

Teacher Education Student Perceptions and Views about Equity and Discrimination Practised in Universities in Ankara - Turkey*

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Abstract: This study tried to explore teacher candidates' perceptions and views about the equity in education and discriminative practices in their colleges. It was also tried to find out students' experiences related with discriminative behaviors occurred in their campuses. The research provides the qualitative data about unfair behaviors occurred in the campuses. Not any special predefined inequality area was inquired in the study such as gender or class related. Qualitative data gathered from 132 students from three College of Education in three universities located at Ankara, Turkey. Findings show that students face discriminative practices and different kind misbehaviors in different universities. Non-discriminative policies, administrative and pedagogical practices were recommended in the research.

Key words: Teacher education • higher education • discrimination • inequality • equity

INTRODUCTION

Every country has its own special contradictions and unique problems about equity and diversity. For example, the countries where slavery was legal in the past may be more aware of racial discrimination rather than gender and other socio-economic status inequities. Some countries may also have struggle with strong ideological and political differences among their citizens. It should be noticed that Turkey also lived strong ideological conflicts. The country faced armed civil forces' struggle while still being under the effect of the political conflicts, besides other problems about gender equity, ethnic origin, mother language vs. official language, sharp socioeconomic differentiation and unequal income distribution. Coup, in 1980, also deepen these inequalities, raised the ethnical and cultural conflicts.

Literature on equity issue especially focuses on racial, gender, class, ethnic and language discriminations and inequalities commonly in working life and education. Some studies focused on the root of equity as sociological, philosophical and ideological [1-7].

It is expected that education should reduce discrimination to support to be humane. It is also related with democracy. Dewey valued schooling as the center of democracy and also claimed that education is basic to

democracy and democracy is impossible without education [8]. Even, when equality as a main principle and aim of the education system placed among the general and special aims of educational system and institutions, education cannot provide fair free practice by chance, without discrimination sensitive policies at a wide perspective. Besides, as main personnel of the higher education system teaching staff should have positive attitude and values for reducing discrimination and enhance equity. Positive behaviors in society may be spread out and all over the communities in the world may be affected from this expansion. Some researches [9] show that a teacher may not be able to differentiate between equal and/or unequal situations and behaviors if he/she is not aware of which behaviors cause to or emerge from inequality. Even there may not be a non-discriminatory policy [10].

Equity and equality are different concepts. Generally we prefer to use equity concept in education. But they can be used interchangeable concepts. The root of inequality comes from private property right of land. Rousseau and Proudhon think that private property causes to emerge inequality in human to human relations [11]. Apple [12] mentions the relationship between equity and equality around the right of property and person rights.

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Turkish constitution (1982 Constitution) and higher education law (2547 Numbered Act) noted on equality and equity. The Constitution of the Republic of Turkey ordered (Article: 10)

All individuals are equal without any discrimination before the law, irrespective of language, race, color, sex, political opinion, philosophical belief, religion and sect, or any such considerations. No privilege shall be granted to any individual, family, group or class. State organs and administrative authorities shall act in compliance with the principle of equality before the law in all their proceedings.

National Education Basic Act (1739 Numbered Act) also stressed over equity as one of the main principles of national education.

It seems that, from top to down equality and equity have a common acceptance. But we see inequalities, discriminations and mistreatments to persons around us and in all around the world. Education may have a corrective role, the most of people think. But education also may be used to hide or rationalize some existing inequalities and stratum by used pedagogical practices like Freire [13] mentioned in "pedagogy of the oppressed" or be an ideological state apparatus like Althusser [14] mentioned in "ideology and ideological state apparatus". Does education system run in equality/ or equity manner? From enrollment to graduation and even after many years of education, inequalities are continuing. Behaviors of teachers in classrooms, assessment of students, teaching process and methods may have inequality or feed to discrimination even they are not aware of these. Teacher education stage may be a good starting point. Sanders [3] mentioned that;

"Gender equity has received considerable attention in K-12 education since Title IX of the Education Amendments of 1972, but not in teacher education. Unlike special and bilingual education, for example, gender equity is not thought to merit whole departments or even courses. Yet, teacher education is the point at which future educators are accessible in methods and foundations courses, are there to learn, have time to learn and don't have years of bad teaching habits to undo. Unlike one-shot in-service workshops, semester-length courses permit real change. This is also the only point when future teachers are able to observe equities and inequities by other teachers in the classroom and to experiment with their own teaching methods."

