

Pre-Service Teachers' Level of Knowledge and Exercise Their Rights as Student

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Abstract

This study aimed to determine awareness and exercise level of pre-service teachers about student rights in the Faculty of Education, Yüzüncü Yıl University (YYU). Population of the study consists of 3538 undergraduates in 2010-2011 academic year at YYU. Randomly selected 538 students, by cluster and multi-phase sampling from all departments and years were taken into the sample in the population. As a data collection tool, we used a survey developed by researcher. Data are analyzed by describing frequency and percentage. The research is supported by a qualitative study among students. Results of the main study showed that pre-service teachers have hardly been aware of and used their rights. The other findings are followed as: students get knowledge about their rights mostly through their friends and website of the university; however they desire to prefer it through their supervisors when getting information. During this period, they are noticed to have problems about lack of counselling and interest by officials in the Faculty of Education. Best way to solve this problem is that a dynamic counselling service must be provided and officials should show interest and respect students. Besides legal rights, students mostly ask for high quality of education, struggle with all manners of discrimination, right to see their marked examination papers and to appeal against examination grades. Additionally, students demand of new rights such as participation in rector election, right to choose lecturer, make-up for low grades. According to about three fifth of participants, supervisors fail in their jobs while admitting lack of knowledge about their rights and demand for information in this matter. When they attempted to exercise their rights, students meet some problems with lecturers, officials and registrar's office. Students find some of current regulations rather useless. They felt hard done-by on some subjects such as pedagogical formation and studying in the Faculty of Science. In conclusion, the study ends with results-oriented suggestions.

Key Words: Student rights, university students, faculty of education, knowledge of right

Introduction

A teacher is considered as one of the most important elements in education system. Teachers are responsible for development of young generation as creative, productive and constructive professionals and responsible citizens for their country. Therefore, the teaching profession has been known to be an old occupation throughout history (Şimşek, 2010). In Turkey, training of this profession takes place at faculties of education in universities. In order to be a qualified professional in

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his/her job, a teacher must have a good knowledge about the content, instruction and general culture. By 2006-2007 academic years, 50% of the programmes at faculties of education proportionally comprise of content knowledge and skill teaching knowledge and skill take 30% and general culture knowledge and skill, 20% (Taşdan, 2010). General culture classes are ones such as Civics.

Preservice teachers are ordinarily expected to know their rights and to exercise them. A well qualified teacher is considered to adopt democracy as a whole, to reconcile different beliefs, approaches and masses, to accept national and universal values, to be humanist, judicious, and aware towards world and society issues (Şişman, 2006; Tozlu, 1992). The ones who get these characteristics, will not only teach something; but also will be models with their attitudes, emotional approaches and various habits thus contribute in development of their students (Zembat, 2007). Turkish education system is mainly performed on principles defined in the Basic Law of National Education. In this law, objectives of Turkish national education are mainly divided into two groups as general and particular. General objectives include education of individuals to accept, to preserve, to improve national, ethic, humanist and cultural values, to be aware of duties and responsibilities towards the state and to describe those as a habit (Topsakal 2011; Topsakal 2010). Democracy and human rights are rather related with each other, which could be defined as “mutual interdependence and promotiveness” (Uygun, 2003, 296). In order for democracy to take hold, its significant values must be ingrained in individuals (Çeçen, 1995). Education comes first through these ways. Teachers do their job in accordance with those objectives (Başaran, 1994). In this sense, preservice teachers’ knowledge about their rights and exercises play a vital role not only for their personal development, but also for modelling and educating rising generations. The right is a might of will and authority of demand for individuals in a legal system. A right is an embodied form of freedom. For instance; right to legal remedies is carried by right to bring action. A right is an authority given by constitution and laws to bring freedom. If an individual has any right on any subject, then he has also a right to demand for realization of that right from the state or other individuals (Gözler, 2008). In other words, law describes rule in an objective meaning while right does authority in subjective meaning (Gözübüyük, 1993). Right means legal use which can be claimed towards others (individuals, masses, members and agents of society, namely all humankind) and enables power and opportunities on relevant matters to individuals, provides to behave or not to behave in legal limits and to take or not to take an action (Tice, 1976).

Rights are grouped into two sections named public and private rights. Public rights are rights that belong to the citizens against the state and are derived from public law; for instance, civil right. As for private rights, they are legal authorities defined by private law for right holders (Kepenekci, 2008); for instance, claim. Public rights are divided into two categories called public rights of general quality and public rights of private quality. The former are rights which can be claimed towards the state regardless of relation with public institutions. For instance; physical integrity, ban on forced labour. The latter are ones which derived from the relations between individual and institutions. For instance; officials’ right of salary, vacation or ones derived from students’ relation with their schools (Akyüz, 2006).

Each right is based on a rule of law. There is a owner for each right. In law, right holder is called as individual (Akıntürk, 2008). As individuals, university students have their own private rights. Those can be classified as education, social, cultural ones. Student rights are principally stated on international law documents and in national legislation.

Right of education is defined as a human right in international law and documents. Human rights are natural rights which can not be turned over, abandoned or prescribed (Anayurt, 2007). The Universal Declaration of Human Rights, Convention on the Rights of the Children, European Convention on Human Rights and Treaties on the European Union can be counted as the leading ones of international legal documents. According to these papers (Topsakal, 2010; Akyüz, 2010, Topsakal, 2003), all individuals have right of education. Primary education is free and compulsory. Secondary and higher education must be enabled to everyone regardless of any discrimination. Education must contribute in development of individual’s personality and reinforce democracy and human rights. Counselling service must be provided in education, compulsory attendance in primary schools must be enforced and school dropout must be prevented. Discipline process for students must be rather humanistic. No one can be deprived of his right to education. Anyone who experiences such a bad

situation can apply to European Court of Human Rights after the exhaustion of domestic remedies and duration of six months (Gölcüklü & Gözübüyük, 1994). An international cooperation must be founded in education. Accordingly, it can be considered that general student rights are expressed in international regulations.

In the constitution as a national legislation, educational regulations related with student rights includes absolute progression of education, conformity on modern science and education fundamentals, freedom of education and training, universality and necessity, equality in opportunity and facility, activities to be done in educational institutions and providing absolute education (Akyüz, 2006). According to a new regulation defined in Turkish constitutional referendum held on September 12, 2010; all citizens are allowed to make application to the Constitutional Court. Namely, anyone, who thinks that he, is deprived of fundamental rights and freedoms defined by European Court of Human Rights, can take an appeal to Constitutional Court after the exhaustion of domestic remedies (Arslan, & Murat Kayançicek, 2010). Within this scope, students are able to claim their rights about matters such as right and freedom of education.

