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What primary school administrators think about human rights (ilköğretim okul yöneticilerinin insan haklarına yönelik görüşleri)

**ABSTRACT**

This study was carried out to determine the attitudes of primary school administrators in the central towns of the city of Konya concerning human rights in the fall semester of 2007-2008 educational year. In this respect, a form of interview, comprised of personal information, and a question and sub-dimensions of this question, was prepared. Later on, six headmasters, five head assistants of headmaster and eleven assistant headmasters working at schools with different socio economical levels chosen parallel with the aim of the study were interviewed in a group and the interview process was recorded. The recordings were analysed with qualitative research techniques. The ideas of the interviewees were given as they were by taking the administrators and the assistants into consideration. The ideas of the school headmasters dealing with human rights were similar to those of their assistants and there were no significant difference in the field of application.

**Keywords:** Education Management, Human Rights, Education, Primary School Administrator, Teacher Training

**İLKÖĞRETİM OKUL YÖNETİCİLERİNİN İNSAN HAKLARINA YÖNELİK GÖRÜŞLERİ  
ÖZET**

Bu çalışmada, 2007-2008 öğretim yılı güz döneminde Konya İl merkezinde görevli ilköğretim okul yöneticilerinin insan haklarına yönelik görüşleri belirlenmiştir. Özellikle, temel eğitimin verildiği ilköğretimde insan haklarına ilişkin yönetici görüşlerinin yapılandırılmış görüşme formu ile nasıl olması ve nelere dikkat edilmesi gerektiği ile ilgili konular işlenmiştir. Bu bağlamda kişisel bilgilerden oluşan bir ve insan hakları kavramına ilişkin alt boyutlardan oluşan sorulardan oluşmaktadır. Görüşme ile elde edilen bulgular önce ses kayıtları halinde, sonra deşifre edilerek çalışma içinde olduğu gibi değerlendirilmiş ve çalışmanın sonunda ilköğretim okul yöneticilerinin insan hakları kavramlarını ve yeni gelişmeleri izledikleri, olumlu tutum görüşlerine sahip oldukları görülmüştür. Ancak; geleneksel anlayışlara sahip bazı okul yöneticilerinin insan haklarına ilişkin kavramları benimsedikleri ama yeterince tutum boyutuna getiremedikleri sonucuna varılmıştır. İlköğretim okulu yöneticilerinin insan haklarına ilişkin sahip oldukları görüşleri, yönetici olmadan önce saptanmalı ve adaylık eğitimlerinde insan haklarına ilişkin olumlu tutum görüşü kazanmalarını destekleyici programlar uygulanmalıdır.

**Anahtar Kelimeler:** Eğitim Yönetimi, İnsan Hakları, İlköğretim Okulu, Okul Müdürü, Öğretmen Yetiştirme

## 1. INTRODUCTION (GİRİŞ)

Inserting the human rights into the educational curriculum is of high importance. The administrators who are responsible for running the primary schools should have positive attitudes towards human rights and they should encourage their organization to observe the rules determined under human rights. This task affects the learning process, their relation with the students, their interaction with the teachers and the students. This paper aims to find out the attitudes of the primary school administrators by using focus group technique. With this, the present status and what should be done are determined. The findings indicate that the administrators are well aware of the human rights and the current concepts related to human rights and that generally their attitudes are positive although there is some way to cover. In this sense, their awareness about the human rights should be evaluated and encouraged during their university education, and this awareness should be evaluated prior to their appointment to the administration.

All the citizens should be made to adopt the concept of human rights through every media of communication in the society and some educational activities should be carried out by public and non-governmental organizations. In terms of human rights and basic privileges; Turkish Republic is a democratic, secular state of law, respectful to human rights and basic privileges. These features of the state are under the guaranty through the constitution. Limitations for basic rights and privileges were arranged in order to protect democracy and the unity of the country against discrimination, communism, fascism and dictatorship, besides discrimination of language, race, religion and sect, which are all regarded as major threats within the light of historical experiences of the country, and against establishing an anti democratic state aiming at these concepts and ideas.

