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A Longitudinal Study of College Students' Diversity Perception

SUMMARY

The purpose of this study is to verify if the perception of college students towards diversities varies during the time period between the date they started their college education and the date they graduate; and also to find out if college life which provides interaction opportunity between people with different profiles is a determinative factor in this change of perception or not. The first phase of the longitudinal study in line with this purpose was concluded in 2010, whereas the second phase was completed in 2014. The study was carried out at Dokuz Eylül University, Faculty of Economics and Administrative Sciences, in İzmir, the third largest city of Turkey and covered 1734 students. Three different scenarios were used to try and determine the diversity perception of the students covered by this study towards the people they perceive as different from themselves. In this regard, several tests were held in 2010 and 2014 to see if there are any significant diversities between these three cases and demographic variables as well as with each other. When the results of these two years are compared, two of them are particularly remarkable. The first of these two results of the 2010 study suggests that the graduation high school affects the diversity perception of the students whereas the results of 2014 shows that such perception disappeared within time. The significant second result of 2010 was that the diversity perception of the students who live together with their family is different from the perception of the ones that live in dorms whereas in 2014 no such diversity was observed.

→ **KEYWORDS** – DIVERSITY, MANAGEMENT OF DIVERSITY, DIVERSITY PERCEPTION, DIMENSIONS OF DIVERSITY

STRESZCZENIE ―――――――――――――――――――――

Postrzeganie odmienności przez studentów – długookresowe studium badawcze w okresie pomiędzy 2010 a 2014 rokiem

Celem niniejszego artykułu jest sprawdzenie, czy postrzeganie studentów w temacie odmienności zmienia sie w okresie pomiędzy datą rozpoczęcia a datą ukończenia studiów wyższych. Ponadto autorzy próbują zbadać, czy życie studenckie, które jest okresem możliwości nawiązania dialogu między ludźmi o różnych profilach, ma decydujący wpływ na zmianę tegoż postrzegania, czy nie. Pierwsza faza niniejszego, długookresowego badania została podjęta w 2010 roku, natomiast druga faza została podjęta w 2014 roku. Badanie przeprowadzono na Uniwerystecie Dokuz Eylül, Wydzial Administracji i Ekonomii w Izmirze, trzecim co do wielkosci miescie w Turcji i objęło łącznie liczbę 1734 uczniów. W pracy badawczej zostały nakreślone trzy scenariusze, aby ustalić jak studenci postrzegają różnorodność osób, które uważają za odmienne, inne od siebie samych. W 2010 i 2014 przeprowadzono szereg ankiet, aby sprawdzić czy istnieją znaczące różnice w założonych trzech scenariuszach oraz zmiennych demograficznych oraz jaki mają wpływ na siebie nawzajem. Kiedy porównane zostały ankiety z 2010 i 2014 roku, na pierwszy plan wysunęły się dwa wnioski. Z przeprowadzonych ankiet w 2010 roku wynika, iż ukończenie danego profilu szkoły średniej ma duży wpływ na postrzeganie różnorodności studentów, podczas gdy wyniki z 2014 roku pokazują, że z biegiem czasu to postrzeganie zaciera się. Drugi ważny wniosek wypływający z ankiet przeprowadzonych w 2010 roku mówi, iż postrzeganie różnorodności studentów mieszkających z rodzicami różni się od postrzegania tych, którzy mieszkają w akademikach, podczas gdy w roku 2014 takiej różnic nie zaobserwowano.

→ **SŁOWA KLUCZOWE** – RÓŻNORODNOŚĆ, ZARZĄDZANIE RÓŻNORODNOŚCIĄ, POSTRZEGANIE RÓŻNORODNOŚCI, WYMIARY RÓŻNORODNOŚCI

Description and importance of management of diversities

This change and transition process started based on value diversities in organizations geared up in the 21st century. Organizations evolve through a multi cultural formation in which diversities come into prominence. In this process, management attitude which appreciates the diversities of labor force becomes more and more remarkable.

The rapid change faced in every area with the impact of information and globalization affects business life and organizations as well. The recent studies suggest that the labor force in organizations keeps changing and this change will continue to increase.[30] It is natural that this continuously changing labor force in organizations generates some problems in the management of the organization which results in new management approaches. For example, how to collectively motivate the employees with different demographic features, cultural background and adopted values became a problem. Such new circumstances forced new management styles to come to the fore in organizations. These were aimed at integration and harmony rather than assimilation. One of these management styles is management of diversities.[31]

The concept of "diversity" in literature, points out the humane diversities between individuals. In other words, diversity is the composition of different identities, geographical and ethnic roots, histories, experiences, beliefs, judgment values, ages, sexes, demographic structures, work experiences, physical sufficiency, level of education, family structures, personalities and tendencies of individuals in any group, society or organization.[32]

The more organizations expand geographically and international circulation of labor force increases, the more interaction with different identities becomes a critical subject.[33] Hence, the organizations are forced to make individuals that have many different features such as demographic structure, culture, education, age, sex, experience, judgment values and perception, work

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[30] Cf. Johnston, 1987; E. Schein, *Culture: The missing concept in organizational studies,*"Administrative Science Quarterly" 1996, 41, p. 229-240; M.J. Hatch, *Organization Theory: Modern Symbolic and Postmodern Perspectives*, New York 1997; S.C. Certo, *Modern Management*, New Jersey 1997; R.W. Griffin, *Management*, HouglitonMilfflin Company 2002; J. Trninic, *Managing information and knowledge: Theoretical and application aspects*, Faculty of Economics Novi Sad 2008, retrieved from <www.ef.uns.ac.rs>.

[31] Cf. J.A. Gilbert, B.A. Stead, J.M. Ivancevich, *Diversity Management: Anew Organization Paradigm*, "Journal of Business Ethics" 1999, 21: 1, p. 26.