Accepted as the basement of Turkish education system, in The Basic Law of National Education no. 1739 dated 14.06.1973, general goals such as to raise citizens, to develop their personality and career, specific ones such as objectives of pre-primary, primary, secondary, higher and non-formal education, and principles such as universality and equality, guidance, right to education and equality of opportunity; are all related with student rights (Akyüz, 2006).

The Law of Higher Education Part 7 includes education and students. Principles specified by this law in this section follows as; education at Bachelor's level, duration of education, admission to higher education, fees, social services, the printing of textbooks and other educational materials, foreign language preparatory instruction and post-graduate education (Alışkan, 2007).

Student regulations contain student rights. For instance; in Associate and Bachelor's Degree Education and Examination Regulation of Yuzuncu Yıl University, student rights are defined as "principles on education and teaching" in Part 2 and "undergraduate and vertical transfers, graduate degree and certificates, certificate of associate and adaptation to vocational high school, and certification programmes (Resmi Gazete, 2010).

Knowledge of rights and effective use of them are considered rather significant in terms of democratic education, right and freedom of education, equality in education. Right to education receives a great emphasis among all rights. It plays a vital role in awareness, exercise, improvement and protection of other rights. Presence and protection of right-to-live, right to health, liberty, equality and democracy will be possible for anyone only when he is provided to have right of education in accordance with his ability, capacity and interest (Akyüz, 2006). General goals of Turkish national education are to raise individuals, who have a sound personality and character with the ability to think freely and scientifically and have a broad worldview, that are respectful for human rights and feel responsibility towards society. In this way, being aware of student rights and exercising them in a legal framework gain importance.

A study on student rights, a scale was developed and performed in order to measure students' knowledge level about their rights. A 5-point likert scale is used for analysis of statements given by participants in the scale. Levels consist of none (1), little (2), medium (3), much (4), total (5); accordingly participants, namely students are asked to choose the most suitable ones for them. Moreover, a survey which consists of 17 configured and only one not-configured articles, is made up in order to test the scale's reliability and is administered to students together with the scale. Results of the research study based on likert-scale show that knowledge of right for students who studied in the Faculty of Education was on "much (4)" level¹. All resulting data was discussed with 15 education directors who work in the Faculty of Education through a qualitative interview; and most stated the obtained data was coherent with student profile, department and programmes. However, a minority

¹ Kriebel, in his study which focuses on student rights, concludes that students are aware of many of their rights despite their ironical, ridiculous answers such as "anyone can make us believe that we have rights.". this argument supports our study.. Angela Kriebel, We have rights? Bucks County Courier Times (Levittown, PA), May 1, 2003 Reality Preprint Edition1, 4pp. NewsBank-Archives. Erişim numarası: 0FE9EE438441A7A7.

suggest that this result could be reasonable in terms of general knowledge, but it would be rather suitable to ask students for their detailed rights and exercises². Those two statements defined by directors, will be explained in this study which was applied as a survey. Accordingly, the question of how much pre-service teachers know their rights and use them builds the baseline problem of our study. In this context, sub-problems of the research can be listed as follows;

1. How have pre-service teachers get informed about their rights?
2. Which difficulties do pre-service teachers experience when attempted to exercise their rights?
3. Which solutions can pre-service teachers prefer to solve the problems about rights?
4. Have pre-service teachers ever exercised their rights about education?

Method

This section includes the model of our study, population and sample in which survey is applied, data collection tool and analysis of the obtained data.

Model

In this study, “Descriptive research method” is utilized. It contains survey applications performed on the whole or a part of population in order to get knowledge about it (Karasar, 1995). Through the surveillance model, description of past or current situation is aimed at (Gökdaş, 2006). In other words, using a descriptive research method, this study is to gather information about a particular situation with respect to variables. In this study, a description of preservice teachers’ knowledge and exercise of student rights before the active service will be described.

Besides quantitative research during data collection, a qualitative method is also utilized. Qualitative research is a type of scientific research in which qualitative data collection methods such as survey, interview and material analysis, that includes participants’ detailed views and verbal data, is a process to describe perceptions or events totally or practically in the current position (Yıldırım & Şimşek, 2008). 18th question is an open-ended question and designed to be stated by participants on their own opinions related with the subject. It is answered by 125 students. The answers are categorized and analysed. Instances from the most and less stated opinions are collected. Department, grade and gender data are coded during the analysis.

Population and sample

3538 students from Faculty of Education at Yuzuncu Yil University in Van during 2010-2011 academic years formed the population of this study. Due to difficulty in surveying the whole of the population and high cost, it’s decided to be applied in a sample. In order to determine size of the sample, the table of theoretical sample sizes and level of precision with 95% defined by Balcı (Balcı, 2001) was used. Thus, the required sample with significance level of 4% would be 535 for a universe of 5000. A total of 550 students are surveyed, considering rate of return; not turned back or wrong replied ones are removed, thus the data analysis are performed on survey with 538 students. Stratified and multi-staged sampling method is used for determining the sample. Firstly departments in the Faculty of Education are selected and categorized into three groups as social (teachings of secondary Turkish language and literature, history education, elementary social sciences, teaching, early childhood, Turkish education), science (secondary physics, chemistry, maths, biology education, elementary Maths, Science and computer and instructional technologies education (BÖTE), Fine Arts

² The researcher has another scale study on knowledge of students who study in faculty of Education through same population and sample: Topsakal, C.(2012). “Eğitim Fakültesi Öğretmen Adaylarının Öğrenci Haklarına İlişkin Bilgi Düzeyleri”. *Kuram ve Uygulamada Eğitim Bilimleri*, Yaz 2012, Sayı:12/2, 750–771. This study benefits from its sources partially.

(music and painting instruction) and Physical Sports (physical education instruction) on the basis of the literature (Dönmez ve Niyazi Özer, 2009). Then departments, grades and number of students in those are determined, respectively. After that, all numbers are distributed to grades in relation to universe and sample rates, and numbers of genders are considered during this process. The numbers of male and females are randomly selected. Data about the universe and sample are given in terms of gender, grade and department in Table 1.