Education of human rights is an educational fact with which all the countries believing in democracy and human rights are trying to realize. With the 21<sup>st</sup> century, the need to teach basic rights and privileges at childhood at home in order to create a awareness for human rights in our rapidly democratizing community, and to have an awareness to be respectful for human rights at school in the following years, using this awareness effectively are related to forming certain attitudes for the child. This is also associated with the efforts of the school administrators to realize the objectives of the school.

Every individual passing through the process of education is the basic component of education. When considered as a way of life, the education of human rights would form a much stronger basis for the individuals living in a democratic system in the process of education. As well as education is one of the most significant factors in making democracy live, democratic thought and practices are of great importance for the development of education. Education aims at thought, knowledge and behaviour while democracy intends action, practice and success. Providing human rights inherent in the basis of democracy is one of the missions of democracy and providing equality of opportunity and possibility, basic element of education, is also one of the major responsibilities of democratic administration [1].

The education of human rights is about human rights, but it is also for human rights. As an example, human rights education educates people over violation of human rights such as torture or over prohibitions. This is considered as the education over human rights. It teaches people how to respect for rights and how to protect them. In this context, education is given for human rights. Human rights

education will help people improve at a point where people regard human right important; they respect for it and protect it.

The objectives of school are somehow the objectives of education. Such school objectives as growing good citizens aware of human rights, adopting democratic believes, growing good producers and consumers, growing citizens and leaders having a political conscious have an international quality. In addition to these general objectives of nations, there are some nation-specific objectives. It is likely to see these at Basic Law of National Education with the No of 1739 (For example, growing Turkish children loyal to secularist beliefs of Atatürk, and to democratic values). When the school reaches these objectives, it will be able to improve children that are the adults of the future physically, mentally and emotionally, and if it can make them ready for their coming missions in the future, education will be functional and effective [2].

While educational institutions are making new generations attain national, democratic and secular values, they should also teach the missions and responsibilities they are going to teach and make them adopted. Students should be able to gain the attitudes and behaviours of rational thinking in the process of education and develop a tolerant characteristic open to innovations. As for teachers; those not regarding students as individuals having personal rights an a characteristic, having an aim peculiar to himself and considering them as a private of a battalion and a citizen of the state are not people who should be suitable for education. A teacher should regard his students as separate individuals, respect them and help them with love in their personal development suitable for their skills and structures [3].

When considered within the context of official education, the education taught with suitable content, materials and methods to the students at all levels, starting from lower grades, in order to improve the awareness of respect to human rights and protecting these rights and benefiting from them is called "human rights education" [4]. The earliest way how to realize the effectiveness of the education of human rights and making it reach its goal is to establish a relationship based on respect and love at school, in other words to make the process of communication work in a healthy way. Therefore, undesired behaviours for citizenship and human rights both in classroom and school environment should be avoided and all components of school (student, teacher, administrator and parents) should present suitable behaviours for the values of human rights [4].

Whenever the education of human rights provides the respect to human rights, using and protecting human rights and freedom and turns it into a way of life, it is said to reach its purpose. Turning what is learned into behaviours requires authoritative teachers at the issues of the methods that are used for human rights and the education of human rights [5].

Schools are open to environment like other organizations. They are affected by developments and changes around and affect the environment through various activities. During this process of interaction, a great many factors have an impact on the administration and actions of schools. Therefore, school administrators have to consider so many sociological, economical and technological factors in order to administer the school well. Many of these factors are out of the range of school administrators and they change constantly. It is not likely for a school administrator to cope with these factors and take the administration alone. At all significant decisions and practices dealing with the school, administrators should have a sense of administration in terms of rights, values, authorities and

participation of all partners, starting from students and school personnel [6].

School administrators adopting human rights and turning these rights into an attitude in their lives, have an idea of improving themselves at four fields depending on three principles as a gradual one. These areas are; administration, leadership and public responsibility, rights and responsibilities, active participation and evaluation of difference. The principles are; value focused education, cooperation, communication and participation and student discipline [6].

Just like human rights, the education of human rights, which is considered to be a human right itself, is one of the basic conditions of democracy. Turning democracy into a way of life with all its dimensions is only possible with experience of and improvement of the respect to human rights. Inasmuch as, if everybody is aware of human rights, it is easy to make democracy adopted. In order to make human rights known, education is the basic requirement [7].

