



Uluslararası Sosyal Araştırmalar Dergisi
The Journal of International Social Research
Cilt: 8 Sayı: 38 Volume: 8 Issue: 38
Haziran 2015 June 2015
www.sosyalarastirmalar.com Issn: 1307-9581

ATTITUDES OF SOCIAL WORK STUDENTS TOWARDS THE AGEISM*

Serap DAŞBAŞ**

Nur Feyzal KESEN***

Abstract

Ageism which is a concept first used in 1969 by Robert Butler, the first director of the National Institute on Aging, can be defined as "a process of systematic stereotyping and discrimination against people because they are old" (Butler, 1995: 35).

Turkey's population is growing older and the elderly constitutes an important target group especially in terms of the social work profession. Therefore determining the causes of discriminatory attitudes towards the elderly is extremely important in terms of quality of services provided to the elderly. Starting from this view, the aim of this research is to determine the attitudes of social work students towards the ageism in Turkey and the socio-demographic characteristics that affect these attitudes.

The research population consists of social work students in all active departments of social work in 2012-2013 academic year in Turkey; the sample consists of 990 social work students from different universities such as Hacettepe, Selçuk, Ankara, Adnan Menderes, Başkent, Yalova, Kocaeli and KTO Karatay. 610 of the participants are female and 380 are male.

The research data were obtained by using personal information questionnaire which is developed by the researchers and the "Ageism Attitude Scale" which is developed by Vefikuluçay Yılmaz and Terzioğlu (2011: 267).

As a result of the study, female students have more positive attitudes than male students in the "restricting life of the elderly" sub-dimension of Ageism Attitude Scale; students who are 21 and older have more positive attitudes than students between the age of 17 and 20; students who are in the first grade have more positive attitudes than students in the third and fourth grade in the "negative ageism" sub-dimension; students who say that elderly relatives are important in their lives have more positive attitudes than others in the "restricting life of the elderly" sub-dimension and students who have taken a course on old age have more negative attitudes than students who didn't have any courses about it.

In conclusion, when considering Turkey has started to increase the proportion of elderly in the population, it is important for social workers, which is one of the occupation that undertake the task of planning and providing services for the elderly population, to be informed about old age and to improve the skills for working with the elderly.

Keyword: Social Work Students, Ageism, Education.

1. INTRODUCTION

Ageing is the phenomenon of stagnation and deterioration that starts biologically with insemination and lasts a lifetime and of decline and descent until the death of the biological organism after the periods of growth, development, unproductivity, and recession (Koşar, 1996: 4). Today, elderly population demonstrates a significant increase throughout the world. Thus, it became an important subject that should be considered seriously.

Although Turkey is known for its young population, the ratio of the elderly in the population increases rapidly. It was predicted that in 2020, approximately 7.7% of the population of Turkey would be

* This study was presented at VI. International Congress of Educational Research at Hacettepe University/ Ankara.

** Assist. Prof. Dr., Selçuk University, Faculty of Health Sciences, Social Work Department, Konya.

*** Dr., Selçuk University, Faculty of Health Sciences, Social Work Department, Konya.

elderly people. Although only 7% of the population is 65 or older, and 9% is below 5 and 29% is below 15, the elderly population is continuously increasing along with the worldwide trend (DPT, 2007: 42).

Ageing population affects societies in different ways. Socio-cultural framework of the society, changes in attitudes and behavior, the perception of the old age by the individuals and the society reflect to the services provided for the elderly, creating various issues (Akgün, Bakar and Budakoğlu, 2004: 108). One of the most significant problems about the perception of the elderly by the society is "ageism." Ageism is defined as considering people within a stereotypical category just because they are elderly and the process of systematically exhibiting discriminative behavior towards them (Butler, 1989: 139). Furthermore, studies in the literature determined that ageism is caused by the social structures and economical framework, political values, cultural inheritance and social attitudes could be found in these social structures (Hughes, 1995: 42).

When society talks about the elderly, it means individuals who are in need of care, have a difficulty in walking, are resistant to change, unhappy, lonely and with poor social relations. Positive sides of the old age such as experience and wisdom are generally ignored, the negative facts about old age are stressed, and many active and healthy elderly individuals are excluded (Kalınkara, 2011: 8). Thus, the prejudice towards the old age and the elderly increases.