Table 1. Distribution of population and sample on independent variables

	Gender		Department			Grade			
	Female	Male	Science	Social	BEGS*	1st	2nd	3rd	4th and 5th
Population	1350	2188	1335	1565	638	1310	889	643	696
Sample	226	312	214	244	80	136	139	111	152

*BEGS: Physical Education-Sports and Fine Arts

In the study, a survey with 18 items is developed as data collection tool by the researcher. In order to realise this, relevant literature are reviewed; and students are asked open-ended questions. In accordance with these data, an “item pool” is formed and a draft is formed after selecting questions from the pool and benefiting from YYU Student Regulations. The survey draft is viewed by six lecturers who have PHD degrees in educational sciences, six scholars who have also PHDs in their own fields; and the head of registrar’s office. It is submitted to these experts for a content validity check. Content validity is a process in which it is asked whether a test reflects the intended aims of scale and this is usually determined by experts (Balci, 2001). According to experts’ view, required corrections are made. In order to correct misconstructured sentences and misstatements, the survey is examined by three experts in Turkish language and literature.

Applying the survey, required permissions are taken from deanship of the Faculty of Education. Before its application, participants are informed about the survey and provided to be volunteered. In December and January of 2010-2011 academic year, a survey about knowledge of student rights and exercise, with 18 items, is conducted, on 538 students. Results are analyzed in terms of frequency and percentage³. Findings of the surveys are presented below.

Results and Discussion

Table 2. Students’ views on how they’re informed about rights

	f	%
Right 1.1. through website of the university	222	41.3
Right 1.2. through adviser	136	25.3
Right 1.3. through registrar’s office	105	19.5
Right 1.4. through administrators	72	13.4
Right 1.5. through lecturers	138	25.7
Right 1.6. through friends	320	59.5
Right 1.7. through other ways	40	7.4

As presented in Table 2, 59.5% of participants are informed of their rights by their friends and 41.3% of them get from website of the university while 13.4% of them from directors and 19.5% of them from registrar’s office as the lowest-rated way of learning. Thus, it can be concluded that students mostly prefer their friends because that they see them as the easiest and trustful way of getting information about rights. However, it will be possible to learn through trial and error when

³ Distribution is tried to be defined through diagonal method. Due to mismatch of data for Kay Kare test, variables of department, grade and gender are not dealt. After counting as frequency and percentage of data about students in the sample, the study is progressed.

they use their friends to get information. It is considered rather positive that they also prefer university website which is one of the most preferred ways of learning. Each student must be able to use information and communication technologies. Moreover, role of other information resources such as adviser, lecturers, registrar's office and directors gains importance for their sensibility and availability.

Table 3. Students' views on how they would like to know their rights

	f	%
Right 2.1. through website of the university	223	41.4
Right 2.2. through handbooks given during registration to uni.	210	39.0
Right 2.3. through adviser	132	24.5
Right 2.4. through registrar's office	304	56.5
Right 2.5. through administrators	163	30.3
Right 2.6. through lecturers	142	26.4
Right 2.7. through friends	49	9.1
Right 1.7. through other ways	10	1.9

On Table 3, it is seen that 56.5% of students want to know about their rights through their advisers while 41.4% of them want to know through university website. Then, one can easily suggest that advisers play a vital role in this sense. Students want to prefer their friends (by 9.1%) and registrar's office (by 24.5) as the least chosen way. When compared with Table 2, it is found that while students prefer their friends to achieve the information about their rights, they want to prefer advisers instead of them in this subject. The reason why this dilemma occurs can be explained with the assumption that information received from advisers is considered trustful while the ones from friends come through method of trial and error.

Table 4. Troubles experienced when students attempt to use their rights

	f	%
Right 3.1. lack of guidance	353	65.6
Right 3.2. guided wrongly	143	26.6
Right 3.3. lack of interest by officers	289	53.7
Right 3.4. I am unable to find relevant officer	250	46.5
Right 3.5. procedure takes long time	166	30.9
Right 3.6. I'm treated impolitely	123	22.9
Right 3.7. others	0	0

Table 4 shows that students complain about mostly lack of guidance (65.6%) and lack of interest by officers (53.7%) during the process of exercising their rights. In this sense, job of guidance by advisers is put forward. In parallel with this, officers such as advisers, registrar's office, and directors must show interest sufficiently.

Table 5. Suggestions by students in order to solve those problems during exercise of a right

	F	%
Right 4.1. Our rights must be known by officials	308	57.2
Right 4.2. guidance must be exercised	371	69.0
Right 4.3. officials must pay more interest	343	63.8
Right 4.4. procedure time must be shortened	148	27.5
Right 4.5. Handbooks and pamphlets must be delivered	213	39.6
Right 4.6. others	12	2.2

In relation to the question of how those difficulties can be solved, students mostly assign the option of guidance (69.0%) and interest by officers (63.8%). This finding backs up the view in Table 4 about difficulties met during the process of exercising rights. Furthermore, students' rights must be

known by officers (57.2%), some handbooks and booklets listing rights must be provided (39.6%) and procedures of exercising a right must be simple as much as possible (27.5%).

Table 6. Views on exercising right to information stated on website of YYU

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	F	%	f	%	f	%
223	44.4	79	14.6	64	11.8	34	6.3	138	25.6	538	100

Table 6 shows that 44.4% of students never use right to information stated on website of YYU while 14.6% use a bit; 11.8% use it in medium ratios, whereas 6.3% use it much. Here the total usage of this right is 26.6%. Selecting none and little, a great number of students state that they hardly use the right to information. Exercised by one out of three (31.9%) the use of internet technologies can be regarded rather positive.

Researcher had an interview with the right to information service and stated that students rarely get in contact with that service. Also, this service is said to be a paid service in jobs with more than ten papers and they were informed that students use this service mostly for student affairs.

Table 7. Views on exercise of right to request and complaint form on website of YYU

None		Little		Medium		Much		Total		Sum	
f	%	f	%	F	%	F	%	f	%	f	%
466	86.6	28	5.2	19	3.5	13	2.4	12	2.2	538	100

As stated in Table 7, it is rather significant that 86.6% of all students don't use request and complaint forms on the website of YYU.

This finding is delivered to the vice rector who is responsible for requests and complaints. However, he states that all appeals delivered to them are tracked, tried to be solved and returned back to the applicants. This information contributes to increase the number of applications when it is shared with students.

Table 8. Views on using request and complaint box placed in the Faculty of Education

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	F	%	f	%	f	%
470	87.3	30	5.5	17	3.1	5	0.9	16	2.9	538	100

When viewed on Table 8, many students (87.3%) don't use request and complaint box placed in the Faculty of Education. This data corresponds to findings in Table 7. According to this, students refrain from or dislike stating their requests or complaints.