[32] Cf. H. Bhadury, E.J. Mighty, H. Damar, *Maximizing Workforce Diversity in Project Teams: A Network Flow Approach*, "The International Journal of Management Science" 2000, 28, p. 143.

[33] Cf. N.M. Ashkanasy, C.E.J. Hartel, C.S. Daus, *Diversity and Emotion: The New Frontiers in Organizational Behavior Research*, "Journal of Management" 2002, 28: 3, p. 308.

together in harmony.[34] Studies suggest that intercultural communication problems can be avoided by being sensitive towards cultural variations. Therefore, cultural sensitivity has a feature of encouraging people to abolish behavioral obstacles that hinder the communication process.[35]

The approach of management of diversity provides solutions to organizations to maximize the potential advantages of diversities while minimizing the potential disadvantages.[36] If conducted successfully, the diversity management programs will result in providing equal opportunities to everyone by balancing organizational power, participating in decision making and procuring organizational competing power.[37]

The concept of management of diversities in organizations requires valuing diversities through assessment and acceptance of everyone.[38] What is meant by assessment of diversities is taking into consideration the values that workers from different groups hold and to be willing to benefit from such diversities and not to limit or exclude the contributions of the employees.[39]

Dimensions of diversities

Every person that works in an organization is different. Most of the diversities derived from unavoidable factors of human nature. Hence, being aware of factors of the diversities while determining

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[34] Cf. G.C. McMahan, M.P. Bell, M.Virick, *Strategic Human Resource Management: Employee Involvement, Diversity, and International Issues*, "Human Resource Management Review" 1998, 8 : 3, p. 198.

[35] Cf. M. Loosemore, H.S. Al Muslmani, *Construction Project Management in the Persian Gulf: Inter-cultural Communication*, "International Journal of Project Management" 1999, 17: 2, p. 95.

[36] Cf. K.A. Mollica, *The Influence of Diversity Context on White Men's and Racial Minorities' Reactions to Disproportionate Group Harm*, "The Journal of Social Psychology" 2003, 14: 4, p. 415.

[37] Cf. S.L. Kirby, O.C. Richard, *Impact of Marketing Work-Place Diversity on Employee Job Involvement and Organizational Commitment*, "The Journal of Social Psychology" 2000, 140: 3, p. 368.

[38] Cf. J.R. Schermerhon, J.G. Hunt, R.N. Osborn, *Organizational Behavior*, New York 2000, p. 62.

[39] Cf. G.C. McMahan, M.P. Bell, M.Virick, *Strategic Human Resource Management: Employee Involvement, Diversity, and International Issues*, op. cit., p. 199.

the source of diversity accurately to be able to effectively manage them and treating the employees accordingly constitute the core of management of diversities for executives. In this regard, being aware of the dimensions of diversities is extremely important in this practice which will result in more satisfied employees and higher organizational performance.

There are differences in descriptions of dimensions of diversity just like there are differences in descriptions of diversity as a concept. For example Gardenswartz and Rowe[40] describe four layers of diversity which are; personality (cannot be noticed / observed right away), internal dimensions (such as age, sex, ethnicity, sexual orientation and physical ability which can be moderately observed), external dimensions (such as income, marital status, appearance, work experience, educational background) and organizational dimension (such work content, department, seniority, union affiliation, management status). On the other hand Choy determines three layers of diversity which are demographic diversities (such as age, sex, ethnicity, race, nationality, marital status, location of residence, social-economic status, cultural hereditary features, physical appearance, physical fitness), organizational diversity (work and duties, status, seniority, position, work experience, etc) and social-cognitive diversities (religious and philosophical beliefs, traditions, sexual orientation, IQ, language, thoughts and values, social features, intellectual models, cultural background, life style, level of knowledge and skills, education, personal characteristics, political views).[41]

When the literature related to the subject is examined, it is observed that diversity dimensions are classified variously in many conducted studies. Such classifications can be mainly grouped as follows;[42]

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[40] Cf. L. Gardenswartz, A. Rowe, *The Managing Diversity – Survival Guide*, Boston 1994.

[41] Cf. W.K.W. Choy, *Globalisation and Workforce Diversity : HRM Implications for Multinational Corporations in Singapore*, "Singapore Management Review" 2007, 29: 2, p. 13.

[42] Cf. J. Christian, L.W. Porter, G. Moffitt, *Workplace Diversity and Group Relations: An Overview*, "Group Processes & Intergroup Relations" 2006, 9: 4, p. 461; S.B. Knouse, *Issues in Diversity Management. Defense Equal Opportunity Management*, USA 2008, p. 74.

- Easily observable diversities – less observable diversities,[43]
- Superficial level diversities – profound level diversities,[44]
- Highly work related diversities – low level work related diversities,[45]
- Work oriented diversities – relationship oriented diversities,[46]
- Role oriented diversities – internal oriented diversities.[47]

In the listed groups, it can be seen that the diversities are dealt with in two dimensions which are primary and secondary dimensions. The primary dimensions, which include basic diversities of individuals, are the congenital dimensions that are observable and hard to change, shaped with factors that have biologically determined features of which we have little control, such as the family we lived with, social environment and history. The primary dimensions that shape the weltanschauung and image of an individual and directly affect the business relations and general attitude of persons with other individuals and groups,[48] include age, ethnicity, sex, race, physical fitness and sexual orientation factors.[49]

The factors of the secondary dimension on the other hand, include characteristic features that an individual can adapt, end

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[43] Cf. K.A. Jehn, G.B. Northcraft, M.A. Neale, *Why Differences Make A Difference: A Field Study of Diversity, Conflict, and Performance in Workgroups*, "Administrative Science Quarterly" 1999, 44: 4, p. 741-763; Millikens & Martins, 1996; Tsui et al. 1992; D. Van Knippenberg, K.W.D. Dreu, A. Homan, *Work Group Diversity and Group Performance: An Integrative Model and Research Agenda*, "Journal of Applied Psychology" 2004, 89: 6, p. 1008-1022.