Developments in human rights in the world and in Turkey resulted in the development of social services that eliminate the barriers against the development of the personality of individuals with adaptation problems and mobilization of the constructive responsibility of the state (Dönümcü, 2006).

Elderly people consist of a significant target group especially for the occupation of social services. Social work provides protective-preventive services to increase the quality of life and the level of welfare of the ageing individual. Social workers are responsible from the institutions that provide services to the elderly to provide efficient and productive services and elderly welfare is a significant area in social work. Thus, the attitude of social work students towards the ageism is critical both for their career and affect the quality of services provided to the elderly. As a result, the research problem of the study is the effects of the discriminative behavior of social work students towards the elderly on the services they would provide for the elderly in their professional lives.

The objective of the study is to determine the attitudes of social work students related to the ageism and the factors that affect these attitudes. Thus, the differentiation of the attitudes towards the ageism based on the students' ages, genders, seniority at school, the role that an elderly relative plays in their lives and whether they have taken a class on old age was scrutinized.

2. MATERIALS AND METHODS

This is a descriptive study to determine the attitudes of social work students towards the ageism and the factors affecting these attitudes.

The study was conducted with social work students attending at Ankara University, Adnan Menderes University, Başkent University, Hacettepe University, KTO Karatay University, Kocaeli University, Selçuk University and Yalova University in 2012-2013 academic year. 610 female and 380 male, a total of 990 students in social work department participated in the study.

Personal Information Form that collects socio-demographical characteristics of the students and Ageism Attitude Scale (DEAS) were used as data collection tools. Data was collected one-by-one from the students in Ankara University, Başkent University, Hacettepe University, KTO Karatay University, Selçuk University and collected via postal service in Adnan Menderes, Kocaeli and Yalova Universities.

Personal Information Form consisted of 18 questions and included questions about the thoughts of the students about elderly, ageing and whether they have taken a course on ageing in addition to their socio-economic characteristics.

Ageism Attitude Scale (AAS): It is a 5-item Likert-type scale, localized, and validity and reliability studies for Turkish society conducted by Vefikuluçay Yılmaz and Terzioğlu (2011: 264) with 23 items and evaluated with the options; "I absolutely disagree," "I disagree," "I am unsure," "I agree," and "I completely agree." Cronbach Alpha reliability coefficient is 0.80. When the students completely agreed with the positive attitude statements on ageism, they received 5 points; if they agreed, 4 points; if they were unsure, 3 points; if they did not agree 2 points; and if they absolutely disagree, they received 1 point. The negative attitude statements on discrimination of the elderly were scored with just the opposite points as above. The highest score from the scale was 115 and the lowest was 23. The highest score in the scale denotes a positive attitude

by the student towards the ageism; and the lowest score means the student has a negative attitude towards the ageism.

“Ageism Attitude Scale” has three dimensions:

1st Dimension – Restricting life of the elderly: These are the beliefs and perceptions of the society that limits the social life of the elderly. The maximum points available in this dimension are 45, the minimum are 9.

2nd Dimension – Positive Ageism: These are the positive beliefs and perceptions of the society for the elderly individual. The maximum score available in this dimension are 40, the minimum are 8.

3rd Dimension – Negative Ageism: These are the negative beliefs and perceptions of the society for the elderly individual. The maximum points available in this dimension are 30, the minimum are 6.

2.3. Data Analysis

Data was processed by using SPSS software. To determine the differentiation of the attitudes of the students towards the ageism based on their “ages, genders, seniority at school, the role that an elderly relative plays in their lives and whether they have taken a class on old age,” *t*-test and one-way variance analysis (ANOVA) were conducted, and in conditions where a differentiation was observed, Tukey test was conducted to determine the source of the differentiation.

3. RESULTS AND DISCUSSION

The findings of this study, conducted to determine the attitudes of social work students towards the ageism and the factors affecting these attitudes, are presented in three sections. Initially, socio-demographical characteristics of social work students will be presented, and second, the findings about the opinion of the students about old age, and finally the differentiation of their attitudes towards the ageism will be discussed.