The situation was told to the relevant vice-dean, and he commented that students usually deliver their applications verbally and the administration tries to solve problems as soon as possible, putting in query.

Table 9. Answers for the question of "within how many days a letter of application must be turned as written when students apply to administration of the faculty?"

3		5		7		10		15		30		I've no idea		Total	
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
68	12.6	31	5.7	58	10.7	23	4.2	58	10.7	24	4.4	276	51.3	538	100

According to Table 9, only 10.7 % (15 days) of students give the right answer. 51.3% replied as “don’t know” and when other options are added, it is shown that 89.3% of students don’t know the duration of letter of application. This finding reveals that students are have insufficient knowledge of the right.

Table 10. views on new rights desired by students besides current ones

	F	%
Right 9.1. education of high quality	395	73.4
Right 9.2. Aims and success criteria must be explained on the beginning day and week of each course by the lecturer. Those can be delivered in written form.	283	52.6
Right 9.3. students have the right to see and appeal against marked examination papers	327	60.8
Right 9.4. Lecturers also should pay time for students out of office hours.	305	56.7
Right 9.5. students should be studied in a supportive and an incentive environment	287	53.3
Right 9.6. right to protection from revealing of unauthorized personal information	243	45.2
Right 9.7. freedom of thought and expression within legal framework	285	53.0
Right 9.8. right of protection from any discrimination	336	62.5
Right 9.9. right to protection from any disturbance	220	40.9
Right 9.10. freedom of participation to any student agencies association as a member and applications for management shares	201	37.4
Right 9.11. Right of participation to any academic studies in sense of his capabilities and capacity.	260	48.3
Right 9.12. others	9	1.7

Besides current ones, students request for new rights such as high quality of education (73.4%), struggle with all manners of discrimination (62.5%), and right to see their marked examination papers and appeal against examination grades (60.8%). While some of those are already stated in the regulations, troubles in practise cause them to be voiced in a higher manner in the survey by students.

Table 11. Views on whether advisers meet expectations in their jobs for students

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
167	31.0	158	29.3	147	27.3	39	7.2	27	5.0	538	100

According to YYU Regulations, advisers have some jobs related with students. These can be followed as; to register course selections by students, to follow course-grade activities, to affirm the decision of graduation and to support students in all manners. In Table 11, most of students (31.0% as none and 29.3% as little) think that advisers hardly fulfil their duties. It can be figured out that there are some troubles in counselling services.

Table 12. Replies to the question of “within how many days examination results can be appealed against and turned after application”

3-7		5-10		7-15		10-20		15-30		I’ve no idea		Total	
f	%	f	%	f	%	f	%	f	%	f	%	f	%
83	15.4	47	8.7	57	10.6	18	3.3	15	2.8	317	59.1	538	100

According to Table 12, 59.1% of students reply with “don’t know” to the question. The right answer is given by 10.6 % (7-15 days). Adding wrong ones, nearly 90% of students don’t know the answer to the question. Lack of reading the regulations related with them can be shown as one of the reasons for this finding. However considering answers for the qualitative question, students couldn’t appeal against the examination results because of the threat and drawback. They fear the lecturers’ negative reactions and failing the class and thus prolonging the time to graduate. However there can be no other way to exercise a right. Required measures must be taken in this sense.

Table 13. Views on rate to exercise your rights about examination, its results and discipline

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
206	38.2	202	37.5	100	18.5	15	2.8	15	2.8	538	100

Question in Table 13 nearly complete each other with the one in Table 12. Thus, the most selected option is “none” by 38.2%. In this way, it can be easily concluded that more than one third of students don’t use their rights about examination, examination results and discipline. In parallel with this, more than one third state that they use rather less (37.5%). The reason why students take such a negative action can be their lack of knowledge about rights and also be their drawbacks. Viewed on Table 13, 5.6% of students use their rights much or completely while 18.5% select as “medium”. 5.6% is rather low in our opinion.

Table 14. Views on rate of exercising rights about education

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
105	19.5	215	39.9	182	33.8	21	3.9	15	2.8	538	100

Seen in Table 14, 39.9% and 33.8% of students state that they use rights about education in “little” and “medium” ratios, respectively. Those rights include the ones such as taking course, practising and studying in laboratory. It can be said that many students use those rights. However nearly one fifth of students reply that they use none of them. It can be because of their opinions on lack of education in a desired level, when we look at data in Table 10.

Table 15. Views on rate exercising rights about health provided by Office of Health, Culture and Sports

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
259	48.1	141	26.2	94	17.4	28	5.2	16	2.9	538	100

Viewed in Table 15, 48.1% of students state that they are not able to benefit from right to health. Therefore, it can be said that nearly half of them are not pleased with health services. This can be a serious trouble. The reason why students think so must be analysed and solved.

Table 16. Views on rate of exercising cultural rights provided by Office of Health, Culture and Sports

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
251	46.6	153	28.4	93	17.2	23	4.2	18	3.3	538	100

Stated in Table 16, nearly half of students (46.6%) express that they don’t use cultural rights. Those consist of social, cultural and artistic activities, student clubs, communities of students and others. In this sense, it seems rather important for Office of Health, Culture and Sports to take development steps and get into close relationship with students.

Table 17. Views on rate of exercising rights about sports provided by Office of Health, Culture and Sports

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
276	51.3	133	24.7	92	17.1	25	4.6	12	2.2	538	100

Considered in Table 17, more than half of students (51.3%) point out that they aren't able to use their rights about sports. All sorts of sport activities take place in terms of sport rights. As stated above, it seems rather important for Office of Health, Culture and Sports to take development steps and get into close relationship with students.

Table 18. Views on rate of exercising rights about elective course selections placed in schedules

None		Little		Medium		Much		Total		Sum	
f	%	f	%	f	%	f	%	f	%	f	%
293	54.4	118	21.9	86	15.9	20	3.7	21	3.9	538	100

Found in Table 18, more than half of students state that they are not able to use their rights about elective courses. The reason is that elective courses listed on programme tables cannot be selected due to various troubles such as lack of lecturer, namely they become compulsory- elective courses. For instance, only students studying in second year in the Department of Early Childhood Education can select one of two options. Elective courses in fourth year are compulsory. Actually, elective courses' rate should be higher than 25 % according to ECTS. Turkish universities have tried to meet this requirement. However there is still lots of problems about the selective courses.