School has to be a model in democratic way of life. The content of institutional and practical courses within school programs and the techniques and strategies used in these courses are of vital importance in democratization. Arranging these courses depending on discussion and student involvement, keeping the fact that human being has a value as he is a human in mind, will contribute to a democratic education at all courses, whatever content they have [8]. In particular, bringing individual and group activities to the front in studying the courses is so important in making student attain democratic values [9].

Being aware of human rights, adopting and defending them are related to attitude, one of the basic elements of character [10]. In the organization of school, the attitudes of teachers having a responsibility of growing human being are of importance in making students attain democratic attitudes and behaviours. Surely, attitudes of teachers are so effective on forming student behaviours. When a teacher is in a democratic attitude, student improves its democratic behaviour as well. It is not likely to think that a teacher having no belief in democracy, not adopting and defending democracy can help his students improve their democratic behaviours.

In recent years, "education of citizenship and human rights" has been caught by the attention of public opinion throughout the world. Determining the content of human rights has been an issue occupying the ideas of human being ever since the efforts to obtain basic rights and freedom started. Today the term of "education of citizenship and human rights" expresses the whole ideal rights that should be granted to all humanity theoretically. What recalls human rights is the rights that should be obtained and the ones given under the title of "goals to achieve" at reports [11]. Used in the same meaning as human rights from time to time, freedom is "thinking and behaving free from dependence on any limitation or force, a case not depending on any condition and making a decision depending on his own ideas and desires independently from any outer effect" [12]. These two concepts are the concepts supporting each other and a good education of citizenship and human rights must focus on both of them well enough. The emergence and improvement of such concepts has taken quite a long time.

Studies concerning human rights were prepared in Europe and European Commission was established in May 5<sup>th</sup>, 1949. One of the foremost goals to be achieved during the period of establishing European Commission and forming European Declaration of Human Rights was to improve human rights and freedom and to protect them effectively. The significance of European Declaration of Human Rights

is not only due to the fact that a mechanism was established as in the quality of justice at international level for the protection of human rights and that it makes the individual attain rights within international law, but also due to the fact that it is a document making Western Democracy concrete [13]. The declaration was signed by Turkey on 10 March 1954, under the law with a number of 6366. After the approval of the declaration, taking human rights and basic freedoms under guaranty was initially regarded as a problem of constitution and all the efforts were focused on taking human rights under a constitutional guaranty.

"... In order to achieve the education of human rights, the system of education should first be arranged as the one paying attention to human rights. First of all, such a system of education is an organization allowing all the students to benefit from the rights of education at the highest level. Therefore, basic education should be open to everyone and everybody should benefit from the following stages of education, not just a privileged group. When national sources are not adequate enough, international institutions should support the developing education levels. Mostly, there are small and large scaled objectives in many programs of human rights, such as teaching about the field or international system and how it works..." [4].

As human rights education and democracy education can only be practiced at a democratic environment respectable to human rights, classroom is naturally one of the most effective places for such an education. In particular, the fact that teachers carry out their courses by creating a democratic classroom surrounding, respectable to citizenship and human rights would play a considerable role in the success of the students as well as it improves democratic behaviours of them [4].

## **2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)**

It was aimed in this study to examine the attitudes of school administrators against human rights at common primary schools at Turkish National Education System, and basic factors over basic concepts to activate human rights education. The concept and education of human rights requires combining all the sources (human and physical) and making them effective. In order to make students be ready for the future responsibilities, local, environmental, national and international activities should be carried out in coordination. In this respect, the sense of enterprise at students should be awakened, they should be encouraged to make independent decisions and they should also be supported to deal with the problems the country and the world have faced and to set up cooperation in conducting these activities. The example chosen to give during the education should be paid more attention to be suitable for the features of the environment and the region. The following questions should be answered to reach this purpose:

1. To what extent do primary school administrators have attitudes concerning the concepts dealing with human rights?

- What are the ideas of primary school administrators concerning human rights (freedom, democracy, right, justice, solidarity, declaration, authority, tolerance, peace, public etc.)?
- What kind of activities do the administrators of primary school carry out as to human rights and its education?