3.1. Socio-Demographical Characteristics of Social Work Students

This section includes information on the university that social work students attend and socio-demographical characteristics of the students.

Table 1: Social Work Students According to the Attending Universities

University	N	%
Ankara University	167	16,9
Adnan Menderes University	130	13,1
Başkent University	108	10,9
Hacettepe University	211	21,3
KTO Karatay University	40	4,0
Kocaeli University	65	6,6
Selçuk University	204	20,6
Yalova University	65	6,6
TOTAL	990	100,0

Table 1 demonstrates the universities that participating social work students attend. 21.3% of social work students participating in this study attended at Hacettepe University; 20.6% Selçuk University; 16.9% Ankara University; 13.1% Adnan Menderes University; 10.9% Başkent University; 6.6% Yalova University; 6.6% Kocaeli University and 4% Karatay University.

Table 2: Socio-Demographical Characteristics of Social Work Students

Gender	N	%
Female	610	61,6
Male	380	38,4
Age		
17-20	519	52,4
21-52	471	47,6
Grade		
1 (freshmen)	359	36,3
2 (sophomore)	243	24,5
3 (junior)	247	24,9
4 (senior)	141	14,2
Income Status (TRY)		
No response	165	16,7
100-1500	404	40,8

1501-3000	329	33,2
3001+	92	9,3
Location Spent Most of Life		
City	570	57,6
Town	289	29,2
Village-County	131	13,2
Family Structure		
Nuclear Family	753	76,1
Extended Family	211	21,3
Single-Parent Family	23	2,3
United Family	3	0,3
TOTAL	990	100,0

Table 2 displays the socio-demographical structure of the participants. According to this, 61.6% were female (n=610), 38.45 were male (n=380) and average age was 20.6. 36.3% of the students were freshmen, 24.5% were sophomores, 24.9% were juniors and 14.2% were senior students. 40.8% had an average monthly income of TRY 100-1500; 33.2%, TRY 1501-3000; 9.3% had a monthly income of TRY 3001 and over, 57.6% spent most of their lives in city centers and 76.1% had nuclear families.

3.2. Opinions of Social Work Students about Old Age

This section will present information on the findings on giving importance to the social work students had for the elderly, on their emotions when they imagine themselves as elderly and whether they had taken a course on old age previously.

Table 3: Thoughts of Social Work Students about Old Age

Giving importance to the elderly	N	%
Yes	687	69,4
Somewhat	229	23,1
No	74	7,5
Emotions when they imagine themselves as elderly		
Fear	221	22,3
Despair	79	8
Indigence	174	17,6
Peace	196	19,8
Cuteness	166	16,8
Other	154	15,6
Taken a course on old age		
Yes	312	31,5
No	542	54,7
Have been taking	136	13,8
TOTAL	990	100,0

Table 3 demonstrates that 69.4% of the participating students replied "yes," 23.1% said "somewhat," and 7.5% replied "no" to the question "Do your grandparents occupy a significant place in your lives?" When the students imagined they were old, 22.3% said they felt fear; 19.8% said they felt peace, 17.6% said they felt indigence, 16.8% said they felt cuteness and 8% said they felt despair. 31.5% of the students took a course on old age, 13.8% were taking it at the time and 54.7% have not.

3.3. Attitudes of Social Work Students towards Ageism

Ageism average points for social work students based on their gender, age, grade level, the importance of elderly relatives in their lives and whether they have taken a course on old age are discussed in this section.

Table 4: *t*-test results on ageism attitude of social work students according to gender

Ageism Attitude	Gender	N	\bar{X}	Sd	t	p
Total	Female	680	86,2082	7,78303	1,337	,182
	Male	310	85,4579	9,05077		
Restricting life of the elderly	Female	680	37,2656	3,84190	3,421	,00*
	Male	310	36,3316	4,37317		
Positive Ageism	Female	680	29,7033	4,04922	-,543	,587

	Male	310	29,8658	4,87581		
Negative Agesim	Female	680	18,1672	3,26874	,511	,609
	Male	310	18,0579	3,27327		

*p<0.001

Average points for female students in Ageism Attitude Scale “restricting life of the elderly” sub-dimension based on gender was calculated as 37.26 (SD:3.84), as displayed in Table 4, while average point for male students was calculated as 36.33 (SD:4.37). *t*-test was conducted to determine if there was a significant difference between the average points. Analysis results showed that there was a significant difference between the average points for Ageism Attitude Scale “restricting life of the elderly” sub-dimension according to gender ($t= 3,421, p<.001$).