18th question is an open-ended question and designed to be stated by participants on their own opinions related with the subject. It is answered by 125 students. The answers are categorized and analysed. Instances from the most and less stated opinions are collected. Department, grade and gender data are coded during the analysis.

Table 19. Classification and distribution of answers given by students for the open-ended question

Classification of answers given by students for the open-ended question	Distribution of expressions (the most repeated ones) (f)
1. Lack of knowledge about rights and demand for information in this subject	25
2. Troubles with Lecturers, Directors and Registrar's Office on exercise of right.	75
3. Regarding current applications or complaints about them useless	43
4. Thought of being downtrodden in some matters	12
5. Demand for new rights	14
6. Their judgement on this survey applied to them	6
Total	175

Qualitative answers will be analysed below.

Lack of knowledge about rights and demand for information in this subject

Preservice teachers firstly state that they don't know their rights on a sufficient level. For instance; "I've just noticed that I am not aware of my rights when seeing these articles in the survey. I want to know more information in this subject, namely to be informed. Because of this, I don't feel that I study in a university." (229, Science- Secondary Education Maths 2nd year, Female). Many rights are told to be written in regulations, however we are not aware of this sufficiently and some of our

rights are limited by lecturers” (20, Science, BÖTE⁴, 2nd year, female). Some define names of rights, but are not able to have an opinion, for instance; elective course, undergraduate transfer, right to examination and right to student transfer such as programmes of Erasmus⁵ and Farabi⁶. “We don’t have an opinion on any elective course due to lack of given information.” (88, Science, 2nd year, Male). “We don’t know about our rights completely. Our advisor-teacher should inform us about this.” (139, Science, Elementary Maths, 1st year, Male). “High schools have a counselling service, even. This is my first year in the university. I have little information about so many things. I want to apply for undergraduate transfer, but I have no idea about procedures. As a result, I demand for a development of adviser service.” (259, Science, Secondary Education, Physics, 1st year, Male). “I can hardly know about the content of examination regulations.” (408, Physical, 1st year, Female). “I want to take information about the right of undergraduate transfer, minimizing cost of fees⁷ and appeal against examination results.” (93, Science, 2nd year, Male). “Programmes of Erasmus and Farabi should be more effective and I want to know enough about this subject.” (487, Social, 4th year, Male).

They make suggestions about learning their rights. For instance; “student must be informed well during the registration. While in a century of computer technology, procedure of outgoing and incoming papers must be minimised as much as possible.” (13, Science, BÖTE, 2nd year, Male). “I wish some seminars on student rights were arranged and complete information could be provided about this subject. I demand freedom for any thought and opinion in these places if called as land of freedoms. I wish we had all our rights enabled completely...” (86, Science, 2nd year, Male). “Administration of university should hold meetings with students weekly.” (487, Social, 4th year, Male). Information activities such as conference on rights and freedoms must be arranged in the university.” (163, Social, 1st year, Female). “Lecturers should inform us about our rights.” (181, Social, 2nd year, Female). “Rights about students must be explained and advisor-teachers must pay more and more attention to us.” (250, Science, Secondary Biology, 5th year, Male). “Students have some troubles in getting information. Thus firstly, seminars or conferences must be organized periodically about obtaining information; those meetings must also be rather descriptive. Additionally handbooks and brochures about this must be distributed.” (269, Science, Secondary Education Physics, 4th year, Male). Giving information about rights and freedoms must be obligatory to us, students.” (298, Social, Teaching, 1st year, Female). “A system in which I will be able to easily learn my rights must be developed.” (463, Science, Physics, 3rd year, Male). Students demand for information about rights from administration of university, advisors, lecturers; they propose a system in which handbook, seminar, information meetings can be hold to get knowledge about rights. Besides knowledge of right, exercise must be also provided. “A great attention must be given to knowledge of right, but providing exercise of it is rather a good solution.” (463, Science, Physics, 3rd year, Male).

Troubles with Lecturers, Directors and Registrar’s Office on exercise of right

The crucial point of qualitative study is about difficulties met by officers in the university. Students complain about lack of freedom in expression of opinions and thoughts. For instance; “we have no right to speak, our representatives are neglected.” (53, Social, Turkish Teaching, 3rd year, Male). “We could be able to express our opinions to lecturers freely”. (58, Social, Turkish Teaching, 3rd year, Female). “Lecturers mustn’t judge students on their thoughts. Everyone has freedom of thought. This situation must not be used as a threat for student.” (59, Social, Turkish Teaching, 4th year, Female). Students especially complain about threats of mark by lecturers when they attempt to use their some rights. For instance; “everything must not be depend on mark in the university. Inequality between lecturers and student must be removed and lecturers must be interested only their jobs (especially assistants).” (298, Social, Teaching, 1st year, Female). Students have a right to make suggestion about the course and they should not be scorned by lecturers. Moreover lecturers (some of

⁴ BÖTE = Computer and Instructional Technologies Teaching

⁵ Erasmus is one of the European Commission’s programmes which provide Exchange of teachers and lecturers internationally.

⁶ Farabi Exchange Program’s aim is that university students and teaching staff members participate in education and training at a higher education institution other than their own during a period of one or two semesters

⁷ There is no such a thing as a right.

them) should not scold students as if they know everything. Answer solved in different methods should be marked also in examinations, because lecturers usually consider different methods as wrong and pass the answer unmarked. These matters must be taken more carefully (some teachers claim that their way of solution is unique and this is wrong).” (86, Science, 2nd year, Male). “I don’t think we have rights. Lecturers are always considered as right. If you complain about this or appeal against, then you are unable to pass that course. It is impossible to speak about rights while lecturers don’t deign to even listen to us.” (85, Science, 2nd year, Female). All officers, staff, lecturers must be helpful to students in the university. Moreover lecturers must not threat students with lower marks.” (180, Social, 2nd year, Male). “As two of our lecturers, and Give lower marks intentionally.” (472, Social- TDE-, 2nd year, Female).