We have mentioned beforehand about the necessity of the education of human rights in order to grow generations respectable to democracy and human rights. However the education of human rights

which has an interdisciplinary quality is different from other social sciences. Detailed speaking, the attitudes of school administrators, the topics to be taught, methods to be followed and tools and materials should be different from those of other disciplines. In this purpose, scientific researches should be conducted in order to collect data aiming at getting ideas about the attitudes of primary school administrators concerning the concepts of human rights.

There are limited numbers of researches conducted into "The Education of Human Rights" in Turkey. Particularly, there are hardly any researches examining the factors to enhance the efficiency of this education. Therefore, there is a need to search this issue which has an original feature. The need for the education of human rights was discussed in the study and the factors to make human rights education effective were studied in detail. As a consequence, it is hoped that the current study examining the education of human rights as an integral whole will contribute to the solution of problems concerning human rights education in Turkey.

### **3. METHOD (YÖNTEM)**

The design of the study, the participants and data collection were presented in this part. In the current study trying to determine the attitudes of primary school administrators towards human rights, the technique of qualitative research was used. The reason why this technique was used was to collect data on the current issue through listening primary school administrators as the first source. The fact that the techniques of qualitative research is sensible to natural surrounding, the researcher has a role of a participant, it has an integral approach, it supplies us with putting the perceptions forward, it has a flexibility at the design of research and that it has an inductive analysis are some major features of the technique. Intentional sampling method was followed in the study. The methods of intentional sampling emerged completely within the process of qualitative research. Intentional sampling enables us to work out the issues regarded to have had rich information in detail [14]. In this context, qualitative researches provide susceptibility to social context where research is produced [15].

#### **3.1. Working Group (Çalışma Grubu)**

The sampling of the study consisted of primary school administrators at three different socio economical levels working at primary schools in the city of Konya in the fall semester of 2007 - 2008 educational year. School administrators randomly chosen with the method of random sampling (n=22) were applied a semi - constructed tool of interview developed by the researches. This method is neither as strict as full - constructed interviews, nor as flexible as non-constructed ones; it is placed in between the two [16]. In this sampling, the criteria considered to be significant for the selection were determined and the sampling decided on this selection was thought to be representing the population of the research with all its qualities [17]. Therefore, a sampling complying with the purpose was preferred in the study. Choosing the primary school teachers interviewed within the content of the study in this way is particularly of importance in terms of the expression of their ideas. The interviews were carried out by the researchers with volunteer school administrators, devoting some of their time for this task. The reason why the whole administrators couldn't be reached was the fact that as the number of participants increased, the same data started to appear again and again. This fact revealed that researcher achieved the satisfaction point indication that the findings concerning

research problem were reached and that new ideas and knowledge could not be obtained any more [14].

Twenty - two primary school administrators were interviewed in this way in the study. Six of the administrators were Headmasters (HM1, HM2, HM3, HM4, HM5, HM6), five were Head Assistant of Headmaster (HAHM1, HAHM2, HAHM3, HAHM4, HAHM5) and other eleven were Assistant of Headmaster (AHM1, AHM2, AHM3, AHM4, AHM5, AHM6, AHM7, AHM8, AHM9, AHM10, AHM11). The service period of the administrators varied from 8 to 32 years in the office. There was no woman administrator in the study. The fact that the primary school administrators are aware of human rights concepts in the theory and express that these concepts should be experienced as a value, they have a positive attitude in thought and that the difference observed among the attitudes concerning the concepts of human rights of primary school administrators in practice will be discussed in the current study.

### **3.2. Data Collection and Analysis (Verilerin Toplanması ve Analizi)**

The question asked for a sense of school administration laying an emphasis on human rights at the attitudes of primary school administrators dealing with human rights contained to what extent the participant school administrators had an attitude concerning human rights. In this respect, the data obtained through interviews was analyzed in the basis of sub-criteria determined in terms of the fact that in what way they were appointed to the current position, whether there were any criteria in the appointment, and on what point the participant school administrators laid an emphasis was tried to determine. In the presentation of the data obtained the ideas of the participants were given as Headmaster (HM), Head Assistant of Headmaster (HAHM) and Assistant of Headmaster (AHM).