Many researches show that especially gender bias is general teacher behavior even they are not aware of this [9]. Some disinviting behaviors of teachers may be

gender bias; some of them are related with race, ethnicity, language, religion, political identity, handicapped etc.

The third level of education, especially teacher education has a strong importance to reduce discriminatory and unequal behaviors upon students and in general upon others. Sanders [3] stressed on that level education for American Society:

" Those learning how to teach today will be responsible for teaching the next two generations of Americans. If we want an America in which girls and boys are treated and treat each other, with respect and kindness and in which girls as well as boys are urged and expected to fulfill their potential without restriction, then we must begin teaching about gender equity in our teacher education programs as a matter course".

Turkey also has problems in education related with inequalities. Many studies [5, 15] focused on general, macro inequalities between groups from equality of opportunity point of view. Discriminatory behavior types of teachers and of other educators in education and other conditions cause to inequality rarely have been considered. Especially in higher education level, campus policies and faculty practices did not considered from the point of equity and discrimination practices.

AIM OF THE STUDY

In this study, the researcher tried to explore what is going on in three campuses, located in Ankara, for pre-service teacher education students about equity. The main problem of the study is to define pre-service teacher education and educational sciences students' perception and views about the equity and discrimination in their colleges by their practices and personal experience. The study provides data about unfair behaviors occurred in campuses, regarding to equity in education. There is not any special predefined inequality area that was inquired in the study. From the gender related to physical related inequalities and discriminations were tried to be figured out.

METHODS OF THE STUDY

Qualitative research design [16] was used in the study. Data were gathered by an open ended interviewing questionnaire for the study, at May-June 2001. Data collecting instrument was developed and administered by the researcher and experienced academicians. Firstly, researcher have interviewed to some students by draft

Table 1: Number of Students Joined to the Research Regarding Universities, Departments

| Universities | Departments | No. of Informants | Total 4 th Grade Students |
|---|---|-------------------|--------------------------------------|
| Ankara University | Educational Administration and Planning | 8 | 47 |
| | Adult Education | 6 | 22 |
| | Curriculum and Instruction in Ed. | 4 | 35 |
| | Psychological Services in Education | 11 | 66 |
| Total | Faculty of Educational Sciences | 29 | 170 |
| Middle East Technical University (METU) | Mathematics Teaching | 9 | 38 |
| | Physic Teaching | 17 | 47 |
| | Biology Teaching | 6 | 43 |
| | Chemistry Teaching | 10 | 31 |
| Total | Faculty of Education | 42 | 159 |
| Gazi University | Elementary Education | 38 | 213 |
| | Psychological Counseling & Guidance | 23 | 42 |
| Total | Gazi Faculty of Education | 61 | 255 |
| TOTAL | | 132 | 584 |

questionnaire. Then questionnaire was developed to be answered by students and was reached to students at their class or campus environment. Mostly, informants filled out interview questionnaire by themselves.

Three of four of the State Universities in Ankara were included in the study. Ankara University, Gazi University and Middle East Technical University were included in the study. Graduate boundary students (4th Grade) of the three universities were included for interviews. There is only one private university which offers teacher education program in Ankara. This program is not at undergraduate level but graduate level and this is not covered in study.

Department differences were not considered as a main group. All 4th grade teacher education and educational sciences students during interview period were covered and asked to answer open ended questionnaire. Mostly, students took the form and some of them were not returned. With six students (5 from Ankara, 1 from METU) was interviewed face to face by the researcher and the others were given the form to fill out. Before filling out the instrument the researcher explained the aim of the research and privacy policy. A total of 132 questionnaires returned. Their distribution regarding the universities was presented at Table 1. Some students were not answered some questions and these items were analyzed with opinions rest of the students.

In the study, especially, any sub-category of interviewees was not taken into account except university, college and department. Variables other than university and department didn't take into account in research model. In analysis process department variable

was also removed. Even gender was not taken a different variable. The researcher tried to reach as much as students and did not select any sub-category and any other characteristic. It was expected that research data will provide which characteristics are important issues for equal treatment or discrimination.

FINDINGS

The main findings of the research are presented under some problematic aspects. These themes are parallel to items located in data gathering instrument.

Do Students Face Discriminative or Unequal Practice?

To find out if students faced discriminatory or unequal practices the following question was asked to students: Do you think that, students face separate practices, discrimination, or inequality because of social, economic, political view or any other reasons. If they face to these practices, for which reasons and how?