Students demand for disclosure of examination result on time, want lecturers to attend courses on time and an education of high quality. For instance; “We demand for earlier disclosure of final examination results” (110, Social, Early Child Teaching, 1st year, Female). “Mid-term and final examination results are usually published very late” (372, Sports, Painting, 3rd year, Female), (392, Sports, Music, 3rd year, Male). “We have not been taught properly in some courses in direction of programme. Moreover, we have had a course only one time after mid-term examinations.” (110, Social, Early Child, 1st year, Female). “While we have not been informed about the subjects we would be asked, how can be expected to be successful?” (115, Social, Early Child, 1st year, Female). “Lecturers behave insensibly.” (115, Social, Early Child, 1st year, Female). “Lecturers attend in their own courses late or don’t attend. However they don’t tolerate us with same situation.” (116, Social, Early Child, 1st year, Female). “I have been informed rather late about examination results. Education in this university is too inefficient, because there is lack of lecturers.” (125, Social, Early Child, 2nd year, Male). Everyone must know rights, lecturers should behave in this way, they must stop dismissing from class and marking absent.” (283, Science, Secondary Education Chemistry, 2nd year, Female).

Students also state that advisers fail in their job. “Who is the academic adviser you mean? I don’t know him, will we have a chance to meet?” (95, Science, 2nd year, Male). “We don’t have a sufficient counselling service and there is an authoritarian structure in the university.” (108, Science, 4th year, Male). “I am unable to ask anything to my academic adviser; because his attitude and behaviours refer this.” (116, Social, Early Child, 1st year, Female). “I expect full sympathy to my problems. More attention from advisers.” (171, Social, Social, 2nd year, Male). “I expect full attention from our advisers. I study in third grade, but I can hardly know my adviser yet.” (191, Social, Social, 3rd year, Male). “I am unable to find who will be authorized with informing our rights and support us.” (283, Physics, Secondary Education Chemistry, 2nd year, Female). “I wish our adviser (I managed to know him in my second year) would not only register course selections, but also inform us about rights.” (327, Social, School Teaching, 2nd year, Female).

They also complain about Registrar’s office and other staff. For instance; (The office has not published make-up examination dates, we demand for the dates immediately. Officials are ill-informed.” (110, Social, Early Child, 1st year, Female). All staff in the office is very eager to support for our troubles, repeating “see no evil, hear no evil, speak no evil” all the time. There is neither a department nor an authorized person for seeking our rights and exercise.” (111, Social, Early Child, 1st year, Female). “We demand for a full sympathy. They usually have lack of information. Wherever I ask (the office, etc.), I don’t manage to get a certain information on a particular subject. The office must pay more attention to students with their matters.” (191, Social, Social, 3rd year, Male). “It is not possible to meet a close interest in the office. We refrain from there.” (193, Social, Social, 3rd year, Female). “Officials in registrar’s office of the faculty⁸ snub students. Matters of students must be solved more quickly.” (195, Social, Social, 3rd year, Male). “We call officials to serve in order, be kind and helpful to us.” (196, Social, Social, 3rd year, Male). “Due to rude behaviours, we keep us ourselves from airing our grievances. Except a few assistant lecturers, it is impossible to have a discussion with anyone. Administrators of university must be aware of what’s going in the university. We demand for so many things, however they become in vain. Administration is deaf to concerns.” (500, Sports, 2nd year, Male).

⁸ It’s implied to faculty of Education.

Students claim that they are unable to use their rights and they would have some troubles if attempted. For instance; “Our present rights must be followed. It is possible for us to have a trouble when attempted to exercise a right. All our efforts are in vain. It must be changed.” (133, Social, Early Child, 2nd year, Female). “I have trouble when trying to use right to appeal against examination results.” (172, Social, Social, 2nd year, Male). Lecturers take no notice of us. I am not free in selecting elective course.” (170, Social, Social, 2nd year, Male). “We are aware of our rights, but we are unable to use them” (348, Social- School, 4th year, Male). “I think there is no justice for us. A great effort must be needed to undo.” (176, Social, Social, 2nd year, Male). We are threatened with low marks by lecturers. We are not allowed to speak in freedom. Because we know that we can be failed in passing courses. I have begun to dislike schools and teaching career in the future. I fear of prolonging my study completion.” (194, Social, Social, 3rd year, Female). “The reason why we don’t follow our rights or behave passively can be implicit threats by lecturers and fear of prolonging study. Because those efforts mean to oppose with lecturers here, then we prefer not to act.” (213, Social, History, 4th year, Male). “We are passive, because we are fearing of prolonging our studies, however we have no guide if we keep on exercise our rights.” (214, Social, History, 4th year, Male). “I have no idea what to do or where to apply when a lecturer threatens us with lower marks directly or implicitly.” (297, Social, School Teaching, 1st year, Male). “We fear of being failed in the course in case using the right to appeal against examination results. If we are sure in our expectations, there is no other way to give in.” (292, Science, Secondary Education Chemistry, 5th year, Female). “In this university, I have no chance to assert any right. Lecturers threaten us to give lower marks. We worry about prolonging our educational study.” (333, Social, School Teaching, 3rd grade, Male) (342, Social, School, 4th year, Male). “Students are threatened by lecturers when they ask for taking a look at their marked papers.” (346, Social, School Teaching, 4th year, Male). A lecturer must be unable to behave as taking one’s paper and shoot outside immediately when there is a suspicion about cheating.” (467, Social, School Teaching, 4th year, Male). “We complain about being unable to use right of health by Office of Health, Culture and Sports.” (194, Social, Social, 3rd year, Female).

Students should be given a suitable environment to seek for their rights. “If we are asked to claim our rights, then officials must offer an atmosphere of trust. Due to lack of this, we don’t either struggle for our rights or try to learn.” (322, Social, School Teaching, 2nd year, Male). “It is not important to accept a right as a legal rule, but to have a sensitive staff or officers who embrace student rights totally.” (526, Social, 5th year, Male). “Firstly lecturers must be informed about student rights, because a student who seeks for his right, will always face with a threat (giving lower marks) by the lecturer.” (506, Social, 4th year, Male). “Establishing a mutual relationship of trust between student and teacher, everything would be in order.” (117, Social, Early Child, 2nd year, Male). “As students, we demand for more understanding and sympathy with our condition and problems from our lecturers.” (351, Social, School Teaching, 4th year, Male).

Regarding current applications useless or complaints about them

Students complain about high fees, troubles in transportation, issues during registering course selections, lack of materials in courses. For instance; “fees are increased outrageously each year, considering that evening students are rather rich. I hope a solution for this problem.” (36, Social, Turkish, 1st year, Male). “Lowering or withholding the fees.” (40, Social, Turkish, 1st year, Male). “We have trouble in number of vehicles for transportation in the university. The service is inadequate.” (78, Science, 1st year, Male). “Troubles with registration again course selections which are cancelled and taking a long time for this process.” (90, Science, 2nd year, Female). “Lack of material in laboratory.” (92, Science, 2nd year, Male). “Inadequate tools and equipment”. (443, Science, Secondary Education Chemistry, 3rd year, Female).

