriculum design of competence-based education involves an output-oriented approach. In an output-oriented approach, the goal is to make sure that students are able to transfer their competencies into field of practice. Pedagogical approaches and educational activities in social work education are carried out in compliance with a curriculum designed for educational outputs. Being able to evaluate learning outcomes of students is an integral part of a competence-based education (CSWE, 2015). However, the evaluation methods used and collected data may vary according to fields of practice.

INTEGRATING SKILL BASE OF SOCIAL WORK WITH LEARNING PROCESS

A mind that is constructed with knowledge-base of social work requires certain skills for an effective social work practice. Knowledge-base in social work practice is not solely enough to create a change. Johnson (1998) states this situation as follows: 'identifying and applying a specific method and technique by blending information and values will be inadequate without skill.' The trilogy of method, technique and skill is defined as "intervention repertoire" in social work field (Duyan, 2010: 67). Skill refers to the required personal capacities for achieving results in a research or professional practice. It gives a sort of answer to the question of "How". Social work practice undergoes a process starting from selecting the appropriate information, going through it considering professional values and completing with the implementation of the most effective intervention. In other words, skill-base can be expressed as having the ability to accomplish necessary work and procedures related to the

method and technique used in the social work intervention process. Every social work practice requires a set of competences and skills along with integrity of knowledge and values. Social work undergraduate education aims to develop these competences and skills. According to Pippard and Bjorklund (2004), method and technical teaching should be included in the curriculum of social work undergraduate education, or else social work education may become unrealistic. This also means that social work students have to graduate with very low technical skills. When considering expectations, problems and needs of today's modern societies, this problem may lead to confrontation with such problems where occupation can not respond to these needs.

Competency and skill-base in social work education are often regarded as a field where students need to gain exclusively with their own efforts (Pippard and Bjorklund, 2004). However, CCETSW (1996) states the skills that social work students need to have in order to be competent as follows:

- The ability to integrate social work values with theoretical and practical knowledge,
- The ability to assess practices reflectively and critically,
- The ability to put into practice the knowledge-skill and value bases.

Thompson (2005) states that being competent in a social work requires some certain skills. Skills include much more limited activities than competences. Skills are learned through experience, repetition and education. In addition, being competent is a more general expression; skills may differentiate while working with individual, group, family or society. Skill-base in social work education refers to the skills that students need to be competent. It is also expected that the lecturer has the necessary competence and skill repertoire in social work education.

CCETSW (1996) identified some skills that students should possess according to their areas of competence. These skill classifications are presented below by taking into account the areas of competence expected from students:

- *To communicate and engage:* For effective social work practice, social workers must be able to communicate and communicate effectively with clients, policy makers, all members of society, institutions, and other professional members of the community (CCETSW, 1996). It is therefore expected that lecturers and students in social work undergraduate education will improve communication and interaction skills. Lecturers are responsible for informing students about various forms of communication and

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arranging a learning environment enabling to experience the acquired knowledge (Beverley and Worsley, 2007). At the same time, Beverley and Worsley (2007) emphasize the importance of associating and interaction of students with various resources and institutions as well as planning of learning process which lead them to access the information they need.

• *To promote and enable:* This area of competence points out focusing on the strengths of the client's individual experiences, developing responsibility and refers to a change making it accessible to rights (Thompson, 2005). This competence requires inclusion of students at every stage of the education process, focusing on the strengths of the students in social work education. At this point, the ability to control emotions, creativity, sensitivity and observation skills are at the forefront from the point of the lecturer, besides students are expected to develop and experience these skills as well. Being aware of each person's behavioral responsibility by using creative learning techniques that will enable them to recognize the strengths and weaknesses of students is considered as the outset for the development of such skills (Beverley and Worsley, 2007). For example; it is significant to think about the effects of emotions on practice outputs such as anger or sympathy that may arise in the process of social work practice. In social work undergraduate education, students are provided with the opportunity to think and touch on their own perceptions firstly. This gives students the opportunities to evaluate various communication languages and how to develop other areas of competence. Such a learning environment will primarily lead to a student-centered approach.

• *To assess and plan:* This area of competence includes the collection, analysis, development, implementation of information needed and monitoring of change and development without violating fundamental rights and freedoms (Thompson, 2005). This competency refers to the lecturer's learning process in social work undergraduate education, the planning, implementing and monitoring of the following process by taking into account the needs and problems of the student. According to Gregory and Hallway (2005: 618-621), it is vital to develop alternative solutions for the needs and problems of students in this process and also to include them in this process. The ability to think analytically and reflectively is of importance in this process. In this respect, it is necessary to develop a lecturer-student interaction respecting student participation, student rights and freedoms. Establishing a non-hierarchical relationship between the lecturer and the student, experiencing by

students an example of a non-hierarchical expert-client relationship in a learning environment are of great importance for the development of this competence.