[44] Cf. Philips et al.

[45] Cf. L.H. Pelled, *Demographic Diversity, Conflict, and Work Group Outcomes: An Intervening Process Theory*, "Organization Science" 1996, 7: 6, p. 615-631; L.H. Pelled, K.M. Eisenhardt, K.R. Xin , *Exploring the Black Box: An Analysis of Work Group Diversity, Conflict, and Performance*, "Administrative Science Quarterly" 1999, 44: 1, p. 1-28.

[46] Cf. Jackson et al. 1995.

[47] Cf. M.L. Maznevski, *Understanding Our Differences: Performance in Decision-Making Groups with Diverse Members*, "Human Relations" 1994, 47, p. 531-552.

[48] Cf. S. Treven, M. Mulej, *The Systemic Approach to the Encouragement of Innovativeness through Employee Diversity Management*, "Kybernetes" 2007, 36: 2, p. 144.

[49] Cf. L. Parvis, *Diversity and Effective Leadership in Multicultural Workplaces*, "Journal of Environmental Health" 2003, 65: 7, p. 37.

or change with a conscious choice and an effective endeavor[50] such as education, place of residence, social-economic status, marital status, military status, position in the family, political view, religious beliefs, expertise and work experience.[51] Most of the factors of the secondary dimensions on which we have more control, which are hard to notice at first sight and which have an effect on the self-confidence of individuals and shape their environment perception and communication style,[52] are attained post facto and can be moderately changed.[53]

Then again, Salomon and Schork compared dimensions of diversity with an iceberg and grouped easily noticeable factors in an observable group and factors that are unnoticeable at first sight but could be seen later on, in an unobservable group. In this regard, age, race and sex are in the easily observable dimensions group whereas disability, wage, language, culture, religion, nationality, political membership, work experience, sexual orientation, personality, seniority, job, education, style of communication with others and hobbies are in the unnoticeable dimensions group.[54]

Lastly, Harrison and his co-workers conducted significant researches in this subject, studied diversities on a larger scale and in two groups as deep level and surface level diversities. The diversities in the surface level group are demographic features that can be noticed by observing the personal features of individuals such as sex, race and age. Deep level diversities on the

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[50] Cf. J.R. Schermerhon, J.G. Hunt, R.N. Osborn, *Organizational Behavior*, New York 2000; B. Kandola, *Selecting for Diversity*, "International Journal of Selection and Assessment" 1995, 3: 3, p. 162-167; S. Treven, M. Mulej, *The Systemic Approach to the Encouragement of Innovativeness through Employee Diversity Management*, op. cit., p. 144.

[51] Cf. R.J. Ely, D.A. Thomas, *Cultural Diversity at Work : The Effects of Diversity Perspectives on Work Group Processes and Outcomes*, "Administrative Science Quarterly" 2001, vol. 46, p. 229-230; A. Lorbiecki, *Critical Turns in The Evolution of Diversity Management*, "British Journal of Management" 2000, 11: 3, p. 20; S. Treven, M. Mulej, *The Systemic Approach to the Encouragement of Innovativeness through Employee Diversity Management*, op. cit., p. 144.

[52] Cf. Kramer, 1997; Loden-Rosner, 1991; Jackson et al 1995.

[53] Cf. S. Bertone, M. Leahy, *Report to Department of Immigration and Multicultural Affairs Business Benefits of Productive Diversity*, "Case Studies" 2000, October.

[54] Cf. M.F. Salomon, J.M. Schork, *Turn Diversity to Your Advantage*, "Research-Technology Management" 2003, 46: 4, p. 38.

other hand cannot be observed directly but could be perceived through personal relations. These are dimensions of behavioral diversities such as diversities in personality, skills, education, beliefs, values and norms which occur through interactions between individuals. Harrison and his co-workers emphasize that the more people know about each other, the more deep level diversities would become evident, whereas surface level diversities would lessen.[55]

As the descriptions of dimensions of diversities show, diversity is a very complex concept which cannot be explained with a few features. It is believed that a point of view that handles diversities on a larger platform will be more beneficial for the organizations by minimizing prejudiced and discriminating approaches toward diversities.

While studying the literature on management of diversities, it was observed that dimensions of diversities are handled on primary and secondary levels. For this reason the same dimensions are included in this study.

Methodology

Purpose and Importance of the Study

The basic question of this study is "How do college students perceive diversities?" Thus the main purpose is to determine diversity perception of college students. With this purpose, the diversity perception of college students is analyzed on three cases. In the first category, the general dimensions that the students perceive as diversity, in the second category their diversity perception towards their co-workers were revealed. However, in the third category, since most of them are likely to become executives in the future due to the education they receive, we tried to find out the diversity perception they would have as a future executive employing a new member of staff. Within the scope of the study which has longitudinal characteristics, the initial study conducted in 2010 was repeated on the graduating students in

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[55] Cf. D.A. Harrison, K.H. Price, M.P. Bell, *Beyond Relational Demography : Time and The Effects of The Surface – And Deep-Level Diversity on Work Group Cohesion*, "Academy of Management Journal" 1998, 41: 1, p. 96-97.

2014 to find out if college life has a role on their diversity perception regarding the three cases.