Gazi University: In Gazi University, the total of 61 students answered the question. Regarding to their answers there are a few kind of discriminatory practices in the university. These are political view, economic, headcover, gender, ethnicity, wearing style, belief, coming from rural area. On the other hand, some students think there is not any discriminatory practice or inequality in the campus. While 11 students think there is not inequality others mentioned different reasons for discrimination. One of 11 also says “yes, there is but not

excessive". Obviously, political view seems to be a dominant reason for discrimination. 51 of 61 informants mentioned this reason.

Practices all over the country have been affected by politic decisions. But we accept that all students have right to have education equally without depending on their gender, race, religious belief, political view, economic level etc. It means educational institutions should provide suitable, equal educational conditions and possibilities to all people in the country. Most of the students (84 percent) think that there is discrimination in terms of political view of the students in the university. The students who think differently, have differences may be beaten, threaten, forced to leave university by other students with the dominant point of view. Some words of students show discrimination depending on political view. Actually the worst thing is that those students think that administration of the university is involved in it.

- School support a group of people and all social activities are in their control.
- They supposed definitely everybody have to have a political view.
- I saw some friends who were beaten because their political views were different
- There is leftist and rightist separation. There is dominant power of rightist students in this faculty.
- Faculties do not discriminate but, it is very common among students.
- There is a dominant view and has no tolerance to its opposite.
- There is no respect to political views and religious belief, only one political view is dominant. This is discrimination for me and it comes from administration.
- We witnessed a few times beating of students by dominant student group because of different view, during our studying period.

Nine of 61 informant mentioned wearing style and headcover. 3 of them think that headcover is under pressure and it is wrong. Six of them stressed on wearing style of male students, which is being under stress. According to them "some students are controlling other students and they are dealing with from what to wear and beard to sitting position and have place in canteen. They are dealing with everything." The words of some students are like a cry "I am not feeling myself in a secure place at school".

Four students says "there are economically different practices" in the university. Especially they show second

teaching (an evening undergraduate program) and its price as an example because it is more expensive than regular undergraduate programs.

Even in many research and literature gender is a main difference and discrimination subject. In the study gender was not mentioned as a main inequality or discriminating subject. The students do not think female students are facing discrimination because of their gender. However a student say "higher grade is being given to females". One student thinks "there is too much discrimination depending on gender and political view."

Some students from Gazi Faculty of Education think ethnicity also is a discriminating reason beside political view. A student's words show the importance of the situation.

Discrimination may be seen more at this university, there is strong pressure because of ethnicity and political view. Because of this kind of views some of my friends dropped the school. Myself, I have been taken to hospital two times because of view difference; students face discriminatory practices due to political view and ethnic origin;

Belief also may be a discriminating reason. Two students mention that "food is not being eaten, no smoking during Ramadan. Here, it is mentioned that these are not allowed by a group of students with dominant point of view in the Faculty.

No other factors as an discrimination area were mentioned by the students of Gazi University, Gazi College of Education.

Middle East Technical University (METU): METU students who answered the questions think that some kind of discriminations and inequality occurred in their university. However, most of the students think there is no discrimination and inequality depending on mentioned issues such as gender, race, belief, class, political view etc. Total 25 of 42 students (60 percent) mentioned that there is no such kind discrimination and inequality. Some of the students (5 students) also mentioned that there is inequality and discrimination but it does not come from their school, but society.

Some students from METU stressed on some situations that is, unequal and discriminating. These depend on economic level and practices, political views, gender related issues. It seems most mentioned issue about inequality is forbidding female students to enter classroom with headcover. Actually this decision was made by Higher Education Council and approved by

Supreme Court. It is not a college level practice, directly. But, because of different practice among university administrations, students expect that rule not to be practiced to them. Nine of the students mentioned that this practice in their college by those words:

“Forbidding female students to enter classroom with headcover is inequality; There is inequality on religious subjects. Practice to students with headcover is not logical.”

Some students think that there is inequality everywhere and not related to their college. Five students say;

- There is not such thing equality, of course inequality is in everywhere but it seems to be minimized, here.

“Students face economic problems, gender related bias and non-tolerance to different ideas as political views. These do not belong to the department but belong to society generally”.

Three students paid attention to economic inequality. They say; “there is inequality economically. Fee, summer school fee, private dormitories.