• *To intervene and provide services:* In social work intervention, it is ensured that the applicants are strengthened and protected from risks by performing the necessary activities to solve the problems related to their own lives. Thus, it is important to provide, develop and evaluate supportive services (Thompson, 2005). Social work undergraduate education aims to improve the skills of students by passing the information they receive through certain professional values. In this process, it is expected from the lecturer to activate social, cognitive and sensual systems that can support the students' learning process. Gregory and Hallway (2005: 618-621) indicate that this process will help improving the skills of controlling emotions, detecting and evaluating sensual signals and being aware of emotions. Beverley and Worsley (2007) state that these skills can be achieved through the supervisory (professional management) process in social work practice. Also self-management skills such as presentation skills, actuality, stress and time management as well as creativity, analytical thinking and teamwork skills are leading skills in this area of competence. For the sustainability of this competency it is considered essential to support different educational programs for postgraduate students to improve themselves.

• *To work in organisation:* This competence encompasses taking part in planning, monitoring and controlling of resources, actively participating in institutional processes, evaluating policies and practices (Thompson, 2005). The development of this competency requires active participation and taking responsibility in the institutional processes. In social work undergraduate education, students are informed about social work education policy, principles and procedures. It is also ensured that the students participate and take an active role in the determination and management of the education / training processes. In this process, the lecturers are expected to fulfill the advocacy role.

• *To develop professional competence:* This competence means to use information sources appropriately in the field practice, to improve a critical point of view, to be supportive in meeting the needs, and to develop professional dilemma issues with the supervision approach (Thompson, 2005). Within the improvement of this competency, the student is not only the informed one but also has an active role in sharing and development of information (Beverley and Worsley, 2007). It is expected that the lecturer will be in an attitude and behavior that supports the active participation

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of the student in learning environments.

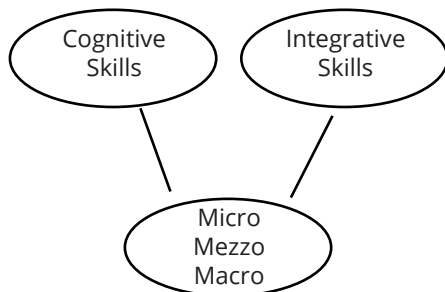
The skill repertoire that a social worker needs to possess is also wide, depending on the focus and scope of the social work practice.

The knowledge base of social work is the ability to perform the work and processes related to methods and technics used in social work intervention process. It can be analyzed in two groups in terms of type although it is hard to categorize it with certain lines. These are 1) cognitive skills and 2) integrative skills.

Cognitive skills are rather related with mental processes such as evaluating the client in its situation, understanding the change and improvement in the client and in his environment in which he is interaction with, determining and analyzing the problems and needs, planning and evaluating an effective interference. For this reason, it is used in activities requiring mental process.

Integrative skills are used in working with individuals, family groups, organisations, communities and society, in getting acquainted with client system, establishing a professional relationship, planning with together, putting plans into practice and ending the interference. Social workers should be competent in both skills. Skills can be classified according to the levels of intervention; Individual- and family-focused (micro), group-focused (mezzo), and society-focused (macro). Various skills for each level of intervention (micro, mezzo and macro) come into front besides the basic (common) skills concerning the whole process of social work intervention.

Figure 2. The framework of social work's skill base in social work undergraduate education



INTEGRATING VALUE-BASE OF SOCIAL WORK WITH LEARNING PROCESS

The social work profession is the profession which is known as stressing value-base most among other professions. In terms of social work, values determine the purpose, direction and intention of the profession (Karabekir, 2010: 4). In the literature, social work values are classified and handled in various forms. Although the core values that affect social work do not change much, the rapid change in the world leads to different values being taken into consideration in social work education and practice (Payne and Askeland, 2008).

In 2004, international social work organizations, IFSW and IASSW, published the social work value bases and professional ethics principles in a study entitled "Ethics in Social Work: Statement and Principles". It is stated in the "Ethics in Social Work: Statement and Principles" introduced by IFSW and IASSW (2004) that 1) social work primarily respects the values inherent in all human beings, human dignity and human rights, and social workers also support and defend physical, psychological, emotional and spiritual integrity and well-being of each individual; 2) social workers are responsible for promoting Social justice throughout the community and for their clients.