### **4. FINDINGS AND DISCUSSION (BULGULAR VE TARTIŞMA)**

In this part, the findings obtained through the analysis of the data collected data in the group interviews for the solution of research problem and comments dealing with these findings were given. Findings and comments concerning the attitudes of primary schools dealing with ten basic concepts determined in connection with human rights were arranged as in the order of sub - problems. The findings were summed up and literature was related to group interviews and commented.

1. The ideas of primary school teachers concerning the concepts of human rights Findings related to the problem and first sub - problem of the research; at what level do primary school teachers have an attitude for the concepts of human rights?

a. What are your ideas about human rights (freedom, democracy, right, justice, solidarity, declaration, authority, tolerance, peace, public)?

a. İnsan hakları (özgürlük, demokrasi, hak, adalet, dayanışma, sözleşme, yetki, hoşgörü, barış, kamu) kavramları hakkındaki görüşleriniz nelerdir?

1. The ideas of primary school administrators over freedom, one of the concepts of human rights:

1. İlköğretim okul yöneticilerinin insan hakları kavramlarından özgürlükle ilgili görüşleri:

*"... It is obligatory that basic rights and freedoms should be existed in the constitution in order to make individual freedom exist in a country. Nevertheless, the fact that these rights are under the guaranty of the constitution*

does not mean that they are protected. Therefore, the state should always take the respect for human rights into consideration in the practices of education, legislation, administration and justice, as well..." (HM1)

"... Everybody is equally free and independent in birth. They have some right they obtain as soon as they are born; they have a right that they cannot deter and turn over with a contract when they establish a political community..." (HM1)

"... Freedom; it is the fact that an individual could do anything he can without causing any harm to others. People should be able to use the rights they have with no limitation in order to carry on their materialistic and spiritual development. Everybody can think freely and express what he thinks in a democratic administration. They can adopt any religious idea they wish and pray in any way they believe. People can vote for whoever they think to become a member of parliament. Therefore, freedom is important in terms of democracy..." (HAHM1).

"... In a country where human rights are under protection; individuals are comfortable, peaceful and happy. They can improve their talents more easily and incline to new rights and freedoms. People are aware of the fact that the improvement of their own rights and freedom depends on others' rights and freedom, and they become respectful for the rights..." (AHM3)

The ideas of primary school administrators concerning "freedom" are compatible with the concepts of human rights. School administrators expressed their thought with common ideas rather than individual ones.

2. The ideas of primary school administrators over democracy, one of the concepts of human rights:

2. İlköğretim okul yöneticilerinin insan hakları kavramlarından demokrasiye ilişkin görüşleri:

"... Freedom is a basic right in democracy. In the societies governed with democracy, people are only existent with their basic rights and freedom. As long as people have basic rights and freedom, they will have an honorable and respectable personality..." (HM2)

"... Democracy is the administration of people by people for people. It is a regiment where political authority belongs to nation. So, democracy means the governance and sovereignty of people. It has a meaning that general politics is administrated by people and determined in the hands of nation. People use this right either directly or through the representatives they will choose. Sovereignty is an authority where decision making is gathered or the will power that has an authority in state affairs..." (HAHM2)

"... Democracy is a form of administration gaining strength and improving with freedom, equality, tolerance and peace. Respect to human rights is essential in democracy. Nobody is given privilege. People have the right to think and express what they think. This leads to polyphony in democracy and provides choosing the most correct one among so many ideas. With this feature of democracy, it is the most convenient form of administration for Turkish society..." (HAHM3)

"... National goal of Turkish Republic is to protect the independence and integrity of Turkish nation,



*inseparability of the country, republic and democracy. In order to reach this national goal, we should follow Atatürk's principles and revolutions. If every individual knows this aim and follows Atatürk to reach it, terrorism will never achieve its goal..." (AHM1)*

*"... Democracy is adopted through education and in time; it never comes out abruptly. Therefore, education of democracy should be started from younger ages onwards. The first place the education is given is family, the second one is school. Knowledge learned at family and school is intensified in life..." (AHM10)*

The ideas of primary school administrators concerning "democracy", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators indicated their individual ideas democratically over the fact that democracy is a way life, every individual of Turkish Republic should be a person adopting the principles of democracy and that school administrators being leaders of a society should assimilate these concepts and should be good examples for the society.