Another three students mentioned political view as a discrimination reason.

It seems that very few students think there are inequality and discrimination depending on faculty practices and conditions in METU College of Education.

Ankara University: Number of students from Ankara University, Faculty of Educational Sciences (29 students) returned questionnaire and wrote down their views on inequality and discrimination in their faculty. Additionally, while developing data gathering instrument the researcher interviewed 5 more students on these subjects in order to understand whether the questionnaire was clear and understandable or not. For the interview, the researcher selected one handicapped student (blind), one student who has opposite political view to dominant in the faculty. Also three volunteer students were interviewed.

Students from Faculty of Educational Sciences do not agree on discriminations and inequalities practiced in their faculty. Eight students of 29 think that there is no inequality or discriminating practices in the faculty. However, the others think that faculty is not an equal place. Students who think that the faculty is an equal place say following:

- I think there are no mentioned reasons about inequality. At least I did not face to.

- There is no inequality regarding to gender, ethnic and language.
- There is not too much inequality comparing to other universities.

Although some of discriminatory practices mentioned by only one student they should be considered as reasons that they may be important to cause inequality in education. The reasons, mentioned by students, that cause inequality and discrimination are political view, economic weakness, disability (handicapped), gender, headcover, proficiency, ethnicity, mother language, religious belief and marital status related.

The first reason of inequality and discrimination in this faculty is also political view, like Gazi University. But in this faculty, words of students are some kind different also. Some students complain about administration because they are being investigated for their democratic (political) activities. Some students think that some students are having too much tolerance from administration. 14 of 29 students (48 percent) think that political view is a reason to be behaved different, privileged or discriminating. These are students' words that show what they think:

- As politic view, the college does not allow us to demand main democratic rights by investigations.
- It seems leftist students' activity field are bigger.
- There is too much tolerance to leftist students.
- Faculty members behave negatively to some students who do not avoid showing their political views in school.
- There is one view that rules our college. Especially students around “student association” created a pressure on other students. Using bulletin boards and canteen by one view is politically discrimination.
- There is violence because of politic group differences. People were frightened psychologically as much as physically.

There are different practices regarding to political views.

The second dominant reasons of inequality mentioned by the students are as economic conditions or socioeconomic status of students' families. Six students think there is inequality because of economic reasons. By student's words:

- Individuals who live below the poverty line what degree can they involved in education? Canteen is very expensive; meal of dining hall is expensive and bad.

- To be had on by students because coming from different economic level (higher level) family is discrimination.
- To get university education is being impossible day to day for persons from low socioeconomic level.

Disability also mentioned as a discrimination and inequality reason. Especially handicapped students need to have more help than other students. Some students are aware of this. Three students wrote down the special situations of disables and one paid attention to proficiency of students to express themselves. Students say that:

- There are handicapped friends and faculties behave more meticulous such as having them to course, allow them to speak.
- Handicapped friends are living inequality to the end because physical conditions of the building, attitudes of students and faculty members.

It seems that gender is seen as a positive supportive factor for female students; according to responded students. Two students mentioned gender additionally with other factors but not as negatively discriminating reason. The students say, “based on gender there is some events that a few faculty support female students.

The students mentioned ethnicity, mother language, religious belief and marital status only one time.

Generally we would say that political view and economic levels are seen as more important discrimination and inequality reasons than others are.

Do Students Feel Bad About Themselves Because of Internal Reasons?

To find out which internal reasons cause the students to feel bad themselves that question directed: Are there any individual reasons cause you to feel worse than your friends even though there is not any negative behaviors from out? Such as physical handicap, economic weakness, other individual characteristics etc.

Gazi University: Students from Gazi Education Faculty mainly responded that there is no any internal reason to feel bad about their selves. 36 of 61 students think in the way that “All students are at the same position except exceptional; just students’ political groupings cause me to feel bad. I can’t say there is a barrier that causes me to feel bad. I could behave comfortable and practiced firmly to my religious beliefs for four years.”

A few students mentioned some situations that cause them to feel bad. These situations are being in welfare, appearance, personal history (background), have to work, wearing headcover and maturity. Students mentioned each of these only one time. It would be said that these are not general or common problems for the students. On the other hand, there are some other situations that were listed more than one time. For example 4 students wrote down economic insufficiency and 9 students mentioned the university environment and their perception. These are students’ words that reflect what they think about university climate they live in.