The knowledge and skill bases of social work can not be thought without value base. It is known that the ethical problems encountered as professional dilemmas stem from the conflict between the values of the majority society and the individual (Thompson, 2005). It is expected that social work education will enable a critical thinking environment questioning individual and social values. Social work education treats the individual and social values of the students and the values that constitute the basis of the profession in a reflective and critical way (Beverly and Worsley, 2007). In social work undergraduate education, students are expected to gain an insight into professional values. Therefore, it is important how the social work value bases should be transferred to the learning process for an effective social work education (Higham, 2006: 129). Among the many classifications of social work values, the values accepted by IFSW and IASSW (2004) are considered in the context of social work undergraduate education as follows:

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• *Respect for human rights and human dignity:* According to IFSW and IASSW (2004), this value comprises 1) respect for the right of self-determination, 2) improving the right to participate, 3) treating the individual as a whole, and 4) discovering and improving strengths. In social work education, it is aimed to respect the decisions and thoughts of the students at every stage of the learning process and to develop mechanisms to incorporate their own thoughts and evaluations into the learning process. The relationship among the student, the lecturer, student-lecturer and the learning environment are also dealt in this process. In effective learning, it is expected that the relationship between the student and the lecturer is presented in a framework that supports nonjudgmental and autonomy, accepting individual differences and ideas. It is necessary to build a safe learning environment where students can express their feelings and problems faced in their learning process without hesitation. This also allows improving harmony and respect for diversity and development of empathy. In this way, it facilitates to improve the beneficial aspects of the students and to integrate their strengths as individuals and groups with professional values.

Thompson (2005) contributes to these values published by IFSW and IASSW (2004) by addressing liberating values in the social context. Thompson (2005) who introduces equity, solidarity, citizenship rights, social justice, empowerment and autonomy/distinctness to social work values argues that active participation of students in learning processes should be ensured for the adaptation of basic human and civic rights to social work education. According to Higham (2006: 128), student participation is at the highest level in a learning process that evaluates structural inequalities with individual differences as a whole and deals with the problems faced by students individually. Social workers who are experiencing these processes in the learning environment are expected to have an insight into issues such as respect for human rights and differences and social inequality.

• *Social Justice:* IFSW and IASSW (2004) defines this value as pointing out 1) combating negative discrimination, 2) recognition of diversity, 3) equal distribution of resources, 4) struggle with unfair policies and practices, and 5) union and solidarity. The recognition of the diversity and the fight against discrimination are regarded as core values in the learning environment of social work undergraduate education. It is expected that the values related to social justice acquired during the learning process will be a guide in the life learning process and students will take an active role in the social policy field. In social work undergraduate education, the

value of social justice is handled not only in the economic and social-cultural context, but also in the political dimension (Banerjee, 2005: 38). Social justice value is gained through experiencing the intervention process by students at macro level in field practice (Johansson, Sewpaul et al., 2008: 262). Similarly, Johansson, Sewpaul et al. (2008: 262-265) assert that they need to participate in advocacy and organizational work which enables lecturers and students take part in social policy development and implementation. In addition, recognition of differences, internalization of values in struggling with discrimination or unfair policies and practices only provided in a learning environment where differentiation and diversity of students are respected. The values system of Thompson (2005) which emphasizes liberalization, empowerment and institutionalization and is designed not for the student but together with the student, developed by the student and involving close cooperation, determining educational needs, goals and steps together and making the student active at every stage of it. This process is driven by the interaction between the student and the lecturer. It also determines not only the relationship between the student and the lecturer, but also the relations in the education system, institutional connections and even relations in social life.

The value base of social work undergraduate education refers to which knowledge and skills are to be selected, used and developed in social work practices. The value base reminds us that every stage of any social work education process is valuable.

Value is one of the concepts which has a series of different meanings and also subjects to be used in an ambiguous form. It is generally used in daily usage in referring to the one or all the religious, moral, politic and ideological principles, beliefs and attitudes. It is widely used in social work discipline as the meaning of a series of basic moral principles that a social worker is supposed to carry out (Banks, 1995).

It can be classified as traditional and liberating values in social work (Thompson, 2005).

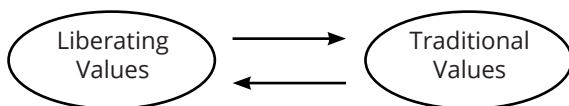
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Table 1: The examples of traditional and liberating values.

Traditional Values	Liberating Values
Individualisation, Outpouring of emotions, Effective - Commitment Acceptance, Non judgemental attitudes, Self determination, Confidentiality, Respectful, Conformity, Empathy Unconditional favouring acceptance,	Deindividualization Equality, Social Justice Working together Citizenship, Strengthening, Authenticity,

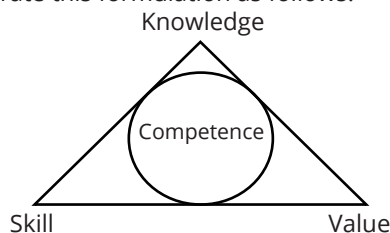
Therefore, values should be taught in a framework which is based on traditional and liberating values in social work undergraduate education. Both values form should be presented to students in a holistic and an interrelated way.