Literature review demonstrated that various studies stressed that the attitudes of female students towards ageism were more positive than the attitudes of male students (McConatha and Huba, 1999: 166; McConatha, Schnell, Volkwein, Riley and Leach, 2003; Fitzgerald, Wray, Halter, Williams and Supiano, 2003: 850). Furthermore, a study by Güven, Ucan Muz and Efe Ertürk (2012: 102) determined that female students had a positive attitude towards the elderly and that there was a statistically significant difference between the groups and the restricting life of the elderly sub-dimension ($p<0.05$).

However, contrary to this study, in a study by Bodner and Lazar (2008: 1052), conducted to determine the prevalence of ageism among individuals of different cultures, elderly women were found to have a tendency towards avoidance and negative attitudes in their relations with the elderly when compared with elderly men. Furthermore, they stipulated that young females had negative attitudes against elderly individuals as well. The study determined that ageism was lower in collectivist societies when compared to individualistic societies.

Findings of this study determined that female students had more positive attitudes towards discrimination of the elderly than male students. It could be stated that this was due to the caregiver role of the women in Turkish society.

Table 5: *t*-test results on ageism attitude of social work students according to age

Ageism Attitude	Age	N	\bar{X}	Sd	t	p
Total	17-20	519	85,3545	7,82343	-2,245	,025*
	21-52	471	86,5435	8,75371		
Restricting life of the elderly	17-20	519	36,8247	3,78604	-,663	,508
	21-52	471	36,9979	4,37814		
Positive Ageism	17-20	519	29,7071	4,31203	-,440	,660
	21-52	471	29,8301	4,46414		
Negative Agesim	17-20	519	17,7013	3,13860	-4,307	,00**
	21-52	471	18,5924	3,34910		

*p<0.05

**p<0.001

Analysis of the total average points of sub-dimensions of Ageism Attitude Scale, as observed in Table 5, shows that total sub-dimension average point for 17-20 years old students was 85.35 (SD:7.82) while for 21-52 years old students was 86.54 (SD:8.75). While the average point of 17-20 years old students for Ageism Attitude Scale in negative ageism sub-dimension was 17.70 (SD:3.13), the average point of 21-52 years old students was calculated as 18.59 (SD:3.34). *t*-test was conducted to determine if there was a significant difference between the average points. Results demonstrated that there was a significant difference between the average points for Ageism Attitude Scale “total” sub-dimension ($t=-2,245, p<.05$) and “negative ageism” sub-dimension ($t=-4,307, p<.01$) based on the age variable.

Literature review shows different findings on attitudes towards ageism according to the subject age. A study by Soyuer, Ünalın, Güleser and Elmalı (2010: 22), parallel to our findings, determined that positive agesim points for students over 20 years of age were significantly higher than the points for students 20 years of age and under ($p<0.05$). However, Kogan and Shelton (1962: 15) showed that both young and older participants displayed negative attitudes towards older people. They have also determined that this situation had a significant relationship with gender.

The finding in this study those 21 years old and older social work students had a more positive attitude could be explained by the maturity gained by getting older.

Table 6: ANOVA results on ageism attitude of social work students according to grade level

Ageism Attitude	Grade Level	N	\bar{X}	Sd	F
Total	1 st grade	359	85,6295	7,76824	2,494
	2 nd grade	243	85,0206	8,05326	
	3 rd grade	247	86,5951	9,18542	
	4 th grade	141	87,0284	8,23836	
	Total	990	85,9202	8,29613	
Restricting life of the elderly	1 st grade	359	36,8914	3,89770	,322
	2 nd grade	243	36,7366	3,77636	
	3 rd grade	247	37,0972	4,53158	
	4 th grade	141	36,9078	4,21206	
	Total	990	36,9071	4,07729	
Positive Ageism	1 st grade	359	30,0947	4,20388	1,478
	2 nd grade	243	29,3580	4,63808	
	3 rd grade	247	29,6316	4,52072	
	4 th grade	141	29,8652	4,10265	
	Total	990	29,7657	4,38326	
Negative Agesim	1 st grade	359	17,4763	3,01187	13,823**
	2 nd grade	243	17,8519	3,09670	
	3 rd grade	247	18,7004	3,48039	
	4 th grade	141	19,2411	3,37618	
	Total	990	18,1253	3,26926	