There are many studies in the literature related with the education and diversity perception.[1] There are also longitudinal researches conducted about diversity perception.[2]

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[1] Cf. A.W. Astin, *Diversity and multiculturalism on campus: How are students affected?*, "Change" 1993, 25(2), p. 44-49; A.W. Astin, *What matters in college?*, San Francisco 1993; M.J. Chang, *Racial diversity in higher education: Does a racially mixed student population affect educational outcomes?*, Los Angeles 1996; M.J. Chang, D. Witt-Sandis, K. Hakuta, *The dynamics of race in higher education: An examination of the evidence*, "Equity and Excellence in Education" 1999, 32(2), p. 12-16; S. Hurtado, *Linking diversity and educational purpose: How diversity affects the classroom environment and student development*, in: *Diversity challenged: Evidence on the impact of affirmative action*, ed. G. Orfield, Cambridge 2001, p. 187-203; E.T. Pascarella, M. Edison, A. Nora, L.S. Hagedorn, P.T. Terenzini, *Influences on student's openness to diversity and challenge in the first year of college*, "Journal of Higher Education" 1996, 67, p. 174-195; P.T. Terenzini, L.I. Rendon, M.L. Upcraft, S.B. Millar, K.W. Allison, P.L. Gregg, R. Jalomo, *The transition to college: Diverse students, diverse stories*, "Research in Higher Education" 1994, 35(1), p. 57-73; P.T. Terenzini, L. Springer, E.T. Pascarella, A. Nora, *The multiple influences of college on students' critical thinking skills*, Tucson 1994; G.E. Lopez, P. Gurin, B.A. Nagda, *Education and understanding structural causes for group inequalities*, "Political Psychology" 1998, 19, p. 305-329; M.J. Chang, *Preservation or transformation: Where's the real educational discourse on diversity?*, "Review of Higher Education" 2002, 25, p. 125-140; P. Gurin, E.L. Dey, S. Hurtado, G. Gurin, *Diversity and higher education: Theory and impact on educational outcomes*, "Harvard Educational Review" 2002, 72, p. 330-366; T.F. Nelson Laird, M.E. Engberg, S. Hurtado, *Modeling accentuation effects: Enrolling in a diversity course and the importance of social action engagement*, "Journal of Higher Education" 2005, 76, p. 448-476; E.T. Pascarella, *Using student self-reported gains to estimate college impact: A cautionary tale*, "Journal of College Student Development" 2001, 42, p. 488-492; M.J. Chang, A.W. Astin, D. Kim, *Cross-racial interaction among undergraduates: Some causes and consequences*, "Research in Higher Education" 2004, 45, p. 527-551; X. Zúñiga, E.A. Williams, J.B. Berger, *Action-oriented democratic outcomes: The impact of student involvement with campus diversity*, "Journal of College Student Development" 2005, 46, p. 660-678.

[2] Cf. G.W. Florkowski, *Managing Diversity within Multinational Firms for Competitive Advantage*, in: *Managing Diversity. Human Resource Strategies for Transforming the Workplace*, eds. E. Kossek, S. Lobel, Cambridge 1996; A. Sippola, A. Smale, *The global integration of diversity management: a longitudinal case study*, "The International Journal of Human Resource Management" 2007, 18:11, p. 1895-1916; J. Leonard, D.I. Levine, L. Giuliano, *Manager-Employee Similarity and Employee Turnover*, Mimeo 2005; C.E. Daye, A.T. Panter, W.R. Allen, L.F. Wightman, *The Educational Diversity Project: Analysis of Longitudinal and Concurrent Student and Faculty Data*, LSAC Grants Report 10-01, 2010; R.M. Wentling, N. Palma-Rivas, *Current Status of Diversity Initiatives in Selected Multinational Corporations*, "Human Resource Development Quarterly" 2000, 11(1), p. 35-60.

After searching available literature on the subject and subsequently finding there are no longitudinal researches conducted in Turkey about diversity perception, we believe that our study will be pioneer research in this area and will contribute to the literature as well as to the knowledge of those who are interested in the subject.

Model of the Study

We used a descriptive research model while carrying out our study. A descriptive research model aims to determine the status of a certain subject or a problem, the variables and the relation between the variables.[3] Within the frame of this model, in our study, we tried to find out "the general diversity perception" of the students and the relation between "their perception" and "their desire to work with people as co-workers who have diversities" and "their choice of employee when they become executives."

Method and Technique of the Study

In this research we used similar subject sampling and survey techniques. As a result of the literature check, since we could not find a scale convenient to the purpose of the study, a unique question form was established in accordance with the purpose of the study and based on the most commonly used diversity dimensions in the literature. In the question form a 5 Likert scale was used. The options of the scale are; 1: Absolutely do not agree, 2: Do not agree 3: Either agree or not agree 4: Agree 5: Absolutely agree.

In the first group of the question form, which consisted of a total of 62 questions, we tried to measure the general diversity perception of the students; in the second group the cases where the students mostly perceive themselves as different, in the third group the diversity perception of the students towards their co-workers when they start working and in the last group the diversity perception of the students towards the individuals they will employ when they are promoted to executive level in

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[3] Cf. K. Kurtuluş, *Pazarlama Araştırmaları*, İstanbul 1998.

their business life. Besides these, seven questions that involve demographic information were asked.

The findings of the study were downloaded on a SPSS program and the required analyzes were conducted on version 20.0. The descriptive statistics, t test, t test between the matching two groups and unilateral variance analyzes were conducted in the analyzes.

The Population of the Study and Sample

The study was conducted on students of Dokuz Eylül University, Faculty of Economics and Administrative Sciences. The question form, prepared online, was individually emailed to students of six departments of the faculty. The population of the study held in 2010 was 5642 active students. 1460 of the emailed questionnaires were answered. Therefore, the rate of return was 25.9%. In 2014, the questionnaire was emailed only to final year students. The population of the study was 1800 students, 274 of whom answered the questions; which means the rate of return was 15%. The questionnaire was sent through email as the population was Y generation and very well familiar with computer technology.

Assumption and Limitations

It is assumed that the students participating in the survey perceived the questions similarly and answered them correctly. There were some limitations as some of the students do not check their emails, some do not attend school and some email addresses were not valid so we were unable to contact those students.