Students state that it is difficult to have rights and use them, and it is wrong to limit the freedom in any subject. For instance; “to become a right holder in Republic of Turkey is really hard, there is no care for people.” (96, Science, 2nd year, Female). “The system of compulsory attendance⁹ must be

⁹ According to YYU Regulations, compulsory attendance must be at least 70% for theoretical courses and 80% for applied courses.

abolished; if here is a place of freedom, who wants then he attends or not.” (110, Social, Early Child, 1st year, Female). “I’ve begun to study here through the Vertical Transfer Exam¹⁰, however I think I am unable to benefit from all rights.” (122, Social, Early Child, 2nd year, Female). “I’ve come to study through Vertical Transfer Exam (DGS), I am unable to benefit from some rights such as credit and scholarship due to course selection conflicts. I feel helpless myself and downtrodden.” (123, Social, Early Child, 2nd year, Female). “Discrimination must be avoided.” (179, Social, Social, 2nd year, Female). “Freedom is destroyed for the sake of it. Legal rules are not performed properly in practice. We are free in dress, but some lecturers claim the opposite of that.” (185, Social, Social, 3rd year, Male). “There is not an efficient means of transportation for students. Besides, student rights are neglected. Freedom to dress is limited by some lecturers.” (186, Social, Social, 3rd year, Male). “Universities must have a more democratic atmosphere and policemen must be got out of the campus.” (187, Social, Social, 3rd year, Male). “I can feel a free atmosphere to live in freedom of rights through legal framework in universities.” (188, Social, Social, 3rd year, Male). “That is true that students have legal rights and it is rather normal to be aware of them, but that is not turning point. If there is not a suitable environment to use those rights, then it is inevitable to feel a trouble.” (199, Social, Social, 4th year, Male). “We want to live in freedom in university. We are treated as if a junior in high school; we must be felt a university student.” (460, Science, Secondary Education Physics, 3rd year, Female). “We demand for a full respect, students must be taken more interest.” (461, Science, Physics, 3rd year, Female). “I demand for a free university with due regard.” (462, Science, Secondary Education Physics, 3rd year, Male). “I imagine a free university” (464, Science, Secondary Education Physics, 3rd year, Male). “Just education, cultural activities regarding with the department, right of the press, free thought.” (513, Social, 3rd year, Male). “We are prevented from exercise of our current rights.” (235, Science, Secondary Education Maths, 2nd year, Male). “We have rights, but not a right to use them.” (348, Social, School Teaching, 4th year, Male). “Interested in subject of rights, I have a basic knowledge. Lots of my friends have suffered with this matter.” (443, Science, Secondary Education Chemistry, 3rd year, Female).

Students demand for an education of high quality, increase in number of elective courses, exact information about schedules, development of cultural activities and more benefit from right of health. For instance; “courses must be carried out by branch teachers.” (472, Social, TDE¹¹, 2nd year, Female). “We are unable to have an education of high quality. It seems as if high school. We demand for interest, respect, attention and just order.” (204, Social, History, 2nd year, Female). “Languages courses must be elective, not an obligation.” (210, Social, History, 3rd year, Male). When an elective course is selected only by 4-6 students, it is not set to open; thus I have to take the one selected by majority.” (348, Social, School, 4th year, Male). “We have preferred this department which applies a system of 3,5+1,5; however we have to study in system of 4+1. Number of current course credits is adequate, so that the rest is useless. We demand for an effective solution for this problem.” (216, Social, History, 4th year, Male). “Our university is not developed in terms of social activities which are too limited.” (230, Science, Secondary Education Maths, 2nd year, Male). “There is a certain lack of support in health services. It must be developed.” (251, Social, TDE, 5th grade, Male). “The campus must be improved as a more viable environment. Various activities can be hold.” (262, Science, Secondary Education Physics, 1st year, Female). “I have been unable to attend a cultural activity despite much desire.” (323, Social, School, 2nd grade, Female). “We are not enough informed about cultural activities or neglected. Education focuses on rote-learning. I don’t want to take place in this system. Research, review, practice are more critical for development in our studies.” (348, Social, School, 4th year, Male). “I don’t think request and complaint box to be considered by officials.” (393, Sports, Music, 3rd year, Male). “An education by force can not be thought; courses can be popularized to students.” (396, Sports, Music, 4th grade, Female). We have troubles when we ask for viewing marked examination papers and courses are unable to be comprehended completely by students.” (258, Science, Secondary Education Physics, 1st year, Male). “Financial support must be provided for dependents.” (210, Social, History, 3rd year, Male).

¹⁰ DGS = Vertical Transfer Exam. A transferring programme from undergraduate Education to four year licence programme.

¹¹ TDE = Turkish Language and Literature

Thought of being downtrodden in some matters

Students think they are wronged in some ways such as pedagogical formation, studying in faculty building of science. “We don’t want to study in faculty building of science.¹²” (268, Science, Secondary Education Physics, 4th year, Male). (270, Science, Secondary Education Physics, 4th grade, Female). (273, Science, Secondary Education Physics, 4th year, Male). “As a student of YYU faculty of education, I want to study in our own building. It is rather meaningless to study in the system of Science and Arts, because I had preferred faculty of education to study on university preference form and I will be a teacher as a result. As another matter, I am opposite to pedagogical formation for students from faculty of Science and Arts¹³, which is a gross injustice done to ones from faculty of education.” (273, Science, Secondary Education Physics, 4th year, Male). “I am protesting to be taught in same level with Faculty of science and arts, despite being a student from faculty of education.” (282, Science, Secondary Education Physics, 5th year, Male). “I don’t want to study in faculty building of science and arts.” (472, Social, TDE, 2nd year, Female). (483, Social, TDE, 1st year, Male) (484, Social- TDE, 1st year, Male). “Pedagogical formation for them is not a fair progress, I want officials to cancel this application.” (468, Social, TDE, 4th year, Male).

They get annoyed of teaching by an assistant instead of the lecturer and feel downtrodden. For instance; “lecturers in charge must attend to the laboratory. Students rights are neglected here.” (444, Science, Chemistry, 3rd year, Male). “Academics from fresh graduates or post graduates teach important courses such as piano, thus success rate get lower. It means that right to qualitative education is being kept away.” (392, Sports, Music, 3rd year, Male).