**p<0.001

The variance analysis results displayed in Table 6 shows that the average points for freshmen (1st grade) students in Ageism Attitude Scale “negative agesim” sub-dimension based on class level was 17.85 (SD:3.09), while it was 17.85 (SD:3.09) for sophomore (2nd grade) students, 18.7 (SD:3.48) for junior (3rd grade) students and 19.24 (SD:3.37) for senior (4th grade) students. A significant difference was found between the average points in Ageism Attitude Scale “negative ageism” sub-dimension (F=13,823, p<.001) based on the class level as a result of the variance analysis conducted. In other words, the attitudes of social work students in “negative ageism” sub-dimension differ significantly based on their seniority. Tukey test was conducted to determine the source or variation and the results are presented in Table 7.

Table 7: Tukey test results on negative agesim sub-dimension of social work students according to grade level

Grade Level (I)	Grade Level (II)	Mean Difference	Standart Error	P
1 st grade	2 nd grade	-,37	,27	,494
	3 rd grade	-1,22	,26	,000*
	4 th grade	-1,76	,32	,000*

*p<0.001

It could be observed in Table 7 that negative ageism average points for freshmen pre-students were significantly lower than junior and senior students’ averages. In other words, as the seniority of the social work students increases, negative ageism sub-dimension average points increase significantly.

Contrary to our findings in certain studies in the literature, it was stipulated that more senior students obtained significantly lower negative ageism and total Ageism Attitude Scale points, when compared to more junior students, (Soyuer, Ünal, Güleser and Elmalı, 2010: 22).

The increase in negative ageism average points as the seniority of the students increase could be explained by the fact that most of the students (54.7%) did not take a course on old age. It was possible that

lack of information on the field of old age and the lack of required intervention skills could have resulted in the development of prejudices in the students towards the elderly. Thus, it is necessary to develop awareness on the field of old age among the social work students.

Table 8: ANOVA results on ageism attitude of social work students according to giving importance to the elderly

Ageism Attitude	Giving importance to the elderly	N	\bar{X}	Sd	F
Total	Yes	687	86,6346	8,14512	8,449**
	Somehow	229	84,3057	8,10779	
	No	74	84,2838	9,38013	
	Total	990	85,9202	8,29613	
Restricting life of the elderly	Yes	687	37,1907	4,07045	,529*
	Somehow	229	36,2227	4,01731	
	No	74	36,3919	4,07739	
	Total	990	36,9071	4,07729	
Positive Ageism	Yes	687	30,1004	4,38459	7,125*
	Somehow	229	29,1485	4,28326	
	No	74	28,5676	4,31652	
	Total	990	29,7657	4,38326	
Negative Ageism	Yes	687	18,2067	3,27208	,787
	Somehow	229	17,8952	3,15498	
	No	74	18,0811	3,58748	
	Total	990	18,1253	3,26926	

*p<0.01

**p<0.001

Variance analysis results displayed in Table 8 demonstrate a significant difference between Ageism Attitude Scale sub-dimension points of social work students in the sub-dimensions of "total" (F=8.449, p<.001), "restricting life of the elderly" (F=.529, p<.001), and "positive agesim" (F=7.125, p<.001). In other words, the attitudes of social work students in "total", "restricting life of the elderly" and "positive agesim" sub-dimensions, differ significantly based on giving importance to an elderly relative. Tukey test was conducted to determine the source of the variance and the results were displayed in Table 9.