Findings of the study

Assessment of the Demographic Findings

The demographic data of 2010 determined within the scope of descriptive statistics are listed in Table 1 whereas the data for 2014 are shown on Table 2.

Table 1. Findings Related with Demographic Features (2010)

Age	Frequency	Percentage(%)
17-19	117	8.0
20-22	**862**	**59.0**
23-25	436	30.0
26 +	46	3.0
Sex		
Female	689	47.2
Male	**771**	**52.8**
Department		
Administration	**360**	**24.5**
Department of labor economics and	**341**	**23.2**
industrial relations	**304**	**20.8**
Economics	165	11.2
Finance	147	10.5
Econometry	143	9.8
public administration		
Class	**498**	**34.1**
1	294	20.2
2	270	18.4
3	**398**	**27.3**
4		
Graduated High school	**568**	**39.0**
Anatolian/Science High school	**514**	**35.2**
Regular High school	335	22.9
Super High school	6	0.4
Technical High school	37	2.5
Other		
Lives with	**637**	**43.6**
Friends	413	28.3
Family	252	17.3
Dormitory	124	8.5
Alone	34	2.3
Other		
TOTAL	1460	100

As seen on Table 1, the age of 59% of the students participating in the survey varies between 20 to 22 and 52.8% of the participants are males. Most of the participants are students of Administration, Department of Labor Economics and Industrial Relations and Economics. 61.4% of the sample group consisted of first and final year students. 39% of the sample group graduated from either Anatolian or Science High Schools whereas 35.2% were graduates of regular high schools. 43.6% of the group live with their friends.

Table 2. Findings Related with Demographic Features (2014)

Age	Frequency	Percentage(%)
20-22	37	13.5
23-25	**205**	**74.8**
26 +	32	11.7
Sex		
Female	137	50.0
Male	137	50.0
Department		
Administration	**107**	**39.1**
Department of labor economics and	**44**	**16.1**
industrial relations	**42**	**15.3**
Economics	39	14.2
Finance	32	11.7
Econometry	10	3.6
public administration		
Class	274	100.0
4		
Graduated High school	**116**	**42.4**
Anatolian/Science High school	77	28.1
Regular High school	69	25.2
Super High school	2	0.7
Technical High school	10	3.6
Other		
Lives with	**125**	**45.6**
Friends	76	27.7
Family	35	12.7
Dormitory	28	10.2
Alone	10	3.6
Other		
TOTAL	274	274

As seen on Table 2, the age of 74,8% of the students participating in the survey varies between 23 to 25. The rate of sex distribution on the sampling group is equal. Most of the participants are students of Administration, Department of Labor Economics and Industrial Relations and Economics. 42.4% of the sample group graduated from either Anatolian or Science High Schools. 45.6% of the group live with their friends.

Reliability Analysis

According to the reliability analysis results of the study conducted in 2010, the general reliability value (Cronbach Alpha Coefficient) of the questionnaire used in the study is as follows within three dimensions:

General diversity perception of the individual α = 0.89
Diversity perception of the individual toward his co-workers α = 90
Diversity perception of the individual toward the employees he supervises α = 0.88

According to the reliability analysis results of the study conducted in 2014, the general reliability value (Cronbach Alpha Coefficient) of the questionnaire used in the study is as follows within three dimensions:
General diversity perception of the individual α = 0.90
Diversity perception of the individual toward his co-workers α = 0.89
Diversity perception of the individual toward the employees he supervises α = 0.90

It is possible to say that the questionnaire used in the study is reliable since the values attained are close to value 1.00 which is considered to emphasize full reliability.

Statistical Findings

The average and standard deviation value of diversity perception of the students toward their co-workers and the employees they supervise are shown on Table 3 for 2010 and on Table 4 for 2014.

Table 3. The Average and Standard Deviation Value of Diversity Perception of Individuals (2010)

Variables	Average	Standard Deviation
General diversity perception of the individual	2,8980	,88713
Diversity perception of the individual against his coworkers	4,1345	,62735
Diversity perception of the individual against the employees he supervises	3,7128	,70633

As a result of the conducted analysis the determined average general diversity perception percentage of the students is 2.89, average diversity perception percentage toward their co-workers is 4.13 and average diversity perception percentage toward their employees when they become executives is 3.71.

Table 4. The Average and Standard Deviation Value of Diversity Perception of Individuals (2014)

Variables	Average	Standard Deviation
General diversity perception of the individual	2,5678	,84650
Diversity perception of the individual against his coworkers	4,2445	,57516
Diversity perception of the individual against the employees he supervises	3,8190	,72867

As a result of the conducted analysis, the determined average general diversity perception percentage of the students is 2.57, average diversity perception percentage toward their co-workers is 4.24 and average diversity perception percentage toward their employees when they become executives is 3.82.

As seen on Table 3 and Table 4, the results of 2010 and 2014 are the same. In this regard, since the participating students stated that they can work comfortably with people with various diversities, we can say that the diversity tolerance of the students toward their co-workers are higher.

The average and standard deviation values of the questions that measure the diversity perception of the students for each of three cases are as shown on Table 5 for 2010 and on Table 6 for 2014.