3. The ideas of primary school administrators over right, which is one of the concepts of human rights:

3. İlköğretim okul yöneticilerinin insan hakları kavramlarından hak ile ilgili görüşleri:

*"... Right is an authority granted to individual by society. The common source of all rights is freedom. After starting to live as a community, the concept of right emerged in order to carry on this freedom. For example, working is a right for every individual. Thanks to this right people have a right to work at any work they wish..." (HM5)*

*"...People must know what their rights and how to get their rights. We can demand what is a right of ours. However, we should be aware of our rights in order to demand it. In many modern countries some rights arranged and protected by the state are granted to individuals. All these rights are called public freedom. In other words, the right to know what someone's right is is formed by states with the importance given into the education of human rights..." (HAHM5).*

*"...Everybody is born with free, equal honour and rights; equality is essential in benefiting from rights; everybody has a right to live, freedom and security; everybody has a right of education, having a property, communication, travel and residence; everybody has a right of being a citizen..." (AHM9)*

The ideas of primary school administrators concerning "right", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators expressed their thought with common ideas over right rather than individual ones.

4. The ideas of primary school administrators over justice, which is one of the concepts of human rights:

4. İlköğretim okul yöneticilerinin insan hakları kavramlarından adaletle ilişkin görüşleri:

*"...Justice is granting the right to the one who is right. Unless you take human rights as the basis of law, it means that law doesn't the right to the one who is right, that is to say it doesn't establish justice. Therefore, human*

rights have to be the basis of law in order to establish justice..." (HM6)

"...State is responsible for unblocking political, social and economical handicaps limiting basic rights of individual. It has to provide individual with necessary conditions to enable him carry on his physical and spiritual existence..." (HAHM1)

"...Basic tool of law is to establish justice in a society. Establishing justice should be the basic aim of law as well as of state administration. Justice is only realized with the protection of human rights..." (AHM2)

The ideas of primary school administrators concerning "justice", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators indicated that justice should be taken more attention at school affairs, behaving so will not cause so many troubles while administrating the school within the framework of its goals and they expressed their personal ideas on justice.

5. The ideas of primary school administrators over solidarity, which is one of the concepts of human rights:

5. İlköğretim okul yöneticilerinin insan hakları kavramlarından dayanışma ile ilgili görüşleri:

"...It is likely to say that there is an autonomous relation network of solidarity among nongovernmental organizations. However, participating in nongovernmental organizations is so important. We can define participation as taking place in public life..." (HM4)

"...Atatürk said that Turkish nation needs solidarity leading to love, respect and tolerance more than anything else. In his mind, it is impossible for a nation having no solidarity to live independently..." (HAHM1)

"...The purpose of sharing tasks among people is the welfare and peace of the society, and so is that of cooperation. Goods and services produced at the end of this sharing are finally presented to the benefit of others. A farmer needs a miner; a tailor needs a farmer and so on. This solidarity appears when people meet the needs of each other..." (AHM8)

The ideas of primary school administrators concerning "solidarity", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators indicated that school can realize its objectives effectively within the principles of solidarity with both at school and the social environment it is in as an organization and expressed that school must serve through solidarity of state and citizens.