There are some students who claim for an injustice situation during evaluation. For instance; “I think I feel downtrodden in terms of especially examination and marks. Students must be judged according to their performance. A few students are selected by lecturer and they always get good marks, which is one of troubles we experience.” (130, Social, Early Child, 2nd year, Female).

Demand for new rights

Those can be specified as selection courses of upper levels by first levels, participation to rector election, selection of lecturer, right to make-up, approval of medical report¹⁴. “We demand for right to select courses from upper levels¹⁵.” (109, Social, Early Child, 1st year, Female). “Required regulations must be prepared for rector elections through participation of students. We must be also given the right to selection of lecturers who will teach us.” (354, Social, School, 4th year, Male). “Some universities provide with a chance to make-up low marks, but I have no idea whether possible or not in this university. I have tried to learn, but in vain. Grade point average of last year was lower, I want to make up for my lower marks once more time. There is no one to inform me about this subject.” (365, Painting, 2nd year, Male). “Recently I was sick and not able to join courses. I had a medical report by doctor. I took it to the administration, but it was not accepted and I was marked as absent. It was told me that report or excuse was only available for exams. Are we not allowed to declare report or to be sick” (373, Painting, 3rd year, Female).

Students also ask for some present but unavailable rights such as criticizing lecturers, following irregularities in examinations, selection of desired courses, to be provided an atmosphere of freedom of thought, flexibility in compulsory attendance. “Right to criticize lecturers and to live in freedom of thought. It must be also available to follow and investigate irregularities in examinations.” (379,

¹² As secondary Education teachings, departments of Physics, Chemistry, Biology, Maths, History and Turkish Language and Literature use building of faculty of Science and Arts for branch courses due to lack of building, class and lecturer while using their own faculty building for educational sciences courses.

¹³ In direction of a decision by YÖK (council of higher Education), graduates of faculty of Science and Arts have a chance to be a teacher in case of passing of KPSS (Public Personnel Selection Examination) after studying pedagogical formation courses.

¹⁴ Despite stated as a legal right in the legislation, its effective exercise must have been demanded due to troubles during process period.

¹⁵ This right is available for 2nd and 3rd grades according to the legislation; however it is not clear for 1st grades.

Sports, 4th year, Male). “I want to take firstly elective course I select.” (411, Sports, 2nd year, Male). “There should be more elective courses, a potential atmosphere must be created in order to produce more and more ideas or scientific knowledge. Deployment of police or army in universities must be stopped. New regulations must be made to prevent arresting people for crime of thought.” (350, Social, School, 4th year, Male). “There must be flexibility in compulsory attendance”. (353, Social, School, 4th year, Female). “Facility in applied courses should be improved.” (452, Science, Biology, 3rd year, Male).

Their judgement on this survey applied to them

While some claim that this study will not be succeeded or produce a solution, some support surveys like this willingly. “I have been applied to hundreds of surveys during my educational life, however I regret to say that those surveys have failed in providing solutions for our troubles.” (19, Science, BÖTE, 2nd year, Male), (85, Science, 2nd year, Female). “This survey is being proceeded now, however I wonder whether it would put a sanction or not.” (84, Science, 2nd year, Male). “It’s enough to get officials notice about the survey.” (356, Painting, 1st year, Male). “I hope the survey will be put into practice.” (407, Sports, 1st year, Male). “I’m delivering my greetings to you for this survey.” (476, Social, TDE, 3rd year, Male).

Conclusion

Those conclusion are found out through findings of the study:

- Students get informed about student rights mostly through their friends and university website.
- Students want to get informed about rights mostly through their advisers and university website.
- The most annoying problem which they meet during the exercise of rights, is lack of guidance and interest by officials in the Faculty of Education.
- The primary solution for the problem above is to provide guidance and pay more attention and respect by officials.
- More than half of students do not use right to information placed on university website.
- 86.6% of students do not use right of request&complaint placed on university website.
- 87.3% of them don’t use the request and complaints box placed in the Faculty of Education.
- 89.3% of students don’t have an idea about the duration of letter of application to be turned in to administration.
- Besides legal ones, students also demand mostly for right to education of high quality, preventing from any discrimination, viewing of marked examination papers and right to appeal against examination results.
- Almost 3/5 of students believe that their advisers fail in their jobs.
- Nearly 90% of students don’t have an idea about duration to appeal against examination results after they are published, and within how many days applications have to be turned in.
- More than 1/3 of students don’t use their rights about, examination, marks and discipline, and in parallel with this, more than 1/3 use rather few of those rights.
- While nearly 2/5 of students use their rights about education as little and 2/5 as medium, almost 1/5 consider never to use those rights.
- Nearly half of students think they are unable to benefit from rights about health.
- Almost half of the students (46.6%) don’t have an exercise on their cultural rights.
- More than half students (51.3%) declare that they are unable to use their rights about sport.
- More than half of students are unable to use their right for elective courses.

- Students agree with lack of knowledge about rights and are eager to be informed.
- During exercising their rights; students have troubles with lecturers, administrators and registrar's office.
- Students find some applications meaningless or complain about current ones.
- They feel downtrodden due to applications such as right to pedagogical formation for the Faculty of Science and studying in the faculty building of science.
- Students demand for new rights such as to select courses from upper levels, participation to rector elections, to select their desired lecturers, right to make up for lower marks, confirmation of medical reports also for absent courses.
- While criticising the survey applied to them, they also declared their pleasures.

Suggestions

Those suggestions can be made in relation to results of the study.

- Students should be supported by advisers and administrators in order to get them informed about rights and encourage them to use their rights totally. First steps can be taken through seminars about student rights during academic years. For those meetings, officials from Legal Consultancy Department of the university, members of the board and volunteer judge from administrative courts can be invited as participants.
- Orientation training can be held for junior students in the beginning of each academic year.
- During registration in university, handbooks should be disturbed, in which student rights and information about the university are placed.
- Seminars and in-service training activities for advisers, officials and administrators, who have the most responsibility for exercise of student rights, can be arranged. Also for those activities, officials from Legal Consultancy Department of the university, members of the board and volunteer judge from administrative courts can be invited as participants.
- Function of Office of Health, Culture and Sports should be rather improved, from which students can hardly benefit.
- As right holders, students must be paid full attention by officials and they should make a contact periodically with students. Students' representatives can be made more functional.
- This study conducted on students from the Faculty of Education can be adapted on all university students or lower levels of education such as secondary and elementary education.
- Subject of knowledge of right must be discussed together with the term of responsibility in the literature. Both can be studied together.

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