Table 5. Average and Standard Deviation Values of the Diversity Perception of the Students for Each of Three Cases Based on the Asked Questions (2010)

General Diversity Perception	Average	Standard Deviation	Coworker perception	Average	Standard Deviation	Executive Perception	Average	Standard Deviation
q1	2,80	1,372	q29	4,40	,810	q41	4,14	1,041
q2	2,59	1,360	q30	4,27	,840	q42	4,07	,998
q3	2,45	1,305	q31	4,31	,811	q43	4,14	,929
q4	**3,40**	**1,211**	q32	4,19	,867	**q44**	**3,09**	**1,208**
q5	2,64	1,341	q33	4,20	,848	**q45**	**3,33**	**1,114**
q6	2,74	1,366	q34	4,30	,798	q46	4,01	1,003
q7	2,62	1,419	q35	4,34	,810	q47	4,17	,983
q8	**3,40**	**1,344**	**q36**	**3,42**	**1,304**	**q48**	**3,31**	**1,327**

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q9	2,90	1,374	q37	4,22	,834	q49	3,56	1,161
q10	2,90	1,289	q38	4,48	,725	q50	4,10	,984
q11	**3,45**	**1,149**	**q39**	**3,25**	**1,087**	**q51**	**2,62**	**1,119**
q12	**3,30**	**1,385**	q40	4,25	,865	q52	4,02	1,042
q13	2,74	1,382	q41	4,27	,840	q53	4.07	,998

1: Absolutely do not agree   5 : Absolutely do agree α = 0.05

Table 6. Average and Standard Deviation Values of the Diversity Perception of the Students for Each of Three Cases Based on the Asked Questions (2014)

General Diversity Perception	Average	Standard Deviation	Coworker perception	Average	Standard Deviation	Executive Perception	Average	Standard Deviation
q1	2,42	1,313	q29	4,50	,691	q41	4,18	1,022
q2	2,17	1,229	q30	4,41	,799	q42	4,18	,961
q3	2,04	1,202	q31	4,44	,783	q43	4,23	,980
q4	**3,35**	**1,119**	q32	4,20	,860	**q44**	**3,11**	**1,185**
q5	2,31	1,290	q33	4,46	,690	q45	3,59	1,113
q6	2,25	1,291	q34	4,41	,776	q46	4,16	,985
q7	2,23	1,311	q35	4,39	,787	q47	4,18	1,003
q8	**2,64**	**1,378**	**q36**	**3,74**	**1,268**	q48	3,59	1,315
q9	2,54	1,330	q37	4,31	,787	q49	3,58	1,218
q10	2,62	1,245	q38	4,50	,707	q50	4,17	,878
q11	**3,26**	**1,081**	**q39**	**3,35**	**1,080**	**q51**	**2,77**	**1,088**
q12	**3,24**	**1,427**	q40	4,22	,814	q52	4,09	,987
q13	2,30	1,222	q41	4,50	,691	q53	4,18	1,022

1: Absolutely do not agree   5 : Absolutely do agree   α = 0.05

The questions that measure the diversity perception of the students are respectively; sex, ethnicity, race, age, disability, nationality, sexual orientation, physical appearance, marital status, previous criminal conviction, social-economic status and native language.

When the results shown on Table 5 for 2010 and on Table 6 for 2014 are examined based on the diversity perception values, it can be observed that the students in both groups consider others as relatively different on question 4: age, question 8: sexual

orientation, question 11: previous criminal conviction and question 12: social-economic status dimensions.

When the questions assessing the diversity perception of the students toward their co-workers when they start working, it is observed that students in both studies state that they can comfortably work with people that have different sexes, ethnicities, races, ages, nationalities, religions, physical appearances, marital status, social-economic status and disabilities whereas they have doubts about working with people that have different sexual orientation (question 36), and people that have a previous criminal conviction record (question 39). Based on these results, it can be concluded that the diversity tolerance of students is very low for people that have such diversities.

The students were asked which of the diversity dimensions would affect their decision while employing new staff when they become an executive and based on their answers it was observed that sex, ethnicity, race, nationality, religion, marital status and social-economic status dimensions would not affect their choice of personnel. On the other hand, there are some differences in the study of 2010 as for the criteria of the questions: 44 about age, 45 disability, 48 sexual orientation and 51 about previous criminal conviction. Based on the answers to these questions, it was observed that the students have a totally negative attitude towards the previous criminal conviction dimension whereas they are doubtful about the age dimension. It is also striking that the dimensions that are perceived as diverse in 2010 are not in the study of 2014.

In addition to the diversity criteria of the questionnaire, the students stated that they consider other dimensions such as education, intelligence, perspective on life and political views as diversities.

In another question the students were asked to describe the factors that make them feel different from the others, and no differentiation was observed based on the replies. There were relative differences only for age, physical appearance and social-economic status. Furthermore, the students listed the other dimensions on which they feel different from the others as personality and mentality.

Results of T Test and Anova Analysis

Since within the scope of the study, the perception of diversity of the students towards the individuals they consider as different from themselves were tried to be determined based on the "general diversity perception", "if they will work with people with diversities, as co-workers" "whether they will employ people with diversities, when they become executives" questions, three hypothesis were tested in this study which are;

H1: There is a significant difference between the general diversity perception of a person and his diversity perception towards his co-workers.

H2: There is a significant difference between the general diversity perception of a person and his diversity perception towards the employees he supervises.

H3: There is a significant difference between the diversity perception of a person towards his co-workers and his diversity perception towards the employees he supervises

While testing the hypothesis, t-test and paired samples test were used between two matching groups. As a result of the analysis conducted in the studies of 2010 and 2014, meaningful differences were attained between all groups; therefore the hypothesis was proved to be right.

Table 7. Comparison of Groups about Diversity Perceptions (2010)

Compared Group*	Average of differences	T	p (Sig.(2-tailed)**
1-2	-1,236	-40,811	**0,000**
1-3	-0,815	-24,160	**0,000**
2-3	0,421	26,320	**0,000**

*1 = general diversity perception of a person
2 = diversity perception of a person towards his coworkers
3 = diversity perception of a person towards the employees he
   supervises
** Sig.(2-tailed) value 0.05 at significance level

As seen on Table 7, diversity perception of a person towards his coworkers on the second group is higher than the other groups. This difference is statistically significant.