Table 9: Tukey test results of social work students according to giving importance to the elderly

Giving importance (I)	Giving importance (II)	Mean Difference	Standart Error	P
Yes	Somewhat	2,33	,63	,001*
	No	2,35	1,00	,052

*p<0.05

The data in Table 9 shows that average points of the students, who said an elderly relative has an important role in their lives were significantly higher than the students, who said an elderly relative played a somewhat important role in their lives. In other words, it was determined that the students, who stated that an elderly relative played an important role in their lives, had better attitudes towards discrimination of the elderly than the students, who stated that an elderly relative played a somewhat important role in their lives. Thus, it could be determined that relationships with elderly relatives were effective on the attitudes of social work students towards the elderly.

Table 10: ANOVA results on ageism attitude of social work students according to taken a course on old age

Ageism Attitude	Taken a course on old age	N	\bar{X}	Ss	F
Total	Yes	312	86,2660	9,04133	1,974
	No	542	85,4779	7,93705	
	Stil taking	136	86,8897	7,83787	
	Total	990	85,9202	8,29613	
Restricting life of the elderly	Yes	312	36,7372	4,56199	,883
	No	542	36,9077	3,94120	
	Stil taking	136	37,2941	3,37135	
	Total	990	36,9071	4,07729	
Positive Ageism	Yes	312	29,6923	4,64165	,992
	No	542	29,6845	4,34617	
	Stil taking	136	30,2574	3,80910	

	Total	990	29,7657	4,38326	
Negative Ageism	Yes	312	18,6955	3,29770	8,868**
	No	542	17,7435	3,11082	
	Stil taking	136	18,3382	3,61728	
	Total	990	18,1253	3,26926	

**p<0.001

Variance analysis results displayed in Table 10 demonstrate that there was a significant difference between their average points of social work students in Ageism Attitude Scale sub-dimensions, in “negative ageism” (F=8.868, p<.001) sub-dimension based on taken a course on old age. In other words, the attitudes of social work students on agesim in “negative ageism” sub-dimension differ significantly based on the fact that they have taken a course on old age or not. Results of the Tukey test conducted to determine the source of the variance were displayed in Table 11.

Table 11: Tukey test results on negative agesim sub-dimension of social work students according to taken a course on old age

Taken a course (I)	Taken a course (II)	Mean Difference	Standart Error	P
Yes	No	,95	,23	,000**
	Still taking	,36	,33	,532

*p<0.05

Table 11 shows that negative agesim average points of social work students, who took a course on old age, were significantly higher than the students, who never took a course on old age. In other words, it was determined that social work students that took a course on old age had a more negative attitude in negative ageism sub-dimension than the social work students that did not take a course on old age.

The reason why students, who took a course on old age, had a more negative attitude towards the old age than those who did not could be related to the way these courses were instructed. This finding clearly demonstrates that the related syllabi and the methods of instruction on the old age should be revised.

CONCLUSION

The objective of this study was to determine the attitudes of social work students towards discrimination of the elderly and factors affecting these attitudes. The findings of the study determined that female students had a more positive attitude towards Ageism Attitude Scale restricting life of the elderly sub-dimension than male students; students between the ages of 17 and 20 had a more negative attitude towards the elderly than older students; freshmen students has a more positive attitude than junior and senior students; students, who stated that an elderly relative has a significant place in their lives, had a more positive attitude; and students that took a course on old age had more negative attitude when compared to social work students, who did not take a course on old age.

An analysis of the findings from the perspective of the educational process demonstrated that the attitudes of the students became worse in senior years in school and it was interesting to note that those who took courses about old age had a more negative attitude. This fact brought attention to the content and the methods used in courses about old age. Furthermore, the negative attitudes of the students could also reflect the approach of the society to the concept of old age. It could be possible that the perception about old age as a negative period in life could be the reason why the students developed a reaction to working with the elderly.

Today, older population rapidly increases; hence the majority of the population who would need social services in the future would be the elderly. It is of utmost importance for social workers, whose aim is to increase the quality of life of the elderly, to evaluate this issue with care for the well-being of the elderly. Thus, initially the stereotypes that exist among the youth about the old age should be eliminated and empathy skills of the youth should be developed. Enabling these types of skills is closely related to the methods used in classes. However, it is a long-term process to change the behavior of the students, who came to the higher education level with certain stereotypes. Thus, this education should commence at earlier ages and should expand to the whole process of education to help increase the awareness and to decrease the negative attitudes of students.

