

# Human Rights Awareness Among Youth in Turkey

Dr.K.M.Ashifa

Department of Social Work Faculty of Health Science  
Istanbul Gelisim University  
Istanbul

**Abstract**—The protection and promotion of human rights are essential if nations around the world are to experience sustainable growth. In order for states to maintain their commitment to the universal acceptance of rights, they have begun placing a significant focus on international treaties and the execution of such accords. The establishment of a culture of respect for human rights is absolutely necessary to ensure the continued existence and prosperity of the human race. The cultivation of a culture of respect for human rights is possible through the efficient application of social work principles and values to human rights practices. It is imperative that rights pertaining to human needs, freedom, and responsibility be protected and fostered. A greater awareness of these rights will assist in the fight against violations that pose a risk to our already deteriorating quality of life and in the promotion of life-enriching care, protection, and welfare. It leads to the creation of a society that is free of violations while valuing the value and dignity of individuals and groups. The purpose of this paper was to investigate the level of awareness regarding various areas of human rights among college-aged youth in Turkey.

**Keywords**—Media, Behavior, Addiction, Soap Opera

## I. INTRODUCTION

It is only fair that all of a country's citizens receive the advantages made available by their society. On the other hand, a culture only thrives when its people put in their greatest efforts to preserve it. People's well-being is put in jeopardy when normal developmental processes are disrupted by things like personal crises, deprivation, unemployment, bad health, and poor education. The purpose of the Human Rights Doctrine is to identify the necessary positive and negative requirements for a universal minimum level of equality and dignity to tolerance to justice. These requirements can be thought of as public moral standards that are owed only by humanity and are for the benefit of humanity as a whole. A "lived awareness of these" is what human rights culture refers to. "the live knowledge, brought into one's once everyday existence, of this concept of human right in one's mind and heart" is what human rights culture means, according to anthropologist E. O. Wilson. The concepts and ideas pertaining to human rights need to be recognized not just intellectually, but also on an emotional and experiential level in order to be considered fully understood. It is sufficiently good that society already recognizes that education, shelter, and security are human rights, as the Universal Declaration says, for example, and it is important for society to act in ways that for every individual, everywhere, this knowledge. Since it is sufficiently good that society already recognizes that these things are human rights, it is sufficiently good that society already recognizes that these things are

human rights. However, there is still a significant distance between his head and his heart, and this distance is what brings the lived experience of influence into our day-to-day existence (Wronka, 2008). Since human rights are inseparable from theory, values, ethics, and practice, it is extremely important to foster a lived consciousness of the ideals of human rights in the context of a collaborative social work activity. The protection of individual and group needs is something that must be upheld and nurtured, and they serve as both the reason and the motivation for action on the part of society. It is frequently required to mediate between citizens, the government, and other officials; to advocate particular causes; and to provide assistance when state activity breaches or neglects the rights of freedom of individuals and/or organizations.

A researcher can obtain more in-depth understanding regarding the design of the study by first conducting a review of the relevant literature. It also helps to illustrate the study that has already been accomplished and the topic that is currently being investigated. The role of the review of related literature is one that plays a very vital part in any research project. It offers the researcher an opportunity to gain an understanding of the work that has been done in the past. It gives the investigator the ability to know the ways of getting to the border when they are out in the field. It will provide the investigator with some new information. In light of this, it is possible to collect information about the specific field of the study by studying the relevant literature. Pandey, S. (2005) found that teachers generally lack the awareness of even basic human rights values that are included in the country's numerous textbooks and taught in primary schools. According to research conducted by Abdulrahim P. Vijapur (2007), students who come from marginalized communities in India are subjected to multiple forms of discrimination in the country's educational institutions, despite the fact that such discrimination is illegal under both national and international human rights laws. Richardson, K. M., and Rrothsetin, H.R. (2008) provided and empirical reviews of stressors management interventions, employing meta-analysis procedures.

## **METHOD OFS TUDY**

The study mainly focusing on the human rights awareness among College going youth in Istanbul Turkey . A Human Rights survey was conducted among the engineering graduation of Recherche collected 380 samples by using multistage systematic simple random sampling. In order to collected 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.

## **RESULT AND DISCUSSION**

The purpose of this study was to conduct an analysis of the level of awareness regarding human rights among students enrolled in higher secondary education. According to the findings of the survey, students in higher secondary schools are learning about human rights and the ramifications of such lessons both in and outside of the classroom, particularly through social media. In addition, they get awareness from the media, namely movies and newspapers, as well as from their studies of social science. This conclusion is drawn from the information that 59 percent of respondents have a high level of awareness, whereas 37 percent of respondents have

a moderate level of awareness. According to the findings of the survey, 84.4% of respondents believed that it is necessary to respect the rights of children and adults in equal measure. And each of the pupils has been respectfully taken into account by their peers. According to the findings of the study, not only does the government have a responsibility to preserve the rights of its citizens, but also students should have a political consciousness about their own country. The majority of those who participated in the survey agreed (59.4 percent), stating that those who are wealthy do not have greater rights than those who are poor. According to the views of 84.4 percent of those who participated in the survey, both men and women should have equal say in the matter of who they marry. There were 59.4 percent of those who responded to the survey who were of the opinion that children should be aware of the duties that their parents had taken on for the benefit of themselves. The research showed that both families and friends have opinions regarding human rights, and as a result, they want their children to be aware of the responsibilities that they have for their families and friends.