Figure 3. The framework of social work's values basis in social work undergraduate education



DISCUSSION AND CONCLUSION

Social work undergraduate education refers to the process of how a planned and systematic change and improvement should a social work student has to undergo during four years in order to be proficient enough in social work practice. This process is based on social work knowledge, skills and values. To be competent in a field for a social worker means knowledge + skill + value = competence. We can illustrate this formulation as follows:



The value base of social work includes information about value and skill base of social work. The value and skill base of it form the basis of knowledge. This trilogy using social work undergraduate education as a base is given in a meronymy relation not independently. Social work undergraduate education is built on this approach. This approach also provides a framework for the basic components of the learning process, such as the purpose and scope of social work undergraduate education, the lecturer, the student, the learning environment, and the student-lecturer relationship. The content of this work is determined by the social work curriculum. Today it is expected that the curriculum of social work schools will be formulated in a similar way with equal distribution of knowledge, skills and value bases. However, it is observed that most of the social work curricula are concentrated on knowledge base, whereas ignoring skill and value bases. This also signifies that social work practices have been attempted to be carried out incompletely without skill and value bases, which is not possible. Therefore, it reveals the necessity of revising in certain period (min. 7 years) of social work undergraduate education curricula considering the bases of knowledge, skill and values. This allows social work undergraduate programs to use traditional and emerging models and methods of curricula design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. In addition to this, the purpose and scope of social work education, the student-lecturer interaction in the learning process and learning environment should be evaluated as a whole for a qualified undergraduate social work program and these learning process components are essential requirements in the training of a competent social worker who are able to answer the needs of society.

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All authors must apply the rules of the publication guidelines and prepare their texts in this direction. Manuscripts sent to the journal must have a minimum of 4000 and a maximum of 8500 words. The authors should add any desired information such as English / German and Turkish title, author's name and surname, title, institutional information, e-mail address to the publication evaluation system online.

For all texts, the font should be Open Sans, 12 pt., and 1.5 line spacing. Page margins should be selected from 3 cm left, right, top and bottom 2.5 cm. For the first paragraph in each section, a 1 cm indent for the first line should be included and no indentation should be provided in the following paragraphs. Article titles and abstract titles should be centered and written in capital letters and bold. Headings of the main text sections should be left-justified. The main text of the article (other than the headings) should be left-justified. There is no need for numbering for headings. However, first level headings such as **Introduction, Methods, Findings, Results and Discussion** should be written with capital letters and bold, and other second and third degree titles such as **Data Collection, Ethical Issues** should be written so that the first letters of the words are large and the remaining letters are small letters.

The title should reflect upon the whole of the article and not exceed 20 words. The title should be placed in the document centered in bold type.

The summary section should be a minimum of 150 words and a maximum of 250 words. The abstract should be prepared in both English and German languages, both of which are the language of the article. The keywords should be specified in alphabetical order and no more than five (5) key words should be provided.

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The References section should be prepared in accordance with the APA 6 guidelines. A number should be written as 1, 2, 3 per reference. References should be placed in this partition according to alphabetical order.

Sample Reference Types:

1. Collins, M. (1986). *Sampling, Consumer Market Research Handbook*. London: McGraw-Hill Press. **(Show Book Resource)**
2. Durak, A. (1993). *A Study on Validity of Beck Hopelessness Scale*. Unpublished Master Thesis, Ankara University Institute of Social Sciences, Ankara. **(Unpublished Thesis Welding)**
3. Hakanen, J. Bakker, A.B. and Schaufeli, W.B. (2006). Burnout and Work Engagement Among Teachers. *The Journal of School Psychology*, 2(43), 495–513. doi:10.1016/j.jsp.2005.11.001 **(Show Scientific Journals Resource)**
4. Official Gazette (1961). *Law on Migration*. Number: 106, Date: 5th June 1961. **(Official Newspaper)**
5. Soysal, A. and Yagar, F. (2016). Assessment of the effectiveness of health care management about Syrian asylum seekers in Turkey. *II. Middle East Conferences: Migration Issues in the Context of Conflict in the Middle East*, April 28-29. **(Show Congress Symposium Resource)**
6. Schaufeli, W.B. and Salanova, M. (2007). Work Engagement: An Emerging Psychological Concept and Its Implication for Organisation. In SW. Gilliland, DD. Steiner and DP. Skarlickli (Eds), *Research in Social Issues in Management: Vol. 5. Managing Social and Ethical Issues in Organizations* (pp. 135-177). Greenwich, CT: Information Age Publish. **(Show Book Resource)**
7. Turkish Directorate General of Migration Management (2018). Migration Statistics, Retrieved from http://www.goc.gov.tr/icerik/migration-statistics_915_1024 Accessed 20.06.2018 **(Show Website Resource)**

Please refer to the APA 6 guide resource guide for the detailed resource formats.

In-Text Resource Representation Examples:

..... (Soysal and Yagar, 2016).

..... (Hakanen et al., 2006).

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