Acknowledgments

The authors would like to thank Şükran Koçak, Seda Parlak, Dilek Yaman, Goncağül Ekinci and Tuğba Şimşek for their assistance through the data collecting process.

REFERENCES

- AKGÜN, Seval, BAKAR, Coşkun and BUDAKOĞLU, İ.İrem (2004). "Dünyada ve Türkiye'de Yaşlı Nüfus Eğilimi, Sorunları ve İyileştirme Önerileri", *Geriatry*, C. 7, S. 2, s. 105-110.
- BODNER, E. and LAZAR, A. (2008). "Ageism Among Israeli Students: Structure and Demographic Influences", *International Psychogeriatrics*, C. 20, s. 1046-1058.
- BUTLER, Robert N. (1989). "Dispelling Ageism: The Cross-Cutting Intervention", *The Annals of the American Academy of Political and Social Science*, C. 503, s. 138-147.
- BUTLER, Robert N. (1995). Ageism. In G. Maddox (Ed.), *The Encyclopedia of Aging*. New York: Springer.
- DÖNÜMCÜ, Şadiye (2006). *Yaşlı ve Sosyal Hizmetler*. <http://www.sosyalhizmetuzmani.org/yaslisosyalhizmetlerimiz.htm>
- DPT (2007). *Türkiye'de Yaşlıların Durumu Ve Yaşlanma Ulusal Eylem Planı*. Sosyal Sektörler ve Koordinasyon Genel Müdürlüğü. ISBN 978_975_19-4115-5.
- FITZGERALD, James T., WRAY, Linda A., HALTER, Jeffrey B., WILLIAMS, Brent C. and SUPIANO, Mark A. (2003). "Relating Medical Students' Knowledge, Attitudes, and Experience to an Interest in Geriatric Medicine", *Gerontologist*, C. 43, s. 849-855.
- GÜVEN, Şefika D., UCAKAN MUZ, Gamze and EFE ERTÜRK, Nuriye (2012). "Üniversite Öğrencilerinin Yaşlı Ayrımcılığına İlişkin Tutumları ve Bu Tutumların Bazı Değişkenlerle İlişkisi", *Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi*, C. 15, S.2, s. 99-105.
- HUGHES, Beverley (1995). *Older People And Community Care: Critical Theory and Practice*. Bristol, PA.
- KALINKARA, Velittin (2011). *Temel Gerontoloji Yaşlılık Bilimi*. Ankara: Nobel Yayın Dağıtım.
- KOGAN, N. and SHELTON, F.C. (1962). "Images of "Old People" and "People in General" in an Older Sample", *The Journal Of Genetic Psychology*, C. 100, s. 3-21.
- KOŞAR, Nesrin (1996). *Sosyal Hizmetlerde Yaşlı Refahı Alanı*. Ankara: Şafak Matbaacılık.
- McCONATHA, Jasmin Tahmaseb, and HUBA, Haley M. (1999). "Primary, Secondary, and Emotional Control Across Adulthood", *Current Psychology: Developmental, Learning, Personality, Social*, C. 18, S.2, s. 164-170.
- McCONATHA, Jasmin Tahmaseb, SCHNELL, Frauke, VOLKWEIN, Karin, RILEY, Lori and LEACH, Elizabeth (2003). "Attitudes Towards Aging: A Comparative Analysis of Young Adults from the United States and Germany", *International Journal of Aging and Human Development*, C. 51, S. 3, s. 206-217.
- SOYUER, Ferhan, ÜNALAN, Demet, GÜLESER, Nihal and ELMALI, Ferhan (2010). "Sağlık meslek Yüksekokulu Öğrencilerinin Yaşlı Ayrımcılığına İlişkin Tutumları ve Bu Tutumların Bazı Demografik Değişkenlerle İlişkisi", *Mersin Üniversitesi Sağlık Bilimleri Dergisi*, C. 3, S.2, s. 20-24.
- VEFİKULUÇAY YILMAZ, Duygu ve TERZİOĞLU, Füsun (2011). "Development and Psychometric Evaluation of Ageism Attitude Scale Among the University Students", *Turkish Journal of Geriatrics*, C. 14, S.3, s. 259-268.