Table 8. Comparison of Groups about Diversity Perceptions (2014)

Compared Group*	Average of differences	T	p (Sig.(2-tailed)**
1-2	-1,67670	-22,726	**0,000**
1-3	-1,25121	-14,592	**0,000**
2-3	,42549	11,553	**0,000**

*1= general diversity perception of a person
2 = diversity perception of a person towards his coworkers
3 = diversity perception of a person towards the employees he supervises
** Sig.(2-tailed) value 0.05 at significance level

As seen on Table 8, diversity perception of a person towards his co-workers on the second group is higher than the other groups. This difference is statistically significant.

A t test and unilateral variance analysis were conducted to measure if there is any significant difference between the diversity perception of the students towards three cases and the demographic variables. While conducting a Post Hoc test to find out the source group of the differences generated in the unilateral variance analysis, the Bonferroni test was used.

The findings of the conducted analysis are as shown on table 9 and table 10.

Tablo 9. Results of T Test and Anova Analysis about Diversity Perceptions of Persons (2010)

Demographic Variables	General Diversity Perception		Diversity perception towards coworkers		Diversity perception towards supervised employees	
	t/F	P	t/F	P	t/F	P
Sex	0,030	0,862	11,393	**0,001**	8,584	**0,003**
Year of Education	0,538	0,656	6,388	**0,000**	1,672	0,171
Age	5,683	**0,001**	3,940	**0,008**	2,747	**0,042**
Graduated High School	1,921	0,104	7,056	**0,000**	1,358	0,246
Lives with	1,266	0,281	5,637	**0,000**	2,008	0,091

No significant difference between different sexes from a general diversity perception point of view, was observed in the study of 2010 whereas a statistically significant difference was determined between different sexes with regards to diversity perception of the students towards co-workers and towards the employees they supervise. When the group statistical table

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is examined, it was determined that the average of males is higher.

No significant difference with regards to general diversity perception and diversity perception towards the employees they supervise was observed based on the education year whereas statistically a significant difference was determined between the diversity perception of the individuals towards their co-workers and the education year. As a result of the conducted analysis, it was found that the diversity perceptions of the final year students towards their co-workers are higher than the freshmen.

A significant difference was observed between age and general diversity perception, diversity perception towards the employees when the individual becomes an executive and the diversity perception towards the co-workers of the individual. The general diversity perception of the students over the age of 26 was found to be higher than that of the group aged between 20-22. The diversity perception of the ones that belong to the 23-25 age group towards their co-workers was found out to be higher than the ones aged between 20-22. The diversity perception of the age group 17-19, towards the employees they supervise, was found to be higher than the over 26 age group.

No significant difference with regards to general diversity perception and diversity perception towards the employees they supervise was observed based on the high school they graduated from, whereas significant difference was determined between the diversity perception of the individuals towards their co-workers and the high school they graduated from. As a result of the conducted analysis, it was found that the diversity perception of the students who graduated from Anatolian and Super High Schools towards their co-workers are higher than the students graduated from regular high schools.

There was no significant difference between the general diversity perception nor the diversity perception of an individual towards the employees he supervises or the people he lives with, whereas the difference was significant with the perception towards his co-workers. The diversity perception of the students living with their families are higher than the ones living in dormitories.

Table 10. Results of T Test and Anova Analysis About Diversity Perceptions of Persons (2014)

Demographic Variables	General Diversity Perception		Diversity perception towards coworkers		Diversity perception towards supervised employees	
	t/F	p	t/F	P	t/F	p
Sex	-,26807	**,009**	-,262	,793	2,776	**0,006**
Age	,331	,718	,543	,581	,773	,463
Department	1,992	,080	2,917	**,014**	,593	,706
Graduated high school	,457	,808	1,235	,293	,662	,652
Lives with	,255	,906	,641	,634	,217	,929

In the study of 2014, there was no significant difference between the sex of the student and his / her diversity perception towards the co-workers whereas the difference between the general diversity perception and the sex of the student was statistically significant. When the group statistical table is examined, it was determined that the average of males for general diversity perception is higher whereas the average of females was higher in regards to their diversity perception towards the employees they supervise.

Contrary to the results of the 2010 study, no significant difference was observed between the age and the general diversity perception, diversity perception towards the employees he supervises and the diversity perception towards the co-workers of the individual in 2014.

Contrary to the results of the 2010 study, a significant difference was observed between the general diversity perception of the students and their department. This difference is higher for students of Economics and Public Administration Department compared to the students of Department of Labor Economics and Industrial Relations.

Unlike the 2010 study, no significant difference was observed in the study of 2014 between the general diversity perception of the students, their diversity perception towards their co-workers, towards the employees they supervise and the high school they graduated from.

Unlike the 2010 study, no significant difference was observed in the study of 2014 between the general diversity perception of the students, their diversity perception towards their

co-workers, towards the employees they supervise and the dimension of those they live with.

Conclusion

It is believed that diversity management practices implemented specifically to make different profile individuals work in harmony in multi-cultural organizations will be more important than they are today with the rapidly spreading influence of globalization.

The basic principle of management of diversities which concentrates on acceptance of differences and not treating anyone differently due to their diversities, is not grouping people but uniting them for a common purpose or purposes. Hence, the individual who feels that he is respected as a productive source rather than being discriminated against because of his differences would have more work satisfaction, generate significant value addition to the organization he works for and help the organization to achieve its purposes.

The study was conducted on students of the School of Economics and Administrative sciences for the reason that they are the employees and executives of the future who will be working with a multi-cultured and changing labor force.

The purpose of this study is to find out if the diversity perception of individuals changes within the time course between the date they started their college education up until the date they graduate and hence to see if college life, which provides interaction opportunity to people from different walks of life is a determinative factor or not. The first phase of the longitudinal study in line with this purpose was concluded by 2010, whereas the second phase was completed in 2014. The study was conducted totally on a sampling group of 1734 students. Within the scope of the study, the diversity perception of the students towards the individuals they perceive as different from themselves was tried to be determined based on three different scenarios which are: "general diversity perception," "if they are willing to work together with people with diversities" and "if they are willing to employ people with diversities when they become executives." In this regard, several tests were held in 2010 and 2014 to see if there are any significant diversities between these three cases and demographic variables as well as with each other.