- Having not a university climate cause me to feel bad. It is annoying that university is not different from high school.
- There is no individual reason. I became introverted for one year, because of being a loser at the end by speaking.
- Behaviors of some students to some friends badly because of individual characteristics cause me to feel bad.
- There are psychological reasons. Not being in free environment. I can express myself but I am restricted.
- Just favoritism cause me to feel bad in school.
- School is too much conservative and authoritarian.
- I can’t stand negative critics especially when they depend on biases.

Answers show that Gazi University students were affected by external reasons instead of internal individual reasons to feel bad.

Middle East Technical University: METU students also think that there is not internal reasons cause them to feel bad, mainly. 23 of 39 students said that, “there is no internal reason”. They generally mentioned that, “we are all from same social and cultural environment; although my economic condition is not very well, it has not affected me to feel myself bad.” However 11 of 39 students mentioned that economic reasons cause them to feel bad. Their words to express that way:

- My mind is obsessed to find (borrow) money and what can I eat with it. I am feeling bad because I borrowed from persons around me.
- Economic weakness. I am feeling economic weakness, not in college but in campus.
- Wearing bad for economic reasons.

Wearing bad because of economic reasons, family and not studying as much as friends were also mentioned by students as factors that cause them to feel bad. These are the factors that were mentioned only one time by students.

Ankara University: Half of the students from Ankara University Faculty of Educational Sciences (FES) also say that there are not internal reasons causing them to feel bad. But many students mentioned that special reasons related with themselves cause to feel bad. Economic reasons come first (5 students mentioned), physical problems, behaving style, wearing style, psychological problems, enrolling to school late, (starting school in older ages) foreign nationality and being married. All these kinds of characteristics cause some students feel bad in faculty environment. A student also says "School environment was not suitable for me."

Much kind of reasons can cause students to feel bad and also affect students' success in education. If there is something that educational institutions can do, firstly they should consider what cause students feel bad.

Do Teaching Staff Behave Discriminatorily against Students?

To understand what students think about behaviors of teaching staff to themselves, equally or not. Findings of the inquiry about this subject were given here regarding to universities.

Gazi University: Nearly half students from Gazi University (28 students) mentioned that faculty members did not behave discriminatorily. However, some students think or faced some behaviors teacher showed that is not equal.

Even some students who did not face discriminatory behaviors say they do not feel there are real equal behaviors for everyone.

"No, but I did not express my ideas clearly, I do not know what if I could; I did not face but it does not mean that there is not inequality."

Other views and perceptions agree with no discriminatory behaviors of teachers expressed more clearly.

"Faculty members and teaching assistants behave us equal; I did not see discriminatory behaviors."

Students have perceived some behaviors of faculties shown in university as discrimination and unequal behaviors. First of all, again, political views are reasons for these kind behaviors. Nine students express that "students with dominant view and apple polisher are close to faculty members and a few faculty members have evaluated students according to their politic views. Just a faculty has done that." These students also mentioned that these kind of behaviors are not common among faculty, but still there are.

Other mentioned behaviors related with inequality and discrimination are following regarding to number of students:

Being open to apple-polishing (n=4), sexual harassment (n=3), not helping to some students (n=2), gender related inferiority and gender-related priority (n=3). Ethnicity, religion, headcover and, being successful have been mentioned by students one by one as reasons of unequal behaviors. The behaviors of faculties as discriminatory are sexual harassment or opposite sex interest, not helping some student, evaluation students by depend on reasons other than course related and bias and unequal time allocation to students. It should be mention that students who responded about behaviors of teachers stressed on the level of behaviors by words "just a few, a teacher or such as xyz (researcher changed the name of course) course's teacher". This shows that, faculties' unequal or discriminatory behaviors are lower comparing to students. But, of course, this level can't be accepted sufficiently. Faculty members should not show any discriminatory behavior and they should be aware of to find out their behaviors leading to inequality/discrimination against students.

Middle East Technical University: The most students from METU think that faculty members do not behave discriminatory and unequal. Even 25 of responded students think that there are no discriminatory behaviors, 7 students think close relationship in classroom cause to inequality. A student says "asking question too much cause faculties' more attention to these students. Good relationship can turn to score. It disturbs me".

Apple polishing, interdepartmental attitudes, scoring methods, head covering, preferring students according to their average scores, politic or religious views have been mentioned as reasons and methods cause to faculty members to behave non-equalitarian. Totally 16 of 41 students mentioned these factors as they faced generally one time by one teaching staff.