According to the findings of the study, the government must take responsibility for ensuring the wellbeing of its citizens by implementing social security measures. The statement is supported by agreement from 53.8 percent of the respondents and strong agreement from 28.3 percent. Therefore, there is a rather high level of awareness among young people regarding the social security measures implemented by the government. That women and men have equal rights in decision making and the well-being of the family as a base unit in society was supported by 45.1% of respondents who strongly agreed with the statement and 38.7% of respondents who agreed with the statement. According to the opinions of the vast majority (78.3 percent), the level of awareness of the notion of unity in diversity is relatively high. Only 16.3 percent of the respondents gave a response that was in disagreement with the statement, while 83.7 percent gave a positive response. According to the findings of the study, the state need to provide its residents with access to cost-free medical care and other health services. According to the findings of the study, 55.7% of respondents ensure that the rights of employees are protected by providing avenues for employees to air grievances and by encouraging employee engagement in trade union activities. Because they are aware of the significance of the gender wage gap in today's modern, worldwide society, 63.5 percent of those who responded to the survey gave a positive reaction to the statement.

Education is a fundamental right that is recognized in the International Covenant on, and it insists on free and compulsory primary education for all, an obligation to develop secondary education that is accessible to all, as well as an obligation to develop equitable access to higher education. In addition, the International Covenant on insists on developing equitable access to higher education. It also includes the need to provide persons who have not completed primary school with the opportunity to receive fundamental education. In addition to these requirements on access to school, the right to education includes the obligation to eliminate discrimination at all levels of the educational system, to establish minimum standards, and to improve the overall quality of education. The point that "further education should be based on the basis of merit" has been proven by the discussion that has been presented above. The overwhelming majority of responders, 81.8 percent, gave a favourable response to the statement. A subsequent survey was conducted to evaluate cultural rights, and the results showed that 36.1 percent of

respondents strongly agreed with the statement on cultural rights, while 44.4 percent agreed with the statement. According to the findings of the survey, therefore, individuals have a high level of awareness regarding their cultural rights. The vast majority of respondents (80.2 percent) agreed, in a favorable way, with the idea of a voluntary marriage, and the level of awareness surrounding this right is very high. The entitlement to possess land and property comes with the right to have one's property protected from infringement. The right to property is not an absolute right, and states have a great deal of leeway to limit the rights that are guaranteed to them in Article 17 of the Universal Declaration of Human Rights (UDHR). A total of 60.1 percent of respondents gave an unfavorable response, while 20.9 percent stated that they had no opinion. This demonstrates the need for increased understanding of the right to private property.

## II. 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 students to know about the human rights from that only, children has to know about what is the importance of fundamental rights given by the state. Here study aimed to analyse he know awareness on human rights among the students. and it found that more over children are aware of human rights less number of children only having low level awareness of human rights among the engineering graduation students. the student got awareness through class rooms, peer groups, print and social media.

## REFERENCES

- [1] Abdulrahim P. Vijapur, (2007) studied the Plight of Human Rights Education
- [2] Alston, Philip and nehalButa.(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
- [3] Ashifa. K.M.(2016). Human Rights Education in India: Perspective and Practices. International Journal of Applied Research and Social Science. 3(15).
- [4] Ashifa, K.M. Influence of Social Net working among Adolescent Youth, International Journal of Innovative Technology and Exploring Engineering ,2019: 8 (12S): 614-616
- [5] Awareness of Secondary School Students in the Philippines : A Sample Survey”
- [6] Ida Elisabeth Koch, (2009), human rights as Indivisible Rights, the Protection of Socio-Economic Demands under the European Convention on human rights, Nether lands:martunusnihoff publishers.
- [7] Kansas Court could Kill The Right to a Decent Public Education (2014).[https:// billmovers.com/2014/01/09/kansas-court-could-kill-the-right-to-a-decent-public-education/](https://billmovers.com/2014/01/09/kansas-court-could-kill-the-right-to-a-decent-public-education/)
- [8] Nair P. S (2002-03), “A Study on Trafficking in Women and Children in India”
- [9] Osaka: HURIGHTS OSAKA(2005), Assessing Knowledge of Human Rights Practices in Malaysian Schools
- [10] Osaka(2005), “knowledge and Practice of Human Lolita H. Nava et al. (2003), “Human Rights in Secondary Schools’
- [11] Pandey, S (2004). Human rights Awareness of Teachers and Teacher Educators : An investigation. *Human rights Education in Asian Schools*. retrieved from [https://www.hurights.or.jp/pub/hreas/10\\_02/16HR%20Awareness%20of%20Teachers%20and%20Teacher%20Educators.pdf](https://www.hurights.or.jp/pub/hreas/10_02/16HR%20Awareness%20of%20Teachers%20and%20Teacher%20Educators.pdf)
- [12] Pardeck, J.T.(2006). Children’s Rights :Policy and Practice, Jaipur: Rawat publication.
- [13] Sang, Katheine J. Cet al.(2007) gender differences in occupational lower overall job satisfactions
- [14] Sheela Barse (2000), “India: Devaluation and Distortion of Human Rights in Text Books”

- [15] Steen & Mathiesen (2006) the integration of human rights in graduate level education
- [16] Wronka.J.(2008), human rights and social justice: social action and service for the helping and Health professions, New delhi: Sage
- [17] KM ASHIFA (2021). Appraisal on human rights education programme in schools. Design Engineering ( Toronto), 2021(7), 1334-1343.
- [18] KM ASHIFA (2021). SEM Analysis Of Human Rights Youth Advocacy Model. Turkish Journal of Computer and Mathematics Education, 12(12), 113-118.
- [19] KM ASHIFA (2021). Teacher Appraisal on Human Rights Education Programme in Kerala. Elementary Education Online, 20(5), 4539-4544., Doi: 10.17051/ilkonline.2021.05.498.