6. The ideas of primary school administrators over declaration, which is one of the concepts of human rights:

6. İlköğretim okul yöneticilerinin insan hakları kavramlarından sözleşmeye ilişkin görüşleri:

"...The members of European Commission signed the Declaration of Human Rights and Protection of Freedom in 1950. The most important feature of the declaration to which our country put its signature in 1954 as well is the mechanism of supervision brought to allow human rights and freedom. Within this mechanism are Human Rights Commission, Court of Human Rights and Committee of Ministers. People will be able to seek their rights directly against their own states or other states through an international organ..." (HM4)

"... There are some conventions which were prepared by international institutions and signed by their members in the field of human rights. The Declaration of European Human Rights is one of them. Our country accepted the declaration and put a sign on it. Depending on this declaration signed in 1954, protection of human rights became widespread in the countries signing it..." (HAHM4)

"...The relation of labour between employee and employer is arranged through a contract of labour. The relation of labour concerning a number of labourers between union and employer is arranged through a collective contract. Labourers and employer have a right to design such a collective contract mutually..." (AHM6)

The ideas of primary school administrators concerning "declaration", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators expressed their thought with common ideas over declaration rather than individual ones.

7. The ideas of primary school administrators over "authority", which is one of the concepts of human rights:

7. İlköğretim okul yöneticilerinin insan hakları kavramlarından yetkiyle ilgili görüşleri:

"...Execution, administration, government are used in almost same meaning. While our constitution uses the term "authority" for legislation and justice, it uses "authority and task" for administration. Depending on the article 8, "the authority and task are used and carried out by the president and the board of ministers compatible with constitution and laws..." (HM1)

"...Legislation is the authority to enact, change and abolish laws. The authority to legislate in our country belongs to Turkish Grand National Assembly. This authority can never be transferred. Laws should be compatible with the constitution. Whether laws are compatible with the constitution are supervised by the Court of Constitution..." (HAHM2)

"...Nation grants sovereignty to the administrators as an authority voluntarily. This authority is given through elections. As a result of the elections repeated in certain periods, the representatives elected by nation meditate the usage of the authority. Administrators get its power from people and the authority granted to them by people. Those who do not administrate the country and use the authority as in the way people desire are sent away by people..." (AHM4)

The ideas of primary school administrators concerning "authority", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators expressed that they had much more responsibilities in their thoughts dealing with authority, they did not have much authority compared to the responsibility, indicating that in the coming years they should have more authority at school administration.

8. The ideas of primary school administrators over "tolerance", one of the concepts of human rights:

8. İlköğretim okul yöneticilerinin insan hakları kavramlarından hoşgörü ile ilgili görüşleri:

"...Free man is in an effort to improve himself and his skills throughout his life. School is a stage to improve man. What is learnt at school is enriched with new knowledge throughout life. Therefore, man learns such concepts as democracy, freedom, equality, right, justice, brotherhood, tolerance and love, which are peculiar to man..." (HM6)

"...Child learns his first knowledge from his mother and father. This knowledge and behaviours can be either positive or negative. If there is a democratic atmosphere in family, members of family do not violate each other's rights. On the contrary, they are respectful for their personalities, ideas and thoughts. They behave in a tolerant and intelligent way..." (HAHM5)

"...Turkish nation is a tolerant nation. Even in the periods it established great states, it behaved tolerantly against the religions, languages and beliefs of people. Turkish nation is a hospitable nation. Our hospitality is famous throughout the world..." (AHM8)

The ideas of primary school administrators concerning "tolerance", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators thought that they would be able to carry out their goals in a tolerant attitude at school together with the surrounding where school is in, they would be able to live peacefully by enduring each other and that school could be a centre of change and development.

9. The ideas of primary school administrators over "peace", one of the concepts of human rights:

9. İlköğretim okul yöneticilerinin insan hakları kavramlarından barışla ilgili görüşleri:

"...In the situations, where human rights are not protected, states can be in a competition of armament. They can endanger the security of human being. Realization of the ideal of world peace can be difficult. In such a situation, human rights are also violated. Whereas, when human rights are protected, these economical opportunities can be used to meet the needs of people and to provide them with living peacefully in a wealthy way..." (HM4)

"...Human rights are universal. Every individual should protect human rights both on him and on others. The integrity of the society and world peace can be realized in this way. By protecting human rights, making people live in a way suitable for their honour can be realized..." (HAHM5)

"...Atatürk's principles and revolutions can be evaluated in two dimensions in terms of human rights and freedom. First dimension is the message given to world with the War of Independence. Turkish nation announced to the world that it used the right to be independent and live freely, which are regarded within basic human rights. Atatürk tried to realize the principle of "Peace at home, Peace in the world" with the belief that it can only be possible by realizing the independence of other nations in the world..." (AHM6)

The ideas of primary school administrators concerning "peace", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators expressed their thought with common ideas over peace rather than individual ones.