Ankara University: Students from Ankara University mostly think faculties are not behaving discriminatory and non-equalitarian. 16 of 29 students think that faculties' behaviors were equalitarian. By students' words:

- Faculties from department where we are studying do not behave discriminatorily.
- No. I felt all of their moral support on my shoulder always. I never faced, contrary I am pleasure and I love them much.
- Faculties who know my problems helped me.

Some students mentioned about discriminatorily and non-equalitarian behaviors of faculty members. The reasons or behaviors mentioned by students are such: political view (3 students mentioned), privilege to female students (n=3), physical appearance (n=2), personal relationship (n=1), classroom assignment (n=1), controlling students to attend course (n=1), relationship between departments (n =1), not being democratic (n=1).

Some words of students show same example behaviors, which can be defined as non-equalitarian practices.

- They are changing due dates for some students and not for the others.
- Attending to class is obligatory. But all students are passing from attendance even they do not attend. They are mentioning different physical appearance. I am privileged because of my gender.

Do College Administration and Other Service Departments Serving Equally?

Findings about behaviors of administrative and services persons such as employees in library, student affairs and Dean's office to students in equality manner were placed in this section.

Gazi University: Most of the responded students think that they are being served equally (27 of 46). It seems that some students face to problems and unequal behaviors in their relationship with Health and Cultural Services Center (Medico-social) (8 students mentioned), catering center and canteen, college administration and faculty members. Even a student says "they are not discriminating, students services bureau is behaving bad to all students". Students mentioned the reasons for behaving different and badly are political view, being

acquaintance, grouping, psychology of officers, headcover, uneducated officers of services.

Middle East Technical University: METU students mostly agree on they are being served equally. Just two of 36 answered this question say there is no equal services without any explanation. Two students have mentioned that there is not equality in campus and in inter-departmental relations but there is in their college.

Ankara University: Half of the informants from Ankara University Faculty of Educational Science (15 students) think that they are being served equally in the faculty. But the others think there are some problems about services they are using. Students mentioned that Dean's office, student services staff, library personnel and faculties do not behave equally all time. But, it is interesting that not any services were mentioned more than one time, except student services. Just two students mentioned students' services bureau. Of course even it happened one time, students should be listened to and some hidden discriminatory behaviors and attitudes, negative behaviors should be informed to all personal in the educational institutions. Students say:

- They behave rude/badly;
- Librarians are not managing book loan equally,
- Faculty is not controlling attendance and passing all.
- Scholarship distribution is not equal. The reasons of those kind problems are political and based on individual relationship.

Do Students Think Education Developed Their Behaviors Towards More Fairly, Equal and Sensible

In the study, it is inquired if education affected students' behavior toward people in a more fair, equal and sensible way or not. If their behavior were changed, which factors did cause this? Can education be placed among these factors? Responses of the students were mentioned below regarding to their university.

Gazi University: Some of the students (12 of 61) were not responded to this question. While some students say education affected their behaviors towards positive direction or indirectly; some of students said that they did not observe any changes in their behaviors or thought that education affected their attitudes and behavior negatively.

Students, who think education affect positively, say:

- I think there is affection of education,
- Many respectful faculty members contributed to this.
- I believe that I have learned from faculty members accepting people as they are.
- Not from college but teaching staff.
- Especially because of my department I behave equal, fair and sensitive.
- Course content of my department.

Some students think that especially their studying subjects and teaching staff affected them to behave more equally. This shows that affection of educational environments and teaching staffs are perceived separately.

Many students (19 students, 39 percent of respondents) think that education changed them but not positively. It is very annoyance that students feel them to become more cruel or intolerable. Students say:

- Definitely no. College did not affect.
- No, I do not think. Because, our college is not a democratic and free school.
- Not possible. Reasons are faculty members and assistants. I do not think I changed that way.
- I was tolerable before the college, but seeing pressure and violence in the university made me cruel.

Some other factors which are effective on equalitarian behaviors of students are leaving from family; long term friendship; living in a dorm with many friends from around country.

Middle East Technical University: Most of the students in the METU do not think that education and courses cause a more equalitarian behavior directly. 24 of 38 (65 percent) respondents thought that education did not provide positive change directly. They thought that education either not affected or affected negatively. Students who said that university affected their behaviors by the education (13 students, 35 percent), think that this is a co-affection together with democratic and liberal environment, personal development. However, a group student who thought that they were changed but they did not attribute these changes to education, they mentioned some factors might be related with educational environment as side affect.

