



HUMAN RIGHTS AWARENESS AMONG UNIVESIRTY LEVEL STUDENTS IN TURKEY

Dr.K.M.Ashifa

Asst. Professor in Social Work

Faculty of Economics, Administration and Social
Science

Istanbul Nisantasi University- Turkey

ashifakattur@gmail.com /

ashifa.ashraf@nisantasi.du.tr

Abstract—Human rights are fundamentals to the sustainable development of the countries in the world. In order to adhere the universal acceptability on rights, the state are providing great emphasis on international conventions and its implementation. Creating human rights culture is crucial for sustainability and well-being of human kind. The effective implementation of social work principle and values for human rights practices can cultivate human rights culture. Rights relating to human needs, freedom and duties have to upheld and nurtured. Consciousness of these rights will help to resists violations which threaten are diminishing quality of life and promote life enhancing care, protection and welfare. It leads to make a violation free society with respecting the worth and dignity of the individual and group. The present paper tried to analyze the awareness on human rights aspects among University graduate Level students in Turkey

Keywords—Media, Behavior, Addiction, Soap Opera

I. INTRODUCTION

All Citizen of a society should enjoy the full benefits that society offers. A society, in turn, flourishes when its citizens contribute their fullest potential. The interruption of normal developmental processes by personal crises, poverty, unemployment, poor health, and inadequate education jeopardizes the well being of citizens. The prevalence of inequity, discrimination, violation of human rights and other forms of social injustice compromise the wellbeing of society. The doctrine of human rights aims to identify the necessary positive and negative perquisites for a universal minimal standard of justice tolerance equality and human dignity that can be considered the public moral norms owed by and to individuals by the mere virtue of their humanity (Priyesh 2010). Human rights culture is a “lived awareness of these human rights principle in one’s mind and heart, dragged into once everyday life. Principles and values human rights must be known not only cognitively, but also on the feeling level, the “lived ‘level of the heart. It is good enough for society to only “know”, for example, that health care, shelter and security are human rights, enunciated in the universal declaration, it is important for a society to act upon this knowledge in ways that for every person, everywhere. But he journey from the mind to the heart is a

long one, long still to drag this lived knowledge, which is power, into our everyday lives(Wronka, 2008).in order to cultivate the lived awareness on human rights values to be common social work intervention is vital because human rights inseparable from social work theories, values, ethics and practice rights corresponding to human needs have to upheld and fostered, and they embody the justification and motivation for social work action and concerned with protection of individual and group needs. it is often forced to mediate between the people, the state and other authorities, to champion particular causes and to provide support when state action threaten or neglect the rights of freedom to individual and /or group.

II. REVIEW OF LITERATURE

The review of related literature helps a researcher in getting a deep knowledge to the design of the study. It also helps to demonstrate the completed research and the topic under now investigation. In any research study the role of the review of related literature is very important. It gives the researcher an understanding of the previous work that has been done. It enables the investigator to know the means of getting to the frontier in the field. It will give the investigator an insight. Thus information about the specific area of the study can be collected by reviewing the related literature. Pandey, S.(2005) studied the basic awareness level of teachers and teacher educators working at different levels of school education about the Human Rights and found that Teachers generally lack the awareness of even basic human rights concepts, which are integrated in various text books of the primary schools of the country, and also taught in the teacher education institutions. Steen & Mathiesen (2006) suggest a dearth of human rights content in social work curricula and a great disparity between schools of social work and schools of law in the integration of human rights in graduate level education. Abdulrahim P. Vijapur(2007) studied the Plight of Human Rights Education in Indian school The students from these communities have been facing discrimination of various kinds, despite the fact that such forms of discrimination are outlawed both in national law and the international law of human rights. Sang, Katheine J. Cet al.(2007) jointly aimed

to research gender differences in occupational lower overall job satisfaction and due to it, significantly higher levels of insomnia and constipation, work-life conflict and turn over intentions. Richardson, K. M., and Rothstein, H.R. (2008) provided empirical reviews of stressors management interventions, employing meta-analysis procedures. The results also revealed that relaxation interventions were the most frequent type of intervention. Further, there were a few that cognitive interventions produced larger effects than other type of interventions.