10. The ideas of primary school administrators over "public", one of the concepts of human rights:

10. İlköğretim okul yöneticilerinin insan hakları kavramlarından kamu ile ilgili görüşleri:

*"...Individuals with a conscious and sensibility of human rights will be able to act in an organization in order to prevent the violation of human rights and for the demands of other nations. Nongovernmental organizations (societies, associations) established in this purpose can make the voice of public opinion heard and protect human rights..." (HM2)*

*"...The government using the authority of administration has a significant task to make human rights functional. In addition, all the public employees are a part of administration. These people should also behave within the content of human rights and fulfil their duties..." (HAHM3)*

*"...Public means all of the people living in a country and the whole. The term public is also used to describe the state in daily life. When we say for the benefit of public, it recalls use the benefit of people; when we say public opinion, it means general idea or common sense adopted by people over a problem dealing with society..." (AHM8)*

*"...According to our constitution, our citizens have a right to participate into public services. Everybody having the qualification required by the service can use this right without any discrimination..." (AHM11)*

The ideas of primary school administrators concerning "public", one of the concepts of human rights, are compatible with the concepts of human rights. School administrators expressed in their ideas that they carried out a public service individually, they started working knowing the conditions of such a service beforehand and they conducted it voluntarily in a successful way and indicated that working as an administrator had no economical contribution if it weren't for willingness and that they carried out their duties spending more time and effort in a self-sacrificing way.

b. The ideas of primary school administrators concerning the activities they did over human rights and education at school:

b. İlköğretim okulu yöneticilerini okulda insan hakları ve eğitim konusunda yaptıkları etkinliklere ilişkin görüşleri:

The findings concerning the problem and second sub-problem of the research; Primary school administrations replied the question "What do you do for human rights and its education at your school" as follows:

We, as the primary school administrators are trying to provide every opportunity required for human rights and the education of human rights. In the atmosphere of education, no matter what level it is, teachers, assistant headmasters, parents in the level of classes, the members of commissions of family and school work in cooperation for activities of human rights, activities concerning certain days and weeks, establishing committees of school. All participants of school administrators expressed that they conducted these activities effectively in the socio economical level of their school.

Although human rights and its education is accepted as a legal obligation that all primary school administrators must practice, they expressed that they did not consider human rights education as an obligation and that they practiced it to contribute to democracy as an attitude carried out willingly.

#### 4. CONCLUSION (SONUÇ)

It is necessary that administrators and teachers believe human rights, the rights of individual and individual differences between them, indispensability of the difference of thought and attitude, tolerance and the excellence of democracy and be inclined to practice it as a way of life at primary education. This approach necessitates us to see the problem of human rights education at a process starting from family to preschool education which is the first step of formal education to university education and at every stage of life with the education of adults.

As a general conclusion of the research; it is clear that although primary school administrators expressed that they paid more attention to the attitudes and behaviours concerning human rights, they could not display attitudes and behaviours dealing with human rights at a level to meet the expectations of teachers and students due to the fact that they could not transfer their ideas and thoughts into practice, therefore theirs were not at a level of attitudes concerning human rights to meet the expectations of teachers and students.

#### 5. RECOMMENDATIONS (ÖNERİLER)

- Human rights should not only be included in the course books and the classroom activities, but administrators should also be informed about international organizations in this field.
- School administrators should support the development of classroom tools and equipments (books, brochures, handbooks etc.) by field experts to help teachers teach the courses.
- The values over human rights should be adopted by school administrators and be included in the school atmosphere, school should be administrated in democratic way and it should be cultural development and education centre of the environment.
- School educators (administrator, teacher, supervisor etc.) should be supplied to be more sensible to the education of human rights. This sensibility can be made to attain through in-service courses.

In order to increase the interest in the public over human rights and to create a social awareness, all official and non-government social organizations should work cooperatively.

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