Students, who think education affected them about equalitarian behaviors, say:

- It can be said that I took that kind education.
- Especially courses which I took from education, College education, definitely caused me to behave more equal to people.

But the others students' words are:

- "No, I don't think I changed, I am behaving equally everyone before and now", "No. University did not affected positively. Contrary, I feel that it is away from me, I was more sensible".

Ankara University: The students from Ankara University Faculty of Educational Sciences, do not think similar. More equalitarian behaviors are directly attributed to "education" and college by most of the students (20 of 29 respondent, 69 percent). They say;

- Education in the college helped me freeing from my bias, developed my proficiency in empathy and understanding life with different aspects. Interdisciplinary education helped me.
- Of course, faculty members have had changed my view about life.
- Yes, especially some of faculty members affected in courses.
- Faculty members have developed my consciousness about equality and discriminating subjects.
- Possibly, some department teachers affected me.
- Psychology and human rights courses affected.
- Yes, developed in College. But, culture in college and life style affected me to develop sensitive behaviors, more than education.

Some of the students (7 of 29, 24 percent) evaluated negatively the affection of education on their equalitarian behaviors. These evaluations are not wholly negative about College's affection. But it seems that students don't feel themselves being affected sufficiently about equality:

- I am always same.
- In contrary, college affected me negatively.
- College did not change me towards equality, but it may be effective in developing my vision.
- I already have fairness. School did not teach me.

The responses of students from Faculty of Educational Sciences show that most of the students were affected from College and courses they attended, directly or indirectly.

CONCLUSIONS

Students think that they are facing discriminatory behaviors and practices in their campuses or educational institutions. There are differences between universities about discrimination and equality subjects. While students from two universities focused on political view and practices, the students from the other university considered economic conditions and headcover more than the others. Economical conditions of students are seen as a matter of inequality.

Some faculty members behave discriminatorily and students' behaviors are affected negatively from this. Students do not trust totally to faculty members but they are mostly respectful to them. Individual relationship between students and faculty members is accepted as a way that can lead privilege and inequality. Some students think that some faculty members behave discriminatorily for various reasons. These are especially political view and apple-polishers.

The reasons which were mentioned as causes of inequality and discrimination are mentioned political view, wearing style, headcover, economically weakness, gender, proficiency, ethnicity, mother language, religious belief, marital status and origin which rural vs. urban.

Students come face to face with violence because of their political views or wearing style. Universities could not provide a safe environment for students who are diverse from dominant groups.

Generally students do not feel bad themselves because of internal reasons but external reasons cause them to feel bad. Especially campus environment and climate affect students and cause them to feel bad. Economical weakness and physical problems of the students are also causing students feel bad.

It seems that all the university students do not have similar feelings related to university experiences. Some universities reached better level on this subject. The students from these universities feel themselves better than the others on this subject.

Students are face to discriminatory behaviors especially from their peers, students.

Students consider the department officers of some services behave them as discriminatorily and bad.

There are not adequate educational programs and contents to inform students against discrimination and unfair behaviors.

Many students don't think that education in their colleges create more equalitarian behaviors. Even some students think that university makes them worse in this

respect. But, some students are affected directly or indirectly towards more equalitarian behaviors either from courses and faculty members or campus environment.

SUGGESTIONS

University and college administration may describe discriminating behaviors observed in the university environment and may inform all personnel and teaching staff.

Universities should have an equity policy and it should be prepared by extension participation of all the members of university. The policy should be reviewed in every few years.

All personnel should have awareness about discriminative behaviors, especially hidden discriminatory behaviors. The researches and the courses about these subjects should be supported morally and economically.

Researches related to equality and discrimination should be supported by university funds and courses and instructional activities such as conference and workshops, as well as placed in as regular programs of universities, not only in social sciences but also in technical and science departments

It is important that every student has to be accepted as unique and worthy. Even university and college personnel and teaching staff did not do anything unequally, some negative conditions of these students may prevent students to be successful. University administration should avoided of educational practices to create reproductive conditions in stratum in the society related to the class, gender, religion and ethnicity, political view, language and other stratum.

Some characteristics may be very specific to some students. Defining them by inquiries will help to reach all kinds of conditions and reasons, which are creating an unequal environment.

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