III. OBJECTIVES OF THE STUDY

The study mainly focusing on the awareness level of University graduate level students in Istanbul in Turkey

IV. METHOD OF STUDY

A Human Rights survey was conducted among the University graduate schools students of Istanbul in Turkey. In order to collect data, the researcher devised a questionnaire on various aspects of human rights. The analysis was conducted with support of SPSS 22 version and visual binning also used to get accurate inferences.

V. RESULT AND DISCUSSION

The present investigation aimed to analyse the awareness level to human rights among University graduate students. The study revealed the University graduate students are getting awarded on human rights and its implications through their class room teachings as well as social media's. They also get awareness from cinemas, news papers and also from their social science classes. This inference is based on the evidence from the responses of 59 percent respondents have high level of awareness and 37 percentage have moderate level of awareness. According to 84.4 percent respondent, agreed that need for the respecting the rights of children and adult as equal. And all the children has subjected take to respect by other. The study pointed that, government has duty to protect the rights of its citizen and students should have political conscious about their country as well. Majority of the respondents (59.4 percent) responded that rich people doesn't have more rights than poor people. According to the opinion of the 84.4 percent of the respondent every man and women should decide whom to marry. 59.4 percent of the respondent opined that the children's should aware about the responsibilities taken by the parents for the betterment of them. The study revealed that opinion about human rights among family and friend, through that want to know that children has to know about the friends and family responsibility.

VI. CONCLUSION

Human rights are fundamental rights for every person. Like right to education, right to freedom, right against exploitation, right to freedom of religion, cultural and education and right to constitutional remedies. And it is important to children to know about the human rights from that only, children has to know about what is the importance of fundamental rights given by the society. Here the study "Awareness of Human rights among University graduate

Students". Through that know about the how much children are aware of their rights and level of awareness. From the study found that more over children are aware of human rights less number of children only having low level awareness of human rights in University graduate school students.

REFERENCES

- [1]. Awareness of Secondary School Students in the Philippines : A Sample Survey"
- [2]. HURIGHTS OSAKA(2005), "knowledge and Practice of Human Lolita H. Nava et al. (2003), "Human Rights Rights in Secondary Schools"
- [3]. Osaka: HURIGHTS OSAKA(2005), Assessing Knowledge of Human Rights Practices in Malaysian Schools
- [4]. Pandey, S.(2005), "Human Rights Awareness of Teachers and Teacher Educators".
- [5]. http://www.hurights.or.jp/pub/hreas/10_02/16HR%20Awareness%20of%20Teachers%20and%20Teacher%20Educators.pdf
- [6]. Sheela Barse (2000), "India: Devaluation and Distortion of Human Rights in Text Books"
- [7]. <http://www.hurights.or>
- [8]. Nair P. S (2002-03), "A Study on Trafficking in Women and Children in India"
- [9]. Abdulrahim P. Vijapur, (2007) studied the Plight of Human Rights Education
- [10]. Steen & Mathiesen (2006) the integration of human rights in graduate level education
- [11]. Sang, Katheine J. Cet al.(2007) gender differences in occupational lower overall job satisfactions
- [12]. Alston, Philip and nehal Buta.(2005), human rights and public goods-education as a fundamental right in india. Working paper 06. New York: centre for human rights and global justice
- [13]. Ida Elisebeth Koch, (2009), human rights as Indivisible Rights, the Protection of Socio-Economic Demands under the European Convention on human rights, Nether lands: martunusnihoff publishers.
- [14]. Wronka.J.(2008), human rights and social justice: social action and service for the helping and Health professions, New delhi: sage publication
- [15]. Pardeck, J.T.(2006). Children's Rights :Policy and Practice, Jaipur: Rawat publication
- [16]. KM ASHIFA (2021). Human Rights Education in India: Perspectives and Practices. Psychology and Education, 58(1), 3044-3049.
- [17]. KM ASHIFA (2020). Human Rights Education Programme in Kerala: An Appraisal. Journal of Critical Reviews, 7(8), 2842-2848., Doi: 10.31838/jcr.07.08.468