According to the findings of the study, the diversity perceptions of the students towards their co-workers are higher in both years.

In the assessment of general diversity perception, the students stated that age, previous criminal conviction and social-economic status differentiate people from each other. Similarly, in the research they conducted, Hurtado[4] stated that age and Pascarella and others[5] stated that social-economic status has an influence on diversity perception of students.

The students were asked to describe the diversity dimensions that will affect their decision of employing a person when they become executives, and based on their answers it was observed that sex, ethnicity, race, nationality, religion, marital status and social-economic status dimensions will not have an influence on their decision. However, in the study of 2010, some differences were observed with regards to age, disability, sexual orientation and previous criminal conviction criteria. Results of World Values Research (2005) also show that individuals in Turkey have a negative attitude towards sexual orientation and previous criminal conviction, supporting the results of our study. Based on the answers to these questions, it was observed that the students have a completely negative attitude towards the previous criminal conviction dimension whereas they are doubtful about age, disability and sexual orientation dimensions. It is also striking that the dimensions that are perceived as diverse in 2010 are not in the study of 2014.

The absolutely negative attitude of the students towards the previous criminal conviction dimension, changed to unsure. In the study of 2014, differences are observed only for age and previous criminal conviction criteria. According to these results, while the remarkably negative attitude of the students about previous criminal conviction and the uncertain attitude about age remained the same, it is striking that the dimensions that are perceived as different in 2010 are not in the study of 2014. At this point we can suggest that age dimension has an influence on decisions of the

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[4] Cf. S. Hurtado, *Linking diversity and educational purpose: How diversity affects the classroom environment and student development*, op. cit.

[5] Cf. E.T. Pascarella, M. Edison, A. Nora, L.S. Hagedorn, P.T. Terenzini, *Influences on student's openness to diversity and challenge in the first year of college*, op. cit.

students for employing an individual since they associate age with experience. Since the disability and sexual orientation dimensions observed in the first phase of the study were not in the second phase, we can again suggest that the perception of the students about such people might have changed during their college life through which they interacted with different profile people.

Contrary to 2010, in 2014 no significant difference of perception was observed between the age and the general diversity perception, diversity perception towards the employees he supervises and the diversity perception towards the co-workers of the individual. From this it can be interpreted that the students mature as they grow old and with the influence of their interactions and their experiences their diversity perception changes.

Contrary to the results of the 2010 study, in 2014 no significant difference was observed between the diversity perception of the students towards their co-workers and towards the employees they supervise when they become executives, and the high school they graduated from. Similarly, unlike the 2010 study, in 2014 no significant difference was observed between the general diversity perceptions of the students, their diversity perceptions towards their co-workers as well as towards the employees they supervise when they become executives and who they live with. Hence we can suggest that during the first year of college life, the influence of the high school they graduated from continues but they eventually get rid of such influence. The tolerance of the students living together with their friends increases over time which we can be interpreted as interacting with different profile people from different cultures might have changed their perception about diversities.

In the light of the findings of this longitudinal study, the most significant result attained is that socializing as a result of college life generates a positive affect on the diversity perception. In this regard, we can suggest that college life provides an environment for students to interact and socialize with different profile people coming from different cultures, and such an environment has a positive impact on the diversity perception of the students and increases their tolerance. There are many studies in the literature which emphasize this positive impact.[6]

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[6] Cf. A.W. Astin, *Diversity and multiculturalism on campus: How are students affected?*, op. cit.; E.T. Pascarella, M. Edison, A. Nora, L.S. Hagedorn,

We can suggest that future studies should be conducted in different colleges and on larger groups, using longitudinal characteristics and tested with different hypothesis.
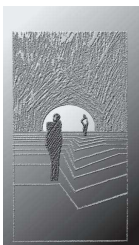
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O zapoznanym wymiarze pracy
we współczesnej myśli politycznej

STRESZCZENIE ——————————————

We współczesnej myśli politycznej zdominowanej przez nurt neutralnego liberalizmu politycznego praca jest pojęciem nieprzemyślanym, a w dużej mierze nawet zapoznanym. Istnieje niebezpieczna tendencja, aby namysł nad pracą zamykał się między dwoma skrajnymi podejściami. W ujęciu marksistowskim praca jest pierwszą potrzebą człowieka, praca tworzy człowieka, a w ostateczności może nawet nie tylko zniekształcić naturę ludzką, lecz wręcz człowieka odczłowieczyć. W podejściu wyłożonym przez Hannah Arendt w *Kondycji ludzkiej* praca jest w całości przypisana sferze czystej konieczności. W zaproponowanej przez nią hierarchii pracy, wytwarzania i działania, tkwi założenie, że ludzka wolność i autonomia mogą znaleźć spełnienie tylko w działaniu umożliwiającym pełną realizację egzystencji politycznej. Personalistyczna myśl polityczna unika skrajności obydwu podejść. Praca jest postrzegana jako środek zaspokajania potrzeb, ale służy również realizacji dobra wspólnego i jest wyrazem twórczości człowieka.

→ **SŁOWA KLUCZOWE** – PRACA, OSOBA, *VITA ACTIVA*, LIBERALIZM POLITYCZNY, PERSONALIZM

SUMMARY ——————————————

On the Dimension of Work in the Contemporary Political Thought

The concept of work is largely undervalued and even disregarded in the contemporary political thought dominated by political liberalism. There is an unfortunate tendency to trap the reflection on work between two extreme positions. In Marxist terms, work is the first need of man, work creates man, and ultimately may even not only distort human nature but dehumanize man as well. In the Arendtian approach, labour and work are entirely attributed to the sphere of pure necessity. Her hierarchy of labour, work and action implies that freedom and autonomy